

In Response to Call for School Proposal 2013

**Support of School constructions
in Jumla**

**KARNALI SCHOOL BUILDING AND PEDAGOGIC PROJECT (KSBP)
in Jumla/Karnali – West Nepal**



**to
GDAA, Germany**

By SA, Jumla Nepal

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SUMMARY

KARNALI SCHOOL BUILDING AND PEDAGOGIC PROJECT (KSBP)

Why do we want to build schools in Jumla, the remotest part of Nepal? It is because education is the foundation of development. There are children who want to go to school but schools do not have enough rooms to give them shelter. Government has no enough budget to build school buildings. Construction of school building has been the community's responsibility in most cases. But the community people are so poor that they cannot collect the resources to build good school building. With their limited resources they have built very small buildings that can be compared with the cowshed – dark, narrow and leaking roofs. In such background **KSBP** is an extraordinary project by "Govinda Development Aid Association" in close cooperation with the Nepalese "Shangri-La Association Jumla". GDAA has been constructing better school building with wider rooms than the local one that the villages had - with larger windows and doors; and with comparative higher walls to make the rooms bright, safe and child-friendly as far as possible. Most importantly it aims to achieve the innovation with local technologies, which include earthquake reinforcement in the construction, keeping warmth inside the rooms in these high mountains above 2200 meters and natural light system where electricity and other power system to light is unavailable.

From management viewpoint, the development of this school construction will be under a democratic management & control of the local communities with sustainability schemes. For the best utilization of limited financial resources SA - the partner organization of GDAA – made a Rapid Rural Appraisal to survey the most needy schools in Jumla. In this process, in a first attempt, the SA has managed field visits and an evaluation has been carried out.

This proposal recommends 7 school building constructions for 7 schools; pedagogic support of modern teaching learning materials in 7 tin trunks (1 for each school) assembled by highly reputed academic institution - Rato Bangala Foundation in Kathmandu, training for the material to make classrooms child centred and preprimary classroom materials for these 7 schools.

Outcome

The classrooms, at present, are not enough for all children/classes. So at present they sit out in the school ground and make 'open classroom'. It seems like the children are having fun but everyday outside in the dusty ground to take lessons from the teacher is unimaginable. What happens when it starts to rain or snow or storm comes? Obviously, the children will not have to run away when there's snowfall in the winter, rain in the monsoon and scorching heat in the dry and dusty summer of these interior mountains because they will be inside the four walls and a nice roof. When these new schools are built the schools will have rooms to invite more children to come to school. With wide, light and comfortable classrooms and with additional pedagogic materials (blocks, toys, crayons learning sticks and shapes) in tin trunks that we supply the unappealing classrooms will be motivating more children to school. Certainly school will be a fun place for the village kids because we have data to substantiate the argument. In Luma the school enrollment rate increased by 23% after we enrolled the children.

A. SCHOOL BUILDING CONSTRUCTION SUPPORT

1. Need Identification

In the remotest part of Nepal, obviously there are a lot of demands of school building construction. Therefore, we had to prioritize the need with some rating criteria for the need identification all though all of them are needy to match with the available financial resources. So we developed the following project need identification rating criteria.

1.1 Criteria and Scoring

We have chosen 6 pertinent indicators to assess the need of the school building:

- i. Status of existing building
- ii. Disadvantage groups
- iii. Remoteness/infrastructure
- iv. Relative Poverty
- v. Coverage/catchment area
- vi. School enrollment rate of the children

The above indicators are scored against the rating scale, which ranges from 1 to 5. 1 means least needy and 5 means most needy. The detailed description is presented in the table below:

| Criteria | Rating and description (Score 1 indicates the least needy and score 5 indicates the most needy) | | | | |
|---|--|--------------------------------------|-------------------------------------|-------------------------------------|---|
| | 1 | 2 | 3 | 4 | 5 |
| Status of existing building | Manageable | Fairly manageable | Poor building | No enough rooms Poor building | No enough rooms and no spacious rooms Very poor building |
| Disadvantage groups | Mostly advantage groups | Fairly advantage group | Mostly Ethnic groups | Ethnic and dalits | Mostly dalits |
| Remoteness/infrastructure | Within 1 hour from highway/road | Within 2 hour from highway/road | Within 3 hour from highway/road | Within 4 hour from highway/road | More than 5 hours from the highway |
| Relative Poverty (Most families in the village) | Enough to eat for more than 12 months | Enough to eat for more than 9 months | Enough to eat for more than 6months | Enough to eat for more than 3months | Enough to eat for less than 3 months |
| Coverage/Catchment area | Less than 50 households | 50 – 100 households | 100-150 households | 150-200 households | More than 200 Households |
| School enrollment rate (of the children in the village) | More than 95% enrolled in school | More than 90% enrolled in school | More than 85% enrolled in school | More than 75% enrolled in school | Less than 65% enrolled in school |

1.2 Need Identification/rating

Since there are 6 indicators the highest possible score will be 30. So we have developed the following score bracket for the grading and respective description of each grade – A to E.

| Score | Grade | Description |
|---------|-------|---------------------|
| 25 - 30 | A | Exceptionally needy |
| 20 - 24 | B | Very needy |
| 15 - 19 | C | Needy |
| 10 - 14 | D | Fairly needy |
| 5 - 9 | E | Not needy |

2. Process

The following methods were employed to collect the information and data to score and rate the school for the evaluation purpose.

The data/information so far collected is obtained from RRA (rapid Rural Appraisal) tool.

We are deeply interested to collect detailed information to establish the Baseline so that we can measure the impact more precisely. Therefore, before starting the project a detailed Baseline and specific survey will be conducted so that before and after project evaluation can be made later.

| Data/information | Method of data collection | Source/informants |
|-------------------------------|--------------------------------------|---|
| Status of existing building | Field visit Relying on informants | Mr Jay Shrestha Mr Harikrishna Choulagain Ms. Kamala Mr Mahendra Hamal Mr Covina Khatri (SMC chairperson, Sinja School) |
| Disadvantage groups/ethnicity | DDC data | Mr Chhetra Bahadur Budhthapa (Documentation and Information officer DDC, Jumla) |
| Remoteness/Infrastructure | Field visit Relying on informants | Mr Jay Shrestha Mr Harikrishna Choulagain Ms. Kamala Mr Mahendra Hamal |
| Relative Poverty | Relying on DDC data | Mr Chhetra Bahadur Budhthapa (Documentation and Information officer DDC, Jumla) |
| Coverage/Catchment area | Relying on the informants | Mr Chhetra Bahadur Budhthapa (Documentation and Information officer DDC, Jumla) |
| School enrollment rate | Relying on informants | Mr Singha Raj Dangi (School Inspector, DEO, Jumla) |

3. A) Summary of the rating all 12 schools

All 12 surveyed schools were scored with the 6 indicators against 1 to 5 rating scales to assess the need of the school building. As already mentioned above, the indicators were:

- i. Status of existing building
- ii. Disadvantage groups
- iii. Remoteness/infrastructure
- iv. Relative Poverty
- v. Coverage/catchment area
- vi. School enrollment rate of the children

To avoid the confusion in recalling the Nepali school's formal names, we have renamed all the schools names under project names. That means, each school is named after the village they belong to. This has the following benefits: easy to remember the name, easy to locate where these schools are because they are named after the village itself!

| S. N | Formal name | Project name | Grade |
|------|-----------------------------------|-------------------|-------|
| 1 | Shree LS school | Budu School | A |
| 2 | Shree Janjagriti S. school | Ghode School | A |
| 3 | Shree Mahadev LS school | Dhiku School | A |
| 4 | Shree Devlaxmi LS school | Sudi School | B |
| 5 | Shree Ropni Janajagriti P. School | Ranukhana School | B |
| 6 | Shree Deurali HS school | Jumlakot School | C |
| 7 | Shree Bhairv S school | Dhupiduska School | B |
| 8 | Shree LS school | Chulelgaun School | C |
| 9 | Shree P school | Goruchaur School | C |
| 10 | Shree Hima school | Simpata School | D |
| 11 | Shree Kalika P. School | Tuee School | C |
| 12 | Shree Durga LS school | Madhu School | B |

