

Nepal Earthquake Response Programme

Mid-term review
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Cover photo: Kalpana Shrestha, participant of Compressed Stabilised Earth Brick (CSEB) production and construction training supported by Christian Aid.

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List of Acronyms

CAID	Christian Aid
CHS	Core Humanitarian Standards
DADO	District Agriculture Development Office DCC District Coordination Committee
DEO	District Education Office
DLSO	District Livestock Support Office
ECED	Early Child Education
FCHV	Female Community Health Volunteer
FGD	Focal Group Discussions
HH	Household
HRRP	Housing Reconstruction and Recovery Platform IDI In-Depth Interviews
KII	Key Informant Interviews
Lit. Rev.	Literature Review
OCHA	United Nations Office for Coordination of Humanitarian Affairs
ODF	Open Defecation Free
PNGO	Partner Non-Government Organisation
MSNA	Multi-sectorial Needs Assessment
MTR	Mid-term Review
NRA	National Reconstruction Authority
SMC	School Management Committees
TLC	Temporary Learning Centres
VDC	Village Development Committees
WASH	Water, Sanitation and Hygiene
WCF	Ward Citizen Forum

Executive summary

The earthquakes of April and May 2015 had a devastating impact on the people of Nepal. According to the Nepal Government Ministry of Home Affairs, there were 8,891 fatalities, 22,302 injured, 604,930 homes destroyed, and a further 288,856 homes partially damaged. The national economy was affected with erosion of the asset base of the people; houses, farm produce, livestock, latrines, drinking water sources, irrigation canals, access roads, health/education facilities, etc.

In this context, a multi-sectoral needs assessment (MSNA) was conducted by Christian Aid (CAID) in four heavily damaged districts (Gorkha, Dhading, Dolakha and Sindhupalchowk) immediately after the earthquake. The MSNA followed the United Nations for the Coordination of Humanitarian Affairs (OCHA) guidelines and identified five priority sectors requiring the most support:

- Shelter
- Livelihood and Food security,
- Water, Sanitation and Hygiene (WASH)
- Education
- Gender Equality and Social Inclusion

CAID responded to the aftermath of the earthquake through relief and recovery. The relief phase focused on providing immediate life-saving support; temporary shelters, safe drinking water, hygiene kits, temporary latrines, food basket for one-month period, and targeted trainings such as masonry and carpenters. In the recovery phase, CAID continued support to all four major sectors with the aim of strengthening the resilience of communities and institutions from the impact of natural disasters. Activities included housing support, prototype housing, winterization kits, toilet support, school shelter, community and school water rehabilitation, cash grants, livelihood support such as goat, seeds, and rain water harvesting distribution were conducted.

Method

The evaluation used a range of qualitative and quantitative methods for data collection. Qualitative data was collected through focus group discussions (FGDs), key informant interviews (KIIs), in-depth interviews (IDI), case stories and observations of communities. Qualitative data collection questions were categorised by sector, and in line with the CHS commitments. Quantitative data was collected and analysed using Statistical Package for Social Sciences (SPSS). The analysis was mostly descriptive in nature, with percentages, mean and frequencies.

Key Findings

- In terms of selection, 'vulnerability' was the core criteria, targeting single headed female households, disabled members, households (HH) with fully damaged houses, people in grievance list and marginalized communities. However, these

criteria could only be applied within the area allocated to CA by the Ward Citizen Forum (WCF), giving the WCF overall authority over beneficiary selection.

- The evaluation found that the Programme is an exemplary case of efficiency in achieving the outputs within the stipulated deadlines. All the targeted activities have been achieved within the timeframe without delays. In terms of response activities of CA, the coordination and support from government has been commendable. No delays in terms of sanctioning the programme activities were identified. Through using the standardised mechanism adopted by the government, there was no duplication of the programme activities.
- Sustainability of supported infrastructures needs further strengthening. For example, the community water point groups were found to be users of the facilities provided rather than actively participating in the collection of funds from user-HHs within the community. No Village Maintenance Groups (VMG) were established, and operation funds for the repair and maintenance of the structure were not set up. Formation of VMG and operation funds would ensure a sense of ownership among the community lead to greater sustainability.
- Some members of the community were aware of the formal complaints mechanism, but it be noted that no complaints were reported through this mechanism. For simple feedback and queries, community members preferred to use informal modes of communication with representatives of the partner staff and social mobilizers present. Although the evaluation found evidence that grievances were shared in this way, the cases reported through informal mechanisms were not formally documented.
- During observation by the study team, the most effective among the five sectors was deemed to be WASH by the community. This was further reiterated during the various discussions at the community level as well as KIIs with partner organization staff members. Restoration of water schemes in the project areas increased the access of water supply in the water deprived communities, thereby decreasing the travel and queue time. Female beneficiaries have benefitted from this intervention which they believed had increased their convenience, and the installation of bathing cubicles ensured greater privacy for them.
- The training of masons in the construction of disaster resilient housing was found to be effective in increasing capacity and skill development of local communities. Women partook in the mason training majorly in two of the intervention area, i.e Gorkha and Dolakha. The continuation of women participants in masonry after the trainings were little to none. This was in part attributable to the perception that masonry is “men’s work”. The challenge for CAID was trying to find ample number of female semi-skilled masons in comparison to male participants.
- The education support provided by the recovery programme in retrofitting and rehabilitating school infrastructure was successful

in producing a conducive learning environment. The schools were provided with flooring and the Early Child Education (ECED) classrooms were provided with platforms to ensure students no longer had to learn on cold floors.

- The livelihood activities have shown positive results in increasing the livelihood options available to communities. There are reported cases of increased income after the support, which in turn was utilized in household and education expenses. Nonetheless, some of the beneficiaries selected were already established farmers, so the small support did not bring in major impact in their income.

Key recommendations

- A multi-tier approach of selecting beneficiaries can be adopted to meet the expectations of all the vulnerable community people. The overarching criteria can be “the most vulnerable”; those without the economic status and capacity to bounce back from the disaster. Additional criteria alongside this can be single women, women, disabled, marginalized ethnic groups etc.
- Livelihood support should include building transformative capacities of the beneficiaries by strengthening links between communities, governmental bodies, and financial institutions.
- A complaints mechanism should be institutionalised and informal case handlings should be clearly documented. This would increase project transparency and ensure flexibility in adapting to beneficiaries’ preferences and feedback.
- Where resources are available, mason training programs should include unskilled labour and women- only trainings to build larger work forces that will help to bridge the gaps in masonry capacity within communities. It is important that CAID contributes to transforming gender stereotypes that define “women’s work’ and “men’s work”. In this context, eliminating the criteria for selection of beneficiaries such as being semi-skilled for qualifying for masonry and carpentry training would provide opportunities for women to opt in to non-traditional work.
- Sustainability of the supported infrastructure needs further strengthening. In addition to the support provided in building infrastructures, there needs to be a stronger focus on ensuring beneficiaries develop a sense of ownership over the infrastructure. Responsibilities for maintenance and repair should be clearly designated, and the infrastructure should be handed over to the community with a clearly defined exit plan. Formation of Village Maintenance Groups (VMG) and operation funds need to be in place to ensure a lasting sense of ownership among the community, leading to stronger sustainability.

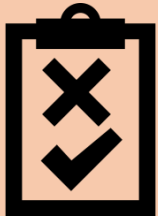

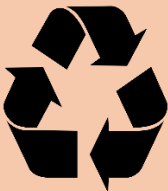


Snapshot of the Key Findings





Key:

Green: Positive example;

Amber: Areas of Improvement;

Red: Adherence to Core Standards is missing, hence should work towards improving on these areas.

Relevance	Efficiency	Sustainability	Accountability	Learning
				
Key Findings				
Blanket approach in emergency phase; targeted approach in recovery phase	Timely delivery of all targeted activities	The constructed infrastructure was handed over to the beneficiaries	There were no complaints reported.	There was regular monitoring for the project activities by the field staff
The selection of the beneficiaries was done through local government solely. Vulnerable prioritised by WCF is not needs based.	No duplications found attributable to the government streamlining project interventions through different NGOs/INGOs	Communities lacked sense of ownership in case of repair and maintenance- aspects of sustainability needs strengthening	No complaints or feedback documented	In order to share the lessons, a DEC collective learning Initiative project report was developed.
Vulnerability criteria by Ward Citizens Forum not always pro-poor, hence some interference in selection from CAID is necessary to ensure appropriate targeting and selection	Strong and well-co-ordinated response and recovery structure owned by GoN	The community's attitude was to seek more funds in the future for repair and maintenance	Many are illiterate and preferred verbal communication	The monthly, quarterly and yearly activities monitoring reports were submitted to CAID by the local partner organizations.
Women not meaningfully engaged in reconstruction process		The government was positive in coordinating and providing support to the community after	Although project information was printed in the national language, Nepali, there were	

There was no conflict in selection of beneficiaries		the project, however the concern was regarding the budget.	some sections in the community where people were illiterate. These sections could not grasp the information projected	
Effectiveness				
Shelter	WASH	Education	Livelihood	
				
Key Findings				
The mason training was commendable. Currently, the trainees were building disaster resilient houses	Community benefitted from the communal taps for safe drinking water. The livestock fed in the water prior to support.	Prior to the intervention, students were initially learning in temporary learning spaces. However, attributable to the support from CAID, Students had better and safe learning environment (retrofitting, carpeting)	The people were happy with the support received, but there was no major change in the lives of the people. There were a few exemplary cases.	
The prototype houses (phase 2a) were constructed in adherence with the government mandate. The core purpose of prototype house to be a model house for the community was missing. It was more like a mere shelter support to the beneficiary	The HHs were supported by toilet material. Many VDCS were declared ODF, some of them were in the process. DWSSD now want to refocus on ODF and Total Sanitation.	The schools supported has child friendly taps where the students could a) drink safe water b) use it for cleaning		
No design scope in prototype housing for the need of users, including disability, size of family, etc.	As a result of the hygiene campaign, there was some indication of behavioural change; however not noticeable		Seed distribution was useful in many cases, for some, there were no space to plant.	

Chapter I: Introduction

Background

On 25 April 2015, an earthquake measuring 7.8 on the Richter scale devastated Western and Central Nepal. According to the Post Disaster Needs Assessment conducted by the Government, 755,549 houses were damaged out of which 498,852 were fully damaged and 256,697 were partially damaged. The second earthquake on 12th May 2015 further exacerbated the situation, with additional deaths and damage to buildings, homes and community infrastructure. More than 8,786 deaths and 22,303 injured were reported.

Much of Nepal's population relies heavily on agriculture to sustain life, therefore interventions in food security and livelihood activities became a primary concern. Furthermore, domestic sanitation facilities and communal water facilities had been severely affected by the earthquake. Of the 11,288 water supply systems in the 14 most-affected districts, 1,570 sustained major damages with an additional 3,663 partially damaged. Approximately 220,000 toilets were reported to be partially or destroyed. From the education sector, approximately 5000 schools had been damaged affecting more than 1 million school going children.

A multi-sectoral needs assessment (MSNA) was conducted by Christian Aid (CAID) in four heavily damaged districts (Gorkha, Dhading, Dolakha and Sindhupalchowk) in 2015 immediately following the earthquake. The MSNA followed the United Nations for the Coordination of Humanitarian Affairs (OCHA) guidelines and identified five major sectors needing the most support:

- Shelter
- Livelihood and Food security,
- Water, Sanitation and Hygiene (WASH)
- Education
- Gender Equality and Social Inclusion

This MSNA identified shelter as the most pressing need of disaster affected communities. One year after the earthquake, the majority of the affected were still living in temporary or emergency shelters. In the WASH sector, water sources were drying up and toilet damages continued. Food had always been scarce, specifically in high altitudes however damaged irrigation systems meant food production had decreased by 30-35%. Schools were significantly damaged, leaving children with open spaces to study where attendance had been suffering.

CAID responded to the aftermath of the earthquake through relief and recovery. The relief phase focused on providing immediate life-saving support; temporary shelters, safe drinking water, hygiene kits, temporary latrines, food basket for one-month period, and targeted

Overall goal of the programme

The overall goal of the program was to achieve safe and secure shelter, food security, water sanitation and hygiene, and livelihoods for the most affected households in targeted VDCs in four heavily affected districts of Nepal.

trainings such as masonry and carpenters. In the recovery phase, CAID continued support to all four major sectors with the aim of strengthening the resilience of communities and institutions from the impact of natural disasters. This was done by building leadership and management capacities from community through to national level. The project used the principles of the CAID Resilient Livelihoods Framework¹ with focus on inclusion, whilst ensuring the project was in line with the Government of Nepal's policies for recovery and reconstruction. Activities included housing support, prototype housing, winterization kits, toilet support, school shelter, community and school water rehabilitation, cash grants, livelihood support such as goat, seeds, and rain water harvesting distribution were conducted.

This mid-term review objective is to:

Measure the current activities using CAID's recommended Core Humanitarian Standards (CHS) evaluation guide questions

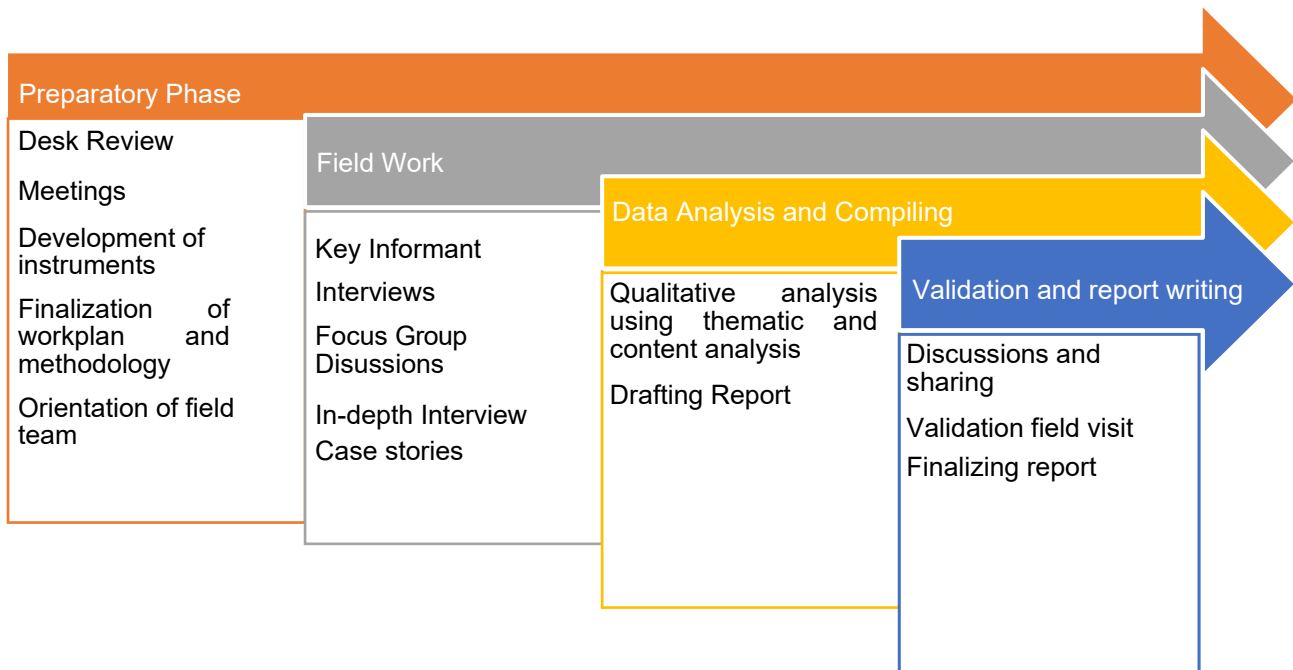
- Map the progress of implementation.
- Identify successes and gaps of the current interventions.
- Identify lessons learnt and areas for improvement for both Christian Aids local and global learning.

