



Mid Term Review
Quality Education Project
Udaypur

November 2007

ACRONYMS

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|--------|--|
| ATL | Active Teaching Learning |
| CBO | Community Based organization |
| CC | Child Club |
| CD | Child Development |
| CEMIS | Community Education Information management System |
| CERID | Centre for Education, research, Innovation and Development |
| CRC | Child Right Convention |
| CSO | Community Service Organization |
| DCPC | District Child Protection Committee |
| DCWB | District Child Welfare Board |
| DEO | District Education Office |
| DOE | Department Of education |
| ECD | Early Childhood Development |
| EFA | Education fro All |
| FGD | Focus Group Discussion |
| HT | Head Teacher |
| INGO | International Non-government Organization |
| MTR | Mid Term review |
| NGO | Non-government Organization |
| PRS | Poverty reduction Strategy |
| PTA | Parent-Teacher Association |
| RC | Resource Centre |
| RTF | Rewrite The Future |
| SCN | Save the Children Nepal |
| SCNN | Save the Children Norway Nepal |
| SIP | School Improvement Plan |
| SMC | School Management Committee |
| TEC | Tole Education Committee |
| UNICEF | United Nation Children fund |
| VCPC | Village Child Protection Committee |
| VDC | Village Development Committee |

Mid-Term Review

1. Introduction

1.1 Background and Objectives

Save the Children Norway (SCN) is a voluntary, humanitarian, non-governmental, non-profit, membership-based organization committed to child rights established in 1946 for the purpose of improving the quality of life of children at national and international level. Save the Children Norway (SCN) started to work in Nepal from 1984. It is a committed and explicit advocate for children's rights that actively works to make children's rights a reality at local, national and international level. Save the Children Norway's work to promote children's rights comprises to equally important and interdependent elements: practical work for children and advocacy to improve external conditions that effect children's lives. Thus, SCN Nepal programs concentrates on children's Education their protection and advocate on children's rights.

SCNN's thematic objectives and priorities set in the 4 year annual plan 2006-2009 are in accordance with the Nepal government plan and policies (The 10th national five-year plan of the government and its Poverty Reduction Strategy (PRS)). SCNN's program addresses three of the four pillars of the PRS, especially through supporting basic education to achieve EFA goal by 2015; improving the situation of children and family affected by armed conflict; reducing the vulnerability of children to exploitation and abuse including HIV and AIDS; promoting social inclusion of differently able children and marginalized groups of people in service delivery system.

SCNN's education program components consist of ECD opportunities, transit to primary school, secondary school support, alternative education programs, life skills and vocational training, capacity building of education institutions from community to national levels.

High priority has been given to promote community mobilization and child participation from family to district levels in creating child friendly and safe environment, developing school improvement plan, assessment of schools and advocate for the rights of all children to education. Similarly, precedence lied on positive actions to promote girls and children belonging to socially disadvantaged groups, differently able, children affected by HIV/AIDS and conflict. Classroom rules and school code of conduct were initiated in a participatory manner promoting inclusive and non-discriminatory practices in schools with clear complain handling mechanism. Quality education components were to be integrated with Children Affected by Armed Conflict and Child Club Support Programs.

SCNN has been collaborating with key actors in Nepal's education sectors such as UNICEF; World Education; Save the Children Organizations; Education Journalist Groups; and Centre for Education, Research, Innovation and Development (CERID) etc. for joint initiatives like school enrolment campaign, material development, researches and policy advocacy.

Save the Children Norway – Nepal's works in its targeted districts to achieve the following objectives that are linked with fulfilling the rights of children affected by armed conflict and the programs set under the Global Challenge to quality education:

- To fulfill the rights to quality education for all children from ECD to secondary levels;
- To create safe and protective, and supportive environment that enables all groups of children to fully develop their potentials;
- To support out-of-school, drop outs and children living in difficult circumstances in bringing them back to schooling through different alternative education opportunities;
- To promote life skills and vocational training to youths and underprivileged children for a better life and livelihood;
- To build capacity of educational institutions to enhance their efficiency in delivering quality education from community to national level.

1.2 Partnership between Ilaka Child Development Non-governmental Organization Coordination Committee, Udayapur (Ilaka CD NGO CC) and Save the Children Norway- Nepal (SCNN)

Save the Children Norway (SWN) signed memorandum of understanding with the Department of Education in 12th June 2006 to work in collaboration with 24 District Education Offices of Nepal for enhancing the access to quality education to all children. The program termed as "Quality Education Program" was implemented through partner Non-governmental organization in the respective district. In case of Udayapur, Ilaka Child Development Non-governmental Organization Coordination Committee (herein after is called Ilaka) is the partner organization responsible for implementing the program with collaboration and networking with relevant collaborating organizations at the national and at the local level.

Ilaka is a community based organization of youth networking from four VDCs of Udayapur district that has direct representation of community people in its governance. Ilaka was established in 1997 and SCNN has been working with the organization since its establishment.

Quality Education Project has been implemented by the support of Save the Children New Zealand from January 2006 – 2008. The organization has been successfully implementing the projects by mobilizing community institutions, concerned authorities in the communities

and district level, as well as facilitating with child led organizations and their networks to implement practical activities to fulfill basic rights of the children including right to education.

Save the Children Norway Nepal (SCNN) re - established partnership relations with the *Ilaka* in August 2000 to implement Child Club Support Program (CCSP). However, the present agreement with *Ilaka* was primarily focused to support, develop and sustain Early Childhood Education and Development (ECD) initiatives within their own community / district in close coordination with District Education Office (DEO). In regards to ECD, they are mainly responsible to promote child friendly schooling, creating active teaching learning environment school under Re-Write Future (RTF) four components (Access, Quality, and Protection & Financing).

Overall Goal and Purpose of partnership / agreement

- The overall goal and partnership with Ilaka is that: By the end of 2008, children of ECD age, schools going and out-of school including excluded and conflict affected children, will have access to education, enjoy improved quality education, enjoy protection/enabling environment in schools and community in 10 VDCs of Udayapur districts.
- The purpose of agreement with *Ilaka* was to build up relatively strong community institutions and mobilize them to ensure the rights of Dalits, children of poor and marginalized family to education, protection and participation with the objective of further marginalizing the children's rights to reality.

Target Groups of the Project

- Children of 0 – 18 years of age who are deprived of access as well as of quality education, due to topography, gender, caste, ethnicity, poverty, disability etc.
- Youths of 18-25 years of age and their organization;
- Teachers, educationists, policy makers, education institutions and government education officers.

1.3 Objective of the mid term review are:

The mid-term evaluation is proposed to be conducted to find out effectiveness and efficiency of the project. More specifically, the main objectives of the mid-term evaluation are to:

- Assess and document the strengths of *Ilaka* and major achievements of the project in the last one and half years in promoting quality education under RTF components (Access, Quality, protection, financing and child participation) by activating local and district level stakeholders including DEO whether they are in right track .

- Map out the works of **Ilaka** and provide an analysis of the results in output / achieved in line with the project and the challenges interfaced in promoting the education rights of children in Udayapur district.

Assess to what extent the project has contributed to achieve the partnership goals and contributed objectives particularly looking at: *i) changes in children's life, ii) increase capacity of local institutions and authorities, iii) Progress towards reducing discriminatory practices, iv) increasing inclusion and participation of marginalized groups/children.*

- Identify emerging **issues and lesson learnt** over the past few years of partnership. Analyse – internal strengths, weaknesses, opportunities, and the areas of improvement.
- Draw lessons and issues from the above to explore **objectives, strategies and areas of cooperation and support for future partnership.**

The review had also considered during the course of its study:

- Child participation at schools and communities;
- Non-discrimination/inclusion in child clubs, schools and communities
- Overall protective environment for children
- Collaborative support from CBOs and
- Local ownership and capacities for programme sustainability
- Transparency of the work within the organization and with local and district level stakeholders
- Collaboration with stakeholders particularly with District Education Office / District Child Protection Committee.

