Children's Rights

Assessment of projects supported by
Save the Children Norway in Nepal (SCN/N)

2005 - 2009

A study report

Submitted to
Social Welfare Council (SWC), Nepal

Submitted by a study team commissioned by Social Welfare Council (SWC)

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Executive summary

The **purpose** of this evaluation mission was to explore, identify and assess the effectiveness of Save the Children Norway- Nepal (SCN/N) supported projects and to recommend future strategies of support. SCN/N as an INGO is primarily working in the field of child-rights and protection through education and awareness. A general agreement with Social Welfare Council (SWC) and a partnership agreement with the Ministry of Children, Women and Social Welfare (MoWCSW) have provisioned this type of independent evaluation involving experts and representatives of concerned authorities of the concerned ministry and the council.

Conceptual framework of study was designed with guiding questions and probing hints based on the terms of reference given to the evaluation team to assess the impact of projects. On-site visits of sample projects launched under selected themes and meetings with partner NGOs and line agencies implementing the projects provided the sources of primary data collected through direct observations, personal/group interviews and focus group discussions with the stakeholders- service providers, beneficiaries and victims.

Key respondents consisted of individuals and groups from partner NGOs and line agencies (97), children's clubs/youth clubs, students (53), members of cooperatives (31), SMCs, head teachers, teachers, PTA members, parents (71), union members, politicians, local authorities/VDC secretaries (40) and SCN/N staff members (15).

Findings, in majority of the cases, show conformity with the expected results of the planned interventions as envisaged by the four-year plan (2006 – 2009) and as elaborated with indicators in the results framework (2008) of SCN/N. Programmatic findings that could be physically verified from the on-site visits include the following observations by the evaluation team:

- Dignity and self-confidence of children has increased through the creation and promotion of children's and youth clubs.
- Almost all school-age children of the service areas are enrolled at school.
- Parents (especially mothers) of grade 1 and 2 children visit schools frequently.
- Local cooperatives, where constituted, are actively engaged in school affairs.
- Local partners/NGOs and line agencies are made accountable and aware of interventions. Their capacity to work for results-based projects has substantially increased.
- Children and women of backward/dalit communities are found encouraged by SCN/N support accessed to them through local partners.

Conclusions drawn from the document reviews, presentation and discussion of the data and findings of the study are as follows:

- SCN/N has reached right target groups in remote areas.
- 'Leadership of those who are affected' has been encouraged.
- Heavy focus on child-rights and access to basic primary education are the major themes.
- Notion of 'child-friendly' education without physical punishment has evolved at schools.

- 'Transparency' of financial management and transactions is maintained through public auditing/social auditing and timely reporting mechanism at the cost centers.
- Ownership and belongingness of the projects by the local communities have been encouraged through inclusion and 'active participation' of stakeholders.
- Access of children, youths and deprived segments of population has increased.
- Project planning and design process has improved through the introduction of the newly worked out results framework (log-frame approach) intended for use from the centre towards the implementation level from 2008 onwards.

Recommendations of the evaluation team to SWC, SCN/N, its partner NGOs and other stakeholders include the following:

- As shared by the project partners, they have to undergo a complex process and hectic paperwork while working with SCN/N supported projects. The team recommends that the process should be simplified by avoiding duplications and by simplifying and/or translating the most essential reporting and planning forms into Nepali as appropriate.
- Partner NGOs expressed some grievances about selection of 'core' and 'cluster' partners. A careful review of existing guidelines and specificity/objectivity of criteria could work.
- Facilities wear and tear out after phase out of the projects. A carefully designed 'handing over plan' would be required to ensure sustainability of the impacts in user communities.
- Heavier focus on 'rights' was found as compared to limited resources. A 'balance between rights and resources' has been recommended in the design and allocation of programme and budget to avoid the situation where 'knowledge of rights without resources' is of little value to the target beneficiaries.
- SCN/N is currently working on too many themes (eight could be traced!). To consolidate the efforts and to reinforce the brand-name, it would be more effective to focus on few themes and specialize on those.

List of abbreviations

AE	Alternative Education/Adult Education
CBO	Community Based Organization
CBR	Community Based
CC	Child Clubs
CCWB	Central Child Welfare Board
CDC	Community Development Center
CEMIS	Community Based Educational Management Information System
CiAC	Children in Armed Conflict
CLO	Children and young people Led Organizations and groups
CP	Country Programme
CPP	Child Protection Policy
CRC	United Nation Convention on the Rights of the Child
CSA	Child Sexual Abuse
CWC	Concerned for Working Children
CWD	Children with Disabilities
CWISH	Children and Women in Human Rights and Social Service
CWIN	Child Workers in Nepal Concerned Center
CZOP	Children as Zones of Peace
DCPC	District Child Protection Committee
DCWB	District Child Welfare Board
DDC	District Development Committee
DEO	District Education Office (and officer)
DHO	District Health Office
DoE	Department of Education
DWO	Dalit Welfare Organization
ECD	Early Childhood Development
EFA	Education for All
EMIS	Educational Management Information System
GO	Governmental Organization
HH	Hoste Hainse Child Development Society
GON	Government of Nepal
HR	Human Rights
HRD	Human Resource Development
KIRDARC	Karnali Integrated Rural Development and Research Center
LDO	Local Development Office
M&E	Monitoring and Evaluation
MDG	Millennium Development Goal
MoE	Ministry of Education

MoWCSW	Ministry of Women, Children and Social Welfare
NFE	Non-Formal Education
NGO	Non-Governmental Organization
NHRC	National Human Rights Commission
NPA	National Plan of Action
NPC	National Planning Commission
PLWHA	People living with HIV/AIDS
PNGO	Partner Non-Governmental Organization
PRS	Poverty Reduction Strategy
PTA	Parents Teachers Association
SAC	Social Awareness Center
SAFE	Social Awareness for Education
SAHARA	Social Awareness and Helping Activities for Rural Areas
SC	Save the Children
SCA	Save the Children Alliance
SCNN	Save the Children Norway Nepal
SMC	School Management Committee
SOVAA	Social Volunteers Against HIV/AIDS
SSD	Samaj Sewa, Doti
SWC	Social Welfare Council
TOLI	Team Organization and Learning Institution
TUKI	Tuki Association Sunkoshi
UCEP	Under-privileged Children Education Programme
UPCA	Under-privileged Children's Association
VCPC	Village Child Protection Committee
VDC	Village Development Committee
VDRC	Village Disability Rehabilitation Committee
WSHC	Women Self Help Center

Introduction

Background

Save the Children Norway (SCN) is a voluntary, humanitarian, membership-governed child rights International Non-Government Organization (INGO) founded in Norway in 1946. Save the Children - Norway (SCN) started working in Nepal as Redd Barna in 1984 under a general agreement signed with the Social Welfare Council (SWC). Save the children Norway- Nepal (SCNN) is currently working in more than 35 districts with the basic theme of partnership with the organizations/government institutions and NGOs with focus on eight different themes. SCN/N is not implementing the programs itself but is facilitating implementation through local NGOs and government line agencies in areas such as Early Childhood Development (ECD), basic and primary education, quality education, disability, violence and child rights. SCNN has provided cooperation through its local NGO partners and government line agencies mainly in the field of ECD and protection of children and women through basic education awareness to their rights in a right-based manner.

As a child-rights based organization, SCN/N has been supporting projects and programs in the districts and several VDCs of the accessed districts by means of supporting schools and user communities through financial and technical support. SCN/N believes in valuing children by respecting their rights, their voices, their potential and their participation. Its support programmes in Nepal have gained practical work and experience in the local contexts. It is generally believed that SCN/N has its distinctive competence built over time. However, independent studies and evaluation research were felt needed in order to assess any real difference made in the lives of the target groups in its service areas covered by the ongoing projects and programmes. This study was one of such assessments to explore and verify the distinctive effects and tangible impacts brought about by the SCN/N supported projects in Nepal.

Purpose

Working with local organizations as partners, SCN/N has been attempting in making substantial changes by means of 'self-implementing projects' owned and managed by local NGOs and government line agencies. This modality of implementation necessitates independent and periodic monitoring and evaluation of projects' outcomes and impacts. This evaluation is part of such efforts to physically observe and assess the effects of project interventions benefiting the target population, and from the perspectives of the beneficiaries and stakeholders themselves.

More specifically, the purpose of this evaluation mission was to make and overall assessment of the effectiveness of the projects supported by Save the Children Norway-Nepal (SCN/N). The evaluation mission was assigned to do so by exploring, identifying and assessing the effects of such projects launched under different themes, and to recommend future strategies of support leading to higher degree of success in benefiting the deprived children and women in Nepal.

General agreement with SWC

Many of the problems experienced by the children were already well-known but the framework of the Convention on the Rights of the Child (CRC) has raised issues that were previously either not recognized or not sufficiently acknowledged. Save the Children Norway

is one of the few international agencies working to assist Nepal in realizing its obligations following the signing of the Convention. Thus, SC Norway has always focused on bringing learning from its experience in Nepal, from other countries around the world to the process of assisting local government and non-government agencies in realizing the commitment of the state party under the Convention of the Rights of the Child ratified by Nepal.

Save the Children Norway - Nepal's overall goal is to contribute to an increase in the realization of children's rights in Nepal.

The general agreement between SWC and SCN/N includes the following themes as strategic objectives identified by SCN/N for mutual cooperation towards child-rights and protection:

Child Rights and CRC
- To improve the understanding of concepts of rights, and of the principles and provisions of the CRC with key strategic institutions critical to the child rights movement.

Early Childhood Development
- To enhance the commitment of key institutions to ECD as a central element of child rights strategies demonstrated by strengthened and expanded programme, appropriate policies and resources for young children.

Basic Primary Education
- To demonstrate in selected districts that it is possible to improve the quality of primary education and increase the number of children accessing primary education by overcoming discriminatory practices.

Childhood Disability
- To improve the quality of life of children with disabilities through mobilizing civil society and supporting the government to address the issue through prevention, inclusion and community based rehabilitation.

Violence and Sexual Abuse
- To contribute to the issue of sexual abuse and violence against children being established as social concerns, and strengthen the knowledge and capacity of key institutions working on child sexual abuse, violence and exploitation.

Economic Exploitation of Working Children
- To create favorable environments for working children to exercise their participation and association rights, to protect themselves against hazards and exploitation, and to start to address the root causes of child migration.

Children in Armed Conflict
- To contribute for protection, development and social integration of children and their families affected by armed conflict with active participation of stakeholders including children and their organizations.

Partnership agreement with Mowcsw

The aim of the partnership with Mowcsw is to contribute towards children's survival, developmental, participation rights as provisioned in and envisioned by the Interim Constitution of Nepal, 2063; in the UNCRC, 1989; CEDAW and their Optional Protocols and SAARC Conventions in which Nepal is a state party.

The specific objectives of the partnership agreement are two fold:

1. Child Protection and Development Programme: to ensure protection rights of the children by strengthening and activating sustainable child protection system in Nepal, from villages to national level.
2. Chaupadi Elimination Programme: to eliminate Chaupadi, i.e., discrimination against girls and women during their menstruation period and other gender based violence.

The partnership has taken into account the recommendation given by independent mid-term review of the "Children Affected by Conflict - Protection and Development Programme" and the "Baseline study on Chaupadi System in Achham, Doti and Bajura" conducted by SCNN and Environment Conservation Forum in 2006. The partnership also has incorporated learning of the programme implementation and also taken into view the changed political context, issues and aspiration of citizens of Nepal.

Provision of monitoring and evaluation

According to the general agreement, arrangement for the regular monitoring and evaluation of the SCNN and its specific projects will be made by the Council in consultation with the parties concerned. Representative from Women, Children and Social Welfare Ministry and National Planning Commission will be involved in the evaluation team. The mid-term evaluation of the project will take place on a regular basis and the final evaluation will be carried out by the Council six months prior to the completion of the project period. The cost incurred for the purposes will be borne from the project / programme budget.

Save the Children Norway sees monitoring and evaluation (M&E) as: deciding what information about activities is most useful, collecting and analyzing that information, and feeding it back into planning and management. Monitoring involves ongoing observation, documentation and follow-up of activities, whereas evaluation involves periodic and more intensive exercises of reflection, comparison and learning.

Evaluation may be carried out by stakeholders as part of monitoring, but may also be organized as add-on activities with external evaluators. Monitoring and evaluation are interdependent and shall always be closely linked.

Terms of reference for the evaluation team

The TOR was designed for evaluating the program as per the Project Agreement signed between the Social Welfare Council (SWC) and Save the Children Norway - Nepal on September 8, 2005. That included the following information:

1. Name of the Project and its location: Program of Support to the Realization of Children's Rights in Nepal
2. Period of Project Effectiveness: From May 22, 2004 to May 21, 2009 (5 years)

3. Name of the Partner NGO/s and Locations
4. Objectives of the Project.

Accordingly, the project agreement signed with the SWC has identified the following themes and thematic objectives compatible with the SCN/N programme themes as incorporated in the conceptual framework of this study:

a. Child Rights and CRC
To improve the understanding of the concepts of rights, and the principles and provisions of the CRC with key strategic institutions critical to the child rights movement.

b. Early Childhood Development
To enhance commitment of key institutions to ECD as a central element of child rights strategies demonstrated by strengthened and expanded program, appropriate policies and resources for young children.

c. Basic Primary Education
To demonstrate in selected districts that it is possible to improve the quality of primary education and increase the number of children accessing primary education by improving teaching-learning practices and overcoming discriminatory practices.

d. Childhood Disability
To improve the quality of life of children with disabilities through the mobilization of civil societies and supporting the government to address the through prevention, inclusion and community-based rehabilitation.

e. Violence and Sexual Abuse
To contribute to the issues of sexual abuse and violence against children to be established as social concerns, and strengthen the knowledge and capacity of key institutions working on child sexual abuse, violence and exploitation.

f. Economic Exploitation of Working Children
To create favorable environment for working children to exercise their participation and association rights, to protect themselves against hazards and exploitation and to start to address the root causes of child migration.

g. Children in Armed Conflict
To contribute for protection, development and social integration of children and their families affected by armed conflict with active participation of stakeholders including children and their organizations.

Project evaluation objectives
The objectives of the project evaluation assigned as guidelines for the team were to:

a. explore the level of progress / changes made by the project and analyze the extent to which the achievements have supported the program goals and their objectives,
b. evaluate the project effectiveness -- longitudinal effect and continuity of the project activities / services as well as the scope and extent of the institutionalization of the project,

c. explore the cost effectiveness of the project activities,
d. identify the target and level of achievements as specified in the project agreement,
e. explore the coordination between the concerned line agencies in the project districts,
f. find out the income and expenditure in compliance with the project agreement and proportion of programmatic and administrative cost incurred by the project,
g. examine the financial regularities / disciplines in accordance with the prevailing rules and regulations and fixed assets purchased in duty-free privileges and locally,
h. document the good lessons to be replicated in other projects and identify aspects to be improved in the days ahead.

Based on the above said evaluation objectives the team categorically concentrated on the assessment of the following issues:

- Community/social/public auditing practices in the program/project areas.
- INGO/Project's coordination mechanism with local bodies and other line agencies. Level of public/community participation.
- The extent of social inclusion in the project implementation.
- Impact of the project in the community.
- SCNN's partnership modality/strategy with counterpart/partner and its contribution.
- Extent of the level of up-to-date completion of the project activities.
- Inventory/assets management system of the project/program (records, uses and condition of durable goods purchased under duty exemption) maintained by SCNN.
- Income and expenditure pattern of the project/program and the level of accounting transparency.
- Resource flow modality from SCNN to partners and community.
- Internal financial control system of the project.
- Sustainability component of the project/program.
- Project's target and achievements as per the log frame stipulated under project agreement.
- Successful cases/stories of the project, which can be replicated in other areas/programs, and failure cases and lessons to be learnt.
- Contribution, roles and responsibilities of foreign representative/expatriate/volunteers within the project/organization (if applicable).
- Compliance with clause No. 1 of general agreement signed between SWC and SCNN.
- Socio-ethical issues governing the project implementation.
- Review of findings and suggestions shown by previous monitoring and evaluation reports (if applicable).

The study team was advised to undertake the following activities as its process to evaluation:

a. Prepare a suitable evaluation strategy to work in the team.
b. Collect the experience of project-related communities, beneficiaries, and officials of the SCNN, counterpart NGO and line agencies.
c. Review all the relevant documents/agreements signed with SWC, project documents, planning framework, progress reports, need assessment reports, baseline study reports, impact assessment materials and financial reports available from the SCNN.
d. Visit the sampled project sites and conduct discussions, interview with the concerned stakeholders, and management about future plans and programs.
e. Share the draft report with the SCNN before the submission to SWC for final presentation.

f. Submit the evaluation report to SWC after incorporating any suggestions after the presentation.

Scope and focus

The TOR gave an advisement to the team to identify which of the project components would be covered in the evaluation and the major issues for the evaluation team to assess. These issues were then reflected in the conceptual framework of the study tailored to reflect the purpose of this evaluation. The evaluation would address major aspects and activities of programmes for the period of May 2004 to January 2009. It would specifically focus on the following levels (if applicable):

Strategic level
- Analysis of project's context
- Planning and documentation
- Partnership and networking

Implementation level
- Sufficiency and quality of resources mobilized
- Reporting monitoring and evaluation system
- Compliance with documents

Organizational level
- Effectiveness of organizational management system
- Effectiveness of program/management system.

Methodological approach

The Study team therefore adopted the following methodologies for evaluation:
- Review of related project documents/agreements/progress reports, website information, etc.
- Key informant interviews and discussions in the office of SCNN before departure to project sites.
- Drafting evaluation research questions and interview questions for the collection of data and information.
- Focus group discussions with the user groups and individuals.
- Personal inspections of the project sites.
- Interviews with the executive office bearers of the SCNN after the field visits.
- Discussions with the service recipients, contact officers, related line agency officials, etc.
- Instruments:
    o FGD Guidelines,
    o Structured and un-structured interviews,
    o Observation checklists,
    o Evaluation forms, and so on.

In addition to the study methodology mentioned above, the study team was advised to add and apply other methods, as it seemed necessary to achieve the objectives of the evaluation. To observe and address the major differences made by the SCN/N project interventions, the evaluation team eventually utilized the following three guiding questions and probing hints

for gathering essential field data (in a short period of time given to the team) as listed in the conceptual framework of the study:

Three guiding questions for field work and data collection

1. In what ways are the SCN/N supported projects and programs different from similar projects and programs of other government and non-government agencies?
2. What improvements are needed to make these programs more effective and accessible to a wider needy population?
3. Which themes or program areas of the support should be added or reduced or removed? Why?

Aspects included in the design

1. Overview of expected results and achievements
2. Institutionalization and sustainability of the projects' effects
3. Financial management, transparency and cost effectiveness
4. Compliance with financial regularities and discipline
5. Effectiveness of partnerships, alliance and coordination
6. Lessons learnt, replicable best practices and areas of improvement *(conclusion, recommendations).*

Regions included for sample projects and data gathering

1. Team A (4 members) to mid and far west- Banke, Bardiya, Surkhet and adjoining sites: *(6 days)*
2. Team B (2 members) to Central and East- Sindhupalchowk, Kavre, Kathmandu, Lalitpur and adjoining sites: *(2 days)*

Methods used for data gathering

1. Document study (collection and review)
2. Direct observations
3. Personal interviews
4. Group interviews
5. Focus group discussions
6. Interactive meetings and workshops *(facilitated).*

Themes and conceptual framework

Eight major themes of SCN/N project support activities and involvement have been identified based on the agreement between SWC and SCN/N and from the TOR given to the evaluation team. Scope and focus of evaluation consist of three levels of effectiveness evaluation in terms of results, including impacts- strategic level, implementation level and organizational level. Review of available documents suggests that such project intervention results could be viewed with reference to systems approach at different levels of results: inputs-activities-outputs-outcome-impact.

Each theme of the SCN/N project support and activities cover a wide range of components and elements associated with different aspects of project support. The following conceptual framework presents a mind-map of major themes to be addressed in this evaluation study. This study also aims to gather qualitative data through interactions with the stakeholders (providers, beneficiaries and victims), focus group discussions and direct observations as hinted by the evaluation research questions suggested for this study.