The mid-term review (MTR) also aims to serve CAID in assisting their decision to continue their organisation's presence in Nepal after the 2015 earthquake operation.

¹ <https://www.christianaid.org.uk/sites/default/files/2017-05/resilience-framework.pdf>

Chapter II: Methodology

The overall evaluation was carried out in four different phases: preparatory phase, field work, data analysis and compiling, and validation field visit and report writing.



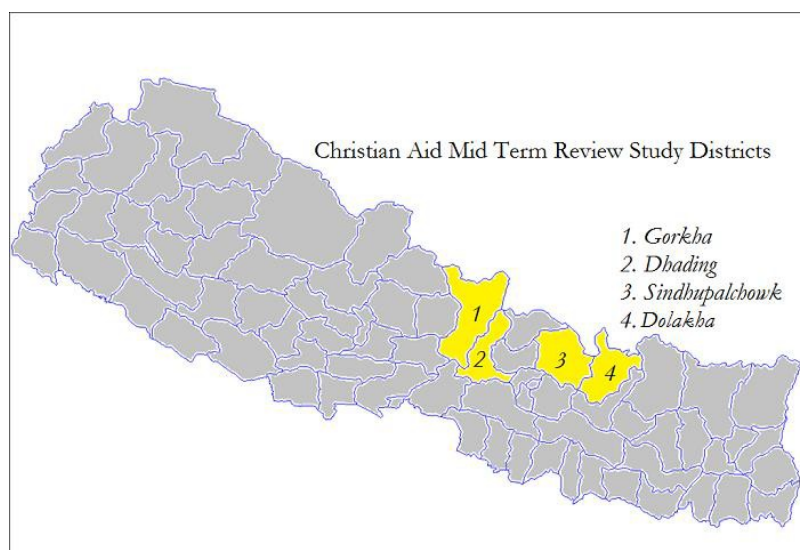
1. Preparatory phase:

In the initial phase of the assignment, the following activities were conducted.

- 1. Desk review:** The log frame, response phase report, MSNA report, scoped outcomes and output including the detailed sector wise activities were reviewed to gain insights on the previous phases and ongoing and upcoming planning of the overall program.
- 2. Orientation to researchers:** The research team conducted a one-day orientation with central level researchers prior to field deployment. The orientation consisted of the objective of the evaluation, CAID's planned outcomes, activities carried out in each of the sectors, the CHS and data collection methodology and evaluation. The ethical consideration for the project, including consent, privacy and confidentiality were also informed to the researchers.

Researchers were oriented on usage of the android-based application (Kobo Toolbox) for quantitative data collection including a simulation session.

2. Field Work



The field work was conducted in all four districts of the program intervention. The following VDCs of the districts were selected for sampling based on ease of access, and having activities from all sectoral intervention:

District	Dolakha	Gorkha	Dhading	Sindhupalchowk
VDC	Chilankha	Asrang	Chainpur	Pangretar
	Babare	Borlang	Jyamurg	
	Alampu			

The following tools were employed for this mixed method evaluation.

1. Key informant interview (KII): KIIs were conducted at national, district and village level. Representatives from the implementing/partner organization, school principals, teachers, Female Community Health Volunteer (FCHV) and government officials from NRA, DADO, DLSO, DCC, DWASH, and DEO. Information obtained from KII would not only validate the findings from questionnaire, but also provide insights on learning implications and current challenges on a broader level.
2. Focus group discussions (FGD): The FGDs were conducted within groups of three to nine community members including community water user groups, school management committees, mason/carpenter group, toilet beneficiaries, winterization beneficiaries, shelter beneficiaries, livelihood support beneficiaries receiving seeds or goats.
3. Beneficiaries stories/case stories: Cases studies from beneficiaries lives were collected in the form of stories. The

stories showed successes of the intervention, as well as some of the challenges from the intervention.

4. In-depth interview (IDI): IDIs drew on questions regarding the relevance, appropriateness, efficiency, effectiveness, sustainability, accountability and innovation and learning were asked to individuals. Those interviewed included beneficiaries of prototype housing, rain water harvesting, goats, WASH, shelter and livelihood support and school teachers. The IDI feedback was collected digitally through Kobo Toolbox and quantified using the SPSS.

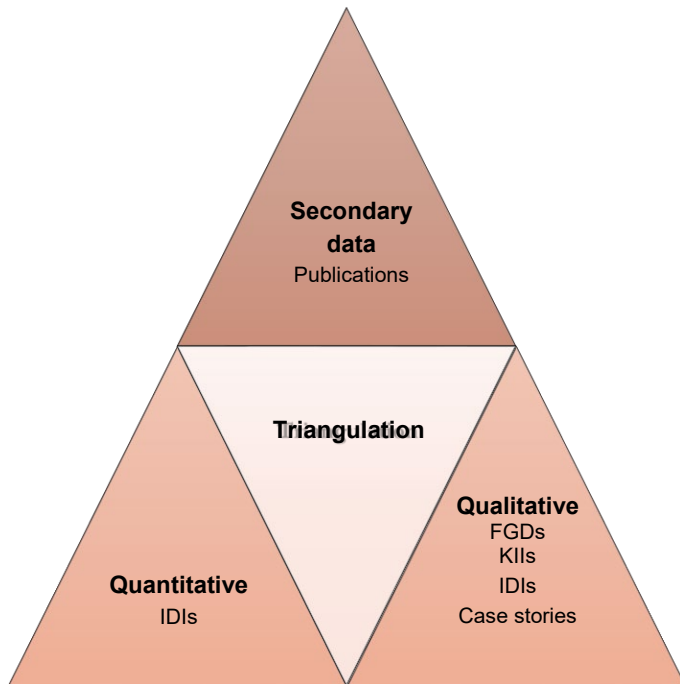
3. Data analysis and compiling

Quantitative data collected through IDIs was analysed using Statistical Package for Social Sciences (SPSS). Qualitative data collection questions were categorised by sector, and in line with the CHS commitments. The analysis was mostly descriptive in nature, with percentages, mean and frequencies.

4. Validation field visit

After the preliminary findings, a validation visit by international staff from CAID Headquarters and Progress Inc. was carried out in Dolakha district. The rationale for the validation visit was to delve further into the major findings and gather additional information which may have been missed during the initial field visits. The validation field visit consisted of KIIs with government officials, IDIs with individual beneficiaries and FGDs with beneficiary groups and observations.

5. Triangulation and data quality



As a means of data quality assurance, different information gathering tools were used. For instance, information obtained from individual beneficiaries through survey and IDI was triangulated with FGDs of same type of group and further delved into through KIIs with government officials and partner organizations.

The triangulation was used further during the data analysis compilation by comparing information from VDC to VDC as well as district to district. Other publications from the National Reconstruction Authority (NRA)² and Housing Reconstruction and Recovery Platform (HRRP)³ were also used to further bolster the findings.

All qualitative information collected was backed with quantitative data gathered through the Kobo Tool⁴ and vice versa. The various methods used in the study such as KII, FGD, Case Stories and Observation acted as a means of triangulation. The information obtained from one tool or individual were verified and validated with other individual or information gathered from other tools.

Furthermore, case stories and observation, further validated and provided scenarios for information obtained.

² Source: http://www.hrrpnepal.org/upload/resources/02V5wfJb3nazCEYe4DiG_2017_11_09.pdf

³ Source: http://www.hrrpnepal.org/upload/resources/bRpvIWw6PXVrmxGS28uq_2017_10_25.pdf & http://www.hrrpnepal.org/download/y02vth5sW1mngCDVfUo_2017_11_24.pdf/resources

⁴ KoBo Toolbox is a free open-source tool for mobile data collection, available to all. It allows you to collect data in the field using mobile devices such as mobile phones or tablets, as well as with paper or computers.

Sampling

The following disaggregated samples were achieved during the field visits. The detailed information of the sampling is provided in Annex 1.

	IDIs		KIIs		FGDs	
	Male	Female	Male	Female	Male	Female
Sindhupalchowk	4	2	4	-	11	10
Gorkha	5	1	3	-	-	-
Dolakha	9	1	4	-	21	9
Dhading	8	3	8	1	26	6
Central Office / Others		-	-	-	-	-
Total	26	7	19	1	58	25

Limitation

The team experienced some limitations during the field work. Due to the upcoming elections, the field visit in the VDCs of Gorkha could not be completed. The information gathered in Gorkha district was based solely on beneficiaries being invited to the district level for KII or IDIs.

The code of conduct rules of the election commission barred any mass gatherings at community level. As a result, FGDs conducted in Dolakha and Dhading were limited to minimum of 3 and maximum of 6 members in some areas to adhere to this.


The field itinerary was arranged by partner organisations in each of the respective districts. Given the situation caused by the ongoing elections, this limit of 6 participants in FGDs had to be adhered to. On this note, during gatherings in Dolakha and Dhading, the number of females was less than their male counterparts.

The planned validation visit to Dhading was also affected, but the CAID HQ representative was able to visit Dhading without the Progress Inc. representative prior to the barring of movement by the electoral commission.

There is a low participation of the female members in KIIs, owing it to the fact that most of the key informants, including local and district government officials and staff at partner organizations were male.

Chapter III: findings and discussions

RESULT: The programme strategy was appropriate to address humanitarian needs of this crisis and was successfully implemented. Targeting of beneficiaries could have been improved.

Relevance	
	<p>Statistics from IDIs</p> <p>30 of 33 (91%) of the beneficiaries reported that the project was relevant</p> <p>13 of 33 (39.4%) reported that the project addressed the needs of the gender and vulnerable groups, 12 of 33 (36.4%) claimed this was missing, while 8 of 33 (24.2%) were neutral.</p>

Needs assessment

The initial multi-sectoral needs assessment (MSNA) was carried out by CAID in the targeted districts. The response activities were designed based on the findings from this needs assessment. It was inferred from the MSNA report that the targeted sectors were the most affected sectors and activities were designed as per the damage incurred in each sector.

The interventions in the four core sector areas were in line with the needs of the community. As echoed during the FGDs, the major need of the community was drinking water and repair and rehabilitation of infrastructure. As asserted by the representative of partner NGO in Dhading, FOCUS Nepal, all the sectoral activities have been designed based on the needs assessment. In designing the programme activities, the specific need of the vulnerable groups, including women, people with disabilities and marginalized ethnic groups have been taken into consideration. However, from IDI quantified data, about the same proportion

(36.4%) of the interviewees said that gender and vulnerable groups were not addressed to those who said these were addressed. Within the shelter sector, this can be best explained; a vulnerability criteria was adopted by almost all Ward Citizen Forum (WCF) in identifying and prioritizing the vulnerable groups, but the aid offered was not adapted for these vulnerable beneficiaries needs as illustrated by the following case story.

One of the core sectors that looked into the specific needs of the women was WASH sector. One activity which looked at women specific needs was the building of private bathing space within toilets to increase privacy. It was also identified during the baseline study that women are responsible for activities related to fetching water to

Case study

Dhading

A household with a disabled elderly man was selected to receive the prototype house. Though the house was built to meet structural standards, there was no features in the demonstration house on how it could be adapted for person with poor mobility. Fencing, rails, ramps, handles, raised toilet seat and other supports were not incorporated.

the household (HH) for cleaning and washing. It was certain that increased access to water would benefit women of the household, hence one of the major activities designed was repair and rehabilitation of the communal water schemes.

The education sector looked at the specific needs of children as a vulnerable group. After the earthquake, the status of school buildings was dire. Most of the schools had damaged infrastructure that was unsafe for teaching, so most classes were being run in temporary learning centres (TLC). The weather extremities adversely affected the learning of the students, and they were being psychologically impacted by the unsafe environment. Considering this, the activities pertaining to education sector catered to the needs of children as a vulnerable group.

Moreover, the activities on **livelihood sector** catered to the needs of the poor and marginalized communities (Dalits, Hill Janajatis, etc.), with special focus to the ones severely affected by the earthquake. In case of livelihood sector, the beneficiaries were selected who were previously in the field of agriculture and livestock raising. The most vulnerable families were also supported with cash grant to start-up a business, especially poultry and goat farming, and cash for work programme. The beneficiaries who had lost their agricultural farm, tools and livestock were selected for the intervention.

The **shelter activity**, focused on the whole of the community to make it more disaster resilient by increasing access to safe shelters, masonry training and awareness. The prototype houses were constructed addressing the needs of the most vulnerable, including disabled, single female headed houses, child headed households and Dalit households.

In relation to stakeholder consultation during project planning phases, the viewpoints of the government officials and the key informants, including SMC members and community leaders, were contradictory. Some of those interviewed opined that that the activities were mostly supply driven rather than demand driven.

According to these stakeholders, the activities were initially designed by CAID, along with local partners, without considering the actual need of the community. However, upon delving it was reflected that the interventions are based on needs assessment in which community members and Government officials were consulted. Consent/request letters from VDCs and SMCs were collected before implementing any activities.

In conclusion, the evaluation reflects that although the supported activities were not redundant or unnecessary, and the response activities were targeted in the areas that needed support. The areas prioritised by the community were supported. The streamlined procedure of the government mitigated chances of duplication to a great extent. There was a general contentment by the affected people with the support received. This was further corroborated by the results from IDIs, which showed that 90.9% of the beneficiaries

Case study

Pro-Poor?

Dhading, Since 2014, Ravi has been running a goat resource center and a poultry farm. He started his business after acquiring loan at 9% interest rate from a cooperative where he was member.

Currently, he owns 37 goat kids, goats and billy goats. He was provided with two additional goat kids from CAID and claimed to have increased his livelihood further. He further claimed he was one of a kind in the area and others admire him for his success. Dhading, Sangita, an established commercial farmer was selected as the recipient of tanks for purpose of rain water harvesting in Dhading.

Sangita was well known for her production in the surrounding area as well as for her involvement with various groups in the community. She claimed to have received the water tanks for purpose of improving her production.

She already had four other smaller tanks installed in her home for the farming purpose. Despite being a commercial farmer with a substantial income source, she was chosen as a recipient under the vulnerability criteria of "women headed household".

Moreover, this commercial farmer was unsure of the utilization of rain water harvesting so she was using the tank as additional water storage for irrigation.00

reported to have felt that the targeted support to the community were relevant.

Selection of the beneficiaries

Post-earthquake, the Government of Nepal took an active role to coordinate Humanitarian organizations and actors to ensure standardization and non-duplication. All organisations wishing to supply response materials needed to register with the relevant departments for permission to work in certain areas both geographically and thematically. All humanitarian organisations had to follow the government authorised mechanisms in selecting the sites and beneficiaries. Within two weeks of the earthquake, a District Disaster Relief Committee (DDRC) was established to standardise the relief items for distribution and channel the support for relief and recovery. The selection of the sites was done in coordination with the DDRC. It was stated by multiple government officials that partner organizations coordinated well with the relevant government departments. Particularly in case of CAID's response programme, the Government was fully involved in the selection of sites and beneficiaries. Required approvals with the Government bodies were sought before initiating any programme activities. In some cases, like construction of water schemes, joint monitoring from CAID and GoN was also carried out. The gap, however, was felt in reaching the remote areas of the affected districts. Given the difficult topographical terrain, many organizations faced challenges in reaching the hard-to-reach VDCs and were reluctant to operate their services in these areas.