1.4 Review Team and its Assignments

The review team comprised of three people, viz., Prof. Dr. Tanks Nath Sharma, Kathmandu University; Ganesh Prasad Dhakal, representative from Department of education/Ministry of education and Sports; and Kamala Thapa, Representative from Nepal Teachers' Union. In order to facilitate the study process a Steering Committee comprised of Country Representative, Program Director of SCNN, CRC Theme Leader, RtF Program Coordinator and Education team Leader of SCNN was composed. This committee provided direction and guidelines to the review team whenever it was necessary.

2. Methodology and Approach of Mid _term review

2.1 The review team reviewed the effectiveness and relevancy of 'Impact' learning through the following activities:

- The review team reviewed the documents related to the project and the reports of the periodic monitoring reports on each of the intervention of quality education project in Udayapur District.
- Information was collected in the field by interacting with the Child Clubs and children, parents, stakeholders, and the CBOs and from relevant secondary sources which were relevant for the purpose of the MTR.
- Information collected from both the primary and secondary sources was analysed and based on the analysis and finding a review report was prepared.

The review team undertook the following major activities during the review of the project

Review / consultation of documents: Documents related to the project such as Annual reports and Strategy Plan 2006-2009 of SCN, periodic reports received from Ilaka and Yearly Program Bulletin, project proposals, partnership documents and other related documents like RtF business plan, field visit reports were reviewed.

Consultative Meeting: A consultative meeting was held with concerned Project office (PO) of Udayapur Project focal person and a checklist was made for overall review of the program and partnership.

Focus Group Discussion (FGD): Focus- group discussion was carried out with children, child clubs, Community Forest Users Groups, teachers, ECD, mother groups, facilitators and community members / leaders to find out their expectations, aspirations, experience, observations and opinions (List of people and other institutions is given in Appendix – 4).

Interview with partner staff: An Interaction session (such as interview) as well as informal talks was undertaken with the partner staff (Staff of Ilaka) to find out success stories of the project. This was cross examined with the observation of the review team.

Discussion / Interview with DEO, UNICEF, Seto Gurans School, SMC / PTA: Besides interaction with partner staff, interaction sessions such as discussion/ interview was organized with District Education Officer (DEO), UNICEF, Seto Gurans School, School Management Committee (SMC) / Parent - Teacher Association (PTA) in order to find out impact of program activities of the project and further requirements. Since these are key actors of education sectors and working in collaboration with SCNN in this project, interaction with them was very significant in regard to familiarize the review team about the programs and activities of MOES/DOE regarding quality education project, and to clarify roles and responsibilities of DOE, UNICEF, Seto Gurans School, and/ or SMC / PTA in this project. Discussion with these organizations will also be helpful to review instruments.

Discussion with relevant Save the Children Norway Staff: Discussion session with relevant Save the Children Norway staff was also undertaken in order to clarify partnership objectives and program activities.

Discussion with VDC / VCPC, DCPC, And DCWB members: Discussion session with VDC, VCPC/DCPC, DCWB, SMC and PTA was undertaken to find out their expectations, aspirations, experience, contribution, observations and opinions regarding the project.

Field Visit to selected VDCs/Schools: A field visit was conducted to selected VDCs from among the 10 VDCs where the project on ensuring quality education is being implemented for children of ECD age, school going and out of school including excluded and conflict affected children. Following are the names of the schools, ECD and other stakeholders that were visited by the Review team. Detail information about these institutions is given in Appendix - 3

1. Shree Nabajyoti Primary School, Rajabas, Rauta – 9
2. Bishwakanchan Child Development, Bhalaya Danda -3, Andheri
3. Primary School, Bhalaya Danda
4. Shree Rauta Higher Secondary School, Mukurchi – 9
5. Alternative Primary School (Satelite School), Dumri Thumka, Rauta-5
6. Dumri Thumka Early Childhood Centre (Withing the compoubd of Satelite School)
7. Janta Lower Secondary School, Ranibas, Rauta – 5
8. District Education Office (DEO), Gaighat, Udayapur
9. Women and Children District Child Protection Committee
10. Seto Gurans Child Development Services, Gaighat, Udayapur
11. Shree Mahendra Primary School, Chiyabari

Classroom observation: Classroom teaching learning will be observed to examine classroom setting and instructional setting with the special focus on teachers' professional competence, teaching methodologies used, and teachers' behavior towards different categories of students such as Dalits, minorities, ethnic groups etc.

2.2 Tools Development: Indicators were identified on the basis of the key aspects of four main components of quality education: **Accessibility, Equity & Inclusiveness, Quality, Efficiency & Financing**, (Appendix – 1). Based on the basic components and indicators provided in Appendix -1, open-ended thematic questions were prepared to ensure that needed information is generated from the field (Appendix – 2).

3. Findings

3.1 Introduction

In this section, information generated from the field observation, focus group discussion, interviews, consultation with the major stakeholders at the central level, district level and the community level is processed and presented in line with the project objectives. The information collected from the review of the previous monitoring reports and briefing meeting with Ilaka Child Development programs were cross checked and verified at the selected project schools. The findings of the project interventions in relation to project input, process, output and outcomes are presented based on the four RTF components including crosscutting issues of quality education: (a) improving the access to education, (b) Enhancing equity and inclusiveness, (c) improving quality of education, (c) ensuring the protective environment for the children, (d) financing children's education, and other cross-cutting themes such as youth mobilization, children's involvement and participation, mobilization of CBOs and CSOs, non-discriminatory and child friendly environment at the school and community.

It is understood that the present agreement between SCNN and *Ilaka* was primarily focused to support, develop and sustain Early Childhood Education and Development (ECD) initiatives within their own community / district in close coordination with District Education Office (DEO). In regards to ECD, they are mainly responsible to promote child friendly schooling, creating active teaching learning environment school under Re-Write Future (RTF) four components (Access, Quality, and Protection & Financing). Therefore, this review report is presented in the following sequences of the four components of RtF: Access, Quality, and Protection & Financing. The study team also attempted to document findings in terms of cross cutting themes such as youth mobilization, child involvement, CBO/community mobilization and promotion of non-discriminatory environment.

3.2 Review of project Interventions and Input / Support from the Project based on RtF

Ilaka has implemented its programs focusing the 10 VDCs of Udayapur district to support the Education for All goals.

3.2.1 Inputs and Interventions related to Access and Inclusion

For the purpose of increasing access of children, especially those who are excluded, school drop outs and living in difficult circumstances in Project VDCs, the following inputs and interventions were observed:

A. Mobilization of school-level committees and Community-based organizations

SMCs and PTAs in the project schools were activated and were inspired to actively participate in overall development of school and create a child friendly environment to attract more children and facilitate their retention rate of students in project schools. TEC, Mother Groups were formed. They were actively involved in raising awareness and advocating to children's right to education and encouraged parents to send their children to school. With

facilitative support of Ilaka staff community-based organizations paid door-to-visit as a part of enrollment campaign, this helped to improve access of children to education in project schools. Due to the project intervention, CBOs including TEC actively participated in enrollment campaign, collecting information about children of school going age in the community, track absenteeism; collect information about children with difficulty, mobilization of local resources for school improvement and development.

Door-to-door-program was conducted by the Tole education Committee, SMC and Child Club to make the parents aware about the importance of education so that they can send their children to school and requested the parents of the children, who were reluctant to send their children to school. In order to bring the children at school the CC distributed dresses, copy and pencil to poor and orphan children. Welcome to school program has been conducted in order to make children come to school.

B. Mobilization of Child Club

One of the most important interventions of the project in increasing the enrollment, reducing the dropout, protecting child's right and engage in development of the self and other was activation of child club in the community or in the school. The Child Club is formed with 7 – 11 members (including both boys and girls). Child Club is an organization made for the benefit of children, where they can grow themselves by learning things, involving in different children's developmental activities, and encouraging the introvert children to be assertive.