Themes of SCN/N supported projects

Child Rights and CRC

Early Childhood Development

Others: Alliance and Cooperation, HIV/AIDS etc

Basic Primary Education

Strategic level Implementation level Organizational level

Childhood Disability

Children in Armed Conflict

Economic Exploitation of Working Children

Violence and Sexual Abuse
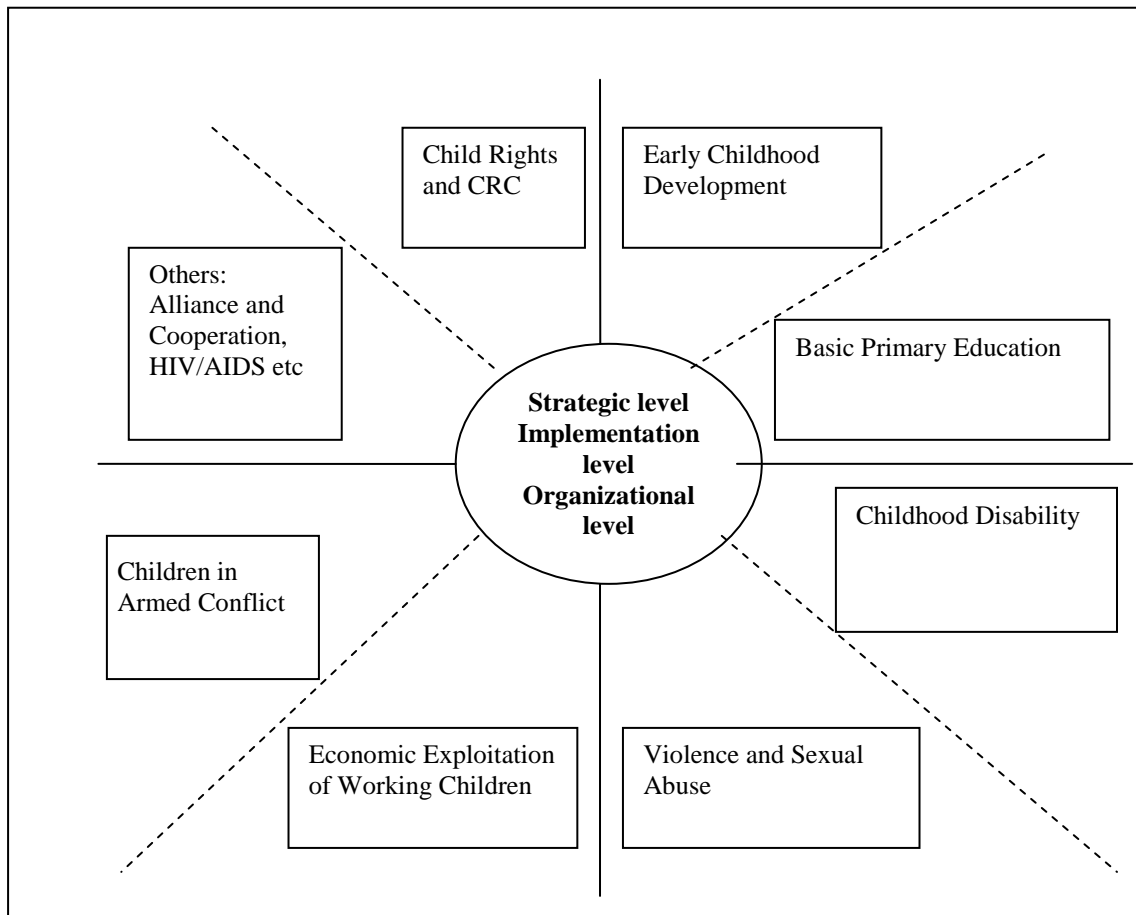
The following aspects of evaluation, key research questions and probing hints for data collection have been derived from the major themes of SCN/N project support and with reference to evaluation objectives and issues to be addressed as categorically mentioned in the TOR for the evaluation team:

Aspects of evaluation, key research questions and probing hints for data collection

Project theme (which of the major themes?):-- Project site/location/coverage: -------------------------

Aspects of evaluation	Key Research Questions	Probing hints for data collection *(Document study, interviews, direct observations, case narrations, focus group discussions, meetings…)*
1. Expected results and achievements of the project	To what extent have the goals been achieved as compared with the expected results?	What has been the visible impact? What are the indicators? What physical and environmental changes have been made? How do we know it? What justifies the input as compared with the levels of results (activities, output, outcome, impact)?
2. Project effectiveness in terms of institutionalization and sustainability	Are the project effects likely to be institutionalized and sustained in the changing context?	What are the claims, concerns and issues of the stakeholders? Who is/is not affected? Who owns the results achieved? How is the situation of belongingness? Will the services be continued? How do we know?
3. Financial management, transparency and cost effectiveness	How cost-effective are the project activities with reference to the cost of product or service?	How is the fund flow mechanism? How is the coordination? Who owns and controls the resources? Assets? Liabilities? Inventories? Auditing? Sustainability of the services in terms of costs? Who benefits/who doesn't?
4. Compliance with financial regularities and discipline	Do the income and expenses of the project activities comply with standard procedures, norms and practices?	How is accounting/bookkeeping? What is the proportion of program/admin costs? Is public auditing done? How is the control mechanism? Income-expense pattern? How much do the data comply with agreement? With prevailing guidelines?
5. Partnerships, alliance and coordination	How effective are the partnership modalities and partners' contributions?	How inclusive is the project implementation? Who is part of it? Who is excluded? What are the ethics of collaboration? Who is informed? Who is involved? How? How well?
6. Lessons learnt, replicable best practices and areas of improvement	What are the lessons learnt from the project activities and achievements?	What are the strengths and weaknesses of the project? What are the indicators? What exists as evidence of success? How is feedback received and given? What are the claims, concerns and issues of the stakeholders? What can be carried over?

Field plan:

Team A (3 members) to mid and far west- Banke, Bardiya, Surkhet and adjoining sites.
Team B (2+2 members) to Central and East- Kabhre, Sindhupalchowk, Kathmandu, Lalitpur and adjoining sites.

(Providers, beneficiaries and victims)
1. Partner NGOs and line agencies: **97**
2. Children's clubs/Youth clubs, students: **53**
3. Members of cooperatives: **31**
4. SMCs, head teachers, teachers, PTA members, parents: **71**
5. Union members, politicians, local authorities/VDC secretaries: **40**
6. SCN/N staff members: **15.**

Composition of the evaluation team

The evaluation mission consisted of 6 members as mentioned below:
1. Dr. Bhawani Shankar Subedi, TITI: Team leader
2. Mr. Hari Krishna Paudel, MOWCSW: Team member
3. Mr. Madan Prasad Rimal, SWC: Team member
4. Mr. Ram Krishna Subedi, MOE/DOE: Team member
5. Ms. Khima Devi Limbu, NPC: Team member
6. Mr. Gopal Kumar Shrestha, CA: Team member

(SCN/N focal persons: Mr. Tarun Kanta Adhikari and Mr. Prakash Chandra Achrya).

Presentation and discussion of the field data

Field notes from Mid and Far West regions

1. <u>January 7, 2009.</u> The evaluation team participated in the brief presentation and discussion organized and presented by Pashupati Sapkota. This presentation was for information on SCN/N projects and programs in the mid and far west region- especially in Rolpa, Salyan, Dang, Dolpa, Humla, Mugu, Kalikot, Achham, Bajura, Doti and Kailali districts. Major themes covered were Education, Protection, HIV/AIDS and Children in conflict. The presentation focused on the themes covered and activities of the 'core' as well as the 'cluster' NGO partners implementing projects and programs supported by SCN/N.
2. <u>January 7, 2009.</u> The evaluation team observed a presentation being delivered by Bhola Dahal on 'Program-action-logic model' as a framework for program development and evaluation. The participants were the representatives of NGO partners from the Mid and Far West who were in Nepalgunj for a three-days review meeting of the SCN/N partners operating in those regions.
3. January 7, 2009. The evaluation team participated in a focus group discussion with the participants of the review and planning meeting of the NGOs in regions. This interaction event was facilitated by the evaluation team leader and recorded by members of the team. Every participant of the meeting was encouraged to share (and every body spoke out!). Outputs of the discussion have been recorded in writing as shared in this meeting. The participating NGO partners were engaged in an in-depth discussion with the help of the following three main guiding questions:
   a. In what ways are the SCN/N supported projects and programs different from similar projects and programs of other government and non-government agencies?
   b. What improvements are needed to make these programs more effective and accessible to a wider needy population?
   c. Which themes or program areas of the services should be added or reduced or removed? Why?

4. January 7, 2009. Banke UNESCO Club was the site for the evening visit. Focus group discussions were held with the office bearers and representatives of the club and the Madarsas supported by the club with the financial and technical assistance of SCCN/N. It was an interesting discussion as the Madarsas are unique in nature and yet looking for ways to be an integral part of national main stream of Nepal's education system.
5. January 8, 2009. The evaluation team visited Tarakeshwor Bal Bikash Kendra in Bardiya. All the primay grades of the school were observed. Discussions were held with the school management committee members, local cooperatives representatives, head teacher of the school, students, and childrens club. This visit was instrumental in gathering first hand information and meaningful data- both quantitative and qualitative.
6. January 8, 2009. Ganga Prathamik Vidhyalaya of Bardiya was another primary school that the evaluation team visited. The school management committee (SMC) of the school. Including its chairperson, were present in the discussion and sharing. Those who participated in the interviews and discussions included teachers, parents, smc members and members of dalit sewa sangh (DWO) of the district. The team observed few classes and asked questions to the students available at school.
7. January 8, 2009. The team then visited a shop owned and operated by a lady (Hira B.K.). Under 'protection' theme, she had received an initial   grant of some thirteen thousand rupees from SCN/N through dalit sewa sangh (DWO) Bardiya. The lady was interviewed and the data recorded. It was learnt that five such small shops in operation initiated with such grant in the service area and through the recommendation of VCPC.
8. January 8, 2008. Dalit sewa sangh (DWO) Bardiya office was another site visited for data gathering. The officials of the sangh office briefed about their activities, links with other agencies and scope of their activities in the district.
9. January 9, 2009. Babiya Chour VDC of Surkhet district was an important site for visit and data collection from different stakeholders. The evaluation team spent few hours and learnt about the status and activities of Samuha Prathamik Vidhyalaya, a primary school supported by SCN/N through local NGO partner. School authority and stakeholders were seen actively involved in the management of the school affairs. Stakeholders including childrens club and, smc, VDC secretary and local parents were interviewed along with observation of the school activities.
10. January 9, 2009. Gyan Jyoti Higher Secondary School of Babiya Chour was another site that the evaluation team visited. Primary section of the school has been receiving SCN/N support physical and technical support to promote the access and quality of primary level students and teachers of the school. Two events were ongoing during the time of the visit: non-formal education program for adults and joint meeting of teachers of the VDC that have received SCN/N support.
11. January 9, 2009. Janajyoti Madhyamik Vidhyalaya of Baddicour VDC was yet another site visited by the team. A gathering of over 100) villagers, mainly women, present at the school courtyard welcomed the team and discussed their prospects and challenges. SCN/N has supported the school by providing educational materials, carpets for the primary classrooms, toilets for disabled children, drinking water tank, learning resources for the library and awareness support to promote parents' involvement in the school affairs. People's participation and enthusiasm at the school was remarkably encouraging. Teacher's position 'darbandi' was the major issue.
12. January 9, 2009. It was late evening. Teachers and some parents were still waiting for the evaluation team to arrive. Sidhhartha Primary School of Dhamalakhali, Kunathari VDC-3 of Surkhet was yet another site for the team to visit and explore the situation of SCN/N support. It was interesting to note that all four teachers of the school were female in this

school serving local dalit community with child-friendly quality education of 91 students, mainly girls. Teachers were encouraged by SCN/N support.

13. January 10, 2009. The evaluation team visited District Education Office (DEO) Surkhet on January 10, 2009 and attended a meeting with project partners and stakeholders. In addition to the DEO and its staff, there were representatives of teachers unions, NGO desk officer of the DDC, neighbouring VDC secretaries and political leaders of the district. The DEO was happy, aware of, informed and thus cooperative towards the SCN/N supported projects in the district-especially support to quality education through local NGO partners and line agencies. SCN/N support is now available in 12 VDCs and under different thematic programmes. Local partners were found actively involved in partner selection, site selection and priority selection.

14. January 10, 2009. Youth Information Program was another site visited by the team. The providers and beneficiaries of the services were engaged in a meeting while the team accessed them. The youth information programme is relatively newly established and is likely to offer internet services to the users in accessing data bases and various information sources regarding youth and welfare. The issue raised was about integrating the services in the mainstream with ownership of the local partners and user groups.

15. January 10, 2009. The team visited SAC office and attended five presentations made by four partners of SAC which is the core regional partner for implementing SCN/N supported projects. In addition to SAC itself, partner NGOs that presented their progress and ongoing activities in the meeting were Safer Society, Seto Gurans, DWO Surkhet and ECD centre. The issue raised was about incorporating their programs into the DDC's annual programme in a normal and natural manner for sustainability and ownership.

16. January 11, 2009. The evaluation team visited Pragatishil tole of Banke district to make an assessment of support being provided to Badi community under theme 'protection of women and children form violence and sexual abuse'. Cooperative of adult women, children's club, youth club, Banke UNESCO club and CDC are active in the site. Evidently, positive changes in the ways of living and thinking of the community people, including construction of public toilets for men and women were visible effects.

17. January 12, 2009. This was a debriefing meeting of the evaluation team with the SCN/N mid and far west regional office in Nepalgunj. Theme-wise targets and significant achievements were discussed and reviewed with the staff in their meeting. Impressions from the field visit in the region were shared and doubts were cleared with the concerned staff of SCN/N. Participants of the meeting individually shared their achievements and issues being faced in the implementation of thematic programmes in the target communities. A thorough reflection took place in this meeting with the evaluation team.

Field notes from central region
Field Visit Kavrepalanchowk

January 15, 2009

1.   District Education Office

        Meeting with District Education Officer Mr. Sunder Kumar Shakya and Focal Person Mr. Semanta Koirala

        With SCNN support, DEO has
        • supported to School Infrastructure (School building, Furniture)

- Active Teaching Learning Training for teachers
  - Key Teacher
  - Support Teacher
- ECD Program
- Support to Child club activities
- Exposure Visits
- Radio Program -- Namo Buddha FM 106.7 - with association -- Namsal Association
- Support to Children having disability -- Scholarship
- Income Generation Training to Children having disability   (candle, envelop)
- Publication of Journal of DEO (Kavre Saichhik Darpan)

SCNN program launched in 6 VDCs, 46 Schools

Program is effective and expansion is required. Kavre is one of the leading districts in quality education.
Program that should be added is Primary health / First Aid program.

Meeting with – Account Officer Mr. Ganesh Pd. Ghimire

- Separate bank account is maintained for SCN/N funds provided through partner NGO
- Equipment and assets purchased are recorded in the register and maintained as equipment and assets (Jinsi Register).

SCNN fund utilization
- through DEO -- Review meeting / exposure visit
- through Resource person -- Active learning training
- Support to school is directly paid to school bank account - Infrastructure , class room materialS.

Supporting documents for expenditure are received in the DEO.

Statement of Expenditure is submitted on quarterly basis to SCNN. Reporting is done through the software provided by the SCNN.

Audit of the Account is done by the Auditor appointed by SCNN. From 2008/09 onward audit from OAG is also required.

Internal Control for the disbursement of SCNN fund is found satisfactory.

2.   Devishori Primary School - Kirdas , Kharpachowk VDC 1

SCN/N support for
- Class room material - tables , cushion
- Teaching material
- Two room school building is under construction from the financial support of SCN/N

School has 5 classes (grade 1- 5) and one ECD centre

School has 48 students (16 boys & 32 girls)

With the SCN/N support, school building is improved. Classroom materials (benches, tables) are received.

Expectation
Support for clearance of site of new school building

3.   Mangal Jana Bijaya H. S. School, Mangal Tar, Kavre

SCN/N support
- School building and boundary wall to protect school building was constructed from the SCN/N fund.
- Class room materials (tables, maths kit boxes)
- Key Teacher mobilization as resource

School had a good Infrastructure (building)

School has a very good SCD class room.

Quality of education of school is good.

Expectation
Support for Wooden parqueting

4.   Meeting with Member of Child Club (Bal Club)

We met few member of Sagarmatha Bal Club (Child club), which has 147 members (50 boys & 97 girls)

Bal Club has done following activities
- Cleaning program (Village, School area and street.
- Extra Curricula Activities (Quiz contest, Road show, cultural program, wall journal)
- Saving program
- Supporting economically weak student by providing pen, pencil & copy.
- Home visit program in start of new education session for school enrollment.

On their views benefits derived from Bal Club are
- Improvement in speaking ability
- Drop of child marriage in community.
- Improvement in discipline / regular in school /
- Increase in school enrollment / regular attendance
- Improvement in behavior of teacher / abstain from punishment / teachers' regularity in class
- Improvement in behavior of parents, teachers and students.

16 January 2009

Field Visit Sindhupalchowk

Chhetrapaleshowori Nimna Madhyamik Vidyalaya
1.   Observe the quiz contest

On arrival at school we found quiz contest is going on in school. Participation is good.

2.   Meeting with Teacher, Parants and School Management committee member

- School was established in 2047
- In 2061 there is only 7 student in roll and active present 3. school is in virtually closed condition
- In 2061 Paush SCNN started to help school and the condition of the school is positively changed and now there is 287 student and 9 teacher
- SCNN support
  - Active Teacher Training
  - School building 3
  - Teacher's Room / office
  - Water & Sanitation support
  - ECD center
  - School Furniture
- Quality of education is very good, so student come from the far village too. Private school is closed due to all student joined this school.
- School emphases on child centered teaching.

- Expectation
  - Support for 2 room building (for roofing sheet, cement and skilled labor only)
  - Computer

3.   Meeting with Member of Child Club (Bal Club) – Him Shikhar Bal Club

Established in 2062

Bal Club has done the following activities
- Cleaning program (Village, School area and street)
- Extra Curricula Activities (Quiz contest)
- Home visit program in start of new education session for school enrollment.
- Bal Club had started to support a homeless boy with disability, by taking him their home turn by turn. Teacher and Bal Club member are working out for permanent staying arrangement for this homeless boy with disability.

On their views, benefits derived from Bal Club are
- Improvement in speaking ability

- Improvement in Discipline / regular in school /
- Increase in school enrollment / regular attendance
- Improvement in behavior of teacher / abstain from punishment / regular in class
- Improvement in behavior of parents /

4.   Interaction with ECD student

We had interaction with ECD student.

We observed that ECD program had helped to encourage child to come to school.

However we felt that teaching and material should be adequately available in ECD room (class)

5.   Interaction with Mahila Aatmanirvarta Kendra, Melamchi
- Working in 6 VDC and 30 school in association with TUKI.
- Beside SCNN, working with OXFAM (we can) and Equal Access (HIV / AIDS radio program)
- Separate bank account maintained for the SCNN fund
- Separate account for SCNN fund.
- Monthly expenditure report sent to TUKI
- Quarterly Financial Statement is sent to TUKI
- Admin / Account expenditure is charged on sharing basis
- Over head actual expenditure incurred for the operational cost (Telephone, house rent, stationery, meeting cost etc)
- Assets register maintained.

Internal control of financial management is found satisfactory.

Financial management, transparency and cost effectiveness

For the proper financial management and for improving cost effectiveness, the Save the Children Norway / Nepal envisaged the following broad aims:

- to meet all statutory and legal requirement
- to provide users with the proper financial information (report, statement and financial analysis) they require, efficiently and effectively, for the purpose of sound decision making
- to improve cost effectiveness.

Fund flow mechanism

Funds for the SCNN operation are received from the SCN Oslo and other donor agencies. Budget is prepared and as per the budget provision funds are released to implementing partner in quarterly basis. Funds from the SCNN are kept in separate bank account by the implementing partner.

Implementing partner also disbursed to part of the budget to other agencies (eg. School) in their bank account as advance. After completion of the work, statement of expenditure is received and balance is paid.

