



Government of Nepal  
Ministry of Education

GOVERNMENT OF NEPAL

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COMPREHENSIVE SCHOOL SAFETY MINIMUM  
PACKAGE (CSSMP)  
VOLUME 1 –REPORT

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Save the Children

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## 2. LIST OF ABBREVIATIONS

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CSSP	Comprehensive School Safety Program
CSSMP	Comprehensive School Safety Minimum Package
DRR	Disaster Risk Reduction
MoE	Ministry of Education
MSSP	Minimum School Safety Package
NPC	National Planning Commission
NSET	National Society for Earthquake Technology
PTA	Parent Teacher Association
UNISDR	United Nations International Strategy for Disaster Reduction
SIP	School Improvement Plan
SZOP	School as Zone of Peace
SMC	School Management Committee
SOP	Standard Operation Procedures
TLC	Temporary Learning Centers

### 3. INTRODUCTION

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Disasters know no race, ethnicity or political boundaries. They may strike at any time or place. During times of disaster, the risk to the most vulnerable groups in the community – children, women, persons with disabilities, and senior citizens – is high. Disasters caused by natural hazards – floods, earthquakes, landslides, storms, or wild fires, – destroy schools, damage education facilities, and displace or cause large number of life casualties. These disasters also destroy family assets and material belongings leaving households impoverished. At worst, lives are lost and children are exposed to more extreme suffering - physical injury, bereavement, separation from their families, and displacement. In such situations, normal teaching-learning opportunities are disrupted. Consequently, children are deprived of their rights to education, further exposing them to other threats ranging from survival and protection to development.

Nepal's formal public education system was established in the 1950s. The expansion of school education was initiated through the promulgation of the education system plan in 1971, followed by a rapid expansion in the number of schools to cater to the demand of the population in the decades to follow. The rapid growth of Nepal's education system since the 1960s has been possible only because of the active involvement of local communities. Many school buildings have been constructed, at least in part, using locally raised funds and often with volunteer labor. Although this participation has resulted in high levels of community ownership and enabled the rapid expansion of the education system, one of the negative results has been poorly constructed school buildings. Despite efforts undertaken previously, only a small percentage of schools has currently been assessed and retrofitted to ensure structural safety. This vulnerability was exposed again by the April and May 2015 earthquakes, which resulted in 35,000 classrooms being mostly or entirely damaged leaving over one million children without safe permanent places to learn, and had the earthquake happened on any other day, a student casualty rate of tens of thousands based on the damages and losses. This reiterates the urgent need to ensure that new and existing buildings are safe and earthquake resistant and management and communities resilient.(MoE, 2016)

Similarly the flooding in August 2017 in the southern Terai plains displaced 44,683 families leading to school closure for a number of weeks across several affected districts and at least 383 schools and learning centers were used as temporary shelters thus disrupting the access to education and normal operation of schools (MOE, Comprehensive School Safety Master Plan Nepal, 2017).

These are two recent examples of how disasters disrupt the schooling pattern of children and the youth, and affect the quality of education service in school communities with classes suspended for an uncertain period of time in Nepal. Increasing trend of risks caused by the impact of climate change, environmental degradation and other anthropological factors such as massive over exploitation of natural resources, development activities insensitive to disaster risks etc. pose additional challenges to managing the adverse impact of disasters in all development sectors, including education. World Bank 2015 classified Nepal as one of the countries most-prone to disasters. Many public schools are estimated to be in very vulnerable conditions posing a potential life threatening risks to children. As always, children – who often account for more than half of all disaster victims – will be affected disproportionately. Furthermore, in addition to potential risks posed to children due to natural hazards, there are also the risks associated with discriminations, abuse, and other forms of child exploitation that hinder the easy access of children to education as their inherent rights.

## Comprehensive School Safety Minimum Package

The education sector has a key role to play in addressing these challenges and in preventing hazards and risks from becoming disasters. This role is best fulfilled through a comprehensive approach to school safety.

It was, however, the 2015 earthquakes that created the mandate to develop the current Comprehensive School Safety Master Plan by exposing the vulnerability of Nepal's schools with the damage leaving over one million children without safe permanent places to learn. The earthquakes highlighted the need to ensure that new and existing school buildings are safe and earthquake resistant and that school managements and local communities are equipped to reduce the vulnerability of schools and students (MoE 2016). The School Sector Development Plan 2016 (2016-2023) of the Government of Nepal, Ministry of Education, clearly spelled out school safety and resilience education as one of the five dimensions for strengthening the school education: *To mainstream comprehensive school safety and disaster risk reduction in the education sector by strengthening school-level disaster management and resilience amongst schools, students and communities and to ensure that schools are protected from conflict.*

Against this background, the Government of Nepal, Ministry of Education has developed the Comprehensive School Safety Master Plan in 2017 based on the global initiative of Three Pillars of Comprehensive School Safety Framework of the UNISDR/Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector.