The objective of the Child Club is to enroll children, create mutual understanding and balancing intellectual aspect. More specifically the Child Club aimed at protecting child's rights, showing or bringing out child's talents teaching and learning to behave with friend and elders, and bringing social awareness against social ill-practices / misconduct. There are 119 Child Clubs associated with District children welfare Association. Ilaka has worked with the District Children Welfare Association to keep and verify record about Child right and contribute to the child protection activities.

C. System of CEMIS

According to the Project report (July 2007), CEMIS orientation had been organized and the schools in 10 VDCs had updated their school improvement plan (SIP) based on CEMIS process. The Ilaka has developed CEMIS system ensuring the constant flow of community-level information with the help of SMC, PTA, TEC and child club of each school. After CEMIS orientation program, the stakeholders (PTA, SMC, and TEC) were equipped with skills and knowledge to compile information regarding education status of children in the project areas.

The review team observed that CEMIS process is used as a fundamental tool for improving planning process, developing education interventions, increase access and equity. CEMIS is identified from household survey. This data is updated each year. The detail information about the age of school-going children in each project VDC is tracked from CEMIS.

D. Mobilization of Youth Club

Youth Club was formed by the out-of-school youths to support the CC in bringing children to school and help children develop confidence in them. In Ranibas, the youth club was very supportive in organizing children's programs in the community and advocating the children's right to education in a protective environment. But the project support to them was only symbolic.

E. Interaction, collaboration and networking

With the support of Technical Officer and focal person of SCN, Ilaka organizes Joint meetings of head teachers and School Management Committees are organized in collaboration and coordination with District Education Office. In this way the HTs build relationship with DEO in order to have better coordination to identify more resources from DEO side to facilitate access. Hence, a system of regular sharing among the HT, SMC, students and parents has built up. The project has established smooth collaborative relationships with various child related organizations such as Seto Gurans, DCPC, DCWC, and other partner NGOS of similar nature.

Ilaka can be regarded as a pioneer organization working in education sector that has increased cooperation and coordination with District Education Office (DEO), UNICEF, DFID, Seto Gurans in order to proper mobilizing of resources and effective implementation of the program.

F. Supporting for the provision of Satellite Schools

Many hilly villages in Udayapur are dispersed with small cluster of settlement. Children of some villages have to walk for more than two hours, sometime even climb steep slope to reach at the nearest school. This situation was observed to be one of the retraining factors to provide access to primary education all children. It was almost impossible for children of Grade 1 -3 children to continue their schooling. To solve this problem, in consultation with the DEO, Ilaka initiated operation of 9 satellite schools, out of which 4 of them have already are in operation under the government support. The rest are supported by the Project. The review Team visited one of the established a satellite school as an extension of Janata lower secondary school, Rauta -5, Ranibas. The main purpose of establishing this school is to provide access to education to those children, who cannot go to the other school because of geographical remoteness of the place. This Alternative School has two classes: grade 1 and 2. There were 12 students in each grade at the time of visit. However, there are about 24 children about to graduate from ECD within the premises of the school. One female teacher is working. This arrangement was proven to be an excellent means of ensuring education for all.

The purpose of the Alternative School is to allow children to start schooling at the right age in a secure environment and close to their home. Although most of the children are from the excluded groups and out-of-school children, they are learning in a joyful and child-friendly environment.

G. Incentive Program to Motivate Children from Deprived and Marginalized Groups

There is provision of scholarship to make education inclusive and to give access to education. Efforts are being made to provide books, copies and pencils to the children. The scholarship money is spent on copies, pencils, bags, and dresses. However, it has supported a lot. The provision of mid day meal has been great support to bring children to school. *(There is a concern whether children would continue to come to school even after termination of this program)* TEC and child clubs are continually educating parents and insisting parents to send their children to school even the food support program was terminated. *(Parents were given pressure to send their children to school. Every effort was made to make parents send their children to school).*

Child clubs are mobilized to identify children who need incentive support to retain them school. They assess the need of all potential students and they recommend in consensus children who are badly in need for support to the school management. This has been to a fair and satisfactory way of distributing scholarships and other support to deprived children.

Apart from the project intervention in regard to access, Distribution of oil program of the government has drastically increased girls' enrollment in school. At present this program has been terminated. Even after the termination of the program girls' enrollment has not decreased. This indicated that they have awareness about importance of education. In response to the question whether community could think of providing free Tiffin to children, parents and community members in visited school expressed they will explore ways of make such arrangement from the community if discontinuation of day time Tiffin becomes reason for dropping school.

H. Support to ECD Program

The project has supported for the Continuation of 15 ECD canters targeting 3-5 years old children in 10 VDCs. The project has arranged for one facilitator in collaboration with DEO office. One focal person has been appointed for Ilaka child development program .who is providing professional support to these ECD.

I. Awareness Building Programs

Along with door-to-door program, meeting parent, conducting meeting in the each village, by TEC, Child club and VCPCs, it was learned that the project has encouraged child club to organize cultural programs, publish wall magazine, publish article in local children magazine to raise awareness about children's right to education. It was also reported that children and communities are benefitted from a 30 minute local FM Radio Program aired every Friday evening covering various issues associated with child right. This program can be heard in 18 districts. Youth groups also organize programs advocating child right in Udayapur.

Because of this children understand the importance of publication and their right for expression. Through the publication; children gain confidence in expressing their views, thoughts, and ideas. Youths are addressing and bringing out various child rights issues in Udaypur district. Children associated with Child Clubs are continuing influencing other children to come to school as well as influencing to cope and deal on child rights issues by the help of parents and teachers.

3.2.2 Inputs and Interventions related Quality Improvement

The project aimed at improving quality of education at the project schools (a) by supporting physical environment, (b) improving teaching learning methodologies, (c) training teachers, (d) maintaining proper class size, (e) arranging remedial classes and (f) providing volunteer teachers. The following are observed inputs and interventions for improving quality.

A. Improvement of Physical Infrastructure

Ilaka has supported for constructing School building worth, floor carpeting, round black board, furniture, teacher for classes 1 and 2 and their salaries, teaching materials, class management, teacher training, educational tour, First-aid Box, towels and combs for the children, implementation of corporal punishment free educational environment etc. Cleanliness, drinking water, and toilets are in place and well-managed.

At present, the facilities are good. Most of the schools have adequate building space, the classrooms having project support have carpeted floor. There are a number of furniture and teaching materials, such as low table, teacher made teaching materials, printed (ready-made) teaching materials, students-made pictures, pocket board, round blackboard, pamphlets, pictures, and materials given by SCN in visited schools.

B. Training Interventions

15 ECD facilitators had basic refresher training in collaboration with the district education office and Seto Gurans. Seto Gurans Children Development Services works for children from before birth to 5 year old children. It has also worked for conflict affected women and provided parenting education to parents. It has also provided awareness activities for young women regarding food and diet, health, safe motherhood, security, respectfulness, positive feeling towards being a mother, pre-and ante-natal care etc. Seto Gurans has good networking with other organizations/institutions such as the community itself, NGOs, INGOs, District Development Office, City Metropolitan etc.

Teachers of Primary School level (grade 1-3) received training on Active Learning teaching, grade teaching, child friendly schooling, classroom management, and use of work book, provided by Ilaka. After conducting ATL training, at present there is a system of follow-up of regular sharing and dissemination of children's achievements. The involvement of SMC, parents, teachers, students in the children's education has been increased. Frequent visit of SMC members and parents in the school is helping in increasing regularity of teachers and students. In order to make teaching learning environment more effective, educational materials kit boxes have been provided. Teachers have applied active teaching learning method in the classroom.

The training for teachers and Tole Education Committee was provided by Ilaka. Ilaka has provided educational materials to the school. Exposure visits of SMC Chair person and teacher to other districts has given them insights for quality improvement.

