

Final Evaluation Report

Education Governance Project (EGP)

Promoting Good Governance in the Rural Schools of Lalitpur

2014-2016

Submitted to:

**Loo Niva Child concern Group (Loo Niva)
Bhaisepati, Sainbu, Lalitpur, Nepal**

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**Final Evaluation Report:
Education Governance Project in Rural Schools of South Lalitpur**

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Bhola Prasad Dahal, PhD
Team Leader

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Executive Summary

Relevancy and Coverage

Loo Niva Child Concern Group (Loo Niva) has been working on delivery of basic services especially on quality education from child rights perspectives to the marginalized children with an emphasis on girls and dalit since its establishment in 1997. Since last ten years, Loo Niva has been working with Interpedia, Finland on different projects guided by its periodic strategic plans. And the main thrust of its work is to empower local people especially children, youth and marginalized groups so that they are able to hold the local agencies and governments more accountable and responsive towards their rights to education.

Loo Niva continuously works to create a link between children, adults and the government agencies from child rights based approach to development. This approach consists of: i) empowerment rights holders; ii) sensitization and strengthen duty bearers; and, iii) advocate for child friendly policies and practices especially on basic service delivery i.e. education, health and social protection. With its continuous interventions and strong stand for children's right and governance, Loo Niva advocates for state accountability and responsiveness in improving school governance and engagement of stakeholders for quality service delivery. Loo Niva, an agency for child rights and social transformation, is highly appropriate development partner for funding and government sectoral agencies in education. Regarding the EGP, it is strongly relevant for the local context of Southern Lalitpur and a priority to governance reform at national context.

The Project worked for 36 months starting from January 2014 to December 2016 as the first phase in selected three VDCs of Lalitpur namely Asrang, Gimdi and Thuladurlung. Loo Niva, through this project, positively contributed to improve governance and internally efficiency of education as prioritized by government of Nepal in its national flagship program i.e. School Sector Reform Program (SSRP) 2009-2016. Loo Niva was successful to make active engagement of District Education Office and local SMCs, PTAs and RCs for the entire phase of project.

The Project reached to 4,117 children (2,416 girls) including 600 dalit and 26 differently able children) in 18 community schools (inclusive of 12 primary, two lower secondary, one secondary and three higher secondary) through improved quality of classroom interventions and learning and more transparent and accountable school governance and management. The Project was able to work with 85 teachers, 19 (16 child clubs and three CC Networks) children's groups, 18 SMCs/PTAs and three VCPCs/VECs of working areas.

Applied Methods/Approaches on Evaluation

This final evaluation was largely qualitative in nature with quantitative data from secondary sources in which the primary data were generated through interactions, interviews, focus group discussions (FGD), and observation. Evaluation matrix, together with checklist and study tools were drafted and discussed with Loo Niva team before starting field mission.

The data, facts, figures and information collected from multiple participants (SMC members, head teachers, teachers, parents and students) of four schools of three VDCs were analyzed to produce key findings and recommendation of this evaluation as per the ToR.

The team randomly selected four schools out of 18 with a representation of worst, good and best category and levels. Thus, we carried out the study in one primary, one lower secondary,

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one secondary and one higher secondary school. After selecting the schools, we purposively selected multiple respondents (students, teachers, parents and officials) in each school with the help of social mobilizers, HT and SMC chair. We made observations in 15 classrooms, four office rooms, toilets, one library, one science room, one child club room and three teacher's room.

The team carried out three FGDs in each school with teachers, students and parents' group (12 FGDs in total). Similarly, 24 KII (2 from each FGD – half female) – Inclusive of age, grade, sex & ethnicity were carried out. The class interactions were done with students of Grade 3, 6, 8 and 9 in three schools and G ECD/1, 2 and 3 in one school.

In addition, team also had a joint interaction between SMC, PTA, teachers and parents in one school and two reflection meetings with Project Team, 2 experts with evaluation team. The team also had an opportunity to get feedback and inputs from the entire Loo Niva team (both Board Members and Staff) on its preliminary findings from its annual review and planning meeting held in Pokhara on 24-26 December 2016.

Finally, findings of the evaluation team were further categorized into good practices and learning and are presented in the format of tables, case study and pictorial forms in the report.

Achievement Against Targets

The Project had one purpose with four outcomes. The project aims to strengthen governance in education sector for providing quality education to all children in project area so that: i) local government is active in education planning and management; ii) children have more access to education and school governance; iii) parents, students and communities are actively engaged in education management; and iv) Loo Niva has better capacity in project cycle management including reporting. The summary of target and achievement are as follows:

The project has formed and activated 19 CCs, 18 SMCs and 18 PTAs in all working schools. However, the chairperson domination is visible in each local structure. The initiative of interactions between students and teachers, students and SMC/PTA, parents and SMC/PTA, teachers and SMC/PTA has started in project areas which need further support. Due to lack of elected local government and political instability at national level, political interference in school and teachers' management (HT or SMC chair led) is visible in each school.

Transparency and accountability has been talk of the town in each school and project areas. It needs a long term investment and capacity building of local stakeholders to institutionalize it. Each school has initiated to do social audit, school charters and governance plans and updating SIPs, parents meeting, financial audit and activation of child clubs. Child clubs and scholarships to needy children have been a good avenue to engage with children and their interactions with school stakeholders to make them accountable and responsive.

School still pays attention most on student enrollment, infrastructure development and teachers' recruitment. Schools need more support to change their priority towards students' retention and learning achievement and school governance. The Project could bring better results of the project if RPs and VECs were active to promote cross-learning among teachers, among child clubs, among SMC/PTA members and between schools.

Matching fund of Loo Niva to school is highly recognized by schools and has made visible outputs/deliverables but they are less focus to utilize them (like library/computers) for children's learning. Loo Niva has a good coordination with DEOs which still needs to cross-

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fertilize its learnign and achievement to RCs and non-project schools. The trainings, workshops and declarations on school governance and accountability organized by Loo Niva and DEOs were of high quality, relevant and practical. However, follow up for its implementation is not seen from education authorities.

Local education stakeholders, especially students, parents, teachers and authorities have highly valued the Interventions and its processes: i) scholarship scheme for students and child club works in presence of SMC; ii) very flexible and timeliness of Earthquake support programs like psycho-socio training, counseling intervention, emergency support and temporary learning centers (TLCs); iii) training and workshop to SMC/PTA-Chair and HT by renowned educationists; and iv) exposure visit, school library and child friendly furniture support.

Overall Assessments of the Project

The project was highly relevant and appropriate with political, social and local context and need, government's policies and priorities. Loo Niva was efficient, flexible and quick to provide necessary support and to address the emerging needs of schools and stakeholders. The project quite well addressed the local needs and priorities emerged after April Earthquake in 2015 in the working schools. Some activities were readjusted to cope with emergency and early recovery needs.

Loo Niva could bring more results and effectiveness of the project with strong monitoring and follow up system by making local stakeholders more responsive and accountable on why we are doing this “the targeted changes with individuals & institutions”. The project was economic and costed well by utilizing the local resources, technologies and materials. However, it is better to localize training and workshop in each school by targeting all members of SMC/PTA, all teachers and VEC members to get high ownership and sustainability

The project in its next phase should focus on internal governance and management of school system with: i) accounting and financial management training, ii) support for SIP and Social Audit; iii) more collaboration between teachers and SMC/PTA; students and teachers; iv) active engagement of VECs and RCs with schools and local institutions; and v) government policies, norms and entitlements for children and schools into practice.

Loo Niva strongly advocates and practices the cross-cutting issues of Finnish Development Policy that includes gender equality, promotion of human rights approach to development, inclusion of marginalized people and society and improving the capacity of local service providers. This project directly supplements to SSRP and Rule of Law and Human Rights project under Finnish support in Nepal. This project also supported early recovery and reconstruction needs of working schools.

Conclusion and Recommendations

Loo Niva, being the only one NGO working in school governance and quality of education in Southern, Lalitpur as claimed by DEO, local stakeholders including students in project schools highly demand and advocate for continuation of the project to have fruits and results of the seeds that the project has planted. The evaluation team strongly suggests Loo Niva and the Interpedia to revisit the project priorities, implementation modalities and strategies in the second phase of EGP with the new political context.

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After the promulgation of new constitution in 2015 and establishment of local government unit with executive, judiciary and parliament power in 2017, the project should work closely with the newly elected local government of Southern Lalitpur with the following shift:

- i) Transactional (activity orientation) focus to transformational approach (result/outcome) for making SMCs and local government more accountable and responsive to deliver quality education;
- ii) Individual approach (targeting HT, focal teacher, SMC chair) of support system to institutionalization of collaboration and partnership with local institutions like all teachers and members of SMC/PTA;
- iii) Bilateral cooperation (Loo Niva and school) to multilateral collaboration (school, local government, Loo Niva and other agencies) with matching fund between stakeholders;
- iv) Fragmented project approach (targeting few activities in school) and to holistic and integrated institutional system approach (targeting all aspects of schools and its management system like monthly HT meeting at RC, RP/SS meeting at DEO and bottom up planning process of local government; and
- v) Directly work with Bagmati Gaopalika (Rural Municipality) that consists of seven VDCCS of that locality and its village education committee to scale up and synergize the learning and good results of EGP – I Phase to all schools.

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Acronyms

CBO	Community Based Organization
CBS	Central Bureau of Statistics
CC	Child Clubs
CFLG	Child Friendly Local Governance
CFS	Child Friendly School
CP	Child Participation
CRO	Child Rights Officer
CWDO	Children and Women Development Office
DAG	Disadvantaged Group
DDC	District Development Committee
DEO	District Education Office
DOE	Department of Education
DPAC	District Program Advisory Board
ECED	Early Childhood Education and Development
EFA	Education for All
EGP	Education Governance Project
EMIS	Education Management Information System
GoN	Government of Nepal
HT	Head Teacher
ICT	Information Communication Technology
IEC	Information Education and Communication
LGCDP	Local Development Community Development Program
Loo Niva	Loo Niva Child Concern Group
LSGA	Local self-Governance Act
MDG	Millennium Development Goal
MFA	Ministry for Foreign Affair
MOE	Ministry of Education
NER	Net Enrolment Rate
NGO	Nongovernmental Organization
PTA	Parents Teachers Association
RP	Resource Person
SDGs	Sustainable Development Goals
SIP	School Improvement Plan
SLC	School Leaving Certificate
SMC	School Management Committee
SS	School Supervisor
SSDP	School Sector Development Plan
SSRP	School Sector Reform Program
SZOP	School as Zone of Peace
VDC	Village Development Committee
VEC	Village Education Committee

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Introduction

Foundations of Loo Niva

Loo Niva exists since 1994 as a group of young school going students involved in CWIN's supported Library. Since then, Loo Niva has come a long way and emerged as a strong civil society organization in promoting child rights and youth development in Nepal. It was formally registered in 1997 as a non - governmental organization (DAO Lalitpur registration no. 838/54/55, SWC affiliation no.9686/057, and PAN 3001800141) to ensure the best interest of children and their holistic development. Loo Niva has started to serve from Khokana of Lalitpur which is currently working with 64 public schools of three districts namely Lalitpur, Kathmandu and Dadeldhura.

Loo Niva promotes economic and social justice, human rights and democracy, human dignity and gender equality, peace and non-violence, creativity and innovation, and, cultural diversity and equitable development as its core value is for excellence in the society. Loo Niva targets to empower and strengthen children/youths and their family as rights holders and community people and institutions as well as state structures and mechanism as duty bearers on child rights issues as enriched in the 1989 UN Convention on the Rights of the Child (UNCRC).