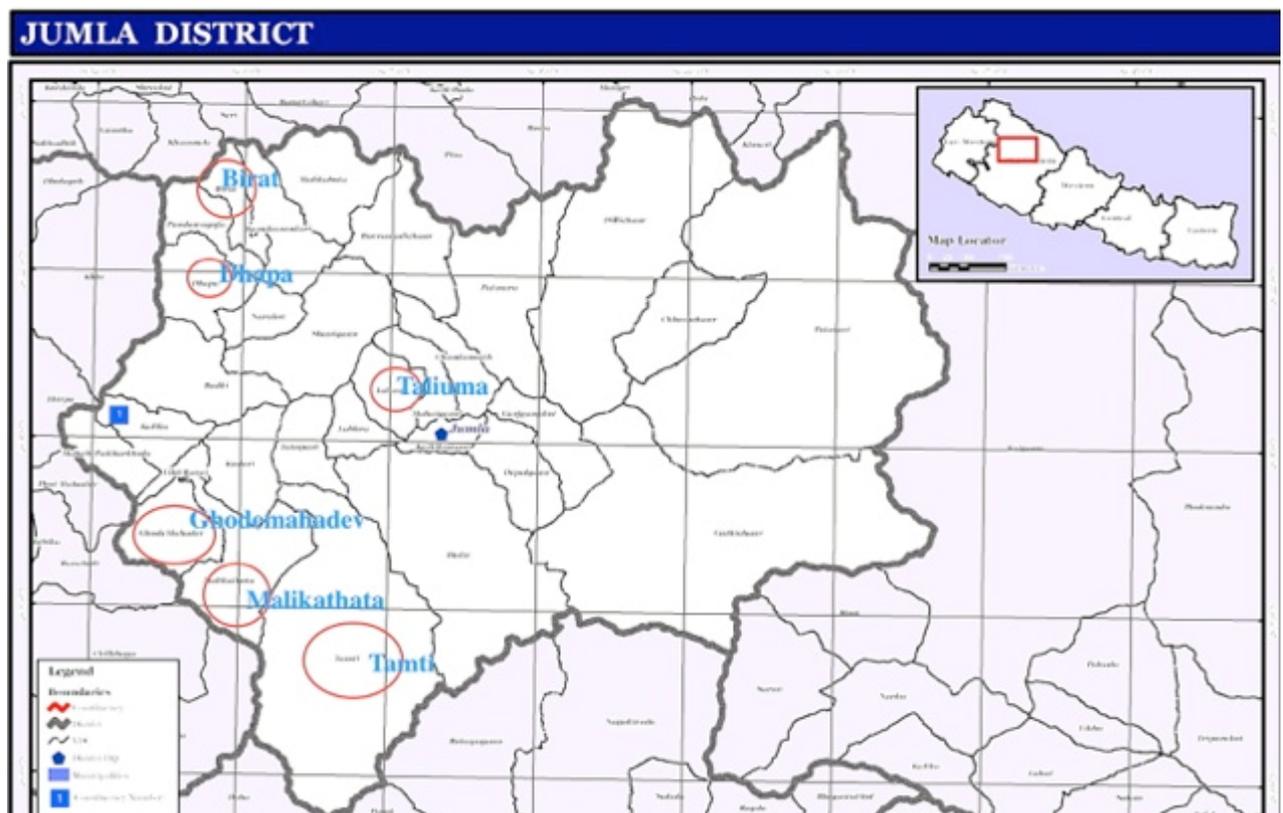
3. B) Recommendation & Justification of the Management

From the 12 schools that we surveyed 7 schools are recommended for the construction support. The recommended schools are below with the justification.

| S. N | Formal name | Project name | VDC | Grade | Justification |
|------|-----------------------------------|-------------------|---------|-------|--|
| 1 | Shree Ropni Janajagriti P. School | Ranukhana School | Dhapa | B | Dalit settlement (22HH), low school enrollment rate (87%) |
| 2 | Shree Bhairv S school | Dhupiduska School | Taliuma | B | Dalit settlement (127 HH), low Very large catchment area (590 HH) |
| 3 | Shree LS school | Budu School | Birat | A | Large catchment area (157 HH), Low school enrollment (89%) remote (4 hours from road), poverty (most HHs produce food for less than 3 months to eat) |

| | | | | | |
|---|----------------------------|--------------|--------------|---|--|
| 4 | Shree Janjagriti S. school | Ghode School | Ghodemahadev | A | Very low school enrollment (68%) Very large catchment area, (560 HH), Very remote (5 hours from road), Poverty (most HHs less than 3 months to eat) |
| 5 | Shree Mahadev LS school | Dhiku School | Malikathata | A | Large catchment area, (134 HH), remote (6 hours from road), poverty (most HHs less than 3 months to eat) |
| 6 | Shree Devlaxmi LS school | Sudi School | GhodeMahadev | B | Large catchment area, (132 HH), remote (6 hours from road), worst condition of present existing building |
| 7 | Shree Durga LS school | Madhu School | Tamti | B | Very large catchment area, (247HH), Remote (4 hours from road) Worst condition of existing building |

The location of the surveyed village are in the red-circle marked VDCs in the map below.



4. Management Concept

A clear project management structure will be developed in the following way.

Karnali Schools Building & Pedagogic Project (KSBP Project) will be an independent project not having any direct link with JCDP. Even though this project will be under SA and its Project manager (Jay) and accountant (Hari). A KSBP Project coordinator highly skilled and experienced local construction overseer will lead technically all the project work. The project coordinator will be hired through open competition. An assistant project coordinator will be hired to work under him.

Therefore, this project will be led by KSBP Project coordinator, comparable to SOH -Home project led by Kisan, SSP led by Rajesh and Reintegration led by Chanda. Jay and Hari will be responsible for availing the budget and project agreement in the village.

GDAА will support the KSBP Project with its direct involvement through external expert team in the area of construction designs, finance management and overall project planning, implementation, monitoring and evaluation. GDAА thought it is deeply necessary with its more than 15 years experience of working with Nepali partners.

| Position | Responsibility |
|--|---|
| Program Manager | <p>Overall responsibility of Project agreement with the school construction committee/SMT in each school</p> <p>Open a separate bank account of KSBP Project so that the school construction budget will be deposited only in this account.</p> <p>Ensure the release of the budget in time</p> <p>Ensure the community contribution</p> <p>Ensure the conflict management if any</p> <p>Report collection from KSBP Project coordinator</p> <p>Report to GDAА with the help of external experts for preparing professional report</p> |
| Account Officer | <p>Maintain the separate ledgers/book-keeping KSBP Project release budget in time</p> <p>Controlling the finance, Procurement etc.</p> |
| KSBP Project Coordinator (OVERSEER) | <p>Overall supervision of management, coordination and implementation of the KSBP project ONLY</p> <p>Implement KSBP project according to Detail implementation plan</p> <p>Prepare progress reports</p> <p>Supervise Construction committees</p> <p>Provide training and coaching to maintain to operatives/masons, carpenters where required to ensure the earthquake reinforcement</p> <p><i>Service period</i></p> <p>The time contract will be for 18 months.</p> |
| KSBP project Assistant (SUB-OVERSEER) | <p>ALWAYS remain in the construction site (in field 100%) (will not be in Jumla office at all) and follow the DIP prepared by the KSBP Project coordinator</p> <p><i>Service period</i></p> <p>The time contract will be for 18 months.</p> |

5. Management and Supervision of KSBP

5 a) Management & Supervision Plan

Overall management of the project will be done by SA Board/Program manager.

Specific management will be done by the KSBP project coordinator.

The timely running of each activity of the project is very important in this construction project. Therefore, the prepared timeline in **Annex B- (The Time/ Management/ Supervision Plan)** will be strictly followed. KSBP Project Coordinator will make Detail Implementation Plan based on this time line framework in Annex B.

