

**Part A**  
**Detailed Scope of Work**

## **Detailed Scope of the Work for Specifications and Evaluation of Transitional Shelter Design**

UNESCO is aiming to build economical and quality transitional shelters by soliciting appropriate designs and estimates from non-profit development partners for construction of 35 low cost transitional (temporary) school shelters, with a life of 5 to 7 years, in the remote areas of earthquake affected areas. The objective of the intervention is to facilitate the continuation of education and retain enrolment by providing safer and better teaching and learning environment as a bridge between the end of the relief phase and the start of full reconstruction of educational institutions. For this purpose, UNESCO will invite development partners to submit proposals.

In this context, UNESCO invites sealed quotations from competent individuals/firms for the following technical services:

1. Development of architectural and engineering standard specifications for Transitional Shelter design and construction and Bill of Quantity for use as reference by development partners while preparing and submitting their proposals.
2. Assist in evaluating the technical and financial components of the proposals.

Scope of work:

1. For design and implementation:
  - a. The designs are for the schools situated at and above 5,000 feet from the sea level in the earthquake affected areas.
  - b. The scope of the specifications will take into account of the cost factor, which should be comparable with the cost of transitional shelters being built by other agencies. It will include:
    - i. specification of minimum drawing and technical requirements for proper construction and monitoring;
    - ii. timber and steel frame design specifications, which should be in line with the applicable technical requirements of ERRA/NESPAK and the 'UNESCO guidelines for transitional shelters and associated support' (see below);
    - iii. appropriate site selection standards and basic electrical appliances;
    - iv. specifications of materials and for low cost insulation, preferably using local materials, to be proposed as an option;
    - v. construction quality; and
    - vi. simple but effective format for reporting of progress of each school.
  - c. The specifications will comply with the Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction (<http://www.ineesite.org>) and the Guidebook for Planning Education in Emergencies and Reconstruction, IIEP, UNESCO, 2006 ([http://www.unesco.org/iiep/eng/focus/emergency/emergency\\_1.htm](http://www.unesco.org/iiep/eng/focus/emergency/emergency_1.htm))
2. For evaluation of proposals
  - a. Evaluation criteria,
  - b. Comparative chart, and
  - c. Preparation of comparative chart

The individual/firm should submit a statement of:

- a. prior experience of designing, costing and evaluating school buildings, preferably transitional and/or semi-permanent buildings, with contact addresses of their clients; and
- b. knowledge of terrain and climatic condition of 'earthquake affected areas' in Pakistan.

The **sealed quotation** should reach UNESCO Islamabad office **by 23 April 2007** attention to **Administrative Officer, UNESCO, House No 17, Sector F-7/3, P.O. Box 2034, Islamabad, Pakistan.**

UNESCO reserves the right to accept or reject any quotation without assigning any reason.

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## **Part B**

### **Transitional Shelter and Associated Support Implementation Guidelines**

# UNESCO Islamabad

## Earthquake Response Programme

### Support for Reactivation of Middle and Secondary Schools in Earthquake Affected Areas<sup>1</sup>

#### Transitional Shelter and Associated Support Implementation Guidelines

##### A. BACKGROUND

The earthquake of 8 October 2005 caused heavy damage to all kinds of educational infrastructures. More than 18,000 school children and 853 teachers and staff in North West Frontier Province (NWFP) and Azad Jammu & Kashmir (AJK) were killed. Primary, middle and secondary and higher secondary schools account for 78% of the damaged institutions in both NWFP and AJK. Facilities and buildings of the Education Departments of NWFP and AJK in nine most affected districts were also destroyed or badly affected. The civil servants responsible for the planning and management of the education system have also lost relatives, colleagues, and homes. It will take several years to overcome the impact of the loss and damage on the educational system of NWFP and AJK.

Education was severely interrupted in the most-affected districts of NWFP and AJK. Most damaged schools started classes in the tents provided by Government, UNICEF, NGOs and INGOs during the emergency phase. So far a few schools have been rebuilt mostly using prefabricated material. Many Non Governmental Organisations (NGOs), International Non Government Organisations (INGOs), Japanese International Cooperation Agency and the United Nations Children Fund (UNICEF) are building transitional shelters and permanent buildings especially for primary schools.