Box: 1

The Vision

"A prosperous Nepal where every child and youth enjoys her/his rights in a safe, supportive and enabling environment and culture"

The mission

"Enable each child and youth to better health, education, protection and participation towards a dignified life and livelihood in an inclusive, healthy and democratic society"

Membership and Associations of Loo Niva

Loo Niva strongly promotes networks and alliances with likeminded organizations for evidence based policy advocacy both at district and local levels from rights perspectives. Currently Loo Niva leads as Secretary of NGO Federation of Nepal-Lalitpur Chapter; Secretary of National Alliance for Human Rights Nepal-Lalitpur; Vice Chairperson of Consortium of Organization Working for Child Participation; treasure of National Child Protection Alliance (NCPA); Member of National Campaign For Education (NCE); Member of Child Rights Information Network (CRIN) and Peace Child International (PCI); Steering Committee Member of National Coalition for Children as Zones of Peace and Child Protection (CZOPP) and Coordinator of Education Watch Group, Nepal. This clearly proves that Loo Niva is a strong advocate for children's rights to quality education in Nepal.

Loo Niva respects unity in diversity with equal opportunity for marginalized section and group of the society. It targets to the disadvantaged people especially children and women. Loo Niva incorporates views of rights holders in its internal operation and project interventions. It has seven members' executive committee elected in every three years from its general members. Loo Niva has a pool of human resources with diversified knowledge, skills and experiences. Currently it has 25 staff with NPR 32 million budgets each year.

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Coverage and Objectives of Loo Niva

Loo Niva works with about 10,000 children & young people especially girls and Dalit (3-18 years); about 50 local institutions and agencies related to children and young people; and additional 100 schools and 50 child clubs in 3-5 districts of Nepal. It envisions to improve the living conditions of children and their family as follows during 2016-2020:

- Equal Access to Quality Education [Child learns in school]
- Child Rights into Local Governance [Young people gets a voice]
- Enabling Environment for Children to Grow [Child feels safe and happy]
- Better Childhood with Sufficient Livelihood [Child enjoys decent life]

Loo Niva applies the following strategies in each intervention of any project:

- a. Empower children, youth and their communities to claim/reclaim their right to basic services including meaningful and quality education “*Demand Side*”;
- b. Strengthen adult institutions and state agencies and its mechanism to be more accountable and responsive in efficient and effective service delivery “*Supply Side*”;
- c. Build networks and alliances to bring synergy and collective voices of the voiceless;
- d. Advocate for child friendly and child centric attitude, behavior and policies and its implementation from family, society and state levels “*Structural Reform*”; and
- e. Capacitate Loo Niva and its mechanism on rights based result oriented participatory planning, implementation and monitoring system for social transformation.

Working Context of the Education Governance Project

Loo Niva has been implementing “Education Governance – promoting good governance in the rural schools of Lalitpur (EGP) Project” with the financial and technical support from Interpedia and Ministry of Foreign Affairs, Finland since January 2014 for 36 months in all 18-community schools of three VDCs namely Ashrang, Gimdee and Thuladurlung. These VDCs are known as Karnali of Kathmandu valley due to its remoteness, difficult terrain and topography, less accessibility, poor infrastructures and facilities which are similar to Mid and Far West mountains.

There are altogether 8,200 people living in Gimdee, Ashrang and Thuladurlung VDCs of Lalitpur where 44% follow Hindu religion and 55% follow Buddhist religion and 36% of whole population is of below 15 years of age. Most of the population from the three VDCs are from janajati (59%) which is followed by brahmin and chhetri (38%) and 3% of dalit. Among these, 86.3% people are having pipe water, 54% electricity (20.7% solar) and still 46% of households are without toilet facility and 33% HHs are having temporary roofing. Most of the people here depend on farming and livestock and labour work. 88.4% of households use firewood for cooking with 11.4% bio-gas. Though they themselves grow crops, they have only 37.6% sufficient food for 12 months. The literacy rate of these three VDCs is 59% among female and 71% male.

The field work was not so easy for the study team as there was rough road (and still under construction) and the road is open just few hours for vehicles. Only two local buses run in a day with some milk distribution vehicles. The most saddening part is lack of hospitals but there are three health posts which are far from one to another. Most people need to walk for hours to reach there. We, the team also faced few people carrying the patient and walking to

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get medication for hours. There are also not government offices except VDCs, and agriculture. There are altogether 18 schools (12 PS, 2 LSS, 1 SS and 3 HSS) with 105 teachers, 4117 students.

Hence, Loo Niva, from this project, is positively contributing to improve internal efficiency and governance of education sector in line with the school sector reform program, 2009-2016 in Nepal.

Objectives and Coverage of the Education Governance Project

The project had aimed to: i) enhance engagement of local governments in local education planning and interventions; ii) improve accession, management and quality of education in schools with accountable, transparent and democratic school management committees; iii) increase parents, community and students' engagement in educational planning and implementation; and iv) strengthen capacity and competencies of Loo Niva and its staff in project cycle management. The project worked with and mobilized the following local institutions and agencies to promote better governance in schools that renders quality education and better learning environment to children:

Table 1: Project Coverage (ECED centers and Schools)

VDCs	Schools in Project Area					VCPC	Child Club	VEC	Teachers	Students
	PS	LS	SS	HSS	ECD				Quota/Total	G1-12 (G/T)
Asrang	4	1	0	1	6	1	6+1	1	24/30	350/645
Gimdi	6	0	1	1	9	1	6+1	1	35/43	428/833
Thuladrulung	2	1	0	1	4	1	4+1	1	26/32	236/480
Total	12	2	1	3	19	3	16+3	3	85/105	1014/1958

The Project reached to 1,958 students (1014 girls) including 829 Janajati & dalit and 29 differently able children in 18 community schools (inclusive of 12 primary, two lower secondary, one secondary and three higher secondary). These schools have transparent and accountable school governance and management dedicated to improve classroom interventions and learning achievements of all students. The project mobilized and strengthened capacities of 105 teachers, 19 ECED centers, 185 members of SMC/PTA and leaders of 19 child clubs and their three VDC networks, three VECs and three VCPCs inclusive of at least one female member in each committee.

The major components include evidence based policy advocacy, capacity building, collaborative actions with responsible authorities in education and schools' mechanisms along with wider awareness campaign and mass mobilization. The project was implemented in close coordination and collaboration of department of education, ministry of federal and local governance, respective local governments of the project locations, respective district education offices and other NGOs coalition active on education sector.

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Objective of the Evaluation

The overall objective of the evaluation is to evaluate the achievement of the project results and outcomes against its targets and expected results. The evaluation has the following specific objectives, but not limited to:

1. Assess project outcomes with the efficiency and effectiveness of the project implementation as a supplement and complement to the education system and institutions; and
2. Evaluate sustainability of project outcomes in terms of relevancy, synergy, replication and scaling up.

The purpose of the “Final Evaluation” is to evaluate the achievements of project results and progresses, record lessons learnt and good practices and assess the sustainability of the project results and outcomes ([see Annexure 1 Term of Reference of the Evaluation](#))

Key Evaluation Questions

The evaluation of Loo Niva’s Education Governance Phase I Project in Lalitpur was done against its outcomes and outputs as mentioned in the Loo Niva’s proposal to Interpedia and Ministry of Foreign Affairs, Finland. Since, the Project started in 2014 and was adjusted in 2015 to address the needs of local people and schools after the April earthquakes, the team concentrated on evaluating the process, outputs and outcomes of the project on the following element as suggested by the OECD (UNDP, 2011):

- Relevancy of the Project: In what extent the Project activities are relevant to the local need and context of community and education stakeholders;
- Effectiveness of the Project: How effective is the Project intervention in improving access and quality of school education in the context of Lalitpur;
- Efficiency of the Project: How efficiently the Project activities are being implemented to achieve the purpose and goal.
- Sustainability of the Project: What sort of provisions, mechanism has been developed to sustain the Projects interventions and its benefits in long run.

Evaluation Methods and Approaches

The approach of this evaluation is mainly qualitative from first-hand information from students, parents, teachers and education authorities which is supported by the already published facts and figures for exploring results, outcomes, good practices and lesson learnt in community schools of Lalitpur district. This approach helped to explore beneficiary’s feelings and attitudes towards school governance to increase access of marginalized children to quality public education. In addition, the evaluation involved in digging out the perception of DEO, SMC, PTA, head teacher/teacher, students and child clubs’ member towards school governance and quality of education.

The analysis of key findings and recommendations is largely interpretative in nature in which the results and outcomes are assessed through interactions, interview, focus group discussion (FGD), observation and perceptions of participants and desk review ([See annexure two Study Matrix](#)). All check list and study tools were drafted and discussed with Loo Niva team for their inputs before moving to field mission. The evaluation team carried out all interviews, FGDs, observations with the support from Loo Niva field staff in Lalitpur.

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Evaluation Design

The evaluation is qualitative in nature with quantitative data from project reports. The qualitative data were collected from field observation, in-depth interview and FGD (See [Annexure 3 Check list for FGD and Interview](#)), which are supported by desk review. The checklist and guidelines were designed in line with Flick (2010) to produce meaningful result and elucidation of the study. The data, facts, and figures associated with EGP schools were analyzed to produce implementation status of educational policies in working areas.

Field Data Collection

Data collected through primary sources and desk review of the secondary data. The primary source of data collection consisted of observation of site, in-depth interview with the key persons and FGDs with them. The day-to-day activities and the teaching-learning process of selected schools were also closely observed and analyzed.

Primary data were collected during the field mission from 19 to 23 October 2016. The team visited four schools of three VDCs namely Ashrang, Malta and Thuladurlung VDCs and interacted with students, parents, teachers and SMCs/PTAs. The team also observed school premises including teacher office, filing system and classrooms and it's surrounding including toilets, library and drinking water facilities.

The team carried out four FGDs with teachers, 4 FGDs with students, three with child clubs, one with youth clubs and their volunteers, three FGD with SMCs/PTAs representatives. The team also reviewed school data and files such as i) SMC, PTA and Staff meeting minutes; ii) flash report and mid-day meal record; iii) CEMIS, SIP and SSA; iv) examination records; v) financial and social audit reports; and vi) monitoring and feedback records.

During the field visits, the team met and interacted with DDC and DEO officials. The evaluation team also interacted with project team and Loo Niva officials after going through the project documents and archive in the district. Similarly, evaluation team interacted and participated in annual planning and review meeting of Loo Niva in Pokhara where preliminary findings and recommendations were shared and commented.

Secondary data were collected by desk study and documents review. Different relevant articles, books, journals, research reports, periodicals, magazines, newspapers and other relevant documents of various organizations including from Loo Niva available in print version and in the internet were reviewed.

Data Collection Tools and Techniques

The team randomly selected four schools out of 18 with a representation of worst, good and best category and levels. Thus, we carried out the study in one primary, one lower secondary, one secondary and one higher secondary schools. After selecting the schools, we purposively selected multiple respondents (students, teachers, parents and officials) in each school with the help of social mobilizers, HT and SMC chair.

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Primary data and information were collected through observation, in-depth interview, and FGD with HTs, SMC/PTA based on pre-tested checklist, guidelines and observation sheet:

1. **Observation:** Observation was an important tool in evaluating the education in pre-primary and primary education in schools. Studying situation of the students was fundamental. The observation was primarily vital in examining the current pattern and live scene of the study areas (Flick, 2012). The team visited four selected schools and interacted with multiple participants of education. This made us able to closely observe their feelings, emotions and psychology that students, parents and teachers perceive from work environments. The team was also able to identify the different aspects that the need and challenges of the schools are currently facing.
We made observations in 15 classrooms, four office rooms, toilets, one library, one science room, one child club room and three teacher's room.
2. **In- depth Interviews:** The evaluation was largely based upon the open in-depth interview with 24 key informants' interview. Six interviews (half with female participants) taken in each school was a major source of data collection. The team members visited various schools to discover and have clear findings and understating about the result of Loo Niva's work. The team members had crucial role in building close relationship with the participants to make them comfortable during the study in order to find more detailed information.
3. **Focus Group Discussions:** Focus group discussion was another important tool used in the data collection process. A total of twelve FGDs were carried out with students, parents and teachers in each school. Both homogeneous and heterogeneous FGDs were carried out with multiple stakeholders to maintain the integrity of information and facts. A total of ten homogeneous and two heterogeneous FGDs were conducted with more than 100 educational stakeholders including students, parents, teachers and educational officials. FGDs were found very useful in data collection and triangulation process. The interaction made clearer for any plans and projects in future to tackle the governance and educational issues in Lalitpur. ([See Annexure 4 List of Schools Visited and People Met](#))
4. **Desk Review:** Initial stage of desk review was to collect key documents and information about the Project from Loo Niva. The main focus of the document was comparing the proposal with annual report submitted to the Interpedia. Materials published by Loo Niva, DEO, different NGOs were reviewed to identity different process of child friendly learning. Materials required for the study is collected through Internet, libraries, and journals and different achieves from Loo Niva office.

