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Project Management Plan for the Lower Solukhumbu Education Rebuild and Recovery Project





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The Australian Himalayan Foundation (AHF), Himalayan Trust New Zealand (HTNZ) and Himalayan Trust United Kingdom (HTUK) engaged Johnstaff Strategic Projects to review the management framework and project delivery approach to the Lower Solukhumbu Education Rebuild and Recovery (LSERR) project.

Johnstaff Strategic Projects identified three areas for consideration:

1. Review the project design and prepare a realistic Project Management Plan to achieve the objectives and mitigate risks.
2. Orient Engineer Project Manager and REED on the LSERR model and donor requirements; and provide recommendations for project management capacity development for REED Nepal to deliver the project, support and manage the project team, and comply with donor expectations for project and financial reporting.
3. Monitoring of project governance structures, implementation and controls

The Project Management Plan (PMP) is intended to guide how the project will be managed and informs all subsequent project planning documents, such as the more detailed project and activity implementation plans. The PMP should support the Engineer Project Manager and REED Nepal to apply best-practice project management. The realities of project delivery mean changes should be expected, and the PMP should be treated as a 'living' document to be updated as and when the project requires.

The PMP was developed in consultation with Donors and workshops with REED in Kathmandu, February 2016.

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1. Introduction

1.1. General

The purpose of a Project Management Plan (PMP) is to provide strategic guidance for the effective delivery of the Lower Solukhumbu Education Rebuild and Recovery (LSERR) project.

The PMP provides a framework to align all project stakeholders in achieving of the project objectives, with the intention of promoting accountable and transparent decision-making and processes to ensure LSERR is delivering on the expectations and requirements of all involved - the three donors, implementing partners and communities in which the project is operating.

The objectives of this PMP are to:

- Confirm project governance and the agreed roles and responsibilities of the various stakeholders in the delivery of the project;
- Confirm the agreed meeting forums, including content and frequency;
- Confirm the agreed strategy for communicating internal and external to the project team;
- Identify the budget and cost management processes;
- Outline the project program and scope of works, emphasising the time constraints and key milestones
- Set out the quality management, monitoring and evaluation frameworks to be adopted for the project; and
- Set out the risk management approach to be adopted for the project.

The PMP will inform all subsequent project planning documents, such as the more detailed project and activity implementation plans included as Appendices to the PMP.

Revisions to this PMP are to be expected and may be initiated from any level of the project. Proposed revisions should be directed to the Engineer Project Manager in the first instance for subsequent approval by the Donor Coordinator and Project Steering Committee.

1.2. Context

In April and May 2015, two major earthquakes hit Nepal and caused widespread devastation across the country, including the district of Solukhumbu.

Three international organisations with a long-term commitment to the Everest region - the Australian Himalayan Foundation (AHF), Himalayan Trust New Zealand (HTNZ) and Himalayan Trust United Kingdom (HTUK) - have committed to rebuilding damaged or destroyed schools to contribute to the long-term recovery efforts in Solukhumbu.



1.3. Scope

A comprehensive needs assessment was conducted by REED and the Department of Education in April 2015 to identify schools in need of new or upgraded classrooms following the earthquakes. Up to twelve (12) schools will be supported with retrofitted classrooms, and eight (8) schools will be supported with construction of new classrooms. A map of proposed school sites is at [\[Appendix 1\]](#).

Complementary activities may be added during project implementation if resources are available through new funding or as part of other REED Nepal programming, such as the Teacher Training and Quality Education Program. These could include SMC/Teacher training on disaster response and risk reduction, including curriculum and community-linked simulation drills; or upgraded school water and sanitation facilities.

1.4. Partnerships

The three donor organisations - AHF, HTNZ and HTUK - will provide equal funding contributions to a total value of NRs53 million (approximately US\$500,000) for the the LSERR project.

The project will be Implemented by the Rural Education and Environment Development Centre (REED Nepal).

This project will utilise a community development approach. Each beneficiary community will receive a grant and technical support to rebuild or retrofit their school, under the supervision of REED project engineers. Each community will also make a contribution of resources to the project to institute a sense of ownership in the beneficiary community and contribute to project sustainability.

The project has been designed and will be delivered in cooperation with the Department of Education, District Education Office, Village Development Committees and School Management Committees.

1.5. Key Documents

In addition to this Project Management Plan, the following key documents detail the approach to project delivery:

- Project Implementation Plan (Gantt) [\[Appendix 2\]](#)
- Project Master Budget [\[Appendix 3\]](#)



1.6. Agreements & Memorandums of Understanding

The following agreements formalise the commitments of project stakeholders to delivering LSERR:

- Project Agreement - Donors and REED Nepal [\[Appendix 4\]](#)
- Memorandums of Understanding - School Management Committees [\[Appendix 5\]](#)
- Letters of Agreement - REED Nepal and Department of Education [\[Appendix 6\]](#)

2. Goal & Objectives

The purpose of LSERR is to contribute to the improved quality, access and disaster-resilience of education in the Lower Solukhumbu region. LSERR will do this by working collaboratively with school communities to rebuild or retrofit classrooms damaged or destroyed by the earthquakes, and to build the resilience of the community to future natural disasters.

LSERR Goal: *Children in the Lower Solukhumbu region have improved access to a quality and disaster-resilient education.*

Objective 1: To build back better the schools that have been damaged by earthquake

- | | |
|--|--|
| | 1.1 A functional School Construction Committee is overseeing activity implementation, with technical and administrative support from the Field Supervisor. |
| | 1.2 Communities are fully engaged and supportive of the project |
| | 1.3 Schools are upgraded with safer and higher quality classrooms |

Objective 2: To develop knowledge and skills of local communities for contributing to the recovery of the district post-earthquake.

- | | |
|--|--|
| | 2.1 Local skills and knowledge on safe building construction is improved |
| | 2.2 School management empowered to create and maintain safe school environment |



3. Governance - Roles and Responsibilities

3.1. Donors

The Donors of the LSERR project are AHF, HTNZ and HTUK. Focal points have been nominated to represent each organisation in the management of this project.

The guiding partnership principles and total funding commitment are detailed in the Partner Agreement. The terms and conditions of project funding, scope and duties of the implementing organisation are detailed in the Project Agreement.

Executive decisions are those that vary either the Partnership or Project agreements, including new funding commitments. Decisions will be made by the three donors unanimously, as equal partners.

The Donors, collectively or individually, may provide additional material or advisory support to the delivery of the project as required. The contribution of additional resources directed to the project will be endorsed by the Project Steering Committee.

3.2. Donor Coordinator

The Donors have appointed a Donor Coordinator to facilitate communication and coordination between Donors and the Implementing Partner. The Donors will channel communication related to LSERR to REED Nepal and the project team through the Donor Coordinator. The Donor Coordinator will keep Donors informed of project progress and any issues arises. Any changes to the Project Agreement, including Appendices, will be passed to the the Donor Coordinator for approval by the Donors.

The Donor Coordinator will represent the Donors by attending the Project Steering Committee as a non-executive member. The Donor Coordinator is authorised to make minor approvals and operational changes on behalf of all three Donors to project activities. These changes are those which do not vary the terms of the Partnership or Project agreements.

3.3. Implementing Partner

REED Nepal is the implementing partner for the LSERR project.

REED Nepal will provide the leadership of project stakeholders to achieve the LSERR project objectives. REED Nepal is responsible for the effective, transparent and accountable management of project resources and funds, in compliance with the Project Agreement.

REED Nepal has lead for all stakeholder engagement in Nepal, including but not limited to: the Ministry of Education, Department of Education, Solukhumbu District Education Office, Village Development Committees, School Management Committees and communities.

REED Nepal will provide all organisational, administrative and logistic support for the LSERR project. This includes the use of REED financial and administrative policies and systems as required.



3.3.1. Engineer Project Manager

The Engineer Project Manager will be the LSERR project manager, supported by a Project Team comprising a Senior Field Supervisor, a Sub-Engineer and two Assistant Sub-Engineers. The Project Team reports to the EPM as team leader. The team members will act as the EPM's delegate in the field, directly supervising project activities (ie as Field Supervisors).

The EPM reports to REED Nepal (Chairperson) and the Donors (through the Donor Coordinator) through the Project Steering Committee.

The EPM is responsible for the delivery and technical integrity of LSERR activities, including technical oversight; permits, authorisations and certifications as required; quality control; compliance with laws/regulations; contract management of sub-contractors and suppliers; procurement; and project reporting to the PSC.

The EPM will be a member of the Project Steering Committee. Any requests for additional administrative or human resources from other REED Nepal projects - including assistance from the District Coordinators or Teacher Trainers - will be made through the Project Steering Committee for approval by the REED Executive. This is intended to protect diversion of resources from other programs.

3.3.2. Field Supervisors

Each activity site will be allocated a team member (Senior Field Supervisor, Sub-Engineer or Assistant Sub-Engineer) to be Field Supervisor. LSERR activities will be phased to allow a maximum of four active sites simultaneously so that each site has full-time on-site supervision. This will also reduce reliance on SCC to deliver, mitigating risk of SCC underperformance and/or demands for compensation for their time.

3.4. School Management Committees

The Implementing Partner will sign MOUs with each School Management Committee where the project will be delivered. The School Management Committee is the legal entity and authority that will take ownership of the project deliverables (e.g. a reconstructed or retrofitted school).

The MOU will outline the roles and responsibilities of the School Management Committee, including the requirement to form a School Construction Committee to oversee the activity. The School Construction Committee will facilitate delivery (either construction or retrofit); mobilise community support and the community contribution; participate in project monitoring and evaluation activities, M&E; conduct local procurement and acquit local funds in accordance with financial guidelines.



The MOU includes the following concepts:

- Provision that schools must form the SCC, composition of SCC and what SCC roles and responsibilities are, date it will form and dissolve
- Outline of school selection process and DEO endorsement
- Details of the expected community contribution to the project
- Estimated value of project and funding noting that the budget will be capped at the actual cost and any under-spend remains with the Project
- Clarification that the project ends when the school is complete, certified by the Engineer Project Manager and DEO, and handed over to the SMC
- Confirmation that upon handover SMC takes ownership including for any future maintenance and repair costs.

The School Construction Committee, in principle, will ensure a participatory program approach, by decentralising activities to the local level. The School Construction Committee model is intended to empower communities and increase ownership, with appropriate technical support, resources and guidance to implement their functions.

The School Construction Committee will be supported in its functions by the designated Field Supervisor, who will also be a committee member. School Construction Committee membership is voluntary and unpaid.

3.5. External Consultants, Contractors, Suppliers and Vendors

Managed by the level at which the contract is made - Donors, Implementing Partner or School Construction Committee. The EPM will be consulted on all activity-level contracts, including scope of services/works prior to contract signing.

4. Governance - Project Organisation and Meetings

4.1. Project Meetings

4.1.1. Donor Management Meeting

A Donor Management Meeting will be held monthly for the first six months of the project, and quarterly thereafter, for the purposes of receiving a progress update on activities and budget, and to approve any project variations. The update may be presented by the Donor Coordinator or submitted in written form as a report from the Project Steering Committee. The presentation and acceptance of the monthly report may be via email. The Donor Coordinator will coordinate arrangements for the Donor Management Meeting, which will be a teleconference no less than quarterly.



