

MID TERM EVALUATION OF THE PROJECT

Hamro Maitri Sikchya (HMS)

Primary Education Development Project



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&
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TABLE OF CONTENTS

| | |
|---|-----|
| ACKNOWLEDGEMENTS | III |
| ACRONYMS | IV |
| EXECUTIVE SUMMARY | V |
| SECTION ONE..... | 1 |
| BACKGROUND | 1 |
| Study Context..... | 2 |
| Objectives of the Study | 3 |
| Methodology of Study | 3 |
| Development of the Study Tools..... | 4 |
| Formation of the Study Support Committee | 4 |
| The Study Site | 4 |
| The Study Informants..... | 5 |
| Methods and Process of Data Collection..... | 5 |
| Data Reduction and Data Analysis..... | 5 |
| Wrapping up and Finalization of Study | 6 |
| SECTION TWO..... | 7 |
| PROJECT INPUTS AND MAJOR ACHIEVEMENTS | 7 |
| The Project Inputs | 7 |
| Major Achievements of the Program | 7 |
| Awareness Raising and Sensitization..... | 8 |
| Creating Access | 8 |
| Delivery of Quality Education | 9 |
| Creating Learning Opportunity for Teachers | 9 |
| Capacity Building..... | 10 |
| Improving Physical Facilities..... | 10 |
| SECTION THREE..... | 11 |
| ROLE PERFORMANCE, INCLUSIVENESS AND RELEVANCE | 11 |
| Role, Performances and Participation of the Stakeholders | 11 |
| Role and Performances of Loo Niva | 11 |
| Role and Performance of Teachers..... | 11 |
| Role and Performances of SMCs, HT and Parents | 12 |
| Role and Performances of the Students..... | 12 |
| Safe, Protective and Supportive Environment | 12 |
| Status of Equity, Inclusiveness and Participation of the Stakeholders | 13 |
| Relevance, Effectiveness and Efficiency of the Project..... | 13 |
| SECTION FOUR | 15 |
| BEST PRACTICES, CHALLENGES AND FUTURE MODALITY..... | 15 |
| Best Practices | 15 |
| Child Club | 15 |
| Teachers' Mobile Meeting..... | 15 |
| Exposure Visit | 15 |
| Inter and Intra school Competition..... | 15 |
| Major Changes Brought by the Project..... | 15 |

| | |
|--|-------------------------------------|
| Issues and Challenges | 16 |
| Parents' Awareness | 16 |
| Capacity Building | 17 |
| Exposure Visit | 17 |
| Role and Performances of HT and SMC | 17 |
| Training, Orientation and Learning Materials | 18 |
| Child –friendly Environment..... | 18 |
| Mobile Meeting | 19 |
| Safety and Protection..... | 20 |
| Monitoring and Evaluation..... | 20 |
| Issues of Sustainability..... | 21 |
| Child-club | 21 |
| Classroom Management | 21 |
| Future Course of Action..... | 22 |
| Building-up Capacity and Community Awareness | 22 |
| Training and Learning Materials | 22 |
| Teachers' Mobile Meeting | 22 |
| Practice of Child-club..... | 22 |
| Monitoring and Supervision | 23 |
| Issues of Sustainability | 23 |
| Continuity of the Program | 23 |
| Expansion of the Project..... | 23 |
| Professional Commitment of the Authorities | 24 |
| Contribution of Schools..... | 24 |
| Matter of Transparency | Error! Bookmark not defined. |
| Replicability | 24 |
| REFERENCES..... | 25 |
| ANNEX 1..... | 26 |
| RESEARCH QUESTIONS AND PRELIMINARY THEMES..... | 26 |
| ANNEX 2..... | 27 |
| EVALUATION FRAMEWORK..... | 27 |