To support the most affected population, a vulnerability criteria was prepared by CAID, along with the local Partner Non- Governmental Organization (PNGO) in each supported districts. Across all the targeted districts, the vulnerability criteria were:

- Households (HHs) with fully/majorly damaged houses
- Female headed HHs
- Children headed HHs
- HHs with disabled members
- Marginalized ethnic groups and Dalits
- People in grievance list (who did not make it to the initial government state grant list)

However, the WCF is the local entity with the authority to select beneficiaries and the CAID criteria only serves to influence this group. The criteria was communicated in the preliminary meeting at the VDC level, where former VDC secretary, members of different mothers groups, women groups, local leaders, and community elites participated. It is believed that WCF is representative of the community, hence the decision of this representative body is perceived to be just and democratic. The selection of the participants for each sectoral intervention was done with consistency with the set criteria.

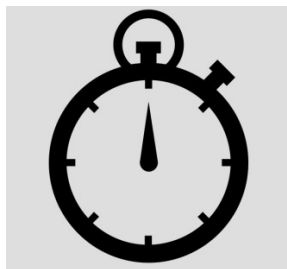
From this MTR, there were no notable points of conflict in beneficiary selection and in general communities were content with the support they had received. Most WCF preferred to offer a blanket approach to support everyone with the same items regardless of vulnerability to avoid community conflicts. On occasion, some beneficiaries did compare CAID assistance with other agencies with larger budgets. During the FGDs in Sindhupalchowk, some complaints arose that CAID were not able to provide a blanket approach where everyone within a village was able to receive exactly the same as their neighbour. CAID applied a more selective and targeted approach.

It should be noted that the final beneficiary selection, though influenced by CAID, was outside the control of CAID and their partners.

Efficiency and timeliness

RESULT: The support provided was timely and adequate.

Efficiency and timeliness



Statistics from IDIs

28 of 33 (85%) of the beneficiaries claimed that all activities were carried out in a timely manner. **5 of 33 (15%)** reported that the activities were slightly delayed.

21 of 33 (63.6%) reported that their needs were adequately met by the project intervention. **8 of 33 (24.2%)** reported that the needs were not adequately met. **4 of 33 (12.2%)** did not respond.

Timeliness of the activities

CAID started its relief activities within 30 days of the devastating earthquake of April 2015. The community members in the FGDs and key informants from all the districts corroborated that the relief support was timely. The support of CAID was received by all these affected people within a month of the earthquake. At the community level there were no complaints regarding the receipt of the immediate support.

Correspondingly, all the response activities were carried out in a timely means. The activities were completed within the stipulated timeframe across each district. It was corroborated by the community people and key informants that there were no implementation delays and all the activities took place in a timely manner.

The procedural obligations and approvals from the government posed no challenge in the implementation of the response activities. It was inferred by key informants and representatives from PNGOs that there were no delays with the government sanctioning approvals, especially in shelter support. The collaboration with the government was smooth, hence the activities were completed in the stipulated timeframe.

‘The support from CAID reached us when it was most required.’

WASH Beneficiary from Gorkha

The response activities of CAID provided an exemplary case of efficiency. The budget for response activities was limited, but no activities were left incomplete or delayed. The budget was managed in a systematic way that served to meet the targeted objective of each of the activities.

A representative from a PNGO opined that, had the budget been more like for the other Humanitarian Organizations, the impact of each of the activity would have broader impact in the long term.

Best practice: within the limited budget, the response activities were completed and served to meet the intended objectives. The programme has made use of coordinated community engagement as a tool for achieving the objectives. The resources were supported by CAID; the manpower used for construction was contribution from the community.

Members from each household partook in construction by contributing their labour and in carrying materials to construction sites as per their capacity. Construction of the water scheme within the budget of NPR. 80,000 exemplifies how collective approaches which successfully engaged communities are able to make more efficient use of resources, improve coordination and build local capacity.

Adequacy of the support

Most of the activities in all four sectors were deemed adequate by the beneficiaries. Within the shelter sector, members from the community who were missed out in the government list were targeted. To complement the support from the government, CAID has built prototype houses in the targeted districts. The prototype houses comply with the government earthquake resistant building codes and demonstrate that basic houses can be constructed with the grant support.

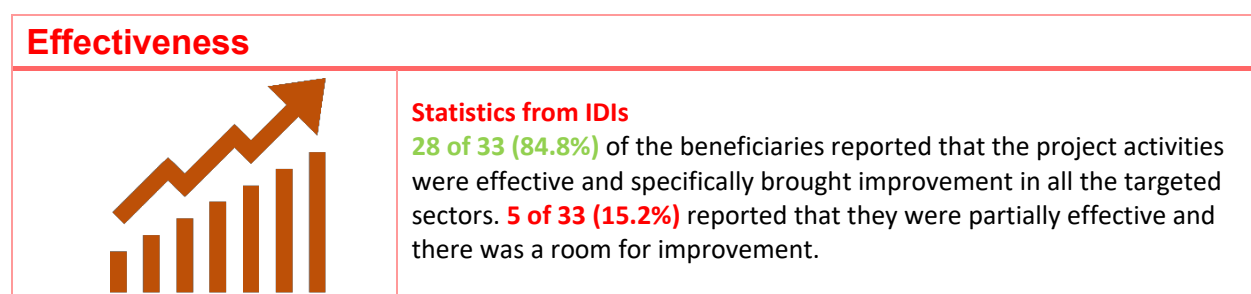
CAID had also supported in skill development training on earthquake resistant construction to the 900 semi- skilled masons. Although the majority of the beneficiaries deemed the training to be adequate, there were government representative bodies like DUBDC that stated that there is an inadequacy of the trained masons across the disaster affected districts. It was voiced that the targeting of the training should not be limited to semi-skilled laborers, but also to unskilled laborers. Due to this criteria, women have largely been excluded from the CAID supported training and have instead been reduced to menial tasks such as fetching water for the construction process. Unskilled training would need 45 days of on the job training. The unskilled laborers, however, would require a training of more than 7-days.

The beneficiaries of the WASH sector expressed deep contentment with the support received for the rehabilitation and repair of the water schemes in the community. Ease of access and convenience the water supply offered was received with gratitude. However, across each district, the communities echoed a similar request for one household one tap in line with Government commitments. In the education and livelihood sectors, all the activities implemented was deemed adequate by the beneficiaries.

Effectiveness

Sector shelter

RESULT: The response programme increased access to safe shelter



Various activities were carried out under the shelter component. During the emergency phase, there was a provision of emergency shelter support and transitional shelter.

In the response phase till DEC Phase 2(a) the support was directed in the following activities under the shelter component.

- Building prototype housing.
- Providing mason and carpentry training.
- Support in rain water harvesting.

Findings from the evaluation shows that the **mason and carpentry training** provided to the semi-skilled masons have been effective in building the skills of the masons on making disaster resilient houses. In the focus group discussions and in-depth interviews, it can be deduced that the training provided was adequate to the semi-skilled masons and the acquired skills have been practiced in the current context.

One of the commendable results found from the FGD in Jyamruk, Dhading was that the skills obtained through the training were not only being utilised within the same village, but also in adjoining villages.

The trained masons were involved in building disaster resilient houses in adherence to the government standards. The skills and learning from the trainings was being shared and disseminated to the other masons who did not participate in the training. This way there was an increased awareness of the government mandate of building a disaster resilient houses. With regards to the increased income as a result of new skill, it was observed that there had been no change in the former daily wage of those masons in building a disaster resilient house or a regular house. It should be noted that despite the numerous women trained for masonry by CAID, they did not directly benefit from mason training. Translation of their learned skills in practice, or more as a profession was not successful. As asserted by representative of SAMATA foundation, women masons were not trusted by the community and it was the major reason why

women could not give continuation to masonry. Moreover, women themselves perceived that masonry is a “men’s work”. The challenge for CAID was trying to find ample number of female semi-skilled masons in comparison to male participants in the intervention area, due to which there were not a very high participation of women participants in mason training.

In CAID support to **prototype** houses, households with either a disabled member, female led household, or child led household was targeted for material and labour support. There was extreme gratitude expressed by these beneficiaries but the prototype houses missed the core objective of being a demonstration or exemplar housing for the community to follow earthquake resistant techniques. FGDs revealed that community members were not aware that the house was a model house for them to inspect, rather they perceived it to be direct support to those selected beneficiaries.

The prototype houses were provided to many households with disabled members, but in none of the houses were there examples of disability friendly features such as hand rails or ramps for poor mobility. The houses constructed were not disabled friendly and missed the essence of supporting the differing needs of the people.

With regards to **rainwater harvesting**, the activity failed to inform beneficiaries how this system was to be put together and what the water can be used for. It was reflected in the FGDs and IDIs that most beneficiaries were not using the tanks for rainwater harvesting, rather using it as a storage tanks for irrigation. It can be deduced that the orientation on the usage of tanks for rainwater harvesting was not adequate since some of the beneficiaries were not sure what rainwater harvesting was. Some beneficiaries mentioned that they intend to install the rainwater harvesting system after their permanent house was completed.

‘I don’t know how to collect rain water. I received the tank and some pipes and have been using the tank to store water for irrigation. Can you teach me how to collect rain water?’

Female beneficiary of rainwater harvesting, Dhading

Sector WASH

RESULT: The response programme increased access to safe drinking water, improved hygiene and sanitation practices.

In the emergency phase, access to safe sanitation facilities was ensured by building transitional toilets during the monsoon. Additional activities on hygiene promotion and distribution of hygiene kits also contributed to better sanitation and hygiene goals. The community was also supported with safe drinking water with the provision of water purification tablets. In the recovery phase, different activities were carried out under the

WASH sector to increase access to safe drinking water and improved sanitation. The activities were as follows:

- Repair and rehabilitation of the water schemes.
- Support in toilet construction at HH level.
- Support in toilet construction and drinking water at school level.
- Hygiene promotion activities.

Many communal taps were repaired and rehabilitated. Communities perceived this support to be effective in increasing their access to safe water. The major impact of the repair and rehabilitation of the water taps/schemes was felt through a decrease in queuing time for collecting water and increased access to safe and clean drinking water.

Access to water throughout the year however, remains a challenge since many sources have been drying up in winter. The reservoirs (or lack of) are not adequate to supply water throughout the dry season, hence people's access to water is limited even after the earthquake support.

Repair and rehabilitation of water schemes

While the other Humanitarian organizations were working on construction of water schemes with budgets 6-8 times more, CAID's response programme exemplified how the same was achieved by engaging communities in the implementation. In one instance, a water scheme has been rehabilitated with the budget of NPR 80,000. The goods required for the construction was supported by CAID, but the community's contribution was the labour. It was evident from the FGDs and KIIs that the community showed high level of enthusiasm in participating in the construction, and were proud of contributing to the community.

'The livestock fed on the same water we collected from before our rehabilitation of water taps. Now we can drink clean water from the taps.'

WASH beneficiary, Dhading

‘We worked from morning to evening so that the taps were built on time and we could enjoy access to water.’

This kind of innovation in the process contributed to achieving the targeted results within the stipulated timeframe. The response programme activities offered good value for money for CAID.

In case of **toilet construction at HH level**, many VDCs have successfully been declared Open Defecation Free (ODF) post the support. The culminated support from many humanitarian organizations have contributed to this declaration. The toilet support has improved the sanitation practices of the community. Women in FGDs expressed their gratitude for the support of HH toilets as it ensured their privacy and convenience. The construction of bathing spaces within the toilet has further ensured privacy of the female beneficiaries.

The **toilet construction and drinking water support** to the schools can also be deemed effective. Post disaster, the students were supported with transitional toilets but there was a lack of drinking water at the schools. Currently, the permanent toilets had been supported and the supported toilets in schools are still used by the students. The toilets are gender segregated, ensuring privacy and safety of both genders.

The drinking water taps have increased access to safe drinking water to the students. School Principals have reported that students are using taps for drinking purposes and washing their hands and feet. Maintenance and management of toilets and drinking water taps however, remain a challenge and largely unaddressed.

There were **hygiene promotion activities** included in the programme to reach the wider community. This included an orientation of solid waste management whereby the FCHVs placed waste bins in market areas of the VDC. FCHV representatives report this activity has been effective in bringing about behavioural change among people.

As observed in the market areas of the VDC, people were throwing waste in the bins and segregated reusable and non-reusable in the separate bins. As stated by the FCHV, people have adopted these hygienic practices and this can be attributable to the hygiene promotion campaign.

Sector: education

RESULT: The response programme provided students with a conducive and safe learning environment.

In the recovery phase, under the education sector, two major activities were carried out:

- Repair and rehabilitation of school classrooms
- Support to students with stationery and learning materials

After the emergency phase, many schools were operating in makeshift classrooms. Students and staff had to endure weather extremities in these transitional classrooms.

The makeshift classrooms were not effective as children were psychologically suffering from the effects of the earthquake, and the classroom conditions affected their learning psychology. The support provided by the recovery programme in retrofitting and **rehabilitating the schools infrastructure** was successful in that it produced a conducive learning environment.

The schools were provided with flooring and a platform for the Early Child Education (ECED) classrooms, so the students no longer had to learn on cold floors.

Education Material Support

In case of stationery support to students, CAID supported schools that were not directly supported by any INGOs or GoN post the relief activities. The stationery support was provided with a rationale to boost attendance of the students. The recipients of the support were mainly from the vulnerable communities. In KIIs with the school authorities, the stationery brought immense joy to the students.

Sector: livelihood

RESULT: At the time the evaluation was conducted, evidence showed the response programme had rarely increased livelihood options and hence resilience of the affected individuals.

*Impacts of livelihoods activities are likely to show in the longer term. CA and PNGOs plan to continue the support in livelihood in Phase 2 b, and further monitor and analyse the impact these activities have on affected communities in the coming months.

In terms of livelihood activities, targeted beneficiaries were supported with:

- Support in livestock and its shelter.
- Agriculture input support (seeds and tools).
- Cash programmes.
- Farmers training.

Livelihood support was provided to vulnerable people, primarily the ones who were formerly involved in agriculture. The livelihood support provided immense pleasure to the beneficiaries as it gave them sustainable income in majority of the cases. During the FGDs with livelihood beneficiaries in Dolakha, it was stressed that those who were willing to put in extra effort following the training and goods received from CAID, experienced a significant change in their livelihood and food security.

Cash programmes such as cash grants which were provided as a means of supporting daily wage workers added a significant boost to the lives of the beneficiaries. For instance, in Dolakha, a beneficiary used the cash grant of NPR. 30,000, to buy chickens and chicks, and was looking forward to selling them in the market after they were properly raised.

These grants supported a lot of people in reviving their businesses after the earthquake, and most of the beneficiaries were grateful to CAID. Other cash program such as cash for work was also provided to beneficiaries to rebuild community infrastructure such as foot trails and village roads. This provided a great opportunity and income to the daily wage earners, and also addressed issues of access and reach.

Other exemplary cases where the livelihood support did make an impact to household, was a farmer from Sindhupalchowk who had received seed support. The result of the support increased vegetable production, which further led to increased income. Livestock distribution was carried out in Dhading, Gorkha and Dolakha, where the beneficiaries stressed that the income earned is helping them with household and children's expenses. However, it was seen that some of the recipients were already established farmers with existing livestock.

Case study

Kid goats

The beneficiaries were supported with two goat kids. These selected beneficiaries were already raising goats prior to the support. They were happy with the support received, but stated that the two kids would not bring a major change to their livelihood.

'It all depends how the goats will grow up. If the goat is lean and thin, we will not be receiving good money and all our effort of raising it will go futile.'

Case study

Increased livelihood options

Sindhupalchowk, Maya Devi had received seeds from CAID as part of its livelihood intervention. Maya Devi used to earn NPR. 2,000 per month through subsistence farming using traditional means.

After receiving the agriculture seeds along with proper orientation of its usage, she has been able to effectively increase her produce. She is extremely grateful for the massive change it has brought to her livelihood. She now earns approximately NPR. 10,000 per month.