4.1.2. Project Steering Committee

REED Nepal will form a Project Steering Committee to manage project delivery. The Project Steering Committee will meet fortnightly to manage project delivery ensuring that all the functional, cost and activity aspects of the project are maintained in accordance with the approved project plan, and coordinate the integration and tasking of any other REED resources in support of the project. The PSC will monitor and be responsible for the distribution and acquittals of local funds under the control of the Project Team and School Construction Committees.

The PSC will comprise: the REED Chairperson (Chair), EPM, Finance & Administrative Manager and Donor Coordinator. All parties, or their delegate, must be present for the PSC to meet. If the Chairperson is unavailable, the General Manager or Secretary is the delegate and will act as Chair. The agenda will be prepared by the EPM, who will also take and distribute the minutes. Any reports to be tabled will be shared at least 3 days prior to the PSC. Standing PSC agenda will include (but not limited to):

- Project Status (EPM)
 - Progress against Project Implementation Plan
 - Activities Underway
- Procurement
- Budget
- Issues Arising
 - Delivery
 - Stakeholders
- Risk Management
- Other Business
- Actions

4.1.3. Project Team

The purpose of project team meetings is to monitor ongoing project delivery. It is also a forum for the EPM to provide direction and clarification on any issues arising.

The EPM will hold a meeting with the Project Team at least weekly. If members are in the field, the EPM will hold separate meetings, by phone if required, to ensure continuity of contact through the project.



4.1.4. School Construction Committee

The purpose of the School Construction Committee meeting is to manage activity delivery (supported by daily Field Supervisor diary), contractor supervision, local procurement, material storage and community engagement.

Each School Construction Committee will meet fortnightly. The frequency may be reduced after work commences, as determined at the local level by agreement of the School Construction Committee and Field Supervisor (Engineer or Sub-Engineer). The Field Supervisor will prepare the agenda. The nominated School Construction Committee secretary will take minutes.

4.1.5. Other

Other project meetings that will have either direct or indirect association with the meetings described above may include those with Departmental, District or Local authorities; School Management Committees; Parent Teacher Associations and communities.

These meetings may be formal or informal, in a regular or ad hoc basis, to either facilitate ongoing project support or approvals. Meetings will be reported through the project governance structure (e.g. EPM to PSC, or PSC to Donor Coordinator) as required.

4.2. Workshops and Presentations

Various workshop forums will be arranged throughout the design and delivery phases of the project to discuss and review relevant aspects of the project.

4.2.1. Project Inception

The EPM will make a detailed presentation to PSC and relevant parties (District Coordinator and other technical staff) following the first field visit, to outline recommended options for design, delivery and sequencing.

If endorsed by the PSC, the proposal will be presented to Donors for approval through the Donor Coordinator. Once approval has been received, tender documents for the pilot phase can be developed.

4.2.2. Visioning Workshop

The project will launch in each community with a workshop to identify community expectations and support for the project. REED will facilitate the workshop and write a report for the purpose of project monitoring and evaluation (refer to 10.2 Monitoring & Evaluation).



Visioning Workshop Outline

- Community perspectives on school requirements and allocation of project resources
- Give overview of REED Nepal, donor support and understanding and intent of the project.
- Community level of interest and commitment in the project.
- Determine level of support that will be provided during the project: SCC involvement; community assistance for portage, site works or labour; accommodation for Field Supervisor
- Determine willingness to make the community contribution to the project and details for its collection
- Discuss project management: explain roles and responsibilities of REED, EPM and Field Supervisor, the SCC (including selection)
- Discuss project work plan: construction phases and daily routines; possible disruptions to school; safety and security; opportunities for community involvement; communication; project completion and handover; ownership and responsibilities
- Discuss prepared Memorandum of Understanding between REED and the SMC.

4.2.3. End of Phase One

At the conclusion of Phase One, the EPM will coordinate a review workshop to assess the lessons learned and revise the Project Implementation Plan for subsequent phases as required. This review process will inform detailed planning for the Phase One activities. The Donors may choose to send representatives and/or an independent consultant to attend the workshop to monitor project management and planning.

The school principal, teachers and community members should be asked to for feedback on the success of the project and their satisfaction with the process and deliverables (refer to 10.2 Monitoring & Evaluation).

4.2.4. Project Completion (Lessons Learned)

At the conclusion of the project, the PSC will coordinate a review workshop to assess the achievements and lessons learned of the project. This review process will inform and improve REED Nepal project management capability for future projects.

5. Reporting

Reporting will be done at each level of the LSERR Project to manage project delivery and to provide accountability to the donors and beneficiaries. Project reporting may also be linked to payment of grant tranches. A reporting matrix of report types and responsibilities will be at [\[Appendix 7\]](#).



5.1. Strategic Reporting

The members of the Donor Management Committee are responsible for the specific reporting requirements of their respective organisations and Boards. Each member agrees to draw upon the scheduled project reports - primarily the Quarterly and Annual reports - to fulfil these obligations.

The Project Steering Committee will take responsibility for any reporting requirements of the REED Nepal Board. The PSC will draw upon the scheduled project reports - primarily the Fortnightly and Quarterly - to fulfil this obligation.

5.2. Project Reporting

5.2.1. Monthly/Quarterly Progress Reports

The Project Steering Committee will submit a Project Progress Report to the Donor Management Committee, via the Donor Coordinator, monthly for the first 6 months of the project and quarterly thereafter.

These reports will be prepared by the EPM with inputs from relevant PSC members. The purpose is to review and comment upon project implementation. In particular, the report will focus on project scope, quality, stakeholder group issues, program, cost to completion, expenditure and cash flow. This will ensure Donors are aware of all issues as they affect the project and are able to approve project variations, if necessary.

The report will be circulated one week prior to the Donor Management Committee.

5.2.2. Annual Report

An **annual project report** will be prepared by the Project Steering Committee at the end of the first 12 months noting progress achieving project objectives (refer M&E Matrix), brief narrative of completed project phases including any issues or constraints, and updated financial statement.

5.2.3. Project Completion Report

A final project completion report will be submitted to the donors by the Project Steering Committee within one month of completion of the final phase of activities.

5.3. Activity Reporting

5.3.1. Phase Completion Reports

The EPM will prepare a report at the completion of each Phase to summarise the achievements and reflect on lessons learned. This report will be focused on the technical and operational aspects implementation, and will inform any revisions to the project implementation plan for the subsequent phase of activities.



5.3.2. Activity Progress Updates

The EPM will report weekly to the Project Steering Committee on project activities, including progress updates and any issues, forecast delays or proposed revisions to the Project Implementation Plan. These reports will be informed by weekly reporting (or more frequent if required) from the Field Supervisors. These inputs may be made verbally (phone) or through email, from the field.

5.3.3. Social Transparency

Each School Construction Committee will report to the community by maintaining a transparency matrix/audit on a public display board, detailing funding, actions, responsible persons and timeframe (Field Supervisor will support and provide the template).

5.4. Financial & Audit Reports

An annual audit report shall be provided to the Donors by the Independent Auditor within six months following the end of each fiscal year in accordance with the terms set out in the Project Agreement. {Audit requirements to be confirmed}

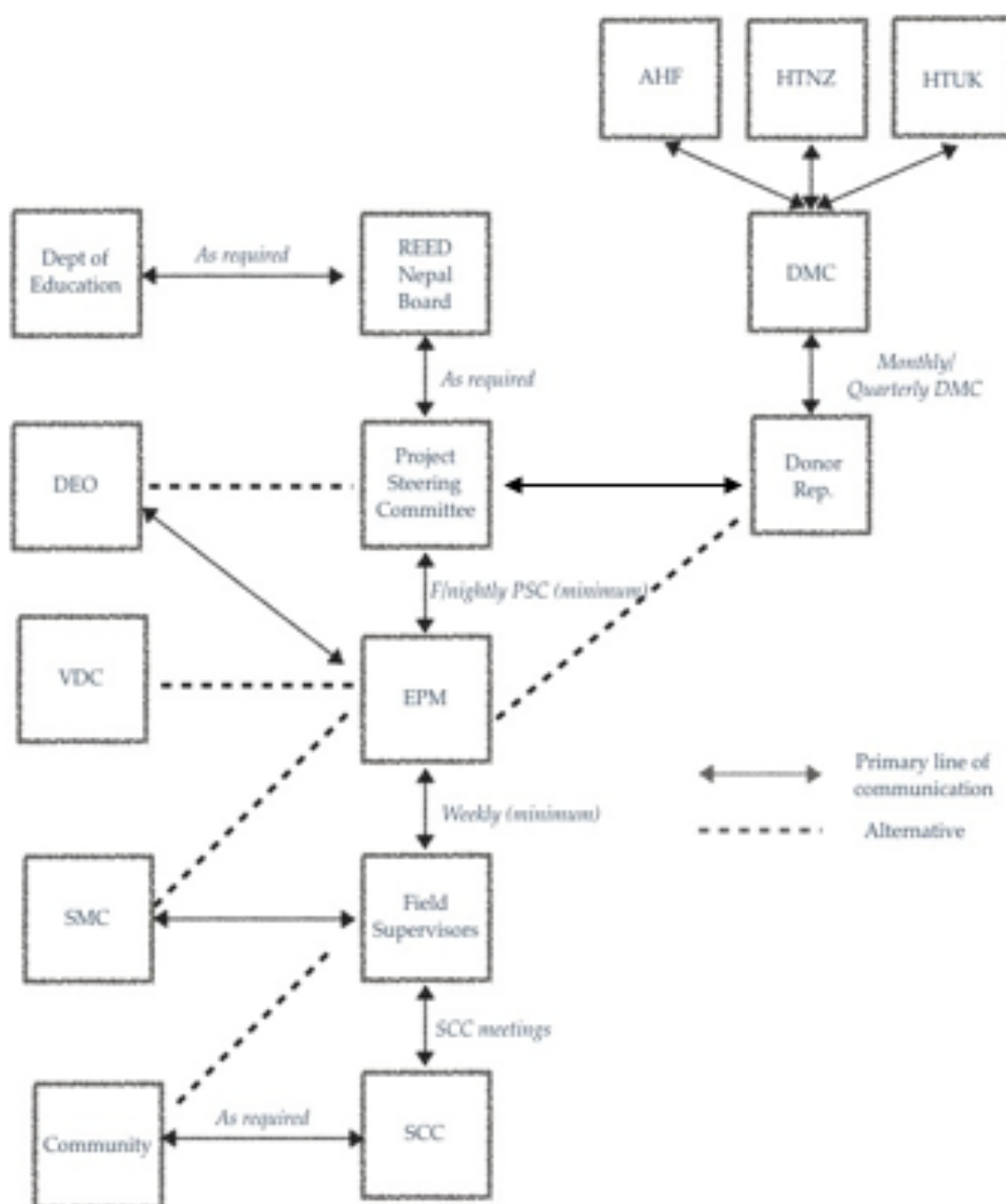
At the conclusion of the activity, each School Construction Committee will conduct a social audit with the assistance of the REED Finance Manager.