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We are pleased to have this opportunity in carrying out Mid-term evaluation of “Hamro Maitri Sikchya (Primary Education Development Project): HMS”, implemented under the partnership between Interpedia, Finland and Loo Niva, Lalitpur, Nepal. We express our deeper appreciation and thanks to Interpedia, Finland and Loo Niva, Lalitpur for entrusting us for this important study. We also appreciate and extend our thanks some Loo Niva staff like Mr Narendra Dongol (Director), Krishna Govinda Maharjan (Project Officer), Chirkaji Dangol (Social Mobilizer), Sant Ram Dangol (Program Coordinator) and Tej Maya Dongol (Program Officer) for their inputs, technical, logistic and field support. We also would like to thank the study informants (teachers, students, parents, HTs, SMCs, RP, and the community members) who contributed to this study by providing the required information to accomplish this study successfully. Similarly we would also like to thank Ms Jyoti Acharya for her cooperation in the field work.

Study Team

ACRONYMS

| | | |
|-----|---|--|
| ATL | : | Active Teaching and Learning |
| DDC | : | District Development Committee |
| DEO | : | District Education Office |
| DOE | : | Department of Education |
| EFA | : | Education for All |
| FGD | : | Focus Group Discussion |
| GO | : | Government Organization |
| GON | : | Government of Nepal |
| HT | : | Headteacher |
| LDO | : | Local Development Officer |
| MA | : | Master in Arts |
| M&E | : | Monitoring and Evaluation |
| MDG | : | Millennium Development Goal |
| MOE | : | Ministry of Education |
| NER | : | Net Enrollment Rate |
| NGO | : | Partner Nongovernmental Organization/s |
| PTA | : | Parents Teacher Association |
| RC | : | Resource Center |
| RP | : | Resource Persons |
| SLC | : | School Leaving Certificate |
| SMC | : | School Management Committee |
| SS | : | School Supervisor |
| SWC | : | Social Welfare Council |
| ToR | : | Terms of Reference |
| VDC | : | Village Development Committee |

EXECUTIVE SUMMARY

Loo Niva has been implementing a project entitled “Hamro Maitri Siksha (HMS)” ,Primary Education Development project in partnership with Interpedia since 2010. The purpose of the project is to enhance the quality education for the children studying in few primary schools (grade one to five) in Kathmandu and Lalitpur districts. It has been working with 12 primary schools of Khokna, Sainbu, Bungmati and Dukuchhap VDCs from Lalitpur and 2 primary schools of Setidevi VDC in Kathmandu. In course of rendering its services in improving the situation of child right and the environment at schools conducive to the children's age, interests, needs and aspirations. It has been making its genuine and scheduled efforts to achieve its goals. Some of its interventions to bring desired changes among the target stakeholders are: forming child club in the schools, launching child friendly teachers' training program, making co-ordination between the schools and the community and with district education office, bringing tools for quality education among the stakeholders at local levels through various interactions and workshops and mobilizing the community under the project for the enhancement of the quality of education in target schools.

On the completion of the 2nd years of the project, both partners intended to make an external evaluation to determine precision in its position, impact and course of actions with a hope to explore some strengths and shortcomings so that to lead the project in a sustainable, more effective and efficient way in the days ahead. As a result, a study team- consisting of three members- was assigned to assess this challenge and the purpose. The team evaluated the project based on the secondary documentations and first-hand information from the beneficiaries and local actors and presented its observations, findings and reflections as follows:

The study team collected the number of dropout students from 2009-2012 in five different schools and calculated the number of dropout students particularly in grade one. The numbers of dropout students (grade I) in the years of 2009 to 2012 were 30, 31, 20 and 6 respectively. Hence, the study team found that the dropout rate of students decreased in the project schools. Parents became aware of their children education and pay attention on their homework and health including school dress and education materials. They, thus, began to participate in the program held by the schools. Capacity of teachers and parents strengthened. As a result, the school began to make attempt to practice child friendly learning environment. Due to child club the children began to show their interest to participate in extracurricular activities and also run extracurricular activities independently. Children's participation increased in school management including club's activities. Due to scholarship program the school was able to attract the children from economically deprived family and retain them the whole school year. Children began to get an opportunity to work on computer which was not before the project intervention in the school. Teachers began to manage their classroom and children in a participatory way effectively and they also attempted to develop local learning materials on their own. It brought changes in the perception and attitudes of teachers towards children and also quality education and the way to achieve it. Teachers became aware of psychosocial complexities of children and they also learned the ways to address children's problems. Teachers became active and inquisitive towards the quality education of children and children's family environment. It helped children identify and discuss child exploitation, sex-abuse, in child club. Children began to perform street drama independently. Teachers and SMC members claimed that interaction and orientation of parents for improving their home

environment improved child-friendly settings at home. It was reported that some children facilitated by this project are in the leadership position of district child-club.

Despite the above claims a large number of students in grade I, II and III (in some of the visited schools) were wearing unwashed and torn off dresses. The mark of dirt and black spots were conspicuously observed on their dresses. Their hair was uncombed and faces were observed to be unwashed. Most of them had books and exercise books in which some pages were torn off. The students, thus, in the visited school were insufficiently cared of at home and also in schools.

The quality acquired from exposure visit by the key stakeholders (teachers, SMC and HTs) was hardly seen to transfer in the daily practices of schools. The exposure visit, thus, needed some technical support in the part of the participants especially during planning and at the stage when they implement their knowledge in their school context. The findings of the study maintained that in most of the project schools the SMC, HT, and parents entangle in talking about the facility and support provided from the NGO, and keep less interest to discuss about the proper use and effect of the technical/pedagogical support provided to the school. It clearly shows that intend and interest of the SMC, PTA and teachers is on infrastructures and materials but not on classroom pedagogy and children's learning. The contents of the training were not reported to be specific to benefit the individual teachers and also the delivery of the contents in the training was not claimed to be much effective. The research team visited the classroom of the project school under this study and found that the walls of the classroom were covered with charts, graphs, and art works in the form of learning materials. But the practice of decorating classrooms, in this way, was more focused to make classroom look beautiful and less to support children's engagement and learning connecting to their daily lessons and competencies. As per some students in FGD, the charts and graphs are set in the classroom once in a year and in many cases they remain the same in the next year, if they are not faded or torn off. Again no students in the classroom claimed their participation in the preparation of these learning materials and the learning materials were not up to dated as per the curriculum and lesson taught in the classroom. Most of the materials in the classroom were bought from the market even though some of them could have prepared by the students.

The practice of corporal punishment still existed in many schools under the research, despite the new policy of government banning corporal punishment and promotion of child rights. Many of the students did not express their feelings, emotions and views unhesitatingly and freely. In some of the studied schools the students accepted that they are bitten by their teachers if they don't bring homework. In many of the visited schools there was lack of sufficient ground to play the games of their interest. Despite the claim to practice ATL, the teaching learning activities were reported to take place in traditional ways. Some of the schools ground was not safe and protective. The ground was full of unwanted plants and it was fenced with wire. Some students were found to climb the fence which might cause serious hurt in their body if they fell down. Some of the schools are not paying proper attention for management, repair and maintenance of the infrastructures and materials.

Mobile meeting was found intermittent in its practices. Time duration of mobile meeting was reported to be very short. Since teachers participants in mobile meeting are from different qualification background, the teachers with lower qualification remain silent and inactive while the the teachers with higher qualification continuously imposes their views in the meetings. There was not any mechanism to measure the effectiveness and relevance of

mobile meeting as there is not ToR and support mechanism. The materials carried to the mobile meetings by the teachers participants were not reported to be relevant and effective. The teachers' self-interest for mobile meeting was reported to be weak. Most of the teachers and SMC children's are in private schools but they are responsible for community schools, there is an ethical issue. The issue of sustainability was seen most prominent. There is less involvement of local VDCs and political leaders on school activities to improve quality of education. The sustainability part was seen weak in the part of mobile meeting, functioning of focal teacher, designing and implementing learning materials, community and parents' awareness and practice of ATL. To ensure the sustainability and better effects of the quality education program in the project schools the study team came up with some measures to improve the future course of action of the project.