5b) Staff Management

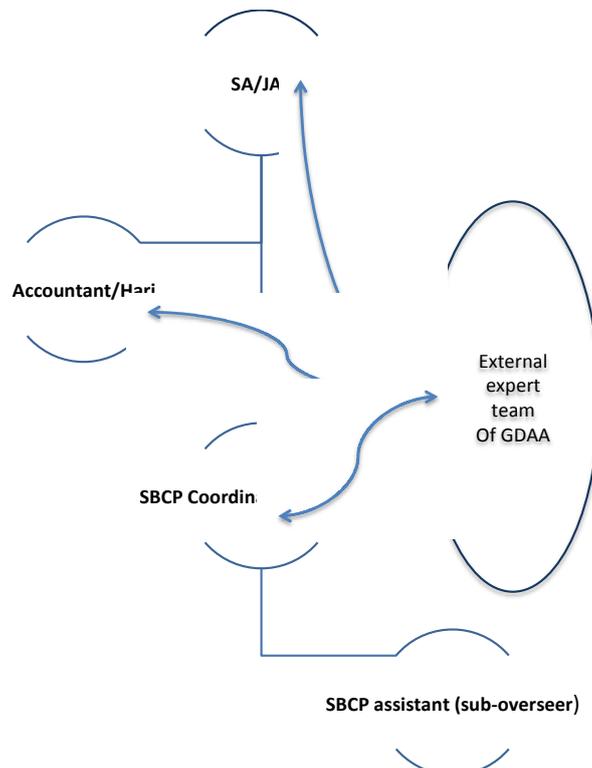
- i. KSBP project coordinator: A local construction overseer will be hired from local area, preferably, Jumla. KTS has overseer production available in Jumla itself.
- ii. KSBP project assistant coordinator: A local construction sub-overseer will be hired from Jumla He will have at least more than 3 years experience in the field.

SA/Jay and accountant (Hari) will be responsible for the project from the existing system. No other staff of JCDP will be involved this new KSBP at all. A technical expert (engineer), A financial expert and a PM&E expert will comprise a GDAA's external Expert team to support the project. The team will be in contact with Jay, Hari and SBCP directly as per need to maintain the quality of the project effectively and efficiently from technical, financial and outcome/result. The external expert team will be in regular communication with GDAA with pre-fixed communication formats/structure in excel (for finance) and word (for program-report-monitoring-evaluation).

In short, the management of the project will be a **result-based management**.

The following schema shows the staff management of KSBP.

Project Management Schema



See Annex C- The Staff Responsibility Plan

6. Earth Quake Safe Construction

6.1 Technical consideration

| 1 | RCC works | Description |
|------|--|---|
| 1.1 | RCC works in corner columns | The earthquake safety is our great emphasis in the construction. Therefore the master engineer will go to the field to train the overseer and the suboverseer. The master engineer is specialized in innovative technology and has long experience in such designs and construction. |
| 1.2 | M15 RCC in superstructure | |
| 1.3 | Up to Plinth Level | |
| 1.4 | Long wall | |
| 1.5 | Short wall for rooms | |
| 1.6 | RCC Works for plinth / floor / lintel tie beam | |
| 1.7 | RCC works for sill level tie | |
| 1.8 | 16 dia reinforcement bars from foundation to roof level | |
| 1.9 | major rebar for plinth tiebeams | |
| 1.10 | major rebar for sill tiebeams | |
| 1.11 | stirrups for plinth tiebeams | |
| 1.12 | stirrups for sill tie beams | |
| 1.13 | Reinforcements for tie with wooden joists | |
| 1.14 | reinforcement for windows as security grills | |
| 1.15 | Formwork for RCC works in beams and ties | |
| 1.16 | Lintel /plinth and floor tie | |
| 1.17 | Sill tie | |
| 2. | Ashlar stone masonry in cement mortar 1:3 for columns at corners of building | |

6.2 Other design consideration

Balcony will have two ways to get down in two different ends

Open ground around the building

No suspending structure inside the rooms above the class seats/walls

6.3 Local consideration

Technical and awareness training to the operatives/workers before the construction starts by the overseer so that the operatives understand the earthquake safe concept fully

When the operatives/workers understand the concept they might come with their local ethno methodological concepts/ideas and in consultation with master engineer the points will be included if needs to be regarded.

6.4 Pedagogic consideration

The teachers and students will be trained about earth quake safety with national earthquake safety guidelines which already exists.

6.5 Model construction

We will proudly announce with permanent posters that we have considered all the points in 6.1, 6.2, 6.3 and 6.4 and we want to present the buildings as role models in Jumla for other projects as well.

B. PEDAGOGIC SUPPORT TO SCHOOLS WITH NEWLY CONSTRUCTED BUILDINGS

1. Pedagogic Tin Trunk

We will support the schools with new buildings with pedagogic supports to make them child friendly. We have extended our cooperation exchange with RBF (Rato Bangala Foundation) a highly reputed academic foundation – experienced in producing school/classroom educational materials and training teachers for child centred methods. The foundation produces the materials on its own and also assembles the best materials from the market. It makes sure the materials it develops are affordable for schools, and are durable and reusable. The materials are aligned with and able to supplement the effective teaching of the content in the national curriculum of Nepal **for entire school level (primary and secondary – class1 to 10).**

We have a plan to provide a **Tin Trunk with the Pedagogic materials** to each of the school where we build the new building. In addition we have a plan to train the teachers on how to use the pedagogic materials.

The short introduction of the materials is given in **Annex E.**

2. Preprimary support

All schools have preprimary classes in Nepal which are comparable to kindergarten. However, they are not well furnished at all. They are like primary classes – rooms almost empty!

Therefore we have a plan to provide kindergarten materials so that the new tots to school can have fun to learn in a motivating environment.

The list of the materials that we want to provide to each of the 7 schools are in **Annex F.**

C. BUSINESS / FINANCE PLAN

1. Business / Finance Plan

1.1 General

- a. The budget has been prepared according to national standard rate of Jumla district.
- b. In local context, the actual expenditure will be lower than the estimate. In our experience the actual cost will be lowered by approx. 20% than the standard estimate.
- c. The master estimate will be guidelines to include each and every technical steps, budget heads and budget ceilings for the local overseer to make school specific budget, which will be always lower than the master budget.
- d. The specific school specific budget will be used for the individual construction agreement with the school management committee. However, The school management committee, which works as construction committee, will be paid according to actual bills.
- e. The site sub-overseer will directly monitor the daily wage attendance of the work, small purchases, and woodwork. Without his verification and recommendation of the overseer (construction coordinator) no bills, wages will be paid.
- f. The chances of irregularities and quality compromise can occur in the market purchases. The market materials (cement and metal roof sheets) will be directly purchased by the NGO (SA) in Jumla/Nepalgunj/Surkhet after market survey and delivered to the construction committee which ever will be the cheapest for us.

1.2 Cost estimation of building construction and pedagogic support

| Description | Cost (NRS) | Cost (Euro) | Remarks |
|---|--------------------|-------------------|---|
| PART A - Building construction direct cost | | | Building materials and skill & non-skill construction labor works only) |
| Total cost for one school building | 2,010,939.49 | 16,087.52 | Cost for only earth quake technology: NRS 692353.34 |
| Community contribution | 402187.90 | 3,217.50 | 20% of the total cost |
| GDAА contribution | 1608751.59 | 12,870.01 | 80% of the total cost |
| PART B - Implementation cost | | | |
| Construction overseer | 390000.00 | 3,120.00 | (19.5 months) |
| Construction sub overseer | 292500.00 | 2,340.00 | (19.5 months) |
| Monitoring and evaluation | 495000.00 | 3,960.00 | External experts visits |
| Pedagogic Kits Tin Trunk, Ratobangala Training & Multiplication | 670400.00 | 5,363.20 | 7 Tin Trunk, Transportation & Training |
| Pre Primary Materials for 7 Schools | 400000.00 | 3,200.00 | For 7 PP Sections incl. Transportation |
| Total implementation cost - 7 Schools including Part B | 13509161.13 | 108,073.29 | 7 Schools incl. Management Tin Trunk and PP Materials |
| Total implementation Cost for GDAА - One School including Part B | 1929880.16 | 15,439.04 | |
| Community part - Total | 2815315.28 | 22,522.52 | Community Contribution 14.6% |

C. Annexes

| File | Description |
|-------------------|--|
| 1: Annex A | Details of Rating of all Surveyed Schools |
| 2: Annex B | The Time/ Management/ Supervision Plan |
| 3: Annex C | The Staff Responsibility Plan |
| 4: Annex D | Finance Plan |
| 5: Annex E | Basic data collected from the field used in for rating/ranking |