##### B. RATIONALE

During the last year, the work done by the government, UN Agencies, national and international NGO's has played a pivotal role in jumpstarting the education activities after the disaster through emergency responses such as establishing tent schools. Over a period of time most of the tents have worn out requiring replacements. As replacements take time, the teaching and learning situation becomes difficult, especially in high altitude areas (above 5000 ft) where the temperature gets quite cold and children do not have sufficient warm clothing. Moreover, these areas experience heavy snowfalls and even winterised tents do not provide adequate protection to the children and teachers. There are reports of collapse of tents during the first snowfall in the winter of 2005.

Parental awareness about the importance of education is central for proper growth of children and for children to have all possible choices for their future. But in the absence of school buildings or good learning spaces, teachers are forced to close school early and the parents are reluctant to send their children, especially the girls, to school. Moreover, the current investment in the teacher training in the earthquake affected areas will produce better impact if the teaching and learning could take place in a space better than the tents.

Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction developed by the Inter Agency Network for Education in Emergencies also require the government and other agencies to follow the Standard no. 2 and 3 concerning the Access and Learning Environment and

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<sup>1</sup> This policy draws on experience of SCF UK and UNICEF.

Teaching and Learning. The standards call for focus on providing environment which promotes children's physical, mental and emotional well being as well as safety.

Pakistan, being a signatory to the Convention of the Rights of Children, is committed to protect the children. Given that the reconstruction of the entire schools is going to take years, the necessity to provide children and teachers with safe and comfortable classrooms for the period from recovery to reconstruction of the permanent school buildings has become paramount. In this situation, transitional shelters are tested and proven quick and low cost solutions in post-emergency situations. Such shelters can be built within 2 to 3 weeks depending upon the location of the school and the weather condition at the time of construction.

### C. OBJECTIVE

To facilitate the continuation of education and retain enrolment by providing safer and better teaching and learning environment in government schools as a bridge between the end of the relief phase and the start of full reconstruction of educational institutions.

Construction of transitional shelter with UNESCO support should not reduce the urgency of constructing a permanent school building. Construction of a permanent school building will not be delayed by the government because of the existence of a transitional shelter.

### D. PACKAGE

1. Classroom: One square meter (1 m<sup>2</sup>) space per student<sup>2</sup>. While determining the total size of the shelter, the enrolment, attendance, and potential for increase in enrolment and attendance will be taken into consideration by the Implementation Partner. Number of available teachers will also be considered.
2. Science lab: 1 unit 55 m<sup>2</sup> (30 x 20) for high school
3. Office including Store:
  - a. Middle School: One room with total area of 15 m<sup>2</sup> (14x12)
  - b. High School: One room with total area of 20 m<sup>2</sup> (18x12)
4. Library for High School: 26.75 m<sup>2</sup> (16x18) (2/3<sup>rd</sup> of ERRA size)
5. Drinking water supply: Only where necessary.
6. Latrines: 1 m<sup>2</sup> Cubicles
  - a. One toilet cubicle for every 25 girls as for INEE.<sup>3</sup>
  - b. One toilet/urinal cubicle for every 100 boys.<sup>4</sup>
7. Basic teaching and learning materials as per the priority needs.

Note: Science Lab and Library components will be provided to those schools that had lab and library prior to the earthquake.

The Implementation Partner, PTA/SMC and Teachers can jointly determine the length and breadth of the building by maintaining the norm of 1 m<sup>2</sup>/per child to suit the available size of the land. However, the length and the breadth of the classroom should allow the students to easily see and hear the materials being presented by the teacher.

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<sup>2</sup> Recommended and followed by ERRA Designs, UNICEF, and NGOs.

<sup>3</sup> Guidebook for planning education in emergencies and reconstruction, IIEP, UNESCO, 2006.