- The program of capacity building and sensitization of parents, community members, teachers, HTs, SMCs and students needs sincere efforts and it should be blended as the regular part of the project implementation in line with DOE rules, norms and capacity building framework. It is also advisable to make the key persons of the project such as community mobilizer, field officers, program coordinator etc responsible for the capacity building program.
- Learning materials should not only focus classroom decoration but also represent the learning contents that are discussed through daily lessons in the classroom. It could be better if the project mechanism consists of monitoring and evaluation of the proper design and use of learning materials in the classroom following the 5 Es constructive learning methodologies i.e. engage, explore experiment, explain and evaluate the whole class in active participation of children and support from parents.
- Despite its appreciation from a large number of informants mobile meeting was mostly informed to be an activity to exist as long as the existence of the project. Mobile meeting requires inter-school efforts and coordination in terms of its financing, technical supports and regularity leads by RP or SS. The project needs to work on strengthening inter-school efforts and coordination in this regard in a rotational basis. Class observation in a school, discussion and making solutions based on class observations and issues identified collectively.
- Child-friendly environment, mobile meeting of the teachers, capacity building and exposure visit program for the key stakeholders, formation of child-club, ATL training, support for learning materials etc. are some key terms that the project has been able to introduce to the schools under support. However they are not contextualized as per government policies and priorities. For instance, government has brought the national framework of child friendly school for quality education could be a tool and procedures for promoting quality education. But the key element- 'quality education'- for which these efforts are made seems less influencing in the sense that the real outcome in the part of children, particularly the desired change in their behaviours, attitudes, participation and pass out cannot strictly be recorded in the project schools. Since there is no system of failing students in primary level due to liberal promotion policy of government, it is very difficult for the project to claim the

pass out rate of the schools. It seems essential for the project to develop a mechanism to monitor regular attendance, regular class conduction, teachers' engagement, evaluation practices etc. to address this issue.

- Knowledge, skills and attitudes of the key stakeholders are to be primary concern to achieve the goal of the project. For this, exposure visit, mobile meeting, training and orientation are not to be taken as a part of entertainment in the part of it primary recipients. The project should ensure the professional commitment of the authorities and sensitization of parents and community members in its future course of action.
- To ensure sustainability, the three major aspects of the program- financing, monitoring and supervision, technical support- need to be blended to the mechanism of schools in the part of government. For this, the support of VDC and technical inputs of DEO can be crucial.

SECTION ONE BACKGROUND

Education has always been felt as an imperative aspect of human life. Its need and importance has been recognized by the people of all races, castes, ethnicity and geography. Education itself has been as an end and also a mean for enabling children to claim their rights (SC, 2008). The basic quality of education is to liberate human beings from all kind of sufferings and help them lead a prosperous, prestigious and peaceful life (Sinclair, Davies, Obura & Tibbitts, 2008). It is also taken as a tool for socialization of children as an active citizenship who, in the long run, contributes for socio-economic transformation of the society and nation as a whole (Tudball & Forsyth, 2009). This basic quality of education has drawn interests and attention of the people at large. An individual, society and nation constantly approach and interact with education more specifically because it is a foundation for individual and societal development (Atchoarena & Gasperini, 2003). Renowned American Pragmatic Educationist John Dewey defined education as a tri-polar process between the students, teachers and the society. Marxist argued that the current education is the reproduction of the capitalistic thinking, ideas and structures to rule the masses and to control the revolution in the name of social harmony and co-existence.