5.5. Independent Reports

At the donors' discretion and cost, independent evaluations may be carried out periodically to take stock of progress, assess project results and make recommendations regarding mid-course corrections and the possible extension of the project period. The Donor Management Committee will prepare the Terms of Reference for the independent evaluations for review and approval by the Project Steering Committee.

6. Communication

The following diagram outlines the lines of communication between project stakeholders. The primary lines of communication are linked to the project meeting and reporting structure. The alternative lines of communication are there to be used in situations where the primary point of contact is not available.





6.1. Complaints & Grievances

All complaints and grievances will be reported to the Project Steering Committee and Donor Coordinator.

Simple instructions on how to submit complaints will be displayed at each school. The School Construction Committee will handle community complaints in the first instance. The Field Supervisor will ensure the EPM is informed of the nature and response.

7. Budget

7.1. Budget and Cost Planning

7.1.1. Project Budget

The Donors have committed to funding for up to 90 per cent of the LSERR project, on the basis that at least 10 per cent of the required project resources will be from community contributions. REED, as the implementing partner, is responsible for negotiating and mobilised these contributions either as cash, construction materials (certified by the EPM) or in-kind.

The Finance & Administrative Manager will prepare the project budget, with relevant inputs from the EPM, and determine detailed breakdowns by phase and allotments to be managed by School Construction Committee. The project budget will be endorsed by the Project Steering Committee prior to submission to the Donor Management Committee for final approval.

7.1.2. Activity Budgets

Each activity will have a defined budget under the management of the EPM and Field Supervisor. A portion of this budget will be for local procurement and managed by the School Construction Committee.

7.2. Financial Guidelines and Controls

7.2.1. Project

Financial transactions and reporting for LSERR will be governed by the Project Financial Manual.

The Donors will review the project budget no less than quarterly. Donors will seek clarification from the PSC for any variation (including overspend) through the Donor Coordinator.

The REED Executive is ultimately accountable for the proper and effective usage of project funds as per the Donor-approved plan and budget.



The PSC is responsible for managing activities according to the project budget; ensuring the project is correctly applying financial controls and risk management; reviewing and approving financial reporting; operating project bank accounts; and implementing any recommendations arising from project audits.

In accordance with REED Financial Policy, the General Manager is the delegate for accounting vouchers; central procurement; project staff salaries and benefits; fund disbursements and settlement with School Construction Committees; project and travel advances and settlement; and all other expenditure within the Donor-approved budget. The General Manager will endorse financial reports and budgets prior to submission to Donors for approval.

The Financial & Administration Manager will action financial transactions, monitor bank accounts and facilitate internal and external project audits.

The EPM will review and approve the budgets for each activity to be managed by the School Construction Committees. The EPM will review and verify financial records of each School Construction Committee during monitoring visits.

7.2.2. Activity

Each SCC will manage the activity budget as prepared by the EPM and operate a dedicated bank account. The SCC will request funds from REED Nepal and acquit as required, and ensure compliance with the Project Financial Manual and any applicable local laws. SCC will make available any and all financial documents to the EPM during monitoring visits or when requested. Each SCC will be instructed on cash management, cheque handling, bank reconciliation and basic book-keeping as part of their induction, and supported in these duties by the Field Supervisor.

7.3. Audits & Reports

REED Nepal and each SCC will be required to cooperate with all audits - internal and external - and to implement the recommendations made by the Auditors.

7.4. Over/Underspend

Donors are to be kept apprised of budget status quarterly. Any reallocations outside the activities as approved for each phase or funding for new activities are at the discretion of the Donors.



8. Procurement

8.1. Local Procurement

The EPM will conduct a local survey to benchmark costs of goods, works and services at the district level to guide local procurement conducted by each SCC. The SCC will conduct local procurement, including collection of quotes, as per the EPM's project plan and in accordance with benchmarked costs developed by the EPM.

Alternatively, the EPM has access to the panel of approved vendors assessed by Himalayan Trust Nepal for Solukhumbu.

8.2. Central Procurement

Central procurement should only be done when the materials are not available locally and it is economical to procure centrally. Effort should be made to procure goods and services at bulk that will result into discount.

8.2.1. Delegations

Procurement below NPR 200,000 can be done directly by the EPM.

All procurement above NPR 200,000 should be managed by the PSC (including the Donor Coordinator and acting as a procurement committee), properly minuted and approved by the General, as per the REED Financial Policy.

8.2.2. Processes

Competitive procurement processes will be followed for purchases above NPR50,000:

- Open quotations from three (3) suppliers for procurement between NPR50,000 and NPR200,000;
- Sealed quotations from at least three (3) suppliers for procurement between NPR200,000 and NPR2,000,000; and
- Tender procurement over NPR2,000,000.

8.3. Receipt of Goods

All goods should be received by the EPM or Field Supervisor, and a goods receipt note prepared in triplicate.

Goods received should be inspected against the specification, quantity and quality required.

The field supervisor or sub engineer must ensure the SCC updates the material stock register (consumables) or fixed assets register upon receipt of goods at each activity site.

8.4. Contract Management

Any works or services required will be procured locally by the SCC, if available, and supervised on-site by the Field Supervisor.



9. Program Implementation

9.1. Master Project Plan

The EPM will prepare a Master Project Plan (or Gantt chart) outlining the sequence of events over the life of the project. This will be a high-level planning document.

The Key Milestones for the project will be extracted from the Master Project Plan as it is developed. Key Milestones for the Project Inception phase are:

	Milestone	Date
1	PSC endorses final project scope	15 March 2016
2	Project Agreement Signed	25 March 2016
3	PSC approves Project Implementation Plan (Phase 1)	March 2016
4	PSC approves Procurement Plan (Phase 1)	April 2016
5	PSC approves revised Project Implementation Plan (prior to Phase 2)	May 2016
6	PSC approves revised Project Implementation Plan (prior to Phase 3)	November 2016
7	DMC accepts and approves Annual Report	March 2017

9.2. Project Implementation Plan

The EPM will prepare and maintain a Project Implementation Plan (Gantt chart) for the duration of the project. This will be a detailed document to guide the delivery of activities. The primary users of the plan are the EPM and Field Supervisors. The plan will be revised prior to each phase to ensure it remains relevant and achievable. Any changes will be endorsed by the PSC and approved by the DMC.

9.3. Activity Work Plans

The Field Supervisors will develop work plans for each activity based on the Project Implementation Plan, in consultation with the School Construction Committee. The Field Supervisor will share the activity work plan with the School Construction Committee for their information.

10. Quality Management

10.1. Technical Quality

The EPM will prepare and maintain a Quality Management Plan [\[Appendix 8\]](#) to ensure the integrity of design, procurement and delivery aspects of the project.



The EPM will verify through field visits and frequent reporting from Field Supervisors. Photographic evidence will be a basic but fundamental source of information. Field Supervisors should take many photos throughout implementation and log these photos in the daily diary.

10.2. Monitoring & Evaluation

Project monitoring will be conducted throughout to determine actions required to achieve project goals and longer-term sustainability. Progressive project evaluation at the completion of activities and at the end of the project to evaluate success in achieving project goals and sustainability

The objectives, outcomes, indicators and means of verification are included in a matrix at [\[Appendix 9\]](#). The PSC will report against this matrix in the Annual and Project Completion reports.

Qualitative and quantitative data will be collected to measure changes in access, behaviours and perceptions.

	Quantitative Indicators	Qualitative Indicators
Access	<ul style="list-style-type: none">• number of students enrolled;• percentage of students attending;• number of upgraded classrooms provided;• number of student places available	<ul style="list-style-type: none">• quality of school classrooms
Behaviour	<ul style="list-style-type: none">• number of SCC meetings held;• percentage community contribution;• number of local labourers employed on project;• additional funds raised for 'build back better' upgrades or constructions	<ul style="list-style-type: none">• parents choosing to send students to school;• school project management of school infrastructure;• community technical skills and knowledge of 'build back better'
Perceptions	<ul style="list-style-type: none">• % positive response to apply 'build back better'	<ul style="list-style-type: none">• awareness and understanding of DRR principles and practices;• perception of classroom quality;• positive/negative impact of project for the community



The following documentation will be used:

- Photo log of activity on-site and field supervisor diary;
- REED and Donor observations (including from community/SCC workshops held at the beginning and end; and field visits);
- Knowledge, Attitude, Practice Survey (KAP) taken before and after the activity;
- document review of enrolment, meeting and financial records.

The **Knowledge, Attitudes and Practice survey** [Appendix 10] should be used in each community at the start and end of the activity to collect data for an evaluation at the end of the project. The survey can be administered by the Field Supervisor or another REED staff member, if available. A wide variety of community members should be approached, and re-interviewed upon project completion to measure changes.

Reporting and Meetings are also critical elements of ongoing monitoring of comprehensive project quality, including financial management and grant administration.

Ongoing incidental reporting from stakeholders will be valuable to track technical quality and development effectiveness. Examples include community feedback passed onto the Field Supervisor or EPM, or observations from TTQE program staff in the field. All reports should be channeled into the Project Steering Committee for noting/action.

11. Safeguarding & Compliance

11.1. Health & Safety

Health and safety is a foremost concern of all partners. The EPM will work with Field Supervisors to develop a Health & Safety Checklist for each site. The Health & Safety Checklist will identify potential risks and hazards, control measures and response. Hazards may include:

Physical hazards - injuries sustained through accidental contact or by machinery, tools or equipment; trip hazards from trenches or other obstacles.

Noise hazards - excessive noise that may damage hearing or disrupt school or community activity.

Environmental hazards - extreme temperatures (cold or heat); inclement weather

Biological hazards - exposure to virus, bacteria or fauna. This may include workers contracting or transmitting medical conditions.

All people working at or visiting the worksite - including school children, teachers and community members - are supervised at all times and controls measures in place outside of site hours (e.g. appropriate storage of machinery).



11.2. Gender Equity & Social Inclusion

All project partners are committed to LSERR being gender equitable and socially inclusive. Gender equity will be promoted through:

- at least one woman SCC member
- actively encouraging recruitment of women
- minimum 50 per cent women participants of masonry training (if conducted)

Social inclusion will be included in initial community consultations to determine the issues faced by members of the community, particularly children who may have special needs for school access, and ways LSERR may be able to assist.

11.3. Child Protection

All project partners share a commitment to the prevention of child abuse and protection of children. The LSERR project will be delivered in such a way that it promotes an environment safe for children, which is free from harassment, discrimination and abuse, and promotes respectful and positive conduct and values.

Acting in children's best interests is our primary concern. For this reason, the LSERR project will not use children for portage or labour.

12. Risk Management

Risk management will be a standing item of DMC and PSC meetings.

The following risk management table outlines a preliminary understanding of risks and mitigation strategies for the project.