Beneficiaries of the programmes

As Save the Children Norway a child right based organization, with children as the principle stakeholders, benefits receivers are the children through

- Strengthening implementation and monitoring children's right
- Children's right to education
- Children's right to protection from
    o conflict and disaster
    o violence and sexual abuse and economic exploitation
    o impacts of HIV / AIDS

Compliance with financial regularities and discipline

Review of the set standards of costs for programmes and administration

As per project Agreement, details of the programs under the project have been mentioned with total annual estimated cost. However Standard costs for each activity are not mentioned in the agreement and standards cost both for program and administration was not prepared by the project and sub- project.

Save the children Norway /Nepal has standard procedures for the income and expenditure. General guidelines for the implementing partners are provided regarding financial matters, procedures for procurement of goods and services and reporting. Income and expenses of the project activities comply with standard procedures, norms and practices.

Accounting and bookkeeping

Accounting and bookkeeping of the SCN/N is as per the Standard and found kept standard.

Each and every implementing partner is provided with the set norms for accounting. Books of accounts of the implementing partner are audited by the auditor appointed by the SCN/N. The audit reports does not show any serious comment about the non compliance with the set rules.

Accounting and bookkeeping of the Save the Children Norway / Nepal and all the implementing partner are found satisfactory.

Public auditing/social auditing

Programs supported by the SCNN had system of public audit (public review). They prepare the charts showing the details of the funds received from different sources and expenditure incurred in different heads, physical progress made.

In course of the evaluation team's field visits, we observed the charts made for the public audit (public review meetings).

Compliance with general agreements / project agreements

- Save the Children Norway / Nepal has entered general agreement with the Social Welfare Council on 10 June 2004.
- Save the Children Norway / Nepal (SCNN) and Social Welfare Council have complied with the general agreement.
- Save the Children Norway / Nepal has complied with the project agreement.

Actual support vs. committed support

Committed support and actual Expenditure incurred by the Save the Children Norway / Nepal (SCNN) for the year 2005, 2006 and 2007 are as follows.

amount in '000

| | Budget Head | Year | | |
		2005	2006	2007
001 NPL	Country Represention function	3,703	3,878	5,299
002 NPL	CSS	62,414	56,672	96,399
010 NPL	Education	84,288	143,006	161,787
020 NPL	Fulfil Rights of Children affected by armed conflicts and disaster	66,342	71,516	60,413
030 NPL	Protection of children against violence and sexual abuse	11,802	21,276	30,865
040 NPL	HIV / AIDS	6,188	8,811	14,740
050 NPL	Save the children alliance	4,000	2,655	6,270
060 NPL	Child right convention in Nepal	18,967	28,464	33,218
060 IND	Child right convention in India			
100 NPL	Children with disability	11,122	9,800	12,796

101 NPL 005 PRO 020 PRO 060 PRO	Economic Exploitation	10,243	10,211	6,596
	OD program support Children affected by armed forces and armed groups Child right convention - SCN head office Oslo			
	Contingencies	1,293		
	Total	280,362	356,289	428,383

Budget expenditure in 2007
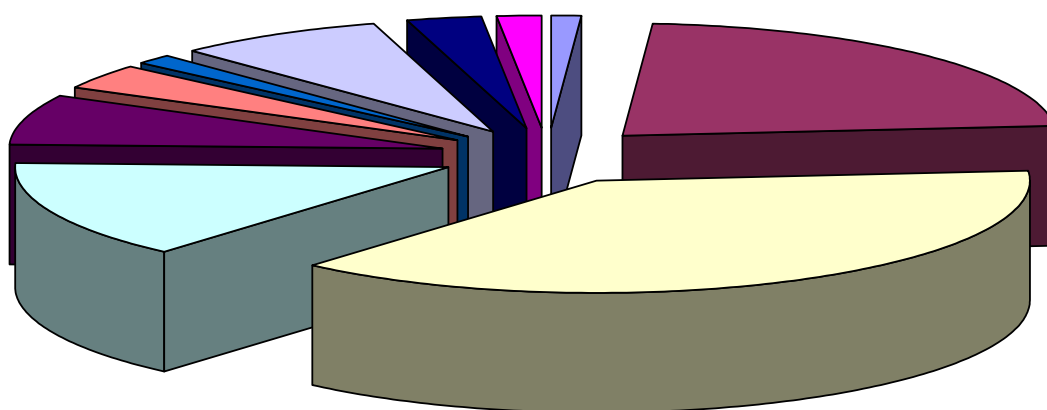
□ Country Represention function	■ CSS
□ Education	□ Fulfil Rights of Children affected by armed conflicts and disaster
■ Protection of children against violence and sexual abuse	■ HIV / AIDS
■ Save the children alliance	□ Child right convention in Nepal
■ Children with disability	■ Economic Exploitation

Expenditure in non budgeted areas

On our review we did not come across any instances of expenditure incurred in non budgeted area.

Compliance with tax laws

Tax registration and return filing
Save the Children, Norway is registered with the tax office and tax return are filed in appropriate period.

All the implementing partner is have to be registered with the tax authority and file tax return. project / program supported by it had done applicable tax deduction at source.

Tax deduction at source
Save the Children, Norway and project / program supported by it had done applicable tax deduction at source.

Compliance of tax laws in procurement of goods and services

Save the Children, Norway and project / program supported by it had complied with the laws in connection of procurement of goods and services.

Review of control system on utilization of fixed assets

Fixed assets are procured as per the approved budget. General guidelines for the procurement of assets exist. Its specify the procedures for procurement of assets, like competitive price investigation report (CPIR), purchase order to be issued, Goods receipt note to be prepared, Fixed assets register to be maintained.

Fixed assets registers are maintained by the Save the Children Norway / Nepal (SCNN) and its implementing partners. Auditor of Save the Children Norway / Nepal has done physical verification. Internal control system for the proper utilization of the fixed assets are found satisfactory. Proper authorization are received for the disposal of fixed assets of Save the Children Norway / Nepal.

Assessment of Internal Control System

Save the Children Norway / Nepal have General guidelines for Partner on Programme Planning, Policy and Guidelines.

It contains the Guidelines for Legal requirement, budgeting, procedure for purchase, expenses, compliance with government laws relating to tax and other matters, stock ledger and fixed assets register, cash and surprise verification of cash, financial and other reporting, book keeping, audit and audit report, and other requirement for compliance.

It gives comprehensive basis for financial affairs. This guideline contains the internal control system.

Save the Children Norway / Nepal has taken internal control measure to mitigate the operational risk, such as
- Separate bank account for the Save the children Norway / Nepal fund
- Payment through the bank account only
- Expenditure are verified by the finance department
- Program officers are stationed in the field office with responsibility to closely monitor partner activities / expenditure.
- Partners accounts are audited to minimize / prevent the possible operational risks.

Internal control system of the Save the Children Norway / Nepal (SCNN) is found satisfactory to mitigate the operational risks.

Financial reporting framework

Periodic and annual reports preparation and submission

Implementing partner of Save the Children Norway / Nepal (SCNN) prepare and quarterly reports to head office of Save the Children Norway / Nepal.

Quarterly report presents trail balance, balance sheet, Income & Expenditure Statement, Expense Report, Balance confirmation certificate from bank and Programmewise report.

Annual report is prepared and submitted to the Save the Children Norway / Nepal.

Annual report contains trail balance, balance sheet, Income & Expenditure Statement, Expense Report and Programmewise report. Annual report consists of separate audited statement of accounts with management letter in addition to the auditors opinion on the truth and fairness of the statements of accounts from the auditor.

Management letter of the auditor includes among other

- Observation
- Risk associated with that particular observation
- Recommendation of auditor
- Management commitment and
- Proposed action

Follow up of the previous audit observation

On the review of the follow up of the audit observation we observed that Save the Chidren Norway / Nepal is implementing audit observation fully and in some cases partly implemented

In over all implementation of audit observation is found satisfactory.

Financial reporting format and accounting system are standardized and there is uniformity in reporting.

Comparison of the budgets and actual with the committed project costs

Review of budgeting procedure

Budget for the program are prepared initiated from the field level and with the board guidelines from SCN/N.

Budget prepared are reviewed. So the budget for the SCNN program is field need based.

Save the Children Norway / Nepal (SCN/N) has general guidelines for partners on programme planning, policy and guidelines which specifies the procedures and format to be used and contains and criteria for budget.

Budget procedures of Save the Children Norway / Nepal (SCNN) and its implementing partner is satisfactory.

Comparisons of budgets with actual and variance thereon

Commitment & Actual Expenditure

amount in '000

	2005	2006	2007
Commitment	302,815	380,074	440,944
Expenditure	280,362	356,289	428,384
Percentage	92.59	93.74	97.15

While comparing the budget with the actual it is found that expenditure incurred 92.59 percent of budget in 2005, 93.74 in 2006 and 97.15 in 2007. Actual expenditure in comparison with the budget is found satisfactory.

The budget and actual expenditure in diagram is as follows.
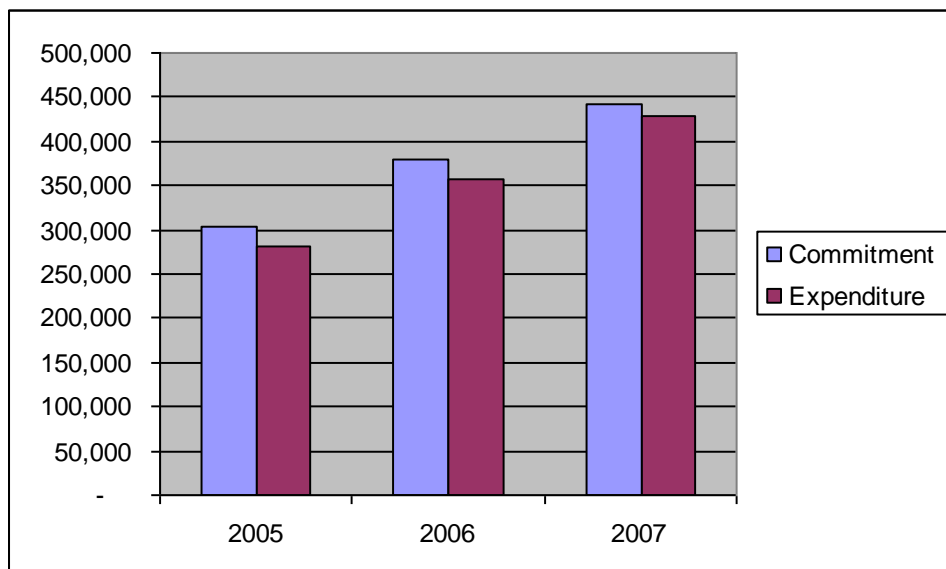
Overall compliance with financial good governance

Budgeting, fund flow, internal control and reporting of the finance functions of the Save the Children Norway / Nepal are found satisfactory.

Proper financial management, transparency and cost effectiveness have observed. Save the Children Norway / Nepal has complied with financial regulations, corresponding rules, byelaws and tax laws.

Summary of findings

Expected results and major achievements

Nepal country programme (4 year plan 2006-2009, volume I and II) of SCN/N presents a detailed strategic plan of activities. However, indicators and means of verification of achievements were less explicit in this document. Thus SCN/N developed a thematic results framework (log-frame) in 2008 for different themes (annex III), largely maintaining the original strategic objectives and expected results of the 4 year plan (2006-2009). Likewise, annual progress report 2007 prepared by SCN/N presents details of achievements till 2007 with reference to the thematic strategic objectives and expected results for each objective. Annual progress report for the year 2008 was not yet available for review during this evaluation.

Compliance with general agreements / project agreements

- Save the Children Norway / Nepal has entered general agreement with the Social Welfare Council on 10 June 2004.
- Save the Children Norway / Nepal (SCNN) and Social Welfare Council have complied with the general agreement.
- Save the Children Norway / Nepal has complied with the project agreement.
- Budgeting, fund flow, internal control and reporting of the finance functions of the Save the Children Norway / Nepal are found satisfactory.
- Proper financial management, transparency and cost effectiveness have observed. Save the Children Norway / Nepal has complied with financial regulations, corresponding rules, byelaws and tax laws.

Themes and major achievements

While reviewing the expected results and major achievements reference to the strategic objectives and indicators that have been stipulated in the thematic results framework (annex III), the following major achievements have been reported by the year 2008:

Achievements between 2006-2008

3.1 Fulfil the Rights of Children to Education

Key achievements: Progress and achievements in 2008 are generally in line with the expected results set in the four-year plan. In summary, SCNN achieved the following key results during the three-year period from 2006-2008:

- Out of a total of 2,335 schools (including 781 new schools added to the program in 2008):
  - Observation and review of reports have shown that total number of 699 in 2006, 994 in 2007 and 51% (1190) of SC supported schools demonstrated improvement in the learning performance of children, increased attendance rates, and improvement in teaching learning practices as result of the application of child-centred teaching methods.
  - 32% (497) in 2006, 62% (963) in 2007 and 40% (939) in 2008 have demonstrated child participation and addressed issues of quality and inclusion as a result of implementation of School Improvement Plans.
  - 16 % 249 in 2006, 23 % 357 in 2007 35% (817) of School Management Committees (SMC) are addressing the concerns raised by children; these include making the school free from political activities, the need to ensure child protection, improved teaching methods in the classroom, etc.
- Schools records show that   total number of   1,550 in 2006, 1021 in 2007 and (9,000 in 2008) out-of-school girls, Dalits and marginalized groups enjoyed access to alternative education and prepared for entering mainstream education.
- Since 2006 approximately 1,25,250 children (3-5 years of age) continue to receive early childhood development (ECD) support services and preparation for primary school in 1,650 ECD centres and pre-primary classes.
- 67,467 in 2006, 76,760 in 2207 and 97,513 in 2008 children were newly-enrolled in primary level with the joint effort of Tole Education Committees (TEC), SMCs, child clubs and other local networks. 21 schools from different education projects had 100% enrolment. Free and compulsory education has been achieved in three VDCs (one each in Surkhet, Baglung and

Udaypur); in these VDCs, education is free of cost (i.e. free from hidden costs) and all school aged children are enrolled in school without exception.

- Collaborative working relationships between PNGOs, the DEO and district Setogurans contributed to the improved quality of early childhood programs; more communities are demanding ECD programs. 92 new ECD model resource centres were established and facilitators were supported with both basic and refresher ECD training. , 50,600 in 2006 11700 parents in 2007, and 15758 parents received parenting education to enable them to better support their children's development.

- An enabling learning environment has been created as a result of the application of Active Teaching Learning (ATL) methods by 748 in 227 and 1,187 in 2008 teachers and child friendly teaching by 997 in 2007 and 641 teachers in 2008 . The teaching learning environment has further improved through interventions such as grade teaching, classroom management support, implementation of the continuous assessment system, and teaching aids/kit boxes. 351 schools received ATL kit boxes and 262 schools received sports materials.

- School records show that availability of water and sanitation facilities in schools has increased attendance, in particular of girls. Attendance has also increased due to an enabling learning environment and better classrooms as a result of improved physical infrastructure in 882 schools in 2006, 1234 in 2007 and 1,416 schools in 2008 .

- The Rewrite the Future Evaluation report shows that 348 schools were declared as Zones of Peace and developed codes of conduct. An assessment of sample schools demonstrated that 564 schools have stopped corporal punishment in the classroom.

- Collaboration with the DoE to provide technical support and social mobilization for construction work continued in 20 districts.

- On behalf of the AIN task force, SCNN took a coordinating role to collect the concerns of civil society organisations through a series of consultations conducted to provide input into the School Sector Reform Plan. The National Level Campaign on Learning Without Fear was carried out jointly between Plan International, UNICEF, the DoE and SCNN.

- In keeping with SCNN's conviction that teachers are the key factor in quality education, publication of a monthly magazine called *Shikyshak* by Himal Media, in collaboration with SCNN, is being continued to encourage and build the capacity and competence of teachers. The Education Journalist Group started a weekly newspaper, *Today's Education*, (in part with SCNN support) to increase the public debate on education issues. In 2008, SCNN generated a public debate on Peace and Education and Free and Compulsory Education through this newspaper.

- A reader for younger children on peace was published in collaboration with Room to Read.

- A SCNN regional education workshop was organized to exchange experiences and enhance the knowledge of SCNN staff in regards to quality education with a focus on Child Friendly Schools and Multi Lingual Education.

- SC reached to total number of 415,080 in 2006, 157,602 in 2007 and 487,997 beneficiaries in 2008 through its education intervention.

3.2 Fulfil the Rights of Children Affected by Armed Conflict and Disaster

Key Achievements: The progress made in 2006-2008 is in line with the four-year plan. In this period, 409,455 (147,271 directly and 262,184 indirectly) children benefited from the work carried out by partner organizations under this theme; 60,678 of these children benefited in 2008 (28,422 directly and 32,256 indirectly). The major achievements of this 3-year period are:

- 4,536 (1,357 in 2008) conflict- and disaster-affected children have improved their psychosocial well being after receiving psychosocial care and support. Among these, 556 (187 in 2008) received specialized counselling services including medication.

- The interventions to mitigate the impact of disaster and conflict on children in the working districts included the following:
  - 12,660 (2,442 in 2008) children received humanitarian support (food, clothes, and NFI)

- o 11, 753 (3,871 in 2008) children received educational support (stationery, school fees and school uniforms)
- o 6,568 (656 in 2008) children received health support (medicines and minor treatment)
- o 1,022 (265 in 2008) children and their families received seed grants for income generating support
- o In 2008, 318 people benefited from reconstruction of 33 houses which were destroyed during the ethnic riots in Kapilbastu in 2007, and 703 families benefited from temporary shelter support.

- In response to the 2008 floods, humanitarian services and interventions included: ready to eat food to 4,360 children (e.g. biscuits, beaten rice), baby kits for 1,557 neonates, safe spaces for 1,240 children, ECD to 648 and Alternative Education Program interventions for 450 children/youth; 29,334 people received food support for three months (e.g. rice, pulses, etc.) while 4,700 people received WFP food support for one month. In addition, 8,800 blankets, 2,000 winter clothes, 800 plastic mats and 1,600 kitchen utensils were provided to 20,000 families.

- 2,244 (713 in 2008) informally released CAAFAG were identified and registered in the interagency child protection database. Among them 1,632 (1,116 in 2008) are continuing their education, 478 (401 in 2008) received vocational training/IGA support, 463 psychosocial care and support, and 13 medical support to normalize their daily life and facilitate their reintegration in their own family into their community. In 2008, 530 former CAAFAG were associated with child clubs as part of their social reintegration.

- Findings of the 2008 evaluation of the reintegration of former CAAFAG in three of five CAAFAG districts included the following: 85% of those interviewed have had positive results from the services provided and 85% are engaged in active and peaceful community life. 100% CAAFAG and their parents indicated that they have experienced positive changes as a result of the reintegration project. According to children, parents and other stakeholders, the biggest impact of the project is that it has enabled CAFFAG to continue their education. The project also has improved children's attitudes, social skills and interest in learning. Across all focus group discussions, respondents said that the project had helped CAAFAG to adjust themselves in the environment, promoted social and school acceptance, raised awareness of children's problems and increased children's self confidence.

- The joint task force which includes members from the CAAC working group, the government (Ministry of Peace and Reconstruction and Ministry of Women, Children and Social Welfare), and Save the Children, have finalized the draft of the National Plan of Action for CAAC which includes reintegration of CAAFAG. This has yet to be endorsed by the government.

- The concept of CZOP has been widely accepted in the public domain; as a result, the transportation, industry and hospital sectors are also demanding that they also be declared zones of peace. The CZOP concept has been respected by communities and incorporated in the government's three-year interim plan and peace-related documents but there is still lack of proper implementation; 166 schools (16 in 2008) were declared Zones of Peace.

3.3 Fulfil the Rights of Children to Protection against Violence & Sexual Abuse & Economic Exploitation

Key aggregated achievements for 2006 to 2008:
The increased level of understanding about child abuse, exploitation and violence among key stakeholders, including 19,438 parents, teachers and school management committee members who participated in trainings/workshops, is contributing to positive changes such as listening to children, responding positively to abused children, and disclosing cases of abuse and exploitation.

- A protective environment in schools has been promoted though the construction of separate toilets for girls in 298 schools, formulation of codes of conduct and child protection policies in 246 and 28 schools respectively, and establishing complaint boxes and girl friendly kit boxes in 112 and 131 schools respectively. Non violent teaching methodology has been applied in 68 schools. It is observed by PNGO staff that these interventions are contributing to a reduction in girls' school drop out rates.