Annex A
Details of Rating of all Surveyed Schools

| S. N | Formal name | Project name | Status of existing building | Dalit/ethnic | Remoteness | poverty | coverage catchment area | enrollment rate | Total score | Grade |
|------|-----------------------------------|--------------------------|-----------------------------|--------------|------------|---------|-------------------------|-----------------|-------------|-------|
| 1 | Shree LS school | Budu School | 5 | 3 | 5 | 5 | 4 | 4 | 26 | A |
| 2 | Shree Janjagriti S. school | Ghode School | 5 | 2 | 5 | 5 | 5 | 5 | 27 | A |
| 3 | Shree Mahadev LS school | Dhiku School | 5 | 3 | 5 | 5 | 4 | 3 | 25 | A |
| 4 | Shree Devlaxmi LS school | Sudi School | 4 | 3 | 5 | 3 | 3 | 2 | 20 | B |
| 5 | Shree Ropni Janajagriti P. School | Ranukhana School | 3 | 3 | 5 | 3 | 3 | 3 | 20 | B |
| 6 | Shree Deurali HS school | Jumlakot School | 2 | 4 | 3 | 2 | 5 | 2 | 18 | C |
| 7 | Shree Bhairv S school | Dhupiduska School | 5 | 5 | 1 | 4 | 5 | 1 | 21 | B |
| 8 | Shree LS school | Chulelgaun School | 3 | 5 | 1 | 4 | 3 | 1 | 17 | C |
| 9 | Shree P school | Goruchaur School | 3 | 4 | 1 | 4 | 5 | 1 | 18 | C |
| 10 | Shree Hima school | Simpata School | 3 | 3 | 1 | 3 | 2 | 2 | 14 | D |
| 11 | Shree Kalika P. School | Tuee School | 3 | 4 | 1 | 4 | 2 | 2 | 16 | C |
| 12 | Shree Durga LS school | Madhu School | 4 | 3 | 4 | 4 | 5 | 2 | 22 | B |

Annex B
The Time/ Management/ Supervision Plan

| Activities | 2014 | | | | | | | | | | | 2015 | | | | | | |
|---|------|---|---|---|---|---|---|---|---|---|---|------|---|---|---|---|---|---|
| | J | F | M | M | J | J | A | S | O | N | D | J | F | M | A | M | J | J |
| Finalization of Designs and estimates | | | | | | | | | | | | | | | | | | |
| Orientation to the site overseer by the expert Engineer | | | | | | | | | | | | | | | | | | |
| Construction of first 3 schools | | | | | | | | | | | | | | | | | | |
| Agreement with Village A, B, C | | | | | | | | | | | | | | | | | | |
| Construction in Village A, B, C starts | | | | | | | | | | | | | | | | | | |
| Monitoring overseer | | | | | | | | | | | | | | | | | | |
| Monitoring by the PM | | | | | | | | | | | | | | | | | | |
| Monitoring by the EE | | | | | | | | | | | | | | | | | | |
| Construction completes | | | | | | | | | | | | | | | | | | |
| Evaluation by EE | | | | | | | | | | | | | | | | | | |
| Handover of ABC | | | | | | | | | | | | | | | | | | |
| Construction of remaining 4 schools | | | | | | | | | | | | | | | | | | |
| Agreement with Village D, E, F, G | | | | | | | | | | | | | | | | | | |
| Construction in D, E, F, G starts | | | | | | | | | | | | | | | | | | |
| Monitoring by the site overseer | | | | | | | | | | | | | | | | | | |
| Monitoring by the PM | | | | | | | | | | | | | | | | | | |
| Monitoring by the EE | | | | | | | | | | | | | | | | | | |
| Construction completes | | | | | | | | | | | | | | | | | | |
| Evaluation by EE | | | | | | | | | | | | | | | | | | |
| Handover of D, E, F, G | | | | | | | | | | | | | | | | | | |
| Outcome/Impact external evaluation | | | | | | | | | | | | | | | | | | |

Annex C The Staff Responsibility Plan

| Project staff | Responsibility Plan |
|--|--|
| Program Manager (Jay) | <p>Manage to open a separate bank account to transfer and deposit school building construction grant from GDAA</p> <p>Sign agreements with School Management Committee for the construction</p> <p>Coordinate with the community for maximum level of community contribution</p> <p>Make periodic monitoring field visits and prepare reports</p> <p>Approve for the budget release (Report preparation will be done in close coordination of Expert team)</p> |
| Accountant (Hari) | <p>Release budget</p> <p>Maintain book keeping - separate ledger of each school building</p> <p>Prepare monthly financial report and send to External Financial Expert (FE)</p> <p>There will be a standard reporting format and schedule according to GDAA structure and in technical support of Financial expert</p> |
| KSBP Project coordinator (senior overseer) | <p>Work as a main technical advisor to Construction Committee, operatives and crafts people with respect to the construction site.</p> <p>Ensure about the site so has to level, survey and set out the site.</p> <p>Make sure about whole thing so needs to check drawings, plans, and other qualities to get an accurate calculation.</p> <p>Ensure the quality of materials used according to the expectations so needs to oversee the requisition and selection of the materials.</p> <p>Set the prices according to the cost effective measures.</p> <p>Monitor the contract documents such as managing, monitoring and interpreting the design.</p> <p>Supervise the labor force and sub contractors on day to day basis</p> <p>Maintain a quality control on the site.</p> <p>Resolve unexpected technical problems that may arise in the site.</p> <p>Monitor and ensure the construction is going on within timeline</p> |
| KSBP project assistant coordinator (site sub-overseer) (Locally hired) | <p>Follow the guidelines of the Supervise the labor force and sub contractors on day to day basis</p> <p>Maintain a quality control on the site.</p> <p>Resolve unexpected technical problems that may arise in the site.</p> <p>Monitor and ensure the construction is going on within timeline</p> |
| External expert team (E. Technical expert – Engineer Badri Financial expert – PME Expert) | <p>Technical expert (Engineer)</p> <p>Make the master plan (design & estimate) of the buildings according to Jumla rates</p> <p>Give due focus on meeting the minimum government standard about the size of the room, earth quake resistance and use of local materials</p> <p>Prepare a construction guideline and orient the site overseer before the construction start directly in the field</p> <p>Make 1 field visit in the middle of the project before the roofing is done</p> <p>Make 1 final evaluation of all the building and prepare the report</p> <p>Financial Expert</p> <p>Establish a suitable and transparent financial monitoring system of the construction project</p> <p>Review income and expenditure data with accountant</p> <p>Analyze the income and expenditure and prepare a summary monthly report of each school building and a consolidated one in overall according to the need of GDAA</p> <p>Organize an internal auditing of the school construction project and prepare a report at the end GDAA and Financial expert will develop reporting formats and structure and communication/reporting will be done accordingly</p> <p>PPM&E expert</p> <p>Provide overall guidance in planning, implementation, monitoring and evaluation of construction project</p> <p>Collect the data/information about the progress of the project and provide feedback</p> <p>Prepare periodic monitoring report</p> <p>Prepare final evaluation report (only construction)</p> <p>Prepare outcome/impact evaluation report after a period of time</p> <p>Provide guidelines to prepare report to Jay with pictures, case studies and qualitative/quantitative data</p> <p>Recheck restructure and prepare final report to GDAA every six months and in intervals as well if necessary</p> |
| GDAA | <p>Introduce the new managerial concept of External Expert Team (EET) to SA</p> <p>Develop a clear and unambiguous communication system among SA, GDAA and External team</p> |

| |
|--|
| Ensure SA that EET has no role other than providing professional support only in construction project. |
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Annex D

Finance Plan

Please, find one separate attachment (excel file). It has three sheets in the same files as follows:

- i. Excel Sheet name: "RRC tie" With Consideration of modern earth quake reinforcement. This is modern technology and stronger recommended.
- ii. Sheet name: "Cost estimate without RCC tie". This is improvement of local technology and with timber application/installation. This better than the normal construction.
- iii. Cost estimate:

Annex E

Basic data collected from the field used in for rating/ranking

| S. N | Formal name | Project name | Status of existing building | Total HH | Dalit | Remoteness (Hours from road) | Enough to eat for | Coverage catchment area | Enrollment rate |
|------|-----------------------------------|-------------------|--|----------|-------|------------------------------|--------------------|-------------------------|-----------------|
| 1 | Shree LS school | Budu School | Very old and insufficient | 157 | 0 | 4 | Less than 3 months | 157 | 89 |
| 2 | Shree Janjagriti S. school | Ghode School | Very old and insufficient | 560 | 0 | 5 | Less than 3 months | 560 | 68 |
| 3 | Shree Mahadev LS school | Dhipu School | Very old and insufficient | 134 | 0 | 6 | Less than 3 months | 134 | 88 |
| 4 | Shree Devlaxmi LS school | Sudi School | Very old and insufficient | 132 | 0 | 6 | More than 6 months | 132 | 93 |
| 5 | Shree Ropni Janajagriti P. School | Ranukhana School | Small and insufficient Poor condition | 123 | 22 | 2 | More than 6 months | 123 | 87 |
| 6 | Shree Deurali HS school | Jumlakot School | Small and insufficient | 547 | 56 | 4 | More than 9 months | 547 | 92 |
| 7 | Shree Bhairv S school | Dhupiduska School | Very old and insufficient Poor condition | 590 | 127 | 1 | More than 3 months | 590 | 96 |
| 8 | Shree LS school | Chulelgaun School | Small and insufficient Poor condition | 152 | 62 | 1 | More than 3 months | 152 | 93 |
| 9 | Shree P school | Goruchaur School | Small and insufficient poor condition | 241 | 84 | 1 | More than 3 months | 241 | 95 |
| 10 | Shree Hima school | Simpata School | Small and insufficient poor condition | 57 | 0 | 1 | More than 6 months | 57 | 92 |
| 11 | Shree Kalika P. School | Tuee School | Small and insufficient poor condition | 82 | 40 | 1 | More than 3 months | 82 | 92 |
| 12 | Shree Durga LS school | Madhu School | Very old and insufficient | 247 | 0 | 4 | More than 3 months | 247 | 93 |

Annex F: School pictures

| Class | Formal name | Project name | Existing no. of rooms | Picture old building | Picture new building |
|----------|----------------------------------|------------------|-----------------------|--|---|
| Up to 8 | Shree LS school | Budu School | 2 old + 4 new |  |  |
| Up to 10 | Shree Janjagriti S. school | Ghode School | 4 old + 10 new |  |  |
| Up to 8 | Shree Mahadev LS school | Dhipu School | 5 old + 2 new |  |  |
| Up to 8 | Shree Dev laxmi LS school | Sudi School | 2 old + 6 new |  |  |
| Up to 5 | Shree Ropni Janjagriti P. School | Ranukhana School | 6 old |  | No new exists |

| | | | | | |
|----------|-------------------------|--------------------|---------------|--|---|
| Up to 12 | Shree Deurali HS school | Jumlakot School | 7 old + 6 new |  |  |
| Up to 10 | Shree Bhairav S school | Dhupidusk a School | 4 old + 6 new |  |  |
| Up to 8 | Shree LS school | Chulelgaun School | 6 old + 2 new |  |  |
| Up to 5 | Shree P school | Goruchour School | 4 old + 4 new |  |  |
| Up to 3 | Shree Hima school | Simpata School | 2 new |  |  |
| Up to 5 | Shree Kalika P. School | Tuie School | 3 old + 3 new |  |  |
| Up to 12 | Shree Durga LS school | Madhu School | |  |  |

Annex E

What does Tin Trunk contain? - Tin box materials from Rato Bangala Foundation

A Set of Hand Puppets

There are sturdy 18 hand puppets made of canvas in this set. The material is durable and washable. The set contains six puppets each from the Himalayan, Mountain and Tarai regions. People are represented in their local costumes on one side of the puppet, and, on the other side are animals found in that region. The grandparents wear the most traditional and ornate costumes, (Sherpa, Bahun/Chhetri and Tharu), the parents wear less traditional ones, and the children's clothes are modern. These puppets inspire children to know the traditional costumes, the joint family structure, and about animals found in these areas. These figures are in line with the text books which talks about Nepali being divided into three such regions, and the people wearing such costumes. We hope that these major themes will develop into conversation pieces that will allow students to understand their society better.

| S. #. | Himalayan Region | | Mountain Region | | Tarai Region |
|-------|------------------|------------------------|-----------------|---------|--------------|
| | People | Animals | People | Animals | People |
| 1. | Grandfather | Musk Deer | Grandfather | Monkey | Grandfather |
| 2. | Grandmother | Yak | Grandmother | Cow | Grandmother |
| 3. | Father | Horse | Father | Sheep | Father |
| 4. | Mother | Mule | Mother | Dog | Mother |
| 5. | Son | Impeyan Pheasant | Son | Cat | Son |
| 6. | Daughter | <i>Tibetan Mastiff</i> | Daughter | Rabbit | Daughter |

With the use of these puppets, we expect the students to develop their language skills, their social skills as well as creativity. Through role-plays, they can learn to appreciate diversity and the issues faced by different parts of the country. Teachers get an opportunity to go out of the text and allow students to learn through activities.



Community Set

This set is also based on the same philosophy as the hand puppets, but they consist of a set of wooden stand-alone pieces with pictures of people and animals found in the Himalayan Region, Mountains and the Tarai. The pictures are realistic and are to some extent, drawn to scale.



| S. #. | Himalayan Region | | Mountain Region | | Tarai Region |
|-------|------------------|------------------|-----------------|---------|--------------|
| | People | Animals | People | Animals | People |
| 1. | Grandfather | Yak | Grandfather | Cow | Grandfather |
| 2. | Grandmother | Horse | Grandmother | Sheep | Grandmother |
| 3. | Father | Mule | ather | Dog | Father |
| 4. | Mother | Impeyan Pheasant | Mother | Puppies | Mother |
| 5. | Son | <i>Sheep</i> | Son | Chicken | Son |
| 6. | Daughter | | Daughter | Rabbit | Daughter 1 |
| | | | | | Daughter 2 |

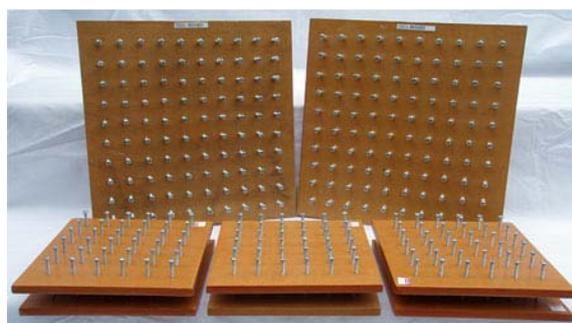
Dice

Three types of dice (0-5, 1-6, 4-9), in sets of ten allows students to get involved in quick calculations. There should be least thirty dice in each of these categories in order to have an effective set for use in the school.



Geo boards

The Geo boards allow students to learn geometry in a hands-on manner. The concept of length and area becomes very clear to students with the use of geo-boards. There is a large geo board for the teacher, and six smaller ones for the students to work in groups and practice concept taught in small groups. RBF recommends that a school has enough items for two students to work as a team in a classroom. That would mean about 15-20 geo-boards per school depending on whether there are 30 or 40 students in each class. The geo boards can be used both in the primary and secondary classrooms.



Solid Figures A set of geometrically accurate solid figures allows young students to learn the names of the figures, while the senior students can be engage in describing them and solving problem of volume, surface area and all aspects of mensuration.



In addition to the materials developed by RBF, the additional items are incorporated in the set. These materials are carefully selected from market to enhance the goal of learning in the national curriculum. The material in the trunk is adequate for a small sized school. The schools should either purchase multiple tin-trunk boxes, or procure additional items as per needs in order have enough material for all the children to learn meaningfully.

Math Material

A set of math material consisting of **base ten blocks, 30 feet measuring tape, a weighing machine, steel rulers (one and two feet), geometry sets for teachers and students, abacus, playing cards and a wall clock is included in the trunk.** The availability of this essential list of material in the school allows teachers to conduct meaningful math activities in the classroom.

Science Material

The set of science materials incorporates **magnifying glasses, compass rose, magnets and nails, balloons, measuring cylinders, torch light with batteries, bulbs with wires, conical flask, round bottom flask, a big packet of cotton, delivery tube, thermometers, spring balance, iodine solution, glass rods, beakers, iron filings, test tube and mirrors (plain, convex, concave).** Animal, bird, fruit and human body charts are also included in this set. These materials allow for long-term observation and study of science topics.

Social Studies Materials

In addition to the puppets and the community set explained above, the set of social studies materials consists of **six copies of "Nepal in Maps", a Globe, an Atlas, Maps of Nepal, Asia and the World. Two books: "Sabai Jaat Ko Fulbari" and "Adventure of A Nepali Frog" (Dhum Dham Ko Ghum Gham in Nepali)** -- are kept in the set of children's book under social studies.