Risk Item	Mitigation
School design unfeasible or unsuitable to school or site requirements	<p>EPM field assessment of each location</p> <p>Comprehensive stakeholder consultation process including consideration of school needs, including an initial 'visioning workshop' with the SCC</p> <p>Clear project governance structures are in place to manage project delivery and efficiently channel communication between all stakeholders, from beneficiaries to donors.</p> <p>Hold points are incorporated into planning (eg revision and approval of Project Implementation Plan between each phase).</p>
Stakeholders unable to agree to particular project component or activity	<p>Early briefing of key stakeholders on the project to gain buy-in.</p> <p>Internal: Establishment of a Donor Management Committee responsible for making decisions considering the project as a whole; a Project Steering Committee responsible for making decisions on project delivery; and a Donor Coordinator to facilitate communication and coordination between the two levels.</p> <p>External: Clearly defined activity parameters are included in the SMC MOUs, and confirmed during SCC Induction Training.</p>
Requirements, restrictions and specifics around design and construction not adequately communicated or understood by beneficiaries.	<p>EPM confirms and PSC approves activity plan prior to commencement of Construction.</p> <p>School Construction Committee are briefed and understand the Activity Plan, and community informed on the activity scope and timeline through SCC public display board.</p>
Actual procurement or other activity costs vary greatly from estimates and the approved project budget	<p>EPM undertakes preliminary concept design cost planning exercises prior to project scope finalisation and procurement.</p> <p>Finance & Administrative Manager prepares detailed project master and activity budgets to include budget phasing and conservative sub-grant tranches.</p> <p>Finance Manager includes updated financial forecast included in Quarterly Report</p> <p>SCC meetings to include report on current account and expenses situation.</p> <p>Contingency funds are preserved and only released with approval of Donor Management Committee.</p>
Construction materials or equipment stolen or damaged	<p>SCC Induction Training to include information on appropriate storage and security of construction materials and equipment.</p> <p>Project Team staffed and programmed for a 1:1 ratio of field supervisors to activities underway to allow full-time on-site activity supervision.</p>
Community contribution not forthcoming	<p>EPM to attempt resolution through the SCC, and if unsuccessful, refer to REED Nepal management through the PSC to escalate to higher-level stakeholders for assistance.</p>
School Construction Committee fails to discharge duties as outlined in the MOU	<p>Induction training for School Construction Committee members to ensure they understand the SCC roles and responsibilities</p>

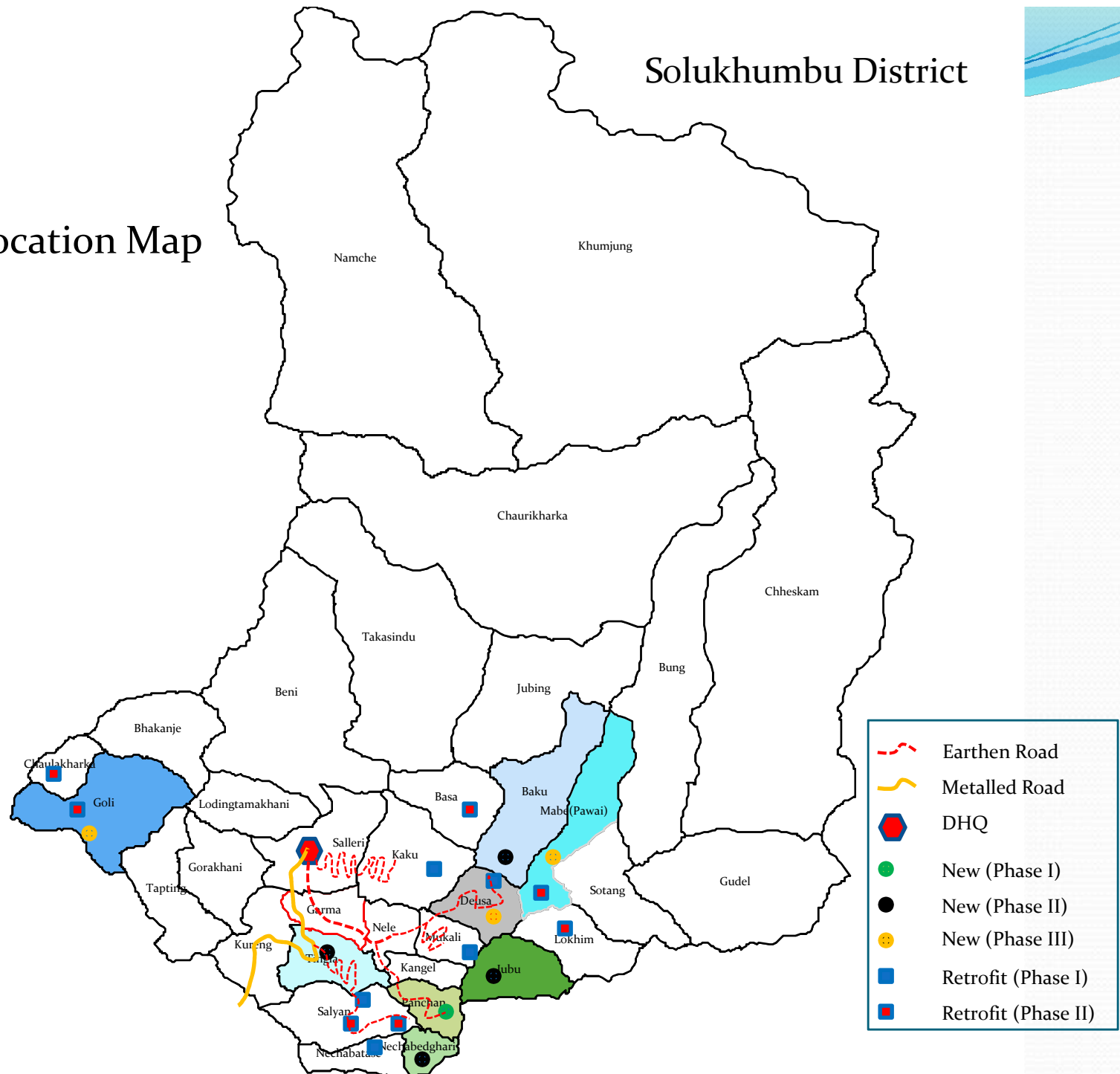


<p>Fraud reported or identified at the project or activity level</p>	<p>Project transparency and accountability maintained through adherence to this PMP, the Project Financial Manual and through regular and structured PSC meetings.</p> <p>Financial controls are in place for surety and early identification:</p> <ul style="list-style-type: none"> - EPM verifies financial documents on monitoring visits. - Finance Manager monitors expenditure and bank accounts. - Internal audits conducted every 6 months. - External audits conducted every year. <p>Regular monitoring and verified reporting along the chain (Field Supervisor to EPM to PSC to Donors).</p>
<p>Natural disaster or extreme weather event delays or severely damages activity as it is underway.</p>	<p>Field visit by EPM and PSC Chair to assess damage and feasibility of project continuation or reallocation of resources within existing project for remediation of works already completed.</p> <p>Hold points provide Donors opportunity to approve project pause, revision or de-scoping as required.</p> <p>Opportunities may be identified for LSERR project to support emergency response (for example, EPM and Field Supervisors temporarily re-tasked to relief efforts).</p>
<p>Child protection incident</p>	<p>LSERR are trained on CP policy and correct reporting procedures.</p> <p>Child Protection awareness and training included as part of SCC induction training, so that all SCC members can identify a CP incident and know how to report appropriately.</p>



Appendix 1 - Project Activity Site Map

Project location Map LSERR



6/7/2016



Appendix 2 - Project Implementation Plan (Gantt)

Annex B_Work Plan (Gantt Chart)
LSERR
REED Nepal
FY 15-16

[illegible]

NOTES:

School Name	New/Retro	Phase
Deusa SS, Deusa	New	Phase- III
Kalikadevi HSS, Panchan	New construction	Phase- I
Singakali LSS, Tingla	New construction	Phase- II
Kalika LSS, Nechabetghari	New construction	Phase- II
Himalaya SS, Jubu	New construction	Phase- II
Chochmi PS, Waku	New construction	Phase- II
Kalamamai, Goli	New	Phase- III
Barbot LSS, Pawai	New	Phase- III

School Name	New/Retro	Phase
Mukli LSS,Mukli	Retrofit	Phase- I
Basuki Lowersecobdary school Pawai	Retrofit	Phase- II
Bhumesthan LSS Necha	Retrofit	Phase- II
Chandrajyoti PS Salyan	Retrofit	Phase- II
Janasewa SS Lokhim	Retrofit	Phase- II
Namuna PS Goli	Retrofit	Phase- II
Saraswati LS Salyan	Retrofit	Phase- I
Himalaya HSS, Basa	Retrofit	Phase- II
manju shree Ps	Retrofit	Phase- II
Jaleshwori LSS	Retrofit	Phase- I
Dudhkaushika LSS	Retrofit	Phase- I
Kanku SS	Retrofit	Phase- I

SE: Senior Engineer

EE: Expat Engineer

FE: Field Engineer

C: Contractor/s

EPM: Engineer Project Manager

FS: Field Supervisor

PC: Procurement Commitee

PSC: Project Steering Committee

DC: Donors Coordinator

SCC: School Reconstruction Committee

SMC: School Management Committee

SCC: School Reconstruction Committee



Appendix 3 - Master Budget

Lower Solukhumbu Education Rebuild and Recovery Project

Summary Budget - Phase I

REED Nepal

USD rate

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SN	Particulars	Amount (NRs)	Amount (US\$)
1	Construction Cost (in 1 School) Annex sheet with details	4,846,616.92	47,515.85
2	Retrofit Cost (in 5 Schools) Annex sheet with details	6,086,647.99	59,673.02
3	Contingency budget (10% of Construction & Retrofit budget)	1,093,326.49	10,718.89
	Total Construction Budget	12,026,591.41	117,907.76
4	Project Management Cost (Annex-D)	3,166,025.00	31,039.46
	Total Program Budget	15,192,616.41	148,947.22
	% of construction cost	79%	79%
	% of Project Management	21%	21%

AHF Share @ 1/3 rd of total	5,064,205.47	49,649.07
HTNZ Share @ 1/3rd of total	5,064,205.47	49,649.07
HTUK Share @ 1/3rd of total	5,064,205.47	49,649.07



Appendix 4 - Project Agreement

Project Agreement

between

Rural Education and Environment Development Centre (REED Nepal)
and

Australian Himalayan Foundation (AHF), Himalayan Trust UK (HTUK) and Himalayan Trust New Zealand (HTNZ) (the DONORS)

on

Lower Solukhumbu Education Rebuild and Recovery (LSERR) Project

in

Solukhumbu District.