Better beneficiary selection could have contributed to supporting livelihoods of a more vulnerable and needy beneficiaries. In addition to this, to strengthen the transformative capacity of these selected beneficiaries, CAID has planned to link them to the market which would provide tangible outcome in the future. In some instances, goat shed was also supported to manage the existing livestock of the beneficiaries.

Accountability

RESULT: The programme partially responds to and balances the needs of stakeholders in its decision-making processes and activities, and delivers against this commitment.

Accountability



Statistics from IDIs

18 of 33 (54.5%) of the beneficiaries were aware of the project budget and activities, while remaining **9 of 33 (27.3%)** reported they were unaware and **6 of 33 (18.2%)** did not respond.

22 of 33 (66%) of the beneficiaries claimed to not have known about the complaint and feedback mechanisms, while **11 of 33 (34%)** were aware of the complaint mechanism.

Transparency of the programme activities

Before initiating the programme, a community orientation session was held in all CAID districts. Information on the programme activities, its intended objectives, budget and criteria of selection was communicated to the targeted communities.

The timeliness of the information was ensured by the programme, however, there was a gap in access to information to all groups of people. Information boards were placed in prominent places in Villages with information regarding the project budget, technical references and office contact numbers. However, not all beneficiaries are literate so some were unable to understand the contents of the board. A female water user committee in Dhading expressed that they were unaware about the project budget, although the information board was placed right on top of the water taps that they used every day. A 2016 BBC Media Action report⁵ shows that radio and television are where people received most information regarding political and current affairs and were the most trusted sources of information. This was followed by neighbours, friends and family as other next favoured and trusted sources of information.

Participation of the community

The participation of the community was sought in the initial preliminary meeting where there was participation of former VDC secretary, ward coordinators, different community groups, community leaders, and teachers. As mentioned earlier, the sole responsibility of selecting the beneficiaries was given to the WDF, the representative of

⁵ Accountability, nation and society: the role of media in remaking Nepal, BBC Media Action, 2016

the people.

Although there was an initial orientation to the community and the ward coordinator was given the responsibility of selecting the beneficiaries, the MTR found the selection criteria could also be set by the community themselves. The participation of the community in deciding upon the criteria of beneficiaries' selection will ensure more effective intervention.

The programme also presents a model case of community participation in the implementation of the activities. Although resources were provided by the programme in repair and rehabilitation of infrastructure, mostly water schemes and schools, the community (either through the water user group or the School Management Committees (SMCs) participated in building the infrastructure. This participation not only ensured timely delivery of the activity, but also ensured a sense of ownership among the community members.

Area of improvement: complaint and feedback mechanism


The response programme can improve on establishing a systematic complaint and feedback mechanism. As found from the focus group discussions and key informant interviews, some beneficiaries were aware of the formal complaint and feedback mechanism, but this was not the preferred mechanism through which to feedback. Through the Partner, it was indicated that the information on the complaint mechanism was not circulated within the community. The means of expressing the discontentment or providing suggestions were usually done informally.

Grievances were shared informally to the representatives of PNGO of the field staff that the community were familiar with. There was no documentation of the complaints received informally or how the cases were handled. In the FGDs, the community groups voiced that they would prefer to talk with the programme staff in person or over the phone, rather than placing their complaints or feedback in a suggestion/complaint box.

There was a complaint box at the VDC or the ward level with government personnel as a key holder. The same box can be used by the programme. It should, however, be ensured that there is an integrated mechanism with the local level government so that the received complaints about the programme are communicated to the programme staff. Documentation of the complaints received and case handlings will inform future initiatives as lesson learned and regarded as an essential element of the programme.

Sustainability

RESULT: The programme did not ensure sustainability of infrastructure and systems continuing to serve its objectives after the funding and support ceases.

Sustainability	
	<p>Statistics from IDIs</p> <p>21 of 33 (63.6%) of the beneficiaries believed that the project would sustain after the project ceases and proper mechanism were in place, while 12 of 33 (36.4%) were unsure.</p>

The infrastructures supported by CAID were handed over to the community, such as the water schemes were handed to the water user groups, similarly, schools infrastructure were handed over to the school authorities.

As mentioned in the previous section, involvement of the community in building the infrastructures was initiated from the onset. This engagement aimed to ensure a sense of ownership of the constructed asset by the relevant community or authority, however their understanding of sustainable assets was only limited to a short-term foresight. The general mind set of the community people is that all community infrastructure should be provided to them by the government or NGOs and if there was a need for maintenance and repairs, they would seek further support and instead of raising money to repair and maintain these themselves.

The same attitudes were observed from water user committees, as none were capacitated to repair and maintain the structures. These user groups did not allocate any maintenance fund, all the beneficiaries were reluctant to contribute money from their pocket and said they would seek outside funding or support for any repairs. This attitude could be due to a belief that water is free and people are not accustomed to paying for it. There are also many NGOs and Government schemes which repair and rehabilitate community infrastructure so the idea of paying for maintenance is something that is borne by others and not themselves.

Sustainability of the mason training

The masons and carpenters trained under the earthquake response programme are optimising their newly acquired skills of building disaster resilient houses. These masons were not only building houses in their own communities but working in adjoining communities. The learnings and skills obtained from CAID's training

Case study


Water for schools

A school in Dhading was supported with taps to ensure increased access of drinking water to the students. One of the taps was also designed to be child friendly. The distance of the water source to the tap was approximately 50 meters. The pipe laid between these points were above ground and exposed, risking damage and leaks to the pipes. The responsibility of burying the pipes beneath the ground was with the SMC, however the SMC did not show any accountability towards them.

were transferred to other masons who were not a part of the training, which helped to address the high demand for skilled masons.

Innovation and learning

RESULT: There was limited learnings and innovations from the response and recovery phases.

Innovation and Learning	
	<p>Statistics from IDIs</p> <p>12 of 33 (36.4%) of the beneficiaries reported to be aware of innovation in the project design and implementation. Moreover, 21 of 33 (63.6%) of the beneficiaries did not see changes after learning.</p>

Monitoring and evaluation

The core component of monitoring and evaluating the projects results in acquiring new learning, and adapting it and feeding it in the ongoing activities. The MTR found there was regular internal monitoring of the programme activities. At the field level, CAID staff were deployed to monitor if the project was being implemented in line with the planned activities.

The monitoring was, however, limited to assessing outputs only. The programme focused mainly on output level, since after the earthquake, the majority of the activities focused on hardware support and room for soft activities was limited. On this note, CAID did an exemplary work in output tracking. There has also been joint monitoring of the activities by the PNGOs and government bodies. Aspects of learning through different evaluations and complaint/feedback mechanisms contribute in designing the project as well as helping the project to evolve. For instance, the results that emerge from the evaluation can inform current activities and assist in future decision making.

There was evidence that the project team were learning from monitoring activities where in Dhading, improved cooking stoves were initially planned for distribution to beneficiaries. After learning the cooking stoves will only be useful after permanent houses were constructed (some many years away), the stoves were substituted with water tanks for rain water harvesting which they could benefit from immediate use.

Recently, a report on learning (DEC CLIP) from different collaborative organizations has been developed that looked into the three core themes of (i) inclusion of the vulnerable (ii) community participation and community ownership (iii) strategies in partnering. The report will be a lessons learned document to facilitate in making changes in the remaining programme activities.

Innovation

The project had a limited scope of innovation. This is due mainly to the limited response activities the Government would likely approve at the proposal stage. As the government strived to achieve standardized interventions throughout the districts affected by all the humanitarian actors so innovation by individual organisations would inevitably be stifled.

Chapter IV: conclusion and recommendation

Conclusion

The lives of the people were hard-hit by the earthquake; there had been severe impact in the sectors, including WASH, shelter, education and livelihood. As reflected from the MSNA report, these four sectors became the primary themes for the response effort. CAID supported the emergency phase by providing emergency and transitional shelter materials, transitional make-shift toilets and distributing hygiene kits and carrying out hygiene promotion activities. After the emergency phase, the programme was directed towards recovery activities, where affected communities continued to receive support in the same thematic areas.

Findings from the evaluation reveals that the CAID Earthquake Response Programme was executed very efficiently and the MTR can state that CAID delivers a 'value for money' programme. Within the limited budget, the team was able to targeted activities effectively, especially concerning construction of infrastructure. Community engagement by utilising labour contribution can be directly attributable for the achievement of efficiency.

In regards to the effectiveness, the evaluation shows mixed results. The mason training under the shelter sector is commendable in training the semi-skilled masons and disseminating information on the government mandates of building a disaster resilient houses. This support, in culmination with the shelter support from other Humanitarian organizations can be attributed to ensuring safe shelter to the affected communities.

In regards to the WASH sector, the support in terms of building communal taps have increased the access to safe drinking water for the affected population. However, maintenance of those infrastructure have not been ensured since the designation of responsibility to the community is not well structured. As for the education sector, the programme has successfully ensured safe learning environment for the students, through retrofitting and rehabilitation of the classroom facilities.

Although of small scale, the livelihood support interventions have increased the livelihood options among the beneficiaries. The impact, however, was not prominent, given the scale of the support.

The programme needs to further look into building the transformative capacities of the affected communities through linkage with cooperatives and local government bodies to strengthen their resilience.

The sustainability of the supported infrastructure, however, needs strengthening. Although the structures were handed over to the communities, there lacks a sense of ownership and responsibility among the community people. It is imperative that the programme looks into training the communities on repair and maintenance of the

structures and designate responsibility after handing over, including establishing community funds.

The complaint and response mechanism is an aspect that needs to be improved. There lacks documentation of the complaints and case handling that would aid in learning and inform future decision making. Furthermore, the dissemination of programme information should cater to the differing needs of the vulnerable groups, including illiterate and non-Nepali speakers. The communication should invest in verbal and interpersonal media to ensure correct and up-to-date information is communicated.

Overall, the programme prioritized vulnerability as a criteria for selection of beneficiaries and the responsibility of selection was vested to the people's representative (WCF), the selection criteria was more "rights based", rather than "need based".

Best practices

Engagement of community in implementation of programme activities, especially building infrastructure that offered good value for money and expedited the process of construction.

Proper coordination with the government in seeking approval and implementation of the programme activities.

Joint monitoring from the government and partner NGOs, especially in regard to infrastructural support.

Valuable partnership offered by CAID. CAID value-add came in forms of building local partner capacity in recruitment policies, utilization of data collection tools, accounting, understanding Core Humanitarian Standard (CHS).

Recommendations

Targeting and selection

- The sole responsibility was given to the WCF for selecting the beneficiaries. Although vulnerability criteria was set, it was not always targeting those beneficiaries that had little ability to bounce back. Humanitarian Agencies can influence this selection by advocating for a 'needs-based' selection criteria and not a 'rights-based' selection criteria. Criteria should be 'the most vulnerable without the ability to bounce back'.
- Multi-tier approach of selecting beneficiaries can be adopted to meet the expectations of the all the vulnerable community people. The overarching criteria can be "the most vulnerable", without the capacity to bounce back from the disaster, and the other criteria can be single women, women, disabled, marginalized ethnic groups etc.

Effectiveness

- The objective of each of the activities should be clear. Although some of the activities (like support in rainwater harvesting) was given, the core objective of such intervention was missing. Before designing the activities, it is imperative for CAID to be certain of the purpose of the activity.
- The national data shows that there is still a huge gap in the number of trained masons required to build disaster resilient houses, the focus of mason training should also be directed also to the new masons, rather than only semi-skilled masons. This will also ensure participation of women in the training. This would also help CAID mainstream GESI in their mason training activity.
- With more women than men in the rural areas in the most affected areas, engaging women in training and enabling them to take reconstruction in their own hands is the only way to improve the pace of the reconstruction process. Women only training and women only work crews should be promoted and facilitated to overcome social prejudices and misconceptions that women can only do menial tasks.
- Government approved designs only focuses on technical and structural strength. No consideration of cultural and social needs such as extended families and indigenous architecture. By advocating on behalf of beneficiaries, more extended families can pool their Housing Grants together to rebuild where the reconstruction is not limited to a two-roomed dwelling. Prototype housing demonstrating compliance to earthquake rebuilding standards as well as meeting the users need should be considered.
- There is a great opportunity after the GoN announcement of housing grant deadline of July 2018, for CAID to focus their efforts towards the most vulnerable by informing and facilitating the grant process by assisting the illiterate and incapable in filling forms, submitting applications, obtaining engineers sign-off and even collecting financial tranches from banks and delivering to the beneficiary.
- In regard to livelihood support, focus of CAID should not only be in providing material support, but also to work towards improving their transformative capacities. For this, the beneficiaries can be linked to cooperatives and governmental bodies like DADO and DLSO to secure financial support, in terms of making savings and availing credits, as well as obtaining technical support that would help them be more resilient to future disasters.

Accountability and learning

- There was a gap in documentation of learning and documentation of informal case handlings. The aspects of learning obtained through evaluation and complaint/feedback mechanism helps to inform project on decision making, hence there should be proper and systematic documentation of those learning. It is imperative to institutionalize complaints mechanism

and project transparency that is flexible to adapt to beneficiaries preferences.

- The means of disseminating information should be accessible to all groups of people, including disabled and illiterate. Evaluation shows that information board was placed in the community to ensure transparency, but it missed out the fact that some sections of the targeted population were illiterate. Investment in communication of information should be towards community based, verbal and audio media. Arming project staff with correct and up-to-date information and the ability to be in the communities with as much face-to-face time with beneficiaries would be most effective.

Sustainability

- Sustainability of the supported infrastructure needs further strengthening. CAID should not only focus on supporting in building infrastructures, but also focus on orienting the beneficiaries about developing sense of ownership and designate responsibility of maintenance and repair, prior to handling the structure. Infrastructure should be handed over to the community with a defined exit plan. Formation of Village Maintenance Groups (VMG) and operation funds need to be in place to ensure sense of ownership among the community and hence sustainability.
- The community groups should be trained to carry out basic repair and maintenance to ensure sustainability of the supported structures. These user groups should be formed into formal groups and they should practice the habit of collecting funds at household level on a periodic basis.

Monitoring

- Although there were regular monitoring from the field staff, it was observed that the focus of the monitoring was limited in assessing the activities at output level attributable to the hardware support provided. The monitoring and evaluation system should be made more robust to ensure that the behavioural change and effectiveness of the targeted intervention is also captured for learning.

Annexes and management response

See following pages.

Annex 1: List of participants

Nepal Earthquake Response
Programme:
Mid-term review

16 February 2018

Authors:

Prepared by: Progress Inc, Jhamsikhel, Lalitpur

This is Annex 1 for the Christian Aid report:

**Nepal Earthquake Response Programme:
Mid-term review**

Christian Aid is a Christian organisation that insists the world can and must be swiftly changed to one where everyone can live a full life, free from poverty.