The project organized Orientation conference to HT, training to Chairperson, PTA Chairperson and female members is conducted by Ilaka. However, due to lack of teachers, it has not been possible to conduct remedial class in many schools. Exposure Visit for SMC Chair, Head Teacher and Grade teacher was organized to make them learn the different approaches, methods, and tools to work effectively improve quality of education in their schools. Ilaka has also provided Training on Planning for School Improvement. At present, most schools are practicing to involve children, parents and teachers to develop participatory school improvement plan (SIP).

C. Professional Support

Regular visits and feedback from technical officer of local SCN has contributed to develop Child-friendly environment (sitting arrangement, display of teaching-learning materials. Students' involvement is used in teaching-learning. The teachers are very friendly, caring to the children around the classroom and have very nicely organized the classes having project support. From the class observation, the review team found that classes were full of teaching learning materials, comfortable seating arrangement, activity-based learning approaches. The students were grouped into 4 – Started with introduction. Every child was given opportunity to introduce themselves. *(This situation could be seen in only those classes where the Project has its intervention)*. Classroom observation is conducted by RP. Observation by the observer from Ilaka and SCN is done occasionally. However, on the part of the HT, class observation has not been performed.

Monitoring and feed back support from Ilaka was outstanding, Academic planning: annual operation plan exists, also annual lesson plan, but there was no daily lesson plans in use.

Leaders of Child Club and Youths were teaching as a coaching class to their peers through remedial classes to weak students as well as there is a provision of additional teachers for remedial teaching.

D. Provision for Supplementary teachers

Ilaka has supported supplementary teachers in conducting class 1 and 2, supported to initiate grade teaching in class 1 and 2, supported by providing training to teachers, drinking water and teaching materials. With effort of Ilaka, DEO has gradually accommodating these supplementary teachers within government approved positions. Ilaka has provided teaching materials for grade teaching as well. Besides, Grade teacher has got some exposure visit, elped them to adopt continuous assessment system, provided with necessary input and tools to keep record of such assessment.

Class-wise Guardians/parents meeting is conducted. The parents come to the meeting as required, but they are not that regular. Nonetheless, in every 3 months, six months, and 1 year the school discusses with the parents about the students' progress.

Schools have classroom rules and school codes of conduct for reducing corporal punishment, maintaining discipline, exploitation and all forms of discrimination.

3.2.3 Inputs and Interventions Related to Child Protection

The project document emphasized child protective environment in schools. Inclusiveness in child support, teacher training in inclusiveness, first aid support, counseling children with psychological trauma, HIV awareness, disable children support and sensitizing parents are promised activities of the project. Although some of promised areas are yet to be addressed, the project had following inputs and interventions:

- Community and district stakeholders have received knowledge about the rights of the children, disability and protection issues to reduce discrimination against children.
- The Village Child Protection Committee (VCPC) has been conducting regular interaction program with community and different people to protect children from different types of abuses and exploitation (for example: Domestic violence, Child marriage etc.). District Child Welfare Board (DCWB) and District Child Protection Committee (DCPC) develop their annual plan jointly by negotiating with VCPC.
- Provision of child friendly environment. Teachers were trained on teaching in child friendly classroom situation. Since the teacher has been provided training on punishment free and child-friendly classroom environment, the classroom has been operated in child-friendly environment. No impact of conflict was seen in the school.
- Rauta Youth Group has been mobilized for weaving school bags as income generation for the club with the support of Ilaka. Principally this program was initiated to enhance youth skills in education and to develop self-confidence in them. There was no further input after completion of one support.
- HIV/AIDS awareness program was conducted for children and youth and discussion was also held about child rights.
- Ilaka has made the children conscious about sexual abuse through training. Nonetheless, they have never had to come across with such abusive behavior.
- Ilaka has provided awareness program about HIV/AIDS. But visible intervention was not found in student counseling and disable children support.

3.2.4 Financing

The project document expected to achieve increasing funding in school education, utilization of resources, mobilization of local resources, assurance of transparency, social audit in practice and sustainable financing under this dimension. A lot is yet to be done in this area, the following were inputs and interventions in financing:

- The project mobilized various organizations such as UNICEF and other community-based organizations to support the financial matters. Some organizations supported financially, and some constructed one roomed building for school. For example, in Nabajyoti Primary School, Rajabas, the community Forest Group bought the land and constructed the school building.
- District Education Office distributed scholarship of Rs 350 per students as per the decision of SMC, and provided scholarship to female and Dalit students. The money received from SIP was used to buy Text books, educational materials, chalk, duster etc.

- There is a Social Audit Committee has been formed for internal audit, which checks for appropriate use of fund and the results accomplished or achievements made. Financial statement is disseminated to community and related organizations through symposium.
- However, in the case of Mahendra Primary School, Chiyabari, financial situation was not found that much transparent. It was informed that parents have no knowledge of the income and expenditure of the financial matter.
- In the case of Primary School, Bhalayadanda, it was reported that parents and guardians are satisfied with the school management. The school informs the parents about all kinds of support it gets. An environment of trust and faith has been built between the parents/guardians and school administration and management including SMC due to the practice of internal audit and reporting the general public.
- In some schools, Rupees 2/- is raised from each member of the Child Club every month and is kept in fund for the Club's program.

4. Results of Project Interventions

Information generated from the field revealed that project was successful in producing visible results in increasing the children's access to education, develop sensitivity on inclusiveness, creating child friendly environment in school, involvement of children in raising awareness on child right, involving community in school affairs, activating collaborative effort of TEC, VCPC, Child club, PTA and SMC in increasing enrollment and retention of children, mobilizing parents, community groups and NGOs in school improvement, project support for improving physical environment of the school, use of teaching learning materials, application of activity-based learning strategies and so on. These results were most prominent in project supported grades. Observed Project results were as follows:

- *Tole* education Committee visits every house within the *tole* and encourages parents to send their children to school. With this effort children have started to come to school. Before the formation of TEC only 50 – 60 percentages of the children of the *tole* used to come to school. After the encouraging steps of the TEC, 100 % children of the *tole* have started to come to school.
- The number of school going children increased and the number of children missing out the school and playing around wasting their time has decreased.
- The community has taken responsibility of school management. They have developed the sense ownership of the school.
- Teachers are regular in their duties. They come at 10 in the morning and teach until 4: full working hour. Although teachers are trained, they need refresher training and regular professional support. There is the system of grade teaching in class 1, and the teacher is trained in this regard. Although training is also provided on grade teaching for class 2, it has not been implemented due to absence of grade 2 teaching position.
- The Child Club organized activities such as General Knowledge Competition, Debate and Street Drama reflecting real situation of children and the society. Parents were

- invited to observe in all these activities and were influenced to realize the importance of education for their children.
- Teachers have great contribution in the teaching-learning of the students. They have adopted active learning strategies and use of learning resources for children, specially those grades in which the project supports were channelized.
 - Parents come turn by turn to observe the activities at the school. This has helped to understand the problems of the school and support for the same. Parents have been advocating the improvement in teaching-learning of the school. The guardians have good impression about the education provided in the school and express appreciation to ILAKA for the improvement. The parents had concern that whenever the students of their school go to another school for further education they do well in the academic competition.
 - Corporal punishment used to be given to children before, now this has been changed. Students are not beaten if they do anything unsatisfactory. Class 1 & 2 has child friendly environment. However, other classrooms, where the project does not have any kind of intervention, are not that child friendly. Nonetheless, the teaching learning environment is free from any punishment.
 - Children has learnt discipline, they obey the teachers. In order to arise awareness against child abuse, vandalism (physical harm), child marriage, social misconduct, the Child Club conducted street drama, cultural program, debate, door-to-door program which had significant on community awareness. A street drama on 'Children peace Zone'.
 - There is a culture among the children in solving problems faced by the members of the Club through discussion, and support each other.
 - SMC, TEC, CC, PTA are actively involved and have made teachers regular. Hence, the attendance of the teachers and students is very high.
 - DEO's involvement in school activities is encouraging. Even for small 1-2 day programs, the DEO visit school and attend the program. This is a good practice of the involvement of DEO in school activities
 - The youths of the Youth Club knitted bags and distributed them among the students for free. However, there were no further support to youth club to engage in income generation (Ranibas)
 - Child led organizations are escalating as an important child rights institutions in the community where children raise issues like education rights, child protection, child friendly environment, scholarship scheme etc.
 - After the orientation or discussion about HIV/AIDS, students were able to talk about and share information on HIV/AIDS with their friends in school and parents at home without any hesitation. Children were sensitive about the inclusiveness issues.