This contract (hereinafter called the "Agreement") is made on **April 5, 2016** between the Australian Himalayan Foundation (AHF), Himalayan Trust UK (HTUK), Himalayan Trust NZ (HTNZ) (hereinafter called the "**DONORS**") and Rural Education and Environment Development Centre, (hereinafter called the "**REED Nepal**")

Whereas

- A) The **DONORS** have requested **REED Nepal** to provide certain professional services as defined in the general condition of the agreement. (hereinafter called the "Professional Services")
- B) **REED Nepal**, having represented to the **DONORS** that they have the required professional skills and personal and technical resources, have agreed to provide the professional services regarding LSERR project in Solukhumbu district for the period of 2 years effective from the date of signing this agreement and as set out in the terms and conditions of this agreement;

General Provisions:

- i) **Definitions:** Unless the context otherwise requires the following terms whenever used in this agreement have the following meanings.
 - a) "**Applicable Law**" means the laws and any other instruments having the in force of law in Nepal, as they may be used and in force from time to time.
 - b) "**Government**" means Government of Nepal
 - c) "**Agreement**" means the agreement signed by the Parties to which these general conditions of agreement are attached, together with all the documents listed.
 - d) "**Effective date**" means the date on which this agreement comes into force.
 - e) "**Local currency**" means the currency of Nepal.
 - f) "**Party**" means the DONORS or REED Nepal as the case may be, and "**Parties**" means all these entities.
 - g) "**Personnel**" mean persons, consultant(s) hired by REED Nepal as employee and assigned to the performance of the professional services or any part thereof.
 - h) "**Professional Services**" means the LSERR project to be implemented by **REED Nepal** pursuant to this agreement as described in **Annex A**, means Initial Implementation Plan which will be developed by REED Nepal for the LSERR

Feb 2



Project within the agreed time period, similarly **Annex B** (GANTT Chart) will be developed as Project Work Plan, **Annex C** will include Total Construction Budget, **Annex D** will include Project Management Cost, **Annex E** will be developed as Project Management Plan and **Annex F** will include Pro Forma.

General Conditions of Agreement:

Now therefore the parties hereto hereby agree as follows:

1. **The DONORS and REED Nepal** have agreed that LSERR will be an independent project within REED Nepal with a dedicated management, reporting, and accounting structure.
2. **The DONORS and REED Nepal** have agreed to co-operate and to implement the programme in accordance with the Initial Implementation Plan, the GANTT Chart-Project Work Plan, Total Construction Budget Breakdown, Project Management Cost, Project Management Plan and the donors Pro Forma attached to this agreement as shown in **Annex A, B, C, D, E and F**.
3. **The DONORS and REED Nepal** agree that the intention is that the Initial Implementation plan will be followed by other "project extensions". For each project extension, there should be similar documentation prepared (as Annex A, B, C and D). These could include vocational training components, further school rebuilds, retrofits, and potentially some of the work that was planned in the original AHF/REED Nepal programme depending on the following factors:
 - a. Progress of Initial Implementation Plan
 - b. **REED Nepal** is delivering its other services (their TTQEP and training programmes as committed)
 - c. There are no major issues with the governance or management of the **REED Nepal** overall
 - d. All parties agree to the extension unanimously
4. **The DONORS and REED Nepal** agree that in addition to these costs, the DONORS will fund "Project Management Costs". These will be prepared on annual basis and must be approved by **the DONORS**. The Project Management Costs are attached in **Annex D**. It is understood that some of these Project Management Costs can be re-charged to other projects, on a basis to be agreed, such as the UKHT /Taplejung project or the AHF/ First Phase project.
5. **The DONORS and REED Nepal** will hire a person as Engineer Project Manager ("EPM") who will be given overall responsibility for overseeing the project on its behalf as stated in Implementation Plan.
6. In order to determine the most effective and efficient resource transfer procedures, **REED Nepal** will be subject to an assessment of its financial management. **REED Nepal** will conduct assurance activities to establish the effective and efficient use of funds in the assigned programme by **the DONORS**.

The DONORS assisted country programme agreed with the government of Nepal and **REED Nepal** may also be subject to audits commissioned or requested by **the DONORS**.

[Handwritten signature]



7. **REED Nepal** must keep the **DONORS** informed on the progress of its work in relation to the approved phasewise annual work plan. Consultation by meetings, letters or e-mails will take place at least every 3 months or more frequently as circumstances demand or as requested by the **DONORS**. The **DONORS** agree that reporting should be in a common format to maximize efficiency as far as possible. There should be a quarterly report format of which to be agreed by both the **DONORS** and **REED Nepal**.
8. The **DONORS** have allocated a maximum total budget of **NRs 53,000,000.00 (Fifty Three Million Rupees)** for the LSERR Project. Payments by the **DONORS** will be dependent on the **DONORS'** approval of phased proposals with adequate supporting documentation prepared by **REED Nepal**, as well as adequate performance by **REED Nepal**. The **DONORS** will make payments of cash in local currency by Account Payee Cheque or bank transfer within the funding requirements indicated in **Annexes C and D**. The **DONORS** will transfer the first installment covering the programme cost to **REED Nepal** within two weeks after both the **DONORS** and **REED Nepal** signed this agreement, and **REED Nepal** has provided a written request for the funds in relation to the activities listed. Subsequent installments payments will be made on an installment basis after that following a similar request. **REED Nepal** to propose a drawdown schedule based on achievement of certain project milestones for the **DONORS**, showing quarter by quarter forecast for the length of the project.
9. Within a period of one (1) week, from the signing of this agreement, **REED Nepal** will submit agreeable and accurate **Annex B** (GANTT chart), **Annex C** (Total Construction Budget) for **Phase I** (REED Nepal will refer to the LSERR Project Management Plan Recommendations document dated 01 March 2016 prepared by **DONORS** Consultant Johnstaff (in consultation with **REED Nepal** team) for examples of phasing of the project) and **Annex D** (Project Management Costs) for the entire project for final approval from the **DONORS**.
10. Within a period of three (3) months, from the signing of this agreement, **REED Nepal** will submit agreeable and accurate **Annex B** (GANNT chart), **Annex C** (Total Construction Budget) for Phase II (REED Nepal will refer to the LSERR Project Management Plan Recommendations document dated 01 March 2016 prepared by **DONORS** Consultant Johnstaff (in consultation with **REED Nepal** team) for examples of phasing of the project) projects to be approved by the **DONORS**.
11. Out of total cost for the LSERR project, the three donors will have equal budget contribution. These allocations would cover all construction, operational overheads, and any future projects added to the agreement
12. **REED Nepal** will take forward the LSERR project in a phase wise manner. **REED Nepal** will need to get approval from **DONORS** of clearly presented sensible Gantt chart and thoughtful phasing of costs.
 - a. **REED Nepal** will need to give priority to Retrofit schools in Phase I and beyond as our goal is to get students back into safer classrooms as early as possible
 - b. **REED Nepal** will do only one (1) new build school (HTN model) during Phase I. **REED Nepal** will refer to the LSERR Project Management Plan Recommendations document dated 01 March 2016 prepared by **DONORS** Consultant Johnstaff (in consultation with **REED Nepal** team) for examples of phasing of the project.

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- c. **REED Nepal** will propose Retrofits (as many as possible) and one (1) new build school for Phase I with Phase I Gantt Chart
 - d. Phase I budget/proposal (**REED Nepal** will send the Phase I budget and plan for approval as stated above in point no. 9), where Community Contribution (CC) should be clearly presented
 - e. After reviewing the budget/plan of Phase I, **DONORS** will approve the Phase I budget including the Management Cost
 - f. During the implementation process of phase I (within three months of signing of MOU), **REED Nepal** will need to propose a more accurate/quality budget (with appropriate designs for each school both Retrofitting and New build which should clarify the community contribution clearly) for remaining construction work (both new construction and retrofit) with sensible budget and clear Gantt Chart
 - g. Once submitted **DONORS** will review the proposed Phase II budget and plan.
 - h. After reviewing the proposed plan and budget for Phase II, **DONORS** will approve the way forward staying within the limit of maximum agreed budget as mentioned above.
13. When **REED Nepal** uses **the DONORS'** funds for the local purchase of supplies and equipment it will select the supplier on the basis of competitive bids or quotations, unless and otherwise agreed between the parties on an exceptional basis, taking into account of the principles of quality, economy and efficiency.
 14. **REED Nepal** is responsible for all work and services which its personnel and any contractors. The employees, contractors, technical experts and consultants should meet the standards of qualification and technical and professional competencies necessary for the achievement of the Project objectives by ensuring that all relevant national labour and porter protection laws and environmental compliances are observed. **REED Nepal** agrees to carry out the project in accordance as laid out in the Initial Implementation Plan and Project Management Plan (**Annex A & E**) and Donors Pro forma (**Annex F**).
 15. **REED Nepal** agrees to keep accurate and systematic account and records in respect of the funds provided by **the DONORS** hereunder, in accordance with internationally accepted accounting principles and in such form and detail as will clearly identify all relevant time changes and cost, Unless otherwise specified personnel shall pay such taxes, duties, fees and other impositions as may be levied under the Applicable Law of Nepal.
 16. **REED Nepal** agrees to work with **the DONORS** to develop and operationalise LSERR's Project Management Plan (PMP) and Quality Management Plan (QMP) with the assistance of the DONORS consultant Johnstaff. The PMP and QMP will provide strategic guidance for project delivery including efficient governance, reporting, communications, procurement and payments and quality and risk management.
 17. **REED Nepal** agrees to work with **the DONORS** to develop an appropriate Health and Safety Plan, with appropriate liability cover.

[Signature]



18. **REED Nepal** undertakes that neither it nor any associated persons shall make any claim against **the DONORS** or its directors or the project coordinator in connection with this agreement.
19. **The DONORS** reserve the right to terminate this agreement at any time, issued with three months written notice, if **REED Nepal** seriously encounters problems in achieving the project objectives. Such notice must specify the appropriate reasons to both parties.
20. **REED Nepal** acknowledges **the DONORS** funding where appropriate and advise **the DONORS** of any public or media contact relating to the project. The community within the project area must be kept informed by the **REED Nepal** that the funding was provided by **the DONORS**.
- REED Nepal** must sign and observe all **the DONORS** cross cutting policies including those relating to Gender Equality, Child Protection, Complaints and Counter Terrorism. Specifically with regard to Counter Terrorism, as a condition of this funding, **REED Nepal** must ensure that no support or resources is provided to any person or entity listed by the **DONORS** Governments (Australia, New Zealand and United Kingdom) as associated with terrorism.
21. **REED Nepal** must take all necessary steps to ensure that funding provided by **the DONORS** do not end up, directly or indirectly, in the hands of terrorist groups or with sanctioned individuals or entities. If during the course of the project, it is discovered any link with any organization or individual associated with terrorism or sanctions, must be informed to **the DONORS** immediately.
22. When providing or procuring any services or good, **REED Nepal** must have regard to and comply with relevant and applicable laws, regulations and policies within Nepal. This includes laws, regulations and policies in relation to fraudulent activity, bribery and corruption.
23. No party shall be held liable for not complying with obligations ensuing from this Project Agreement should the non-compliance be caused by force majeure.
- a. Force majeure as used in this Project Agreement means any unforeseeable and irresistible act of nature, any act of war (whether declared or not), invasion, revolution, insurrection, terrorism, or any other acts of a similar nature or force, where such acts are beyond the control of the Parties and prevent them from carrying out their obligations as laid down in this Agreement.
- b. In the event of any occurrence constituting force majeure where **REED Nepal** is rendered unable, wholly or in part, to perform its obligations under this Agreement, this fact shall be reported to **the DONORS** as soon as possible. **The DONORS** and **REED Nepal** shall jointly agree on the appropriate action to be taken, which may include:
- Arrangements to adapt its participation in the project to the new situation or to discontinue it as the circumstances may warrant;
 - Curtailment or termination of this Project Agreement.