- 51,693 vulnerable children including street, slum and Badi children received knowledge and skills to protect themselves from abuse, exploitation and violence. 26,504 children are organized into child clubs and they have been involved in different activities to create a safe and protective environment for children. 11,172 highly vulnerable children (e.g. slum, street and Dalit children) received education support and 770 children's families received income generation support.
- Awareness programs carried out through training, workshops, IEC material and radio programs have significantly contributed to the disclosure of abuse and exploitation cases. During last three-year period, 207 cases related to child abuse and exploitation were reported to child clubs, help lines and protection committees; 137 of these (cases mostly related to sexual abuse and exploitation) have been lodged in courts. In 2008, three rape cases and one corporal punishment case registered in previous years have been decided in favour of the victims by the courts.
- The capacity of PNGO and SCN staff to respond to cases of violence against children through legal mechanisms was strengthened through regional workshops.
- Advocacy for the implementation of a law to address the issue of child marriage was initiated in Surkhet district and resulted in a commitment from the district that it will be declared a 'child marriage-free' district within a two-year period. Different stakeholders including child clubs, community groups, the district administration office, police office and all other government offices have publicly made a commitment that they will support this initiative. One legal action has already been taken in the district court against the parents who forced their daughters to marry at an earlier age. Two marriages of minor girls were stopped from taking place.
- Necessary support such as legal aid, psychosocial counselling, medical services and shelter was provided to 7,462 victims of abuse and exploitation for their rehabilitation.
- The program implemented to address the Chhaupadi system (staying outside during menstrual and delivery periods), which is highly prevalent in the Far Western region, has been successful in organizing and mobilizing 6,045 local women and girls to challenge the system. Consequently, 1,094 girls and women have started to stay inside the house during menstruation and delivery.
- The child protection systems have been established and strengthened through the formation and strengthening of 280 child protection committees, declaring 249 schools as Zones of Peace, sensitizing 178 police and 99 medical staff, and establishing child protection funds at national level, community level in three communities, and in Kathmandu.
- The 2008 review of SCNN-supported programmes working for the prevention of and protection from trafficking reported that SCNN along with its partners successfully lobbied the government to incorporate trafficking victims' perspectives in the new trafficking act.
- Trafficking survivors are organized in the organization of trafficking survivors, Shakti Samuha. During the last three years, 357 survivors have become members of Shakti Samuha and 172 of them received support needed for their rehabilitation, including legal, psychosocial and medical support and shelter. 74 survivors received vocational skills training and income generation support. Twelve of them have started income generation activities and eight are employed as a result of the training.
- Street and working children have benefited from the program focused on working children that is implemented in Kathmandu valley and Sunsari district. 2,935 working children received education support, 311 received vocational skills training and 1,711 received knowledge and skills on child protection. 3,235 working children have organised themselves into child clubs. 185 street children, six cabin girls and 173 working children were rescued from hazardous situations and rehabilitated in their respective families. 2,777 street and working children received emergency support such as shelter, rescue, psychosocial counselling and medicine.
- 35 single women, who are Constitutional Assembly members, were sensitized about the issues of single women and they have committed to raise these issues in the upcoming constitution making process. Similarly, 40 influential people like teachers, journalists,

community leaders, etc. have been sensitized about UN resolution 1325; as a result, issues have been raised in the communities as well as through the media.

3.4 Fulfil the Rights of Children to Protection against the Impact of HIV and AIDS

Key Achievements: Progress in 2008 is in line with the annual plan and four-year plan. The figures below are aggregated with the figure in parentheses indicating the achievements made in 2008.

- About 87,000 (24,000) children and youths have been provided with knowledge, information and skills to protect themselves from HIV through trainings, workshops and IEC materials. They, in turn, have shared information with about 186,000 (58,000) other children, youths and adults through peer sharing.
- 14,800 (3,300) SOVAA and about 5,000 (1,800) child club members are mobilized to minimize the impact of HIV and AIDS through 688 (111) groups and 68 networks in four districts. They are disseminating information on HIV, promoting a stigma free environment, and providing support such as food and shelter to affected and infected children and adults. They have been able to persuade 22 of 56 VDCs (39%) in Doti and Achham to allocate funds for HIV and AIDS programs.
- A total of 5,171 (2,771) orphan and vulnerable children (OVC) have received different types of support: 280 received food and roofing for their house, 16 got vocational training, 1,172 received psychosocial care and support, and 3,703 got education support. (Note that these figures have not been adjusted to account for OVC who have benefited from more than one intervention.) The number of OVC reached exceeded the plan because of the active engagement of SOVAA in identifying OVC and linking them to services.
- A series of advocacy campaigns have succeeded in influencing the government to incorporate children's issues in the national action plan (NAP) on HIV and AIDS. Likewise, networking and lobbing of single women who have lost their husbands to AIDS have influenced the District Development Committee (DDC) of Achham to formulate a social protection policy. This policy has offered HIV infected widows with a "widow allowance" irrespective of their age bracket. The DDC Doti has been following the same course.
- Linkages with the District AIDS Coordination Committee (DACC) have been strengthened in six program districts through orientation and capacity building to its members. This has helped to improve the quality of existing services for people with HIV and AIDS in the districts. The project has supported 386 (263) infected parents to ensure their access to ART and opportunistic infection (OI) treatment in order to delay their children becoming orphaned.
- A total of 768 (322) PLHA (People Living with HIV/AIDS) men and women -- mostly single women -- have been organized in 67 (24) community-level self help groups. Among them, 268 (141) are receiving income generation support. A total of 16 PLHA are working as staff in HIV and AIDS programs, out of which eight are working in SCN-supported projects.
- As integration of the issues of sexual abuse, discrimination, child marriage and other malpractices such as Chhaupadi (a system of staying out of house during menstruation and delivery) have also been addressed. Altogether 7,182 (4,043) SOVAA have received information about the issues of sexual abuse, child marriage and other social malpractices. As a result, 6,966 (2,800) SOVAA from Achham and Doti took part in the campaign against the Chhaupadi system and 880 (680) women and girls started staying in the house during menstruation. The partnership with the Women's Development Office (WDO) under the protection theme has also contributed to this result. Likewise, youth in Jhapa and Morang have facilitated legal support for the victims/families of child sexual abuse.
- Seven partner organizations have initiated mainstreaming HIV and AIDS in 2008 by increasing the HIV and AIDS knowledge of their staff, child clubs, VCPCs and school management committees (SMC) and by incorporating HIV issues in trainings and workshops. Altogether there are now 35 organizations that are in the process of or have already mainstreamed HIV and AIDS into their programs.

- A partnership has been developed with the PLHA organizations in Kathmandu and Tanahu and a total of 149 (102) women and men are members of these organizations.

3.5 Strengthening Implementation and Monitoring of Children's Rights

Key Achievements: The figures below are aggregated with figures for 2008 in parentheses.
- CCWB has expanded its programme, which addresses issues of child protection and child rights from 33 districts in 2007 to 43 in 2008. Because of this expansion, CCWB has been able to mobilise more resources for children's rights:
  - 495 VCPCs (144 VCPCs in 2008), as grassroots level structures, have been working on child protection issues as well as child rights. 29 DCWBs and their protection sub committees (DCPCs) are supporting these VCPCs.
  - As a result of VCPCs and DCPCs activating the government system, since 2006 39,275 (13,038 in 2008) children have been reached through: education 1,387 (369 in 2008), health 4,766 (636 in 2008), humanitarian support 915 (636 in 2008); rescue, rehabilitation and survivor support 1,207 (359 in 2008), and birth registration 24,236 (4,274 in 2008).
  - DCWBs are able to influence the allocation and use of district and VDC level resources for addressing children's issues. In 2008 alone, the DCWBs mobilised 3 million NRs for children's issues in eight districts.
  - VCPCs and child led organizations (CLOs) started speaking out against violations of child rights, and a total of 98 cases (13 in 2008 – the reason for the decreased number of cases in 2008 is unknown) were dealt with and forwarded to the judicial system. These cases are still in the judicial process.
  - As a new initiative, SC provided financial and technical support to the CCWB and three additional DCWBs for their monitoring of child care institutions in three districts. 170 (75 in 2008) Child Care Homes have been monitored since 2006, several of which were given a time line to improve their facilities to meet government standards and one of which was ordered to close down.
  - SC is also part of the reformulation of -- and a new round of consultations on -- the draft children's act and draft protection policy.
  - The State of Children 2008 has been made public; 23 of 75 (31%) districts also published their own district-level status reports on the State of Children in their respective districts whereas only six districts published a report last year.
  - 18 fact finding missions were sent by DCWBs and CCWB to investigate child rights violations. After the investigation, appropriate support to children in need of special protection was provided. The interventions included the rescue of children and provision of educational and medical support. Legal actions were also taken against child care institutions by the Boards; however, they were mostly warnings specifying what needs to be done to improve the situation for children.
  - SC was part of the steering committee in the ministry to draft the initial report of the Optional Protocol to the Convention on the Rights of the Child on the Sale of Children, Child Prostitution and Child Pornography.
- SC also was part of the committee in the Ministry, which works to develop inter-country adoption regulations and has been continually part of the ministerial initiatives to further develop adoption laws.
- More than 60,000 children from 2,805 child clubs and over 107 child club networks are active in communities in SCN working areas. In part as a result of SCNN's support, around 24,000 children are actively taking part in social causes to promote children's rights.
- SCNN provided more than 12 (six in 2008) trainings on child rights and child protection to army officers in Kathmandu and field barracks.
- CZOP's (Children as Zones of Peace) Steering Committee visited the Maoists, the Nepal Army and UNMIN to put more pressure on them for the release of children living in the cantonments; it also lobbied with NHRC for expansion of the Child Rights Desk's presence and mandate. It

lobbied with political parties to incorporate child rights provisions in their manifestoes and with Constituent Assembly members to give adequate priority to children.

- By strengthening the independent monitoring system of NHRC, the independent human rights body, we have been able to achieve the following in year 2008:
  - Carried out monitoring of the Constituent Assembly election process from the viewpoint of whether children were used and at risk or not in 69 districts. Their publicized findings showed that all political parties used children in CA election. Some children were mobilised to distribute flags, pamphlets and posters; children were found wearing sweatshirts and participating in rallies and cultural programs. During the election, all schools were closed down by official order of the government, which also adversely affected the education rights of the children.
  - Interaction between NHRC with children in five regions and one remote district in eastern Nepal was carried out. The discussion was mainly focussed on incorporating children's voices in the new constitution.
  - NHRC completed and published the findings of a study carried out to see if the government is complying with the following: (a) the UNCRC Committee's recommendations to the government of Nepal, (b) the orders of the Supreme Court of Nepal, and (c) the recommendations of the NHRC on the matters of children. The study found that the government is not complying with the majority of these earlier recommendations, and it recommended government compliance. The study also raised the concerns of people engaged in academic and professional circles with a focus on children.
  - 79 complaints of child rights violations were received by NHRC in 2008. The number of complaints was less than last year, which indicates that the child rights situation has improved. After processing of the complaints, 19 case investigations were carried out. The investigation is still going on for 15 of these cases. As a result of one case investigation, the children were immediately rescued, and in the other case NHRC recommended compensation. In the two other cases, violation of the child's rights has been proved and further investigation into these two cases has been ordered.
  - A detailed judicial process guideline to maintain the right to privacy of children was developed in partnership with the National Judicial Academy and Judges' Society.

3.6 Country Specific Objective - Community Based Rehabilitation (CBR) Programme

Key Achievements:

Progress in 2008 is in line with the revised four-year plan. The following is a summary of progress made in 2008:

Increased accountability and changes in the policy/plans of government and civil society:

- The Ministry of Health approved the national disability rehabilitation strategy as a part of Nepal's policy on essential health services after a two-year process. This has given a framework for mobilization and to advocate for VDRC and resource mobilization. SCNN and its PNGOs are working with the District Public Health Office (DPHO) to pilot implementation of the rehabilitation strategy in Bhaktapur.
- VDCs, municipalities and District Development Councils (DDCs) have initiated steps to fulfil their obligations toward CWDs (e.g. redefining the reduction in travel concessions, allocation of resources for disability in VDCs and at district level, establishing scholarships and allowances for PWDs).
- The CBR program initiated by the GoN has expanded to 50 districts (25 new).
- The Ministry of Women, Children and Social Welfare (MWCSW) revised the guidelines for issuing disability ID cards, simplifying the process.
- A disability data software developed by SCNN and MWCSW was officially inaugurated with the longer-term aim to plan disability programs and monitor the progress.
- Capacity development of the members of 77 VDRCs was done through workshops. As a result of the training, VDRC members have been initiating surveys of PWDs, distributing ID cards to disabled children, allocating VDC funds for education, and coordinating preventive, rehabilitative and curative work.

- In addition to SCNN funding, CBR and the RCRD generated NRs. 4,817,515 from the government and other donor agencies to work on the Childhood Disability Support Program.
- All of SCNN's thematic partners have incorporated disability as a crosscutting issue and have been involved in awareness raising and creating access to equal opportunities for children with disabilities.
- A total of 50 staff of various organizations gained technical skills and knowledge after receiving 100 days of training on the CBR programme.
- 2,276 parents, teachers and community members gained knowledge and understanding about disability by participating in various workshops, interactions and training; 1,130 received social communication skills and information about government provisions, HIV, AIDS and sexual abuse.

Changes in the lives of children with disabilities:
- About 1,000 PWDs received ID cards in CBR program VDCs in 2008.
- 3,500 children benefited from health check ups and early detection in CBR programme working areas/VDCs; 735 CWDs improved their capacity by receiving curative and corrective support through referrals in 2008.
- 3,455 CWDs are continuing their education programmes in CBR project areas and other education projects (i.e. projects reported on under education). An additional 740 CWDs enrolled in schools after receiving scholarships and educational support through the CBR programme.
- A total of 2,129 CWDs improved their ability to perform activities of daily living (ADL) after receiving regular physical rehabilitation therapy and another 950 CWDs improved their body function and movement through medical interventions and access to appliances/technical aids.
- 144 children with multiple disabilities (CWMD) access basic care and support services from transit care (i.e. day care) and the inclusive ECD centre of Bhaktapur, and 70 youths with disabilities completed job oriented vocational training.

Participation:
- 77 VDRCs have included at least one PWD (in total 139 members), and 217 CWDs are actively engaged in 121 inclusive child clubs as active members.
- About 250 schools reflect disability friendly programs in their School Improvement Plans throughout SCNN districts.
- 1,545 CWDs participated in games and extra-curricular activities in inclusive and special events.
- 230 schools have developed and implemented codes of conduct for making the school free from physical and humiliating punishment (PHP) and discrimination.
- 67 % of CWDs expressed their satisfaction about the behaviour of their family and community (in a sample survey)

Verification of programmatic achievements as visible impacts

The evaluation team could physically verify most of the reported major achievements as tangible impacts in the targeted service areas. Projects and programmes supported by SCN/N, as responded by most stakeholders, are found different from other programmes launched by the government and I/NGOs for the following reasons:

It focuses on children and Child Clubs for developing Self leadership. It raises community awareness of the victims and encourages child protection through education. Services are delivered through institutionalization. It follows tested approaches as model approach or role model. It facilitates rather without dictating from the top and ensures a sharing culture for assessing successes and failures. SCN/N programmes give due attention to participation of the stakeholders for transparency through public audit/social audit and to prevent corruption. It also focuses on advocacy, interaction, implementation and strong monitoring system. SCN

programmes value target group orientation and cost effectiveness. Programs are flexible and thus transparent. There is no feeling of donor and loaner. Programmes in the service areas were found having maintained a close relationship with partners, government line agencies and the target groups. A tripartite coordination between stakeholders- target groups, service providers and beneficiaries- was visible on project sites.

These programmes are also supporting the government in policy initiation, formulation and implementation of child-rights and education based national programmes. SCN/N programmes were found a strong focus on pro-poor, innovative activities- benefiting especially children and women through a bottom-up approach in planning and reporting of results. Community mobilization, advocacy, partnership/collaboration, involvement of communities in all spheres of the programmes are some of the important lessons to learn and replicate from SCN/n supported project interventions. Another important lesson was the emphasis on a holistic approach- it supports programmes until the problem is solved and some sort of continuity is maintained at the local level, through assistance or follow up support. SCN/N programmes follow right-based approach and protection through education and awareness. Its focus on minority groups such as hygiene and education for badi community, dalits and schools of remote villages has earned significant credibility among stakeholders. Collaboration between 'core partner' and 'cluster partners' was another remarkable achievement in terms of innovation at the implementation level. SCN/N has remained always ahead in emergency times of insurgency by emphasizing close coordination between local bodies, government and other institutions. SCN/N's programmatic findings and visible impacts can be summarized as follows:

1. Dignity and self-confidence of children increased through children's and youth clubs.
2. Almost all school-age children enrolled at school.
3. Parents (especially mothers) of grade 1 and 2 children visit schools frequently.
4. Local cooperatives actively engaged in school affairs.
5. Local partners/NGOs and line agencies are made accountable and aware of interventions.
6. Children and women of backward/dalit communities encouraged by SCN/N support through local partners.

Concluding remarks on findings
The evaluation team reached a common consensus as concluding remarks on findings from the data and impressions gained from the field visits:
1. SCN/N has reached right target groups in remote areas.
2. 'Leadership of those who are affected' has emerged as a motto.
3. Heavy focus on child-rights and access to basic primary education.
4. Notion of 'child-friendly' education without physical punishment is visibly evolving.
5. 'Transparency' of financial management has increased through public auditing.
6. Ownership and belongingness has largely been promoted through 'inclusion' and 'active participation' of actual beneficiaries as stakeholders.
7. Access to basic education and awareness to rights and protection of children, youths and deprived segments of population increased.
8. A well-coordinated 'project planning and design process' exists at all levels of project implementation, and the introduction of 'results framework' (log-frame) in 2008 is likely to consolidate these efforts.

Conclusions

1. The SCN/N projects have sufficiently coordinated with local stakeholders. It is observed that resources allocated for the programs have been fully utilized and have reached to the targeted beneficiaries to a large extent. Education line agencies as well as district offices of Women Development under the Ministry of Women, Children and Social Welfare are found happy with SCN/N support and with its implementating partner organizations. It has been found that SCN/N and its partners organizations have a strong coordination with their respective DDCs when formulating their annual plans. Furthermore, frequent interactions with DDCs/VDCs are realized at the operational levels. Evidently, during the field visits, the evaluation team was accompanied by representative/s of local level government line agencies including school supervisors for example, and they were fully aware of the project activities. Similarly district education office chief and local development officers in the districts were also aware about the activities of SCN/N projects. It also came to knowledge of the evaluation team during field visits that political parties at the local levels are happy with the activities of the projects and have increased expectations for support.

2. Achievement of the projects in major themes, especially in access to basic education, child protection and awareness are found highly satisfactory. Projects are effective as they are contributing in bringing desired changes in the ways of living and thinking of people in the targeted service areas. Level of progress made by implementing partners in terms of their capacity building has been found remarkable. The partnership modality of project support is meeting the targets as per the project agreement. One of the most effective component of the education project is PTA (Parents Teachers Association). The objective behind the establishment of this sort of association was to create a feeling that "School is ours". With the operation of these associations, many positive changes have taken place. Parents have started to take initiation in the schools' affairs. Similarly they started to check the home works of their children. Teachers have started to become sensitive and responsible to 'child-friendly teaching learning' and other school activities, including extra curricular. This has brought the increased attendance of students at schools. Another visible activity of the project is AEP (Alternative Education Program) which has become a successful tool to cater to the school drop outs and grown up children, especially girls. The SCN projects in the target districts have provided meaningful training to teachers (although to a limited extent), physical development support to schools, teaching materials support to ECDs and so on.

3. One of the remarkable features of SCN/N projects is the 'core' and 'cluster' approach adopted by SCN with its NGO partners and local organizations. It was found during the field visits that cluster approach has brought positive effects on following aspects:
   a. Wider coverage for the project activities.
   b. Better quality and synergy/collaboration among stakeholders.
   c. Organizational capability as well as opportunity for learning and sharing.
   d. Networking for fund raising and long term sustainability.
   e. Cost effectiveness of the services provided.
   f. Better coordination and higher chances of ownership/belongingness.
   g. Less administrative and management cost for donor and implementing partners.

