



Revised Contingency Plan for Education Cluster of Nepal

Ministry of Education, Science and Technology (MoEST)
Centre for Education and Human Resource
Development (CEHRD)
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Acronyms

BCPR	Bureau for Crisis Prevention & Recovery
CCCM	Camp Coordination Camp Management
CDC	Curriculum Development Centre
CERF	Central Emergency Response Fund
CEHRD	Centre for Education and Human Resource Development
CRC	Convention on the Rights of the Child
CSDA	Cluster Specific Detail Assessment
DEO	District Education Office
DEOC	District Emergency Operating Centre
DLSA	District Lead Support Agency
DDMC	District Disaster Management Committee
DPRP	Disaster Preparedness and Response Plan
DRR	Disaster Risk Reduction
DRM	Disaster Risk Management
DRRMNC	Disaster Risk Reduction and Management National Council
EC	Executive Committee
ECD	Early Childhood Development
ECO	Education Coordination Officer
ECMT	Education Cluster Monitoring Tool
EDCU	Education Development and Coordination Unit
EiE	Education in Emergency
EMIS	Education Management Information System
FT	Focal Teacher
GoN	Government of Nepal
HC	Humanitarian Coordinator
HCT	Humanitarian Country Team
HT	Head Teacher
IASC	Inter-Agency Standing Committee
IDP	Internally displaced people
INEE	Inter-Agency Network for Education in Emergency
INGO	International Non-Governmental Organization
IRA	Initial Rapid Assessment
LDMC	Local Disaster Management Committee
LEOC	Local Emergency Operation Centre
LTA	Long Term Agreement
MIRA	Multi Cluster Initial Rapid Assessment
MoEST	Ministry of Education, Science and Technology

MoHA	Ministry of Home Affairs
NDRF	National Disaster Response Framework
NDRRMA	National Disaster Risk Reduction and Management Authority
NER	Net Enrolment Rate
NEOC	National Emergency Operation Centre
NSET	National Society for Earthquake Technology
NRCS	Nepal Red Cross Society
NGO	Non-governmental Organization
PABSON	Private and Boarding Schools' Organization Nepal
PDMC	Province Disaster Management Committee
PEOC	Province Emergency Operation Centre
PSS	Psychosocial Support
PTA	Parents Teacher Association
SC	Save the Children
SDG	Sustainable Development Goals
SDR	Secondary Data Review
SMC	School Management Committee
SOP	Standard Operating Procedure
SSDP	School Sector Development Plan
SSRP	School Sector Reform Plan
TC	Temporary Classroom
TUN	Teachers' Union in Nepal
UNCT	United Nations Country Team
UNDP	United Nations Development Program
UNICEF	United Nations Children 's Fund

Part I: Background

A. COUNTRY INFORMATION AND CONTEXT ANALYSIS

Nepal is at high risk of several natural hazards such as floods, landslides, earthquakes, fires, strong winds, hailstorms, lightening and drought. An inventory of past disasters (from 1971-2008) highlights landslides, floods, flash floods and urban and rural fires, lightening as the principle hazards in terms of extend and frequency. Among the major natural hazards, floods and landslides are the most recurrent in Nepal, claiming an average of about 2,111 lives annually over the past ten years, excluding the casualties' of 2015 earthquake. World Bank 2015 classified Nepal as one of the global 'hot-spots' for disasters. Accordingly, Nepal is ranked as 11th at most risk country in the world in terms of its vulnerability to earthquake, 30th with respect to floods (UNDP/BCPR, 2004) and ranked 4th at risk of climate change induced disasters (UNDP, 2004).

Nepal falls in a high earthquake intensity belt. The seismic zoning map of Nepal, which depicts the primary (shaking) hazard, divides the country into three zones elongated in a northwest to southeast direction; the middle part of the country is slightly higher than the northern and the southern parts. Nepal was hit by a mega earthquake of 7.8 Richter scale in April 2015 followed by another major jolt on May 2015, causing almost 9000 deaths, leaving thousands more injured, and displacing approximately 100,000 people as well destruction of many monuments of historical value. The 2015 earthquakes had a devastating impact on the school sector in the affected areas. An estimated 1,100,000 children aged 3 to 18 years have been unable to return to their permanent classrooms after the earthquakes destroyed over 35,000 classrooms.¹ in addition to also suffered from the stresses requiring that protection and emergency education clusters provided.

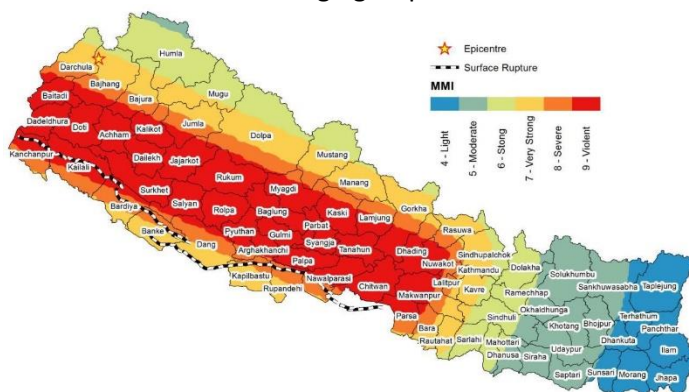
The flat plains of Terai in the south of the country show the highest level of susceptibility to liquefaction. The middle hills and the higher mountains are highly susceptible to landslides and debris flows, including those due to landslides, excessive erosion of hill slopes, and rock falls. The flat plains of the Terai face sheet flooding, exacerbated by the huge deposition of debris in riverbeds and by the construction of embankments across rivers. In August 2017, Nepal experienced its worst rains in 15 years, resulting in large scale impact on life, livelihood and infrastructure across 35 districts. The districts hit hard by the 2017 flood are mainly in 18 Terai districts. The Emergency came at a time when Nepal was already struggling to recover from the 2015 earthquake, with much reconstruction and recovery work still to be done. At least 29 people went missing and 22 were injured. According to MoHA 2017 Disaster Report t 43400 houses were damaged and 191700 were partially damaged and 1688474 persons affected. At least 383 schools and learning centres were used as temporary shelters for displaced people, thus disrupting the access of thousands of students to education (Comprehensive School Safety Master Plan Nepal, 2017, MoEST).

Similarly, lightening, strong wind, landslide and fire is also other hazards that affects the children and school infrastructures. Each year students have been killed by lightening, fire and landslide and strong wind and school infrastructure was damaged by these hazards. These hazards do not affect schools in a large volume like floods and earthquake.

B. SCENARIO: PLANNING FIGURES FOR HUMANITARIAN RESPONSE

Planning figures are calculated based on the 2011 population census of Nepal and age wise population data for school going age children under three education categories in Nepal, namely early childhood development (ECD), basic education (1-8 grade), and secondary education (9 – 12 grade). The overall percentages calculated from 2011 population census are shown in the table below.

When an emergency occurs, go to the affected District caseloads data to find the estimated numbers of children in the age groups listed in the table above. Then determine how many children



are affected depending on the severity of the emergency. This will be determined by the Rapid Assessment data. For example, in a large-scale earthquake, 100% of children could be affected in the affected districts. In a small district flood, 20% of children could be affected. These percentages will be used in determining targets for the response when defining how many people of the affected population

are in need.

B. 1 KEY IMPACTS ON EDUCATION FROM EARTHQUAKE IN KATHMANDU VALLEY:

Estimated Affected Population (Earthquake in Kathmandu Valley)						
Fatalities	Injuries	Displaced	Collapsed Households	Damaged	Collapsed Schools	Damaged Schools
16,000	173,000	488,000	47,000	79,000	590	4,300
Education	Children Age Group		% of the displaced population (488,000)		Population of displaced school going age children	
Basic	3-12 years (0-8 grade)		24		117,120	
Secondary	13-16 years (9-12 Grade)		10		48,800	
Total no. of children displaced (3-16 years of age)					165,920	

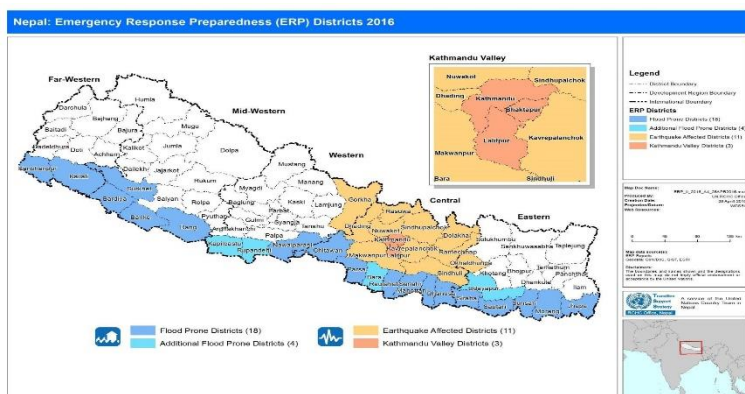
B. 2 KEY IMPACTS FROM EARTHQUAKE IN WESTERN NEPAL (EXCLUDING KATHMANDU VALLEY):

Estimated Affected Population (Earthquake Outside Kathmandu Valley- Western Nepal)						
Fatalities	Injuries	Population Displaced	Collapsed Households	Damaged	Collapsed Schools	Damaged Schools
258,000	3,300,000	7,312,000	765,000	848,000	9,600	22,400
Education	Children Age Group		% of the displaced population (7,312,000)		Population of displaced school going age children	
Basic	3-12 years (0-8 grade)		24		1,754,880	
Secondary	13-16 years (9-12 Grade)		10		731,200	

Total number of displaced children (3-16 years of age)	2,486,080
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B. 3 FLOODING IN TERAI PLAINS

Flooding in Nepal is becoming an annual episode and is likely to have a considerable impact on both the historically flood affected 22 districts in the Terai, as well as 14 worst affected districts by the 2015 earthquakes. As per Humanitarian Country Team (HCT) Nepal, Flood Contingency Plan 2016, the possible humanitarian consequence is likely to displace over 266,690 households in the Terai



excluding those displaced downstream in neighbouring India, 149,609 households displaced in EQ affected districts, 300 people killed and 1,200 people injured. Immediate destruction of infrastructure and of water and sanitation facilities is anticipated with likely outbreaks of waterborne diseases.