<sup>4</sup> Ibid

## **E. IMPLEMENTATION STRATEGY**

Transitional shelters will be implemented in partnership with NGOs and INGOs who have the competency in constructing such shelters or school buildings. Implementation of transitional shelter will be guided by the following principles:

**E.1 Application of Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction (MSEE):** The minimum standards for education in emergencies, chronic crises and early reconstruction will be applied for construction of transitional shelters. Of the six key cross cutting MSEE standards, the standard of community participation, as well participation of teachers and children, and the standard of monitoring will be applied in all stages of work. The standard governing the use of local resources will be applied by promoting the reuse of appropriate local materials from the old school buildings. As for the standard related to the response, this policy document itself is a manifesto of UNESCO's response in collaboration with the Government of Pakistan and other non governmental organisations. Moreover, the policy contributes progressive realisation of the needs of emergency-affected populations for inclusive and quality education as well as strengthens the national educational programmes<sup>5</sup>.

In addition to meeting those standards, it will also ensure meeting of the standards relating to access and learning environment by ensuring protection and well being of students and teachers and by ensuring availability of durable and bigger space more conducive to teaching and learning processes.

**E.2 Targeting:** Targeting is essential to ensure that the limited resource benefit the neediest schools/communities. In this regard, the following criteria will be applied to identify the neediest schools/communities:

1. Districts and Union Councils which are most affected by the earthquake.
2. Within the selected districts the following criteria will be applied for identification of the neediest schools:
  - Operational schools in high altitude villages (above 5,000 ft) requiring protection from harsh climatic conditions, especially winter.
  - Operational schools for which PC-1 is not ready for reconstruction, or is not likely to be reconstructed within one year even if PC-1 is ready.
3. The support is available only to the middle and the high schools who meet the requirements.

**Clustering of Schools:** As many eligible schools as possible will be identified within a Union Council or adjoining Union Councils with an aim to increase the cost effectiveness, including implementation pace.

**E.3 Local Participation:** Local participation by involving Parents Teachers Association (PTA)/School Management Committee (SMC) and existing community organisations, including Union Council level Community Citizenship Board<sup>6</sup> will be actively promoted at all stages for local ownership, effectiveness and sustainability. If a school does not have a PTA/SMC the Implementation Partner will facilitate formation of PTA/SMC before planning for transitional structure and associated support. In situations where existing PTA/SMC is inactive the Implementation Partner will take

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<sup>5</sup> The programme areas 1 and 2 of the UNESCO Earthquake Response Programme also contribute to quality education and strengthening of national educational programme.

<sup>6</sup> In NWFP.

the necessary interventions to make them active. An active PTA/SMC is a pre-requisite for transitional shelter support. Involvement of other organisations is subject to their existence and quality of operation.

Communities are expected to provide locally available materials and unskilled labour.

**E.4 *Reuse of Available Resources:*** Where feasible<sup>7</sup> C.G.I. sheets, wooden parts such as wooden beams, doors and windows of the destroyed school buildings will be reused for transitional shelter to reduce the cost and the pressure on the environment.

**E.5 *Consensual Arrangement:*** The transitional shelter will be built with the agreement of the district and state/provincial education authorities, including SERRA/PERRA. The PTA/SMC, school, students will be properly consulted by the Implementation Partner on the arrangement and their support will be obtained before commencing the work. UNESCO field staff will also participate (except when security factors does not prohibit) in the process.

**E.6 *Water & Sanitation Facilities:*** Absence or inadequate water and sanitation facilities has been a key factor contributing to the low rate of educational participation of children, especially of girls, and poor health of school children. The problem also affects the teachers, particularly female teachers. Therefore, low cost but safe drinking water arrangement which meets the minimum requirements set by the WHO/UNICEF and hygienically appropriate transitional latrines will be provided where necessary.

While planning for the facilities, the following factors<sup>8</sup> will be taken into consideration:

- ☞ Latrines should be at least 50 meters away from the school, 30 meters away from any ground water source and at least 1.5 meter above the water table. In view that some schools, especially those on the hills, may not have a suitable location at a distance of 50 meters from the school, the Implementation Partner will ensure that the latrines are built within the school premise. While doing so, the Implementation Partner will mitigate the health risks.
- ☞ Separate latrines for boys and girls and for male and female teachers.
- ☞ PTA/SMC and Teachers address the waste disposal needs – rubbish bins, pits for waste water disposal, etc – and stagnant water.