4. Partners selected by SCN/N for implementing the programs seem logical and criterion based. Partners' performance seem very adequate as they have been involved in the community with people, from planning to implementation phase of the program. Supervision and monitoring of the programme activities were found pragmatic.

5. This evaluation team realized that SCN/N supported projects have become popular even among political parties, as they reported that they are aware of and optimistic about the meaningfulness of the projects in the districts and villages where government support and presence are rare. The image of SCN/N among the community people, political leaders, social workers and bureaucrats was found clean and remarkably transparent. This image has definitely increased the credibility of SCN/N supported projects. This situation has enabled SCN/N to exist and operate even at remote districts and backward communities of the villages in the service areas. For outsiders and independent researchers, the image of SCN/N is synonymous to 'child right and access to basic and primary education'.

6. Public auditing, also called social auditing, has been found practiced by most of the partner NGOs and implementing organizations and this practice has gained popularity leading to transparency and ownership of the users and beneficiaries. Public auditing has worked in the community level, VDCs level, DDCs, and project/event wise. Outcome of this practice has increased efficiency, quality and people's participation as well.

7. Likewise, it was observed during the field visits that Save the Children Norway does not directly implement the programs itself. Nepalese NGOs are implementing the programs. The evaluation team also found out that budgetary resources allocated for the community people's projects are deposited in partner's account that goes to the community as per the planned activities.

8. ECD and access to basic primary education were found among the high impact themes of the SCN/N supported projects. Distinctive positive outcomes have been achieved with the implementation of SCN/N education programs in different VDCs of the target districts. ECD centres have contributed towards increased primary school enrollment, and have contributed to the government's commitments towards education for all by 2015 (see annex II and III for a glimpse).

9. Formation of child clubs and their programs have raised their consciousness level. It was found that the members in the child clubs were reported to be more conscious of their rights and more active in extracurricular activities. The child club members have been highly accepted as behavior change agent of the adult and senior citizens, and its pride for their parents as they perform right based and other extra curricular activities in the community. By performing such kinds of activities, they have been getting positive cooperation as well as support to some extent from the community people, teachers and from the VDCs. One of the tangible achievement made by child clubs is that there is representation from child clubs in school management committees. It is also noticed that due to program support by SCN, corporal punishment by teachers to children has been decreasing day by day and there is growing awareness among teachers and parents on the agenda of providing child-friendly education to young children in a fun-full manner.

10. Unlike some other INGOs (that have implemented their programme/s in few wards or a VDC and claim that they have their presence in the district/s), SCN/N supported programmes cover all the wards with more or less same type of activities when it goes to

any VDC. This sort of practice should be followed by other INGOs working in Nepal for any impact to be achieved in a tangible manner.

11. One of the effective strategies adopted by SCN/N is that it supports schools with school construction, maintenance, furniture support, toilet construction, drinking water and teachers training on active learning methods. This has gained popularity and become tangible results in the communities of the target service areas.

12. Another good example of SCNN supported projects is that its partner organizations follow bottom up approach in formulating strategic planning. It has been noted from the field observations that all the partners and stakeholders were sufficiently and timely consulted during development of their own plans. Similarly feedback and suggestions from grass root level were found collected and incorporated accordingly.

13. Sustainability refers long term use of given resources. In development sector people always talk about financial sustainability only. It is observed that technical, social and economic sustainability have come up as major achievements with SCN/N supported projects. Teachers are receiving training, schools are able to strengthen their physical assets. There is growing awareness among teachers and parents on the issues of child rights and education as well as school environment, for example.

14. SCNN's performance has been found appreciated by partner organizations, DDCs, District Education Office and other agencies. They say that SCN/N is supporting them and they are doing a good job. Parents now do not need to worry education and child rights issues. Although the above statements sound positive, stakeholders were not fully prepared to answer questions of the study team asked regarding phasing out process, sustainability, planning strategy and monitoring and evaluation. They were not fully prepared to answer questions on those issues. However, the stakeholders of those projects have recommended for gradual phasing out of the projects. The study team suggests that sucn issues should be seriously taken up by partners for the period when SCN/N pulls out its programme support, both technical and financial.

15. Education program linked with microfinance through the establishment of local cooperatives has been found successful and very effective for marginalized parents of the school children. Take the example of parent's cooperative of Tarkeshwor Primary School, ward no.1 Taratal of Bardiya. This program brought increased economic status of parents in the community. Similarly, it has brought leadership among them and has created awareness on health, entrepreneur skills, education and other social issues. Similarly, Guru Chela cooperative formed at Shree Janajyoti Secondary School, Kunathari-4 Baddi chaur Surkhet can be another model for education program linked with income generation parents involvement in school affairs.

16. Under protection theme of the project, SCN/Dalit Sewa Sangh Bardiya has provided grant support of Rs.6,000/- to Hira (woman from Badi community) and she has opened up a small shop on the side of a local street. She now earns 20-30 thousand rupees per year, and she says she is happy to have been able to support her parents in need. With the support of this grant her life has been dramatically changed. This could be a noteworthy example of support for visible effect.

17. Program implementing model of Government- INGO partnership can be seen at Pragatisheel Tole, Nepalgunj. This program is focused on support for Badi community. Establishment of cooperative, child club and youth clubs are some of the features of protection theme of SCN/N programme there. Those women are are now energetic and conscious about their rights and their needs. Child clubs seem very active. A disable youth had received a training course on computer and mobile maintenance. Now he is earning Rs.500-1000 per day. The most remarkable fact about this program is that every child goes to the school. However, in this community a left out case (victim) was seen (Bikash Nepali, a youth who has left to go to school due to deplorable economic conditions and failed the SLC twice. Now he is disparately waiting to go to India for a living!). It is strongly suggested to the project that similar types of left out cases should be explored and provided with necessary skills training according to their interests and capability leading to employment or self-employment.

18. One important conclusion that can be drawn from SCN/N supported programmes is that the support strategy has tried to address the needy population. Support to Muslim children's education and protection through Madarsas of Banke district is such example. Stakeholders of the Muslim community express happiness over the support saying that the support provided by SCN/N to extra curricular activities has brought remarkable changes in psychology of children in integrating themselves with children of other communities. Banke Unesco club has provided support to educational programmes of Madarsas (school for Muslim children). The support has been directed towards quality education, training of teachers, scholarship, classroom management and educational materials. No children should be left out of access to education and this is an example of a type of such support to a needy targeted population.

Recommendations

Recommendations of this evaluation on further improvement of SCN/N supported programmes include- a need for considerations on focused networking of NGOS, better coordination among line agencies, psycho-social counseling, a holistic approach to support components, collaborative and integrated approach for sustainability of projects' effects to meaningfully access and benefit the targets reaching at grass root levels.

Cover whole district with consolidated and specified support packages for role model of a holistic approach with focus on other basic needs of the children, including education and rights. A thorough review of thematic concentrations and an analysis of cause and effects in terms of inputs-activities-outputs-outcome-impact could help trimming the themes and consolidating the already achieved effects in the communities.

Support should be focused on the basis of geographical location and anthropological considerations for access and inclusion. SCN/N support could also role model the efforts of mainstreaming the differently abled children through equitable access to education and protection of children and women. Based on level of readiness assessment, project interventions should be planned always in consultation with and the needs of the target population.

Creating a synergy by designing projects and allocating resources on the basis of importance and norms set by the government policies and programmes could help increase effectiveness. A clear focus on national needs and interest rather than global could help materialize this sort of synergy. Follow-up meetings, evaluation and regular monitoring should be continued for ensuring ownership and stake of the target groups.

While diversifying themes' do not forget to consolidate themes with higher impacts such as education and protection. Share achievements with the government so that lessons learnt can be utilized in other similar interventions. Continue with the current modality of partnerships, coordination, collaboration and networking with local organizations/local government. Continue to support at local level till tangible results (impacts) are achieved.

A holistic, simple, uniform reporting and planning mechanism- with only essential forms and formats- should be developed and implemented. The results framework initiated last year (annex: IV) should keep up with required refinements based on feedback from implementation experiences. More community focused programmes could then be extended or reinforced by ensuring coordination from central to local government, I/NGOS, related organizations and community leaders. Introduce programs through one door system. Focus on child health, child friendly programs, nutrition, parental education, youth and adolescence awareness, cooperatives, income generating programs especially for poor and dalit communities of the service areas.

Capacity building of partner organizations should be based on their thematic specialization in terms of competitive expertise, efficiency and effectiveness. Reduce duplication data bases and information e.g. EMIS/CMIS of the government and SCN/N. Capacity building of SMCs, PTAs and other stakeholders are equally important and thus these efforts should be continued. Start education programs from 0 to 5 years children, include ECD to school structure and increase budget for these interventions. Stress on need based/demand driven

programmes, and organize for the sustenance and coverage of schools from ECD to Higher secondary education (as that of Children's clubs emerging later as youth clubs). Additional recommendations on programs to be incorporated in the future could be - Increase budget for ECD, basic education and parental education, school sanitation, health, food for education/day meal and food security. Add support staff at the field level. Open more Bal Sudhar Grihas, initiate programmes to stop child labour, and address the issue of children at risk. Make sure of parental support to school-based programmes, New programmes for street children could also be initiated. Continue with the capacity development and income generating programmes involving parents as stakeholders. Programs should be on rights based approach for holistic development.

More focus in the future should on job oriented skills training and vocational education for youths. More programmes on preventive and curative interventions on HIV/AIDS should be considered. Budget for public advocacy, and emergency response could be raised. Share information and data collection with the related stakeholders through meetings, workshops and seminars. Reducing duplication of the EMIS (of Government and other NGOs) could be possible by using the government EMIS. Prioritize according to nation's priorities rather than project-based priorities. Include effective human resources for programme effectiveness in a more logical way. There should be tight coordination among various themes and thematic orientations in a holistic manner. Follow child to child approach. Increase support for deprived and affected children. Review core and cluster approach. Give more focus on income generation programmes and provide opportunity cost to the below poverty line families for their inclusion and participation in the programmes. Staff capacity building scheme to be incorporated based on the programme size and diversification.

Likewise, there were some problem areas encountered, reported and/or realized during the evaluation mission's assignment period. For SCN/N programmes to achieve even higher rate of success in the future, the following things to improve have been recommended in short:

1. Complex process and hectic paperwork: *please simplify*
2. Grievances of core and cluster NGO partners: *please review*
3. Facilities wear and tear out after phase out: *ensure proper hand over*
4. Heavy focus on 'rights' but limited resources: *balance rights and resources*
5. Too many themes: *please focus on few and specialize on those.*
6. *Consolidate public/social auditing* for accountability of stakeholders.
7. *Distinguish program and admin budget* for all individual programmes from the centre to the implementation levels as far as possible for increased transparency.
8. In consultation with the policy makers, relevant stakeholders and project partners- *Social Welfare Council (SWC) should develop and enforce distinct criteria as parameters for NGOs/INGOs* for their programme support, including the selection of 'core' and 'cluster' NGO partners and line agencies for outsourcing programme implementation, integration, monitoring and reporting relations. This would enhance transparency, accountability and belongingness leading to sustainability of projects and their effects in the target communities.

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18. 'Surkhet ma Bal Balika haruko Sthiti, 2065, Jilla Bal Kalyan Samiti, Surkhet.

19. Thematic results framework 2008, Save the Children Norway- Nepal.

20. Village profile of Kunathari VDC (2065), RADS.

Annexes

Annex I: Statistics regarding Children's situation in Nepal

1. POPULATION

1.1	Population	25,164,000
1.2	Urban population	15%
1.3	Rural population	85%
1.4	Children 0-18 years old	46.53%

2. LIFE CONDITIONS

2.1	Poverty	39.6%
2.2	Illiteracy rate (total population)	46.3%
2.3	GNI per capita	US $ 240

3. INDIGENOUS PEOPLES & ETHNIC MINORITIES

3.1	Total indigenous	37.2% (8.4 million) in 2001

Largest groups are:

Magar	7.1%
Tharu	6.7%
Tamang	5.6%
Newar	5.5%
Rai	2.8%
Gurung	2.4%
Limbu	1.6%

So far 59 ethnic groups have been identified as indigenous people or nationalities.

Dalit	12.9% of total population in 2001

National Dalit omission defines Dalit as those communities who, by virtue of caste-based discrimination and unsociability, are most backward in the social, economic, educational, political and religious sphere and are deprived of human dignity and social justice

4. HEALTH

4.1	Life expectancy at birth	60 years
4.2	HIV/AIDS prevalence in total population	0.5%

5. EDUCATION

5.1	Children without access to education	17%
5.2	Gross pre-school enrolment	19.9%
5.3	Net Primary school enrolment	84.2%
5.4	Specify girls/boys enrolled	78%/90.1%
5.5	Specify children with disability enrolled	Estimated 10,000 (1.7%)
5.6	Net lower secondary enrolment	43.9%
5.7	Specify girls/boys enrolled	40.2%/47.6%
5.8	Net Secondary school enrollment	32%
5.9	Specify girls/boys enrolled	28.8%/35.2%

6. CHILDREN IN DIFFICULT SITUATIONS (0-18)

6.1	Children affected by armed conflict	More than 400 deaths 2,000 orphaned About 20,000 internally displaced More than 500 severely injured
6.2	Child victims of trafficking	Estimated 12,000 girls & women Annually (approx. 20% under 16)
6.3	Street children (living and/or working in the street)	5,000
6.4	Child sex workers	Estimated 5,000 sex workers in Kathmandu valley, more than 20% are under 18
6.5	Children engaged in harmful work	127,000
6.6	Children engaged in different sectors girls)	2.6 million (56% are reported to be
6.7	Orphans	835,000
6.8	Orphans due to HIV/AIDS	13,000 (1,500 living with HIV)
6.9	Children with disabilities	Approx. 601,936

6. CHILDREN'S HEALTH

7.1	Malnutrition rate	56.2%
7.2	Under 5 mortality rate	82/1000 live births

SOURCES:

1.1 - 1.4	The State of the World's Children 2005, Unicef
2.1	Nepal Human Development Report 2004, Empowerment & Poverty Reduction, UNDP
2.2- 2.3	The State of the World's Children 2005, Unicef
3.1	Nepal Human Development Report 2004, Empowerment & Poverty Reduction, UNDP
4.1 - 4.2	The State of the World's Children 2005, Unicef
5.1- 5.9	Nepal in Education Figures 2005, HMG, MoES
6.1	CWIN 2004
6.3 - 6.6	Nepal Human Development Report 2004, Empowerment & Poverty Reduction, UNDP
6.7 - 6.8	CWIN Fact Sheet, January 2004
6.9	NGOs working in the disability sector
7.1	CWIN, Fact Sheet, January 2004
7.2	The State of the World's Children 2005, Unicef.

Annex II: ECD and Basic primary education as high impact themes

Theme: ECD

What interventions have been made?	What actually has happened?
- Construction and handing over of school buildings and/or additional classrooms. - provision of child-friendly instructional materials and teachers training on active learner methodology. - Material support e.g. carpet & blackboards for classrooms, playing materials, slidings - Cash support - Partnerships - Social auditing - Parental education - Formation of Cooperatives among Parents. - Children's clubs. - Youth clubs.	- Child friendly class rooms - Improved teaching learning, discipline &positive change in attitude - lively classroom, aware of schooling, school going children are enrolled in school - No child left out of school - Parents interest on school activities increased. - Building and rooms for children are available - Transparency, sense of ownership, community awareness, preparation of code of conduct have increased among stakeholders. - Peoples awareness about education and child rights increased. - Responsiveness increased. - Children's confidence increased.

Theme: Access to Basic and Primary Education

What interventions have been made?	What actually has happened?
- Physical construction and renovation of rooms, boundaries, toilets (also separate for boys and girls) gardens, playgrounds, sports materials, drinking water, water tanks etc. - Teacher training, parents training, alternative education, adult education - Educational material support instrument boxes, kitboxes, carpets for classrooms books, stationeries, furniture, low-benches etc - Use of locally available materials for instructional materials preparation - Awareness programs for parents and other stakeholders including VDC representatives.	- No school going children are out of school in the target wards of VDCs. - Increased number of children admitted to school. - No corporal punishment. - Promotion of non-violent teaching. - Reduction of dropout. - Increased retention of students. - Improved teaching learning. - Emergence of child centered methods. - Improved and joyful teaching learning. - Parents awareness and involvement increased for education. - Children show interest on sanitation and personal hygiene. - Child clubs/youth clubs contributing to children's leadership potentials and positive outlook of life and society at large.

Annex III: Guiding questions and frequency of responses

Guiding Question: I
In what ways are the SCN/N supported projects and programs different from similar projects and programs of other government and non-government agencies?

Responses from Mid & Far West	Frequency	Central Regions	Frequency
Advocacy	1		
Assists in Policy formulation & Implementation	1	Assists in Policy formulation & Implementation	1
Cost effective programs	3		
Gender focussed	1		
Model approach e.g. social audit	3		
Coordinates with GOs/local bodies	1	Coordinates with GOs/local bodies	4
Effective Monitoring & Follow up	4	Effective Monitoring & Follow up	1
Works with partner organizations/Partnership	4	works with partner organizations/Partnership	6
Focuses on Right based approach	3	Focuses on Right based approach	6
Transparency	4	Transparency	3
Leadership for those who are affected	3	Leadership for those who are affected	2
Stakeholders/Community participation	7	Stakeholders/Community participation	4
Encourages innovative activities	1		
Pro-poor focussed	1		
Focus on Education & children	4	Focus on Education & children	4
Sustainability and independence	2	Sustainability and independence	1
Flexible budget	4		
Always ahead in emergency	1	Always ahead in emergency	1
		Protection through education	1

Guiding Question: II

What improvements are needed to make these programs more effective and accessible to a wider needy population?