Internal displacement frequently exceeds five to ten kilometres in distance and last more than 4 weeks requiring response in Camp Management, Shelter, Health, WASH and Education. Flooding may disrupt access to education for up to 100,000 school going age children. Flooding causes frequently damage to infrastructure such as road network including major bridges and airports and communication networks. Local government functionality is likely to be affected at least in the initial phase of the floods.

<p>Area(s) Affected:</p> <p>Province 1: Udayapur, Sunsari, Morang, Jhapa, , and Okhaldhunga</p> <p>Province 2: Parsa, Bara, Rautahat, Sarlahi, Mahottarit Dhanusa, Siraha, Saptari,</p> <p>Province 3: Chitwan, Dhading, Makwanpur, Rasuwat Nuwakot, Kathmandu, Lalitpur, Bhaktapur, Kavre, Sindhupalchowk, Dolakha, Ramechhap, Sindhuli</p> <p>Province 4: Gorkha,</p> <p>Province 5: Rupandehi, Nawalparasi,</p> <p>Province 6: Bardiya, Banke, Dang, Kapilbastu,</p> <p>Province 7: Kanchanpur, Kailali, , Surkhet, ,</p>
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B. 4 KEY IMPACTS ON EDUCATION FROM FLOODS

Estimated Affected Population (in 22 Terai and 14 EQ affected districts) : 5 million people				
Fatalities	Injuries	Displaced population		Children not able to attend school
300	1200	266,690 HHs in 22 Terai districts	149,609 HHs in EQ affected districts	100000
Education	Age Group	% of the (Children) population (100,000) not able to attend school		Population of school going age children not able to attend school
Basic	3-4 years (ECD Pre-Primary)	13		13,000
	5-12 years (Grade t-VIII)	59		59,000

Secondary	13-16 years (Grade)	28	28,000
	Total		1 00,000

Source: HCT

Age Group	% of total caseload	Number of Students (based on 1.2 m total case load (HCT))	Education Cluster Targeted Case load (23.30%)
3-5 years	4%	50,495	11,765
6-12 years	20%	252,473	58,825
13-18 years	10%	126,237	29,410
TOTAL:		429,205	100,000

Impact in Education sector: The impact of the flood/landslide in education sector will include the damage to school buildings, classrooms, boundary walls, teaching learning materials, text books, toilets and drinking water facilities, and impact in the psychosocial impact in the students and teachers. With this impact, education cluster will be in the need of the following:

- A total of 100,000 students (50 % girls) from 800 community schools will need Education Supplies.
- A total of 200 community schools will have damaged classrooms (walls and boundary walls) and will require support for debris clearance.
- A total of 200 community schools will have damaged WASH facilities and will require support.
- A total of 2,000 teachers/School Management Committee (SMC) members will need Emergency Response orientation

Source: HCT and UNICEF

PART II: Preparedness and Response strategy

C. RESPONSE STRATEGY

It is the responsibility of the Education Cluster to establish how the Cluster will contribute to the overall humanitarian response. The Cluster must develop objectives and prioritized activities that align with the overall Humanitarian Response Plan Strategic Objectives. The long-term goal of the Cluster's interventions is to ensure the continuation of learning for affected children, including adolescents, who were in school before the earthquakes. The following objectives and prioritized activities were developed and revised based on lessons learned from the 2015 Earthquake and 2017 floods can serve as a starting point for all the emergency scenarios.

C.A Vision

The overall vision of this Contingency Plan is to:

Enable all girls and boys, especially from the vulnerable communities affected by disasters to have immediate access or ensured continuity to a quality education in a safe environment, in order to protect, develop and facilitate a return to normality and stability.

C.B Goal

Strengthen system-wide and coordinated response and preparedness plan for effective education response during humanitarian emergencies including the early recovery phase, and for ensuring greater predictability and more effective inter-agency responses in education in the areas of standards and policy setting, building response capacity, and operational support.

C. C Objectives

- Restore normalcy in the lives of children and teachers especially in the initial first two weeks period aftermath the disaster.
- Ensure all girls and boys, especially children with disabilities and children from disadvantaged families; have continued access to quality education opportunities in enabling empowering and safe school environment in the disaster affected schools and communities.
- Through quality, age-appropriate learning, girls and boys acquire lifesaving and disaster preparedness skills and psychosocial support to restore wellbeing and build the resilience of children and their communities.

C.D PRIORITY ACTIONS:

1. In the event of a disaster, Education Cluster led by CEHRD/Palika follows the Standard Operating Procedure (SOP) to take appropriate actions to manage the emerging situation.
2. Conduct structural assessment of schools to a) determine damage and b) designate them safe or unsafe.
3. Establish temporary classrooms (TCs) for the most affected children to ensure they are in a safe place, can access inclusive, gender-sensitive WASH facilities and protection services and are provided with structure, stability and hope.

4. Distribute essential emergency education supplies to support teaching and learning activities and recreational opportunities including Early Childhood Development Centres so as to ensure children continue their education and recover from the stress and disruption caused by the earthquakes.
5. Train teachers and facilitators on psychosocial support and life-saving messages relating to disaster preparedness, protection, sanitation and hygiene promotion, nutrition and health
6. Mobilize communities in order to restart schooling, including debris removal.
7. Conduct regular monitoring visits to affected schools or community sites to ensure the humanitarian response action in education adhere to the minimum INEE standard.
8. Coordinate with other Clusters, especially Child Protection, WASH, Logistics, Shelter, Health and Nutrition Clusters to address the issues of common concern while responding to humanitarian needs of affected families through joint actions.
9. Supply Assistance should follow following criteria:
 - a. Student Kit (junior) previously named Child Kit: Student Kit to individual student will be provided only to response to the local emergencies targeting 30,000 thresholds of the children. For larger scale emergency exceeding the threshold of 30,000 - Children will be provided with the basic individual pack that contains 6 items of this list from "A" category (See Annex 10, Item# 1for details).
 - b. Student Kit (adolescent): Adolescents Kit to individual students will be provided only to response the local emergencies targeting 30,000 thresholds of the children. For the larger scale emergencies Children will be provided with the basic individual pack that contains 5 items of this list from "A" category (See Annex 10, Item#2 for details). In order to ensure response to gender specific needs, sanitary pad will be provided to school girls. However, this item will be maintained separately and included in the pack during the time of distribution.
 - c. Cash Vouchers: The option of cash grant instead of supply assistance is to be considered in a situation where the remote location of affected areas poses a challenge for the timely delivery of supplies and cash
 - d. Grant option can meet EiE supplies need much faster when local market for supply of teaching and learning material is available

C.E Standing Operating Procedures (SOPs) for response

C.E.1 SOP for School Management Committee (SMC chairperson, HT and FT)

0 - 72 hours

- Call emergency meeting of School Management Committee jointly by SMC chairperson and Head Teacher(HT)
- Inform security forces, NRCS if there are rescue situation – HT
- Conduct Initial Damage Assessment which include the information on safety of Students and Teachers, damage of school equipment, building. Use the template in Annex attached – DRR focal teacher
- Information sharing and dissemination to Local Emergency Operation Centers (LEOC) or Palika and regular updates - HT
- Reunification of students with family if students are separated from family – DRR focal teacher
- Manage temporary security of students – DRR Focal Teacher
- Coordinate if school are being used as shelter - DRR Focal Teacher

72 Hours to 2 weeks:

- Conduct meeting with Staff SMC/Wards/ leaders (sharing with all)- **HT**
- **Follow education continuity plan. HT/FT**
- Identify safe space and temporary shelter rather than schools, **HT/SMC/FT**
- Regular information updates and coordinate with Local Level or LEOC. HT/FT
- Response plan preparation **SMC**
- Deliver key messages: lifesaving, radio message, SMS, pamphlets -HT/FT
- Coordination for responding (TLCs, materials, WASH etc)
- Coordination for relocation /vacate schools-SMC/HT
- Start Back to school campaign and psychosocial counselling to students -**SMC/(teachers, students)**

Three weeks – four weeks:

- Start construction of temporary classrooms (TC) -**SMC**
- Start for relocation/evacuation-**SMC**
- Collection and distribution of Education materials -**HT/FT /SMC**
- Start functional of TC, use of materials (education after emergency part-1 and 2) **HT/Teachers**
- Update Information and coordinate with Local Level. HT/FT

One month - three months:

- Resume Temporary Class from Tarpaulin to semi structure settings, HT/SMC
- Information updates and coordinate with Local Level. HT/FT

C.E. 2 SOP for local level (Education Committee, Education and DRR focal person)

0 - 72 hours

- Call immediately emergency education cluster meeting as directed by president/Mayor of Palika
- Contact with school SMC Chair/HT/FT by phone and other communication means for early notification
- Participate in LDMC meeting
- Implement Disaster Preparedness and Response Plan (DPRP)
- Collect Initial Damage Assessment from schools, compile and share it to LEOC/LDMC/DDMC
- Make sure Education data is reflected when conducting IRA led by DAO together with Nepal Police, NRCS and representation of Palika
- Support to LEOC chief and share education related data to DEOC/DDMC
- Support rescue of the students and other school personnel if needed

72 Hours - 2 weeks:

- Establish information desk and information officer for emergencies
- Regular update the information and Coordinate with LDMC and WDMC
- Conduct meeting with resource organization for resource (clusters/INGO/NGO)
- Make sure schools in the Palika are open
- Supply education materials as and when required and as per assessment in affected areas
- Training to teachers for education continuity
- Conduct psychosocial counselling campaign
- Participate different cluster meetings and share the education needs, GAP and findings
- Conduct meeting with different cluster such as WASH, Health, Protection and Shelter
- Select media spokesman and Manage media
- Ensure school is not used as a shelter and manage alternative provision if possible
- Start school as early as possible

Three weeks – four weeks

- Support to compile and analysis the information jointly with LECO
- If required, provide support for MIRA assessment
- Organize events on back to school campaign
- Provide training to teachers on psychosocial counselling support to children
- If text book is lost, education section should arrange the text books for the TCs within 2 weeks
- Education section supplies teaching and learning materials to run ECD/TC
- Education section coordinates with other Clusters (WASH, Protection, Shelter, and Logistics) for joint response actions.
- Support for operation of ECD, TC with recreational activities in affected area
- Ensure gender sensitive and disable friendly environment in place
- Education section refers children with special protection and health needs

One month – three months

- Support to conduct CSDA if needed as per agreed template and identify needs for school continuity
- Continue support to implement the ECD and TC
- Develop Plan for recovery
- Education section upgrades TC with CGI sheets and other semi-permanent structure to last for six months
- Plan implementation in coordination with cluster members, resource organization, LDMC, WDMC and SMC
- Coordination with shelter cluster and teacher union for support and response
- Disseminate key message flow through using radio, SMS, FMS, news papers
- Seek alternate space for shelter rather than school

C.E.3 SOP for Education Development and Coordination Unit (EDCU Chief and DRR focal person)

0 - 72 hours

- Attend the emergency DDMC meeting by chief of EDCU as and when required and provide information as asked by DDMC
- Collect the initial information of the affected community and school by coordinating with Palika, LEOS and schools
- Compilation and analysis of the data received from the Palika/LEOC and school level with the support from DEOC
- Share the information about the loss and damage to DDMC, Province and CEHRD
- Monitoring visit in affected school and community

72 Hours - 2 weeks:

- Compile and analysis the information and identify the needs and support
- Develop immediate response plan and support it to implementation
- Coordinate with NGOs, private sectors and professional organization for response
- Monitor the response activities
- If required, support to conduct MIRA
- Select media spokesman and Manage media

Three weeks – four weeks

- Compile and analysis the information and identify the needs and supports
- Develop immediate response plan and support it to implementation at Palika level
- Support Palika and Schools in back to school campaign
- Ensure the effective implementation of TC, ECD and other education activities
- Coordinate with NGOs, private sectors and professional organization (Teachers Association) for response
- If required, provide support to conduct CSDA
- Monitor the response activities

One month – three months

- Ensure the effective operation of TC and ECD
- Collect the information and update to DDMC on education sectors
- Support to make semi structure buildings of TC and ECD as needed
- Monitor time to time for the timely correction of the implementation

C.E.4 SoP for Province level (Planning of Department) Chief, Section Chief and Focal Point

0-72 hours

- Participate in emergency meeting with inter ministries and Education cluster
- Establishment of information desk and assign one information officer
- Collect the initial information about the loss and damage of education sectors by coordinating with PEOC/DDRC/DEOC

72 Hours - 2 weeks:

- Participate regular meeting with inter ministries and Education Cluster
- Support in conduction of MIRA, if required
- Develop immediate response plan and implement it
- Area mapping and identify needs and supports financial, materials and technical where support is needed
- Activate and support PEOC/DDRC/DEOC as per required
- Manage and regular update the information and submit to federal level NEOC and province level stakeholders
- Select media spokesman and Manage media

Three weeks – four weeks

- Support to districts to conduct CSDA, if required
- Activate Disaster Preparedness and Response Plan
- Analysis of gap and flash appeal to province level stakeholders
- Develop mid-term action plan for response and implement
- Coordinate with Province Disaster Management Committee (PDMC) and NDRRMA (National Disaster Risk Reduction and Management Authority) for additional support in education sector
- Financial, technical and materials support to the Palika for implementation of school continuity

One month – three months

- Participate in regular meeting with inter ministries and
- Ensure the effective implementation of school level activities within this period at Palika level
- Support regularly financial, technical and materials support to Palika as and when required
- Support to conduct PDNA
- Regular update the information and flow to concern stakeholders
- Develop long term recovery plan if needed

C.E.P SoP for Federal Level (Centre for Education and Human Resource Development, CEHRD)

0-72 hours

- Participate the emergency meeting called by NDRRMA
- Call the emergency meeting of education cluster
- Collect the initial Information about the losses in education sectors by coordinating with Province Level Disaster Management Committee or District Education Development and Coordination Unit
- Coordinate with National Teacher's Association for the mobilization of teachers on data collection
- Rapid Information sharing /coordinate with NDRRMA

72 Hours - 2 weeks:

- Manage Information Management Section and deploy Data Management Expert
- Ensure the MIRA assessment is conducted in coordinated way
- Information compilation and analysis and sharing to NDRRMA and NEOC as required
- Back up support to NEOC
- Technical and financial support to district and local level if required
- Select media spokesman and Manage media

Three weeks – four weeks

- Coordinate with INGOs and national level NGOs for the effective support to Palika level
- Ensure the CSDA assessment is conducted in a right way and identify the details needs of education clusters, if required
- Support financial, technical and materials support to Palika level
- Flash Appeal for international assistant with the help of UNRCO if there are mega disaster

One month – three months

- Regular monitoring about the progress and implementation status of school activities
- Support to conduct PDNA
- Regular update the information and flow to concern stakeholders
- Develop long term recovery plan if needed

D. PREPAREDNESS ACTION PLAN (Federal, Province, District and Local level as per need)

S.N	Areas of preparedness	Preparedness activities	Responsible person agency	By when	Status Completed Ongoing Planned	Remarks:
A	Contingency Plan for Province and Palika level	<ul style="list-style-type: none"> Support to Develop Contingency Plan at Province, District and Local level by prior exercise of hazard mapping and its effect to schools Support to well orient/training CP to the all concerned stakeholders at all levels Develop policies for the integration of Contingency Plan in school level SIP 	Province and Palika Education section	Dec 2018		Federal level CP can be as reference
B	Emergency Communication System	<ul style="list-style-type: none"> Mapping of NGO/INGOs, UN agencies, Government agencies and update contact details (contact number, email address etc) of key focal persons at Federal, Province, District and local level 2. Establish Communication Tree within Lead, Co-lead, federal, province, district and local level stakeholders and Education Cluster 	Lead: CEHRD Co-Leads: UNICEF and SCI	Every six months Jan July		
C	Effective Clusters Coordination	<ul style="list-style-type: none"> Establish Cluster Coordination Mechanism to: Review and update Standard Operating Procedures (SOP) focusing responsibility and accountability for Federal, Province, District and Local level stakeholders and key focal person Identify focal persons and areas of strengths and scope of each Cluster Agency to contribute for humanitarian response/mapping of agencies and their resources to support Attend NDRRMA, PDMC, DDMC, LDMC and Inter-Cluster Coordination Meetings to update and enhance preparedness Establish EiE monitoring team to ensure timely and appropriate response 	Lead: CEHRD Co-Leads: UNICEF and SCI	1. By August 2018	periodically reviewed and before August 2018	