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Annex 1 - List of Participants

KII Participants

Name	Organization/Occupation	District
Shobhakar Regmi	DEO	Dhading
Rajesh Itari Charapu	Principal, Bhuwaneshwar Mani School	Dhading
Om Tamrakar	DWASH	Dhading
Binod Aryal	DCC	Dhading
Hari Man Shakya	RWH Beneficiary	Chainpur, Dhading
Jeewan Silwal	FOCUS Nepal	Dhading
Parshuram Duwadi	Teacher, Simal Gairi Secondary School	Chainpur, Dhading
Mohan Bahadur Gurung	Prototype Shelter Beneficiary	Chainpur, Dhading
Sabina Shahi	Goat Beneficiary	Chainpur, Dhading
Arjun Prasad Khanal	Goat Beneficiary	Chainpur, Dhading
Radha Sah	FCHV	Jhyamruk, Dhading
Umesh Bista	VDC Officer	Jhyamruk, Dhading
Meher Man Shrestha	Prototype Shelter Beneficiary	Jhyamruk, Dhading
Sangita Dhamal	RWH Beneficiary	Jhyamruk, Dhading
Bikendra Narayan Shrestha	Principal, Barpipal Secondary School	Jhyamruk, Dhading
Shreedhar Neupane	JGSS	Sindhupalchowk
Kapil Pakhrin	JGSS	Sindhupalchowk
Nirmal Khadka	JGSS	Sindhupalchowk
Hikmath Shrestha	DADO	Sindhupalchowk
Buddha Maya Tamang	Prototype Shelter Beneficiary	Pangretar, Sindhupalchowk
Kamala Karki	WASH Beneficiary	Pangretar, Sindhupalchowk
N/A	DWASH	Gorkha
N/A	DEO	Gorkha
N/A	GORETO	Gorkha
N/A	WASH Beneficiary (Namjung)	Namjung, Gorkha
N/A	Livelihood Beneficiary (Borlang)	Borlang, Gorkha
N/A	Livelihood Beneficiary	Asrang, Gorkha
N/A	School Principal (Borlang)	Borlang, Gorkha
N/A	Shelter Beneficiary (Asrang)	Asrang, Gorkha
Gyan Bahadur Thapa	DLSO	Dolakha
Sagar Acharya	NRA	Dolakha
Narayan Pd. Sedhai	DCC	Dolakha
Bikram Dev	DEO	Dolakha
Jhumkumari GC	Livelihood Beneficiary	Chilankha, Dolakha
Chandra Pd. Shrestha	Principal, Chirkunthan Namuna School	Chilankha, Dolakha
Bir Bd. Karki	WASH Beneficiary	Chilankha, Dolakha
Devendra Aryal	WASH Beneficiary	Barbare, Dolakha
Bikram Pandey		Barbare, Dolakha
Sita Kathayat	Livelihood Beneficiary	Barbare, Dolakha

- The name of the Gorkha Beneficiary can be verified with GORETO, Executive Director, Pawan Khanal or CAID EPO, Pallab Regmi. The documentation was misplaced.

FGD Participants

District	Group Type	Participants
Dhading	Mason/Carpenter Group	6 Male
Dhading	School Management Committee	4 Male 4 Female
Dhading	Water Community User Group	8 Female 1 Male
Dhading	Toilet Beneficiaries	4 Male 1 Female
Dhading	Mason/Carpenter Group	4 Male
Sindhupalchowk	Winterization Group	5 Male 1 Female
Sindhupalchowk	Shelter Group	3 Female 2 Male
Sindhupalchowk	Water Community User Group	3 Female 1 Male
Sindhupalchowk	Livelihood Group	6 Female
Dolakha	Agricultural Grant Livelihood	5 Male 3 Female
Dolakha	Water Community User Group	4 Male
Dolakha	School Management Committee	2 Male 2 Female
Dolakha	Mixed Group (Mason/Cash Grants)	3 Male 2 Female
Dolakha	Goat Recipient Livelihood	2 Male 2 Female
Dolakha	Water Community User Group	5 Male

Annex 2 – Tools

Nepal Earthquake Response
Programme:
Mid-term review

16 February 2018

Authors:

Prepared by: Progress Inc, Jhamsikhel, Lalitpur

This is Annex 2 for the Christian Aid report:

**Nepal Earthquake Response Programme:
Mid-term review**

Quantitative Questionnaire – CAID MTR (To be fed in KoboTool)

District: Gorkha Dhading Dolakha Sindhupalchowk Other VDC: List the VDCs
Sector: WASH Education Shelter Livelihood Other KII FGD (No. of Participants)
Gender: Male Female

Relevance and Appropriateness

Are the project objectives relevant to the specific needs and priorities of the affected community?

Yes No Partially

Before designing the response planning, was there a need assessment carried out?

Yes No

Did the need assessment look into the differing needs of gender and vulnerable groups?

Yes No

Were there any conflict during the beneficiaries selection?

Yes No

Efficiency and Timeliness

Was the CAID Nepal's response in meeting the needs of affected people timely?

Yes No

Were the needs of the affected community needs adequately met?

Yes No

Was there any implementation delay in respective activities?

Yes No

Were the support item provided adequate?

Yes No

Was the cost/budget of the activities utilized properly in the community?

Yes No

Do you think the CAID staff and partner organization were competitive enough?

Yes No

Effectiveness

Did the project activity ensure increased access to water and improved hygiene and sanitation of the affected communities? (WASH)

Yes No N/A

Did the project activity ensure safe learning environment to the students? (Education)

Yes No N/A

Did the project activity ensure safe shelter to the affected communities? (Shelter)

Yes No N/A

Did the project activity ensure improved livelihood to the affected communities? (Livelihood)

Yes No N/A

Were the support items/materials provided useful?

Yes No

Did you notice any change in the community behavior due to the project activities?

Yes No

Accountability

Was the information about the project activities and budget communicated in the community?

Yes No

Was the mode of message appropriate for all, including vulnerable group?

Yes No

Are you aware of the complaint mechanism of the project?

Yes No

Have you notice or heard any complaints that were filed?

Yes No

Were the programme activities adjusted based on the complaints received?

Yes No

Impact

What impact did the CAID response bring in the lives of the affected community in regards to making lives resilience and livelihood?

Increase Decrease No change

Did the project meet all the anticipated changes in respective sector?

Yes No

Did you notice negative impact from the project in the community?

Yes No

Sustainability

Do you think the project will continue to sustain after it ceases?

Yes No

Do you think that sectoral respective groups (School management, water management group, community group etc.) will continue to function and be able to resolve any issues in the future after the project ends?
Yes No

Have the handing over to the community/proper authority carried out in a proper and systematic manner?
Yes No

Innovation & Learning

Are you aware if any innovation was used in the project design or implementation?

Yes No

Did the use of innovation help in achieving better results?

Yes No

Has there been regular monitoring and evaluation?

Yes No

Has the learning from those monitoring and evaluation, effectively brought changes and acted as a lesson learnt for next time?

Yes No

Was the learning communicated to the affected communities, including vulnerable groups?

Yes No

Education – Beneficiaries

Relevance and Appropriateness

Are the project objectives relevant to the specific needs and priorities of the affected community?

Yes No Partially

1. Before designing the response planning, were the schools consulted or communicated to see what their situation was?

Yes No

1.1 If yes, what were the major findings from those activities?

1.2 What were the participants? How were the vulnerable group included? What was their role?

2. Was the finding from the assessment consistent with designing the programme activities? (For example, was there a need of support kits, repair and retrofit of buildings, disaster management plan, toilet and/or awareness activities?)

3. Did the need assessment look into the differing needs of gender and vulnerable groups? Yes No

3.1 If yes, what were the major findings from the need assessment carried out through gender and vulnerability lens?

4. How were the beneficiaries selected (Specific schools and students, teachers, principals)? What was the selection criteria? Was the approach contextualized? Was any special consideration made to schools with inclusive heavy students or disability friendly environment?

5. Did any kind of conflict arise when selecting the school beneficiaries?

Yes No

6. What, if any, changes do we need to make to the programme to make it more appropriate and relevant?

Efficiency and Timeliness

Was the CA Nepal's response in meeting the needs of the school's timely and adequate?

Yes No

1. How timely was CA Nepal's response in meeting the needs of the affected people, especially vulnerable people? Note: Delve on emergency phase and response phase

2. Was there any implementation delay- in constructing toilets/distribution/repair/rehabilitation?

2.1 If yes, why was there a delay?

3. What, if any, changes could we make to improve timeliness of the overall response?

4. Can you comment on the overall work of CAID and its work in the district in the education sector?

Effectiveness

Did the project activity ensure safe learning environment for the students?

Yes No

1. What were the different activities carried out in schools by CAID?
 2. To what extent do you think the project met its objectives? (Delve on each activity: School WASH/ support kit/ retrofitting and repair/ disaster management plan)
 3. Were all the activities achieved on time? YesNo
 4. Did the school benefit from the project activity? Which group benefitted the most? Which group was left out? (Explore how the needs of girls and disabled, and marginalized people were met)
 5. Who were involved in construction of toilets? Why the need was constituted for the toilet extension or repair? What type of benefits did this activity bring for the students and other school stakeholders? What is the current status of the toilets? Are upgrades made? If so, who would be responsible for it?
 6. What was the objective of the support kits? Did it actually help and support the student? Did it help in bringing the students to school? What supplies and goods were available in the support kits?
 7. How was the hygiene campaign conducted and what was the effect of it? Did you notice any behavioral change after campaigning?
 8. What particular repair was made to the schools? Who was responsible for the repair? What is the current status of the repair? Any upgrades? Should such requirement be necessary who is responsible?
 9. Did the construction take place in a timely manner?
 10. Was the construction done in adherence to a) NRA mandate b) SPHERE standard and c) other government standards?
 11. After construction, was the infrastructure handed over to the community/concerned authority? (Delve who is the concerned authority)
 12. What challenges were faced in construction? How were the challenges addressed?
 13. Who were responsible in preparing disaster preparedness plan? Was a drill conducted for the prepared plan? What was the learning implication from the drill?
 14. How has the plan been utilized in the current day? Was the plan approved/endorsed by the VDC?
 15. What aspects concerning differing needs of the girls and disabled was taken into consideration in constructing the toilets?
-

Accountability

Was the information about the project activities and budget communicated in the schools? Yes No

- 1 How was the information of the project communicated? Was the mode of message appropriate for all, including vulnerable group? Explain.
2. Are you aware of the complaint mechanism of the project?
Yes No
- 2.1 How were you made aware of the complaint mechanism?
- 2.2 Can you please tell us briefly about the complaint mechanism? What is the process? How to file complaint?
- 2.3 Were the filed complaints addressed by the project staff? Were the programme activities adjusted based on the complaints received?

Impact

In the past two years, what has been the impact of the activities?

Increase in student attendance in schools/increase in change in behaviour

Decrease in student attendance in schools/decrease in change in behavior

No change

1. What can be the anticipated impact of the project?- (Note: Examples of how the project changed the lives of the beneficiaries)
2. Did you meet all the intended changes the project foresaw? If yes, what were the enablers? If no, what were the barriers?
3. Did you confront any positive or negative unintended changes?

Sustainability

Do you think the project will continue to sustain after the intervention ceases? Yes No

1. In the current day, what is the role of School Management Committee?? Have you sensed that SMC will continue to function after the project ends? How?
2. How will the Government play a role in this?
3. How are the school disaster based plans being currently used?
4. How often are the awareness inculcated practiced within the schools?

Innovation

Do you know if any innovation was used in the project design or implementation?

Yes No

1. What innovative technologies/ approaches did the project apply to achieve its goals and objectives?
 - 1.1 Did the use of innovation help in achieving better results? If yes, how?

Learning

Has there been regular monitoring and evaluation and the learning has been used to make adjustment in the project logframe/ theory of change?

Yes No

1. Do you know if there was regular monitoring of the project?
Yes No

2. Was the same learning communicated to the affected communities, including vulnerable groups?

Yes No

2.1 If yes, what was the mode of communicating the lessons learned?

3. What according to you has worked for the project (in terms of designing) and what aspects could have been better?

School Management Committee

Relevance and Appropriateness

Are the project objectives relevant to the specific needs and priorities of the affected community?
Yes No Partially

1. Before designing the response planning, were the schools consulted or communicated to see what their situation was?

Yes No

1.1 If yes, what were the major findings from those activities?

1.2 What were the participants? How were the vulnerable group included? What was their role?

2. Was the finding from the assessment consistent with designing the programme activities? (For example, was there a need of support kits, repair and retrofit of buildings, disaster management plan, toilet and/or awareness activities?)

3. Did the need assessment look into the differing needs of gender and vulnerable groups? Yes No

3.1 If yes, what were the major findings from the need assessment carried out through gender and vulnerability lens?

4. How were the beneficiaries selected (Specific schools and students, teachers, principals)? What was the selection criteria? Was the approach contextualized? Was nay special consideration made to schools with inclusive heavy students or disability friendly environment?

5. Did any kind of conflict arise when selecting the school beneficiaries?

Yes No

6. What, if any, changes do we need to make to the programme to make it more appropriate and relevant?

Efficiency and Timeliness

Was the CA Nepal's response in meeting the needs of the school's timely and adequate?

Yes No

1. How timely was CA Nepal's response in meeting the needs of the affected people, especially vulnerable people? Note: Delve on emergency phase and response phase

2. Was there any implementation delay- in constructing toilets/distribution/repair/rehabilitation?

2.1 If yes, why was there a delay?

3. What, if any, changes could we make to improve timeliness of the overall response?

4. Can you comment on the overall work of CAID and its work in the district in the education sector?

Effectiveness

Did the project activity ensure safe learning environment for the students?

Yes No

1. What were the different activities carried out in schools by CAID?
2. To what extent do you think the project met its objectives? (Delve on each activity: School WASH/ support kit/ retrofitting and repair/ disaster management plan)
3. Were all the activities achieved on time? Yes/No
4. Did the school benefit from the project activity? Which group benefitted the most? Which group was left out? (Explore how the needs of girls and disabled, and marginalized people were met)
5. Who were involved in construction of toilets? Why the need was constituted for the toilet extension or repair? What type of benefits did this activity bring for the students and other school stakeholders? What is the current status of the toilets? Are upgrades made? If so, who would be responsible for it?
6. What was the objective of the support kits? Did it actually help and support the student? Did it help in bringing the students to school? What supplies and goods were available in the support kits?
7. How was the hygiene campaign conducted and what was the effect of it? Did you notice any behavioral change after campaigning?
8. What particular repair was made to the schools? Who was responsible for the repair? What is the current status of the repair? Any upgrades? Should such requirement be necessary who is responsible?
9. Did the construction take place in a timely manner?
10. Was the construction done in adherence to a) NRA mandate b) SPHERE standard and c) other government standards?
11. After construction, was the infrastructure handed over to the community/concerned authority? (Delve who is the concerned authority)
12. What challenges were faced in construction? How were the challenges addressed?
13. Who were responsible in preparing disaster preparedness plan? Was a drill conducted for the prepared plan? What was the learning implication from the drill?
14. How has the plan been utilized in the current day? Was the plan approved/endorsed by the VDC?
15. What aspects concerning differing needs of the girls and disabled was taken into consideration in constructing the toilets?

Accountability

Was the information about the project activities and budget communicated in the schools? Yes No

1 How was the information of the project communicated? Was the mode of message appropriate for all, including vulnerable group? Explain.

2. Are you aware of the complaint mechanism of the project?

Yes No

- 2.1 How were you made aware of the complaint mechanism?
- 2.2 Can you please tell us briefly about the complaint mechanism? What is the process? How to file complaint?
- 2.3 Were the filed complaints addressed by the project staff? Were the programme activities adjusted based on the complaints received?

Impact

In the past two years, what has been the impact of the activities?

Increase in student attendance in schools/increase in change in behaviour

Decrease in student attendance in schools/decrease in change in behavior

No change

1. What can be the anticipated impact of the project?- (Note: Examples of how the project changed the lives of the beneficiaries)
2. Did you meet all the intended changes the project foresaw? If yes, what were the enablers? If no, what were the barriers?
3. Did you confront any positive or negative unintended changes?

Sustainability

Do you think the project will continue to sustain after the intervention ceases?

Yes No

5. In the current day, what is the role of School Management Committee?? Have you sensed that SMC will continue to function after the project ends? How?
6. How will the Government play a role in this?
7. How are the school disaster based plans being currently used?
8. How often are the awareness inculcated practiced within the schools?