	Conduct advocacy program through Partner NGOS	2		
	Focus on need based Programs	1	Focus on need based Programs	2
	Include programs of Parents/Community	2	Include programs of Parents/Community/Target group	2
	More coordination & Partnership with GOs/Local bodies	2	More coordination & Partnership with GOs/Local bodies	9
	Include 0-5Yrs Programs	1		
	Include ECD in school Structure	1		
	Focus on issues of Gender, Handicapped, untouchables	2		
	More Income generating programs for Dalits	1	More Income generating programs of Dalits	2
	Parental Education	3	Parental Education	1
	Networking	1		
	Address those who are not addressed	1	Address those who are not addressed	1
	Teacher Training for child friendly & no Punishment	2	Teacher Training for child friendly & no Punishment	1
	Psycho-social counselling	1		
	More Budget for Partners	1		
	Nutrition& Health programs	1		
	Reduce Duplication & conduct through One door system	1		
	Staff capacity programs	1	Staff capacity programs	1
	Develop a Holistic Reporting format	1		
	Advocacy for child related Policy formation	1		
	Change agreement Pattern between GOs/INGOs	1		
	Capacity building of SMC/PTA/Parents	3	Capacity building of SMC/PTA/Parents	3

	Focus on Youths & Adolescence	1	Focus on Youths & Adolescence	1
			Cover whole district	1
			Work as role model	2
Guiding Question: III **Which themes or program areas of the support should be added or reduced or removed? Why?**				
	Cover Secondary & higher secondary level school children	1		
	Prioritise the governments program	1		
	Define youths & focus on Youths	1	Define youths & focus on Youths	1
	Add programs for child labour, street children, children at risks & Backward community	3	Add programs for child labour, street children, children at risks & Backward community	5
	Eradicate Duplicated programs	1		
	Health & nutrition	2	Health & nutrition	3
	Emergency fund/response	1		
	People advocacy	1		
	Parental support /Education programs	2		
	Institutional Development	1		
	Campaign for Dalit, Child friendly program, Bal Sudhar Griha	2	Campaign for Dalit, Child friendly program, Bal Sudhar Griha	1
	Class room management	1		
	Add budget for ECD	1		
	Programs focus on the basis of geography	1		
	Food security program/Food for education	2		
			Focus on Pro-poor programs	4
			Prioritise the programs where the government could not reach	1
			Sustainable programs	1
			Stress on Women's agenda	1
			Add resources for rights	1

Annex IV: Thematic results framework (Log Frame) of SCN/N developed in 2008

Specific Objective(s)	Expected Results For the Strategic Period	Result Indicators for the Strategic Period 2006-2009	Results to be achieved in 2009	Activities
FULFIL CHILDREN'S RIGHTS TO EDUCATION				
1. Fulfill the rights to access to and quality education for all children from ECD to primary level.	1.1 Access to primary education ensured for children with special attention to girls, children with disability, affected by conflict and marginalized groups in SC working areas.	1.1.1 Average 90% net enrolment rates in primary level disaggregated by gender, ethnicity and disability in SCNN working areas	1.1.1 15% increase in the average net enrollment rate in primary level disaggregated by gender, ethnicity and disability compared to the rate of 2008	• Updating baseline data through CEMIS process and design intervention according to the finding jointly with community/ schools • School enrollment campaign, Welcome to School by mobilizing VEC, TEC • Scholarship support for poor and marginalized children. • Alternative Education Program (AEP, a non formal education) training for class facilitators • Running the AEP class for out of school children to admit them into school at appropriate age
		1.1.2. 80% average attendance rate of student in SCNN program areas	1.1.2 The average attendance rate of student in SCNN program areas will increase to 80%(cumulative).	
		1.1.3. 4000 out-of-school children will complete alternative education and 80% of children will be main-streamed in regular school	1.1.3 Additional 1000 out of school children will complete alternative education and 80% of them will be mainstreamed in regular school.	
	1.2 Children benefit from improved quality of Education in primary level in SC working areas	1.2.1 Drop out rate reduced by 8% disaggregated by gender	1.2.1. The average drop out rate of primary grades children will be reduced by 3% in 2009 (compared to 2008) disaggregated by gender.	• Capacity building of teachers on Active teaching learning methods and on child friendly schooling/ Non-violent teaching • Capacity building of teacher and SMC to focus on retention • Expansion and monitoring of child friendly schools and villages (at least one in each PNGO)
		1.2.2 Promotion rate in primary level increased to 85 % in SCNN working areas	1.2.2. Promotion rate increased by 15% in 2009 compared to 2008.	• Community mobilisation for sustainability and ownership. • Improvement of

Specific Objective(s)	Expected Results For the Strategic Period	Result Indicators for the Strategic Period 2006-2009	Results to be achieved in 2009	Activities
		1.2.3 Average learning achievement rate of primary level children increased by 20% from baseline in SCNN working areas	1.2.3 Average learning achievement increased by 10% from the base of 2008.	classroom environment to suit learning needs of children • Children mobilization for education which includes strengthening youth/child clubs and encouraging youth/child participation at various levels. • Capacity building of ECD facilitators through regular and refresher training • Educational materials development workshop and material support for primary schools as well as ECD (Kit box, local material, first aid kit and locally made)
		1.2.4 Child centered teaching methods applied in 1400 primary grades classrooms	1.2.4 Child centered teaching methods applied in additional 400 primary grade classrooms	
	1.3. Younger children get opportunities for early learning and development and are better prepared for school education	1.2.5 50% of the schools have child club representatives in SMC 1.3.1.30 % of children entering in grade one will have come from ECD experience in SCNN working areas.	1.2.5 Additional 30% of SMC will have child club representatives in SMC 1.3.1. Children entered in grade 1 with ECD experience in SCNN working areas will increase by additional 10% compared to 2008.	
		1.3.2. 50% of ECD centers are managed by local communities with appropriate cognitive and pedagogy and managerial supports.	1.3.2. ECD centers managed by local communities with appropriate cognitive and pedagogy and managerial supports will increase to 50% in SCNN working areas. (cumulative)	
2. Children's right to protection in school ensured	2.1 Schools are established as Zones of peace	2.1.1 40% of schools in SCNN working areas are established as SZOP and are following at least 5 key criteria	2.1.1 At least 40% of schools will be established as SZOP and are following at least 5 key criteria in SCNN working areas (cumulative)	• District and VDC level campaign for the promotion and application of the EFA goal, CRC, CZOP, and mainstreaming of HIV AIDS
	2.2 Schools are	2.2.1 Code of conduct		• Development of reader with focus on education and peace

Specific Objective(s)	Expected Results For the Strategic Period	Result Indicators for the Strategic Period 2006-2009	Results to be achieved in 2009	Activities
	free from corporal and humiliating punishment	for child protection developed and implemented in 50% of the schools in SCNN working areas.. 2.2.2 Example case studies reflecting change in corporal punishment practices in schools	2.2.1 Schools having code of conduct for child protection will increase by additional 30% in SCNN working areas 2.2.2 At least 10 example case studies will be documented in 2009.	• Strengthen child protection committees and child/youth clubs in the community. • Support schools for developing and implementing code of conduct. • Basic infrastructure development and improvement in schools and ECD centre (classroom, gender friendly toilet, drinking water, furniture, blackboard, playground etc)
	2.3 Children benefit from supportive and protective environment created in schools	2.3.1 40% schools have case handling system developed and at least 90% reported cases are responded 2.3.2 At least 1000 schools have separate toilet for girls	2.3.1 Additional 15 % schools will have case handling and responding system 2.3.2 Additional 100 schools have separate toilet for girls	
3. Strengthen capacity of education institutions from community to national level to enable them to deliver quality education	3.1. Participatory planning / monitoring and review process adopted at community and district level as a tool to improve quality education	3.1.1 Annual district education plan are developed in participatory process in at least 15 SCN working districts 3.1.2 Participatory annual program review meeting conducted by DEO in 15 districts and review recommendations are followed up	3.1.1 In additional 5 SCNN working districts, annual district education plan are developed in participatory process 3.1.2 At least 10 SCNN districts DEO will conduct participatory annual review meetings in 2009.	• Mobilization of stakeholders including local civil society organizations in education sector including local government, partnership with community based and local organization for better result, planning and review meeting in periodic basis • Regional Education workshop • Capacity building of staff and partners on new reform on Education • Orientations/interactions on quality education and roles of parents, SMC and education authorities in overall school management
	3.2. School	3.2.1 75% of Schools in		

Specific Objective(s)	Expected Results For the Strategic Period	Result Indicators for the Strategic Period 2006-2009	Results to be achieved in 2009	Activities
	Improvement Plans (SIP) are developed and implemented to improve quality education	SC working areas are implementing plans as reflected in SIP

3.2.2 At least 80% of the schools in SC working areas conduct social audit for their regular activities annually, and after completion of infrastructure work on an event basis. | 3.2.1 At least 30% of SC supported schools implement plan as reflected in SIP in 2009

3.2.2 At least 40% of the SC supported schools conduct social audit in 2009. | |
| 4. Contribute to create favorable policy environ-ment for access, quality and protection in education (schools) for children | 4.1 Children of ethnic minority groups get education in early grades in their mother tongue

4.2 Program that supports quality primary education are increasingly incorporated in the national/local plans and are implemented accordingly | 4.1.1 10% of Schools in SC working areas adopts multi lingual education

4.2.1 Quality education program approaches replicated in at least 50 non- SCsupported schools

4.2.2At least 50 SC supported schools demonstrate free and compulsory primary education

4.2.3 Country context definition and indicators for quality education developed and endorsed | 4.1.1 Multi-lingual education will be adopted in 20 new schools in SCNN working areas.

4.2.1 Additional 30 schools not supported by SCNN will replicate the best practices gained from SCN program areas

4.2.2 Additional 30 SCNN supported schools demonstrate free and compulsory education in 2009

4.2.3 Country context definition of quality education will be applied in 15 SC program districts. | • Advocacy measures to enforce multilingual education and child participation in SMCs.
• Replication of age appropriate education.
• Strengthen capacity and activate existing educational institutions and authorities and institution like Education training centre , school management committees, resource centers, district education offices etc through orientation, meeting, discussion, regular meeting
• Process documentation of the key education intervention and best practices |

Specific Objective(s)	Expected Results For the Strategic Period	Result Indicators for the Strategic Period 2006-2009	Results to be achieved in 2009	Activities
FULFILL THE RIGHTS OF THE CHILDREN AFFECTED BY ARMED CONFLICT AND DISASTER				
1. Promote the psychosocial well-being of children through a community based psychosocial care and support system	1.1 Children have improved psychosocial well being through community based interventions	1.1.1 Children and communities from at least 250 VDCs have received peace, social harmony and psychosocial education	1.1.1 Children living in 300 VDCs (cumulative from 2006) receive peace and social harmony initiatives including psychosocial education.	- Community based social harmony related activities in the communities - Psychosocial care and support training and refresher training to CPSW - Psychosocial counseling to children by counselors and CPSW - Monthly meeting of CPSW in presence of Counselor - Orientation to VCPC and Children, their clubs on psychosocial care and support - Referral support to severe cases. - Coordination with Dept. of Health - Training to district level health personnel on psychosocial care and support - Psychosocial support to children and other people from health personnel
		1.1.2 1,500 community based psychosocial workers will be capacitated on psychosocial care and support and will be providing psychosocial support to children at schools, child clubs and in communities	1.1.2 Additional 135 community based psychosocial workers will be capacitated on psychosocial care and support and will be providing psychosocial support to children at schools, child clubs and in communities	
	1.2 Government system has incorporated community based psychosocial approach in its	1.1.3 3,000 children suffering from behavioural difficulties and 500 children severely suffering from trauma will have received psychosocial as well as therapeutic	1.1.3 Additional 725 children having behavioual difficulties and 375 children severely suffering from psychosocial trauma receive psychosocial as well as therapeutic support. 1.2.1 Community and	

Specific Objective(s)	Expected Results For the Strategic Period	Result Indicators for the Strategic Period 2006-2009	Results to be achieved in 2009	Activities	
	services	support 1.2.1 Government Health System at community level has institutionalized community based psychosocial approach in its programs in two districts (Dang and Tanahu).	school based psychosocial care and support continue through schools and health service providers in Dang and Tanahu. (cumulative)		
2. Promote rehabilitation and reintegration of children associated with armed groups through streng-thening family and community support	2.1 Children associated with armed forces and armed groups (CAAFAG) return to normal life with their families /in their communities like other children.	2.1.1. 1,531 CAAFAG will have benefited from reintegration support (all types) 2.1.2. 200 CAAFAG reunified with their families and/or in their communities 2.1.3. An increased number of CAAFAG continue resume/their education with education support 2.1.4. 1200 CAAFAG receive vocational training/IG support 2.1.5 Number of	2.1.1 If needed short term transit shelter facilities and other necessary services will be made available for 500 additional CAAFAG living in the cantonments (Rolpa and Nawalparasi district) before reunifying with their families 2.1.2 About 2000 CAAFAG continue their education with education support (cumulative) 2.1.3 500 additional CAAFAG receive vocational training/ IG support 2.1.4. 160 additional	• Identification and registration of former CAAFAG • Tracing and reunification • Establish Interim Care Centre in case needed • Reintegration of support (educational, vocational training, IGA support, psychosocial) to CAAFAG • Management and utilization of CP Database • Follow up of the children • Strengthen the capacity of DCWB/VCPC for working CAAFAG • Strengthen and mobilization of child club/youth club • Coordination and collaboration at central, district and community level • Work with CAAFAG WG, 1612 task force, Ministry and CCWB	

Specific Objective(s)	Expected Results For the Strategic Period	Result Indicators for the Strategic Period 2006-2009	Results to be achieved in 2009	Activities
		CAAFAG who are members of inclusive child or youth clubs	CAAFAG are members of inclusive child or youth clubs	
		2.1.6 Peace and social harmony education has reached children and communities in 500 VDCs	2.1.5. 100 additional CAAFAG receive need based medical support	
			2.1.6. 1000 CAAFAG and other children receive psychosocial care and support services (cumulative)	
			2.1.7. Peace and harmony activities are implemented in 500 VDCs (cumulative) of the working districts	
3: Improve the immediate and long-term situation of children/communities directly affected by armed conflict and natural disasters through humanitarian and rehabilitation support	3.1 Children and their families affected by armed conflict and natural disaster benefit from immediate humanitarian support	3.1.1 2,000 children affected by conflict and disaster and their families receive medical treatment and rehabilitation including psychosocial support.	3.1.1 500 additional children affected by conflict and disaster and their families receive treatment and rehabilitation including psychosocial support.	- Provide Humanitarian support - Provide psychosocial care and support to the victims of armed conflict and disaster - Provide livelihood / rehabilitation support - Strengthen and Mobilize district and VDC emergency fund - Training and orientation to DCWB/VCPC in preparedness and response to disaster
	3.2 Children and their families benefit from long term rehabilitation support	3.1.2 3,000 children and their families receive immediate humanitarian support 3.2.1 2,000	3.1.2 500 additional children and their families receive immediate humanitarian support 3.2.1 450 additional children/ families	

Specific Objective(s)	Expected Results For the Strategic Period	Result Indicators for the Strategic Period 2006-2009	Results to be achieved in 2009	Activities
		children/ families receive long term livelihood support	receive long term livelihood support	
	3.3 Improved local capacity in responding disaster situations in the SCNN working districts.	3.2.2 Case studies illustrating examples of improved situations for children and their families after receiving humanitarian and/or rehabilitation support	3.2.2 Case studies illustrating examples of improved situations for children and their families after receiving humanitarian and/or rehabilitation support	
		3.3.1 Number of districts and VDCs that provide humanitarian (and/or rehabilitation) support through the functional emergency funds at DCWB and VCPC	3.3.1 25 districts provide immediate humanitarian support to children through the functional emergency fund at DCWB and VCPC.(cumulative)	
		3.3.2 Knowledge and skills on disaster response increased in 150 VCPCs, 25 DCWBs and 500 Child Clubs of the working districts through orientations/ training and capacity building measures.	3.3.2 25 DCWBs, 150 VCPCs and 500 Child Clubs receive orientation on disaster preparedness and responses. (cumulative)	
4: The concept of	4.1 Increased	4.1.1 Number of	4.1.1 200 schools	- Local to national level interactions and campaigns

Specific Objective(s)	Expected Results For the Strategic Period	Result Indicators for the Strategic Period 2006-2009	Results to be achieved in 2009	Activities
'Children as Zones of Peace' (CZoP) is reflected in national policy and accepted by the public domain.	number of schools are declared as Zones of Peace (SZoP) 4.2 Increased commitment to CZoP/SZoP by government officials and political parties	schools declared as ZOP 4.2.1 700 influential officials from key organizations will be trained on international and national protection mechanisms, laws. 4.2.2 A policy for CZOP implementation is developed in a participatory way (government and NGOs) 4.2.3 7 National campaigns and 2 campaigns each year in all SCNN project districts will be organized. 4.2.4 CZOP is reflected in government legal documents and documents related to peace process.	declared as zones of peace (cumulative) 4.2.1 250 additional government officials and representatives of political parties from national and district level participated in interactions and orientations where they have commitment for CZOP. 4.2.2 National framework of CZOP/SZOP prepared in a participatory way on behalf of CZOP national coalition. 4.2.3 5 national advocacy campaigns and 50 district level events conducted to raise the protection and education rights of children including CZOP in 2009. 4.2.4 Children's issues prioritized and incorporated during new	- Joint work through CZOP coalition - Declaring school as zones of peace - Orientation on CZOP to child club, VCPC, SMC, district and central level stakeholders - Document the steps and process of declaring school as zones of peace based on the experiences of different CZOP coalition members - Pressure political parties and government to incorporate children's issues/concerns in the constitution making process by individual and joint meetings/interactions

Specific Objective(s)	Expected Results For the Strategic Period	Result Indicators for the Strategic Period 2006-2009	Results to be achieved in 2009	Activities
			constitution making process.	

Objective 5: Ensure establishment and functioning of child rights protection and monitoring systems. This component has been incorporated in CRC theme since 2008.

Objective 6: Strengthen education and health services to children in conflict affected areas. This component has been incorporated in education theme since 2007.

Strategic Objective(s)	Expected Results For the Strategic Period	Result Indicators For the Strategic Period 2006 to 2009	Result to be achieved in 2009	Activities
FULFILL THE RIGHTS OF THE CHILDREN TO PROTECTION AGAINST VIOLENCE AND SEXUAL ABUSE AND ECONOMIC EXPLOITATION				
1. Establishing child abuse, exploitation, violence and malpractices as an issue of social concern.	1.1 Parents, teachers and other stakeholders will contribute towards creating safe and supportive environment for children.	1.1.1. Parents, teachers, police, and medical personnel in the SCNN working areas listen and respond appropriately to children's concerns regarding abuse and exploitation (examples / case studies). 1.1.2 No. of schools avoiding physical and humiliating punishment of children and using positive discipline. 1.1.3 No of schools/ drop in centers in SCNN working areas having complaint boxes for children and number of complaints responded to effectively. 1.1.4 No of schools in SCNN working areas that have developed and implemented a code of conduct.	1.1.1. 2300 additional parents, teachers, police, and medical personnel in the SCNN working areas will start listening and responding appropriately to children's concerns regarding abuse and exploitation. 1.1.2. 93 new schools will avoid physical and humiliating punishment to children and use positive discipline. 1.1.3. 76 new schools/ drop in centers in SCNN working areas will have complaint boxes for children and the complaints dropped in the boxes will be responded to effectively. 1.1.4. 76 new schools in SCNN working will develop and implement a code of conduct.	- Conducting training, workshops and interaction with parents, teachers and other key stakeholders on the different issues of child protection. - Advocating with 8police department to include child sexual abuse and exploitation into the orientation content. - Legal aid support to the victims of abuse/exploitation to file the cases of abuse and exploitation. - Providing the victims with emergency support as needed. - Orientation to the staff of PNGOs on child protection. - Developing IEC materials. - Advocacy on different issues of child protection like child marriage and sexual abuses. - Raising awareness among the community leaders, other influential people and parents against the Chhaupadi malpractice and child marriage.

Strategic Objective(s)	Expected Results For the Strategic Period	Result Indicators For the Strategic Period 2006 to 2009	Result to be achieved in 2009	Activities
		1.1.5 % of schools with a separate toilet for girls in SCN working areas.	1.1.5. Additional 35 schools will have separate toilet for girls in SCN working areas.	- Building the capacity of police personnel in investigating the child abuse cases in child friendly manner. - Sensitizing medical personnel on child abuse and exploitation. - Sensitizing teachers of formal and informal education institutions on child abuse and exploitation. - Partnership with the Ministry of Women Children and Social Welfare will continue to address the Chhaupadi
		1.1.6 Reports from children on positive changes in behavior of teachers and parents. (sample survey)	1.1.6. Teachers would be able to provide psychosocial care support in additional 20 schools.	
	1.2 Cases related to sexual abuse exploitation and violence against children are increasingly reported and filed in the SCNN working areas.	1.2.1 No of reported cases related to sexual abuses, exploitation and violence (reported to the child/youth clubs, VCPC, Schools etc.).	1.2.1 The number of disclosed cases will significantly increase compared with the previous years.	
		1.2.2 Number of cases that have been lodged with the concerned courts.	1.2.2 Number of cases that have been lodged with the concerned courts will increase as compared with the previous years.	
		1.2.3 Police in the SCNN working districts investigate and respond properly the cases of child sexual abuse and exploitation (as reflected in the investigation documents.)	1.2.3. 200 additional police in the SCNN working districts will be sensitized on child rights, whereby they will investigate and respond to cases of child sexual abuse and exploitation in child friendly manner.	
		1.2.4 No. of survivor children having a normal life (e.g. living in their own family, accessing school and having psychosocial well being) after receiving required medical, rehabilitation, counseling support and legal support from SCNN supported project. (sample survey)	1.2.4. 2748 additional survivors of abuse and exploitation will have normal life (e.g. living in their own family, attending school and having psychosocial well being) after receiving required medical, rehabilitation, counseling and legal support from the SCNN supported project.	
	1.3 Child protection issues will be	1.3.1 Child protection program activities are reflected in the	1.3.1 SCNN supported all program	

Strategic Objective(s)	Expected Results For the Strategic Period	Result Indicators For the Strategic Period 2006 to 2009	Result to be achieved in 2009	Activities
	incorporated in all projects of SCNN	annual plans of all SCNN projects and progress reported.	will integrate child protection components	
	1.4 Concerned stakeholders including parents, government and community leaders and other influential people will internalize the *Chhaupadi and child marriage* practice as a discriminatory mal practice.	1.4.1. Written commitment and policy provisions against *Chaupadi* practices developed by the concerned state authorities at local as well as national level. 1.4.2. Local government offices and other stakeholders increase programs to address *Chhaupadi* practices atleast in Achham distt. 1.4.3. Examples of the reduction in the discrimination and malpractices against girls and women during menstruation and delivery *(Chaupadi)*.	1.4.1 Chhaupadi malpractice will decrease in Accham and Doti districts. (in terms of number of girls/women entering into their respective houses during menstruation and reducing discrimination in fooding) 1.4.2 At least 3 example cases will be documented in 2009	
2. Empowering children to protect themselves from and respond to violence, abuse, exploitation, and mal practices.	2.1 Children especially girls are better able to protect themselves from sexual abuse, violence and exploitations.	2.1.1 No. of children trained in life skills who are departing their knowledge to their peers. 2.1.2 % of children (in a sample survey) who can state what they can do to protect themselves and how to respond on abuse situations. 2.1.3 No of complaints reported by children and % of these responded to effectively. 2.1.4 No. of children/youth (also number of child/youth	2.1.1 Additional 3060 children organized into child clubs and 300 into youth clubs will be involved in raising awareness on protection. 2.1.2 About 11,080 children will be trained in life skills on protection and the trained children will be able to depart their knowledge to their peers. 2.1.3 Additional 2770 children will be involved actively in advocating against child abuse, exploitation and violence.	- Organizing trainings, workshops, and interaction on the different issues of child protection with children. - Information package for child clubs will be used by the child club facilitators. - Facilitating children in child clubs to advocate with concerned stakeholder. - Income generation support to the most vulnerable children's families. - Education support to the vulnerable children. - Facilitating children in child clubs in developing plan of action and its implementing. - Supporting trafficking survivors to be united into groups.