		<p><u>Organize Inter-Cluster Coordination:</u></p> <ul style="list-style-type: none"> • Establish Coordination with Protection, WASH, Shelter, Health & Nutrition, Logistics, CCCM and Early Recovery Clusters for joint preparedness and response actions, especially in relation to addressing Child Protection, WASH support, Schools used as shelter, logistics and child tracking issues to ensure effective EiE response. • Ensure WASH facilities are gender sensitive and disable friendly (separate location of latrines for boys and girls), • Participate in the Inter-Cluster Coordination meetings to address the common issues for disaster response and preparedness actions, 	Cluster leads and co leads	By May 2018	To be done regularly	
		<p><u>Review and updates</u></p> <ul style="list-style-type: none"> • Review periodically the status of effective implementation of preparedness action plan of the contingency plan, • Review and update the contingency plan as deemed necessary (in March or in a month before the monsoon starts or in a winter before cold season starts). • Update regularly on the impending disaster and humanitarian situation for timely action to cluster members. • Conduct simulation/drill exercise at federal, province, Palika and school level for the effectiveness of contingency plan time to time. • Develop EiE response monitoring indicators and tools 	DDE Cluster leads DI-A	Quarterly 2018		
		<ul style="list-style-type: none"> • Conduct feasibility survey in the prone districts for potential cash grant option, engage in the Cash Grant Group meeting to follow appropriate procedures to implement cash grant support and develop clear guidelines for cash response with coordination to 				

		government agencies				
D	Information management and dealing with media	<p>Establish/Strengthen Information Management unit at CEHRD to:</p> <ul style="list-style-type: none"> • Recruit information Management Officer at CEHRD, province and local level to overview EiE related Information data base, linking with EMIS • Coordinate with ministry of communication and work jointly in ICT • Upload CP and SoP in national level website • Develop software, mobile apps build capacity and implement at all three level • Revise and print IRA/MIRA/CSDA forms and formats and orient/train to the users well in advance at local level • Update and disseminate EiE related information to all cluster members • Recruit or assign a Communication Focal Point at CEHRD to provide accurate, updated approved information to media and announcements through Audio-Visual (FM and local TV channels), Social and Print media. • Establish Knowledge Management System through archive of all policy and key documents reference materials, training and advocacy materials related to EiE • Prepare secondary data base of schools at district level for vulnerable districts for planning of preparedness and response action based on EMIS. • Ensure education Flash Reports readily available to be used as basis for planning of preparedness and response actions information Management Officer (IMO) as a resource person to provide training and orientation to district focal persons and cluster members on EiE materials including IRA/MIRA tools 	Communication Focal Point at CEHRD	By Dec 2018		

		<ul style="list-style-type: none"> • Establish linkage with NEOC, PEOC, DEOC and LEOC for information management • Structural assessment forms to be printed In advance and guideline developed post green and red flags and also consider posting yellow flags for the school building that can be used after some minor' repair and maintenance works • Orientation training to teaches/SMC/PTA on why different flags ate given and their implications for the safety of school • Provide equipment and training support to strengthen the Information Management Unit at Province and Local level 				
E	Supply management	<ul style="list-style-type: none"> • Coordinate with Cluster Group Members for setting a minimum standard (quality and quantity) of EiE supplies to be maintained and to be adopted by all agencies (Annex 10) • Prepositioning of EiE supplies, recreational materials at strategic\locations by agencies (both government and agencies ware house) at the proximity to target districts to meet the needs of caseloads as defined in the contingency plan • Develop an inventory of available stocks of educational materials, supplies with agencies, their storage locations and human resources (Chapters 6.1.3, 6*1.4 and 6.1.5, Annex 6) • Prior arrangement of text books for schools in the prone district's • Regular review of the status of prepositioned stock of EiE supplies and have roll out plan in place with commitment to fill up any gaps in supply stock • Prepare Long Term Agreement (LTA) or stand by agreements and other arrangements with potential suppliers /vendors for timely in advance 	Co-Leads: UNICEF Save The Children Cluster Groups	Quarterly Y and before April 2018		

		<ul style="list-style-type: none"> • delivery of emergency supplies of agreed standard quality once the initial stockpile of supplies run out of stock during response actions • Develop guidelines for cash grant as an alternate to supply assistance by having Grants Contract (between agency and school) in place • Coordination with Logistic Cluster to set up arrangements for the timely transportation of EiE materials to the affected districts • Development of Clear TC designs and TC implementation guidelines (Chapter 10.1) • Development of clear guidelines of modality of distribution of kits • Development and dissemination of guiding notes for proper use of EiE supply materials. • Supply Sat phones, Tablets and other emergency communication equipment to strengthen communication Unit of CEHRD • Develop Cash Management guideline focusing emergency • Develop clear guideline for the distribution of text books in emergency • Make procurement policies of all level rapid and efficient at the time of emergency 				
F	Training Capacity Development	<p>Assess Training needs for implementation of EiE plan:</p> <ul style="list-style-type: none"> • Develop SOP for conducting EiE Training (DRR/DRM) at all level (Federal to school level) • Prepare and update roster of trained human resources at Federal, province, district and local levels (Annex 11) • Involve CDC in Cluster Meetings to develop EiE training curriculum • CDC training modules, emergency teacher training materials, earthquake activity books shared with 	CEHRD Palika	To be planned and in built in the regular activities		

		<p>CEHRD and RPs.</p> <p>Conduct Training/Capacity Development Activities:</p> <ul style="list-style-type: none"> • TOT at Federal, Province, District and Local level to support building capacity of partners for response Training on needs assessment and use of IRA, MIRA, CSDA (at least 10-15 persons from education cluster in each Palikas) • Integration of DRR and CP issues in Teachers Professional Development (TPD) training • Update/orient the cluster members on policy, strategy and agreed standards for EiE plan and program • Orientation training of Education Cluster partners in district on the Implementation of EiE contingency plan • Training of Cluster members on school safety/DRR in schools and arrangement/ guidelines on setting TCs as well as use of EiE materials and supplies • Training for IMOs on data compilation and analysis and 3Ws Reporting • Training on Code of Conducts during emergency to Cluster members • Training of Cluster members on how to deal with media in disseminating information and messages • Training on 3 W reporting to Cluster members • Training of engineers on structural damage assessment with structural assessment forms already in place (This can be app base online software) 				
G	Resource Mobilization	<ul style="list-style-type: none"> • Advocate and lobby for allocation of funds for preparedness and DRR actions in the annual plan and program of federal, province, local level government, NGOs/INGOs and UN organizations • Funding provisions to be made by all agencies 	CEHRD Co-Leads	By December 2018		

		<p>involved for phase I and II of TCs in a community</p> <ul style="list-style-type: none"> • Cluster members familiarized with funding mechanism including CERF and FLASH APPEAL in the case of major disasters requiring international assistance and as per request of GON.ws • Keep a model CERF/FLASH Appeal and Strategic Response Plan (SRP) draft template ready to be finalized for immediate funding appeal submission. • Ensure earthquake and flood preparedness and mitigation/DRR plan as part of School Safety Plan under SIP 				
H	<p>Community Mobilization</p> <p>Palika level only</p>	<p>Guide Palikas to mobilize community /SMC/PTA for</p> <ul style="list-style-type: none"> • Pre-identifying alternate space for establishment of TCs and evacuation free space for IDPs • community/SMC/PTA orientation on their role and responsibility for management of (i) school safety/DRR (ii) debris clearance and (iii) operation and maintenance of TCs • Conducting drills/simulation regularly in the school with SMC/teachers as part of School safety Plan/SIP. 	<p>DECU Cluster Partners</p>	<p>To be tied up with training activities for SMC/PT</p>		

E. SUPPLY NEEDS FOR SCENARIO FOR MEGHA DISASTER:

SN	Supply Items	Unit	Target:	Total quantity		WV	Stock with agencies				Gaps in stock	Located Place
				Required	In stock		UNICEF	SC	Plan	CEHRD		
	Standard											
1	ECD Kit one per centre	Set	19520 children	780	526		200	326			254	KTM, NPJ, Bharatpur, Dhangadhi, Bardibas
2	School Kit (one per 40) (Basic) (20% of pop)	set	97,600 children	2440	724		475	229	20		1716	Baglung, KTM, Bharatpur, BRT, Nepalgunj, Bardibas
3	Student kit Basic (boys and girls)	set	97,600	30000 thresholds	5313		676	4637			25912	KTM, NPJ, Dhangadhi, Bardibas
4	Student Kit Secondary (Boys and Girls)	set	97,600	67600	2490			2490			65010	KTM, NPJ, Dhangadhi, Bardibas
5	Adolescent Kits- (10% of pop)	set	48,800 children	30,000 (threshold	723		708		15		48077	NPJ, BRT, Makawanpur, Bharatpur,
	Others											
1	Teachers kit	set	4440		575			575			3865	
2	Recreational Kit	Set	4440		214			214			4226	
3	Text Book (1-5)	PC	97600		1900000					1900000		Kathmandu, Biratnagar, Nepalgunj
4	Text Book (6-10)	PC	97600		4900000					4900000		Kathmandu, Biratnagar, Nepalgunj, Janakpur, Chitwan, Pokhara, Butwal and Kailali
5	Contingency fund	Amount NRs.				2500000			2000000			
6	ECD centres for 19,520 Children (4% of pop)	No.	780 ECDs									
7	Temporary Classrooms (Basic and Secondary) for 146,400 children (30% of	No.	3660 TCs									
8	Tarpaulin sheet (5mx14m), 2 per classroom/ECD	Sheet	780 ECD + 3660 TCs =4440 classes	8880	5075	75		5000			3805	
9	Shelter Kits for School				100	100						

Note: All organization need to do stand by agreements before any disaster strikes and remaining necessary materials should be provided by vendor as agreed.