Data Analysis and Interpretation

This evaluation is based upon the qualitative information supported by desk review, field mission and facts to produce meaningful interpretation of the study. Firstly, the raw data were compiled, transcribed and categorized according to the nature. Then data were coded thematically with four broader programme interventions areas of the Project. They are: i) Government bodies in school governance and management; ii) Vibrant SMC and still PTA; iii) Ownership and engagement of parents and local communities; iv) SIP and social audit: ritual

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then a reality; v) formation and function of Child Club; vi) Concentration of government of education: hardware rather than software; and vii) Increased cooperation with stakeholders.

The themes were further sub- categorized according to the objectives of the evaluation in different sectors and sub-sector for result measuring process. These processes were substantiated by already established and published information related to the Project. Finally, the already explored ideas of the area were linked and analyzed for innovation and good practices. Such information was then presented in diagrams, tables and pictorial forms for facts in report.

Quality Standards

Quality standard in qualitative method determines the validity of findings. To maintain the quality standard of evaluation extensive review of articles on the area published in local, national and international newspaper, journals, books and websites were referred. The preliminary findings from one group of informants (like students) was verified and triangulated with other group of informants (like teachers and SMC/PTA).

The analysis of outcomes was accompanied by rigorous field visit and support of students, head teachers/teachers, parents, SMC, PTA, local community members, Loo Niva officials, civil society and government officials. It enabled the team to closely work with children in identifying the results and outcome of project work in quality education, their expectation and issues relating to the issues during data collection phase.

To maintain the quality and integrity of the evaluation, data were collected applying standard tools. Guidelines/questionnaires were distinctly prepared for qualitative information. Finally, the evaluation matrix was designed and explored the context-based modality for assessing the gaps between policies and practices including perceptions, opinions and learning of school stakeholders including local peoples on project outcomes.

Ethical Standard

The ethical principle serves to keep the pride, rights, wellbeing and safety of every informant without harming others. Ethical issues in qualitative methods are subtler. These issues are often closely associated with interviewing and participant observations, which are characterized as qualitative method. Within this essence, evaluation team maintained and followed the ethical rules of confidentiality, do no harm, anonymity, withdrawal rights of respondents, peer review, debriefing.

To maintain the ethics during the study, the team visited different areas and people with the permission of schools and prior-notification of District Education Office (DEO). Active involvement of all participants and their frankness made our evaluation findings more rigorous and thick. The evaluation does not affect any of the informants in any way. All the participants' emotions, feelings and sentiments were clearly understood and respected before seeking any other information. All the informants were given equal opportunities to participate during discussions including passive participants were inspired to share their views and feelings. During interviews, team members also provided conducive environment to draw more information when anyone was uncomfortable.

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Status of Educational Policy Implementation

The evaluation team had explored the availability, understanding and application of policies and guidelines related to children and school education issued by central level agencies. The situation of policy implementation status was analyzed by using both primary and secondary information collected from working schools/areas in Lalitpur during the field mission as follows:

Table 2: Practices of educational policies in working areas

Educational Policies	Practices
Improving Quality of School Education	
1. Build trust and confidence of parents in the public school system by improving the delivery and quality of education services.	Students learning and classroom teaching are yet to prioritize by SMCs and DEOs. There is no engagement of VDC for quality education.
2. Fulfill prioritized minimum enabling conditions (PMECs) and ensuring equitable support.	This has not been prioritized as many schools do not have minimum enabling conditions
3. Adopt the National Curriculum framework (NCF) as the basis for core curricula and local curricula. Schools were encouraged for local curriculum and CAS implementation.	Curriculum has not been used in school. Just textbook teaching takes place. English is being initiated as local curricula as in Pvt schools. CAS is not operational.
4. Promote mother tongue/ multi-lingual in early grades for better learning	Neither teachers are trained nor do schools introduce it. Nepali is used as medium.
5. Employ CF and flexible learning approaches to respond to diverse needs and learners' pace of learning.	No child focused teaching and learning practices. Schools are rigid on timing and no flexible or remedial class.
6. Implement continuous assessment of students with the remedial support systems for better learning.	CAS was talked once but has not followed up for student learning assessment
7. Appoint qualified HTs and build capacity of HTs and members of SMCs/PTAs for quality education and school management.	HTs are not appointed and trained in par with SSRP. SMCs do not know roles/mandates. Classroom issues are not in meeting agenda
8. Provide demand driven training to teachers and improve instructional processes under TPD	TPD introduced only for Govt teachers but has not brought any changed in classrooms
9. Maintain student teacher and school teacher ratio (1:37 & 1:3 by 2013/14) with a view to increase female teachers' participation	Teachers' deployment did not take place, as there is no enough teacher quota and political consensus. A few female are volunteers.
10. Implement free & compulsory basic education with incentives for 100% children enrolled and retaining schools	One school in project areas claims of 100% enrollment but has not monitored and declared.
Children and Parents' Participation	
1. Ensure children/parents' participation to formulate plans, policies and school calendar	Child clubs are not part of formulating school improvement plan and education calendar
2. Form child club in each school and establish a network in each VDC/district	Child clubs are formed in each school and VDC network exists in three VDCs

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Educational Policies	Practices
3. Promote child participation in every aspects of public spheres including in local planning process	Not yet sensitized stakeholders as children are not invited in HPMC, SMC, WCFs, CACs and IPFCs
4. Establish planning and coordination meeting among GOs and NGOs to promote children and parent participation	District education network exists and discusses educational issues but not participation issues
5. Develop capacity of child clubs and SMCs to promote children's rights in school	Loo Niva provided few ECA materials and but does not train child club leaders/members
6. Apply code of conduct and CFS framework in school and among education stakeholders	Code of conduct is printed on school wall but no one monitors/ reviews its implementation

The above table clearly shows that education related policies are not available and practiced at local level. The understanding and implementation of those policies among local level stakeholders was minimal. The role of Loo Niva is very instrumental for reducing the gaps between policies and practices at least in its working schools, communities and VDCs and making state mechanism accountable and responsive which is not taking place. The project should have more focus to make education authorities and local government more aware and responsible on child rights and school governance issues. Child clubs should have a checklist of children's entitlements from local agencies and authorities to claim their rights.

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General Findings of the Evaluation

With the four different objectives, Loo Niva has started its project in three VDCs of southern Lalitpur. Generally, its motive was to make effective involvement of local government (VEC, DEC) both in education planning and management. The overall purpose is to contribute to enhance marginalized children's right to education with improved governance and management of education in Nepal. Though there are certain rules and regulation to maintain governance and management in schools in the educational acts and regulation, there still arise several questions on it. There are many reasons behind this, and one of the reasons might be the remoteness of the settlements and limited availability of resources and regular monitoring and guiding from officials are hampering the provision to have governed and managed school to provide quality education. Loo Niva has done its interventions systematically to bring changes from transactional approach, which can be summarized as follows:

Government Bodies in Maintaining Governance and Management

SMC and PTA were formed in all the visited schools. In few schools, it was from some years before and in some schools, Loo Niva initiated to form it. One of the SMC members said, "There was SMC in school but was not active, it was just as for name, one of the brother from Loo Niva guided and supported in forming it and let us know the duties of ours." They seemed to be well known about their duties as they also had attended few trainings and workshop conducted by Loo Niva and Government of Education.

Most of the chairs are also the important personnel of the related village and few were also the former chairperson of their ward. They were active in speaking and one of the chairperson said, "I have gone to DEO also when the budget was not being given to the school". Another SMC chair seemed to be after the HT and was asking him many questions regarding the remaining scholarship money and the budget of the building which was under construction (not completed till the study period). The HT was not being able to answer any of the questions neither he was able to show the documents, the evaluation team was asking.

These activities showed that SMC members seemed to be aware and active but only on financial matters. On the other hand, HT was ignoring SMC chair's statement and questions, these demonstrate that there still is the hegemony of HT as SMC seemed helpless and poor but still they are involving in some management aspects. Trainings are being given to HTs,

Box: 2

Child Club Halts Early Marriage

Child clubs in all of the visited schools are formed with the initiation of LooNiva social mobilizers and most of them seemed to be active more on ECA than on other learning activities. By being in the CC, students have become active, aware and out-spoken. For example, students in this part, especially from grade 4-5 starts to get married by their own or parent's choice. For this, the chairperson of child club of Ashrang VDC said that because of the awareness among child club members, the rate of child-marriage has decreased, but still it has not yet been eliminated as it would take time. They are conducting road-play (Sadaknatak) related to early marriage too.

The child club members believe that the district is in the development phase, so it may take time for change. It seemed that the villagers along with the child club members took the changes as a positive sign and of satisfactory as they believe changes takes time for improvement in such a deprived place. Further, the CC members can be made more effective by giving them life skill trainings and also by focusing on learning activities too like in ECA. Child club should not only mean as ECA in others' eye as it is being in most of the cases.

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SMC/PTA members regarding governance and accountability. The trainings, workshops and on school governance and accountability jointly organized by Loo Niva and DEOs were of high quality, relevant and practical. However, follow up for its implementation is not seen from education authorities.

Regarding the regularity of teachers and students, SMC members in one school seemed neglected while in other schools, they monitored school quite often. In the school where SMC neglects are not their fault, they are not invited and showed any respect on their words. According to the SMC Chair of that school, HT himself remain absent for several days without any notice. Hence, when the commanding bodies are not following the rules than it is meaningless to expect good from others.

Political interference in school and teachers' management (HT or SMC chair led) is visible in each school, due to lack of elected local government and political instability at national level.

One of the HTs in one primary school of Thuladurlung is from different ethnicity and different district and there seems less support to him in regular school work by parents and community people. In that particular school, there was a vacant post for a teacher, and for that post there was conflict between SMC and HT. HT wanted to bring teacher from his side and SMC wanted to have teacher from their side. So the political influence in hiring teacher can be seen.

The remarkable thing that has changed after Loo Niva's intervention is involvement of SMC in any kinds of construction work. They make the committee and then only start work. Different groups along with SMC and child clubs are aware about the separate budget allocation on their group name and they also have utilized it with the general agreement of the group. One of the youth

member said that they have invested the fund of different group of that village in constructing a temple in a common place. This showed the emotion touch of the groups. And that might be the reason no one denied on building temple which was damaged because of earthquake. In contrary to this, child club members raised their disagreement before the evaluation team on spending their fund jointly with youth and other groups in constructing gate. But according to them, their voice was not heard as the youth council them saying that they also use the road gate and temple. Hence, there is the awareness among the people on funds on different headings though they are yet to follow it.

Box 3:

Child Club Raises Fund Locally

In Janak Secondary School of Gimdee VDC, the CC members organized momo selling program. This was done after the instruction of their CC teacher and LooNiva social mobilizer. They made momo by themselves, and for that they took all the ingredients by borrowing in the local shops which they paid after selling it. The huge mass was there to buy or to say to encourage them too. They then kept as the CC fund. But, it was kept personally by the chairperson of CC. After the month of the fund raising program also, they have not yet utilized it in any way. Teachers also did not show any concern once the program was completed. This showed that there still is less knowledge on the accountable part in CC.

