

**Post Earthquake Recovery and Reconstruction
Involvement, Experience and Learning
shared by:**

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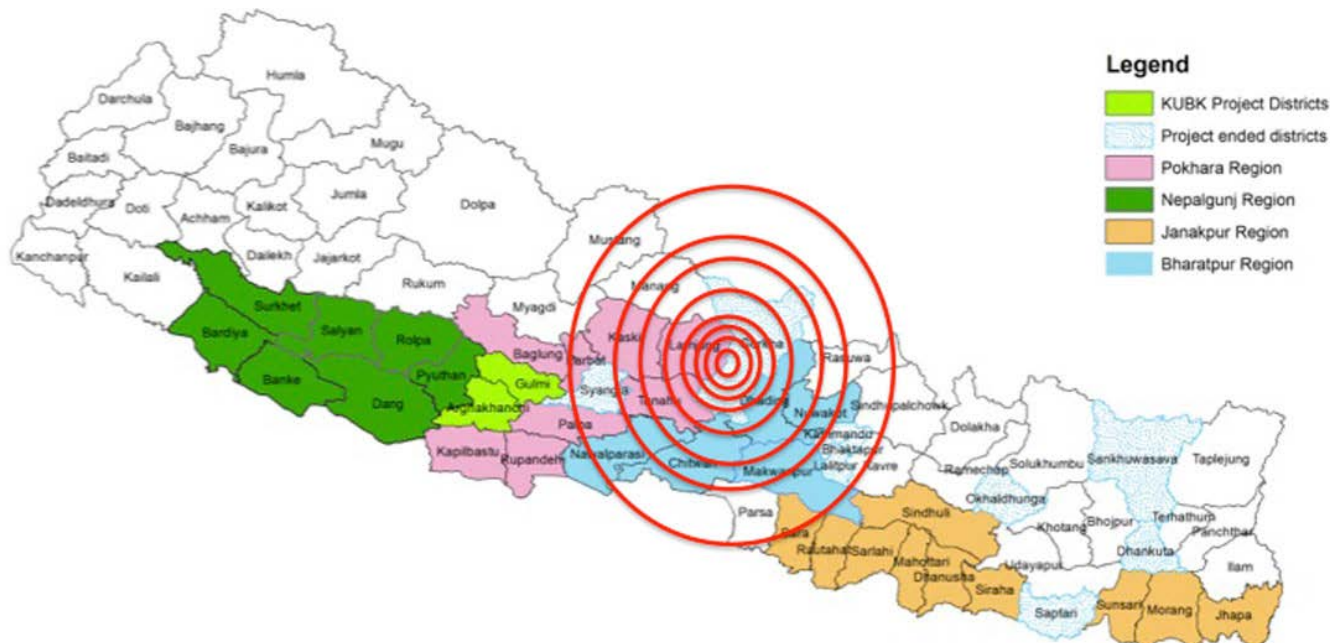
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NAMASTE !

KONNICHIIWA !!