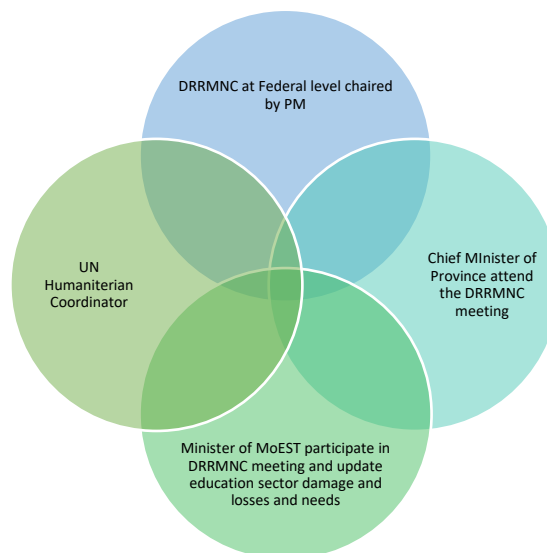
PART III: COORDINATION AND INFORMATION MANAGEMENT

F. COORDINATION MANAGEMENT

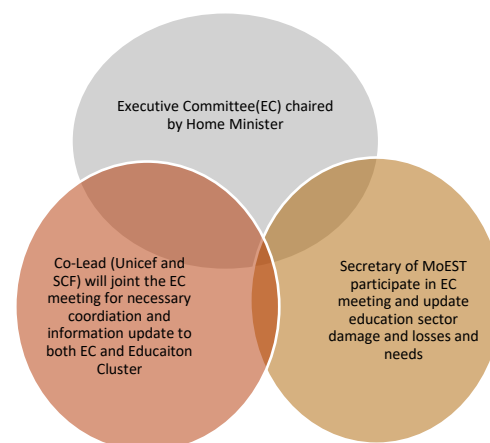
F.1 Federal Level Emergency

The Government of Nepal (GON) is responsible for disaster prevention, mitigation, preparedness, response and recovery. Disaster Risk Reduction and Management National Council (DRRMNC) chaired by Prime Minister will lead the Mega disaster emergency response. DRRMNC will call the meeting at federal level where all the concerned stakeholders as stated in DRR/M act will participated and policy related decisions at the time of emergency will be done. Minister of MoEST participate in DRRMNC meeting and update education sector damage and losses and needs.

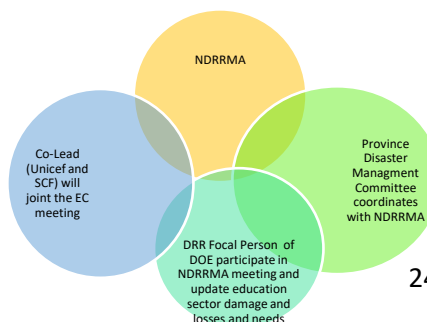
In case of a mega disaster requiring international assistance, the Government of Nepal (Council) may request the UN Humanitarian Coordinator and national and international governments, Red Cross Movement, regional organizations, and donor communities, for international assistance in terms of cash or services to respond to disaster through concerted national efforts and intensified regional co-operation. Upon request by the Government of Nepal, the UN Humanitarian Coordinator shall request for the activation of the Global Cluster System of Nepal. Government of Nepal shall nominate a full time focal person to the respective cluster in order to respond to disaster through a coordinated cluster approach.



Executive Committee (EC) under Ministry of Home Affairs (MOHA) chaired by the Home Minister is the focal authority for emergency response assisted by the relevant line ministries with the support from NDRRMA. The National Disaster Response Framework (NDRF) and Monsoon Emergency Action Plan issued by Nepal Government on 2018 will be the guiding documents for emergency response. EC gives the authority to NDRRMA for the execution of emergency response related activities. Secretary of MoEST will join the ministry level meeting and inform and update education related information. Co-lead will join the meeting at ministry level and coordinate necessary actions.

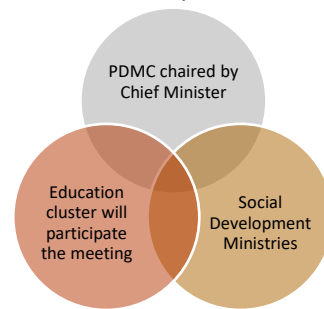


NDRRMA will work as secretariat of EC and coordinate and execution emergency response activities as and when required in coordination of province level disaster management committee. CEHRD, DRR section will coordinate with the NDRRMA and works as a bridge from province and federal level coordination. Co-lead as well as education cluster will join the meeting at ministry level and coordinate necessary actions.



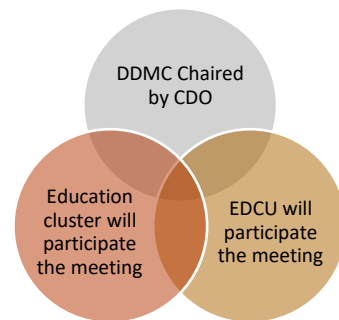
F.2 Province Level Emergency

Province level emergency is described as more than 2 districts are affected by disaster where outsiders supports is needed. Province Disaster Management Committee (PDMC) chaired by chief minister will be the leading for overall coordination activities at province level. Education cluster lead and co-lead will participate the province level coordination meeting and supports for information flow in both way district and province level. PDMC with the support from DDMC will receive the information about the damage and losses and needs and support in education sectors and supports as and when required. Similarly, PDMC will coordinate at federal level for information sharing and support needed.



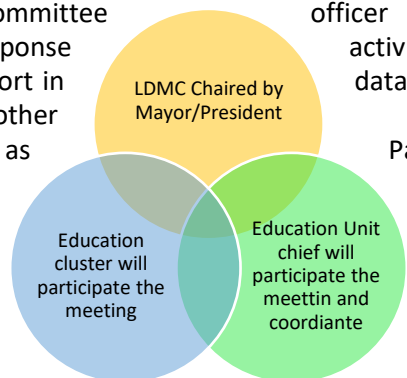
F.3 District Level Emergency

When an emergency occurs within one district, Education Development and Coordination Unit (EDCU) with the support from DDMC will coordinate all education related emergencies response activities. EDCU chief will participate in the district level meeting and supports for the information collection, assessment, analysis and dissemination. Chair of DDMC coordinates with all government and non-government agencies in the district for disaster response activities. In emergency, the activities conducted by partners are prioritized to the strategy determined by the Core Cluster Group in collaboration with the EDCU.



F.4 Local Level Emergency

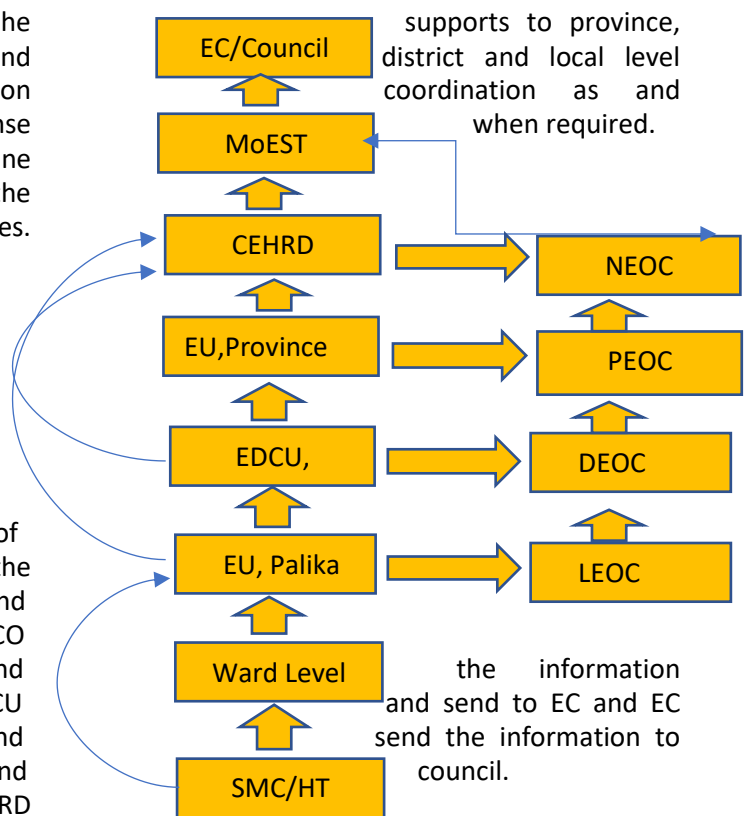
Local level emergency which affects their own rural and urban municipality and needs outside support is described local level emergency. Education Committee be the key person for coordinating education related response in emergency. ECO will coordinate with the LDMC and support in collection, data analysis and dissemination to DDMC and other concerned stakeholders. LDMC will call the education cluster as level and implement all education related response activities. ECO will coordinate with school level representative, Palika level stakeholder and district level education development coordination unit for overall activities implementation at Palika level. Palika officer will activities data



F.5 Education Sector

For the education sector in Nepal, the Ministry of Education, Science and Technology (MOEST) leads the Education Cluster in DRR, preparedness and response activities. However, it is the CEHRD as the line manager that is responsible for the implementation of the Cluster activities. MoEST will participate federal level meetings organized by MoHA and informs education related information, needs and support at federal level meeting. Similarly, MoEST with the support from CEHRD Regarding coordination and information flow when disaster strikes, SMC/HT will inform the unit chief of education at Palika level about the loss, damage and needs of education. Unit chief of Palika level collect the information from all schools and compile and analysis the information and send to LECO and Education Development and Coordination Unit of district level. EDCU collect the information from all Palikas and compile and analysis the information and send to DEOC, PEOC and CEHRD. CEHRD collect the information from all EDCU and compile and analysis the information and send to NEOC and NDRRMA. NDRRMA collect

Coordination Mechanism



F.6 Non Emergency period

In times of Non-emergency, Education Cluster of all level focuses on DRR activities such as prevention, mitigation, adaptation and preparedness. The Education Cluster is made up of national and international organizations, government, UN agencies, and donors. The Core Cluster Group at the national level serves as a representative body of all partner agencies. This Core Cluster Group meets regularly to ensure DRR measures and ongoing at the federal, province, district and local level. At the same time, the Education Cluster partners meet regularly to ensure DRR measures are being implemented according to the education sector planning.

