

Project number

1



## Completion report

Data from our six month review in October 2019 has also been included in this report

### Shree Kalika Basic School

Changunarayan Municipality-8  
Bhaktapur  
*Government School*

### Project aims

The rebuild of 4 classrooms and to increase the number of pupils from Nursery to Grade 5 (3–10 years)

### Project duration

November 2018 to April 2019  
(5 months)

### Project budget

£33,000  
Funds fully utilised

### Contact

For further details please get in touch or visit our website  
[info@invovenepal.org](mailto:info@invovenepal.org)  
[www.invovenepal.org](http://www.invovenepal.org)



# Increased capacity and a safer journey to school

## Background

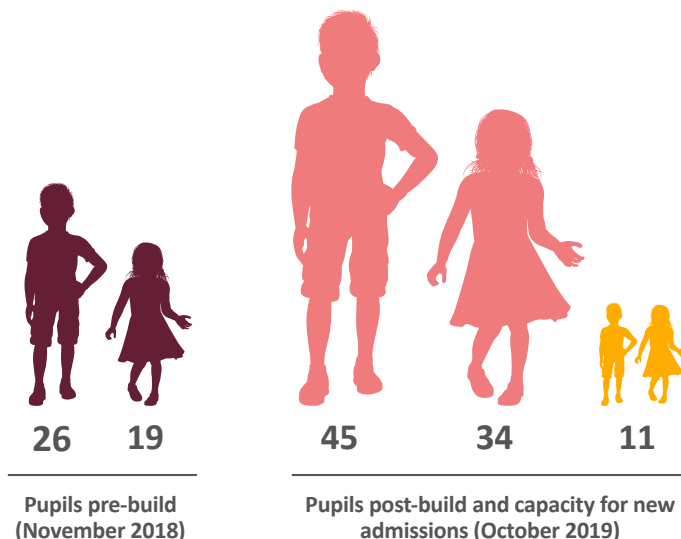
As a result of the 2015 earthquakes destroying part of this school, many children were forced to drop out or to enrol in another school further away. With the steeply terraced land and long school bus rides, road accidents are not uncommon. It is therefore much more favourable for children to attend a school which is local. We chose to work with this one for several reasons, but mainly because of its location. It's accessible to children from many parts of the district without having to go down to Kathmandu, and also we already had good relationships with the local community and leaders.

## Key numbers and achievements

The project was completed within budget and on time for the new academic year and before the monsoon season. *The engineer's completion letter is available on request.* There were no health and safety issues and no injuries of workers or children, (there was a barrier around the site and no children were able to enter). The school already had the majority of equipment for the classrooms so we did not have to consider this in our planning.

Project costs include; design, engineers, construction materials and transportation, labour, documentation (approvals and site assessments), and site visits (monitoring).

- Total of seven classrooms with the new building.
- We've increased the potential capacity of pupils by 100%, the total before was 45 and now they can take up to 90 pupils.
- Six of the 34 newly enrolled children previously attended a school further away and had a more dangerous commute.



# ‘You have helped my school, and changed our lives’

Mrs Paudel, Headmistress

## Stakeholder feedback

The Local Municipality was due to participate, but he was unwell on the day. Data was gathered from the headmistress, a teacher, the head contractor, and engineer.

### Format

Semi-structured interviews and questionnaires. Four stakeholders were asked, score ranking out of 5 (1 = poor, 5 = excellent) for each of the criteria shown below – the maximum score for each criteria is 20.

### Service received



### Project execution



### Voice heard



### Problem management



### Communication



## Key findings

We are very pleased that all scores were given a high 4 or 5, apart from in one category – Communication between stakeholders received the lowest scores of 3.

## Improvement and action

To avoid this happening again, regular meetings with all those involved on the ground need to be held rather than just Involve Nepal communicating with them individually.

## Sustainability

Several factors will contribute to maximizing the impact and sustainability of this project including the following:

- We have transferred the skills needed by the community to maintain the new building
- During each review period we will investigate drop out rates and also the number of pupils that go on to further education
- We are exploring collaborations with NGOs who focus on the delivery of quality education, as we are planning to diversify Involve Nepal’s vision. This is a crucial stepping stone to better economic opportunities for young people in the future.



# Issues, solutions and lessons learnt



## Issue 1

At the start, some locals complained about no longer having a walk way through the school due to the new building (this was often used as a shortcut through the village). This also came up in data collection feedback, as the school staff had to deal with the initial complaints.

### What was done

Gokul Thapa (in-country trustee), some school representatives and the local municipality explained to those concerned the benefits of the new building and that the children's safety has to be a priority, as up until now the school grounds were accessible to anyone. The locals should have been better informed beforehand, and gathering the opinions of others that will be affected other than the immediate beneficiaries is equally important.

## Issue 2

There was more rainfall than usual for this time of year, approximately 10 working days were lost due to this. Towards the end of the project, part of the plastering and painting needed redoing as there was a five day period where Involve Nepal and the head contractor were unable to visit the site. This meant no one was supervising and certain things were not up to the required standard. Despite these two factors, we still managed to complete on time as we had planned for unforeseen circumstances in the project timeframe.

### In future

We will implement better daily monitoring methods, for example using video if an appropriate person cannot be on site.

## Issue 3

Lack of progress reports during the project from our key informants: Suberna (head contractor) and Ashok (engineer). However, regular reliable updates were received (images, videos, messages and calls).

### In future

We will now have a set checklist and criteria agreed before each project to ensure appropriate monitoring.

## Issue 4

The Government of Nepal was also supposed to build an additional four classrooms, however that hasn't been completed. The Local Municipality was told that the Government has gone over-budget, and therefore their funds have run out. Their budget and project was similar to that of Involve Nepal, but yet left unfinished. This could indicate potential corruption and misuse of aid money which is said to be typical with help delivered by the State. The unfinished building does pose some safety concerns and overall makes the school grounds look messy.

This is an opportunity to highlight the importance of small charities like Involve Nepal, in a country that is politically unstable we are trusted within the communities to help meet some of their ongoing unmet needs.

### In future

We will monitor this.

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## We are in the early stages of collaboration

### Six month review – October 2019

Six pupils are no longer attending this school. With help from the staff, we intend to find out the reasons why this has happened.

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Everything is well with the building, but the school would like to discuss a potential addition of a boundary wall on top floor. We will talk about this further (why it's needed, cost etc).

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Still no update from the Government about completing their building. We will try to use our in-country contacts to inquire further.

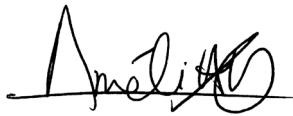
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We are in the early stages of collaboration discussions with two educational NGOs; First Steps Himalaya and Global Action Nepal.

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### Thank you

Involve Nepal would like to thank all the individuals and businesses that have contributed to our work.



*Founder and Trustee*



Gokul Thapa  
*Trustee*