20/12/21



24. **REED Nepal** agrees to work with **the DONORS** to develop an appropriate Risk Management Policy and Standard Operating Procedures.
25. **The DONORS** and **REED Nepal** shall respect the confidentiality of all information concerning the other which is obtained or received as a result of the activities and operations conducted under this Project Agreement, and will use such information solely in the pursuit of the objectives of this Project Agreement. And the confidentiality clause shall remain in force for following the termination of this Project Agreement.
26. All **the Donors** can and will communicate with **REED Nepal** and Engineer Project Manager directly with Donors Coordinator acting as the focal point if there is need for **the DONORS** to make a coordinated response. Any changes to any part of this Project Agreement (including it's Annexes) requested by **the DONORS** shall be made with the approval of all donors. AHF, HTNZ and HTUK may enter into a separate agreement amongst themselves on the modality for coordination between themselves. It is expressly made clear that this clause will not restrict or curtail the rights of each of AHF, HTNZ and HTUK individually.
27. Besides above, following clauses are applicable;
- a. No amendment or modification of this Agreement shall be valid unless made in writing and signed by both the parties.
 - b. Notices given under this Agreement shall be in writing and the respective address of the Parties mentioned hereunder.
 - i. For the **DONORS**: Insert Address, Email, Fax, Contact details
Australian Himalayan Foundation
PO Box 553, Crows Nest,
New South Wales,
Australia
Ph: +61 2 9438 1822
info@ahf.org.au, tshering@ahf.org.au

Himalayan Trust UK
Chilworth Manor, Guildford GU48NN UK Ph: +44 797 970 6774
graham@chilworthmanor.net

Himalayan Trust NZ
PO Box 43, Auckland, 1140
New Zealand
prue@himalayantrust.org
 - ii. For **REED Nepal**:
Bakhundole, Lalitpur,
reed@mail.com.np, info@reednepal.org,
977-01-5010980

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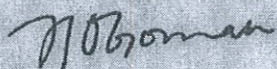


- c. Both the Parties acknowledge that any assignment or other transfer requires prior written approval from the other.
- d. The Annexes - including all provisions they are based on and refer to - are an integral part of this Agreement.
- e. This Agreement shall be governed by and interpreted in accordance with the laws of Nepal.
- f. Should any provisions of this Agreement be held by court of Law to be illegal, invalid or unenforceable, the legality validity and enforceability of the remaining provisions of this Agreement shall not be affected or impaired thereby.
- g. Waiver by any Party of any breach or failure to comply with any provision of this Agreement by another Party shall not be construed as, or constitute, a continuing waiver of such provision or a waiver of any other breach or failure to comply with any other provision of this Agreement.

In the case of any dispute, controversy or claim, both the parties will attempt to reach agreement amicably by direct negotiations. If no agreement can be reached amicably within thirty (30) days, the parties together will refer the dispute to **the DONORS'** Boards for a final decision. The parties will be bound by **the DONORS'** Chairmen's joint decision on this matter.

In witness where of, the Parties hereto have caused this Agreement to be signed in their respective names as of the day and year first written above.

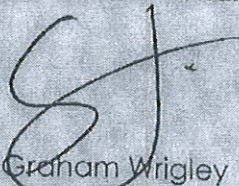
For and on behalf of the Australian Himalayan Foundation



Tshering Lama O'Gorman
Program Director
Australian Himalayan Foundation

In the presence of: (witness)
1) Carolyn Hamer Smith, General Manager

For and on behalf of the Himalayan Trust UK



Graham Wrigley
Chairman
Himalayan Trust UK

In the presence of: (witness)
1) _____




For and on behalf of the Himalayan Trust New Zealand



Lynley Cook
Chair
Himalayan Trust New Zealand

In the presence of: (witness)
1) Prue Smith, General Manager

For and on behalf of REED Nepal



Bhim Bahadur Bogati
Chairman



Rural Education and Environment Development Centre

1)

In the presence of: (witness)



Appendix 5 - Memorandum of Understanding (pro forma)

Project Agreement between **Rural Education and Environment Development Centre** (REED Nepal) andSchool Building Construction Committee for the implementation of **Lower Sulukhumbu Education Rebuild and Recovery (LSERR) Project**.

This contract (hereinafter called the "Agreement") is made on, **2016** between REED Nepal, (hereinafter called the "First Party") andSchool Building Construction Committee (hereinafter called the "Second Party") for implementation of school building construction/retrofitting works. The school buildings are supported by Australian Himalayan Foundation (AHF), Himalayan Trust New Zealand (HTNZ) and Himalayan Trust UK (HTUK) to construct/retrofit after devastating earthquakes of 25th of April and 12th of May 2015. We, both parties are agreed to work with following conditions.

First party shall be responsible for providing estimated amount of NPR.....or real cost of construction, whichever is less. This agreement could be amended in mutual understanding as per requirement not affecting the overall project cost.

This agreement is valid from2016 .to2016.

School Construction Committee (SCC) shall be responsible for mobilization of workers to construct school building at specified location as per instruction and suggestion of Engineers and technical personnel from REED Nepal; and shall complete work within specified date.....2016.

Implementation

For implementation of school building construction activities, District level organizational pattern shall describe duties, responsibilities and authorities of SCC and REED Nepal.

The agreement shall consider followings:

Conditions for "First Party"

- First Party shall support entire implementation of school building construction/retrofit.
- First party is responsible for approval process of school buildings from Government of Nepal, Ministry of Education, and Department of Education prior to construction.
- First Party is responsible for procurement and supply of non local materials which are not available in the district.
- First party shall monitor the construction work in association with DEO and REED Nepal in regular basis.
- First party facilitates/mediates all necessary project related activities for collaboration.

Conditions for “Second Party”

- Second party is responsible to form School Construction Committee (SCC) in representation of REED Nepal staff including School Management Committee (SMC), Guardian’s representatives and one teacher from the same school.
- Second party shall provide document to demonstrate the land is registered in school’s name. The layout work will be performed on the basis of this document.
- Second party shall request to REED Nepal on time for procurement and supply of non local materials which are not available at local level.
- Second party shall pass all expenses of previous installments tallied with the bank statement during payment of current installment and shall display school’s display board.
- In case the bank account of SCC and SMC are same, SMC shall maintain separate cashbook including associated documents. For construction purpose, SMC only can operate the bank account in written consent of SCC chairperson.
- Second party shall accomplish public/social audit in presence of both party representatives after completion of work.
- Second party is responsible for collection of local materials only from specified location.
- Second party shall maintain good working environment at construction site.
- Second party shall initiate raising maintenance fund in active participation of SMC for maintenance of building.
- Second party is liable for providing project related documents at time for concerned parties to show the working and expenditure process are compliant with the policy.

Conditions for “both parties”

Both parties:

- Ensure ownership and accountability of the work.
- Ensure the constructed buildings are earthquake resilient and safe.
- Are accountable for each activity related to school building construction.
- Maintain transparency of working procedures and related expenses.
- Both parties ensure that the work place is safe for work and personal protective equipments are provided.
- Ensure that the workers are within 16 to 60 years. The minimum required first aid materials are provided with necessary orientation.
- Ensure that “equal payment for equal work” for both men and women.
- Are liable for maintaining “environmental protection” during construction work such as tree cutting, use of quarry sites etc.
- Responsible for whole construction, whereas SCC is solely responsible for mobilization of workers and REED Nepal technicians are responsible for technical facilitation, work supervision and quality control.
- Responsible for providing “group insurance” for accident and REED Nepal will facilitate and informed to workers.

Procurement Committee (PC)

To ensure accountability, transparency and quality control under chairmanship of EPM, Procurement Committee (PC) will be formed at district level including REED Nepal DC, SCC, not exceeding 5 members to discuss and decide on procurement matters.

Work Measurement, Valuation and Payment

- All completed work items shall be paid on the basis of measurements. After physical work measurement, "Payment Certificate" is prepared as certified by EPM and paid to SCC. In inevitable circumstances, a certain amount could be provided as an advance as per recommendation from field technical staff.
- All completed works shall be measured by REED Nepal technicians in the presence of workers and SCC. SMC shall facilitate the measurement process.
- Works which do not match specifications, will not be obliged for payment and required to rectify as suggested by technicians.
- Based on physical work measurement and Payment Certificate as certified by EPM, is paid through SCC bank account. SCC is responsible for distribution of payment to the workers in accordance with workers attendance in a transparent way.
- SCC shall keep proper records of all required financial related documents like invoices and submit to REED Nepal. No subsequent payment is released without submission of previous bills and invoices.
- Any payments found irregularity based on reality shall be returned to REED Nepal and punished in accordance with current law of Government of Nepal.
- SCC shall record payroll for payment to each worker and shall submit a copy of record to REED Nepal.
- All documents will be prepared based on standard forms and format as approved by REED Nepal.

Tools, Equipments and Personal Protective Equipments

- Construction Tools are included in item wise work of detailed estimate; hence SCC is entitled to supply tools and store them with proper book keeping. Workers shall take care the tools during their work and returned to SCC after completion of work. Payment to workers shall be curtailed while tools are lost.
- SCC shall appoint a person as a store keeper for proper book keeping and store management.
- The project shall provide Personal Protective Equipments (PPE) for workers during work for the sake of workers safety. Workers shall return PPEs after the completion of work.

Payment, Bank Account, Audit and Reporting

- SCC shall open and operate bank account in at least two authorized members' signatory in designated bank.

- First party shall release fund in three installments through bank account. First installment shall be 40% at most (after signing agreement), 40% (based on report stating 50% of works completed) and 20% (based on report of work completion). Each fund request comprises of all necessary certification from technicians.
- For transparency and accountability towards all work procedure, "Public Audit" shall be organized in presence of SCC and REED Nepal along with at least 50% of workers presence after each payment.

This agreement is effective from

This agreement shall be null while the agreement with Donors is no more existence.

We both parties commit on fighting against misuse of resources, not maintaining work quality, transparency and corruption. We are also agreed on any action against corruption related activities as current law of government of Nepal.

No amendment or modification of this Agreement shall be valid unless made in writing and signed by both the parties.

For and on behalf of REED Nepal

For and on behalf of SCC

.....

.....

Signature

Signature

Name:

Name:

(Designation)

(Designation)

Date:

Date:

Witness:

Witness

Name:

Name

Name:

Name

Name:

Name

Coordination Role

Principal Coordination is made with District Development Committee (DDC) during planning and implementation. The school building is owned by District Education Office (DEO) and is responsible for supporting policy and procedural level activities. DEO shall facilitate in coordinating with district level stakeholders. Since SMC is responsible for management of all school activities, it shall facilitate construction activities and actively acts in conflict resolution.