G. INFORMATION MANAGEMENT

Information management is a vital aspect for response. In every disaster situation in Nepal from Koshi floods in 2008, earthquake in 2015 and floods in 2017, the issues were raised and lesson learn was drawn especially in delay in collection of information, true data and variation in number, information analysis process, and quality human resource. In any emergency there must be information management personnel according, who looks after the proper dissemination of information on a regular basis at all level. The information management officer should be placed and well trained inside the all Education section to ensure ongoing supporting and EMIS linkages. Similarly, forms and formats for data collection, clear roles and responsibilities, analysis process in modern technologies should be in place. Following are the aspects of information management

G.1 CAPTURING OF INFORMATION:

After the onset of the emergency, a proper information management unit and information management expert will be established by the at all level such as Education Unit of Palika Level, Education Development and Coordination Unit at District Level, Planning Unit of Education at Province level and CEHRD at Federal level fairly quickly as per the volume of disaster. Firstly, the Cluster must collect all Initial Rapid Assessment (IRA) by mobilizing teacher unions, Nepal Police, NRCS and trained human resource through the Education Cluster Monitoring Tool (ECMT) using format developed by education cluster and MOHA. This tool uses classroom as the unit of measurement (classrooms damaged, no of students per classroom, temporary classroom) as having a common unit of measurement helps in analysis. The reporting tool should start from school level with a phased-wise approach starting in the first phase with basic information needed, then in the next phases adding beneficiary counts and more disaggregation. The ECMT should be linked with the EMIS section through the use of school EMIS codes. Similarly, as per the decision made by Executive Committee other data collection tools such as MIRA, CSDA will be captured.

G.2 ANALYSIS OF INFORMATION:

In an Emergency there are various sources of information, mainly primary and secondary sources. Primary sources are the ECMT reports from the partners and the assessment information. Secondary sources of data can be found on the media, social media sites, reports from the partners, and Cluster meeting minutes. There should be thorough analysis of both the primary and secondary data. Primary data analysis helps in making the ECMT analysis (formerly known as the 3 W analysis). This helps the donors, project owner, and project manager (formerly known as reporting organization) and implementing partner's collaboration to be easy, mitigate resource duplication and plan for response. Secondary data analysis helps in validating the primary information. The IM unit should show all the response in terms of data visualization and mapping (including GIS mapping). For better comprehension of the data, these mapping objects can be found in Humanitarian Data Exchange or by the Resident Coordinators Office (UNDP).

G.3 DISTRIBUTION OF INFORMATION:

After Cluster analyses data to determine needs, gaps and achievements towards the response against the targets set by the Cluster, IM unit should set a proper channel and a consistent date for distribution. Doing so will help guide the cluster partners where and when to go to look for any information. Apart from the ECMT analysis, there will be other information which needs to be constantly distributed among the cluster partners such as meeting minutes, assessment data, guidance note, and strategy plans. This should be achieved by the use of various collaboration tools, emails and web portals. The cluster IM unit is a vital support mechanism for the proper coordination for all the members of the cluster, so proper communication and collaboration through information distribution is the key.

G.4 ARCHIVING OF INFORMATION:

Proper and effective archiving is crucial for emergency response. This helps to quickly find any information in a high paced emergency response at any given time. The archiving can be achieved by a set and agreed folder and file naming conventions. The best practice for the archiving can be web portals, emails, file hosting services for both partners and cluster teams.

PART IV: OPERATIONAL DELIVERY

H. 1 TEMPORARY CLASSROOM RESPONSE

Nepal is a diverse country and the environmental and climate variations across the affected areas are pronounced. Therefore, flexible approaches are required to address the needs of individual schools. Some schools will need Temporary Classrooms, while in others; minor repairs to existing schools will suffice. In some areas, a "Phase I" TC, made simply of tarps and minimal local resources will need to be constructed initially before a more durable "Phase II" TC is supported. In other areas, Phase II TCs can be constructed immediately.

Local resources, skills and knowledge will determine the approach that best suits each situation, particularly in the hardest to reach areas. While the CEHRD has developed standard designs for the establishment of Temporary Learning Centres, flexibility will also be required when implementing these designs, including the issue of CGI for roofing which is preferable in some locations, but may not always be available or affordable. Partners will work closely with Palika Education Officers and local communities to ensure the most appropriate materials are used for the local context, making sure that designs are safe, inclusive and child-friendly.

The following components make up the phased TC package which must be considered in any scale emergency: TC phases, WASH phases, alternative school repair, maintenance, and winterization.

H.2 ESTABLISH TEMPORARY CLASSROOMS

When Palikas opens schools and conducts a structural assessment of all schools, the assessment will determine whether each classroom is safe or unsafe for use. The assessment will also determine if the classroom needs minor repair and once repaired, can be used. Based on the assessment

	Temporary Classrooms (TC)
Environment	A protective environment
Target Audience	School children in disaster affected communities
Timing	Once school have reopened
Activities	Structured recreational activities and psychosocial support and standard school curriculum
Aim	Helps children return to a normal routine, provides structure and safer, continue learning and engage in educational activities, with a focus on psychosocial support and lifesaving message
Guidance	School teachers assisted by community volunteer
Supplies	Recreational materials Essential teaching and learning materials

results, school communities can make decisions, on the number and types of TCs built. As a point of preparedness, school communities will have access to annually updated TC designs and criteria and guidelines for minor repair.

PHASE I TC DESIGN (WITH TARP ROOF): To be built immediately after schools are reopened with low cost and locally available material to cover the first three months period

PHASE II TC DESIGN (WITH CGI ROOF): To be built immediately after schools reopen if resources are available. If not, should replace Phase I TC when resources are available. TC should be upgraded to adjust with the prevailing weather conditions (winter/windy summer, extreme hot weather), with sturdy structure (wooden pole or iron trusts with CGI roofing) to last for six months.

PHASE III TC DESIGN (PRE-FAB OR SEMI-PERMANENT): To be built in Level 3 emergency when it will take years to reconstruct damaged schools. Phase II TC of semi-permanent structure should be built to cover from six months to 2-3-year period, until the school class rooms are re-constructed and are operation again

REPAIRS: If assessment determines a minor repair might be possible, then school communities can follow the guidelines to repair schools. This will entail an additional detailed assessment that may result in the school being determined unsafe later. Additionally, the school cannot be used until Palika determines it is safe.

MAINTENANCE: School communities are responsible for maintaining TCs and partners should include maintenance plans and allocate funding for maintenance.

WINTERIZATION: For -Schools above the surface level height of 1,500 meters, plans for winterization must be included for Phase I and II designs. At minimum, plastic sheeting and mats for the ground must be included.

H.3 WASH

The provision of WASH services in education facilities is the responsibility of the Ministry and Department of Education. As part of the emergency response, where Education partners are establishing TCs, they are, in turn responsible for ensuring WASH services (both hardware and software) are provided. Specifically, Education partners setting up TCs (in school grounds, beside school grounds, or in temporary settlements) are responsible for ensuring the provision of water, temporary latrines with hand washing facilities and for school community mobilization to ensure maintenance of facilities and cleaning of toilets.

Where quick fixes to pre-existing water supply and toilet systems in schools are possible, then these should be undertaken in preference to temporary solutions. Where necessary, temporary water supply might be provided via access to community water sources, via trucks where no piped water provision is possible or temporary piped water supply. In addition to the hardware components, Education partners will also support software components through the training of teachers on safe hygiene and sanitation practices. Teaching children how to wash their hands with soap is a key lifesaving message and life skill. Provision of Menstrual Hygiene Management training and supplies should also be considered for schools serving adolescent girls.

Major WASH rehabilitation works for schools fall outside this emergency response. Palika should take the lead for repairs for damaged water supply in schools. However, education and WASH partners may be called upon for support on a case by case basis to ensure schools can be returned to use as soon as possible. Education partners must coordinate with Palikas as required.

I. SUPPLIES

Provision of teaching and learning supplies is a key objective in EiE response as supplies are likely ruined or damaged in the crisis. For each school, ECD, School, Student Kits and Recreation kits should be distributed.