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Vibrant SMC and Still PTA

The role of SMC as mentioned above seemed to be understood by its member and the school themselves. The person who stand for the post and who made them stand seek to be active and respected by all. It is not only to make the job done easily in the school but also in the DEO. For this one of the members of SMC from Ashrang said, "We do not know anything so we nominated him (showing the SMC Chair), as he also used to work in ward office as a secretary."

But in contrary to this, the formation of PTA was not given of much value as to SMC formation and any parents were selected for that. Not only this, but also the meetings were never called for PTA only, they were called jointly where their voice is dominated by SMC members. This is the evidence that the budgetary part only matters as SMC are responsible to get involve in those things and regarding PTA, they specially are formed for quality education, which is not yet prioritized by any stakeholders of the school. Hence, as presented above, the PTA members are still and staying as in the tokenistic post. The stakeholders seemed to be unknown about their role in maintaining quality education.

Government is giving away rights, duties and had formed different group in order to provide quality education to all, but this mission is being neglected and rather than keeping children in mind, institution and their profit out of it is being taken. It showed that Loo Niva has focused most on its formation but yet to see its function part.

When the evaluation team was conducting FGD with SMC and PTA members, there was not even a single statement from parents' side, but when they were asked to say their views, they also said that all have been talked by SMC friends and they also have the same view. One of the PTA member from Thuladurlung accepted that they were never been called for separate meetings and were never discussed on quality education. They were blaming HT and HT was also there without saying a word on the blames made for him. In other schools, the scenario was different, in Gimdi and Ashrang, there seems respect to HT and SMC members both though PTA seemed merged with SMC. This give away the evidence that where there is strong leadership of HT, the duties of each other is done properly.

Box 4:

Head Teacher: A Pedagogical Leader of Teachers

A HT with strong leadership upholds the teaching learning activities but weak HT brings problem in school. In one of the primary school, HT himself remain absent for days and have no proper accounting and documentation system. The problem between HT and SMC chair can be seen and the teachers also are unsatisfied with HT and their role. As a result, teacher become ignorant in teaching which effects students learning achievement, higher dropout rates and less enrollment in school.

Ownership and Engagement of Parents and Local Communities

Different researches showed that the involvement of parents and community people is essential for the better school management and to provide quality education to the students. Education is a tri-polar process having interaction between teachers, students and parents. However, the scenario seen in the field is different; parents and students are less consulted and engaged in teaching learning process. The parents who are in the PTA are also not active and the rest of the parents are also not engaged meaningfully.

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In the parents and community interaction in Thuladurlung, most of the parents have visited to join the FGD called by the social mobilizer for the evaluation work. The huge participation of parents in a sight has brought the hope of their proper involvement in school but this was in vein. One of the parents said, "We are never called here in school and when we come to drop our children, that time also we are not talked properly by teachers." Another parent said, "We do not know much and cannot give suggestion as we are uneducated so we also do not interfere." They still agreed that they were told about their engagement and participation in school by social mobilizer of Loo Niva.

There were less interactions between students and teachers, students and SMC/PTA, parents and SMC/PTA, and teachers and SMC/PTA. The case is same in other two VDCs. Neither the parents are called nor do they visit themselves. They are called just once in a year i.e. school day celebration. One of the duties of SMC and PTA is to convey the activities to other parents which seemed missing. Consequently, the feeling of ownership and belongingness from parents and communities is lacking. This has further affected on the security of school as well.

SIP and Social Audit: Ritual then a Reality

With the purpose of maintaining transparency and accountability, Government of education has made compulsion to prepare SIP and Social Audit in the presence of parents and SMC respectively. This has been only as a talk of the town in each school and project areas. Regarding the SIP, HTs showed years old plan which was not further worked yearly. Only to get the quarterly salary, they are doing it. Each school has initiated to do social audit, parents meeting, financial audit and activation of child clubs, but still it needs a long term investment and capacity building of local stakeholders to institutionalize it.

Formation and Function of Child Club

In all the projected schools, there was formation of child club. This formation seems to be the avenue to engage with children and their interactions with school stakeholders to make them accountable and responsive. The Students in child club has become outspoken and raise their voice for their rights inside and outside school. One of the child club members said "We go and check in VEC for our fund and use it according to the need and necessity." In all child clubs, the teacher facilitator plays a vital role as he/she is the one who showed then way.

The social mobilizers of Loo Niva also attend some child club meetings and guide them to conduct meeting and extra-curricular activities (ECA). Students initiating and engaging in ECA is a good part but CCs are found to be only for ECA but not for learning purpose, neither are they made involve in any meetings of the school.

Box 5:

Utility of Fund: A Social Interest

Child club, Mothers' groups are aware about getting targeted fund from local government on their issues and priorities. They visit VDC, VEC to get it but when it comes to the name of utility, one of the youth said proudly that they invest it in making the temple in nearby common place. It was found that either they make temple or gate with mutual agreement of the different group of receivers. This is the example of not being fully aware on their rights and proper utilization of it.

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Some remarkable activities like road drama regarding early child marriage and MoMo making and selling for fund raising purpose. The child club chairperson of Gimdi VDC said, "we ourselves call the meetings and talk about conducting ECA programs but till the date we are not been invited in any of the school meetings." So, for the further plan for CC, there is plenty of work to work-out to have effective participation of CC members in school governance and management and also in children learning.

Concentration of Government of Education: Hardware rather than Software

As one of the objective of Loo Niva is to form SMC, PTA and CC, the project has formed and activated, 18 SMCs, 18 PTAs and 21 CCs in all working schools in presence of school supervisor and if not in the availability of the resource persons. However, as stated above, the chairperson domination is visible in each local structure. The School along with its stakeholders is found to be paying attention on student enrollment, infrastructure development and teachers' recruitment.

Students' retention and learning achievement and school governance is yet to be prioritized. Loo Niva was successful in forming VEC but yet to activate and mobilize them on school governance and educational issues. The project could bring better results of the project if RPs and VECs were active to promote cross-learning among teachers, among child clubs, among SMC/PTA members and between schools.

Loo Niva also has given trainings and workshop on school governance from the educational experts. Schools need more support to change their priority towards school governance and quality education. There is good coordination with DEO but not fertilized with RCs and non-project schools

Increased cooperation with stakeholders

SMC and PTA meetings were hard to organize, according to the HT of Ashrang, but from the support and guidance of LooNiva project, it is being conducted in a regular basis. This has somehow increased the feeling of belongingness towards the school and also has increased cooperation.

With the formation of SMC and PTA, it is also necessary to know about their roles and responsibilities. The parents of different schools accepted that Loo Niva has helped in its formation where it was yet to form. One of the SMC chair was after the HT and was asking to show all the accounts of building infrastructure, while other SMC was aware that not even a single decision can be made from school without SMC agreement, especially in fund management. In contrary to this, PTA seemed to be passive and as per their duties on quality education, it seems negligence from them just being witness of SMC meeting.

Similarly, child clubs in Loo Niva's working areas are also raising educational issues with its teacher and has raised voiced for their rights in-out the school. Children has demanded to have a checklist of their

Box 6:

Ritual Parental Engagement in SIP

Government of Nepal has made compulsion to prepare SIP as 5 year plan with an update each year. Loo Niva also has focused on its preparation to its projected schools though it has been taken only as compulsion. Most of the schools has not completed this task and Loo Niva also has stated its importance but not in its preparation and implementation. That is the reason, most of the teachers asked for the training to prepare and implement it. The thrust to learn for the betterment of school can be seen.

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entitlements from school (textbooks and scholarship) and local VDC (social allowance, birth certificate and 10% budget on children's issues) so that they monitor its delivery to eligible children. They came to know about this from the meetings they attended in LooNiva. There was a communication gaps between Loo Niva, focal teachers and school administration about Loo Niva's support to child clubs and ECA. School based child club are formed linking them to the VDC level child club network with minimum orientation on their roles and responsibilities. There is an 11-15-member executive committee in each child club where maximum students were from grade 8, 9 and 10. As CC do not collect and share meeting agenda/minutes, there is need to start accountability of child clubs by sharing meeting outcomes and issues of students in each grade.

Ward citizen forums (WCF) and VDCs are instrumental for bottom up planning process where education is a priority sector. However, there is no institutional linkages and communication between WCF, schools and VDCs for improving quality of education in community schools. There is a need to have more collaboration between schools and VDCs in promoting child friendliness in schools and communities as a part of child friendly local governance strategy of 2011 and national children's policy 2012.

Enhancing Capacity of Loo Niva

Loo Niva is being taken as a good supporter by the local teachers and parents especially on child friendly schooling, child club facilitation, good governance, and local material development, and exposure visit. As Loo Niva is working against children violence, when the team was in Ashrang VDC, one of the parents came and asked for a favor as his elder daughter was facing some difficulties with punishment from her teachers in school. He shared it with a hope to get solution and justice. From this, it can be best summarized the works and hopes Loo Niva has shown to the parents in their projected areas. Community schools have more expectations from Loo Niva to improve quality of education through strengthening school governance.

As far as maintaining cordial relationship with all the stakeholders in the district is concerned, there was praiseworthy coordination with the DEO and district stakeholders but not fertilized with RCs and non-projected schools. It was able to make the DEO a part of this project and they are now more responsible towards the development of education system. Regular meetings were found to be effective at district level. There is a need to have better communication, cooperation and collaboration between schools and DEO with the support from NGOs like Loo Niva and local FMs. As far as the capacity of Loo Niva, Capacity of Loo Niva enhanced on PCM and M and E but not practiced and utilized in field and Good foundations for change are set up but need to capitalize and scale up.

Functioning of Education Stakeholders

The evaluation team had studied roles, mandates and functions of different stakeholders on child rights and quality education. Most of the stakeholders at local level were not aware about policies and norms of SSRP/education. The assigned roles fulfilled by stakeholders were observed, discussed in FGD and verified from official records of schools. The team found the following practices among stakeholders including children of five visited schools:

Table 3: Functionalities of education stakeholders

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Stakeholders	Roles/mandates/functions	Practices
Head Teachers	<ul style="list-style-type: none"> • Appoint HTs on seniority and competency for school leadership • Guardian of students • Administrative and managerial functions • Pedagogical leadership to teachers • Community relations • School leadership/management 	<ul style="list-style-type: none"> • Only two HTs are as per SSRP norms and standards • Students are afraid of HTs • Weak leadership and school management • No confidence/support from teachers • Less engagement of parents/VDCs • Leadership conflict -SMC chair or HT
Children	<ul style="list-style-type: none"> • Promote child rights • Actively engaged in learning process • Participate in school activities • Run extra-curricular activities 	<ul style="list-style-type: none"> • Children are not regular • Students are passive learner/listeners • Few take part in ECA • Teachers facilitate the Friday program
Teachers	<ul style="list-style-type: none"> • Facilitate teaching learning process • Classroom management and delivery • Local material development and use • Build school –community relations • Get update on new curricula, policies and learning methods 	<ul style="list-style-type: none"> • Poor preparation, lecturing in class • Low motivation, confidence and learning/updating • No lesson plans, curriculum, teacher guide and education materials in use • No accountably mechanism
Parents	<ul style="list-style-type: none"> • Carry out action research for learning • Create/support learning environment for children at home and in school • Visit school frequently/discuss with teachers about children’s learning • Participation in school meetings • Provide necessary materials to children • Support to improve quality of education 	<ul style="list-style-type: none"> • Action research does not exist • Poor ownership, motivation and participation in schools • Unfamiliar with their roles and functions in schools • Parents rarely visit schools and support children for their learning • Parents send children to school but do not work for quality improvement
SMC	<ul style="list-style-type: none"> • Meet once in two months and make overall plan of schools • Be responsive for school performance • Support HTs on teaching learning • Take leadership of school management • Generate and mobilize resources and networks for quality improvement • Plan, approve and monitor SIP • Monitoring and review school operation 	<ul style="list-style-type: none"> • Meetings are not regular and do not discuss on class room issues • Weak coordination among members, HTs and VDCs • Focus on infrastructure and teachers recruitment • Passive roles in school management, • No updated SIP and school budget • There is no routine among SMC for school monitoring
PTA	<ul style="list-style-type: none"> • Focus on quality improvement • More interaction between parents, students and teachers for learning • Carry out social audit for quality • Monitor work of SMCs 	<ul style="list-style-type: none"> • Don’t understand their roles • No interaction in schools • Chair of PTA participate in SMC as observer, no meetings at all • Signs social audit made by HTs
RP/SS	<ul style="list-style-type: none"> • Provide professional support to teachers • Provide managerial support to HT/SMC/PTA • Bridge between DEO/VDC/Schools • Orient new policies/guidelines/plans • Monitor and supervise school operation 	<ul style="list-style-type: none"> • RPs do not engage with teachers and learning interventions • Messenger between HTs and DEOs • Collect data from HTs in HQs • Does not meet SMCs and PTAs • Verbally discusses in RC meeting