Additional duties and responsibilities of SCC

- Facilitates all related activities of school building construction works
- Mobilize workers in construction works
- Set forth school building construction works in close coordination with SMC
- Distribute payment to workers based on payment certificates prepared by technical staffs
- Solve local problems and pass to SMC and higher level authorities if not solved.
- Conduct “Public Audit” in support and facilitation with REED staffs
- Ensure quality work based on established Norms and standard and instructions/suggestions from REED technicians.
- Report work progress to concerned higher authorities.
- Ensure proper utilization of resources such as materials, equipments, safety gears, money etc.
- Involve and facilitate in measurement of work.
- Record workers’ daily attendance and payment.
- Ensure the work site is safety for workers and let them to work.

REED Nepal staffs/Technicians

REED Nepal is implementing and facilitating agency for school building construction and is responsible for:

- Facilitating and suggest technical and mobilization part to SCC before and during school construction.
- Supervising construction work and maintain work quality.
- Measuring work done by workers for preparation of payment certificate.
- Tracking work plan of construction work’ remind and re-plan if not achieved.
- Informing all procedures on school building construction to the community.
- Evaluating works of workers.
- Facilitating to SCC on “Public Audit” and other activities.
- Conducting district level project activities in coordination with Central Technical Unit.
- Creating good environment for construction work in close coordination with local stakeholders like political parties, government agencies and others.

Attachments

BoQ

List of materials to be purchased

Work Schedule

Drawings

Specifications

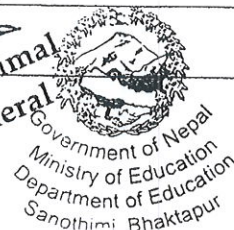


Appendix 6 - Letters of Agreement

Memorandum of Understanding (MoU) Between Department of Education and Rural Education and Environment Development Center Nepal for reconstruction of Permanent School Building in earthquake affected schools under the turn key Project in Solukhumbu district.

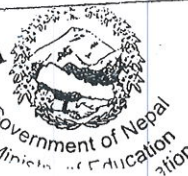
1	Name of Project/ Program	Reconstruction of three (03) permanent school buildings in Solukhumbu district.
2	Name and Address of Donor	Rural Education and Environment Development Center Nepal
3	Background	7.6 Richter Scale earthquake struck Nepal on 25 April 2015. Due to main shock and several aftershocks caused huge damages to the school physical facilities. In this context, Rural Education and Environment Development Center Nepal (Hereinafter referred to as REED Nepal), a non-profit making NGO has approached the government of Nepal to support in the fast recovery of the education environment in the schools.
4	Concept Approval Date	16 September 2015
5	Objectives	The main objectives of the project are as follows; 1. Reconstruction of three (03) permanent school buildings consisting sixteen (16) classrooms. (<i>Details of school is an Annex-1</i>) 2. Capacity development of construction related local masons/workers.
6	Project Activities	<ul style="list-style-type: none"> - Coordination with School Management Committee/school for school reconstruction. - Selection of appropriate design and drawing prepared by Department of Education (DoE) or preparation of design and drawings as per the Nepal National Building Code or suitable codes as agreed to both parties (school and concerned NGOs) to DoE standard. - Approval of drawing and design from Department of Urban Development and Building Construction and DoE for new proposed design from the party. - Assign full time technical person for daily supervision of construction activities. - Management of necessary construction materials, contractor and labors in the site. - Construction of physical facilities. - Monitoring and supervision of the project site jointly with DoE/District Education Office (DEO) and REED Nepal. - Finishing and hand over to respective schools.
7	Expected Outcome/ Result	The main outputs of this project are as follows; 1. Three (03) permanent school buildings consists of sixteen (16) classrooms will be reconstructed. This supports to enhance quality of education. 2. Construction related local masons/workers will be capacitated about safe construction methodologies.
8	Project Period	Six (06) months
9	Project Cost	Approx. NPR 2,43,20,000/- (Cost will be as approved drawing and design)
10	Source of Funding	REED Nepal/ Australian Himalayan Foundation, Australia
11	Fund Flow Mechanism	All expenditure will be borne by REED Nepal
12	Types of Assistance	In-kind support/ capacity building

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Dr. Dilli Ram Rimal
Director General



13	Reporting Line Ministry	Ministry of Education/Department of Education
14	Reporting Mechanism	REED Nepal will report to the concerned DEO and thereby to the DoE (Physical Services Section) monthly.
15	Project Implementation Details	<p>Phase I</p> <ul style="list-style-type: none"> - Activities as mentioned in the MoU should commence within one week of the MoU signature. - REED Nepal will submit detail work plan of construction to the DEO. - REED Nepal will select school and its construction site based on location of the school and suitability for construction with in close coordination with the engineers of DoE and school. - REED Nepal will be responsible for preparation of design, drawing as per National building code or any codes as agreed to both parties. - REED Nepal will be responsible for getting approval from Department of Urban Development and Building Construction. DoE (Physical improvement section) will give the final approval of the design and drawing after getting approval from Department of Urban Development and Building Construction for the new project design. REED Nepal can use the drawing and design issued by DoE. - All activities as mentioned on phase I should be completed within two months of MoU signature. <p>Phase II</p> <ul style="list-style-type: none"> - Materials used in reconstruction should meet Nepalese standard or international standards. - The building and other physical facilities will be constructed in close coordination with School Management Committee (SMC) and DEO. - REED Nepal will provide training for local masons and other construction workers about for safe construction methodologies. - REED Nepal will provide technical backstopping to the local masons for construction works in coordination with engineers/sub-engineers of DOE/DEO. - REED Nepal will assign full time technical person for daily supervision of construction activities together with DEO technical team. - All activities as mentioned on phase II should be completed within five (05) months of the date of phase I completion. The time of completion will be extended as per the mutual understanding of the both parties. <p>Phase III</p> <ul style="list-style-type: none"> - REED Nepal will hand over the physical infrastructures to the school in the presence of DEO's representatives. - If any contemporary issues will be raised, both parties will resolve upon mutual understanding. - Financial audit should be done as the rules and regulation of Government of Nepal. - All activities should be performed as above mentioned design, standards and estimated timeframe if not REED Nepal should be liable of penalty as the regulation of Government of Nepal. - All provision mentioned on the "Directives on mobilizing aid through 10 years post earthquake recovery 2072 B.S." will be followed by REED Nepal. - The DoE/DEO will provide support for monitoring of the ongoing construction jointly with REED Nepal.

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Dr. Dilli Ram Rimal
Director General



16	Exit P
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After handing over the facilities, the project will automatically be phased out.

On behalf of the Department of Education

Name:
Designation:
Office:
Date:

[Signature]
Dr. Dilli Ram Rimal
Director General
Government of Nepal
Ministry of Education
Department of Education
Sanathimi, Bhaktapur

Witness

Name:
Designation:

Krishna poudel
Section Officer

On Behalf of REED

[Signature]

Name: Bhim Bogati
Designation: Chairperson
Office Seal:
Date:

[Signature]

Name: Shomina Roy
Designation: General Manager



Appendix 7 - Reporting Matrix

	Daily	Weekly	Fortnightly	Monthly	Quarterly	Annual	Completion
Donor Management Committee						Annual Report to respective Boards [tbc]	
Donor Representative					Quarterly Progress Report to Donors		
Project Steering Committee				Progress Report to REED Board and DR (for 6 months) - 2 pages	Progress Report to REED Board and DR (after 6 months to project end). Max. 10 pages	Annual Project Report - EPM lead with input from PSC as required. Max. 10 pages	Project Completion Report
EPM			Report to PSC, including input from weekly field reports. [may be verbal, but minuted]				Completion report at the end of each Phase (as required).
SCC	Project Board (display)				Financial Acquittal and Request [tbc]		
Eng/Sub-Eng/Field Supervisor	Daily Diary	Weekly Progress Report to EPM, including inputs from SCC and photo verification of activities [Phone/ Email]					
Finance Manager					x	x	
Auditor Independent						x	
						Mid-Term Review (if requested by DMC)	



Appendix 8 - Quality Management Plan

- Primary Role
- Secondary Role

S.No	Activities/Modality		Procedure/Sub activities	Responsibilities					Quality Assurance Plan (QAP)			Quality Control Plan (QCP)			
				PSC	EPM	Eng	FS		Activities		Frequency	Activities		Frequency	
1	Planning														
1.1	School Building Assessment at local level	1.1.1	Rapid Assessment of School Building	●	●	○								1	
		1.1.2	Listing of Assessed buildings	●	●	○								1	
		1.1.3	Prioritise Schools based on available budget	●	●	○								1	
		1.1.4	Prepare reports, present to Donors and approve	●	●	○								1	
		1.1.5	Sign MOU	●	●	○								1	
2	Design and Approval Process														
2.1		2.1.1	Design school building	○	●	○								1	
		2.1.2	Submit design to DoE for approval Get approval from GoN/DoE	○	●	○								1	
3	Signing MoU with SCC														
3.1		3.1.1	Prepare MoU	●	○				Prepare draft MOU and finalize						
		3.1.2	Sign MOU with SCC	●	○				Meeting with communities. Orientation to communities with discussion. Form School Construction Committee (SCC).						
4	School Building Construction/Retrofitting Works	4.1.1	Meeting with community/SMC/teachers		●	○	○		Meeting with Communities. Discuss detail work schedule and plan accordingly						
4.1	SCC Modality (for Construction)	4.1.2	Meeting with SCC		○	●	○		Follow 'Implementation Plan'. Discuss and list out materials list and provide to Procurement committee			Engineer validate works		Each work item before payment	
4.2		4.1.3	Work implementation			●	○		Engineer prepare method of statement, conduct demonstration works and verify sample of SCC's initial work.	once a construction period		i) Public audit conduct ii) Internal technical audit will review		i) before final payment ii) During and after completion of works	
4.3						○	●	○		Supervisors supervise works against defined work specification in contract	Twice a week		DEO/DDC Monitoring Committee endorses works		before work completion
										Maintain 'site dairy' by Supervisors	Twice a week				
										Track and follow work schedule	Once a week				
		4.1.4	Measurement & payment						Monitoring by Engineer	once a month		Visual inspection and Lab tests		As required	
					●	●	●	i) Measurement & Prepared by - Field Supervisor ii) Checked by - Engineer/EPM iii) Certify and recommended by - EPM iv) Approved by - GM. Payment Certificate ensure the work and advance settlement	Each work certification						
6	Environment Protection & adaptation of Climate Changes in above activities														
6.1	Consideration of Environment protection in design & construction	5.1.1	Ensure environment protection in design						Confirm safer sites for construction. Fix safer quarry site. Minimal use of new timber members			Monitoring by concerned parties		at least one site during construction	
		5.1.2	Orientation to stakeholders						Discuss on environmental concern related to construction works						
		5.1.3	Ensure environmental protection during						Community monitoring plan and as required			Community monitoring during construction		as required	
7	Construction Safety	6.1	Ensure construction safety			●	○		Provide minimum Personal Protective Equipments (PPEs) during construction						
						●	○		Insurance against accidents during work						
						●	○		Protect construction sites from entering outsiders/animals						
8	Record Keeping & Reporting														
8.1	Record Keeping	7.1.1	Workers (labour days) record keeping				●		Develop record keeping format.			Monitoring, checking, verification and suggesting			
						●		General orientation to SCC			during higher level visit				
		7.1.2	Materials incoming and consumption				●		Develop store management format						
8.2	Reporting	8.1.1	SCC/FS reporting				●		Orient SCC and assist them to record keeping. Monitor them			Field report, monthly report, quarterly report, completion report			
			EPM Reporting				●		Collect information						
							●		Arrange available information into standard format						
							●		Write Monthly report and submit to PSC and Donors						
9	Risk management control														
	Risk register	9.1	Maintaining risk register Mitigation of risk				●		Record any risk is sensed Discuss and mitigate risks						
10	Team Mobilisation	10.1	Smooth mobilisation of in-house team Internal communication						Recruit required nos and levels of Field level technicians Set regular communication system						