SUPPLY CONTENTS: The supply lists for each kit is predetermined and listed (See Annex 10) as a tool in the Contingency Plan. Contents should be distributed in a metal trunk or waterproof bag. In the situation of a large-scale disaster requiring supply of large number of materials, all educational kits should include a minimum of most essential items to serve the basic needs of EiE.

SUPPLY THRESHOLD: Individual supplies will be procured for 30,000 targeted children. If the number of affected children exceeds 30,000, supplies will be procured and distributed to the school. When supplies are distributed to schools, supplies must not be distributed to individual students at the school level, but rather stored at the school and shared by all students. However, in a case load exceeding 30,000 children, a minimum quantity of basic pack items will be still provided to individual student. All supplies distributed should be the same for all affected schools, as in some schools should not receive individual supplies and some schools receive supplies for the school. Regarding supplies of school uniform, federal level will provide uniform and stitching cost will be managed by local level that local level should allocate the budget for preparedness and response in education sectors. Regarding text book and kit supplies, CEHRD will distribute text books and accepted suppliers will distribute and managed logistics to drop at concerned schools. CEHRD will keep the record of text books as per basic and secondary level and their locations and inform to all concerned stakeholders.

Education partners should cover the EiE needs of entire community /Palika so as to avoid duplication or difference in standard of EiE responses in the community. In case if this is not possible for agency to cover the entire community due to organizational limitation, it has to be coordinated with Cluster Lead/Co-Leads to find alternate partners to meet the gap under the principle of "Do No Harm."

PROCUREMENT: In all situations, supplies should be sourced locally, then provincially, nationally and globally. Palikas, Province and Federal level government mechanism should develop easy and fast procurement system at the time of disaster.

GUIDANCE ON USING SUPPLIES: Guidance notes on how to use the supplies written in Nepali should be included on each kit. Partners should orient teachers and head teachers on the use of supplies and monitor their use.

Caution: Many teachers do not use the supplies as they would prefer save the new supplies and not mess them up. Supplies are not meant to be stored; teachers should begin using supplies immediately.

Cash Vouchers: The option of cash grant instead of supply assistance is to be considered in a situation where the remote location of affected areas poses a challenge for the timely delivery of supplies and cash grant option can meet EiE supplies need much faster when local market for supply of teaching and learning material is available. Consideration of cash vouchers is a recommendation from the 2015 EQ and 2017 floods lessons learned workshop. However, this needs careful planning and could be piloted in a district level emergency. This needs engagement with and participation in the Cash Grant Group to identify appropriate procedures and guidelines to opt for Cash Grant option

J. TEACHER TRAINING FOR PSYCHOSOCIAL SUPPORT

Psychosocial support and increased protection from various impacts of the disaster is carried out for all affected children through teachers being trained in how to provide psychosocial support to their students. Through collaboration with the Child Protection, ensure a functional child protection and health referral mechanism is in place and is shared with school communities.

Teacher Training should use existing psychosocial support NCED modules and Activity Books. It should be conducted at the school level for all teachers, head teachers, school administrators, and, when possible SMC and PTA members. At minimum, equal numbers of male and female teachers should be trained on psychosocial support and at no point should one male teacher be the only teacher trained from a school.

Teacher Training on psychosocial support in all levels of emergency should have an equitable training approach and packaged among all partners. Teachers' Union can be mobilized to conduct teachers training. This package must be agreed upon prior to an emergency, but should consider all teachers, school staff, and school community (SMC, PTA, parent volunteers), should share the same objectives, and be similar length.

K. COMMUNITY MOBILIZATION

The community must ensure learning continues to take place at the school in a safe manner for all children, both host community and displaced. The following actions are the best practices learned from community response in past disasters.

Days after the Emergency or upon return home after displacement:

- Community members should clear rubble and debris and access the damage.
- Community members do not allow any child or adult to enter the school buildings that are standing in case there is structural damage. No one is to enter school buildings until the Palika has cleared each block.
- Local ward committees and Palika should be engaged in all EiE activities irrespective of the phase of the emergency.

GUIDELINE ON TC

After Structural Assessment:

- When the Palikas conducts a Structural Assessment of the school classrooms and determines whether or not each classroom can be used, the SMC, PTA or parent volunteers must meet with the head teacher to develop a plan.
- If blocks are declared 'red flagged' or unsafe, the SMC, PTA or parent volunteers and head teacher must not allow anyone to use that building for any reason.
- If TCs need to be built, school communities can use guidelines provided by Palikas on the criteria and guidelines for building Phase One TCs. If the community can gather the resources and labour necessary to build the TC according to the guidelines, the community should then begin building the T C. The TC should not be built outside of those guidelines.
- Palikas must be consulted before repairs or TCs are constructed.

After TCs are built:

- TCs are owned by the school community/SMC and, therefore, responsible for their maintenance and winterization even when partner organizations are providing support.
- School communities through SMC should develop a system for TC repairs and maintenance, for example designating a TC Maintenance Sub-Committee or parent volunteers for this responsibility.
- School communities must ensure that school learning environments are safe, free of rebar coming out of floors, free of nails sticking out of bamboo from TCs, free of holes in the ground or debris that could injure a child.

L. Operational Support

L.1 FLASH APPEAL

In the event of mega disaster requiring international assistance as requested by the GON, a flash appeal is released for the fund mobilization. A flash appeal is an inter-agency humanitarian response strategy that is conducted in a large-scale disaster beyond the capacity of the government plus any single agency. The flash appeal prioritizes urgent humanitarian needs from all sectors and is used to seek funds from the international community in a concise and coordinated document for a limited period, typically three or six-months.

This process is led by the HCT and the affected government, though is not dependent on permission from the affected government. The decision to develop a flash appeal is based on the disaster's scale and severity compared to available government capacity. If the Flash Appeal is triggered, the Education Cluster has two days to determine priority actions, indicators, targets, and cost, as well as the proposed partner projects that could meet this need. The Education Cluster should use the following information to determine the priority actions, indicators, targets, and cost:

- Updated Contingency Plan 'Planning Figures' Data to determine targets.
- Contingency Plan to develop Priority Actions and indicators for the response.
- Rapid Data Assessment information to verify that the priority actions are appropriate.

L.2 ASSESSMENT

In all levels of emergency, there are three key assessments that must be conducted or compiled: Pre-crisis, Rapid Assessments (IRA/MIRA), and Comprehensive Structural Assessment (CSDA/PDNA),

PRE-CRISIS: The pre-crisis data is the Contingency Plan data in this report and the current EMIS data provided by the EMIS unit. The Nepal EMIS system is comprehensive, up-to-date and a valuable asset in emergency response. Access to this data will significantly improve the speed and effectiveness of the response. This data can be used in the Flash Appeal for largescale emergencies and in coordination of the response.

INITIAL RAPID ASSESSMENT (IRA): Within the first 24 hours of the emergency, the Palika with the support from teacher's union, NRCS, Nepal Police or trained human resources will collect rapid Impact data on damage to the number of classrooms, WASH facilities, teacher and student deaths. This information proved to be remarkably accurate in the findings of the more detailed structural assessments that take place in the first two months. This data is useful for the initial response phase, the Flash Appeal, and any joint-assessment conducted. Each Palika will collect information from each school, compile and return to Palika. This should be done when possible through text message or by calling mobile phones. The format will be developed to be supportive to provide information to MOHA Disaster Assessment Guideline on education sector.

MULTI-SECTORAL INITIAL RAPID ASSESSMENT (MIRA): In a medium and large-scale emergency where more than two cluster are affected, the Palika as per the decision made by executive committee may conduct a joint assessment start from 7 days and complete within 15 days of incident occurred. The Multi-sector Initial Rapid Assessment (MIRA) is often conducted in medium and large-scale emergencies. If this occurs, the Education Cluster needs to ensure full education representation in the process to complete the education portion of the MIRA.

Cluster Specific Detail Assessment (CSDA) : If in mid and large scale of disaster affected heavily to education sectors, Palikas jointly with the support from district and province should do CSDA within 45 days.

POST DISASTER NEEDS ASSESSMENT (PDNA): This is a government-led exercise that provides a platform for the international community to assist the affected government in recovery and

reconstruction. In a large-scale emergency, the Education Cluster should ensure full education representation to provide support in the PDNA.

COMPREHENSIVE STRUCTURAL ASSESSMENT: Within the first two months of the emergency, a comprehensive structural assessment must be undertaken in all affected schools.

STRUCTURAL ASSESSMENT FORM: This form was developed and revised in the 2015 EQ and should be used for future Structural Assessments. Using the same Structural Assessment form is essential for efficiency and data management. EMIS codes must be included in the assessment.

STRUCTURAL ASSESSMENT TEAMS: Structural Assessment teams consisting at minimum of a Structural Engineer and a DEO staff person will visit each school and assess the structural integrity of all classrooms and WASH facilities. For a large-scale emergency, use a dedicated consultancy firm with experience coordinating large-scale household survey, particularly as government staff and partners are occupied in the time of the response. If multiple firms are required, ensure that the same Structural Assessment form is used and EMIS codes are collected.