Strategic Objective(s)	Expected Results For the Strategic Period	Result Indicators For the Strategic Period 2006 to 2009	Result to be achieved in 2009	Activities
		clubs) actively advocating against child abuse, exploitation and violence.		- Developing IEC materials. - Facilitating children to participate in all SCNN's child protection interventions.
	2.2 Out of school children (specially girls) who are vulnerable to abuse and exploitations access education	2.2.1 No. of vulnerable children mainstreamed in schools (through AEP and other support) continuing their education.	2.2.1 About 1000 out of schools vulnerable children like Badi and Slum will have access to education through SCNN's support.	- Providing life skill education to the adolescent girls and boys. - Chhaupadi program will be extended to Doti district. - Awareness rising to eliminate Chhaupadi in Achham and Doti districts. - Raising awareness on UN Resolution 1820 and 1325 among children and their parents.
	2.3 Trafficking survivor girls are organized and articulate their issues.	2.3.1 No. of trafficking survivor families supported with income generation.	2.3.1 25 additional families of vulnerable children like Badi girls will be supported for income generation.	
		2.3.2 No. of trafficking survivors who are members of the groups.	2.3.2 Additional 100 trafficking survivors become the members of the organization of trafficking survivors (Shakti Shamuha). The organized members will raise their collective voice.	
		2.3.3 Examples of issues raised by trafficking survivors.		
3. Child friendly protection policies/systems developed and implemented by the State and monitored by civil society organizations/ institutions	3.1 Government authorities recognize the policy gaps on child protection and develop necessary child protection policies.	3.1.1 Government policy developed to address *Chhaupadi* practice. 3.1.2 National Child protection policy finalized by CCWB	3.1.1 National Child protection policy will be finalized by CCWB	- Conducting training, workshops and interactions with the members of village child protection committees. - Conducting training with police personnel. - Strengthening women and child service center in police department. - Formation and strengthening of district level anti trafficking task force
	3.2 Children benefit from the implementation of existing protection	3.2.1 No of village child protection committees (VCPC) effectively preventing and responding to children's rights	3.2.1 72 new and existing child protection committees will be effectively involved in preventing and responding to children's rights	

Strategic Objective(s)	Expected Results For the Strategic Period	Result Indicators For the Strategic Period 2006 to 2009	Result to be achieved in 2009	Activities
	policies	violations and make necessary referrals for psychosocial counseling, medical check up, rehabilitation and legal support.	violations and make necessary referrals for psychosocial counseling, medical check up, rehabilitation and legal support.	
		3.2.2 Number of districts having capable (skilled) and functional Women and Child Service Centers in police department.	3.2.2 At least 4 districts (Sunsari, Banke, Tanahu and Kaski) will have capable and functional Women and Child Service Centers in police department in 2009.	
		3.2.3 No. of children accessing protection and care systems supported by SCNN and its partners.	3.2.3 Increase in number of children accessing protection and care system supported by SCNN and its partners compared to 2008.	
		3.2.4 Number of districts with active anti trafficking task force contributing to develop a joint plan of action on anti trafficking issues.	3.2.4 At least three districts (Banke, Bardiya, Morang,) will have active anti trafficking task force contributing to develop a joint plan of action on anti trafficking issues.	
4. The situation for working /slum children in our working areas will have improved.	4.1. Working children will be better able to protect themselves from abuse and exploitation.	4.1.1 No. of working children who are members of child clubs.	4.1.1. About 50 new working children become members of child clubs.	- Facilitating working children to be organized into child clubs. - Providing education support to the needy working children. - Conducting trainings, workshops, and interactions on the different issues of child protection with working children, their parents, teachers and other key stakeholders. - Formation of child protection committees. - Vocational training to the children in vulnerable situation due to hazardous work.
		4.1.2 Number of child/youth clubs of working children (youths) effectively raising their concerns.	4.1.2 At least 27 child clubs of working children (youths) effectively raise their concerns in 2009.	
	4.2 Working / slum children access education.	4.2.1. No of working children having access to education.	4.2.1. 1990 additional working children will have access to education through child labour focused program implemented in Kathmandu valley and Sunsari district.	
		4.2.2. No. of families of working		

Strategic Objective(s)	Expected Results For the Strategic Period	Result Indicators For the Strategic Period 2006 to 2009	Result to be achieved in 2009	Activities
		children receiving income generation support.	4.2.2. 30 additional families of working children will receive income generation support.	
	4.3. The working condition of children working in hazardous situation will be improved.	4.3.1. The number of children quitting hazardous work and involving in safer work after receiving vocational training.	4.3.1. 125 additional children will quit hazardous work and involving in safer work after receiving vocational training.	
	4.4 Working children's issues will be mainstreamed in all SCNN's projects.	4.4.1. Examples of SCNN projects mainstreaming child protection issues in their regular program	4.4.1. All SCNN projects will mainstream child protection issues in their regular program	

Strategic Objective(s)	Expected Results for the Strategic Period	Result Indicators for the Strategic Period 2006 to 2009	Result to be achieved in 2009	Activities	
FULFILL THE RIGHTS OF THE CHILDREN TO PROTECTION AGAINST THE IMPACT OF HIV/AIDS					
Objective 1: Enhance knowledge, information and skill about HIV and AIDS to children and youth by mainstreaming HIV and AIDS into all thematic areas of SCNN as a cross cutting issue as well as implementing focus program and by implementing focus intervention	1.1 Increased number of children and youth who know how to protect themselves from HIV in SCNN working areas	1.1.1 166,000 children and youth (age 12-24) can state at least three ways to protect themselves from HIV in SCNN working areas (as measured in a sample survey)	1.1.1 33,000 additional children and youth (age 12-24) can state at least three ways to protect themselves from HIV in SCNN working areas (as measured in a sample survey)	• building - training, experience sharing, - education - development and sharing - cassette from families to the migrant workers in India	Community capacity Workshop, orientation, Street drama, TfD, Peer IEC material Sending letters, audio
		1.1.2 Examples/case studies documented about behavioural change in children and youth (age 12-24)	1.1.2. 20 new examples/case studies will be documented about behavioural change in children and youth (age 12-24)	• and partners • - training, networking - systematizing SOVAA group and network - expansion of SOVAA movement	HIV awareness for staff SOVAA promotion SOVAA identification, Strengthening and Documentation and
	1.2 SCNN staff and SCNN partner staff have increased knowledge and skill of HIV and AIDS	1.2.1 100% of SCNN staff and SCNN partner staff can state at least three ways to protect themselves from HIV	1.2.1 100% of SCNN staff and more than 50% SCNN partner staff can state at least 3 ways to protect themselves from HIV.	• of SOVAA movement in SSCT	Keep balance and spirit
	1.3 Children and young people are mobilized	1.2.2 HIV and AIDS issues are included and addressed in at	1.2.2 HIV and AIDS issues are included and addressed in at least 85% of the		

Strategic Objective(s)	Expected Results for the Strategic Period	Result Indicators for the Strategic Period 2006 to 2009	Result to be achieved in 2009	Activities
	as Social Volunteers Against HIV and AIDS (SOVAA) in HIV focused project districts	least 85% of the SCNN regular programs implemented by the partners	SCNN's different thematic programs implemented by the partners by 2009.	
		1.3.1 Increased number of children in SCNN working areas demonstrate that the issues of HIV, violence, sexual abuse and mal socio-cultural practices such as *Chhaupadi* have been incorporated in their initiatives	1.3.1 Increased number of children (SOVAA & CC) in SCNN working areas demonstrate that the issues of HIV, violence, sexual abuse and mal socio-cultural practices such as *Chhaupadi* have been incorporated in their initiatives.	
		1.3.2. 16,000 (i.e. an increase of 1,300) children and young people will be developed as SOVAA and engaged in the communities for the prevention of HIV and AIDS in HIV focused project areas.	1.3.2. 3,000 additional children and young people will be developed as SOVAA and engaged in the communities for the prevention and protection from the impact of HIV and AIDS in HIV focused project areas.	

Strategic Objective(s)	Expected Results for the Strategic Period	Result Indicators for the Strategic Period 2006 to 2009	Result to be achieved in 2009	Activities
Objective 2: Empower (socially and financially) People Living with HIV and AIDS (PLHA) in the HIV focused working areas to improve their living condition.	2.1 PLHA will be organized into groups and networks to articulate their issues and concerns	2.1.1 At least one district level network of PLHA will be functional in all three districts and one in Mumbai 2.1.2 50% of PLHA in the program districts will establish links with service providers and financial support mechanisms and access prevention, treatment care and support services	2.1.1 At least one district level network of PLHA will be functional in all focused project districts and Mumbai (cumulative) 2.1.2 50% of PLHA in the program districts will establish links with service providers and financial support mechanisms and access prevention, treatment care and support services (cumulative)	• PLHA empowerment - Self help group formation of single women (HIV affected and infected widows) - Capacity building of SHG - Widow allowance issues to be advocated at national level - Increase support on treatment and care to PLHA - Livelihood and nutritional support, example food for infected through linkage with WFP - Advocacy on ensuring treatment care and support to HIV infected and affected children • Coordination and linkage building with concern government and non-government organizations - Support on DACC strengthening for decentralized action - Engagement with NCASC, SAE and other stakeholders to formulate strategy on OVC - Increase level of engagement with line agencies particularly with DHO for treatment, care and supports - Government service strengthening to address discrimination and stigma
	2.2 PLHA groups and their networks implement HIV prevention care and support activities	2.2.1 At least 500 single women and PLHA families have been supported to implement IG activities 2.2.2 Examples / case studies of single women and PLHA families that have benefited from IG activities	2.2.1 200 additional single women and PLHA families will have been supported to implement IG activities 2.2.2 Ten new examples / case studies of single women and PLHA families	
	2.3 Reduced stigma and			

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Strategic Objective(s)	Expected Results for the Strategic Period	Result Indicators for the Strategic Period 2006 to 2009	Result to be achieved in 2009	Activities
	discriminations associated with HIV/AIDS	2.2.3 Percentage of PLHA who are able to care for themselves (as measured in a sample survey). 2.3.1 Increased number of voluntary disclosures of HIV status within the working VDCs 2.3.2 Increased number of people accessing voluntary counseling and testing (VCT), STI treatment, OI management and ART. 2.3.3 Examples/case studies documented on behavioral change practices in the communities towards HIVAIDS	that have benefited from IGA 2.2.3 Percentage of PLHA who are able to care for themselves properly *(as measured in a sample survey).* 2.3.1 Increased number of voluntary disclosures of HIV status within the working VDCs 2.3.2 Increased number of people accessing voluntary counseling and testing (VCT), STI treatment, OI management and ART 2.3.3. 20 additional examples/ case studies documented on	

Strategic Objective(s)	Expected Results for the Strategic Period	Result Indicators for the Strategic Period 2006 to 2009	Result to be achieved in 2009	Activities	
			behavioral change practices in the communities towards HIV AIDS.		
Objective 3: Create supportive/protective environment/system for orphan and vulnerable children (OVC) within their communities	3.1 Increased commitment by government service providers to support OVC through advocacy	3.1.1 Increased resource allocation by government agencies for basic care and support facilities for OVC	3.1.1 Increased resource allocation by government agencies for basic care and support facilities for OVC *(will be assessed through policy review)*	• - therapy counseling and emergency support such as affected and infected orphan and vulnerable children - national level to address the issue of orphan and - OVC-GGBM/SSD - children with school scholarship - orphan for their property right - children	Support to OVC Education support, play as building house for Advocacy at local and vulnerable children Interventions focused on Linkage of HIV infected Supporting/facilitating Protection of orphan
	3.2 OVC have increased access to education, health care, shelter, food and nutrition, and counseling	3.2.1 At least 40% of OVC directly affected by HIV and/or AIDS within SCNN working VDCs will have received necessary health and counseling services (e.g. STI treatment, VCT service, BCC, ART, OI treatment)	3.2.1 At least 40% of OVC within SCNN working VDCs will have received necessary health and counseling services (e.g. STI treatment, VCT service, BCC, ART, OI treatment) (cumulative)	• advocacy • mainstreaming work • assessment, baseline and evaluation	Media mobilization for Review and reflection of Research, situation

Strategic Objective(s)	Expected Results for the Strategic Period	Result Indicators for the Strategic Period 2006 to 2009	Result to be achieved in 2009	Activities
		3.2.2 Examples/case studies documenting OVC with improved psychosocial well being following counseling	3.2.2 10 new documented examples/ case studies of OVC with improved psychosocial well being	
	3.3 OVC benefited from community child protection mechanisms	3.2.3 95% of the OVC (infected, affected) from the working area will continue their education through educational support	3.2.3 95% of the OVC (infected, affected) from the working area will continue their education through educational support (cumulative)	
		3.2.4 All affected and/or infected orphans within working VDCs have access to food, shelter and appropriate care and support	3.2.4 All affected and/or infected orphans within working VDCs have access to food, shelter and appropriate care and support	
		3.3.1 Village Child Protection Committees (VCPC) are actively addressing OVC issues in 50% of	3.3.1 Village Child Protection Committees (VCPC) and CPCs will be actively	

Strategic Objective(s)	Expected Results for the Strategic Period	Result Indicators for the Strategic Period 2006 to 2009	Result to be achieved in 2009	Activities
		working VDCs	addressing OVC issues in 50% of working VDCs (cumulative)	

Strategic Objective(s)	Expected Results for the Strategic Period	Result Indicators for the Strategic Period 2006 to 2009	Result to be achieved in 2009	Activities
STRENGTHENING IMPLEMENTATION AND MONITORING OF CHILD RIGHTS				
1. Strengthen government and community structures and mechanisms to ensure child rights and fulfill the responsibility under UNCRC	1.1 State's organizations and structures (DCPC, CCWB and DCWBs) are functional as per their statutory mandate.	1.1.1 Policy and guidelines will be in place for enhancing child right nationally. 1.1.2. CCWB will develop and implement increased number of program for disadvantaged children	1.1.1 Draft policy on Foster Care will be developed. 1.1.2. CCWB will finalize National Child Protection Policy 1.1.3. CCWB will develop and implement at least 5 programs/	• Contributing in Development of (a) Child Rights Act; (b) Child Protection Policy; (c) Foster or Alternative Care of Family • Support for preparation of CRC Report • Be part of child related national advocacy, network, policy building

Strategic Objective(s)	Expected Results for the Strategic Period	Result Indicators for the Strategic Period 2006 to 2009	Result to be achieved in 2009	Activities
Sub objectives: - Support to government to develop plan and policy in line with UNCRC -Support UNCRC reporting- both state and alternative - Support to establish and functionalize community structures and mechanisms		1.1.3 DCWBs open, will organise regular meetings, coordinate activities related to children in 25 districts.	projects for disadvantaged children without SCNN support in 2009. 1.1.4. CCWB will expand the program of similar nature to at least 5 more districts. 1.1.5. Writing process of CRC periodic report will begin. 1.1.6. DCWBs in 25 districts organise 100 (a meeting every quarter) regular meetings, coordinate activities related to children in 2009.	and lobbying • Final Evaluation of MoWCSW project. Request MoWCSW and National Planning Commission to review and Suggest what type of state structures would be at the best interest of Children.
	1.2. Community level child protection structures (VCPCs) are established and responding to the needs of children	1.2.1. At least 200 VCPCs will have increased knowledge on identifying and responding to child protection issues.	1.2.1.200 VCPCs have increased knowledge on Child Protection. (it is demonstrated through maintaining the confidentiality of identity, timely support to victims if any)(cumulative) 1.2.2.100 VCPCs are active in raising awareness in community (cumulative) 1.2.3.Children have better access to protection and emergency services at community.	- Support to set up and capacity building of Protection Committees and Structure at Different Level: (a) to implement child protection policy; (b) to build capacity of organization and help them to set up if not available - Be a focal point of Child Rights issue

| 2. Strengthen Independent Child Rights Monitoring System | 2.1. Increased capacity of National Human Rights Commission on case/situation monitoring and responding violation of child rights.

2.2. Child Rights Desk is established and functional within NHRC. | 2.1.1. Network of NHRC with other Child Rights organizations is developed and is functional.

2.2.1 NHRC CR Desk responds to 90% of reported cases of child right violations

2.2.2 Regular meeting and cooperation between NGOs (both at District and Center) and NHRC, CR Desk | 2.1.1 Reports of at least 15 cases of Child Rights Monitoring (5 Situation and 10 Violation) are produced in 2009.