Innovation

Do you know if any innovation was used in the project design or implementation? Yes No

1. What innovative technologies/ approaches did the project apply to achieve its goals and objectives?
 - 1.1 Did the use of innovation help in achieving better results? If yes, how?

Learning

Has there been regular monitoring and evaluation and the learning has been used to make adjustment in the project logframe/ theory of change?

Yes No

1. Do you know if there was regular monitoring of the project?

Yes No

2. Was the same learning communicated to the affected communities, including vulnerable groups?

Yes No

2.1 If yes, what was the mode of communicating the lessons learned?

3. What according to you has worked for the project (in terms of designing) and what aspects could have been better?

Livelihood- Beneficiaries

Relevance and Appropriateness

Are the project objectives relevant to the specific needs and priorities of the affected community?

Yes No Partially

1. Before designing the response planning, was there a need assessment carried out?
Yes No
 - 1.1 If yes, what were the major findings from the need assessment? What was the extent of damage?
 - 1.2 What was the participation level of community in need assessment?
2. Was the finding from the assessment consistent with designing the programme activities? (For example, was there a need of livelihood support programs?)
3. Did the need assessment look into the differing needs of gender and vulnerable groups? Yes No
 - 3.1 If yes, what were the major findings from the need assessment carried out through gender and vulnerability lens? Were women and disabled more vulnerable than others?
4. How were the beneficiaries selected for livestock support? What was the selection criteria?
Cash for work program What was the selection criteria?
5. How were the beneficiaries selected for livelihood training? What was the selection criteria?
Cash for work program What was the selection criteria?
6. How were the beneficiaries selected for agricultural support? What was the selection criteria? **Only in Dolakha**
7. How were the small business owners selected for cash grants? What was the selection criteria? **Only in Dolakha**
8. How were the beneficiaries selected for Cash For Work Program? What was the selection criteria? **Only in Dolakha**
9. In selecting the beneficiaries, did any kind of conflicts arise?
Yes No
10. What, if any, changes do we need to make to the programme to make it more appropriate and relevant?

Efficiency and Timeliness

Was the CA Nepal's response in meeting the needs of affected people timely and adequate?

Yes No

1. How timely was CA Nepal's response in meeting the needs of the affected people, especially vulnerable people? Note: Delve on emergency phase and response phase
2. Was there any implementation delay- in providing livestock or agricultural support?
 - 2.1 If yes, why was there a delay?
3. Was the support adequate?

Effectiveness

Did the project activity ensure improved livelihood of the affected communities?

Yes No

1. What were the different activities carried out under Livelihood sector?
2. To what extent do you think the project met its objectives? (Delve on each activity: Agricultural support, livestock support, livelihood training, small business support, cash for work)
3. Were all the activities achieved on time? YesNo
- 3.1 If yes, what factors enabled the success in the implementation?
- 3.2 If no, why? What were the barriers?
4. Was the support adequate in terms of amount/quantity?- (agricultural and livestock support) Yes No
5. Was the training useful?
- 5.1 If yes, how was the learning used into practice? If not, what could have been improved?
- 5.2 Did the training help you in supporting and improving your livelihood? If yes, in the long term can you still practice the learning/skills elsewhere?
6. What changes did the CFW program bring in the lives of people? **Only in Dolakha**
- 6.1 What modality/mode of payment was used? Was the payment modality accessible to all groups of people? Was the payment timely?
- 6.2 What was the modality/schemes for cash grants- conditional or unconditional?
- 6.3 Where did the beneficiaries redeem their grants? Was the vendor local?
7. Did all the groups of people benefit from the project activities? Which group benefitted the most? Which group was left out? (Explore how the needs of women, disabled, senior citizen and marginalized people were met)

Accountability

Was the information about the project activities and budget communicated in the community?

Yes No

1. How was the information of the project communicated in the affected community? Was the mode of message appropriate for all, including vulnerable group? Explain.
2. Are you aware of the complaint mechanism of the project?

Yes No

- 2.1 How were you made aware of the complaint mechanism?
- 2.2 Can you please tell us briefly about the complaint mechanism? What is the process? How to file complaint?
- 2.3 Were the filed complaints addressed by the project staff? Were the programme activities adjusted based on the complaints received?

Impact

In the past two years, what has been the impact of the livelihood activities? Improved livelihood options

Decreased livelihood options No change

1. What can be the anticipated impact of the project?- (Note: Examples of how the project changed the lives of the beneficiaries)
2. Did you meet all the intended changes? If yes, what were the enablers? If no, what were the barriers?
3. Did you confront any positive or negative unintended changes?

Sustainability

Do you think the project will continue to sustain after the intervention ceases? Yes No

1. In the current day, what are the farmers doing with the support received?
2. In case of CfW, How can the cash grant/CfW program be linked with the long term development of the community?

Learning

Has there been regular monitoring and evaluation and the learning has been used to make adjustment in the project logframe/ theory of change?

Yes No

1. Do you know if there was regular monitoring of the project?
2. Yes No
3. Was the same learning communicated to the affected communities, including vulnerable groups?
Yes No
- 3.1 If yes, what was the mode of communicating the lessons learned?
4. What according to you has worked for the project (in terms of designing) and what aspects could have been better?

Shelter- Beneficiaries

Relevance and Appropriateness

Are the project objectives relevant to the specific needs and priorities of the affected community?

Yes No Partially

1. Before designing the response planning, was there a need assessment carried out?
2. Yes No
 - 2.1 If yes, what were the major findings from the need assessment? What was the extent of damage?
 - 2.2 What was the participation level of community in need assessment?
3. Was the finding from the assessment consistent with designing the programme activities? (For example, was there a need of constructing shelter, training mason and carpenters?)
4. Did the need assessment look into the differing needs of gender and vulnerable groups? Yes No
 - 4.1 If yes, what were the major findings from the need assessment carried out through gender and vulnerability lens? Were women and disabled more vulnerable than others?
5. How were the beneficiaries selected for construction? What was the selection criteria?
6. How were the beneficiaries selected for training masons and carpenters? What was the selection criteria?
7. How were the beneficiaries selected for distributing winterization goods? What was the selection criteria?
8. How were the beneficiaries selected for distributing value addition items, like rainwater harvesting, improved stove? What was the selection criteria?
9. In selecting the beneficiaries, did any kind of conflicts arise?
Yes No
10. What criteria were used to select the project location (especially for constructing prototype house)?
11. What, if any, changes do we need to make to the programme to make it more appropriate and relevant?

Efficiency and Timeliness

Was the CA Nepal's response in meeting the needs of affected people timely and adequate?

Yes No

1. How timely was CA Nepal's response in meeting the needs of the affected people, especially vulnerable people? Note: Delve on emergency phase and response phase
2. Was there any implementation delay- in constructing houses and training masons?

2.1 If yes, why was there a delay?

Effectiveness

Did the project activity ensure improved access to safe shelter to the affected communities?

Yes No

1. What were the different activities carried out under Shelter sector?
2. To what extent do you think the project met its objectives? (Delve on each activity: Construction of shelter, training of masons/carpenters/ winterization support/ prototype construction/ other support)
3. Were all the activities achieved on time?
Yes No
- 3.1 If yes, what factors enabled the success in the implementation?
- 3.2 If no, why? What were the barriers?
4. Was the mason and construction training effective?
- 4.1 How did the community benefit from mason and construction training?
5. How useful was the winterization support to the community?
Fully useful
Partially useful
Not useful at all (Explore the reasons)
6. Did all the groups of people benefit from the project activities? Which group benefitted the most? Which group was left out? (Explore how the needs of women, disabled, senior citizen and marginalized people were met)
7. Who were involved in construction of shelter?
- 7.1 Was the construction done in adherence to Government mandate?
- 7.2 What aspects concerning differing needs of the gender was taken into consideration in constructing shelter?
8. What was the effect of prototype house in the community? (Delve if it acted as an example for many other communities)

Accountability

Was the information about the project activities and budget communicated in the community?

Yes No

1. How was the information of the project communicated in the affected community? Was the mode of message appropriate for all, including vulnerable group? Explain.
2. Are you aware of the complaint mechanism of the project?
Yes No
- 2.1 How were you made aware of the complaint mechanism?

2.2 Can you please tell us briefly about the complaint mechanism? What is the process? How to file complaint?

2.3 Were the filed complaints addressed by the project staff? Were the programme activities adjusted based on the complaints received?

Impact

In the past two years, what has been the impact of the Shelter activities?

Increased access to safe shelter

Decreased access to safe shelter

No change

1. What can be the anticipated impact of the project?- (Note: Examples of how the project changed the lives of the beneficiaries)
2. Did you meet all the intended changes? If yes, what were the enablers? If no, what were the barriers?
3. Did you confront any positive or negative unintended changes?

Sustainability

Do you think the project will continue to sustain after the intervention ceases?

Yes No

1. In the current day, what is the role of masons and carpenters? Are they involved in building disaster resilient houses?
2. After construction of shelter, was the infrastructure handed over to the community/concerned authority? (Delve who is the concerned authority)

Learning

Has there been regular monitoring and evaluation and the learning has been used to make adjustment in the project logframe/ theory of change?

Yes No

1. Do you know if there was regular monitoring of the project?
Yes No
2. Was the same learning communicated to the affected communities, including vulnerable groups?
Yes No
- 2.1 If yes, what was the mode of communicating the lessons learned?
3. What according to you has worked for the project (in terms of designing) and what aspects could have been better?

Shelter- Beneficiaries
Mason groups/ Shelter Management Committees

Relevance and Appropriateness

Are the project objectives relevant to the specific needs and priorities of the affected community?
Yes No Partially

1. Before designing the response planning, was there a need assessment carried out?
Yes No
 - 1.1 If yes, what were the major findings from the need assessment? What was the extent of damage?
 - 1.2 What was the participation level of community in need assessment?
2. Was the finding from the assessment consistent with designing the programme activities? (For example, was there a need of constructing shelter, training mason and carpenters?)
3. Did the need assessment look into the differing needs of gender and vulnerable groups? Yes No
 - 3.1 If yes, what were the major findings from the need assessment carried out through gender and vulnerability lens? Were women and disabled more vulnerable than others?
4. How were the beneficiaries selected for construction? What was the selection criteria?
5. How were the beneficiaries selected for training masons and carpenters? What was the selection criteria?
6. How were the beneficiaries selected for distributing winterization goods? What was the selection criteria?
7. How were the beneficiaries selected for distributing value addition items, like rainwater harvesting, improved stove? What was the selection criteria?
8. In selecting the beneficiaries, did any kind of conflicts arise?
Yes No
9. What criteria were used to select the project location (especially for constructing prototype house)?
10. What, if any, changes do we need to make to the programme to make it more appropriate and relevant?

Efficiency and Timeliness

Was the CA Nepal's response in meeting the needs of affected people timely and adequate?

Yes No

1. How timely was CA Nepal's response in meeting the needs of the affected people, especially vulnerable people? Note: Delve on emergency phase and response phase
2. Was there any implementation delay- in constructing houses and training masons?

- 2.1 If yes, why was there a delay?
3. To what extent was the approval seeking process timely? Was there any challenges in seeking approval from government?

Effectiveness

Did the project activity ensure improved access to safe shelter to the affected communities?

Yes No

1. What were the different activities carried out under Shelter sector?
2. To what extent do you think the project met its objectives? (Delve on each activity: Construction of shelter, training of masons/carpenters/ winterization support/ prototype construction/ other support)
3. Were all the activities achieved on time? YesNo
 - 3.1 If no, what were the barriers?
4. Was the mason and construction training effective?
 - 4.1 How did the community benefit from mason and construction training?
5. How useful was the winterization support to the community?
 - Fully useful
 - Partially useful
 - Not useful at all (Explore the reasons)
6. Did all the groups of people benefit from the project activities? Which group benefitted the most? Which group was left out? (Explore how the needs of women, disabled, senior citizen and marginalized people were met)
7. Who were involved in construction of shelter?
 - 7.1 Was the construction done in adherence to Government mandate?
 - 7.2 What aspects concerning differing needs of the gender was taken into consideration in constructing shelter?
8. What was the effect of prototype house in the community? (Delve if it acted as an example for many other communities)

Accountability

Was the information about the project activities and budget communicated in the community? YesNo

1. How was the information of the project communicated in the affected community? Was the mode of message appropriate for all, including vulnerable group? Explain.
2. Are you aware of the complaint mechanism of the project?

Yes No

 - 2.1 How were you made aware of the complaint mechanism?
 - 2.2 Can you please tell us briefly about the complaint mechanism? What is the process? How to file complaint?

2.3 Were the filed complaints addressed by the project staff? Were the programme activities adjusted based on the complaints received?

Impact

In the past two years, what has been the impact of the Shelter activities?

Increased access to safe shelter

Decreased access to safe shelter

No change

1. What can be the anticipated impact of the project?- (Note: Examples of how the project changed the lives of the beneficiaries)
2. Did you meet all the intended changes? If yes, what were the enablers? If no, what were the barriers?
3. Did you confront any positive or negative unintended changes?

Sustainability

Do you think the project will continue to sustain after the intervention ceases?

Yes No

1. In the current day, what is the role of masons and carpenters? Are they involved in building disaster resilient houses?
2. After construction of shelter, was the infrastructure handed over to the community/concerned authority? (Delve who is the concerned authority)

Learning

Has there been regular monitoring and evaluation and the learning has been used to make adjustment in the project logframe/ theory of change?

Yes No

1. Do you know if there was regular monitoring of the project?
Yes No
2. Was the same learning communicated to the affected communities, including vulnerable groups?
Yes No
- 2.1 If yes, what was the mode of communicating the lessons learned?
3. What according to you has worked for the project (in terms of designing) and what aspects could have been better?

WASH- Beneficiaries

Relevance and Appropriateness

Are the project objectives relevant to the specific needs and priorities of the affected community?

Yes No Partially

1. Before designing the response planning, was there a need assessment carried out?
Yes No
 - 1.1 If yes, what were the major findings from the need assessment?
 - 1.2 What was the participation level of community in need assessment?
2. Was the finding from the assessment consistent with designing the programme activities? (For example, was there a need of water system rehabilitation, drainage repair, or awareness in WASH necessary?)
3. Did the need assessment look into the differing needs of gender and vulnerable groups? Yes No
 - 3.1 If yes, what were the major findings from the need assessment carried out through gender and vulnerability lens?
4. How were the beneficiaries selected (especially for distribution of hygiene kits/toilet construction/ selection of schools)? What was the selection criteria? Was the approach contextualized? Was the distribution site accessible for all groups, including disabled, and senior citizen?
5. In selecting the beneficiaries, did any kind of conflicts arise?
Yes No
6. What criteria were used to select the project location (water schemes/drainage)? Did the project target the most vulnerable areas where the needs were highest?
7. What, if any, changes do we need to make to the programme to make it more appropriate and relevant?

Efficiency and Timeliness

Was the CA Nepal's response in meeting the needs of affected people timely and adequate?

Yes No

1. How timely was CA Nepal's response in meeting the needs of the affected people, especially vulnerable people? Note: Delve on emergency phase and response phase
2. Was there any implementation delay- in constructing toilets/distribution/repair/rehabilitation?
 - 2.1 If yes, why was there a delay?
3. What, if any, changes could we make to improve timeliness of the overall response?

Effectiveness

Did the project activity ensure increased access to water and improved hygiene and sanitation of the affected communities?