**E.7 *Multi-purpose Use:*** The SMC/PTA will promote use of the transitional shelter also as a community centre outside school hours to promote educational development in the villages. Use of the facilities before and after the formal school hours for women and youth development, non formal basic education, literacy and awareness will be promoted by the Implementation Partners and the PTA/SMC. The PTA/SMC and the Headmaster will ensure that the shelter is not used for other purposes.

**E.8 *Sustainability:*** The Implementation Partner will make arrangements with respective PTA/SMC for post-handover maintenance of the shelter so that it lasts at least until a permanent structure is in place.

**E.9 *Resource Reutilisation Plan:*** The Implementation Partner will discuss and agree, in writing, with the PTA/SMC about the use of the building/building materials of transitional shelter when a permanent school building will become available. Possible uses could be using part of the transitional shelter as Community Learning Centre, Teacher Resource Centre, Kacchi Class, NFBE

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<sup>7</sup> Government is auctioning debris from a number of school sites.

<sup>8</sup> Guidebook for planning education in emergencies and reconstruction, IIEP, UNESCO, 2006.

centres, female teachers' boarding facility, vocational training centre, as well as reusing the material for creation of feeder schools. This will ensure that the investment on transitional shelter continues to contribute to the educational development of the community.

With regard to the transitional shelters constructed on private land, after the expiry of lease agreement the shelter will be dismantled by PTA/SMC in consultation with the DEO and proper reuse of the material for educational development either in the community or within the district will be decided by the PTA/SMC and DEO. The cost of dismantling will have to be borne either by PTA/SMC, DEO or by the beneficiary.

**E.10 Building location:** Transitional shelter will not be built on the premises of a damaged/ destroyed school building to facilitate future reconstruction of the building on the same location without disrupting the teaching and learning needs of the children.

The location should have enough land for a playground to allow play and sport activities relevant and appropriate for both boys and girls.

**E.11 Availability of land:** Proof of temporary or permanent land availability is a requirement for transitional shelter support. However, this requirement shall not prevent remote mountainous schools, which do not have such land, provided that the land is not disputed and that the community obtains a no-objection certificate (NOC) for construction of the shelter.

In case of the use of community/village owned public land, the schools/community will obtain a NOC for use of the land, specifying the duration of use and the area to be used from the local authorities. Without the NOC the Implementation Partner will not commence the construction. PTA/SMC and School will keep the records safely.

Where public land is not available, private land may be used in agreement of the private landowner, the PTA/SMC and the appropriate local authority. The Implementation Partner will ensure that the right of use is properly issued to the Parent-Teacher Association/School Management Committee/Village Reconstruction Committee and the local authority is a party to the agreement. Any such transfer of right of use of the private land should be documented and recorded appropriately by the local authorities with copies of the document with the PTA/SMC and Implementation Partner. The right of use should not be less than 5 years.

**E.12 Gender:** Participation of female members of the community will be sought and ensured in all processes starting from very early meetings leading to the site selection and eventual implementation, monitoring and evaluation. In areas where female participation is difficult, Implementation Partner will identify creative solutions to ensuring maximum possible participation. At least 50% of beneficiaries will be girls' school.

**E.13 Access of Children with Special Needs:** With an aim to promote educational participation of children with special needs ramps (1:12 slope) or long tread-low riser steps leading to the school and classrooms will be constructed using locally available materials. Appropriate grips and supports using local material such as wood and bamboo will be built in classroom and in sanitation facilities. Likewise, elements which obstruct children's mobility will be removed from school premises with active community participation. The Implementation Partner will seek the necessary advice from professionals in this regard.

**E.14 Safety:** The design and construction will conform to the seismic resistance requirements.

Low cost child-friendly wall finishing will be put in place inside the school shelter to protect children against the sharp edges of Galvanised Iron Sheets as well as to provide some degree of insulation.