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Stakeholders	Roles/mandates/functions	Practices
VDC	<ul style="list-style-type: none"> • Approve ECED centres • Form and mobilize VECs/SMCs • Improve quality of school education • Support SIP implementation • Allocate at least 10% budget to children and child clubs 	<ul style="list-style-type: none"> • Visit school twice a year • DEO approves ECED centers • VEC is formed but not functional • No plan for quality improvement • VDC do not support for SIP • Claims 10% budget allocated to children's issues
DEO	<ul style="list-style-type: none"> • Approve school quota and teachers • Provide grant and technical support to schools on time • Monitor/supervise HTs, SMCs, PTAs and school performance • Issue and orient new guidelines, policies, norms and manuals • Reallocate teachers/resources/ schools • Ensure quality education for all children 	<ul style="list-style-type: none"> • Follows DEP but no teachers quota • Grant goes to school late but not technical support in a routine • Collects school data and list of SMC, PTA members • Circular goes with first trimester release on new policies • This is pending with political pressure • Focus is on enrolment not in quality

The above table shows that education actors and stakeholders are less aware about their roles and mandates in each school. There is no proper training, follow up and monitoring mechanism from education authorities to reduce the gaps between assigned roles and performance of each stakeholder. The role of Loo Niva, as the watchdog to make education institutions responsible and accountable for providing quality education services, is not visible. The project has initiated to educate them on their roles in few schools. Loo Niva can work better with education authorities to strengthen monitoring functions so that delivery of quality education to all children as entitlements is fulfilled as per rules, regulations, policies and plans of the government.

Assessment of Project Outcomes

The Project had one purpose and three outcomes to achieve during the Project period. The project aims to improve quality of education with improvement in quality to educational facilities in project area so that: i) stakeholder feel quality of education has risen; ii) number of children continuing quality of education with financial support increases; and iii) number of students passing the primary level rise by 10% in project VDCs.

The detail outcomes delivered by Project is shown in [Annexure 5 Progress against Expected Results](#). The summary of project interventions, target and achievement in each outcome are as follows:

Result 1: Enhanced Engagement of Local Government in Education Management

The project has intended to achieve an active engagement and ownership of education sector by local government in project location and reflection of the learning at national level. The active engagement and ownership by local government is not visible through active and functional village education committee and district education committee, comprehensive village education plan and district education plan, increased budget allocation on education sector by local government. The project had interventions of capacity building, policy

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advocacy, collaborative action with local governments, education authorities and national ministry responsible for local governance and education.

Targets	Achievements	Remarks
<ul style="list-style-type: none"> 37 members are organized in 3 VECs and one DEC and are trained on VEC/DEC role and mandates along with mainstreaming disability in local education plan. 	<ul style="list-style-type: none"> The nine Resource Persons, 3 Social Mobilizers and 5 VDC staffs were trained on VEC and VEP VEC members- 218 (88F) 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> 3 project VECs and one DEC have developed and applied village education plan and district education plan including provisions of inclusion in education with reference to children with disability. 	<ul style="list-style-type: none"> Three VECs are formed but not functional. Due to absence of elected local government. 5 VECs are developed and another 6 in process 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> VEC and DEC will have 60 local events and actions for promoting education for all in project locations. 	<ul style="list-style-type: none"> The three VEC have been formed and five Resource Centres were supported. 18 schools from project areas have been supported for class room and material management to ECD centers based on the plan in VEPs 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> At national level representatives from local education mechanism, stakeholders and civil society people will have advocacy and influence on revisiting SSRP, and promoting role of local government in education through 2 days national level policy dialogue. 	<ul style="list-style-type: none"> The National Education Governance Seminar raised the issue of good education governance into discussion and introduced the need for development initiatives in Southern Lalitpur 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> All VDC officials and public school head teachers have been provided orientation to initiate for village education plan through 15 resource centres in Lalitpur district 	<ul style="list-style-type: none"> 218 VDC/VEC member and 63 head teachers and 30 teachers have been provided the orientations to initiate VEP through 5 resource centers 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> 300 copies of training manual developed for VEC/DEC members 2000 copies of VEC/DEC handbook published and shared to DEC/VEC 	<ul style="list-style-type: none"> VEC/DEC training manual- 300 copies VEC/DEC Handbook – was removed during budget adjustment 	<ul style="list-style-type: none">

Result 2: Improved Access of Stakeholders in School Governance

The project intended to achieve is increment in net enrolment rate, increased number of schools having school improvement plan and annual implementation plan, reduced number of absentee teacher, increased rate of progression ratio among students, increased number of regularly reformed, trained and active SMC; increased status inclusiveness in school through increased enrolment of children with disability; and schools performing social audit. All these activities lead to ensure all children's right to education and also improved governance, management and enrolment and quality of education in project location

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Targets	Achievements	Remarks
<ul style="list-style-type: none"> Updated records of SMC/PTA/CC status in district by Lalitpur DEO office. 	<ul style="list-style-type: none"> collected the formation, members and meeting no. decisions status of SMC/PTA/CC by DEO Lalitpur and also collected the information about SMC/PTA/CC through baseline The 120 (80 Boys, 40 Girls) dalit, marginalized, disabled, hard to reach and out of school children have access to school education with scholarships and education materials as per their need. 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> 30 trainers on educational governance, policies and practice are available in resource centre and DEO. 	<ul style="list-style-type: none"> 16 DEO RPs and SS were given ToT Child clubs (CC) were formed in all 14 schools and 3 community based child clubs were established in the three VDCs. 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> 270 SMC/PTA members are trained on inclusive and transparent school governance. 	<ul style="list-style-type: none"> 279 (M-199, F- 80) SMC/PTA members were trained on their role and responsibility in school governance and 50 members including PTA and head teachers in social audits. Published three issues annual National Media Survey on School Education Problems and Good Practices in Nepal. 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> 6 schools have ICT in use for school management; 19 have annual implementation plan and school improvement plan. 	<ul style="list-style-type: none"> Seven Teachers (6 M, 1 F) from Primary to Higher Secondary school trained on basic of computer operation, computer maintenance followed by use of ICT in education and school administration SIP and ASIP -18 schools 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> 1000 copies HT/Principal handbook are produced and distributed. 	<ul style="list-style-type: none"> 1000 copies of school governance handbook was produced and shared 	<ul style="list-style-type: none">

Result 3: Increased Engagement of Stakeholders in School Management

The project engaged children, parents and community in planning and supporting educational programs in community. Engagement of parents, community and children contributed to make active and functional village education committee, formulation village education plan, functional children's clubs, number of community campaign and events organized by VEC, PTA and children's clubs, consultation organized by local government with community people on formulation of local education planning and policy formation. The project provided training, resource material distribution and collaborative actions with VEC, PTA children's clubs as well as local government and education authorities to attain outcome.

Targets	Achievements	Remarks
<ul style="list-style-type: none"> 1500 parents (900 women, 600 men) are informed on 	<ul style="list-style-type: none"> The 6 schools printed citizen charter to follow 	<ul style="list-style-type: none">

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<p>importance of education, disability issues and education for all.</p>	<ul style="list-style-type: none"> • 18 schools were supported with match fund for small scale infrastructure (like class room plastering, fencing, CF furniture, toilet maintenance, ECD management, library updating etc.) • The trained youth volunteers conducted more than 40 community awareness events reaching more than 1000 on the importance of education 	
<ul style="list-style-type: none"> • 3000 copies of brochure on every subject: importance of education to reduce poverty, on inclusive education and rights of children with disability and parents' role on improving quality of education is published and distributed. 	<ul style="list-style-type: none"> • Loo Niva produced and distributed 2000 copies of parental awareness brochure on the importance of education in reducing poverty, and on inclusive education 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • 1000 children are organized and engaged in participation and recreational campaign on right to education through 350 child clubs activities. 	<ul style="list-style-type: none"> • Six children's magazine, Baal Udhyan , 500 copies of each issue biannually was produced bimonthly and distributed widely. • The 35 school students were informed on affects of child marriages and ways to aware the community and peers through child clubs drama and IEC materials. It has raised the awareness on the issue. 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • 90 child clubs leaders are trained on child club functioning and leadership. • 90 child club leaders are educated on bringing children with disability in school. 	<ul style="list-style-type: none"> • 36 CC leaders trained in life skills and making effective, functional child clubs are implementing the skills in their respective child clubs and are improving the child club activities and doing effective campaigns like child marriage issues, education transparency and resiliency and disaster preparedness 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Public debate on national budget allocation on education and issues of Nepali education will be exposed through national budget tracking report and national media survey report. 	<ul style="list-style-type: none"> • Loo Niva oriented 23 Journalists and produced three in-depth articles/features on school management, education governance and inclusive education in education magazine. There was one jingle and Public service announcement through 3 local FMs as well 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • 48 SMC, VEC, DEC members and head teachers have live experience on good practices regarding education governance through exposure visit.. 	<ul style="list-style-type: none"> • 40 SMC/VEC/Head teachers have live experience on good practices regarding education governance through exposure visit in 4 different models schools from Lalitpur, Bhaktapur and Kathmandu 	<ul style="list-style-type: none"> •

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Result 4: Enhanced Capacity of Loo Niva in Effective Project Cycle Management

The project has also intended to capacitate the local cooperation partner Loo Niva for effective and efficient implementation of the project. Loo Niva conducted baseline survey in project location for getting information and data at first year. Periodic reviews and planning meeting and workshops are held to assess and analyse the achievement status of the project result. Required trainings and capacity development programs are provided to staffs as per need. Project social audit, final evaluations by external is being done to maintain transparency and accountability.

Targets	Achievements	Remarks
<ul style="list-style-type: none"> 8 staffs are equipped with effective and efficient project management and implementation 	<ul style="list-style-type: none"> 10 Loo Niva staffs were trained on project management and Leadership during several phages of capacity building workshop 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> 6 staffs are capacitated as per need. 	<ul style="list-style-type: none"> 4 staffs were capacitated on Leadership, Anti-corruption and SPSS data entry techniques organized by expert organizations. 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> One project progress documentary, 3 annual project progress reports are published 	<ul style="list-style-type: none"> Three annual reports were published and shared among stakeholders. 	<ul style="list-style-type: none"> Instead of Documentary production, Journalist workshop has been conducted
<ul style="list-style-type: none"> A final evaluation is conducted to assess achievement of the project. 	<ul style="list-style-type: none"> Final evaluation was conducted and a next three years project is in place 	<ul style="list-style-type: none">

The District Project Advisory Committee (DPAC) monitoring visit and Social Audit Program contributed for accountability at the local governance in education. The DEO has been supportive and working together for joint interventions and sustainability. Social audits of the educational bodies for education governance were started to improve the lack of accountability in local educational bodies.

Overall Evaluation of Project

The team evaluated the project outcomes following the five elements of evaluation as defined by OECD/DAC. They include relevancy, efficiency, effectiveness, sustainability and outcomes/results of the Project to the wider society. The following section elaborates the findings of the team:

Relevancy

Relevancy is about usefulness and appropriateness of Project interventions to: i) Beneficiary like students, teachers, parents and education officials; ii) education system like school, VDC and DEO; iii) socio-cultural practices and values; iv) national and local policies including MDGs and EFA, SSRP; and, v) local skills, expertise and environment.