RED, YELLOW OR GREEN CLASSROOM DESIGNATION: Each classroom will be designated as RED: unsafe/do not enter or Yellow: some minor damage, needs some repair/class can be used only after maintenance, Green: no structural damage/can be used. The team will hang a red or green flag on each classroom and paint a red or green flag on each classroom to ensure flags are not hidden or reproduced. The engineer must sign directly onto the flag.

Caution: Teams may be faced with schools trying to persuade the engineer to designate the classroom as red or green for reasons other than safety.

Teams should enter information from the Structural Assessment form on tablets for efficiency of data analysis and include EMIS codes.

COMMUNICATION OF ASSESSMENT FINDINGS: At each school, the engineer must complete a Triple Carbon copy form that shares information regarding why a flag was given along with steps forward. One copy of the form must be given to the Head teacher and SMC chair or school community representative; the second copy must be given to the DEO; and the third copy given to the DLA.

ENGINEER ORIENTATION: Prior to sending assessment teams to schools, the Education Cluster must orient the engineer teams as to how to fill out the forms and communicate this information to the community. They must understand that this is crucial in ensuring that children are not forced to use red flagged classrooms due to lack of understanding, particularly when structural damage is not visible.

L.3 ADVOCACY AND COMMUNICATIONS STRATEGY

In an emergency, communities are often the last to receive the information and guidance developed and delivered by the Education Cluster. This becomes problematic as families are often uninformed about life saving or useful information, or worse, they may be receiving misinformation. This misinformation can come from negative and inaccurate media that is not presenting the full picture of the response.

In all emergencies, the Palika must appoint a Communication Focal Point who can regularly converse with media both to provide accurate, updated, and CEHRD approved information at the request of media and also to share the work the Education Cluster is doing through articles and Public Service Announcements via newspaper, television, or radio.

This Focal Point must have a strong background in education in Nepal, the ability to work closely with EMIS to collect up to data, and strong writing skills. This person must have time not only to react to media requests, but to proactively provide information in a strategic manner to the media.

L.4 THE MEDIA STRATEGY:

Radio announcements: The strategy should include radio announcements to ensure parents, caregivers, and teachers are receiving key lifesaving information such as: "Do not enter classrooms until the CEHRD/Palika has declared the classroom as Safe" or "Do not enter Red Flagged classrooms: Structural Damage is not visible!"

NEWSPAPER ANNOUNCEMENTS: The newspaper is another way to ensure that community members throughout Nepal have access to information. The newspaper can be used for more detailed information such as First day lesson plans for teachers to use and it could include TC designs and guidance for communities.

WEBSITE: Cluster Information should be updated and included on the Humanitarian Response website and or the Department of Education website.

POSTERS: The Education Cluster can provide key messages on posters to be distributed by partners to schools.

SOCIAL MEDIA: Social Media should be included in the Media Strategy to share information to communities with access to internet and to share positive news about the Education Cluster response, which can be done quickly but have positive impact.

PART V: L. INTER-CLUSTER ARRANGEMENTS

The Clusters interact with one another during Inter-Cluster Meetings led by HCT/UNRCO; however, coordination and collaboration between clusters can provide increase technical capacity, operation efficiency, and improved monitoring. Building partnerships with other clusters and relationships with cluster coordinators can have a valuable impact in terms of both programmatic coordination and advocacy at the inter-cluster, for example at the ICC and HCT Meetings.

M.1 SHELTER

The Education Cluster needs to coordinate with the Shelter Cluster on the issue of schools used as temporary shelter for displaced communities, discouraging the use of schools as shelter, and when unavoidable to minimize the damage done to school facilities and access to education for host communities. Additionally, when constructing TCs, coordinate with the Shelter Cluster on the resources in relation to the rebuilding of shelter and temporary classrooms.

M.2 NUTRITION AND FOOD SECURITY

In large scale emergencies, the Food Security and Livelihoods Cluster will likely undertake blanketed household-based food distributions and, therefore, unnecessary to duplicate with a school feeding response. This was considered an effective approach in the past disaster, but special provision of funds from the government should ensure boarding or hostel schools are being included in food distributions.

M.3 CAMP COORDINATION CAMP MANAGEMENT (CCCM)

The Education Cluster should liaise on displacement tracking surveys, ensuring that the questions concerning Education are appropriate. The Education Cluster should monitor access to education for those in situations of displacement, as ensuring that host communities are absorbing displaced children into schools. The Education Cluster may conduct joint-monitoring visits with CCCM to ensure children in camp are attending schools through joint social mobilization actions with the affected communities.

M.4 PROTECTION AND CHILD PROTECTION SUB-CLUSTER

The Education Cluster should work with the Child Protection Cluster at the onset of the emergency to establish CFS which serves as entry point to bring normalcy and stability for children from the affected families. This allows the Education Cluster to respond in the very first days of the disaster response, and also means education partners are able to start programming even before the schools are officially reopened, as CFS could be transitioned to TCs.

Work with Child Protection to ensure that referral mechanisms are set in place and functioning. During TC monitoring visits, this should be considered. Referral mechanisms for more severely affected children need to be reinforced and more information provided to teachers on the services available and case management practices. Ensure that services for children with disabilities are prioritized so that TCs are inclusive and accessible for all learners.

M.5 EARLY RECOVERY

Liaise with Early Recovery from the beginning of the emergency to ensure that their information management tools align with those used by the Education Cluster and that they use EMIS codes.

M.6 HEALTH

As Health and Education both address the provision of social services, as psychosocial support messages for both teachers and children also partly fall into the remit of the Health Cluster and referrals will be made to medical professionals where necessary. The Education Cluster should monitor the health situation in schools and coordinate with the Health Cluster on any issues that arise.

M.7 WASH

While the Education Cluster should be responsible for WASH in schools during the response, there must be close collaboration with the WASH Cluster at the federal, province and local level at the onset of the emergency and throughout the response. Gather technical guidance from WASH Cluster, particularly on the inclusion of disabled children and gender sensitive designs.

M.8 LOGISTICS

Education cluster will coordinate with logistics cluster to drop the text books, TC construction materials and other logistic related support at local, district, province and federal level.

M.9 INFORMATION AND COMMUNICATIONS TECHNOLOGY

In case of mega disaster communication means may be disrupted and education cluster will seek support from information and communication cluster for necessary communication to concerned schools and education related institutions.

Annex: I Initial Damage and Need Assessment Matrix

Annex: II - EiE contact list of MoEST, CEHRD, CDC and Seven Provinces

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3	Western, Pokhara	Dr. Bhojraj Kafle	061465096	061463104	9841513159
4	Mid-West - Surkhet	Mr. Dharmajeet Shahi	083520276	08320105	9848304752
4	Farwestern, Doti	Mr. Man Singh Bista	094440309	94440062	9858440310

Education Development and Coordination Unit - Province No. 1

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5	Mr. Keshab Bhattarai	Sankhuwasabha	029520105/	029520105	9862138224
6	Mr. Bhim Prasad Mishra	Tehrathum	026460105/	026460339	9852053133

7	Mr. Ram Bahadur Thapa	Dhankuta	026520257/	026520426	9842044606
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10	Mr. Raj Kumar Thapa	Morang	021471222/	021530222	9852031282
11	Mr. Binod Karki	Solukhumbu	038520358/	038520358	9841159783
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13	Mr. Thakur Prasad Dahal	Khotang	036420105/	036420016	9843887754
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6	Mr. Lal Babu Prasad Shah	Parsa	051522338/	051522538	9845426431
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8	Dik B. Rai	Kavre	011490117/	011490339	9841347804
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12	Mr. Nanda Lal Poudel	Kathmandu	014282985/	014284599	9860439575
13	Mr. Dependra Subedi	Chitwan	056520151/	056523151	9856040155
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4	Mr. Narayan Regmi	Lamjung	066520105/	066520430	9851172931
5	Mr. Khem Raj Poudel	Gorkha	064420105/	064420555	9856036232
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7	Mr. Udhimraj Pokharel	Parbat	067420105/	067420829	9847637138
8	Mr. Kushmaraj Upadhyaya	Baglung	068520105/	068521102	9857629666

9	Mr. Dal B. Dhapa Magar	Myagdi	069520105/	069520105	9857627346
10	Mr. Matilal Chapai	Mustang	069440105/	069440320	9856019285
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7	Mr. NilKantha Regmi	Bardia	084420113/	084520169	9848023938
8	Mr. Suryaraj Ghimire	Dang	082560009/	082560010	9851203394
9	Mr. Shivaraj Pandit	Puythan	086420069/		9847820217
10	Mr. Dan B. Gurung	Rolpa	086440112/		9848301970
11	Mr. Tilak Gautam	Eastern Rukum	088530101/		
12	Mr. Dipendra Dhakal	Nabalparasi-susta west	078520105/ Pro.5	078520600	9856043777
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4	Mr. Lal B. Dhartimagar	East Rukum			9849233049
3	Mr. Hem K. Dhakal	Dailekh	089440150/	088520120	9848152400
4	Mr. Sudhinraj Budathoki	Jajarkot	089649316/	0896430116	9849000237
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Annex III - EiE contact list of INGO/NGO

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