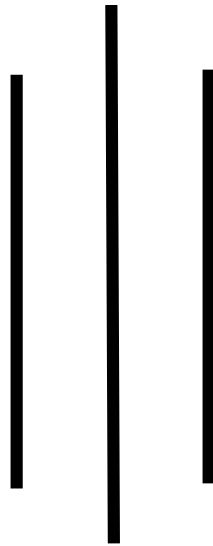
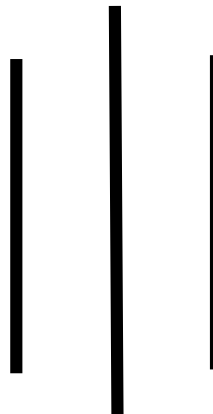


# **TEMPORARY LEARNING CENTERS IN MAKWANPUR DISTRICT**



## **REPORT**



**Year: 2015 AD**

**Esther Benjamins Memorial Foundation**

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## Rationale

Makwanpur district is one of the 14 districts of Nepal that is most affected by the earthquake. According to preliminary findings of District Education Office (DEO), 370 classrooms have been fully damaged, 436 classrooms sustained a major damage and 890 classrooms had a minor damage because of the earthquake. A total of 27 schools have been damaged fully and a total of 117 schools have been damaged partially and are unsuitable and unsafe for teaching and learning practice. <sup>1</sup>



*Figure 1 A damaged building of Rastriya Primary School Alchhe, Dadakharka*

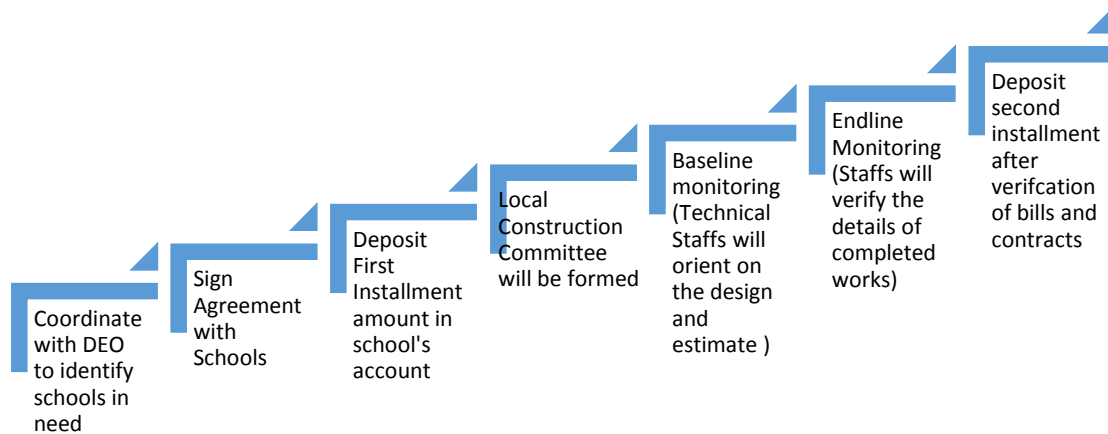
The DEO Makwanpur maintained that a total of 164 schools needed an alternative classroom to continue teaching and learning. The immediate need for the students to get back to their schools was heavily felt in order to reduce the degree of trauma that they have faced because of

earthquake and also to reduce the possibility of child trafficking. A general understanding of EBMF is that if children are back to school, then the trauma is slowly normalized and children become less vulnerable to trafficking once they are safe in schools. The Department of Education (DOE) had issued an order in all the earthquake affected districts to resume schools immediately via construction of Temporary Learning Centers (TLC).

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<sup>1</sup> Education Cluster meeting held by DEO Makwanpur facilitated by Plan Makwanpur

## Operation Strategy



### Local Construction Committee (LCC)

A local construction committee of 7 members was formed in each schools to undertake the work effectively and with greater transparency. The following shall comprise the LCC:

- 1) Head Teacher
- 2) Chairperson, School Management Committee
- 3) Parent, Parents and Teachers Association (PTA)
- 4) Teacher, PTA
- 5) School Student (Male)
- 6) School Student (Female)
- 7) EBMF representative



Figure 2 During agreement signing with schools selected for TLC

The committee was chaired by School Head Teacher. LCC was made responsible to hire workers, buy required materials for construction, transport materials to the site and keep records of expenses and attendance of skill, semiskilled and unskilled laborers. Similarly, skilled laborers were oriented by technical staffs from EBMF in regards to the design of the building. Each committee members were also provided with a copy of design issued by DOE for their reference.