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The beneficiaries and educational institutions appreciate the project interventions supporting to their daily activities and making more relevant to classroom learning. The project promotes access of marginalized children to education, which is a fundamental right of children as per constitution of Nepal 2015 (Article 38). Project supports to fulfill Nepal's commitment to MDGs and EFA as well as its own school sector reform program. In such, this project is much relevant to make a local mechanism responsible to empower SMC, teacher, student, and parents.

Despite the education goal and legal provision achieving to improve the internal efficiency of primary and basic education, the representation and participation of SMC member in the children learning process has minimal. Only head teacher and influential people of the society has been involved in decision making and monitoring of schools. Marginalized parents are rarely included from tokenistic value to endorse those decisions made by head teacher. During the evaluation, one of the women SMC members in Primary School at Asrang opined "*we come to the meeting, mostly the political and influential people make the decision, and we are just observer in the SMC meeting*". None of the school has two members in SMC as include one female member in SMC and PTA as a compulsion of education rule.

SMC of the school is one of the crucial grassroots level structure formed nationwide and could be effective to deal with various issues of school. Because of less parental involvement in school and less monitoring from DEO, activation of SMC and PTA is a right approach, which needs further improvement and follow up from Loo Niva.

The team also found there is need of frequent visit in the project area to energize and to support the school administration for sustaining the outcomes. The project mostly focused in all schools with similar activities not focusing on results. Girls were prioritized in each project intervention as beneficiary.

Thus, the project is highly relevant and appropriate to increase enrollment of marginalized children to quality education by improving physical facilities, school management and governance and capacity of local institutions.

Efficiency

This is about timely delivery of quality inputs including budget, staff and materials; delivery and quality of training, exposure, orientation, mobile meeting and technical support; frequency and quality of monitoring visit and support to schools and other stakeholders; and grievance handling mechanism and procedures.

It was found the project was able to uphold the association with VDC, DEO, SMC, PTA, child club, and teacher's organization and so on. There was a cordial relationship with DEO while formulating the plan and organizing different interventions. DEO said, "*Loo Niva is a part of our office. We consult them even to make the regular government interventions more effective*". A DEO official said, "*Loo Niva is instrumental for making school and education stakeholders more responsive and accountable as we make budget release and other educational policies public*". The evaluation team suggests using media to promote participation and governance of stakeholders in schools.

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There was regular planning and coordination meeting between Loo Niva and DEO since 2014. Loo Niva coordinates with DEOs for all education interventions including training and orientation to SMC/PTA and teachers. Representatives from DEO (resource person), SMC members, head teacher and child clubs members claimed that grade teachers' monthly mobile meetings are effective which needs to replicate for SMC, HT and Child Clubs to discuss the challenges and problems encountered and ways to overcome them turn by turn in different schools. This mobile meeting is very efficient and effective for learning and sharing. A teacher from Janak SS claimed, *"We have many things to learn from each other. A mobile meeting organized in my school changed my thinking and attitude, as early grade teachers are not good in Mathematics how can I get good students in grade eight. Now we organize monthly meeting among math teachers to support each other"*.

The team received a positive indication about Loo Niva from village and district level stakeholders in regard to their pro-activeness and timely delivery of materials and inputs based on its plan. DEO said coordination with Loo Niva would remain effective for the improvement of quality of education but this project needs expanding to other schools and VDCs starting from learning and sharing good practices and strengthening RPs/HTs. It was noteworthy that stakeholders feel that Loo Niva is transparent and efficient in term of delivery of its annual plans and responding the needs of local schools.

Effectiveness

Project effectiveness is measured in terms of increasing enrollment, improving quality of education, promoting safe and friendly environment to children, increasing internal efficiency and transparent management system of school and providing technical inputs and support to deliver outputs of the Project. Female friendly interventions were introduced with girls' toilets and inviting one-third girls in child club.

The team found Project has delivered its outputs thinly spreading to fewer grades of all schools. We observed many schools has developed SIP plan, offered training to teachers, supported teaching and learning materials, providing support to poor children with educational materials, door to door campaign and infrastructural support. The targeting limited number of teachers and classrooms of early grades only does not bring qualitative changes in the entire school.

Strengthening SMCs, PTAs, child clubs were some of the strategies where there is domination of head teacher/ teachers. There is good support from VDC for infrastructure development and teacher salary. Village education committees are formed but not functional. Most of the VEC, SMC and PTA members were less aware about their roles and mandates. Children are less aware as rights-holders on the rights and entitlements in schools and VDCs. A SMC chairperson in a secondary school said, *"Our head teacher take decision of all the activities; we come school once in month if school head teacher calls us to sign the minutes"*. While going through the minutes of SMC and PTA, team noted less attendance of female members compare with male counterparts.

The transaction approach of project did not pay attention to improve quality of school education. Participation of children in classrooms and parents' engagement in children's

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learning was minimal. Mothers' engagement in grade teaching classes was comparatively better than in schools due to parenting education at the beginning of Project. Thus, participation of the community so far in planning process, though initiated is still in its infancy. It seems that a vast majority belong to the lower end of participation ladder as defined by Hart.

The team also observed that all project activities were completed but there was less focus on result of those activities as interventions were thinly spread in all schools of working areas and learning achievement was not followed up.

Sustainability

The team used several dimensions of sustainability. They include: i) continuation of services and benefits at local levels; ii) internalizing the issues and local institutions into Loo Niva and DEO's interventions; iii) scaling up the learning and good practices by other schools and agencies; and iv) taking few project initiatives by neighboring non-project schools/VDCs.

The team found that training, orientation and interactions are self-sustaining in terms of continuing its benefits. Infrastructure development and renovation in schools will continue from local authorities. Classroom pedagogy and provisions of learning materials are less sustainable until RPs and DEOs include them in their budget and monitoring system.

Functional local committees and institutions like effective SMCs, active PTAs and child clubs can sustain project interventions and benefits in collaboration with VDCs and DEOs. These institutions are put in place and few of them are trained, however, follow up is weak. Female population is high in the field due to male counterparts migrated to India for seasonal work, however, female participation was minimal in each activity.

Similarly, elite domination in school level planning, M&E, and other supervisory process, which meant to be participatory, reduces the chances of ownership feeling, a fundamental requisite to the sustainability. Project intervention created the environment collaborating with the VDC for school infrastructure. However, team could not find scaling up or spreading of few interventions in neighboring none-project schools and VDCs.

Conclusion and Recommendation

Conclusion

The project “Education Governance Project in Lalitpur” has taken good initiatives to improve school governance that contributes to bring back vulnerable and marginalized children to school and providing quality education. Due to this project there are few positive changes and almost all children were enrolled in schools that we visited but not properly followed up. Also here is improved school infrastructure, continuity in providing education materials and support to vulnerable and marginalized children are the key factors to retain them in school. We also found the child clubs formation and their empowerment found one of the most important aspects of co-curricular activities in school.

Loo Niva was a right partner for school governance and quality education project with appropriate experiences, learning, networking and internal management system. Project as such was relevant and appropriate in education sector where government of Nepal prioritizes improving internal efficiency and governance as one of the four priorities areas in SSDP. Project was efficient and effective in term of improving school governance and education services in working areas from transactional approach and was less focused from transformational approach in producing and sustaining results. Girl and disable children friendly interventions were minimal.

Project has been able to bring all the stakeholders in education sector at district and community level together for the development of education system in district. And there is need of frequent mobile meeting with DEO officials, SMCs, PTA and HTs. Child clubs has yet to work for learning from each other.

The community people still feel that teachers are responsible for schools not the parents. There is increasing trend of women and marginalized community in school education but the participation level is just for token of granted, their voices are not counted for decision making.

Local communities and education authorities are focusing still on enrollment, not in improving classroom learning. SMC and HTs are paying attention for infrastructures development and teacher recruitment, but not on classroom pedagogy and learning materials. PTAs are formed but they are not functional to improve quality of education. PTA chair is generally invited in SMC meeting. National framework on child friendly school for quality education has not been understood and promoted by local education stakeholders.

Curriculum and teacher guide are not in used. There was orientation on continuous assessment system, but not in practiced as most of schools do not have learning materials and appropriate teachers. Scholarship is distributed to all students not only for eligible students. DEOs are not able to recruit HTs as per SSRP norms and HTs do not have competency and confidence to do monitoring the classes of teachers. There are very few female teachers in schools mostly locally hired one. Most of schools and teachers do not have school calendar and lesson plans. RP/SSs rarely visit schools and provide support to teachers and SMC/PTA.

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School has to start making washing and cleaning classes every week with all students so that they have clean cloth, haircut and proper sanitation. Toilets are constructed in each school but are not clean and properly used. Child protection has not yet been an issue in school, as HTs and teachers training under TPD do not cover these topics. School as zone of peace was entered into school as a slogan.

Few schools have code of conduct put on the wall but have not followed up from child clubs and school management. Children's abuse, exploitation, discrimination and violence have not prioritized in the agenda of SMC and PTA meeting. There is no grade wise parents' meeting. Parents are called only for annual meeting in schools.

School based child club are formed linking them to the VDC level child club network with minimum orientation on their roles and responsibilities. There is an 11-15 member executive committee in each child club. Leaders of child club do not communicate with students of each grade about their work and issues.

Child clubs conduct extracurricular activities when they get support from Loo Niva. Most of the child clubs of working areas are not affiliated to district child welfare board. Child club representatives are not communicating with general students. Sport materials are not prioritized for girls and early grade students.

SMC and PTA do not know their roles and mandates. Social audit has not been done following the guidelines but a report is submitted to DEO. Children are not consulted by HTs and SMCs for making SIP, flash report and education calendar. VDCs are not concerned with quality improvement in child clubs, ECED and primary schools, but they are supporting for school construction and teachers salary.

Because of low acceptance by HTs and poor capacity and competencies of social mobilizers' inputs to schools and education stakeholders from Loo Niva on social mobilization, education service delivery and quality improvement in classroom pedagogy is minimal. There is gap in process documentation and following the results of its interventions. Learning and good practices of each school are not shared and disseminated each other.

Overall Recommendation

There is a need of empowering communities (mobilization of parents) to raise their voice and claim their rights from authorities and education service providers. Children and child clubs can be change agent with a provision of training and exposure to them on their rights and duties of adults and their institutions towards children. Empowered child clubs make school management more responsive and accountable to children and their needs.

Parental education training is essential dimension to empower to make parents more responsible towards their children and school. The student's promotion must be increased and also project should focus on the retaining students and improving teaching learning processes in the classrooms. Furthermore, local government was not so visible in educational issues and planning process, the second phase project should collaborate with new elected

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officials and recently establishment local government units which will operate with executive, judiciary and parliamentary functions.

School based training targeting to all teachers and SMC and PTA members to be prioritized. Female member in SMC must be empowered and participation must be increased for more transparent and accountable school system. This can be linked with ward citizen forum and citizen awareness centers of local government under the village education committee.

Loo Niva, being the only one NGO working in quality aspects of school education and education governance as claimed by DEO, has done very good work in 18 selected schools of Lalitpur. The evaluation team strongly suggests Loo Niva and the Interpedia to revisit the project priorities, implementation modalities and strategies in the second phase of “Education Governance” project.