**E.15 Local Employment Generation & Linkages with Skills Development Programmes:** Depending upon the availability of skilled and unskilled labour in the local communities, the Implementation Partner will give preference to the local labourer. Likewise, preference will be given also to suitably skilled people, especially youths, who have received relevant skills training after the earthquake.

**E.16 Provision of Teaching and Learning Materials:** A need based standard check list of most essential but relevant teaching and learning materials will be prepared in consultation with the real users namely the teachers and the students and also the subject specialists. The selected schools will be provided with the materials which are lacking. The Implementation Partner will determine the actual need for this support strictly on the actual need basis.

**E.17 Transparency:** The Implementation Partner will ensure that all matters concerning implementation of transitional shelter support are done in a transparent manner. Social audits will be carried out and statements will be made public to the community using school notice board/wall.

**E.18 Visibility:** Every transitional shelter site should have a small signboard indicating the following:

1. School name
2. Date of start and date of completion
3. UNESCO funded program
4. Name of Implementing Partner(s)
5. Donor visibility as per the UNESCO guidelines

## **F. Technical Aspects:**

**F.1 Seismic Resistance:** The design of the transitional structure for middle and secondary schools will have all the measures necessary for seismic resistance. While constructing the shelters, the implementation partners will ensure full compliance to the design requirements.

**F.2 General Specifications:** Each site should take into consideration of the following:

1. Drainage
2. Flooring
3. Structure (including wall finishing to protect children from sharp edges)
4. Roofing
5. Ventilation
6. Sufficient natural illumination in classrooms
7. Isolation (from wind, damp and cold)
8. Sanitation (latrines and safe hand washing facilities) – Only where necessary
9. Clean drinking water – Only where necessary.
10. Waste disposal arrangement – Only where necessary and at no cost to the project.
11. Compliance with highest standard of construction, safety and compliance with best practices in all aspects of construction of transitional shelter.

**F.3 Material Specifications:** Required specifications for items are specified in Annex.<sup>9</sup>

**F.4. Stages of Construction and Associated Educational Support:** The construction of the transitional shelters will have the following stages:

F4.1 Proposal preparation stage:

**Stage 1: Project site and actual need assessment for transitional shelter and teaching and learning material support**

Land & Survey: In view of the possibility of shortage of land and the prohibition of construction of transitional shelters on the foundations of the old school building(s), the Implementation Partner will accurately assess the availability of land for transitional shelters in collaboration with SMC/PTA/Community and advise them to take the necessary action to remedy the issues, if any. In addition, the Implementation Partner will assess, in collaboration with the school and the SMC/PTA, the suitability of available land for construction of transitional shelter and the access to water source.

Package: The Implementation Partner will assess the actual number and types of rooms needed by each school on the basis of the actual enrolment, staff size and pre-earthquake curricular activities (related to library and science lab) in collaboration with the school and SMC/PTA. The Implementation Partner will prepare design and cost estimate on the basis of the findings and as per the UNESCO specifications for design and construction of building. UNESCO will verify the data before commencement of the construction.

The nature of construction, type of design and construction will be discussed with the SMC/PTA and agreed.

T & L Materials: After accurately ascertaining the need for transitional shelter support, the Implementation Partner will conduct a careful assessment of the need for teaching and learning materials in consultation with the teachers and the students. The Implementation Partner will assess whether the school had used such materials in the past or not and whether the teachers have the skills to use them to determine the relevance of the need.

F4.2 Approved proposal implementation stage:

**Stage 1: Resolution of land issue**

Any land issue identified at the time of proposal preparation stage should be resolved before commencement of construction.

Official documents on the ownership/donation will have to be obtained with certification of the concerned District Education Officer or the Deputy Commissioner. This will be backed by obtaining a NOC for the site from the concerned DEO or the Deputy Commissioner. UNESCO will assist Implementation Partner in obtaining NOCs.