Yes No

1. Do you know what were the different activities carried out under WASH sector?
2. To what extend do you think the project met its objectives? (Delve on each activity: Toilet construction/ hygiene kit/ drainage repair/ water scheme repair/ school level WASH)
3. Were all the activities achieved on time? YesNo
4. Did all the groups of people benefit from the project activity? Which group benefitted the most? Which group was left out? (Explore how the needs of women, disabled, senior citizen and marginalized people were met)
5. Who were involved in construction of toilets?
6. Who were responsible for water scheme repair and rehabilitation and drainage repair?
7. Is the constructed infrastructure (water systems/drainage/toilets) functional currently?
8. How often are the infrastructure upgraded or maintained? How is responsible for it?
9. What aspects concerning differing needs of the gender was taken into consideration in constructing toilets
 - a) in community and b) in school? Did these activity cater to the needs of women and disabled? How?
10. In regard to hygiene campaign, how effective was the campaigning?
 - 10.1 Did you notice any behavioral change after campaigning?
11. Did the community make use of hygiene kit? Did it help in improving the hygiene and sanitation status of the community?

Accountability

Was the information about the project activities and budget communicated in the community? YesNo

1. How was the information of the project communicated in the affected community? Was the mode of message appropriate for all, including vulnerable group?Explain.
2. Are you aware of the complaint mechanism of the project?

Yes No

- 2.1 How were you made aware of the complaint mechanism?

2.2 Can you please tell us briefly about the complaint mechanism? What is the process? How to file complaint?

2.3 Were the filed complaints addressed by the project staff? Were the programme activities adjusted based on the complaints received?

Impact

In the past two years, what has been the impact of the WASH activities?

Increased access to water and improved hygiene and sanitation

Decreased access to water and worsened hygiene and sanitation

No change

1. What can be the anticipated impact of the project?- (Note: Examples of how the project changed the lives of the beneficiaries)
2. Did you meet all the intended changes, that is to improve hygiene and sanitation and increase access to water? If yes, what were the enablers? If no, what were the barriers?
3. Did you confront any positive or negative unintended changes?

Sustainability

Do you think the project will continue to sustain after the intervention ceases? Yes No

1. In the current day, what is the role of water management and user group?? Have you sensed that community use groups and water management committees will continue to function after the project ends? How?
2. After construction of water systems, was the infrastructure handed over to the community/concerned authority? (Delve who is the concerned authority)

Innovation

Do you know if any innovation was used in the project design or implementation?

Yes No

1. What innovative technologies/ approaches did the project apply to achieve its goals and objectives?
 - 1.1 Did the use of innovation help in achieving better results? If yes, how?

Learning

Has there been regular monitoring and evaluation and the learning has been used to make adjustment in the project logframe/ theory of change?

Yes No

1. Do you know if there was regular monitoring of the project?

Yes No

2. Was the same learning communicated to the affected communities, including vulnerable groups?

Yes No

2.1 If yes, what was the mode of communicating the lessons learned?

3. What according to you has worked for the project (in terms of designing) and what aspects could have been better?

WASH - Community User Group

Relevance and Appropriateness

Are the project objectives relevant to the specific needs and priorities of the affected community?

Yes No Partially

1. Before designing the response planning, was there a need assessment carried out?
Yes No
 - 1.1 If yes, what were the major findings from the need assessment?
 - 1.2 What was the participation level of community in need assessment?
2. Was the finding from the assessment consistent with designing the programme activities? (For example, was there a need of water system rehabilitation, drainage repair, or awareness in WASH necessary?)
3. Did the need assessment look into the differing needs of gender and vulnerable groups? Yes No
 - 3.1 If yes, what were the major findings from the need assessment carried out through gender and vulnerability lens?
4. How were the beneficiaries selected (especially for distribution of hygiene kits/toilet construction/ selection of schools)? What was the selection criteria? Was the approach contextualized? Was the distribution site accessible for all groups, including disabled, and senior citizen?
5. In selecting the beneficiaries, did any kind of conflicts arise?
Yes No
6. What criteria were used to select the project location (water schemes/drainage)? Did the project target the most vulnerable areas where the needs were highest?
7. What, if any, changes do we need to make to the programme to make it more appropriate and relevant?

Efficiency and Timeliness

Was the CA Nepal's response in meeting the needs of affected people timely and adequate?

Yes No

1. How timely was CA Nepal's response in meeting the needs of the affected people, especially vulnerable people? Note: Delve on emergency phase and response phase
2. Was there any implementation delay- in constructing toilets/distribution/repair/rehabilitation?
 - 2.1 If yes, why was there a delay?
3. What, if any, changes could we make to improve timeliness of the overall response?
4. Was the location of distribution (hygiene kits) accessible for all, including the vulnerable groups?

Effectiveness

Did the project activity ensure increased access to water and improved hygiene and sanitation of the affected communities?

Yes No

1. What were the different activities carried out under WASH sector?
2. To what extent do you think the project met its objectives? (Delve on each activity: Toilet construction/ hygiene kit/ drainage repair/ water scheme repair/ school level WASH)
3. Were all the activities achieved on time?
Yes No
 - 3.1 If yes, what factors enabled the success in the implementation?
 - 3.2 If no, why? What were the barriers?
4. Did all the groups of people benefit from the project activity? Which group benefitted the most? Which group was left out? (Explore how the needs of women, disabled, senior citizen and marginalized people were met)
5. Who were involved in construction of toilets?
 - 5.1 Was the construction done in adherence to SPHERE standards?
6. Who were responsible for water scheme repair and rehabilitation and drainage repair? Did you confront any challenges in repair and rehabilitation?
7. Is the constructed infrastructure (water systems/drainage/toilets) functional currently?
8. How often are the infrastructure upgraded or maintained? How is responsible for it?
9. What aspects concerning differing needs of the gender was taken into consideration in designing and constructing toilets a) in community and b) in school?
10. Did the community make use of hygiene kit? Did it help in improving the hygiene and sanitation status of the community?

Accountability

Was the information about the project activities and budget communicated in the community? YesNo

1 How was the information of the project communicated in the affected community? Was the mode of message appropriate for all, including vulnerable group? Explain.

2. Are you aware of the complaint mechanism of the project?
YesNo
 - 2.1 How were you made aware of the complaint mechanism?
 - 2.2 Can you please tell us briefly about the complaint mechanism? What is the process? How to file complaint?
 - 2.3 Were the filed complaints addressed by the project staff? Were the programme activities adjusted based on the complaints received?

Impact

In the past two years, what has been the impact of the WASH activities?

Increased access to water and improved hygiene and sanitation

Decreased access to water and worsened hygiene and sanitation

No change

1. What can be the anticipated impact of the project?- (Note: Examples of how the project changed the lives of the beneficiaries)
2. Did you meet all the intended changes? If yes, what were the enablers? If no, what were the barriers?
3. Did you confront any positive or negative unintended changes?

Sustainability

Do you think the project will continue to sustain after the intervention ceases? Yes No

1. In the current day, what is the role of water management and user group?? Have you sensed that community use groups and water management committees will continue to function after the project ends? How?
2. What are the future plans for sustaining the project?
3. After construction of water systems, was the infrastructure handed over to the community/concerned authority? (Delve who is the concerned authority)

Innovation

Was there any scope and/or opportunity for innovation in the project design or implementation?

Yes No

1. What innovative technologies/ approaches did the project apply to achieve its goals and objectives?
 - 1.1 Did the use of innovation help in achieving better results? If yes, how?
2. Did the findings from the monitoring/research lead to making innovations in the project activities?

Learning

Has there been regular monitoring and evaluation and the learning has been used to make adjustment in the project logframe/ theory of change?

Yes No

2. Was the same learning communicated to the affected communities, including vulnerable groups? Yes No
 - 2.1 If yes, what was the mode of communicating the lessons learned?
3. What according to you has worked for the project (in terms of designing) and what aspects could have been better?

Government Officials

Appropriateness and Relevance

1. In the designing of the response plan, were the government included? If yes, what was the Government role?
2. What role did the Government play in approval of commitment to work of CAID? How was the approval process from CAID and local partners handled and what was the process? Was the process timely?
3. Are you aware of a need assessment carried out? If yes, what were the major findings from the need assessment?
 - 3.1 What was the participation level of community in need assessment?
4. What was the role of Government in the beneficiary selection process?
 - 4.1 What other groups were present in the selection committee?
 - 4.2 In the selection, what was the level of involvement of vulnerable (female, disabled, senior citizen, dalits, other criteria) groups?
 - 4.3 Was the targeting and selection process influenced by an individual or group?
 - 4.4 How participative and transparent was the selection criteria of the participants in the programme?
5. What was the role of Government in the VDC/Site selection process?
6. In your opinion, how well did the project respond to the needs of vulnerable group? What was the Government stand on it?
7. Were there any conflict among community members because of the project? If yes, what was the Government role in the conflict resolution or management of it?
8. Do you think the project succeeded in targeting the most vulnerable people?
9. What, if any, changes do we need to make to the programme to make it more appropriate and relevant?

Efficiency and Timeliness

1. How timely was CA Nepal's response in meeting the needs of the affected people, especially vulnerable people? Note: Delve on emergency phase and response phase
 - 1.1 Was there any implementation delay? If yes, why? If yes, what role did the government play in bringing back the project on track and ensure timeliness?
2. What was Government role in coordination and timeliness of materials distribution during the emergency and response phase?
3. What was the competitiveness of the CAID staff? Please comment.
4. Can you tell us about the coordination with local government and other NGOs? How well was the coordination done? In what aspects were the activities coordinated? (explore on seeking approval to adhering to government mandates)
5. What have been the biggest successes in coordination? What were the biggest gaps?

Effectiveness

-
1. To what extent do you think the project met its objectives? (Delve on each sector)
 2. Were all the activities achieved on time?
 - 2.1 If yes, what factors enabled the success in the implementation?
 - 2.2 If no, why? What were the barriers?
 3. Did all the groups of people benefit from the project activity? Which group benefitted the most? Which group was left out? (Explore how the needs of women, disabled, senior citizen and marginalized people were met)
 4. Which sector, according to you was the most effective? Why?

Accountability

1. Was the Government and the community informed about the costs/budget related to project or project activities?
2. How was the information of the project communicated in the affected community? Was the mode of message appropriate for all, including vulnerable group? Explain.
3. Was there a complaint mechanism? How were the complaints listened to or addressed by the project team?
4. What was government role in any conflicts and programme issues related issues resolution?

Impact

1. What changes has the project brought in from the support or what can be the anticipated impact from the project? (Note: Examples of how the project changed the lives of the beneficiaries)
2. How has the programme contributed to increase the capacity of the community as well as the local government bodies to respond and withstand catastrophe?
3. How has Government played a role in the impact of the partnership mainstreaming of all sectors?
4. Were there any negative consequences of the project?
5. Did the project have any environmental impact? What measures were taken to tackle environmental concerns?

Sustainability

1. How can the current project objective ensure sustainability?

(Sector Wise – In what areas will it bring changes and what type of sustaining factors can be anticipated? Any gaps seen in this regard at the current moment from a district level governance perspective?)

2. Were all the infrastructure handed over?

3. What will be the role of government in giving sustainability to the project? Will there be any tie-ups with other INGOs/CSOs?

4. What are the future plans for sustaining the project?

Innovation and Learning

1. Do you know if any innovation was used in implementing the project? If yes, what was the effect of it? Did it give better results to the objectives?

2. Has there been any kind of monitoring from the government's side? In assuring if the government mandate was met, how were the monitoring carried out?

3. Was the learning from the project shared with the government bodies? If yes, how has the learnings from the program helped the government and has the government used such learning in other sharing sessions?

4. How were the learning communicated to the government and other concerned stakeholders? Are the learning shared among affected communities, including vulnerable population?

5. Do you see the scope of cross-affiliate learning? If yes, what could be done? What are the anticipated challenges?

6. What has worked for the project and what aspects could have been better?

Representative of Partner Organization

Appropriateness and Relevance (Objective 1 and 2)

Before designing the response planning, was there a need assessment carried out?

Yes No

If yes, what were the major findings from the need assessment?

Did the lessons learned from the assessment aid in designing programs?

Why was the particular sector of Shelter, WASH, education and livelihood chosen?

Did the different actors have a say in assessing needs and context? What was the participation level of community in need assessment?

Did the need assessment look into the differing needs of gender and vulnerable groups?

Yes No

If yes, what were the major findings from the need assessment carried out through gender and vulnerability lens?

Are the project objectives relevant to the specific needs and priorities of the affected community?

Yes No Partially

How were the beneficiaries selected? What was the selection criteria? Was the approach contextualized?

In the selection, what was the level of involvement of vulnerable (female, disabled, senior citizen, dalits, other criteria) groups?

In selecting the beneficiaries, did any kind of conflicts arise?

Yes No

What criteria were used to select the project location? Did the project target the most vulnerable areas where the needs were highest?

What, if any, changes do we need to make to the programme to make it more appropriate and relevant?

Effectiveness and Timeliness

Was the CA Nepal's response in meeting the needs of affected people timely?

Yes No

How timely was CA Nepal's response in meeting the needs of the affected people, especially vulnerable people? Note: Delve on emergency phase and response phase

Was there any implementation delay? If yes, why? If yes, how did you ensure timely completion of the project activities? If yes, were any changes made to the project as a result and if not, should changes have been made to be more appropriate?

In the planning phase, was the accessibility of the location (especially concerning livelihood activities and different trainings) taken into consideration that would ease the access for the beneficiaries?

Yes No

Note: Delve if the location was appropriate for female, disabled, and senior citizens

Can you please tell us what kind of planning was carried out to cater to ease the accessibility for vulnerable groups?

Are contingency plans used?

What, if any, changes could we make to improve timeliness of the overall response?

Strengthening local capacities and avoid negative effect

How were local capacities from household level to national government, for resilience identified and gaps analysed?

Is the programme designed with conflict sensitivity in mind?

Yes No

In identifying the existing risks and conflicts, what means of information (secondary information, consultations) were used?

Were the identified risks updated?

Yes No

In case of identified conflict and risk, what mitigation measures were adapted?

Who are the first responders in case of conflict? How are they chosen? How were their capacities built? Do the first responders have representation from vulnerable group?

In what ways are local leaders (formal and informal) and/or authorities consulted to ensure strategies are in line with local and/or national priorities?

What mechanisms exist for prompt detection and mitigation of unintended negative effects including in a) people's safety, security, dignity and rights; b) sexual exploitation and abuse by staff; c) culture, gender, and social and political relationships; d) livelihoods; e) the local economy; and f) the environment and how has the response strengthened these?

Communication, Participation and Feedback

Has the project enabled increased participation of diverse groups and individuals?

Yes No

Was the information about the project communicated in the community? Was the mode of message appropriate for all, including vulnerable group?

Are there equitable opportunities for participation of diverse groups and individuals in the affected population in all stages of the work, from needs assessment, project design, beneficiary selection, monitoring to review, and evidence that their input has been actioned?

Yes No

If yes, in which stages was the community participation highest? What was the involvement of vulnerable groups in this?

Are safe and confidential feedback mechanisms accessible and in use by diverse groups? Do diverse individuals and groups know how to access the feedback mechanism?

Is feedback data disaggregated by age, sex and other diversity categories relevant to the project?

Complaint Mechanism

Are you aware of the complaint mechanism of the project?

Yes No

Can you please tell us briefly about the complaint mechanism?

Was there any complaint received either formally through the complaints mechanism or informally? How were the complaints addressed? Which body is responsible for addressing the same?

Is the complaint mechanism easily accessible?

Yes No

Are there any individuals and groups who cannot access the mechanisms? How are complaints heard from them?

Is information provided to and understood by all demographic groups about how complaints mechanisms work and what kind of complaints can be made through them?

How was the programme adjusted in response to complaints received?

Coordinated and complementary

How is CA coordinating with other INGOs and CSOs working towards similar cause? If the information on organizations competencies, resources etc s.hared with them?

Have CA and partners participated in relevant coordination structures?