5. Program Relevancy & Impact of the project

Although it is pre-mature to assess impact of the project intervention, some notable signals of impact were observed. Some of the indications of project signals are as follows:

- Children have now developed the feeling of responsibility about their education. On one hand, because of the operation of ECD and Child Development program of Ilaka, parents of the children have time to work freely; on the other hand, children are

- released to go to school and they have developed a habit of going to school. Consequently, there has been a gradual increase in the number of school going children.
- Children have overcome their shyness and have gained confidence to speak with strangers. They have learnt to respect others, and learnt to keep themselves neat and clean.
 - Good communication and relationship have built up among the school, Ilaka and the community. They show great enthusiasm participating and contributing to the project activities and engage in school development.
 - Children are enjoying child friendly atmosphere in schools and home resulting very few drop outs.
 - Children are initiating different programs on their own with minimal support from teachers or adults, for example: they organize different school level activities such as debate, poem competition, speech competition in which the children take the responsibility for planning, facilitating and even being the Master of Ceremony.
 - Cooperation among ECD children are also increasing. The elder children help the younger ones.
 - Children represent in various meeting in the village and district to raise their voice and concern about child right, protection and joyful environment.
 - Teachers and parents are listening to children's concern seriously and provide support whenever necessary.
 - Parents are more concerned about their children's school activities and the participation in the school affairs.
 - Overall, previously the children did not have any knowledge about the importance of education, they were imperceptive. After the establishment of CC and their involvement in CC, they learned to be organized. Through training of life skills provided by Ilaka, they are organized, can discuss on a specific topic to solve problems by themselves, put their ideas in front of other people, plan programs, conduct programs, argue to support their own ideas and thought, make decision, control emotion, build up self confidence.
 - The project has been highly successful in establishing a good collaborative relationship with the DEO and partner organizations and community-based organizations. The Ilaka Team and SCN focal person in the district were found to be extremely dedicated to the project work and maintained healthy working relationship and team effort because of which they were successful to produce visible impact in project schools.

6. Project Strengths and Shortcomings

After completion of the field visits, the Ilaka Staff including the SCN focal person and Mid-Term review team reviewed the project strengths and shortcomings of the project. The purpose of this review was to verify the information collected and observation made by the review team with the project staff and further improve the project interventions to produce even better results. The outcome of the review discussion is presented in the following sections.

6.1 Project Strengths

- The project or programs of Ilaka has been great support to achieve EFA goals.
- The project has been successful to maintain strong cooperation and dialogue with the other partner organizations and institutions, community and DEO. Hence, the project went well due to strong support from all the concerned.
- The community has strong commitment and feeling of ownership towards the project and its activities.
- The project has very hard working, motivated and competent staff whose hard work and dedication helped the project to move smoothly and successfully. DEO and other collaborative partners are very supportive to Ilaka and efforts in project implementation.
- The formation of Child Club has been great support for the development of children.
- In most school visited, the project has been successful in bringing the children together through Child Clubs and empowers them to be conscious about their rights. The Child Clubs and its network have been able to raise their concern and issues in terms of bringing problems to the teachers, negotiating and talking with their parents, retaining the potential school dropouts, developing sharing and caring behavior and speaking about their problems in different forums.
- The project has been successful to reduce corporal punishment for the children in schools and homes by mobilizing Child Clubs and its networks.
- TEC has been very successful to mobilize the community for its involvement in enhancing access, and school development.
- Ilaka has developed a CEMIS system with regular flow of community information through collaborative support of school, TEC, community-based child clubs. CEIMS is proved to be useful in tacking school going age children, developing SIP, identifying child development initiatives.
- The project, in general, was successful in improving physical and teaching learning environment in the project schools. The project was successful in introducing active learning method in early primary grades.

6.2 Shortcomings / Constraints

Some of the notable project shortcomings and constraints observed were as follows:

- SIP has been made, but there was no coordination with the stakeholder in the beginning and this problem still exists. The school is not clear about the use of SIP and it is not implemented. The schools prepared SIP simply to get sip fund for the school.
- There were some educational materials presented by Unicef. However, some were under used because they were not durable or not suitable for small children, according to the interviewees (unawareness about the educational materials, needs orientation on how to use those materials).

- The system of keeping log book has started, but yet to be effective. Since the class size is large (student number is large), class room management was found difficult.
 - Support and intervention for educating or training out of school youth was not enough.
 - Minimum use of teacher made local materials.
 - Quality improvement initiatives are limited to lower grades (grade 1 &2) only. One shot training intervention is not sufficient in bringing qualitative change in teaching. Regular teacher support intervention is needed. One technical officer is not adequate to provide on going professional support to teachers and supervisors and facilitators are not qualified enough for this purpose.
 - Teacher training is limited to few teachers. Teachers in the higher grades lack teacher training and access to relevant teaching materials which is affecting the quality education in these grades.
 - Although annual operation plan and annual lesson plan are there, but teachers do not have daily lesson plan prior to lesson delivery. One cannot expect for quality lesson from an unprepared and unplanned teacher.
 - Inadequate intervention and advocacy about protection of children's right. Program or activities related to child protection need to be added. VCPC was not active as anticipated by the project document.
 - In some schools, Children of 4-6 years of age (for class 1 and 2) have to walk for at least 1.5 hours daily to reach the school. Since there is no mid-day meal scheme, it is likely that children will discontinue coming to school. Also, there is always a feeling of insecurity that the children would be swept away by the stream (khola) in rainy season or that they would be stepped on by herd of mules on the way to school. So children's security and need for school in accessible place was felt in some project VDCs.
 - Some schools building were structurally questionable. So. Technical support is needed when constructing classrooms for children.
 - One technical officer is not adequate to provide on going professional support to teachers and supervisors and facilitators are not qualified enough for this purpose
 - Despite the formation of Child Club as good means for the development of children, not all community of target VDCs of the district has formed Child Club. For example, Mahendra Primary School, Chiyabari does not have Child Club.
 - The district as a whole has shortcoming that needs to be addressed is inadequate training for teachers; less number of female teachers, inadequate teacher positions in comparison to the ratio of number of students in primary school level. In one of the school visited only one teacher is teaching two classes simultaneously. Multi-grade teaching could helpful, but such training support is not provided with.
 - Systematic result-based monitoring to monitor the project results appears to be a shortcoming both in the part of DEO and the project.
- Most of the schools are still on shortage of separate and special facilities that both younger and older girl need, separate toilets for girl students is lacking in some of the schools visited.
 - Frequency of interaction of project staff and stakeholders is not adequate. TEC, SMC, & PTA need further input for carryout their roles effectively.

7. Best Practices and Lesson Learned

7.1 Best Practices

- Formation of Child Club and making them empowered through various program to make them conscious about child right to education is the most significant aspect of the project. It was learnt that children can be strong pillar for their own development if they are supported by strong and committed hands.
- When people of the community are sensitive about the importance of one of the basic needs like education, nothing can come in their way for development. Community is playing very active role to make the school a perfect example in the district. The experience, interest and the need of the community, teachers and stakeholders have worked together to fulfill the goal of the project.
- This project is a good example on how good coordination and cooperation from different willing organizations and stakeholders could give better results. It is evident that the child participation and involvement in children's affairs have been instrumental as effective tools to improve the quality of education, where children are not only recipient but they work as partners at the local level. The project has used Child Clubs and youth groups within the periphery of the project to improve the quality of education and to empower children and youth. Therefore, this project can be used as a model for other Re-Write the Future projects. The DOE can adopt the successful practices such as mobilization of TEC, child clubs, CEMIS, mobilization of youth organization and NGOS in school quality improvement.