'Comprehensive School Safety Framework' is adopted by United Nations agencies and humanitarian organizations in the education sector and seeks to ensure children and school personnel are accessing a learning environment that complies with minimum safety standards in protecting children from natural and other disasters, and that disruptions to education are mitigated to the extent possible. It rests on three overlapping pillars of (i) safe learning facilities, (ii) school disaster management, and (iii) risk reduction and resilience education.

Against this background the focus of the government's Master Plan is to provide a roadmap for Nepal's long-term vision of ensuring that all children in Nepal access education in safe schools.

## 4. RATIONALE FOR MINIMUM SCHOOL SAFETY PACKAGE

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The Comprehensive School Safety Master Plan (2017) aims to achieve an ultimate goal of ensuring the safe learning environment of schools and resiliency in education to face any kind of disaster and emergency. Implementation of CSSP in all schools in Nepal is envisaged to take place in a phase wise approach. However, the government's Master Plan also envisages developing a minimum school safety package that needs to be ensured without delay in all schools irrespective of their location and vulnerability status in order to guarantee a minimum level of safety environment for children and school staff in the schools. The **Minimum School Safety Package** (MSSP) envisages critical activities that the schools can manage to implement them based on the guiding principle of their relevance, soundness, feasibility, scalability and contextualized, in all schools in Nepal and include structural, infrastructural and non-structural measures (i) to reduce disaster risks in the schools including establishment of some basic safe learning facilities & life saving measures, (ii) to enhance the school level preparedness actions to ensure a continuity of education for children in the aftermath of disasters, and (iii) to build up a sense of minimal level confidence and security among children, school faculties, and parents towards resilience in education.

## 5. OBJECTIVE OF MINIMUM SCHOOL SAFETY PACKAGE

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## Comprehensive School Safety Minimum Package

The objective of **Minimum School Safety Package (MSSP)** is to provide a guide for creating the minimum conditions in terms of taking proactive measures which are simple and implementable by schools on their own and critical activities which are required to be implemented by schools with/without much outside supports (mainly from the local Municipalities/government) in all schools in Nepal, irrespective of their status and geographical location.

The Minimum School Safety Package (MSSP) will include

- (i) Providing learning condition in a safe protective environment for school children, teachers and other staff,
- (ii) Ensuring the school preparedness and response plan in place for disaster management and continuity in education aftermath a disaster,
- (iii) Developing a sense of minimum level of security and confidence among school teachers, children and SMC to cope with potential disasters and emergencies (before, during and after).

## 6. PURPOSE OF MINIMUM SCHOOL SAFETY PACKAGE (MSSP)

Following purposes and benefits are envisaged from the implementation of MSSP:

- a. **Setting up a foundation for safety:** The package will help to establish a foundation for GESI friendly school safety in all the schools in Nepal, as a basis for gradually scaling up towards the Comprehensive School Safety Program.
- b. **Cost Effective interventions:** The package is simple and affordable and hence can be implemented by all schools with or without some technical guidance support, irrespective of their current status.
- c. **Enhance quality education:** The package will contribute to build up the confidence of teachers and parents in enhancing the school enrolment and attendance through improvement of the physical and social environment as part of SIP.
- d. **Improvement of social security:** Addressing the child protection issues as part of school safety program within the school premise enhances a sense of social security among parents and their children ( especially girls, children from underprivileged families, children with different abilities), thus contributing to equity access to education.
- e. **Enhances resilience in education among school children and parents:** Engagement of SMC and parents in the informal and non-formal school activities of the package will help in raising their awareness, knowledge and skill to manage disaster risks within the school, family and community.
- f. **Builds up confidence of parents:** The package will contribute to build up the confidence and engagement of parents to support and enroll their children in the school activities.
- g. **Ascertain institutional accountability by all stakeholders involved in the education sector to ensure the minimum school safety in their respective areas of work.**
- h. **Allows government to implement and monitor minimum school safety in an objective and comparable manner thereby identifying remaining needs and gaps to fulfill its commitment to nationwide school safety**

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## 7. MINIMUM PACKAGE

The Comprehensive School Safety Minimum Package is divided into four components (following the Comprehensive School Safety Master Plan, Nepal, 2017, MoE) as follows:

- A. Defining and enhancing the role of School Management Committee (SMC) for Minimum School Safety Package (
- B. MSSP) Pillar I: Safe Learning Facilities
- C. Pillar II: School Disaster (Risk) Management
- D. Pillar III: Disaster Reduction and Resilience Education

Minimum School Safety Package Activities	Indicators at school level	Indicators at Rural / Urban Municipality	Means of Verification (MoV)	Remarks
<p>A. Defining and enhancing the role of SMC for Minimum Package ( common to all three pillars)</p> <p>Outputs expected:</p> <ul style="list-style-type: none"> <li>i. SMC/teachers/students have enhanced knowledge on all the hazards and the potential risks to schools infrastructures and life-safety of occupants.</li> <li>ii. Hazards and risks which have potential adverse impacts on schools building &amp; premises and child protection issues are identified</li> </ul>				
<p>1. Defining roles and responsibility of SMC</p>	<ul style="list-style-type: none"> <li>• Roles and responsibility of SMC members for CSS defined in SIP</li> <li>• A minimum of 50% SMC members trained on their roles and responsibility for school safety</li> <li>• School Safety Focal Member in SMC assigned</li> </ul>	<p>SMC role for school safety included in the municipality education plan and policy</p>	<ul style="list-style-type: none"> <li>• SIP with Role &amp; responsibility of SMC defined for school safety</li> <li>• Minutes of SMC</li> <li>• Name of SMC focal person</li> <li>• SMC training orientation report ( see activity 4 )</li> </ul>	<p>Role of SMC for School Safety to be defined in the School Policy</p>



### Comprehensive School Safety Minimum Package

<p>2. Selection of DRR/School Safety and GESI focal teachers.</p>	<p>School has</p> <ol style="list-style-type: none"> <li>i. School DRR/Safety focal teacher in place</li> <li>ii. GESI focal teacher in place</li> </ol>		<ul style="list-style-type: none"> <li>• Name of focal teachers and their roles &amp; responsibilities approved by SMC</li> </ul>	
<p>3. Training of school head teachers/School DRR focal teachers on School DRR/SSP concept and including participatory assessment tools and planning for CSSMP</p>	<p>Trained</p> <ul style="list-style-type: none"> <li>• Head teacher,</li> <li>• School DRR/safety focal teacher and</li> <li>• GESI focal teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• No of head teachers/school DRR/safety focal teachers trained on multi-hazard risk assessment and planning for MSSP</li> <li>• No. of schools covered</li> <li>• Follow up action plans of each school team to initiate MSSP</li> </ul>	<ul style="list-style-type: none"> <li>• Training report</li> <li>• Training schedule</li> <li>• Follow up school action plan</li> <li>• Name of trained teachers at school level with date.</li> </ul>	<p>Financial/ technical support shall be provided by Municipality</p> <p>Training shall enable the school participants to understand the MSSP and carryout the activities outlined in the Minimum Package. Refer Annex #1A as guideline.</p>
<p>4. Orientation of teachers/SMC/PTA and students at school level by headmaster/trained teachers on school safety and school continuity and conduct of school multi hazard risk assessment including child protection issues.</p>	<ul style="list-style-type: none"> <li>• No. of             <ol style="list-style-type: none"> <li>(i) Teachers oriented</li> <li>(ii) SMC/PTA members oriented</li> <li>(iii) Students oriented</li> </ol> </li> <li>• No of hazards to school and child protection issues identified</li> <li>• No of structural, non-structural and infrastructural risks identified</li> </ul>		<ul style="list-style-type: none"> <li>• Risk Map</li> <li>• Hazard calendar</li> <li>• List of hazards &amp; risks and child protection issues identified</li> <li>• Risk assessment report</li> </ul>	<p>The orientation program shall enable the participants to carry out their relevant activities outlined in the Minimum School Safety Package. (See Annex #1A and #2A, # 3A)</p>