Yes No

Are the programmes of other organisations and authorities taken into account when designing, planning and implementing programmes?

Yes No

Have local capacities been involved, used and strengthened and have partnerships with local CBOs, CSO organisations been built-up?

Yes No

What have been the biggest successes in coordination? What were the biggest gaps? What, if any, changes could we make to improve coordination of the overall response? **Continuous Learning and Improvement**

Are evaluations, reviews and lessons learnt of responses to similar crises consulted and used during programme design?

Are monitoring, evaluation, feedback and complaints-handling processes leading to changes and/or innovations in programme design and implementation?

Is learning systematically documented? How?

Are the learning shared with concerned stakeholders?

Are the learning shared among affected communities, including vulnerable population?

Efficiency of Staff

Was any kind orientation of CHS standards given to the staff? How was Christian Aids commitments and expectations, including to CHS, explained to you?

How was your capacity to implement CHS and the CA programme assessed? How were you supported to build your capacity to deliver the project and CHS? Are staff and partners working as per the agreed CA values?

Yes No

Is their diverse representation of staff in the workplace, on the basis of sex, age, ability, ethnicity? Yes No

Do staff feel safe and secure when doing their job? Yes No

If no, what are the threats?

Are you satisfied with the partnership with CA?

Are you able to provide feedback on the partnership with CA? Have you ever done it? If not, why not. If yes, what made you feel comfortable to do so.

Do you know how to complain about CA? Have you ever done it? If not, why not. If yes, what made you feel comfortable to do so.

Management of Resources

To what extent have agreed humanitarian standards, principles and behaviours including the Code of Conduct standards been respected?

Are services and goods procured using a rapid competitive bidding process?

Yes No

How were the partners selected? Was there any competitive bidding process?

Yes No

How efficient was procurement process?

To what extent have innovative or alternative modes of delivering on the response been explored? What, if any, changes could we make to the programme to make it more cost effective?

Effectiveness (Objective 3 and Objective 6)

What were the different activities carried out under each sector? Were all the activities achieved on time?

Yes No

If yes, what factors enabled the success of the implementation? If no, why? What were the barriers? Have you maintained data to assess the achievement of each activity?

Were there any changes in the planned activities? If yes, why?

In case of changed activities, how did you manage the resources?

Which group benefitted from the intervention, how and why? Was there any groups excluded? If yes, why? What changes did the project bring in the livelihood of the people?

Impact (Objective 4)

What can be the anticipated impact of the project?- (Note: Examples of how the project changed the lives of the beneficiaries)

Did you meet all the intended changes? If yes, what were the enablers? If no, what were the barriers? Did you confront any positive or negative unintended changes?

Effectiveness and Efficiency from Gender Perspective (Objective 5)

Was an analysis undertaken to assess gender and power relations within targeted communities and has it been updated at regular intervals?

Yes No

Did the need assessment looked into the differing needs of gender and vulnerable groups?

Yes No

If yes, what were the major findings from the need assessment carried out through gender and vulnerability lens?

Are there equitable opportunities for participation of diverse groups and individuals in the affected population in all stages of the work, from needs assessment, project design, beneficiary selection, monitoring to review, and evidence that their input has been actioned?

Yes No

How timely was CA Nepal's response in meeting the needs of the affected people, especially vulnerable people? Note: Delve on emergency phase and response phase

Can you please tell us what kind of planning was carried out to cater to ease the accessibility for vulnerable groups?

Was the information about the project communicated in the community? Was the mode of message appropriate for all, including vulnerable group?

Innovation (Objective 7)

Were the activities regularly monitored?

Yes No

Did the findings from the monitoring lead to changes and adjustments to the project activities? Did those changes bring about change in the participation of vulnerable groups?

Sustainability (Objective 8)

What are the future plans for sustaining the project?

Do you think the project will continue to sustain after the intervention ceases?

What were the major factors which influenced the achievement or non-achievement of sustainability of the project?

Learning (Objective 9, 10 and 11)

Before initiating the project, was the finding from previous learning used? How are the lessons documented?

Are the learning from the project obtained (through monitoring, feedback, or complaint) used to make adjustments in the project for the betterment?

Were the lessons learned disseminated to the key stakeholders?

Yes No

If yes, did they use the learnings in designing their own intervention? Provide example.

Was the same learning communicated to the affected communities, including vulnerable groups? What was the mode of communicating the lessons learned?

What according to you has worked for the project (in terms of designing) and what aspects could have been better?

Do you see the scope of cross-affiliate learning? If yes, what could be done? What are the anticipated challenges?

Monitoring and Evaluation

Who was responsible for the monitoring phase?

What modality was used for effective monitoring? (Indicators)

How often were the monitoring conducted? Was any output (report) produced from monitoring

How were the results from the monitoring used as lesson learnt? Were any changes made in the activities/ theory of change as per the learning from the monitoring?

Was a database maintained for each of the activities? Was the database disaggregated as per gender and vulnerability?

Is there a MIS database for training participants?

Were the district authorities provided access and information on the MIS database?

Did the district authorities make use of the MIS database of the trained participants? If yes, how and where?

Did you have a post distribution monitoring activities? In case of misappropriation of funding, what actions were taken?

Christian Aid Evaluation Management Response to the Nepal Earthquake Appeal

CA Humanitarian Management welcomes the Report on Evaluation of CA Nepal Earthquake Response, its findings, and recommendations.

CA Humanitarian team and Country team takes note of the findings and recommendations that require further attention and will use them as we design next phase of CA's programming in Nepal. Specifically, the findings and recommendations related to M&E will be addressed with a focus on strengthening country-level monitoring and evaluation with dedicated M&E capacity and further support on capacity development to local partners.

CA will continue to build on the strengths of the initial response and continue to work with local partners to meet unmet humanitarian needs of disaster affected communities in Nepal. CA will continue to maintain a strong thematic focus on livelihoods and WASH with specific attention paid to the needs of women and youth, adolescent girls and the most vulnerable among them. CA views Accountability to Affected Population/Communication with Communities, Gender/inclusion as non-negotiables across all programmes.

Recommendation	Agreed/rejected/ Amended	Action agreed	Person responsible	Date of achievement
<ul style="list-style-type: none"> The sole responsibility was given to the WCF for selecting the beneficiaries. Although vulnerability criteria was set, it was not always targeting those beneficiaries that had little ability to bounce back. Humanitarian Agencies can influence this selection by advocating for a 'needs-based' selection criteria and not a 'rights-based' selection criteria. Criteria should be 'the most vulnerable without the ability to bounce back.' Multi-tier approach of selecting beneficiaries can be adopted to meet the expectations of the all the vulnerable community people. The overarching criteria can be "the most vulnerable," without the capacity to bounce back from the disaster, and the other criteria can be single women, women, disabled, marginalized ethnic groups, etc. 	<p>Agreed.</p> <p>Local authorities mandated this process of WCF selecting beneficiaries. CA had to work within these existing parameters.</p>	<p>CAID supplemented this process ensuring the most vulnerable groups (Single women-headed households, People Living with Disabilities) were prioritised within CA targeted areas.</p> <p>CAID's GESI partner, SAMATA Foundation, monitored and tracked households who were eligible but were not registered in GoN's beneficiary list or those unable to access housing grant provided by the Government of Nepal. Samata Foundation facilitated public hearings where community members were able to have face to face interactions with relevant government authorities to raise concerns and receive advice and instructions on next steps.</p>	<p>Humanitarian Programme Manager</p>	<p>Completed</p>

<ul style="list-style-type: none"> The objective of each of the activities should be clear. Although some of the activities (like support in rainwater harvesting) were given, the core objective of such intervention was missing. Before designing the activities, it is imperative for CAID to be certain of the purpose of the activity. 	Rejected	<p>CAID and partners consulted the communities and local authorities before designing interventions. This was both formal (NA, MSNA) as well as through consultations. There were measures in place to ensure all stakeholders were/are clear on the objective of interventions.</p> <p>In the future, CAID and partners will strengthen efforts to ensure that both in documentation and in practice that purpose of each activity is clear to all stakeholders.</p>	Humanitarian Programme Manager & EPO	Ongoing
<ul style="list-style-type: none"> The national data shows that there is still a huge gap in the number of trained masons required to build disaster resilient houses, the focus of mason training should also be directed also to the new masons, rather than only semi-skilled masons. This will also ensure participation of women in the training. This would also help CAID mainstream GESI in their mason training activity. With more women than men in the rural areas in the most affected areas, engaging women in training and enabling them to take reconstruction in their own hands is the only way to improve the pace of the reconstruction process. Women only training and women only work crews should be promoted and facilitated to overcome social prejudices and misconceptions that women can only do menial tasks. 	Agreed	<p>Budget limitations dictated # of days and # of participants. Even with 50 days of on the job training for people with prior training/experience does not guarantee sufficient skills to engage in building disaster resilient houses. Consultations indicated that there was no/limited trust in newly trained masons. People preferred houses built by experienced masons.</p> <p>Agreed, this was the case for Phase 2 (a) however, during Phase 2 (b) targeted women who were semi-skilled and engaged them in 7 days masons training. Further, people with no skills were engaged in Compressed Stabilised Earth Block (CSEB) production activities.</p>	Humanitarian Programme Manager & EPO	Completed
<ul style="list-style-type: none"> Government approved designs only focuses on technical and structural strength. No consideration of cultural and social needs such as extended families and indigenous architecture. By advocating on behalf of 	Agreed	There were practical challenges for shelter reconstructions following GoN prototypes. NPR 300,0000 per HH according to GoN with the expectation that families will use materials recovered from previous houses to supplement. Initially,	Humanitarian Programme Manager & EPO	Completed

<p>beneficiaries, more extended families can pool their Housing Grants together to rebuild where the reconstruction is not limited to a two-roomed dwelling. Prototype housing demonstrating compliance to earthquake rebuilding standards as well as meeting the users need should be considered.</p>		<p>the housing grant announced was NPR 200,000 and with I/NGO advocacy, GoN increased this amount to NPR 300,000. CAID was one of few agencies which initiated the allocation of an additional NPR 50,000 for the most vulnerable HHs, to cover the rising cost of materials and transportation. Later, GoN also agreed to allow I/NGOs to provide additional NPR 50,000 as top-up to most vulnerable HHs along with NPR 300,000. NPR 350,000 is not sufficient to construct a large house, therefore, CAID and partners had to adhere to building the most basic design. Where possible slight changes were made such as building a veranda, adding a temporary room, etc. factoring in cultural and social needs.</p>		
<ul style="list-style-type: none"> There is a great opportunity after the GoN announcement of housing grant deadline of July 2018, for CAID to focus their efforts towards the most vulnerable by informing and facilitating the grant process by assisting the illiterate and incapable in filling forms, submitting applications, obtaining engineers sign-off and even collecting financial tranches from banks and delivering to the beneficiary. 	<p>Agreed.</p>	<p>This process is followed up by CAID. HHs were supported with filling forms and ensured banking process is smooth. Furthermore, CAID formed committees of beneficiary HHs so that they can represent wider community and engage with stakeholders.</p> <p>In addition to CAID target areas, reached out to nearby communities who were not served and provided socio-technical support by providing leaflets, connecting them with NRA engineers/overseers, connecting them with NRA authorities so that they can provide information about procedure, formalities, etc. CAID partner, SAMATA Foundation, organised district level public hearings so that families who are left out of GoN beneficiary lists can interact with relevant government authorities to receive responses to their queries immediately. CAID is currently engaged in providing socio-technical assistance in Dhading district.</p>	<p>Humanitarian Programme Manager & EPO</p>	<p>Completed</p>

<ul style="list-style-type: none"> In regard to livelihood support, focus of CAID should not only be in providing material support, but also to work towards improving their transformative capacities. For this, the beneficiaries can be linked to cooperatives and governmental bodies like DADO and DLSO to secure financial support, in terms of making savings and availing credits, as well as obtaining technical support that would help them be more resilient to future disasters 	Agreed.	CAID provided both cash transfers as well training (training to farmers, etc) to beneficiaries and connected them to local government institutions/bodies for further technical support. Project end livelihood survey report includes impact of livelihood intervention – included as part of DEC final report.	Emergency Programme Officer	Completed
<ul style="list-style-type: none"> There was a gap in documentation of learning and documentation of informal case handlings. The aspects of learning obtained through evaluation and complaint/feedback mechanism helps to inform project on decision making, hence there should be proper and systematic documentation of those learning. It is imperative to institutionalize complaints mechanism and project transparency that is flexible to adapt to beneficiaries' preferences. 	Rejected	<p>All complaints and feedback received was systematically documented.</p> <p>The evaluation team indicated a concern that complaints were resolved at community level and not raised at Kathmandu level. CAID management in Kathmandu were aware of C&Fs coming through various channels, however, they actively encouraged the practice of resolution at field level to ensure ownership from all stakeholders in each location. Staff and partners are aware which issues/complaints needed to be escalated to Kathmandu level.</p> <p>CAID will continue to ensure that staff, partner staff and their community mobilisers are consistently documenting all complaints and feedback. Key feedback and response actions to feedback have been reported to DEC in the final report.</p>	Humanitarian Programme Manager	Ongoing
<ul style="list-style-type: none"> The means of disseminating information should be accessible to all groups of people, including disabled and illiterate. Evaluation shows that information board was placed in the community to ensure transparency, but it missed out the fact that some sections of the targeted population were illiterate. Investment in communication of information should be towards community based, verbal and audio media. Arming 	Rejected	<p>Information boards included pictures, diagrams to ensure that those who are not able to read were able to understand key messages.</p> <p>Furthermore, CAID worked with local radio stations and broadcasted programs to ensure that the wider community is aware of key humanitarian information. Public hearings</p>	Humanitarian Programme Manager	Ongoing

<p>project staff with correct and up-to-date information and the ability to be in the communities with as much face-to-face time with beneficiaries would be most effective.</p>		<p>and face-to-face meetings were conducted to ensure multiple channels were used to disseminate information.</p> <p>CAID will continue to ensure that CAID staff, partner staff and their community mobilisers are consistently using multiple channels to ensure communities have access to timely and relevant information.</p>		
<ul style="list-style-type: none"> • Sustainability of the supported infrastructure needs further strengthening. CAID should not only focus on supporting in building infrastructures, but also focus on orienting the beneficiaries about developing sense of ownership and designate responsibility of maintenance and repair, prior to handing the structure. Infrastructure should be handed over to the community with a defined exit plan. Formation of Village Maintenance Groups (VMG) and operation funds need to be in place to ensure sense of ownership among the community and hence sustainability • The community groups should be trained to carry out basic repair and maintenance to ensure sustainability of the supported structures. These user groups should be formed into formal groups and they should practice the habit of collecting funds at household level on a periodic basis. 	<p>Agreed</p>	<p>DEC Phase 2 (b) beneficiary committees were active. Committees were provided with close support including induction and orientation support. Local authorities (ward and municipality officials) were also involved to support with maintenance of water supply schemes. Government officials connected with committees. User groups set up systems to collect minimal amount from HHs every month to ensure funds available for maintenance. Meters established to monitor usage.</p>		
<ul style="list-style-type: none"> • Although there were regular monitoring from the field staff, it was observed that the focus of the monitoring was limited in assessing the activities at output level attributable to the hardware support provided. The monitoring and evaluation system should be made more robust to ensure that the behavioural change and 	<p>Agreed.</p>	<p>CAID has put in place process to improve M&E and documentation. CAID has recruited a dedicated M&E Officer for the Nepal Programme and has plans underway to strengthen partner capacity on MEAL.</p>	<p>Humanitarian Programme Manager, EPO & M&E Officer</p>	<p>Ongoing</p>

effectiveness of the targeted intervention is also captured for learning.				
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