7.2 Lesson Learned

- While mobilizing youth groups for the life skills and livelihood program, it should be kept in mind to make them professional and have to develop sustainable program. One time support is not enough for the youth mobilization.
- Impact of project interventions was more prominent in primary school level than in secondary level.
- Because of low academic qualification, facilitators were dominated by more qualified teachers in secondary schools. Facilitators were not able to raise awareness and mobilize school and community as they did in other project schools.
- Project impact on community and its involvement in school improvement and children's education was considerably higher in rural villages than urban or semi-urban canters.
- There should be special provision of teachers in satellite schools of dispersed communities. Innovative non-traditional approaches such as flexible modes of delivery, open learning mode, multi-grade teaching schemes, should be explored to ensure access to education for all children of such communities.

- Girl child's role assisting the mother for household chores has restrained their education and learning. Therefore intervention in balancing the gender role is considerably needed.
- The culture of collaboration and support among GO and CBOs needs institutionalization and further strengthening for improving educational delivery.
- In order to produce tangible results in the quality of education in schools, mobilization of appropriate support structure of the government (e.g. resource centers) is essential.
- Project like this which is targeting to change human attitudes, behavior and habits require more intervention time than just two years. Gradual transformation of the interventions to regular system with certainty of sustained change requires more time a transitional plan.

7.3 Recommendations

Based on the findings of the study, the following recommendations are made:

1. Since the activities of Child Development Program is better than those of other non-government organizations, the programs need to be expanded and strengthened with a clear transition plan so that the community could take over after the project is over. The ECDs should be made capable for its sustainability. Efforts should be made for continuity and sustainability of the ECD, which has been established with coordination of DEO, Ilaka, Seto Gurans, and Children Development Services.
2. Bringing all school age children in school is important, providing them with quality education in a healthy and joyful environment is more important. Therefore, project efforts in raising overall quality of school should be directed. A whole school approach of improving quality of project school should be emphasized along with the continuing the community mobilization efforts of the past.
3. The changes brought by the project interventions in the school and community are praise worthy and project was successful in producing visible impact in increasing access, involving community and children, improving teaching learning practices, improving physical and learning environment in the project supported communities. The major question is how to sustain and expand these changes. Education project like this one requires more time to sustain changes and positive effects. The project duration should be extended and expanded to other VDCCS in the district with a strategic plan for transforming interventions from project approach to program approach of regular system with assurance of sustained change and improvement.
4. The DEO should enforce a system of regular supervision and monitoring of all ECDs and schools. The project should assist in monitoring and supervision of ECDs and schools in project VDC. A joint intervention of project supervisors, Resource persons of respective cluster and supplement the monitoring and supervision system of the DEO. Monitoring based on quality standards should be initiated.
5. There should be strong focus of project in quality improvement using whole school approach. The program should be made active through RC structure. The RC should

- be strengthened, and the RP also should be strengthened. The project should work with the DEO for involving RP in improving quality of school. If RC and Ilaka work together in partnership, this will help in capacity development of the RC and help the program to be strong and sustainable.
6. SCN should request DOE/DEO to assign a focal person for coordinating the joint activities of RC and Ilaka for successful accomplishment of EFA. Such arrangement will also helpful for the project to transfer project approach into program approach in the long run. However, how to acquire same level of commitment as project staff from RP
 7. System of child-to-child teaching and learning should be introduced. or there should be a peer-support system. Initiate peer support system among teachers and create an environment of learning from each other through organizing series of workshops and discussion sessions in cluster.
 8. Local materials should be provided for the teachers to make teaching materials, and train them to make teaching materials from locally available materials.
 9. Ilaka has provided for a supplementary teacher to support project schools. In the present situation, it seems good. But in the future if the support from Ilaka is over, then it will be a problem. Therefore, efforts should be made to adjust the teacher's position given by Ilaka with the DEO quota.
 10. The classrooms constructed under physical development program of Ilaka have some technical concern about its quality. Some of the school buildings were built without consulting technicians, so the safety concerns were raised. Technical support should be provided at the time of designing and constructing school building to ensure safety.
 11. Capacity of the field supervisors, and facilitators should be enhanced and they need to bring almost similar level of Mr. Pant so that they can provide on-going Professional support to teachers in a regular basis. Such support should cover up to lower secondary level.
 12. The frequency of visits of facilitators and supervisors should be increased and more meetings, consultation and facilitation with the stakeholders should be conducted. Interaction with VCPC and their active involvement should be increased.
 13. Two technical officers and RP of the respective cluster should build a team to assist the schools and the teachers for improving quality.
 14. Changing people's behavior and sustaining it require more practice. Therefore, this project should be extended more and transform the interventions gradually through national system.
 15. Care should be taken while hiring project staff ensuring that they meet the qualifications and are trainable.

Reference

Six Monthly Project Report (January -July 2007), Quality Education in Udaypur, Save the Children Norway Nepal.

Annual Project Report (January – December 2006), Quality Education Project, Udaypur. Save the Children Norway, Nepal.

Appendix - 1

Four main components of ‘Quality Education’:

| S.N. | Main Component | Basic Component | Indicators |
|------|------------------------|---|--|
| 1 | Accessibility | <ul style="list-style-type: none"> • Access • Enrollment | <ul style="list-style-type: none"> – School infrastructure, classroom and their use without discrimination, and availability of early childhood development opportunity. – Distance between home and school, school-community relation, and access to subsequent level of education. <p>Increase in enrollment, Increase in retention rate</p> |
| 2 | Equity & Inclusiveness | <ul style="list-style-type: none"> • Equity • Inclusiveness | <ul style="list-style-type: none"> – geographical distribution of school, instructional materials, gender aspects, marginalized groups, and language of instruction – appropriate school policy for inclusion, – Sensitivity among SMC and teachers about inclusiveness – Inclusiveness in the formation several committees such as Child club, TEC, VCPC, SMC, PTA |
| 3 | Quality | <ul style="list-style-type: none"> • Teacher Quality • Use of Instructional materials | <ul style="list-style-type: none"> – Professional competence of teachers, academic ability, teacher training system, in-service development, teacher motivation, working conditions, teaching methodologies and teaching guides, expectation of student performance, student-teacher ratio etc. – Provision of quality text books, availability of text books, availability of other teaching materials in good conditions such as blackboard/whiteboard, chalk / markers, relevant pictures and charts etc. – Physical classroom environment such as enough space for everyone to sit comfortably, enough desks and chairs, enough light and ventilation, provision of separate toilets for boy and girl students, provision of clean and drinkable drinking-water, electricity, fan for hot weather etc. – Provision of advisory / counseling, |

| | | | |
|---|-----------------------------------|--|--|
| | | <ul style="list-style-type: none"> • Learning environment & Classroom practices • Supervision and instructional support system • Assessment and evaluation | <p>supervisory and inspectorate system, provision for parents and community participation.</p> <ul style="list-style-type: none"> – Design and scheduling of lessons/course, curricula and assessment (evaluation system, feedback mechanism on external needs, gender / cultural / geographical aspects of curricula, examinations and teaching approaches, pass and dropout rates, school completion rate etc. |
| 4 | Efficiency & Financing | <ul style="list-style-type: none"> • School Management • Appropriate mix of inputs • Allocation and use of physical and teaching facilities • Sustainable financing • Social Audit for transparency in the use of resources | <ul style="list-style-type: none"> – Management skills and competence, planning and information systems, involvement of the community in planning and management – SIP-based development, YPO – Balancing provision of teachers and classroom materials; volume, quality and quantity of materials and equipment – Planning and use of classroom and other school facilities (by the community) – Adequate use of support from VDC, VCPC, DCPC, DCWB, and Parents and community |