Comprehensive School Safety Minimum Package

Minimum School Safety Package Activities	Indicators at school level	Indicators at Rural / Urban Municipality level	Means of Verification (MoV)	Remarks
<b>B. Pillar I: Safe Learning Facilities</b>  <b>Outputs expected:</b> <ol style="list-style-type: none"> <li>i. SMC, teachers, staff, students and PTA are aware of different infrastructural hazards, and risks to different infrastructures.</li> <li>ii. School safety plan is developed with required periodic and non-periodic activities.</li> <li>iii. Infrastructural risk reduction activities implemented by schools with their own resources and with support of government.</li> <li>iv. A proper system is developed in school for safe construction activities including maintenance and retrofitting.</li> </ol>				
5. Infrastructural Safety Assessment	<ul style="list-style-type: none"> <li>• Different infrastructures in the school are identified along with its exposure to different hazards.</li> <li>• Level of risk to and from various structures in the school is identified.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of school's assessment reports recorded</li> <li>• Summary of school vulnerability in the Municipality and prioritization of schools for different kind of supports</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment Reports</li> <li>• School vulnerability summary report prepared by municipality</li> <li>• Intervention prioritization list prepared by municipality</li> </ul>	<p>Note: Infrastructure implies all the physical structures that are fixed and relatively permanent in their position.</p> <p>Use Annex 1B as guideline for Assessment</p>
6. Development of minimum school infrastructural safety plan including school maintenance activities	<ul style="list-style-type: none"> <li>• Minimum school infrastructural safety plan developed and in place.</li> </ul> <p>Action Plan developed as per infrastructural safety plan.</p>	Allocation of budget (to needy schools) by municipality to support minimum school safety plan.	<ul style="list-style-type: none"> <li>• Document of School Safety Plan (as a part of SIP)</li> <li>• Municipality budget commitment document and School action plan document</li> </ul>	(Use Annex 1C for development of Plan, at school level)

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<p>7. School level infrastructural risk reduction activities including maintenance</p>	<ul style="list-style-type: none"> <li>List of activities implemented to reduce the school vulnerability</li> <li>No of activities implemented with the support from local government</li> </ul>	<ul style="list-style-type: none"> <li>No of schools supported by local government</li> <li>Amount of budget allocated against school planned activities and expended against different structural vulnerability reduction activities</li> <li>No of times of monitoring visits to a school by engineer/overseer to oversee the risk reduction activities</li> </ul>	<ul style="list-style-type: none"> <li>School Report of the vulnerability reduction activities with photos</li> <li>Annual activity report (compared to yearly plan) of municipality</li> <li>Approved drawings and cost estimate at school and municipality.</li> <li>Monitoring report by municipality engineers/ overseers</li> </ul>	<p>See Annex #1C as guideline to list activities at school level</p>
<p>8. Quality assurance in all kinds construction activities</p>	<ul style="list-style-type: none"> <li>Approved design and estimate</li> <li>Construction as per design and estimate</li> <li>Involvement of SMC</li> <li>Involvement of certified lead skilled labor</li> <li>Use of Quality construction materials</li> <li>PTA has access to information on the ongoing construction activities</li> </ul>	<ul style="list-style-type: none"> <li>Number of schools which followed school building code of construction</li> <li>No of times visited by technical person (engineer/overseer) to school</li> <li>No of schools visited by technical person</li> <li>No of non-conformance and corrective actions</li> </ul>	<ul style="list-style-type: none"> <li>Register of supervisory visits and instructions.</li> <li>Approved design and estimate document</li> <li>SMC Monitoring report</li> <li>Technical supervision report</li> <li>SMC minutes indicating participation of PTA on this issue</li> <li>Public display board on ongoing activities</li> </ul>	<p>Use Annex #1D for preparing Quality Assurance plan, by school.</p> <p>Note: Construction activity includes all kind of civil-works such as demolition, retrofitting, maintenance, etc.</p>

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Minimum School Safety Package Activities	Indicators at school	Indicators at Rural / Urban Municipality	MoV	Remarks
<p><b>C. Pillar II: School Disaster (Risk) Management</b>  Outputs expected:  (i) Schools have developed and implemented school safety/risk reduction plan with allocation of necessary resources to implement structural and non-structural mitigation measures to minimize all the risks including child protection/SZOP/GESI issues identified,  (ii) Schools have developed and implemented preparedness and response plan to ensure children have continues access to education in a safe environment even in the face of disasters and emergencies.</p>				
<p>9. Development of DRM/School safety informed SIP covering (i) school safety, risk reduction and child protection activities (ii) school preparedness and response /continuity plan based on hazard risk assessment, with allocation of resources</p>	<ul style="list-style-type: none"> <li>• School building and school premise safety /risk reduction plan in place with Structural and non-structural, infrastructural mitigation measures and child protection actions to minimize the school safety risks (See Annex #2B, #3A)</li> <li>• School continuity plan in place: with preparedness and response plan for education continuity aftermath a disaster. (See Annex #2C)</li> <li>• Code of conduct for SZOP and Child Protection in place ( see Annex #3A)</li> </ul>	<ul style="list-style-type: none"> <li>• Allocation of budget at municipality as per school plans to support the schools to implement School Safety/risk reduction and preparedness activities.</li> </ul>	<ul style="list-style-type: none"> <li>• School DRM plan</li> <li>• SIP with (i) minimum school safety Risk reduction and mitigation and child protection activities, (ii) preparedness activities for school continuity and (iii) code of conduct for SZOP and child protection activities in schools</li> <li>• Standard Operating Procedure for disaster situation</li> <li>• Code of Conduct</li> <li>• DRR Sensitive Annual Calendar</li> <li>• Complaint/ suggestion box in school</li> <li>• Resource allocated</li> </ul>	<p>See annex #2B, #2C and #3A</p>