2.2.1 NHRC CR Desk responds to 90% of reported cases of child right violations in 2009.

2.2.2 Networking meetings between NGOs and NHRC, CR Desk will be held in center and at least 10 districts in 2009.

2.2.3 At least two events organized between NHRC and Children Assembly in two districts in 2009.

2.2.4 Research Report highlighting access of children to justice is ready.

2.2.5 No. of children having access to justice through NHRC's support. | - Independent monitoring of Child Rights at least 5 in each region (including situation monitoring)
- Support to building network with the child rights NGOs, Child Club, Professional organizations, govt. and civil society working on child rights.
- Support to carry out a researches highlighting access of children in justice
- Support to effectively communicate with the children and scale up ability of NHRC to receive complaints directly from children
- Support to extend the CR Desk in the region and contact offices.
New:
- Capacity Building of CR Desk on effective functioning regarding mandate and approaches
- Have a review of the partnership with NHRC.
- A Research on Access of Children to Justice "when their right is violated" |

Strategic Objective(s)	Expected Results for the Strategic Period	Result Indicators for the Strategic Period 2006 to 2009	Result to be achieved in 2009	Activities
3. Promote Child Participation to build children's self esteem and influence decisions concerning children. *Sub objectives:* - Supporting Children to organize themselves	3.1. Children and young people are organized in child/youth clubs and their networks and function at different level 3.2. Child clubs and their networks are able to articulate the issues of children.	3.1.1. District level child club networks are established in 25 districts. 3.2.1 At least 25 events organized by child clubs/ their network and other child right institutions to influence policy at different level. 3.2.2 Child Friendly publications are developed and produced in Nepali language	3.1.1 2500 child clubs are enlisted with DCWB and are operating in 25 districts.(cumulative) 3.1.2 District level CC networks are established in 25 districts. (cumulative) 3.2.1 At least 5 new events at district or community level take place to influence policy at different level. 3.2.2 Publication of child club facilitation toolkit and child friendly version of draft constitution (in Nepali)	- Organize events to influences decision makers/ Constitution Makers and also SCNN's policies and Plan. - Organize events to provide children opportunities to be informed, enhance their knowledge/ skills and skills and organize themselves and have initiation for their own as well as community development. - Support Consortium at national level and such forums at district level.
- Building appropriate policy environment for providing opportunities on child participation. - Strengthen capacities of children and their organizations to enhance their knowledge and skills on individual, group and social dev.	3.3. National and local policies to promote child participation are developed and implemented.	3.3.1 Issues raised and recommended by children are incorporated in policies at different levels.	3.3.1 Children participate in SCNN's and partner NGO's program planning, reviews and evaluations at different levels. 3.3.2 National framework on child participation drafted.	- Be part to develop national framework on Child Participation. And to have a compilation of facilitation tool book. New: - Pilot Children in Local Governance project in 2-3 SCN districts along with Unicef and MOLD to learn. - Provide Information to children (a) use of mass media (b) reaching through publication (c) linking them up with local level resource person

4. **Promote awareness on Child Rights and enhancing competences of SCNN and its partners on Child Rights Programming**	4.1 SCNN and its partner organizations' staff are equipped with practical application of rights based programming. 4.2 SCNN is recognized as a child right based organization in Nepal. **4.3** Increased awareness on child rights among academic and training institutes.	4.1.1 Partner organizations' plan, program implementation will be in line with the CRP indicators. 4.1.2 Partner organizations will be established as resource organization on CRP 4.2.1 SCNN is invited to serve as resource persons; 4.2.2 SCNN publication is used by external organizations or information is sought from SCNN 4.3.1 Increased media coverage on child right issues. 4.3.2 Training programs of other agencies will incorporate child right issues.	4.1.1. 20 Partner organizations' plan, program implementation will be in line with the CRP indicators.(cumulative) 4.1.2. Eight partner organizations will be established as resource organization on CRP(cumulative) 4.2.1. CRB Materials and report of Situation Analysis are published and disseminated. 4.3.1 Increase in the average number of articles, news, awareness materials published in the media on the issues of child rights. 4.3.2 3 institutes (police/ military/ civil service/ judicial) have incorporated CR issues in its training curriculum in 2009.	- CRB training will be provided to all SCNN staffs and staffs of 20 PNGO. New: - Regularize Partners' Forum for cross fertilization of learning relating to CR - Quick and Dot research on our field reality and understanding on CRP - SCNN will develop CRB and CP materials in Nepali language. - Child Rights Situation Analysis will be carried out in each region. - Initiate work with a reputed national institute for the research and publication of Child Centered Budget Analysis. - Engagement with mass media for raising CR Awareness. - Partnership with new organization to develop/finalize the training manuals with the civil service training institute, military training centre, national judicial academy and police academy. - Initiate work with Academic Institution on Child Rights
Strategic Objective(s)	**Expected Results for the Strategic Period**	**Result Indicators for the Strategic Period 2006 to 2009**	**Result to be achieved in 2009**	**Activities**
COUNTRY SPECIFIC – COMMUNITY BASED REHABILITATION PROGRAMME (CBR)				
1. Government institution/ structure/ organization, civil society and community will be capable on fulfilling their responsibilities to	1.1. Establish RCRD and CBR organizations as reliable partners for influencing national to local level policy and provision to support CWD.	1.1.1. All four CBR (Bhaktapur, Patan, Birtnagar and Palpa), will be working as active members of District Disability Rehabilitation Committee(DDRC) in respective districts on ensuring right of the CWD through local level policy reform, budget allocation for VDRCs and focusing programme	1.1.1. All four CBR (Bhaktapur, Patan, Birtnagar and Palpa), will be working as active members of DDRC) in respective districts on ensuring right of the CWD through local level policy reform, budget allocation for VDRCs and focusing program on disability. (cumulative)	– National, District and local level advocacy program in coordination with like minded orgs and government bodies for establishing DDRC and VDRC – Local District and VDC level orientation on childhood disability

ensure the right of Children With Disability (CWD)		on disability.	
	1.2. An increased number of CBR organizations including RCRD functioning as resource organizations.	1.2.1. All 5 CBR organizations including RCRD will be able to provide technical support on disability issues to 77 VDRC, government structure and other organization on the issue of disability and inclusive education.	1.2.1. All 5 CBR organizations including RCRD will be able to provide technical support on disability issues to 77 VDRC, government structure and other organization on the issue of disability and inclusive education. (cumulative)	– Capacity development programme for CBR Organizations including RCRD.
	1.3. Increased numbers of VDRCs effectively mobilize support from communities, government line agencies and civil societies to promote the rights of CWD.	1.3.1. Policy of allocating minimum Rs. 25,000 annually for disability issue from VDC and municipality budget in all 77 VDRCs/ MDRC. 1.3.2. All 77 VDRCs are initiating childhood disability programs with community and government line agencies. 1.3.3. At least 20 most successful case examples of VDRCs initiatives in reducing social discrimination and stigma of CWD	1.3.1. Policy of allocating minimum Rs 25,000 annually for disability issue from VDC and municipality budget in all 77 VDRCs/ MDRC. (cumulative) 1.3.2. All 77 VDRCs are initiating childhood disability programs with community and government line agencies. (cumulative) 1.3.3. At least 10 most successful cases examples of VDRCs initiatives in reducing social discrimination and stigma of CWD (additional in 2009)	– Coordination meetings with Chief of District Office, Women development Office, District Education Office, Schools, Local Development Office and DHO
	1.4. CBR Organizations, RCRD and VDRC are able to function as resource organization without SCNN support	1.4.1. All 5 CBR Partners including RCRD will be prepared to continue their activities after phasing out of SCNN support in December 2009. 1.4.2. All 77 VDRCs will be capable to take responsibilities of managing VDC level program	1.4.1. All 5 CBR partners including RCRD will be prepared to continue their activities after phasing out of SCNN support in December 2009. (cumulative) 1.4.2. All 77 VDRCs will be capable to take responsibilities of managing VDC level program	– Capacity building of CBR, RCRD and VDRC – Material support – Link CBR with other resource organizations – Hand over of program

		activities on CWD.	activities on CWD. (cumulative)	
	1.5. Schools of SCNN's other programme themes will be able to provide supportive environment for CWD	1.5.1. 500 schools in SCNN districts demonstrate disable friendly learning environment for CWD (physically accessible, inclusive and positive)	1.5.1. 500 schools in SCNN districts demonstrate disable friendly learning environment for CWD (physically accessible, inclusive and positive) (cumulative)	− Infrastructure support for Schools, Inclusive and child friendly training for SMC, teachers and link with govt. and resource orgs.
2. The lives of CWD will be improved through direct support	2.1. Increase number of CWD access mainstream government services.	2.1.1. More than 15000 CWD will have received disability registration certificate in CBR program VDRCs. 2.1.2. Around 80% of school enrolled CWD will be receiving scholarships from government as per governments' defined categories. 2.1.3. About 3500 CWD receive curative and corrective support through referral process 2.1.4. 8,000 children will be benefited from health check up and early detection programme.	2.1.1. More than 700 CWD (additional in 2009) will have received disability registration certificate in CBR program VDRCs. 2.1.2. Around 80% of school enrolled CWD will be receiving scholarships from government as per governments' defined categories. (cumulative) 2.1.3. About 300 additional CWD will received curative and corrective support through referral process 2.1.4. 2,000 additional children will benefit from health check up and early detection program.	− Coordination with Women Development Office, District Health Office, District Education Office, health posts and hospitals to promote health preventive measures − Provide health check up and early detection program. − Referral of complicated cases to resource organizations and outreach campaigns.
	2.2. School-age CWD will be enjoying their right to quality education (in general and special schools)	2.2.1. More than 3,000 CWD of CBR and other theme program will be continuing their study in general and special schools. 2.2.2. 80% of school aged CWD will be enrolled in schools. 2.2.3. 90% promotion rate among school enrolled CWD will be secured.	2.2.1. More than 3,000 CWD of CBR and other theme program will be continuing their study in general and special schools. (cumulative) 2.2.2. 80% of school aged CWD will be enrolled in schools. (cumulative) 2.2.3. 90% promotion rate among school enrolled CWD will be secured. (cumulative)	− Inclusive education training teacher/ orientation program, school enrollment campaign − School infrastructure support
	2.3. Increased number of CWD with improved mobility following rehabilitation.	2.3.1. 4000 CWD with improved ability to perform activities of daily living (ADL) through PRT (Primary Rehabilitation Therapy) process 2.3.2. 1400 CWD will improve	2.3.1. 1,200 additional CWD with improved ability to perform activities of daily living (ADL) through PRT (Primary Rehabilitation Therapy) process 2.3.2. 450 additional CWD with	− Provide regular PRT service and counseling. − Coordination and referral with resource organization,

		body function or movement through medical intervention and curative and corrective support. 2.3.3. 1000 CWD will improve movement through assistive aids and appliances. 2.3.4. 40 best example case studies of CWD with improved access to service after getting technical aids and appliances	will improve body function or movement through medical intervention and curative and corrective support. 2.3.3. 250 additional CWD will improve movement through assistive aids and appliances. 2.3.4. 10 new best example case studies of CWD with improved access to service after getting technical aids and appliances.	− individual support, − counseling − Distribute assistive devices − Distribute technical aids and appliances
	2.4. Improved situation of children with multiple and sever disability.	2.4.1. 250 children with multiple disabilities (CWMD) will access basic care and support services from CBR initiated and handed over to Govt. transit care and development centers	2.4.1. 30 additional children with multiple disabilities (CWMD) will access basic care and support services from CBR initiated and handed over to Govt. transit care and development centers	− Transit/ day care support − Advocacy
	2.5. Increased employment opportunity for youths with disabilities through skills training.	2.5.1. 572 youths with disabilities will complete job oriented vocational (skill) training. 2.5.2. Case studies where youths with disabilities have started livelihood programme on their own.	2.5.1. 50 additional youths with disabilities will complete job oriented vocational (skill) training. 2.5.2. There will be around 10 best case studies where youth with disability have started livelihood programme on their own. (cumulative)	− Coordination and referral with other organization − IG, skill development training
3. Create supportive environment for promoting the participation of CWD at different levels to articulate their issues.	3.1. CWD get proper support and encouragements at family and community level.	3.1.1. 95% of CWD will express their satisfaction on the behavior of their family, community and school's teachers and friends 3.1.2. There will be at least two P/CWD member in all 77 V/MDRCs 3.1.3. Examples /case studies indicating reduced discriminations towards CWD at family and community level.	3.1.1. 95% of CWD will express their satisfaction on the behavior of their family, community and school's teachers and friends (cumulative) 3.1.2. There will be at least two P/CWD member in all 77 V/MDRCs (cumulative) 3.1.3. There will be at least 5 examples case studies indicating reduced discriminations towards CWD at family and community level. (cumulative)	− Orientation to families, communities and children on child participation.

	3.2. CWD actively participate in school and child club activities.	3.2.1. 1500 CWD will be member of inclusive child clubs and participate through 500 child club activities in SCNN programme. 3.2.2. At least 700 schools in all SCNN programme will be reflecting disability friendly programs in their School Improvement Plan/ASIP through out SCNN districts. 3.2.3. 3,500 CWD participate in games and extra-curricular activities in inclusive and special events 3.2.4. At least 700 schools will develop and implement code of conduct for making the school disability friendly and free from physical and humiliating punishment (PHP).	3.2.1. Around 400 additional CWD will be member of inclusive child clubs and participate in child club activities through out SCNN programme. 3.2.2. At least 700 schools in all SCNN programme will be reflecting disability friendly programs in their School Improvement Plan/ASIP through out SCNN districts. (cumulative) 3.2.3. 1,500 additional CWD participate in games and extra-curricular activities in inclusive and special events 3.2.4. At least 300 new schools will develop and implement code of conduct for making the school disability friendly and free from physical and humiliating punishment (PHP).	− Child club support program, leadership development program, − Regular annual event in school, Disability Day celebration, skill development training and competitions − Initiate participation of CWD in school improvement plan, monitoring and evaluation
	3.3. CWD are able to protect themselves from common abuse and exploitation and the infection of HIV.	3.3.1. 70 % CWD involved in child clubs can describe at least three means of protecting themselves from HIV/AIDS. 3.3.2. 80% of CWD involved in child clubs can describe what are abuse and exploitation and way of responding. 3.3.3. Cases of abuse and exploitation reported and responded in the school and community related to CWD.	3.3.1. 70 % CWD involved in child clubs can describe at least three means of protecting themselves from HIV/AIDS. (cumulative) 3.3.2. 80% of CWD involved in child clubs can describe what are abuse and exploitation and way of responding. (cumulative) 3.3.3. Cases of abuse and exploitation reported and responded in the school and community related to CWD.	− Orientation on Child protection, HIV/AIDS, abuse and exploitation to CWD, − Linking groups with VCPC/ DCPC.

Annex V: Number of children included as beneficiaries

S.N.	Objectives	Progress - 2007		Plan - 2008	
		Girls	**Boys**	**Girls**	**Boys**
1.	Education	175,974	175,527	171,441	180,986
2.	CACD	57,977	71,908	65,158	78,898
3.	VCSA – Protection	22,864	20,848	19,657	16,860
4.	HIV / AIDS	60,390	72,054	45,530	40,670
5.	CRC	96,872	116,808	145,229	148,399
6.	CBR / Disability	37,629	39,183	20,171	21,615
Total		**451,706**	**496,328**	**492,501**	**493,287**
		948,000		**986,000**	

Annex VI: Budget allocation from 2006 to 2008

Theme/cost center	Percentage of Budget Allocation
1. Education	42
2. Program Support and Monitoring	16
3. Armed Conflict and Disaster	15
4. Violence and Sexual Abuse	7
5. Children's Rights	6
6. Overhead	5
7. Children with Disabilities	3
8. HIV / AIDS	3
9. Children's Rights (India)	1
10. Save the Children	1
11. Economic Exploitation	1
12. CR function	1

Annex VII: Distinctive Competence of Save the Children Norway - Nepal

Broadly, Country Programme distinctive competence stems from two areas:

1. **The nature of organization** - SCNN is generally identified with Norway's proactive role in high profile peace mediation perceived to have genuine commitment for peace and well-being of developing countries without vested interest and hidden agenda.

   This perception bestows the following comparative advantage:

   - An image of neutral organization to engage with all parties whose action either supports or impedes child rights in a highly volatile and sensitive conflict situation. Thus, this has distinguished SCNN from many other comparable INGOs is our hitherto unique ability to work in conflict situation as an independent organization.
   - Uniquely well placed to speak, clearly, loudly and persistently as a trustworthy and reliable organization to promote and secure better and sustainable results for the children.

2. **The attributes of the programme work -** SCNN is considered as one of the leading and influential child focused organizations with high public recognition for our practical, visible and tangible right based programme works (strategies, methods, and approach). SCNN is known for valuing flexibility and innovation which recognizes the need to take reasonable risk. As such SCNN has been always in forefront on Child Rights issues.

   The areas SCNN distinctly stands out:
   - Our presence in remote rural areas and engagement with children, child-led organizations and their family and community gives us credibility of speaking from our direct experience.
   - SCNN pre-eminent force in experienced based advocacy work because of our credibility with policy makers and those who form the opinions.
   - SCNN has significant experience in developing the programme which emphasizes the reinforcing nature of working at all levels from village to the national level. We are sought upon as a reliable resource to draw the connection between the problems facing children at the micro level and the changes needs at the macro level to resolve it.
   - One of the strongest actors for implementation of education projects in conflict affected rural areas.
   - Close and strong cooperation with Ministry of Education, Department of Education and Education Donors Groups in the planning and implementation of EFA programme.
   - The first choice of Ministry of Women, Children and Social Welfare and Central Child Welfare Board for consultation on the policy and CRC implementation issues.
   - SCNN seen as a dependable and trustworthy source of knowledge and understanding about the children participation, disability, children affected by armed conflict and right based programming.
   - Established cooperation with security forces and the Maoist for training on "Child Rights", particularly child protection and children as zone of peace in conflict situation.
   - SCNN as the lead agency for SC Alliance in Nepal to lead global Challenge programme on education for children affected by armed conflict.
   - SCNN turning the trend to work in remote districts instead of withdrawing the programmes, particularly in Karnali area and the Maoist strong hold districts.

- Both governmental offices, partners and community see SCNN as an organization they can trust and which deliver what promised.

Yet, SCNN recognizes the following areas that need to be strengthened –
- Documentation of institutional memory and provision for exchange of lesson and for cross learning from experience
- Distilling learning to provide an input into advocacy programme with precise objectives and targets
- Effective and consistent programme monitoring, evaluation system and indicators of impact
- One programme approach integrating research, programme , advocacy, communications and fund raising and external networking
- To work towards clearly established priorities – and not attempting to respond to every opportunity

Annex VIII: List of projects and implementing partners

Name of the Partner		Name of the Project
Eastern Region		
ICDC, Udaypur		
	610109	Access to quality education
	610183	CCSP
SSCT, Jhapa		
	610163	SOVVA
UPCA, Dharan		
	610212	Rights of children at risks
	610137	R&R of CAAFAG and Disaster
CBR Projects		
	610201	Rights of children with disability-BRT
CWIN		
	610137	R&R of CAAFAG + Transit homes
Central Region		
CCWB, Kathmandu		
	610128	Developing child protection system
	610181	Strengthening CR institutions
WDD, Kathmandu for Achham		
	610147	A movement against Chhaupadi
CONCERN, Kathmandu		
	610213	Rights of working children
CWISH, Kathmandu		
	610143	Combating silent suffering
Shakti Samuha, Kathmandu		
	610142	Empowering vulnerable girls
TUKI, Sindhupalchowk		
	610103	Steeping together for education
UCEP – Nepal		
	610125	Protection of children affected by conflict
DoE, Kathmandu		
	610111	Capacity building of education authorities
CBR Projects		
	610203	Rights of children with disability - BKT
NHRC, Kathmandu		
	610127	Strengthening CR monitoring
IHRICON, Kathmandu		
	610121	Child protection by media monitoring
National Setogurans		
	610100	SG National, Kathmandu
CVICT, Kathmandu		
	610126	Promote community psychosocial care
SC USA		
	610117	Global challenge activities (RIF) – education
SC Japan		
	610117	Global challenge activities (RIF) – education
SC Norway		
	610117	Global challenge activities (RIF) – education
DEO, Kavre		
	610101	Access to quality education
	610117	Global challenge activities (RIF) – education
Save the Children		
	610137	CAAFAG – SCJ and SCUS

CWIN		
	610122	Protection of children affected by conflict (Helpline)
Western Region		
ISK Palpa		
	610182	CCSP / OD
	610108	Access to quality education
	610137	R&R of CAAFAG
	610135	Right of children affected by armed conflict & disaster
WHSC Lamjung		
	610184	CCSP
GYC Baglung		
	610106	Social movement for education
	610130	Protection of children affected by conflict
CBR Projects		
	610202	Rights of children with disability - Palpa
CWIN		
	610137	R&R of CAAFAG + Transit homes
Hoste Hainse		
	610186	CCSP, Sahara, Syangja
	610114	Access to quality education
	610137	R&R of CAAFAG
	610144	Creating safer environment for girls
	610187	CCSP, Hoste Hainse, Tanahu
Mid & Far West Region		
SAC Surkhet		
	610104	Steeping together for education
	610181	Child initiative project
	610145	Creating safer environment for girls
	610136	Rights of children affected by armed conflict and disaster
DWO Bardiya		
	610146	Protection of Badi and Dalit children
	610112	Access to quality education
PEACEWIN		
	610107	Access to quality education
CDC Doti		
	610117	Global challenge activities (RIF) – education
	610105	Right to basic education for Dalit girls - education
GGBM		
	610161	SOVVA
SSD Doti		
	610162	SOVVA
KIRDARC, Karnali		
	610102	Access to quality education
	610137	R&R of CAAFAG
CWIN		
	610113	Access to quality education for CAAC (Rukum, Rolpa & Salyan)
	610122	Protection of children affected by conflict
	610137	R&R of CAAFAG + Transit homes
SAFE + Self implementation		
	610141	Protection of Badi and Dalit children
	610124	Protection of children affected by conflict
	610137	R&R of CAAFAG
DNGOCC, Dang		
	610123	Protection of children affected by conflict
	610137	R&R of CAAFAG

Notes:

Project numbers between 610100 to 610119 fall under Education theme
Project numbers between 610120 to 610137 fall under CIAC and Disaster theme
Project numbers between 610140 to 610147 fall under Violence and Sexual Abuse against Children theme
Project numbers between 610160 to 610163 fall under HIV theme
Project numbers between 610180 to 610186 fall under CRC / CP theme
Project numbers between 610200 to 610204 fall under Children with Disability theme
Project numbers between 610210 to 610213 fall under Economic Exploitation theme