Art Materials

Packets of **colored powder (blue, red and yellow), paint brush, bowls, spoons and some plasticine** are included in this set.

Physical Education Materials

Playing rings, skipping ropes and tennis balls are some of the items included here.

Reference Material for Teachers and Students

Dictionary (**Advanced and Primary level, English-English and English-Nepali**), and the maps and globes mentioned above serve as reference material.

Children's Book

Total **35 different titles, 24 out of them-6 copies each, rest have 2 copies** each. Many of these books are focused on civics education topics are supplement the social studies and language curriculum. The books that come in sixes allow students to learn through group work and discussion.

First Aid Box

There is a minimum **set of first aid material in the kit.**

Stationery and Others

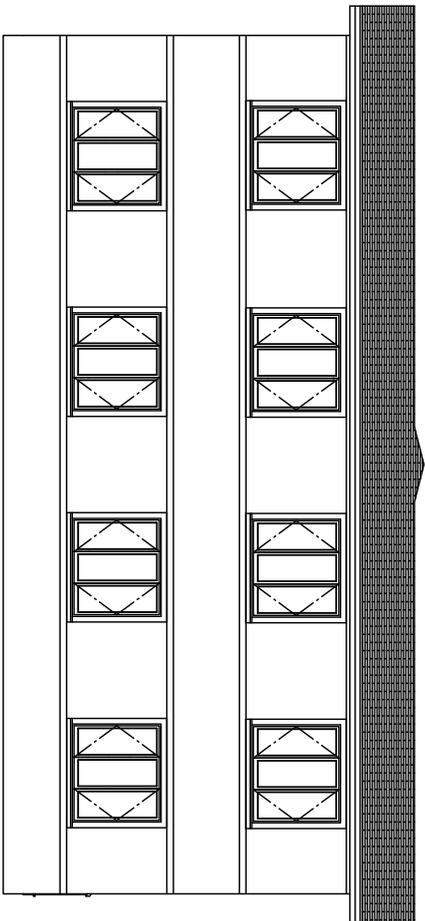
A **wall clock, a shared reading chart, adhesives like glue and fevicol, a roll masking tape, paper cutters, stapler with extra pins, punching machine, water tape, crayons, scissors, a variety of chart papers, newsprint papers, ruled papers (one ream) and graph papers** are included in this set. It is hoped that the schools will get used to using these material on a regular basis, and will procure more from the local market on a regular basis.

Annex F

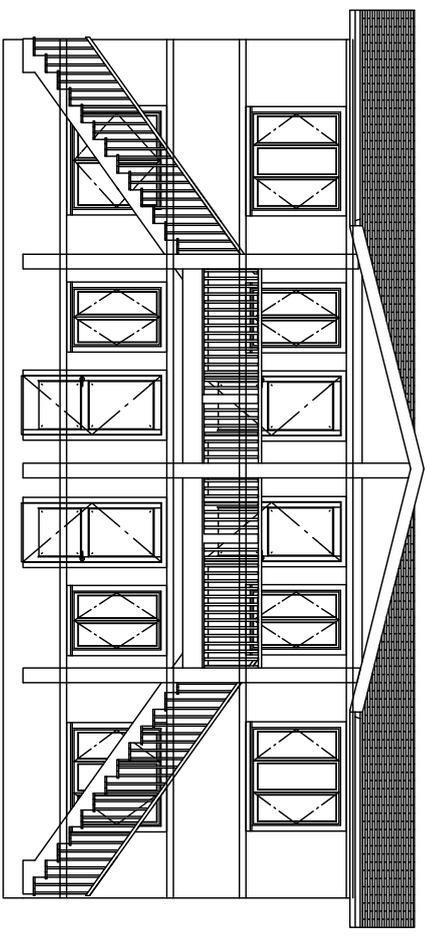
Pre-primary materials

The basic preprimary materials will be as below:

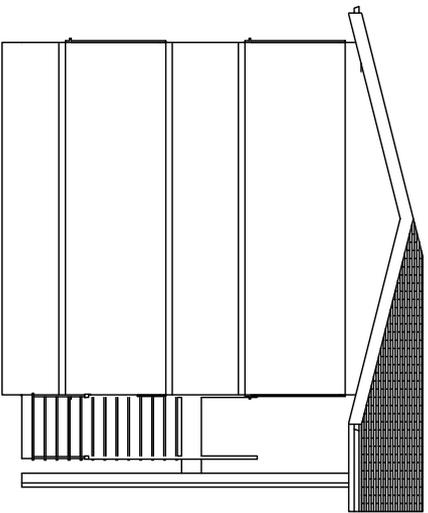
- a) Wooden rack (for children bags with partitions): We pay for the carpenter only.
- b) Carpet
- c) Whiteboards
- d) Swings (indoor)
- e) Slide and ladder (indoor)
- f) Sea-saw (indoor)
- g) Try-cycles
- h) Doll house
- i) Tyre Swings
- j) Plastic tubes
- k) Plastic buckets (small)
- l) Gardening equipment
- m) Wooden blocks (all sizes)
- n) Puzzles
- o) Picture books
- p) Models (Plastic / wooden)
- q) Puppets
- r) Pull and push toys
- s) Show cases (three side glasses)
- t) Display Boards
- u) Height and weight measuring instrument
- v) Musical instruments: *madal, chaanp*