After the promulgation of new constitution in 2015 and establishment of local government unit with executive, judiciary and parliament power in 2017, the project should work closely with the newly elected local government of Southern Lalitpur with the following shift:

- i) Transactional (activity orientation) focus to transformational approach (result/outcome) for making SMCs and local government more accountable and responsive to deliver quality education;
- ii) Individual approach (targeting HT, focal teacher, SMC chair) of support system to institutionalization of collaboration and partnership with local institutions like all teachers and members of SMC/PTA;
- iii) Bilateral cooperation (Loo Niva and school) to multilateral collaboration (school, local government, Loo Niva and other agencies) with matching fund between stakeholders;
- iv) Fragmented project approach (targeting few activities in school) and to holistic and integrated institutional system approach (targeting all aspects of schools and its management system like monthly HT meeting at RC, RP/SS meeting at DEO and bottom up planning process of local government; and
- v) Directly work with Bagmati Gaopalika (Rural Municipality) that consists of seven VDCS of that locality and its village education committee to scale up and synergize the learning and good results of EGP – I Phase to all schools.

Project Specific Recommendations

In addition to the above overall recommendations for second phase project execution, the evaluation team would like to make its issue specific recommendation focusing on thematic areas of the Project, which are:

Child Clubs as a Vehicle for Children's Voices and Priorities

- Appoint two teachers (one female) as a focal point for hearing and handling cases of abuse, exploitation, discrimination, bullying and violence in classrooms/schools
- Facilitate and strengthen child club in each school and continuously organize child rights training to students, parents and teachers by linking them with LGCDP and CFLG programs of VDCs and DDCs in cooperation with DCWB

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- Support to carry out extracurricular activities including Friday programme in each school targeting for each grade students with school ownership and co-funding
- Engage child club members into SMC/PTA for SIP and school calendar preparation and implementation with proper communication mechanism to each grade students

Result Based Project Management for Social Transformation

- Review the staffing structure and working modalities to suit with its interventions in the field of quality education and school governance
- Promote tripartite partnership between Loo Niva, CBOs and local government agencies like DEO, VDC for sustainability, local ownership and program impact
- Improve understanding and application of government policies, priorities and plans on education and child rights to reduce the gaps between policies and practices
- Joint monitoring visit (Loo-NIiva-Media-Education Authority) in project could improve accountability and responsiveness of local agencies (SMC, PTA and VDC) in providing quality education to all children.
- Remodel project into transformational approaches focusing on quality improvement of public education, internal efficiency of education institutions with participatory governance and engagement of parents and students in school management.

Focus Internal Governance and Management of School System

- Provide accounting and financial management training,
- Facilitate SIP and Social Audit process;
- Support more collaboration between teachers and SMC/PTA; students and teachers;
- Promote active engagement of VECs and RCs with schools and local institutions;
- Make government policies, norms and entitlements for children and schools into practice.

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Annexure

Annexure 1: Term of Reference for the Final Evaluation

“Education Governance (EG), 2014 - 2016

1. Background and introduction

In 1994, a group of young school going students started the children’s Library with CWIN support. Since then, Loo Niva has come a long way and emerged as a social organization promoting child rights and youth development in Nepal. It was established in 1997 as a non - governmental organization for the best interest of children’s holistic development.

It works with the community at the grassroots level towards preventing exploitation and marginalization of underprivileged children. Loo Niva focus on important aspects of right to education. It has been working with public schools with active child participation in them. Foremost, it is committed to build an optimal and healthy society for children and youths.

Loo Niva is an advocate organization on the right of children and it believes in conducting various programmes for children, youths and community development through a systematic process of empowerment and awareness.

Loo Niva believes in community participation in every works carried for their empowerment and benefits. With the norms of respecting inclusiveness, equitable justice and human rights, Loo Niva believes in strengths of children and youths by utilizing the minimum resources. Loo Niva has for better society through education. In the past Loo Niva has initiated and completed many educational project works. Recently, Loo Niva has been advocating for the overall school improvement and particularly educational changes with its capacity and knowledge. It has developed a partnership with the schools in order the create basis for this project.

Nepal’s education system can’t offer child friendly school environment to all. Project’s development problem is that public schools and teachers lack governance, transparency and infrastructure resulting children dropping out of schools. This project aims to attain improved status of education and literacy in project locations due to the efficient and effective education governance in active engagement of community, local government and also in participation of children.

The Overall objective of the project is:

Enhanced right to education of marginalized group through improved management and governance of education (school and literacy) in Nepal

Project Purpose

Improved status of education and literacy of Children in project locations due to the efficient and effective education governance and the expected results of the project are:

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- Enhanced engagement of local governments in local education planning and interventions

(Indicators: Plan of local government on education; provision of educational program in local periodic plan; formation and representation of VEC/DEC by local government.)

- Improved Access of inclusive members and children, capacitated school management committees in promoting school governance.

(Indicators: NER increased; increased number of school having SIP/AIP; reduced number of absentee teacher; increased rate of progression; number of trained SMC members; number of schools performing social audit; number of schools having periodically elected SMCs as per rule.)

- Increased engagement of Parents, community and Children in Educational planning and implementation

(Indicators: Number of functional PTA; number of community people organised in VEC; number of functional children's club; number of events organised by PTA /VEC /CC on education; number of children, parents and community people consulted by school and local government to develop plan and policies on education.)

- Enhanced capacity of Loo Niva with effective and efficient project management and implementation.

(Indicators: Well-planned annual and biannual programs, enhanced quality of reports writing skills, monitoring is well systematized, stakeholders own Loo Niva programs and effective implementations.)

The project area covers:

District: Lalitpur district

3 Villages: Gimdi, Ashrang and Thuladurlung

2. Objective of the evaluation

The objective of this evaluation is to:

- I. Evaluate the Project outcome in regard to the project objective
- II. Evaluate the Project's relevance as part of Loo Niva's programme
 - deliver major findings and lessons learnt
 - deliver suggestions for improvement
- III. Verify relevance, effectiveness, efficiency, sustainability, impact of the project

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IV. Deliver a project evaluation report and recommendations for Loo Niva and Interpedia

3. Scope of Works

a) Assessment activities

To review the feasibility, effectiveness, efficiency, sustainability, relevance and impact of the implemented activities and achieved results of the project and achievements obtained in comparison with the original objectives. The Evaluators will also review the operational management processing accordance with the logical frameworks of the project, review project performance process in comparison with the agreed plan as well as review the project impacts on and contributions to the current policies on Education.

b) Evaluation issues

The evaluation should discuss the following themes:

Relevance

- In which way the project was able to tackle the problem that public schools and teachers lack adequate teaching learning methods and infrastructure resulting children dropping out of schools?
- Were the project activities the right things to do in order to reach the objective and the project goals?
- In which way has the project addressed the focal problems of the children, teachers and project schools who are the direct beneficiaries of the project?

Efficiency

- How efficiently the organisational capacities of Loo Niva (human resources, available budget) have been utilised in the implementation of the project?
- How could the capacity have been used more efficiently?

Effectiveness

- How well the implemented activities have contributed to the fulfilment of the goal, objectives and results of the project?
- Which external reasons and factors have affected reaching the goal, objectives and results of the project? Were the possible negative factors taken into account during the project planning?
- Are the indicators relevant to measure the realisation of the project goal, objective and results?
- What are the Evaluator's suggestions as more relevant indicators?

Sustainability

- How sustainable are the results by the Project?
- How will the project beneficiaries and/or stakeholders be able to continue the work initiated by the Project?

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- How sustainable are the networks created by the Project?
- What are the Evaluator's suggestions to ensure sustainability of the Project results?

Impact

- Since the beginning of the project, what kind of change has occurred in the project area regarding the project's focal problem?
- What part of this change can be claimed to be caused by the work of the project?

Cross-cutting issues

- How were Interpedia's cross-cutting issues (gender, disabilities, ethnic minorities, environment) taken into consideration while planning and implementing the project?
- What has been the effect of the project on the cross-cutting issues?

Participation

- Have the stakeholders and beneficiaries been actively and meaningfully involved in project design, implementation and monitoring?

c) Methodology

The analysis of the effectiveness of the project should be done using the Logical Framework Matrix. If a matrix has not been produced, the matrix should be formulated by Loo Niva based on the project plan.

Through visits to the field, information should be gathered from the project's direct and indirect beneficiaries (children, teachers, Parent-Teacher association, School Management Committee and Village Development Committees), staff and/or board members of Loo Niva and other relevant stakeholders. The number of persons contacted may be decided by the evaluator.

The methodology should consist of:

- structured interviews
- participatory sessions
- Document analysis

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d) Tentative timetable and reporting

The duration of the evaluation will be from 1.09.2016 to 31.11.2016. During that period the inputs of the Evaluator will be 21 working days in total and assistance will be 15 working days.

PHASE	ACTIVITIES	Allotted time period (days)		Deadline		
		Team leader (14000 per day)	Team member (6000 per day)			
1) TOR Finalization	TOR preparation	Loo Niva is responsible for PHASE 1 and 2		September		
	Budgeting & other preparatory works			September		
2) Team identification & recruitment	Initial meeting and CV collection			September		
	Selection of evaluator & collect proposal from evaluator			September		
3) Desk – Review/Finalizing study protocols	Review of project documents			01	01	1 st & 2 nd Week of October
	Finalization of methodology & tools			01	01	2 nd & 3 rd week of October
4) Field Visits: Collection of primary & secondary information	Kathmandu based interactions and discussions			01	01	4 th Week of October
	Project VDCs based interactions and discussions			05	05	4 th Week of November
5) Report writing	Validation and analysis of primary and secondary information	03	02	23 -30 November		
6) Draft Report submission & Presentation	Draft Report submission	02	02	1 st week of December		
	PPT Presentation of evaluation report	01	0	1 st week of December		
7) Commenting on Report	Feedbacks and commenting from Loo Niva and Interpedia	0	0	2 nd week of December		
8) Final Report Submission	Final Report Submission after comments by Loo	01	01	3 rd week of December		

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	Niva/Interpedia			
Total working days		15 days	13 days	

The evaluation report should be of maximum 25 pages with clear findings and recommendations. These pages should include also summary with conclusions (one page).

e) Human Resources & Budget

The evaluation will be carried out by a team of external national evaluators, selected by Loo based on his/her qualifications, experience and availability.

General requirements for the evaluation team:

- independence,
- if possible representation of both genders and different ethnic groups,
- ability to work as a team
- expertise in education issues

Loo Niva is responsible body for hiring the evaluators for this assignment and making the payment using the approved evaluation budget reserved for the project by Interpedia. Loo Niva will be responsible for all major expenses directly related to the assignment. The payment is agreed in the Evaluator contract which is made between Loo Niva, Interpedia, and the consultancy.

Loo Niva is responsible for arranging the services of the Nepali Evaluator and making all necessary practical arrangements during the evaluation mission, including:

- provide the Evaluator assistance and advice and appoint a contact person for the Evaluator
- help the Evaluator with finding suitable transportation, accommodation and interpretation (if required)
- provide the Evaluator with all necessary background materials concerning the project and the project site, including the project plan and available base line data

7. Mandate

Evaluator shall not be considered as representative of neither Loo Niva. The evaluator shall do his/her best to minimise such misunderstandings. On the contrary, the independent and external role of evaluator shall be encouraged in order to help the persons to be interviewed talk freely. The evaluator has no authorisation to make any commitments or statements on behalf of Loo Niva or Interpedia.

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Annexure 2: Evaluation Matrix for Education Governance Project Phase I

Promoting Good Governance in the Rural Villages of Lalitpur (EGP)

Efficiency	Effectiveness	Relevancy	Value of Money	Sustainability
In terms of: <ul style="list-style-type: none"> • delivery of inputs on time • recruitment and mobilization of staff in time • Fund release and reporting to/from districts • Timely conduction of activities at schools, VDCs and district levels • Communication and understating among staff and stakeholder • Preparation and delivery of training, orientation, exchange visit, mobile meetings, • Timely supply and distribution of materials 	In terms of: <ul style="list-style-type: none"> • Increasing enrolment • Increasing SIP in schools • Improving quality of education • Improving local governance and management • Improving protection of children • Relation between outputs and outcomes • Engaging parents and other stakeholders • Use of local markets/skills • Providing feedbacks, inputs and coaching 	In terms of usefulness and appropriateness of Loo Niva's interventions to: <ul style="list-style-type: none"> • Beneficiary like students, teachers, parents and education officials • Education system like school, VDC and DEO • Socio-cultural practices and values • National and local policies • MDGs and EFA, SSRP • Local skills, expertise and environment 	<ul style="list-style-type: none"> • Cost estimation of each activity of the Loo Niva's educational program • Compare Loo Niva's work with other similar agencies • Comparing with contribution from beneficiary and local institutions • Comparing with market prices 	In terms of: <ul style="list-style-type: none"> • Continuing services at local level by beneficiaries • Internalizing the issues into Loo Niva's interventions • Internalizing interventions into DEO systems • Scaling up and learning by other agencies • Taking few initiatives in non-program schools and VDCs

On the basis of these parameters, the evaluation team will evaluate the progress of Loo Niva' education project in Rural part of Lalitpur district.