Comprehensive School Safety Minimum Package

<p>10. Small scale structural/non-structural mitigation activities as reflected in the (SIP) plan</p>	<ul style="list-style-type: none"> <li>List of (Small scale) structural mitigation measures implemented to minimize the disaster risks to school building and school premise</li> </ul>	<ul style="list-style-type: none"> <li>Technical monitoring and support visits by Municipality to provide support to schools in need to implement school safety plan and school continuity plan as part of SIP.</li> </ul>	<ul style="list-style-type: none"> <li>School report of risk reduction actions taken including the financial implementation report against each activity implemented</li> <li>Report of monitoring visit by municipality</li> </ul>	
<p>11. School disaster preparedness for response activities as reflected in the (SIP) plan</p>	<ul style="list-style-type: none"> <li>List of minimum school disaster preparedness activities implemented ( annex 2C: : minimum activities# 1-7 at school and #1-7 at municipality levels)</li> <li>No of school drills conducted ( minimum 4 times) on hazard/disaster scenario as relevant to school hazards and risks including earthquake with involvement of students/teachers and SMC</li> </ul>	<ul style="list-style-type: none"> <li>Prepositioned supplies for emergency education/education continuity activities</li> <li>Participation of focal person from Municipality in the school drills</li> </ul>	<ul style="list-style-type: none"> <li>School report of preparedness actions taken</li> <li>List of pre-positioned supplies at municipality for education in emergency.</li> <li>School Training/ orientation report</li> <li>Report on monitoring visits by municipality</li> </ul>	<p>See Annex 2C: minimum preparedness: school level activities #1-7 , and municipality level activities #1-7</p>
<p>12. Coordination by school with local stakeholders</p>	<ul style="list-style-type: none"> <li>Coordination mechanism established with local partners- Health Posts, Red Cross, Nepal Police, NGO/INGOs for school safety and disaster response/school continuity activities</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Address and contact number of agencies and focal persons maintained at the school with list of support available</li> </ul>	

Comprehensive School Safety Minimum Package

CSS Minimum Package Activities	Indicators at school	Indicators at Rural / Urban Municipality	MoV	Remarks
<b>D. Pillar 3: Disaster Reduction and Resilience Education</b> Expected Outputs: (i) Children in schools have increased knowledge about disaster risks and child protection issues, are able to assess risks in their environment, mitigation activities and safety & child protection measures (ii) School students, teachers, school staff and school administration and SMC have enhanced knowledge on what to do before, during and after a hazard event				
13. School Curriculum include session on hazard/disaster and School safety/DRR measures and child protection measures for each class level	<ul style="list-style-type: none"> <li>• No of credit hours allocated for school safety/DRR session in each level of class room teaching.</li> <li>• No of sessions on School Safety and DRR conducted ( in each level)</li> <li>• Availability of school safety/DRR instructional and resource materials to all teachers and students</li> </ul>	No of DRR and school safety related local curriculum developed	School curriculum with SSP/DRM sessions	See #3A
14. Extra curriculum activities/informal promotional events conducted outside the classroom setting to promote disaster preparedness awareness among school teachers/students/SMC and parents	A minimum of 3 non-formal/informal sessions/events organized to promote awareness on school safety and resilience in education ( one each under broad categories of extra curriculum activities as listed (See annex 3 B)		Photos  Events Report	
15. Raising Awareness on Child protection issues in school	80% of teachers , school staff and students have knowledge on child protection issues in school as identified in the risk assessment report ( Annex # 3A)	Political commitment	<ul style="list-style-type: none"> <li>• Training report</li> <li>• No of suggestions/ Complaints registered</li> <li>• Report on no. of cases resolved</li> </ul>	
16. Interaction session between SMC & parents to raise awareness on DRM/school safety at school/ community level	<ul style="list-style-type: none"> <li>• Interaction sessions conducted once every three months</li> <li>• Participation of min. 80% of parents</li> </ul>	Participation of a DRR focal person in those meetings	<ul style="list-style-type: none"> <li>• Minute/report of interaction sessions</li> <li>• List of participants</li> <li>• Issues discussed</li> </ul>	

## 8. REFERENCES

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## 9. ANNEXES

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Annexes for all pillars are prepared as a separate volume of document.