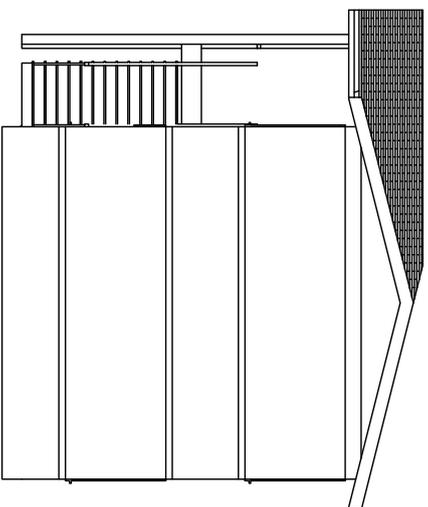
BACK SIDE VIEW



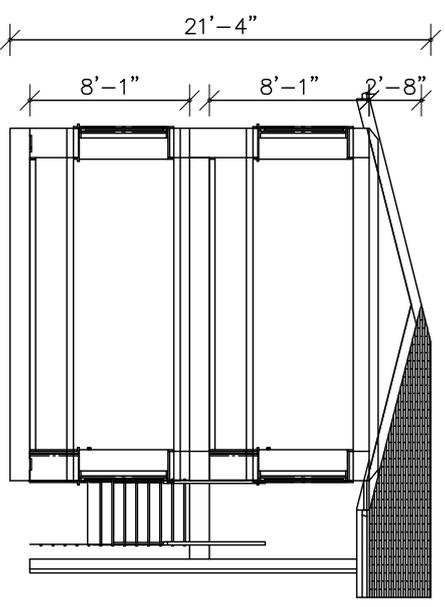
FRONT VIEW



LEFT SIDE VIEW

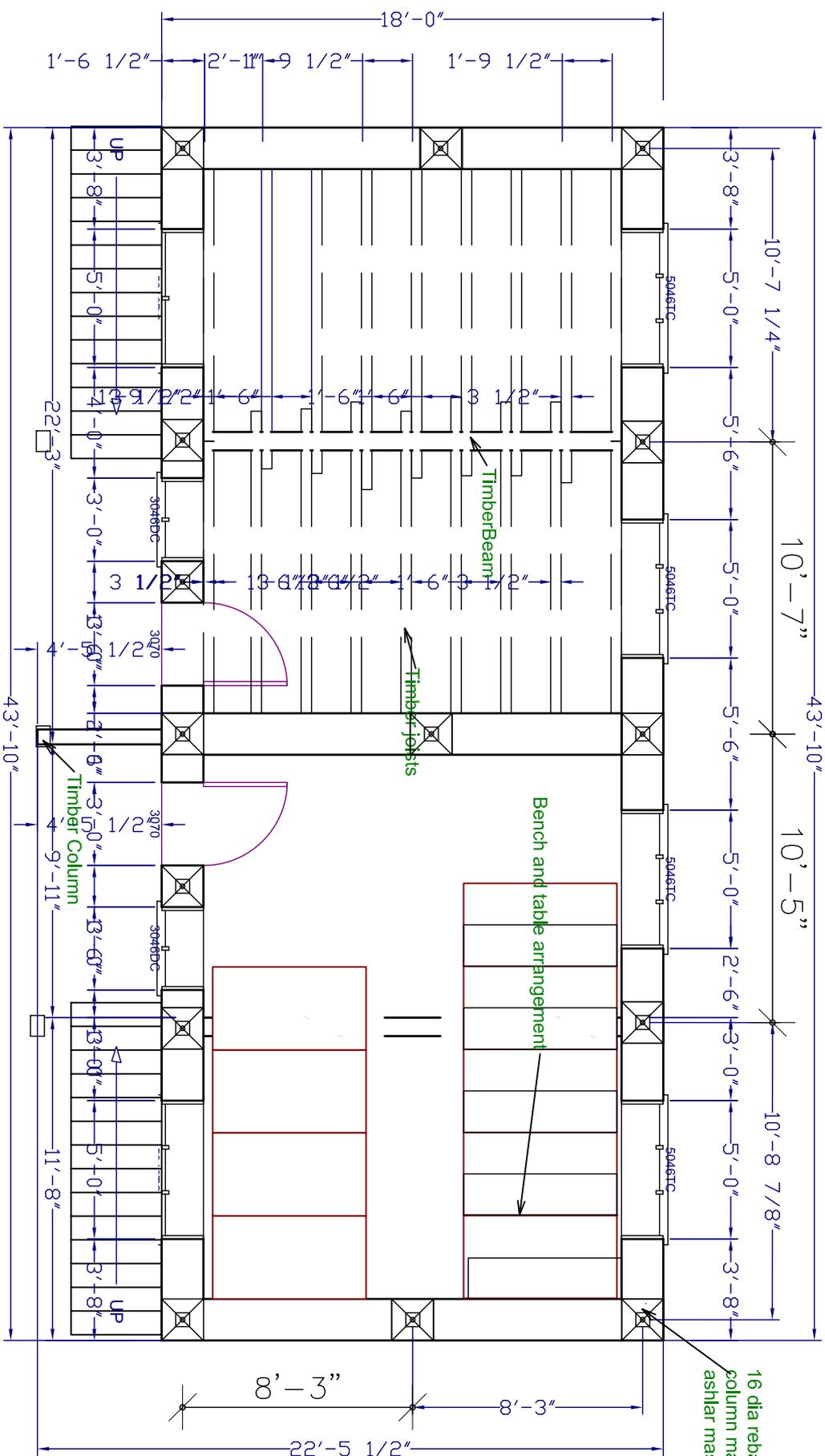


RIGHT SIDE VIEW



X-SECTION

NEW SCHOOL BUILDING
ELEVATIONS



FLOOR PLAN

16 dia rebar in 4"x4" concrete column made within 450thick ashlar masonry wall

School building construction, Tin Trunk teaching materials, training and pre primary materials

| SN | Description of Works | Unit | No | Length | Breadth | Height | Quantity | Rate | Amount | In Euro | Remarks |
|----------|--|------|-----|--------|---------|--------|----------|---------|------------|----------|---------|
| A | SCHOOL BUILDING COST | | | | | | | | | | |
| 1 | site clearance | | | | | | 1000 | 1.68 | 1'684.94 | 13.48 | |
| | site clearance | sqft | 1 | 50 | 20 | | 1000 | | - | - | |
| | Earth Work in excavation and filling | | | | | | | | - | - | |
| 2 | E/W exavation BMS | cft | | | | | 1261.44 | 20.40 | 25'735.59 | 205.88 | |
| | Long wall | | 2 | 45.33 | 3 | 3 | 815.94 | | - | - | |
| | Short wall with Bharanda | | 3 | 13.5 | 3 | 3 | 364.50 | | - | - | |
| | columns | | 3 | 3 | 3 | 3 | 81.00 | | - | - | |
| | Soil Filling Work | | | | | | 649.80 | 3.21 | 2'084.44 | 16.68 | |
| | Class Room | cft | 2 | 19.66 | 15 | 1 | 589.80 | | - | - | |
| | Bharanda | | 1 | 15 | 4 | 1 | 60.00 | | - | - | |
| | Stone masonry works in foundation and wall | | | | | | | | - | - | |
| 4 | Dry stone Masonary in foundation | | | | | | 666.08 | 172.35 | 114'796.10 | 918.37 | |
| | For Foundation (750 mm) | | | | | | | | - | - | |
| | Long wall footing 1 | cft | 2 | 45.33 | 3 | 1.5 | 407.97 | | - | - | |
| | | cft | 2 | 44.33 | 2 | 1.5 | 265.98 | | - | - | |
| | Short wall | cft | 3 | 13.5 | 3 | 1.5 | 182.25 | | - | - | |
| | | cft | 3 | 14.5 | 2 | 1.5 | 130.50 | | - | - | |
| | deduction for ashlar masonry | cft | | | | | -320.63 | | - | - | |
| | | | | | | | | | - | - | |
| 5 | dry stone masonry in walls | | | | | | 1822.86 | 172.35 | 314'164.66 | 2'513.32 | |
| | Ground floor | | | | | | | | - | - | |
| | Long Wall | cft | 4 | 43.83 | 1.5 | 7 | 1840.86 | | - | - | |
| | Short wall | cft | 6 | 15 | 1.5 | 7 | 945.00 | | - | - | |
| | gable walls | cft | 3 | 15 | 1.5 | 1.5 | 101.25 | | - | - | |
| | deductions | | | | | | | | - | - | |
| | doors | cft | -4 | 3 | 1.5 | 7 | -126.00 | | - | - | |
| | windows | cft | -12 | 5 | 1.5 | 4.5 | -405.00 | | - | - | |
| | deduction for ashlar madonry in cement mortar | cft | | | | | -533.25 | | - | - | |
| | | | | | | | | | - | - | |
| 6 | Ashlar stone masonry in cement mortar 1:3 for columns at corners of building | cft | | | | | 853.88 | 344.69 | 294'325.78 | 2'354.61 | |
| | in founndation | cft | 15 | 3 | 2 | 3 | 270.00 | | - | - | |
| | below plinth | cft | 15 | 1.5 | 1.5 | 1.5 | 50.63 | | - | - | |
| | in super structure | cft | 15 | 1.5 | 1.5 | 15 | 506.25 | | - | - | |
| | in gable walls | cft | 4 | 1.5 | 1.5 | 3 | 27.00 | | - | - | |
| | Wood works | | | | | | | | - | - | |
| 7 | door and window frames with hard wood | | | | | size | 168.96 | 1145.89 | 193'608.74 | 1'548.87 | |
| | Door | cft | 4 | 3 | 7 | 0.0825 | 6.60 | | - | - | |
| | Window | cft | 12 | 5 | 4.5 | 0.0825 | 138.60 | | - | - | |