Appendix 9 - Monitoring & Evaluation Matrix

LSERR - Monitoring & Evaluation Matrix

Goal: Children in the Lower Solukhumbu region have improved access to a quality and disaster-resilient education.				
Objectives	Outcomes	Activities	Performance Indicators	Means of verification
Objective 1: To build back better the schools that have been damaged by earthquake	1.1 A functional School Construction Committee is overseeing activity implementation, with technical and administrative support from the Field Supervisor.	School Construction Committee mobilised	# School Construction Committees formed	Field Supervisor report
		SCC trained on roles and responsibilities for the activity, and provided	# School Construction Committee training sessions	Review of training materials, reports and attendance records
		SCC managing project activity at each school	# SCC meetings	Field Supervisor Weekly Reports EPM visits
	1.2 Communities are fully engaged and supportive of the project	Community contribution negotiated and mobilised	% project goods, works or services provided by community	Field Supervisor Weekly Report Social Audit
		Community perspectives inform project scope and delivery	# attendees at Visioning workshop (M/F)	Visioning Workshop report
			# SCC members (M/F)	Field Supervisor report
	1.3 Schools are upgraded with safer and higher quality classrooms	Construction of new classrooms using disaster-resilient design, materials and construction	# new classrooms constructed conforming with DOE standards for safe schools	DOE certification of classrooms retrofitted Phase Completion Report
				DOE approval letter
				EPM technical assessments (QMP)
			% classrooms constructed using confirmed disaster-resilient design	
			% classrooms meeting EPM quality standards	
			% student attendance (M/F)	School records

Objective 2: To development knowledge and skills of local communities for contributing to the recovery of the district post earthquake.	2.1 Local skills and knowledge on safe building construction is improved	On-the-job training for local labourers is incorporated into activity implementation at selected schools	# trainee labourers (M/F)	Field Supervisor reporting
		Trainees engaged in other activity sites to extend knowledge transfer to other communities	% trainees engaged at second activity site	Field Supervisor reporting
		Community intentions to apply 'build back better' principles in practice	% positive response	KAP survey
	2.2 School management empowered to create and maintain safe school environment	SCC training and support to plan and assess disaster risk reduction and response preparedness through participation in LSERR	# SCCs trained	Field Supervisor/EPM reporting
			# schools conducting disaster response drills	Field Supervisor/District Coordinator observation
		School management intentions to apply 'build back better' principles in practice	% positive response	KAP survey
			\$ value additional funds raised for 'build back better' projects	Field Supervisor/District Coordinator observation and liaison



Appendix 10 – Knowledge, Attitudes and Practice Survey

LSERR – Knowledge, Attitudes and Practice Survey

KAP Baseline Survey Questions

Interviewer:

Date:

Village:

Name of LSERR Project School:

Respondent: M / F

Baseline Survey				
1	How many people live in your household? (by age and gender, including respondent)	<u>Total #</u>	<u>Female</u> 0-5 _____ 6-14 _____ 15-18 _____ 18+ _____ Total _____	<u>Male</u> 0-5 _____ 6-14 _____ 15-18 _____ 18+ _____ Total _____
2	Of the school-age children living in the household (5-18), how many attend school?	<u>Total #</u>	<u>Female</u> 0-5 _____ 6-14 _____ 15-18 _____ 18+ _____ Total _____	<u>Male</u> 0-5 _____ 6-14 _____ 15-18 _____ 18+ _____ Total _____
3	Of the children attending school, how many attend the LSERR project school?	<u>Total #</u>	<u>Female</u> 0-5 _____ 6-14 _____ 15-18 _____ 18+ _____ Total _____	<u>Male</u> 0-5 _____ 6-14 _____ 15-18 _____ 18+ _____ Total _____
4	Have any children in the household stopped attending school in the last year?	i. Yes ii. No iii. Don't Know		

5	If yes to Q4, how many?	<u>Total #</u>	<u>Female</u> 0-5 _____ 6-14 _____ 15-18 _____ 18+ _____ Total _____	<u>Male</u> 0-5 _____ 6-14 _____ 15-18 _____ 18+ _____ Total _____
6	Of the children (5-18) not attending school, what best describes the reasons why? (select all that apply)	i. graduation ii. employment iii. family or household obligations iv. marriage v. too expensive to attend school vi. dissatisfied with the school vii. concerns about school safety viii. other _____		
7	Have you heard of the LSERR project that REED will be delivering in your community?	i. Yes ii. No iii. Don't Know		
8	Are you aware of REED Nepal or their projects in your community?	i. Yes ii. No iii. Don't Know		
9	Was the school damaged after the earthquake?	i. Yes ii. No iii. Don't Know		
10	If yes to Q9, how bad was the damage to the school buildings and classrooms compared to other community buildings (eg house, medical clinic)	i. Less ii. Same iii. More		
11	Did the school close after the earthquake?	i. Yes ii. No iii. Don't Know		

12	If yes to Q11, for how long?	i. _____ days / weeks / months (circle one) ii. Don't Know
13	To the best of your recollection, when did the school re-open? (for example: before the monsoon, after the monsoon, before the harvest, after the harvest, before winter, after winter)	
14	Are the existing school classrooms safe for teachers and students?	i. Yes ii. No iii. Don't Know
15	Are there enough classrooms or space for all students that attend the school?	i. Yes ii. No iii. Don't Know
16	Are there less classes or space available for students since the earthquake?	i. Yes ii. No iii. Don't Know
17	Does the school need new classrooms?	i. Yes ii. No iii. Don't Know
18	Has the damage to the school affected children attending the school?	i. Yes ii. No iii. Don't Know
19	Has the damage to the school affected children attending the school?	i. Yes ii. No iii. Don't Know

20	Has the damage to classrooms influenced your decision to send children to the school?	i. Yes ii. No iii. Don't Know
21	If yes to Q20, equally for boys and girls?	i. Yes ii. No iii. Don't Know
22	If yes to Q21, why?	
23	Has the quality of teaching or lessons changed since the earthquake?	i. Yes ii. No iii. Don't Know
24	If yes to Q18, how has it changed?	i. Better ii. Worse iii. Don't Know
25	Do you support the community making a contribution to rebuilding the schools?	i. Yes ii. No iii. Don't Know
26	If yes to Q25, what would be appropriate?	i. Money ii. Labour for portorage iii. Labour for site works, or construction iv. Donation of building materials
27	Since the last earthquake, have you learned about or received information about:	i. Earthquake-resilient building designs ii. Earthquake-resilient building techniques iii. Earthquake-resilient building materials iv. Methods to make existing buildings safer v. Actions to take in the event of an earthquake

28	If you selected any of the options for Q27, who provided this information?	i. Government official ii. School principal or teacher iii. Community leader iv. NGO worker v. Family vi. Other _____
29	In your opinion, could your home be made safer to withstand the effects of another earthquake?	i. Yes ii. No iii. Don't Know
30	If yes to Q29, do you feel you have the knowledge and skills to do so?	i. Yes ii. No iii. Don't Know
31	Since the earthquake, has your household discussed or practiced actions to take in the event of another earthquake?	i. Yes ii. No iii. Don't Know

KAP Evaluation Survey Questions

Interviewer:

Date:

Village:

Name of LSERR Project School:

Respondent: M / F

Evaluation				
1	How many people live in your household? (by age and gender, including respondent)	Total #	Female	Male
			0-5 _____	0-5 _____
			6-14 _____	6-14 _____
			15-18 _____	15-18 _____
			18+ _____	18+ _____
			Total _____	Total _____
2	Of the school-age children living in the household (5-18), how many attend school?	Total #	Female	Male
			0-5 _____	0-5 _____
			6-14 _____	6-14 _____
			15-18 _____	15-18 _____
			18+ _____	18+ _____
			Total _____	Total _____
3	Of the children attending school, how many attend the LSERR project school?	Total #	Female	Male
			0-5 _____	0-5 _____
			6-14 _____	6-14 _____
			15-18 _____	15-18 _____
			18+ _____	18+ _____
			Total _____	Total _____
4	Are you aware of the LSERR project?	i. Yes ii. No iii. Don't Know		
5	Prior to LSERR, were you aware of REED Nepal or their projects in your community?	i. Yes ii. No iii. Don't Know		

6	Were you involved in the LSERR project?	i. Yes ii. No iii. Don't Know
7	If yes to Q6, what was your involvement?	i. Parent ii. Teacher iii. SCC member iv. Labourer v. Volunteer vi. Community member
8	On a scale of 1-5, how would you describe the quality of the LSERR classrooms?	i. Very poor ii. Poor iii. Satisfactory iv. Good v. Excellent
9	Are the LSERR classrooms safer than the previous classrooms?	i. Yes ii. No iii. Don't Know
10	What do you like best about the LSERR classrooms?	
11	What do you dislike about the LSERR classrooms?	
12	If another school or building was built or retrofitted in the same way as the LSERR project, would you suggest using the same design as the LSERR classroom?	i. Yes ii. No iii. Don't Know
13	If another school or building was built or retrofitted in the same way as the LSERR project, would you use the same building materials ?	i. Yes ii. No iii. Don't Know
14	If another school or building was built or retrofitted in the same way as the LSERR project, would you use the same building method ?	i. Yes ii. No iii. Don't Know

15	During the project, did you receive information or learn more about:	<ul style="list-style-type: none"> i. Earthquake-resilient building designs ii. Earthquake-resilient building techniques iii. Earthquake-resilient building materials iv. Methods to make existing buildings safer v. Actions to take in the event of an earthquake
16	If yes to any of the above, who provided this information?	<ul style="list-style-type: none"> i. SMC member ii. SCC member iii. Teacher iv. REED Field Supervisor v. REED staff member vi. Other _____
17	Overall, how happy are you with the LSERR project (the classrooms)?	<ul style="list-style-type: none"> i. Very happy ii. Happy iii. Not happy
18	Can you briefly describe the reasons for you answer to Q17?	