**Stage 2: Signing of contract and formation of shelter construction management committee**

Once the land issue is resolved, the Implementation Partner will sign a contract with PTA/SMC and the School Head Master for transitional shelter support. The contract will require the PTA/SMC to

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<sup>9</sup> To be inserted later.

form a three member Shelter Construction Management Committee to supervise the whole construction process together with the Implementation Partner and will have all terms and conditions, including post-handover repair and maintenance of the shelter. The Committee will be responsible for management and completion of the work that fall under community responsibility and for ensuring the quality of work, arranging labour (skilled and unskilled), local resources like water and all payments to the labourers.

### **Stage 3: Site preparation**

The Shelter Construction Management Committee representative will be responsible for necessary clearing and preparing the land with the help of construction tools (wheel barrow, shovel, pick, etc.), which will be provided by the Implementation Partner.

### **Stage 4: Procurement of construction material**

Procurement of construction material will be done by Implementation Partner ensuring quality and observing the rules and regulations governing procurement practices. Procurement from local market will be encouraged to contribute to the local economy but if it reduces cost effectiveness significantly or compromises the quality, the Implementation Partner will acquire the material from other sources. In case of non-availability of any construction material locally, the Implementation Partner will arrange it from the nearest market elsewhere.

### **Stage 5: Transportation and storage of construction material**

Implementation Partner will be responsible for delivery and storage of construction material at intermediate store and school sites. At the school site the storage will be done in coordination with the Shelter Construction Management Committee.

### **Stage 6: Construction of foundation, frame and roofing**

The first phase of the erection of transitional shelters will involve laying the foundation of the structure and the preparation of frame and roofing. Reclaimed good quality wood, where available, will be used in the structures after careful inspection and clearance by the technical team of the Implementation Partner. The size of each structure will be as specified in Section E.

### **Stage 7: Construction of walls, doors and windows**

The second phase of erection of transitional shelter will involve building of walls using Plain Galvanised Iron (CGI) sheets on the exterior and plywood for the interior insulation and finishing would be constructed in the second phase. Doors and windows will also be installed during this phase. Reclaimed doors and windows which are intact and fit for use will also be used in some structures to reduce the cost of the structure.

### **Stage 8: Construction of water & sanitation facility**

Work on latrines, drinking water storage and hand-washing facilities will progress in tandem with Stage 6 and 7 and completed well before Stage 9. UNICEF support for construction of the facilities for middle schools will be solicited.

### **Stage 9: Construction of floor**

The Third phase of the erection of the shelter involves construction of plain cement concrete floor to prevent moisture and damp. The floor will be built at the last stage of construction.

### **Stage 10: Verification and handing over of transitional structures**

As soon as the transitional shelter is completed, a final inspection visit by officials representing State Earthquake Reconstruction and Rehabilitation Authority (SERRA)/Provincial Earthquake Reconstruction and Rehabilitation Authority (PERRA), Directorate of Education and UNESCO will be arranged by the Implementation Partner to verify the quality. Upon receipt of approval of the inspection team, the shelter will be officially handed over to District Office of Education (DoE) with documents duly signed by Implementation Partner, representative of PTA/SMC and UNESCO. The certificate will have to comply with the donor visibility guidelines provided by UNESCO.

## **G. Procurement and quality control of material:**

Efficient procurement and quality control of materials and construction as well as community mobilisation work is essential to attain the desired results. The Implementation Partner will clearly describe their quality control mechanisms in their proposal for funding.

Implementation Partners will follow the following procurement procedures for Contracts/purchases:

1. Less than USD500.00: One quotation.
2. USD500.00 to USD20,000.00: Three quotations needed from different suppliers
3. USD20,000.00 to USD100,000.00: Sealed bids.
4. More than USD100,000.00: Request for Proposal needed.

The Implementation Partner will invite UNESCO representative in sealed bid/proposal opening and selection processes.

The Implementation Partner will be responsible for the purchase of materials as per the specifications stated in the technical section of this document ensuring that the materials meet the requirements. Procurement of sub-standard material for use in the shelter will be rejected by UNESCO and replacement/rebuilding cost will have to be borne by the Implementation Partner.