Appendix – 2

Open-ended Thematic Questions

| S.N. | Focus / Objectives | Open-ended Thematic Questions |
|----------------|--|---|
| CONTEXT | | |
| 1. | The project, its development context, and its delivery | How was the project identified or conceptualized? When did it start? What was the modality of the project? What are the goal and purposes of the project? Are the goals and purposes of the project based on the need of the community? Who are the main beneficiaries of the project? What results are expected? Have the project met the desired result? How well has the project used its resources to produce targeted/intended outputs? How adequate are the quantity and quality of project inputs to the intended outputs? |
| INPUT | | |
| 2. | Financials Matters / Resources / | Utilization of fund: How effectively and efficiently fund is used (program is good as well as the expense is high, cost effective program etc), Current cost (whether the expense is appropriate for the number of students), is the budget enough until now? Is there any constraint in terms of aptness of budget? |
| 3. | Selection System | Number of VDC and schools where the project program has been implemented (geographical distribution of school); number of students (including Dalits, ethnic groups, students from |

| | | |
|------------------|---|--|
| | | disadvantaged groups, students from conflict effected groups and gender aspect) and teachers; teacher-students ratio; <i>What is the students selection process was: who selected them, how they were selected, if the selection was done according to the selection criteria (if there is one)</i> |
| 4. | Physical facilities / Supplies / Equipment / teaching methodology | Enough classroom space to accommodate all the students; Appropriate curricula (gender / cultural / geographical aspects of curricula); adequate number of available text books; Provision of quality text books, availability of text books, availability of other teaching materials in good conditions such as blackboard/whiteboard, chalk / markers, relevant pictures and charts etc.; |
| | | What instructional methods are used, whether the methods are appropriate |
| 5. | Supervision / Counseling System | Whether there is provision of advisory / counseling, supervisory and inspectorate system, provision for parents and community participation; If there is provision then number and interval of supervisory visits |
| PROCESSES | | |
| 6. | Selection of students / teachers | What is the students selection process was: who selected them, how they were selected, if the selection was done according to the selection criteria; Were the students selected according to selection criteria in terms of Dalits, ethnic groups, students from disadvantaged groups and students from conflict effected groups; |
| | | How the teachers are deployed? Professional competence of teachers, academic ability, teacher training system, in-service development, teacher motivation, working conditions, appropriate teaching methodologies and teaching guides, use of appropriate curricula. |
| 7. | Supervision / monitoring | Is supervision undertaken from the project side? Who else are involved in supervision of the project? Number of supervision visits in a given time period; What is the perceived effectiveness of supervision? |
| 8. | Project implementation | Is the project going on according to intended goal and objectives? Have the comments and recommendations provided from the supervision been utilized? How have the project partners been |

| | | |
|----------------|---|--|
| | | supportive in implementation of the project? |
| 9. | Role and responsibilities of Ilaka Child Development Non-governmental Organization Coordination Committee, Udayapur <i>(management of the project)</i> | What were the main responsibilities of Ilaka ? How have they been performing their responsibilities? Do they have any role in monitoring the program? Do they have any written documents regarding their participation? What problems have been experienced in the project in terms of designing, implementing, monitoring and evaluation? What is their opinion and suggestions in regards to the project? |
| 10. | Role and responsibilities of VDC, VCPC, DCPC, DCWB, DEO, SMC, PTA at the district level and MOES/DOE at the central level <i>(management of the project)</i> | What were the main responsibilities of VDC, VCPC, DCPC, DCWB, SMC, PTA? How have they been performing their responsibilities? Do they have any role in monitoring the program? Do they have any written documents regarding their participation? What problems have been experienced in the project in terms of designing, implementing, monitoring and evaluation? What is their opinion and suggestions in regards to the project? |
| OUTPUTS | | |
| 11. | Major achievements of the program | <ul style="list-style-type: none"> • Has the project ensured right to quality education for all children from ECD to primary, lower secondary and secondary level? • Have access and participation of children, who are excluded, out of school, dropped out, differently able, conflict and HIV/AIDS affected, been ensured? • Have teaching learning environment been improved? And has community including VDC, VCPC, DCPC, DCWB, DEO, SMC, PTA engagement in their children's education increased ? • What modalities and approaches have been used for bringing children living in difficult circumstances (such as out of school children and children with disability, and children suffering from sexual abuse), to bring them back to school? |
| 12. | Major Learning and Best Practices | <ul style="list-style-type: none"> • What strength, weaknesses, and opportunities of Ilaka have been identified while implementing the project for future improvement? • What issues and challenges have been identified and what lesson has been learnt from the project program? • What areas of cooperation have been identified for future |

| | | |
|---------------|---|--|
| | | partnership? |
| 13. | Areas for future improvement of the project | <ul style="list-style-type: none"> • What are the areas identified for future improvement of the project? |
| IMPACT | | |
| 14. | Extent to which the program of the project has improved the children's educational attainment | <ul style="list-style-type: none"> • What changes have occurred in children's (target children of the project) lives due to the implementation of the project? • What capacities of local institutions (Ilaka, and other NGOs) and authorities (VDC, VCPC, DCPC, DCWB, DEO, SMC, PTA) have increased because of the project? • How much the project has been successful to reduce discriminatory practices against children with differently able, conflict and HIV/AIDS affected? • How much the project has been successful to increase inclusion and participation of marginalized groups/children resulting retention of these children in school? |

Appendix – 3

Information on the Schools Visited

1. Shree Nabajyoti Primari School, Rajabas, Rauta – 9

Information of School: Established 2053 Bhadra 1

| SN | Teacher | | Student (Class wise) | | | | | Dalit students | | | | Classroom constructed | |
|----|---------|------|----------------------|----|----|----|-------|----------------|---|------------|----|-----------------------|-----------|
| | Female | Male | 1 | 2 | 3 | 4 | Total | Dalit | | Indigenous | | 2061 | Upto 2064 |
| | | | | | | | | F | M | F | M | | |
| | 3 | 1 | 40 | 29 | 63 | 21 | 153 | 15 | 5 | 23 | 35 | 2 | 6 |

2. Biswakanchan Child Development Bhalaya Danda-3 Andheri, Udaypur

| S.N | Teacher Number | Student Number | Supporting Organizations |
|-----|----------------|----------------|---|
| 1 | 1 | 16 | Seto Gurans, Community Forest and Ilaka |

3. Shree Rauta Higher Secondary School, Murkuchi 9 , Udayapur

| S.N | Level of School | Teacher Number | Student Number | Number of Supporting Organizations |
|-----|----------------------|----------------|----------------|------------------------------------|
| 1 | Secondary level | 4 | 595 | 21 |
| | Lower Secondry Level | 5 | 55 % Female | |
| | Primary Level | 6 | | |

4. Alternative Primary School (Satellite School), Dumre Thumka, Rauta – 5

Information of School: Established 2063 Bhadra 1

| S.N | Level of School | Teacher Number | Student Number | Number of Supporting Organizations |
|-----|-----------------------|----------------|----------------|------------------------------------|
| 1 | Primary Level Grade 1 | 1 * | 14 | NC |
| 2 | Primary Level Grade 2 | 1* | 14 | NC |
| 3 | ECD # | 1 | 32 | OREC |

Note: - * this means, one teacher looks after two classes

This means the ECD is situated within the compound of Satellite School

NC = Information was not collected

5. Janata Lower Secondary School, Ranibas, _Rauta - 5

| Teachers | | Students | | | Dalit Students | | Indegenous | |
|-----------------------|--|----------|--------|-------|----------------|--------|------------|--------|
| Level | | Male | Female | Total | Male | Female | Male | Female |
| Lower secondary level | 3 (2 from private source, 1 from Relief Quota) | 158 | 137 | 295 | 18 | 16 | 105 | 117 |
| Primary Level | 4 (2 permanent, 1 Temporary, and 1 Relief Quota) | - | - | - | - | - | - | - |
| Peon (Helper) | 1 | - | - | - | - | - | - | - |

6. Shree Mahendra Primary School, Chiyabari

| S.N | Level of School | Teacher Number | Student Number | Number of Supporting Organizations |
|-----|----------------------------------|---------------------------------------|----------------|------------------------------------|
| 1 | Primary Level (From Grade 1 - 5 | 3 + 1 (for Remedial Class from Ilaka) | 110 | NC |

7. Primary School, Bhalayadanda +

+ This means No detail information about the school was collected.