| | | | | | | | | | | | |
|--|--|------|-----------|----------|------------|---------------|---------------|---------|------------|----------|--|
| | window2 | cft | 4 | 3 | 4.5 | 0.0825 | 23.76 | | - | - | |
| | | | | | | | | | - | - | |
| | 1.5 inch Wooden Shuttering work for 8 doors and windows | sqft | | | | | 408.00 | 311.14 | 126'946.01 | 1'015.57 | |
| | Door | sqft | 4 | 3 | 7 | | 84.00 | | - | - | |
| | Window | sqft | 12 | 5 | 4.5 | | 270.00 | | - | - | |
| | window 2 | sqft | 4 | 3 | 4.5 | | 54.00 | | - | - | |
| | | | | | | | | | - | - | |
| | 9 Wood work for varendah | | | | | | 59.34 | 1040.05 | 61'713.96 | 493.71 | |
| | Wooden Post ground floor and first floor (6"x6" member) | cft | 3 | 0.5 | 0.5 | 15 | 11.25 | | - | - | |
| | Wooden balustrades for varendah | cft | 22 | 0.17 | 0.17 | 3 | 1.91 | | - | - | |
| | wooden railing for varendah | cft | 2 | 22 | 0.25 | 0.33 | 3.63 | | - | - | |
| | Beams for varendah | cft | 3 | 6 | 0.33 | 0.5 | 2.97 | | - | - | |
| | joists for var | cft | 10 | 6 | 0.33 | 0.5 | 9.90 | | - | - | |
| | Planks for flooring | cft | 1 | 22 | 4 | 0.083 | 7.30 | | - | - | |
| | for stair case | cft | 4 | 12 | 1 | 0.33 | 15.84 | | - | - | |
| | Planks for steps | cft | 30 | 3.5 | 0.75 | 0.083 | 6.54 | | - | - | |
| | | | | | | | | | - | - | |
| | 10 Woodwork for floor and joists | | | | | | 121.06 | 932.91 | 112'941.60 | 903.53 | |
| | small joists below floor planks in ground floor | cft | 40 | 12 | 0.25 | 0.25 | 30.00 | | - | - | |
| | planks for floor in ground floor | cft | 2 | 19.5 | 15 | 0.083 | 48.56 | | - | - | |
| | Timber joist for first floor | cft | 40 | 12 | 0.25 | 0.33 | 39.60 | | - | - | |
| | Wooden beam for floor ceiling in class room | cft | 12 | 7.0 | 0.125 | 0.1 | 2.10 | | - | - | |
| | Timber planks for flooring (1" thick planks) | cft | 2 | 19.5 | 15 | 0.083 | 0.81 | | - | - | |
| | | | | | | | | | - | - | |
| | 11 Woodwork for roofing truss work made by Salla wood | cft | | | | | 71.90 | 1040.05 | 74'783.56 | 598.27 | |
| | Tie beam | cft | 5 | 19 | 0.33 | 0.5 | 15.68 | | - | - | |
| | Rafter | cft | 10 | 11 | 0.33 | 0.5 | 18.15 | | - | - | |
| | king post | cft | 5 | 4 | 0.25 | 0.33 | 1.65 | | - | - | |
| | other posts in truss | cft | 15 | 2 | 0.25 | 0.33 | 2.48 | | - | - | |
| | Purlin | cft | 8 | 45 | 0.25 | 0.25 | 22.50 | | - | - | |
| | Eaves board front and back | cft | 2 | 45 | 0.083 | 0.5 | 7.47 | | - | - | |
| | Eaves board at gable | cft | 4 | 12 | 0.083 | 0.5 | 3.98 | | - | - | |
| | | | | | | | | | - | - | |
| | RCC Works for earthquake resistance | | | | | | | | - | - | |
| | 12 RCC works | | | | | | 311.34 | 677.71 | 210'995.03 | 1'687.96 | |
| | RCC works in corner columns | | no | l | dia | factor | | | - | - | |
| | M15 RCC in superstructure | cft | 13 | 0.33 | 0.33 | 4.5 | 6.37 | | - | - | |
| | Up to Plinth Level | | | | | | | | - | - | |
| | Long wall | cft | 2 | 43.83 | 1.5 | 1 | 131.49 | | - | - | |
| | Short wall for rooms | cft | 3 | 15 | 0.45 | 0.45 | 9.11 | | - | - | |
| | RCC Works for plnth / floor / lintel tie beam | cft | 3 | 43.83 | 1.5 | 0.5 | 98.62 | | - | - | |
| | RCC works for sill level tie | cft | 2 | 43.83 | 1.5 | 0.5 | 65.75 | | - | - | |
| | | | | | | | | | - | - | |
| | 13 Reinforcement works | kg | | | | | 818.15 | 220.00 | 179'993.66 | 1'439.95 | |
| | 16 dia reinforcement bars from foundation to roof level | kg | 13 | 27 | 16 | 0.4818 | 267.23 | | - | - | |

| | | | | | | | | | | | |
|-----------|--|------|-----|-------|----------|--------|----------------|--------|---------------------|-------------------|---|
| 2 | major rebar for plinth tiebeams | kg | 18 | 61.83 | 12 | 0.271 | 268.10 | | - | - | |
| 3 | major rebar for sill tiebeams | kg | 12 | 18 | 10 | 0.1882 | 25.09 | | - | - | |
| 4 | stirrups for plinth tiebeams | kg | 263 | 3.57 | 7 | 0.0922 | 26.19 | | - | - | |
| 5 | stirrups for sill tie beams | kg | 175 | 3.33 | 7 | 0.0922 | 16.28 | | - | - | |
| | Reinforcements for tie with wooden joists | kg | 120 | 3 | 10 | 0.1882 | 41.82 | | - | - | |
| | reinforcement for windows as security grills | kg | 120 | 5 | 12 | 0.271 | 144.53 | | - | - | |
| | | kg | 40 | 3 | 12 | 0.271 | 28.91 | | - | - | |
| | | | | | | | | | - | - | |
| 14 | Formwork for RCC works in beams and ties | | | | | | 189.35 | 37.17 | 7'038.87 | 56.31 | |
| 1 | Lintel /plinth and floor tie | sqft | 3 | 43.83 | 2 | 0.5 | 131.49 | | - | - | |
| 2 | sill tie | sqft | 2 | 43.83 | 2 | 0.33 | 57.86 | | - | - | |
| | | | | | | | | | - | - | |
| 15 | 26 gauge CGI sheet roofing work | | | | | | 1411.92 | 181.51 | 256'273.98 | 2'050.19 | |
| | | sqft | 2 | 47.83 | 12 | | 1147.92 | | - | - | |
| | | sqft | 2 | 6 | 22 | | 264 | | - | - | |
| | | | | | | | | | - | - | |
| 16 | Plain sheet roofing work | | | | | | 95.66 | 148.76 | 14'230.05 | 113.84 | |
| | | sqft | 1 | 47.83 | 2 | | 95.66 | | - | - | |
| | | | | | | | | | - | - | |
| 17 | Mud plaster inside of Class Room GF | | | | | | 696.00 | 23.32 | 16'227.28 | 129.82 | |
| | | sqft | 2 | 19.5 | 15 | 8 | 552 | | - | - | |
| | Mud plaster inside of Class Room FF | sqft | 2 | 19.5 | 15 | 8 | 552.00 | | - | - | |
| | Deduction for Opening Door | | -4 | 3 | | 7 | -84 | | - | - | |
| | Windows | | -12 | 5 | | 4.5 | -270 | | - | - | |
| | | | -4 | 3 | | 4.5 | -54 | | - | - | |
| | | | | | | | | | - | - | |
| 18 | Enamel Painting Work bothside | sqft | | | multiple | | 598.80 | 5.67 | 3'395.24 | 27.16 | |
| | Both Side Door both side | sqft | 4 | 3 | 2.5 | 7 | 210.00 | | - | - | |
| | Both side Window | sqft | 12 | 5 | 1.2 | 4.5 | 324.00 | | - | - | |
| | | sqft | 4 | 3 | 1.2 | 4.5 | 64.80 | | - | - | |
| 19 | Total for one school building | | | | | | | | 2'010'939.49 | 16'087.52 | |
| 20 | Community part | | | | | | | | 402187.90 | 3'217.50 | |
| 21 | GDA A part | | | | | | | | 1608751.59 | 12'870.01 | |
| B | Implementation cost | | | | | | | | | | |
| 1 | Construction overseer | | | | | | | | 390000.00 | 3'120.00 | (including 1 and half year Dashain allowance) |
| 2 | Construction sub overseer | | | | | | | | 292500.00 | 2'340.00 | (including 1and half yearDashain allowance) |
| 3 | Monitoring and evaluation | | | | | | | | 495000.00 | 3'960.00 | EXPERTS VISIT TRANSPORTATION COST(ESTIMATED FOR 7 BUILDINGS) AND ENGINEER BADRI'S ALLOWANCE |
| 5 | Tin Trunk Ratobangala Training & Multiplication | | | | | | | | 670400.00 | 5'363.20 | 7 Tin Trunk Boxes, Transportation and Training |
| 6 | Pre Primary Materials and Transportation for 7 Schools | | | | | | | | 400000.00 | 3'200.00 | For 7 PP Sections incl. Transportation |
| C | Total implementation cost - 7 Schools incl. Part B | | | | | | | | 13509161.13 | 108'073.29 | 7 Schools incl. Management Tin Trunk and PP Materials |
| D | Total implementation Cost for GDA A - One School incl. Part B | | | | | | | | 1929880.16 | 15'439.04 | |
| E | Community part - Total | | | | | | | | 2815315.28 | 22'522.52 | Community Contribution 14.6% |