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Annexure 3: Key Themes and Checklist for FGDs and Interviews

ECED Centers Related

1. How ECED centers are managed?
 - a. Do all ECED centers have management committee?
 - b. Who will select the facilitator and how?
 - c. Did they receive training? From where? How many days? How often?
 - d. What is your support to ECED? How often? How much? On what?
 - e. Do you monitor and visit ECED centers? How often and why?
 - f. Do you organize meeting and interaction with ECED centers? If yes, how often and on what agenda?
2. Understanding roles of different stakeholders and policies on quality education and school governance
 - a. Which educational rules and guidelines do you have? How did you get them? Are they reached to school? Did you get/provide any training and orientation on those guidelines?
 - b. Why do we need SMC and PTA? What are your roles to activate them?
 - c. Are HTs and RPs doing their pedagogical roles?
 - d. How often RPs/SSs visit in each school and what do they do?
 - e. How do you link educational issues with VDC and DDC?
 - f. How many schools have code of conduct for students, teachers and parents?
3. Adequacy and types of support to schools
 - a. How many schools have minimum enabling conditions as defined in SSRP?
 - b. How is the STR in your area? What is the progress on teachers' deployment?
 - c. Do all schools have SIP? How was it prepared?
 - d. How many VDCs have VEP/VEC?
 - e. Who are education actors and stakeholders in your district? Which areas? On which field?
 - f. What would you like to improve quality of education in your district within 4 years' time?
4. Relation between Education Stakeholders in School Governance,
 - a. How many schools have child clubs? Who formed it and why?
 - b. Do schools invite child clubs in SIP, Social Audit and Education Calendar preparation?
 - c. Do you interact with child clubs network?
 - d. What are the topics of regular RP meeting? What do you discuss in RC meeting?
 - e. How many schools in your district are child friendly?
 - f. How many schools have child protection policies? How children are counseled?
5. Roles of I/NGOs in public schools
 - a. What are the key educational stakeholders in the district?
 - b. Can you name few active I/NGOs working in education sector?
 - c. Where do you want to engage I/NGOs in your district? What would be their roles?
 - d. Is there a possibility of matching fund and collaboration with INGOs?
 - e. How would you assess the roles and contribution of Loo Niva in Lalitpur? What would you like to see the improvement?
6. Governance: SMC, PTA, RP (Functioning level)
 - a. Are SMC/PTA/VEC/DEC formed? Are they doing regular meeting?
 - b. Have they carried out annual parents meeting, social auditing, financial auditing/
 - c. Are they trained on their roles and duties?
 - d. Class observation from HT, RP?
 - e. Monthly teachers meeting?
 - f. Interaction between child clubs, parents and schools?

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**Annexure 4: List of Schools and People Met
Meeting with DEO Officials, Lalitpur**

S.N	Name	Sex	Designation
1.	Khem Nath Pokharel	Male	Acting DEO
2.	Satya Narayan Maharjan	Male	Resource Person
3.	Surendra Bhatta	Male	School Supervisor
4.	Manoj Rawot	Male	Resource Person

Bagmati Primary School, Thuladurlung -1 Kabiram, Lalitpur

S.N	Name	Sex	Designation
1.	Dambar Ram Harijan	Male	Head Teacher
2.	Mahesh Saha	Male	Teacher
3.	Sarswoti Sigdel	Female	Teacher
4.	Sita Syantang	Female	ECD Teacher
5.	Tula Bahadur Pakhrin	Male	SMC Chair
6.	Akash Syantan	Male	PTA Chair

Narayani Higher Secondary School, Gimdi-5 Magargaon, Lalitpur

S.N	Name	Sex	Designation
1.	Rajan Timilsina	Male	PTA Chairperson
2.	Surendra Thapa	Male	SMC Chairperson
3.	Sharmila	Female	SMC Member
4.	Rajendra Thapa	Male	PTA Member
5.	Ishwor Sanjel	Male	Teacher
6.	Arjun Poudel	Male	Head Teacher
7.	Ram Rawan Timilsina	Male	SMC Member
8.	Ramita Timilsina	Female	Teacher
9.	Bhimsen Ghimire	Male	Teacher
10.	Sharda Sanje	Female	Teacher
11.	Amir Thapa	Male	Teacher
12.	Rabindra Dangol	Male	Teacher TFN
13.	Rusha Adhikari	Female	Teacher TFN
14.	Anjana Pokharel	Female	Teacher TFM

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Janak Secondary School, Gimdi-1, Lalitpur

S.N	Name	Sex	Designation
1.	Gokarna Bdr Phuyal	Male	Head Teacher
2.	Krishna Prasad Dhodari	Male	Teacher
3.	Bhadri Dhodari	Male	Teacher
4.	Rabi Kepchhapke	Male	Teacher
5.	Krishna Timilsina	Male	Teacher
6.	Bishnu Timilsina	Male	Teacher
7.	Bishnu Prasad Lamichhane	Male	Teacher
8.	Sahadev Thapa	Male	Teacher
9.	Kedar Dhodari	Male	Teacher
10.	Brendra Thapa Magar	Male	Teacher
11.	Sarada Aryal	Male	Teacher
12.	Raj Kumar Rana	Male	Teacher
13.	Ganesh Dahal	Male	SMC Chair
14.	Govinda Ghimire	Male	Teacher
15.	Gaurav Shrestha	Male	Teacher TFN
16.	Rabindra	Male	Teacher
17.	Krishna Rana Magar	Male	Teacher
18.	Reshma Dhodari	Female	Teacher

Bal Manorama Lower Secondary School, Ashrang -3, Lukuni, Lalitpur

S.N	Name	Sex	Designation
1.	Ram Kumar Timilsina	Male	Head Teacher
2.	Raj Lal Yadav	Male	Teacher
3.	Nawa Raj Sanjel	Male	Teacher
4.	Shova Dangal	Female	Teacher
5.	Narayan Prasad Timilsina	Male	Teacher
6.	Menuka Ghimire	Female	Teacher
7.	Goma Sanjel	Female	Teacher
8.	Dependra Timilsina	Male	Teacher
9.	Sushila Bajagain	Female	Teacher
10.	Tulasi Prasad Timilsina	Male	SMC Chair
11.	Saraswoti Sanjel	Female	SMC Member

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12.	Dinesh Ghimire	Male	PTA Chair
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List of Students Interviewed

S.N	Name of students	District
1.	Reshma Dhodari	Lalitpur
2.	Rojina Sapkota	Lalitpur
3.	Tulasa Phuyal	Lalitpur
4.	Sirjana Ghimire	Lalitpur
5.	Renuka Dahal	Lalitpur
6.	Sita Thing	Lalitpur
7.	Binita Timalsina	Lalitpur
8.	Bishal Phuyal	Lalitpur
9.	Ganesh Kapali	Lalitpur
10.	Anil Baram	Lalitpur
11.	Bijay Ale	Lalitpur
12.	Shree Krishna Phuyal	Lalitpur
13.	Swostika Timilsina	Lalitpur
14.	Binita Lamichhane	Lalitpur
15.	Shanti Shyangtan	Lalitpur
16.	Dolma Ghyaba	Lalitpur
17.	Nisha Rana	Lalitpur
18.	Anita Bajagain	Lalitpur
19.	Sushmita Rana Magar	Lalitpur
20.	Bimala Rumba	Lalitpur

List of Teachers Interviewed

S.N	Name of teacher	District
1.	Rabindra Dahal	Lalitpur
2.	Gobinda Ghimire	Lalitpur
3.	Gaurav Shrestha	Lalitpur
4.	Sahadev Thapa	Lalitpur
5.	Reshan Dhodari	Lalitpur
6.	Krishna Prasad Dhoari	Lalitpur
7.	Sarada Aryal	Lalitpur

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8.	Badri Prasad Dhodari	Lalitpur
9.	Krishna Timilsina	Lalitpur
10.	Rabi Kchhapke	Lalitpur
11.	Bishnu Bdr Timilsina	Lalitpur
12.	Gokarna Bdr Phuyal	Lalitpur
13.	Kedar Dhodari	Lalitpur
14.	Krishna Rana Magar	Lalitpur
15.	Purna Bdr Gole	Lalitpur

Evaluation Reflection/debriefing Meeting during Field Mission in Gimdee, Lalitpur

S.N	Name	Sex	Designation
1.	Narendra Dangol	Male	Executive Director
2.	Nabin Dangol	Male	M & E officer
3.	Gyan Bhakta Maharjan	Male	Project Coordinator
4.	Bhola Pd Dahal	Male	Team Leader
5.	Rupa Munakarmi	Female	Team Member
6.	Prem Nath Maharjan	Male	Finance/Admin Officer
7.	Manoj Dulal	Male	Social Mobilizer
8.	Jenni Adhe	Female	Interpedia Volunteer
9.	Maureen	Female	----

Preliminary Findings Sharing Meeting with Loo Niva Team in Pokhara, Kaski

S.N	Name	Sex	Designation
1.	Madan Krishna Dangol	Male	Advisor
2.	Swoyamvu Raj Dangol	Male	Advisor
3.	Bekha Ratna Dangol	Male	Treasurer
4.	Buddhi Ratna Maharjan	Male	Board Member
5.	Ganga Shakya	Female	Board Member
6.	Narendra Dangol	Male	Executive Director
7.	Sant Dangol	Male	Program Coordinator
8.	Nabin Dangol	Male	M & E Coordinator
9.	Krishna Govinda Maharjan	Male	Senior Program Officer
10.	Prem Nath Maharjan	Male	Senior Finance/Admin Officer
11.	Gyan Bhakta Maharjan	Male	Program Officer

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12.	Chiree Kaji Dangol	Male	Program Officer
13.	Abhishek Raj Singh Thapa	Male	Program Officer
14.	Sabina Bhandari	Female	Program Officer
15.	Bishnu Gopal Dangol	Male	Resource Person
16.	Yagya Raj Bokati	Male	Finance/Admin Officer
17.	Basudev Bhatta	Male	Social Mobilizer
18.	Him Raj Awasthi	Male	Social Mobilizer
19.	Gaumati Kumari Uprethi	Female	Social Mobilizer
20.	Parbati Bhatt Ayer	Female	Social Mobilizer
21.	Manoj Dulal	Male	Social Mobilizer
22.	Deepak Jamkatel	Male	Social Mobilizer
23.	Sangita Ghimree	Female	Social Mobilizer
24.	Apsara Timilsina	Female	Social Mobilizer
25.	Badri Bajagain	Male	Social Mobilizer
26.	Rupa Munakarmi	Female	Evaluation Team Member

Summary of Visited Schools

S.N	Name of School	Grade	VDC	Total students	Counted students	Teachers	
1.	Bagmati PSS	1-5	Thuladurlung-1	125	45	PS=3	Local=1 ECD=1
2.	Narayani HSS	1-12	Gimdi-5	385	255	PS=5 LSS=5 SS=5	Local=3 ECD=1 Staff=2
3.	Janak Secondary School	1-10	Gimdi-1	325	227	PS=4 LSS=4 SS=4	Local=2 ECD=1
4.	Bal Manorama LSS,	1-8	Ashrang	175	135	PS=4 LSS=2	Local=2 ECD=1