### Selection of Schools

Selection of schools were done in coordination with District Education Office (DEO) Makwanpur. EBMF received a request to build TLCs in eight schools from three VDCs. The table below shows the details of the schools along with the progress of construction work.

SN	Name of school	Address	Number of TLCs	Status
1	Kalika Secondary School	Khairang-1, Athare	1	Completed
2	Prathamik Bidhalaya Alchhe	Dandakharka-7, Alchhe	1	Completed
3	Praja Jagriti Ni Ma Bi	Raksirang-8, Chainpur	1	Completed
4	Shree Saraswati Ni Ma Bi	Dandakharka-5, Baikuntha	2	Completed

5	Sange Chholing Primary School	Dandakharka-6	1	Completed
6	Kalidevi Primary School	Khairang-8, Tarling	1	Completed
7	Prathamik Bidhalya Simaltar	Khairang-6, Loja	1	Completed
8	Bhuaneshwori Primary School	Dandakharka-8, Sanodandakharka	1	90% completed
<b>Total number of schools</b>			<b>9</b>	

## Monitoring and Evaluation



*Figure 3 Orientation to LCC members at Rastriya Primary School Alchhe, Dadakharka*

A three staged monitoring was designed for the effectiveness of TLC construction. During the first stage, staffs from EBMF were sent to the schools to document the existing conditions of school and to study the feasibility and necessity of TLC in the schools proposed. Similarly, during the second stage, technical staffs from EBMF were sent to the schools to form a local construction committee in each

schools and orient them in terms of the design and timeline of the work. In the final stage monitoring, staffs were deployed to document the construction work and to check whether the construction had been done in line with the agreement or not.

## Glimpses of TLC



Figure 4 TLC: Rastriya Primary School Simaltar, Loja



Figure 5 TLC: Praja Jagriti Lower Secondary School, Raksirang, Chainpur



Figure 6 TLC: Kalika Primary School, Athhare, Khairang



Figure 7 TLC: Kalidevi Primary School, Tarling, Khairang



Figure 8 TLC: Rastriya Primary School, Alche, Dadakharka

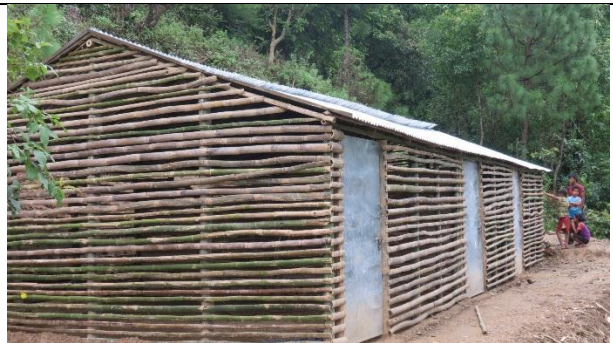


Figure 9 TLC: Saange Chhyoling Primary School, Dadakharka



Figure 10 Twin TLCs: Saraswati Lower Secondary School, Baikuntha, Dadakharka



Figure 11 TLC: Bhuwaneshwori Primary School, Dadakharka, Under Construction



Figure 12 Studying inside TLC, Rastriya Primary School Alchhe, Dadakharka



Figure 13 Students of Saraswati Lower Secondary School, Dadakharka inside their TLC

## Challenges faced

- Because of lack of transportation services in VDCs like Raksirang and Khairang, the transportation of materials from the market to the construction site remained very difficult. Construction materials were carried manually by people in most of the schools.
- Monitoring in rural VDCs of Makwanpur particularly during the rainy season has always remained dangerous and challenging. Increased size of Manahari and Lothar River posed serious threat for monitoring. The Manhari river recently swept away a bus, tractor and a truck.
- In some villages, there was a shortage of bamboo. Hence, wood were used as alternatives.

## **Lessons Learnt**

- Community members know the local setting very well. Hence, an organization should work in line with community members to successfully implement a project. Carrying out projects alongside with community members will be easier to implement and may be more sustainable.
- If oriented, monitored and checked properly, local community members can undertake any new task in a very effective manners and their local and traditional expertise of undertaking any works can be of vital significance.
- Locally available materials are easier to acquire and are less costly. Hence, locally available materials should be taken in to account while implementing any projects in rural areas.

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