Earthquake affected Nepal Saturday; 25 April 2015

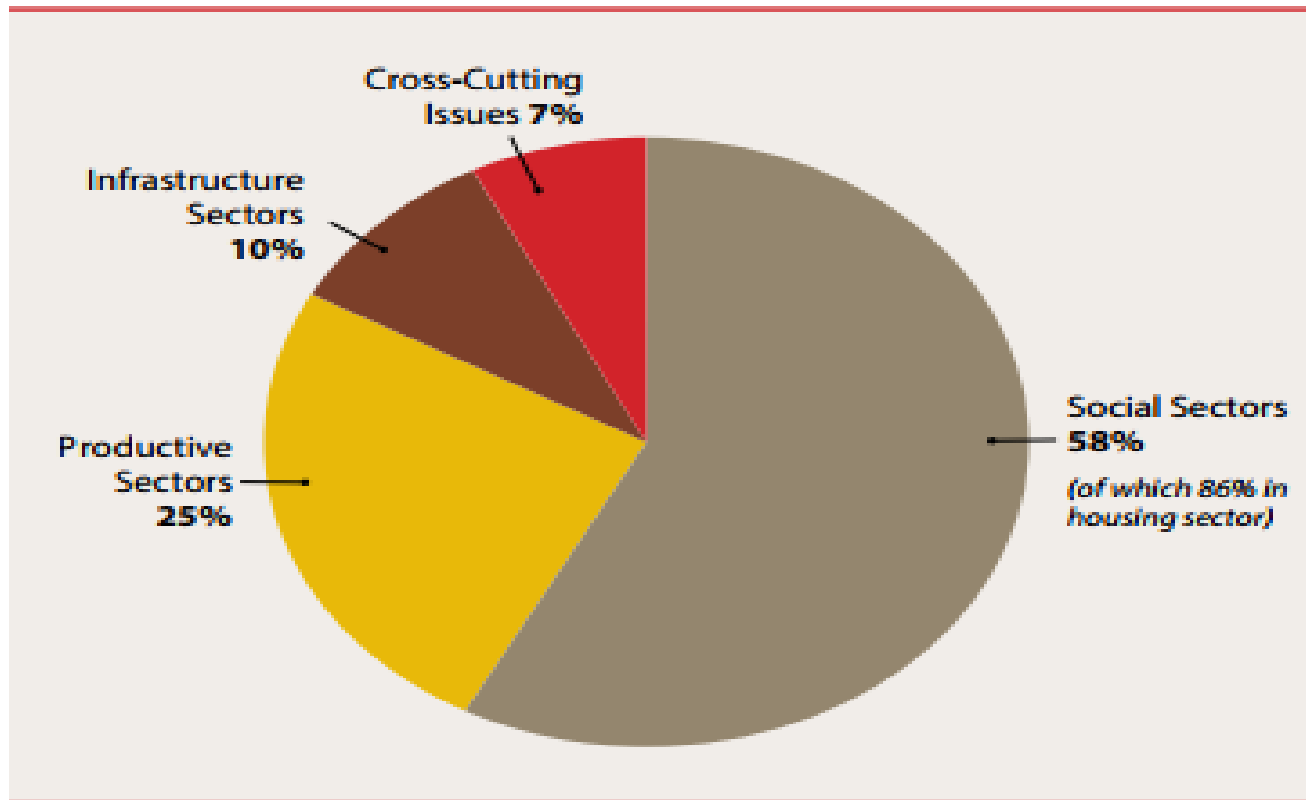


Overall damages-25 April 2015 Earthquake

Major Losses	Damages/losses	Additional information
Affected districts	31/75	Mid-regions, Eastern Regions 2/5
Monetary Losses	US\$>57065 million [@100 NPR/\$]	Estimated by PDNA Report
Human	>8000 individuals	>30,000 individuals injured
Houses	>650,000 HHs	
Schools	>5,000	Public & Private

Pictorial presentation

FIGURE 2: SHARE OF DISASTER EFFECTS ACROSS SECTORS



Source: Estimations by PDNA Team

Heavy Damages in schools and cultural heritage sites



Source: Post Disaster Need Assessment Report 2015

My Involvement Post Earthquake Recovery and Reconstruction

- Pictorial Assessment of damages and losses of JICA supported schools (later JICA repaired some the school blocks soon after the earthquake)
- Worked for three mostly affected districts
- Construction of Temporary Learning Centres and Semi-Permanent school buildings
- Psycho-social support for students/teachers
- Distribution of education materials to schools
- Training on Disaster Risk Reduction in schools and communities

My Experiences

Post Earthquake recovery and reconstruction

- Still after 2.5 years passed; there are huge gap in all sectors in recovery and reconstruction -all actions.
- Hard to reach areas are mostly unreached due to heavy transportation and logistic costs required.
- Children and teachers from displaced areas were mostly vulnerable. (faced problems in new camps/localities and enrolment/continuity)

My Learning

- **Urgency of construction of safe space:** Semi-permanent schools have been constructed for children and teachers to study under safe spaces immediately.
- **Difficult in coordination:** Understanding differences between Central agencies and district bodies/local levels. Not met local needs/demands.
- **Helpful Feasible/Practical Plan:** District/s having feasible reconstruction plan are more efficient. Nearly met the initial year reconstruction goal; whereas district/s with no feasible or practical plan faced serious gap of fund from government and support agencies.

Differences of construction: Permanent Vs Semi-permanent Structures in schools

Major elements	Permanent Structure	Semi-permanent Structure
Coverage	Low	High
Fund/investment	High amount	Less amount
Time Required	More	Less
Space	Less	More
Durability	High (20-40 years)	Low (<5 years)

Some early recovery

Before



Soon after- 0-6 months
temporary learning centres



Source: k. Subba during association for Post Disaster Recovery and Reconstruction

Example of Temporary Learning Centre constructed by some active school (mostly bamboos and mud work)



Source: k. Subba during association for Post Disaster Recovery and Reconstruction

Iron and metal sheets used for constructing Temporary Learning centre by I/NGOs



Temporary Learning Centre/(Transitional)Semi-Permanent school structures designed for 3-5 years until Permanent Blocks (2 Classrooms/block)



Source: k. Subba during association for Post Disaster Recovery and Reconstruction

Major JICA support

Before



After -Major JICA support
with use of BBB Approach



Source: JICA Assessment of damage/loss
JICA Nepal Office, photo gallery
Pictures may differ the locations

Major JICA support with use of BBB Approach



Source: JICA Nepal Office, photo gallery