## **H. Division of Key Responsibilities:**

The division of responsibilities between various key stakeholders will be as follows:

<b>S.N.</b>	<b>Task</b>	<b>Responsible Party</b>
1	Fundraising / Donors Appeals & Funding	UNESCO
2	Overall financing mechanism, controlling and monitoring	
	☞ School level	IP & PTA/SMC
	☞ Programme level	IP & UNESCO
3	Assessment/ feasibility study for proposal	IP/Government
4	Site allocation for Transitional Shelter	Community/Government/ IP/UNESCO
5	No Objection Certificate	IP/UNESCO

6	Community mobilization	IP
7	Procurement, storage and delivery	IP
8	Quality control	IP/UNESCO/PTA/SMC
9	Cash disbursement on site	IP & PTA/SMC
10	Shelter construction	IP/Community
11	Water sanitation arrangement and support	IP
12	Teaching & learning materials	IP
13	Monitoring	
	☞ Community/School level (VRU & PTA/SMC)	PTA/SMC & IP
	☞ Programme level	IP, UNESCO & Government
14	Reporting	IP/UNESCO

## I. Monitoring:

Monitoring by UNESCO, Government and Implementation Partners and the Shelter Construction Management Committee will be done to ensure that:

1. programme data such as student enrolment, teachers, availability of teaching and learning materials and water and sanitation services, is accurately collected and reported<sup>10</sup>.
2. the support for transitional shelter is reaching the most eligible beneficiaries.
3. PTA/SMCs are actively engaged in the transitional shelter construction work and their contributions in cash or kind are documented.
4. problems are being solved promptly and intervene (by UNESCO and Government) where necessary to facilitate the work of the implementation partner and the community.
5. utilisation of assistance is properly documented by Implementation Partner.
6. the quality and quantity of materials, their use and construction is correct and cash disbursements by the Implementation Partners to beneficiaries is correct.
7. at least 50% of sites are visited on a monthly basis.
8. targets are met as per the plan.
9. shelters are being used for teaching and learning.
10. documenting the activities, impact on the teachers, students, parents and community in general, for reporting and lesson learning.

The Implementation Partner will regularly and systematically monitor the quality of procurement, progress on issues of land, site clearance and construction of the structures and properly document it. It will maintain proper inventory ledgers at each of the stores and Measurement Book at each site to record the quantity of construction work completed. The Measurement Book will be checked and certified by an engineer appointed by the Implementation Partner. UNESCO's engineer will also check the Book and certify the work.

Joint monitoring visits with the DoE officials will be planned to ensure that the required quality of work is achieved.

At the community level and on behalf of the PTA/SMC and the community at large, the Shelter Construction Management Committee will monitor qualitative and quantitative progress and discuss their issues with Implementation Partner to resolve them. Such discussions and agreement will be recorded by the Committee in a note book.

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<sup>10</sup> Reporting format to be developed and annexed later.

DoE and UNESCO will conduct joint and/or independent monitoring of the progress.

## **J. Reporting:**

The construction cycle contains different stages requiring specific progress reports. The Implementation Partners will submit the following three reports using prescribed format.

**First report:** The first report will cover completion of the construction stages from 1 to 3 briefly describing the stages site assessment to site preparation.

**Second Report:** The second report will cover completion of the construction stages 4 to 7 covering the procurement of construction material to construction of windows and creation of water and sanitation facilities, as necessary.

**Third and Final Report:** The third and final report will cover completion of construction stages 8 to 10 covering the construction of floor and verification and hand over of transitional structure. The final report should accompany a copy of the original certificate of hand over of the transitional shelter to District Office of Education together with digital pictures of the handover ceremony.

In addition, brief reports on the progress of each school will be submitted using UNESCO prescribed format.

## **K. Payment:**

The Implementation Partner will be paid in the following three instalments:

- First payment: Mobilisation advance (20% of contract amount) to be deducted from the second and the final payments.
- Second payment: Upon receipt and acceptance of the first and the second progress report with financial statements, bills and vouchers.
- Final payment: Upon receipt and acceptance of the final report with financial statements, bills and vouchers.

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