Appendix -4

Names and Designation of the Persons Involved in Discussion and Interviews

1. Shree Rajabas Primary School, Rajabas

| S.N. | Name | Designations |
|------|---------------------|------------------------|
| 1. | Tej Bahadur Ghale | SMC, Chairperson |
| 2. | Lil Kumart Samal | Chairperson, PTA |
| 3. | Narayan Kumar Karki | Guardian / Parent |
| 4. | Phulmaya B.K. | Member, SMC |
| 5. | Homraj Niraula | Guardian / Parent |
| 6. | Keshab Kumar Karki | Chairperson, Ilaka ECD |
| 7. | Bharat Bahadur Rai | Guardian / Parent |
| 8. | Amita | Ayah |

2. Bishwa Kanchan Child Development Centre, Andheri

| S.N. | Name | Designations |
|------|-----------------------|-----------------------------|
| 1. | Uddav Rawal | Secretary, Community Forest |
| 2. | Kaman Singh Rai | |
| 3. | Durga Bahadur Yogi | |
| 4. | Khadga Bhadur Magar | |
| 5. | Shyam Bahadur Ghale | |
| 6. | Tilak Bahadur Khapani | Treasurer |
| 7. | Sushila Magar | Assistant Activist |

3. Mahendra Primary School, Chiyabari

| S.N. | Name | Designations |
|------|--------------------|--|
| 1. | Khila Khadka | |
| 2. | Bharat Karki | |
| 3. | Manamaya Rai | |
| 4. | Bishnu Rai | Member, Tole Education Committee |
| 5. | Khad Maya Bohora | |
| 6. | Durga Magar | |
| 7. | Manamaya B. K. | |
| 8. | Shanata Karki | |
| 9. | Uma Karki | |
| 10. | Devi Shree Rai | Women Health Worker |
| 11. | Rita Kumari Basnet | |
| 12. | Sambaser Rai | |
| 13. | Tankaraj Guragain | Primary Education, Class Teacher, Class -1 |
| 14. | Chhabindra Magar | Primary School Teacher |
| 15. | Kedar basnet | Head Teacher |

| | | |
|-----|------------------|-------------|
| 16. | Ishwor Ranamagar | Ilaka |
| 17. | Keshab karki | Chairperson |

4. Shree Primary School, Bhalayadanda

| S.N. | Name | Designations |
|------|-----------------------|---|
| 1. | Tek Bahadur Rai | Chairperson, SMC |
| 2. | Ganesh bahadur Khadka | Member, SMC |
| 3. | Bir Bhadur rai | Guardian/Parent |
| 4. | Binod Pariyar | Guardian/Parent |
| 5. | Parsuram Rana | Guardian/Parent |
| 6. | Dorje tamang | Guardian/Parent |
| 7. | Budhhimaya Rai | Guardian/Parent |
| 8. | Shanta Pariyar | Member, SMC |
| 9. | Ramila Rai | Member, PTA |
| 10. | Sabitra Bhote | Guardian / Parent |
| 11. | Manamaya Khadka | Guardian/Parent |
| 12. | Hiramaya Pariyar | Guardian/Parent |
| 13. | Asalman Pariyar | Guardian/Parent |
| 14. | Uttam Khadka | Guardian/Parent |
| 15. | Narayan Bahadur Thapa | Head teacher |
| 16. | Hira Kumar Gurung | Teacher |
| 17. | Ishwor Rana | Supervisor, Ilaka Child Development Centre |
| 18. | Keshab karki | Chairperson, Ilaka Child Development Centre |

5. Child Clubs

| S.N. | Name of Persons | Name of Participating Clubs | Designations |
|------|------------------------------|-----------------------------|--------------|
| 1. | Ghaman Singh Magar | Triyuga Child Club | Chairperson |
| 2. | Yubaraj Thapa | “ | Member |
| 3. | Nir Bhadur Rai | “ | Memembr |
| 4. | Rudra magar | “ | Memembr |
| 5. | Rina hari Kham Magar | “ | Memembr |
| 6. | Kedar Rawat | “ | Memembr |
| 7. | Bhupal Magar | “ | Memembr |
| 8. | Sangeeta Singh | “ | Memembr |
| 9. | Bishnu Bahadur Rana Magar | Lali Gurans Child Club | Memembr |
| 10. | Tek Raj Magar | “ | Memembr |
| 11. | Anil S. K. | “ | Memembr |
| 12. | Tikaram Thapa | Trishakti Child Club | Memembr |
| 13. | Dhruba Ale Magar | “ | Memembr |

| | | | |
|-----|---------------------|---------------------|--------|
| 14. | Netra mani | “ | Memebr |
| 15. | Giriraj Thapa Magar | Phulbari Child Club | Memebr |

6. Name of the persons participated in Discussion after the Visit of Schools, ECD and Child Clubs

| SN | Name | Position | Office/Organization |
|----|-----------------------|----------------------------|--|
| 1 | Dinesh Raj Pant | Technical Officer | Save the Children Norway |
| 2 | Kamal Katuwal | Record officer | Ilaka Child Develop Program |
| 3 | Raj Kumar Raya | Child Protection committee | District Child Protection Committee, Udayapur |
| 4 | Tara Thapa | Women Development Officer | Women Development Program, Udayapur |
| 5 | Sarbadhan Tamang | Program Coordinator | Ilaka Child Development Program |
| 6 | Man Bahadur Rai | Program Coordinator | Ilaka Child Development Program |
| 7 | Devi Khadka | Secretary | Seto Gurans Child Development Service, Udayapur |
| 8 | Ambika Magar | Psychoanalyst | Ilaka Child Development Program, Udayapur |
| 9 | Ram Bahadur Magar | Field Supervisor | Ilaka Child Development Program |
| 10 | Bodh Kumari Khadka | Social Mobilizer | Ilaka Child Development Program |
| 11 | Chandra Magar | Social mobilizer | Ilaka Child Development Program |
| 12 | Amita Rikham | Social mobilizer | Ilaka Child Development Program |
| 13 | Tila Khadka | Social Mobilizer | Ilaka Child Development Program |
| 14 | Ishwar Rana Magar | Field Supervisor | Ilaka Child Development Program |
| 15 | Kesav Kumar Karki | Chairperson | Ilaka Child Development Program |
| 16 | Ser Bahadur Ale Magar | Gen. Secretary | Ilaka Child Development Program |
| 17 | Tanka Pulami | Social Mobilizer | Ilaka Child Development Program |
| 18 | Tej Bahadur Ghale | SMC Chair | Naba Joyti Primary School, Rajabas Routa VDC - 9 |
| 19 | Nil Kumar Samal | PTA Member | Naba Joyti Primary School, Rajabas Routa VDC - 9 |
| 20 | Narayani Karki | ECD Teacher | Naba Joyti Primary School, Rajabas Routa VDC - 9 |
| 21 | Phul Maya B.Ka | SMC Member | Naba Joyti Primary School, Rajabas Routa VDC - 9 |
| 22 | Hem Raj Niroula | Parent | Naba Joyti Primary School, Rajabas Routa VDC - 9 |
| 23 | Khadga Badur Gadai | Head teacher | Naba Joyti Primary School, Rajabas Routa VDC - 9 |