As a developing country, Nepal has also been formally approaching to modern education for its people since 1951, particularly with the commencement of democracy after Rana regime. Nepal National Educational Planning Commission (NNEPC, 1956), the National Education System Plan (NESP, 1971), the National Education Commission (NEC, 1991), the High Level National Education Commission (HLNEC, 1998), Basic and Primary Education Project (BPEP, 1991), EFA National Plan of Action (2000-2015), School Sector Reform Programme (SSRP) from July 2009 etc. are some major attempts made by the Government of Nepal for the gradual expansion and improvement of its education system (Dahal, 2008). NNEPC suggested for universal, free and compulsory primary education in 1956 which is still a dream for many Nepali. In 1975 primary education was declared free but was materialized only from 2005. NESP developed and implemented uniform curriculum and the Nepali language was made the medium of instruction. The recent School Sector Reform Programme (SSRP) aims to restructure the school system into two levels i.e. ECED to grade eight as a basic education and grade 9 to 12 as secondary. It also envisioned running a separate vocational secondary education stream.

NEC recognized the decentralization, linguistic and cultural diversity in education. It focused mother tongue as a medium of instruction in the primary classroom. Like NEC, HLNEC also focused to relate education with gender, caste, language, ethnicity and cultural diversity of the people in Nepal. As Tuladhar (2011) maintains, the development plans in Nepal focus to improve education sector considering the government vision reflected on various education commissions' reports and recommendations, international commitments including MDGs, EFA and perspective plans in education sector like Basic and Primary Education Master Plan 1998, Education for All National Plan of Action (2003-2015), SSRP (2010-2015). As a result, the rate of net enrolment in primary and secondary level increased from 1,361,731 in 2004 to 1,348,680 in 2011 (DOE, 2012). Interestingly in grade one promotion rate increased; and the rate of dropout and repetition decreased drastically (DOE,

2008; DOE, 2011)¹. Gender, caste and ethnic disparity in schooling increased along with the expansion of schools. But there is a lot to do to meet the EFA goal for education. A recent study of SSRP, carried out by Parajuli, Dahal, Thapa, Dangal, Bhattarai & Jha (2012), shows that lack of enough concerns towards the SSRP programs from the school management can be understood as the perceived lack of relevance of those programs to local cultural and political context. Situation in the school is not very satisfactory from the perspective of stakeholders' participation as well. Weak monitoring from the MOE system, lack of willingness of the school management to make the school processes participatory in a meaningful way or limiting the participation in a more routine and ritual activities, and perceived distance between the school and the parents are some responsible components in schools for such weak participation. On top of all these, the MOE system has so far not been able to understand the social, political and cultural paradoxes and complexities and give direction to the change process. In this background, Nepal has recognized the roles of NGOs like Loo Niva to engage and work with education authorities and local communities for better social mobilization, innovation and piloting to improve the quality of education, governance of school and learning achievement of the students.

Study Context

One of the prime pillars of the School Sector Reform Program also focuses to improve quality and relevancy of education and internal efficiency of the educational system. There is the importance of effective school for better teaching, better learning and ensuring minimum enabling conditions in educational environment in order to promote participatory process and produce quality outcomes. Several concerns such as how and with what resources it is taught and learned in school, how students are assessed/supported and how the overall experience fits the future lives and job prospects of the learners in the society and market at local and international levels. Likewise, while talking into quality, teaching-learning process (pedagogy) and learning outcomes are often considered and the learning outcomes are determined by a host of themes including inputs, school processes, home background and contextual factors. Likewise, the concerns of child rights are always revolve around in the present context of child friendly schools and local governance. Community mobilization and child participation from family to community levels in creating child friendly safe, protective and learning environment, developing school improvement plan, assessment of schools and advocate for the rights of all children including disable to quality education are the other aspects of the issues concerned to the children.

For all these, the effort of the government only is not enough and it requires the efforts from local parents, national and international organizations working in the education sector. Among several organizations that support government in the above concerns, Loo Niva, an NGO formed in 1994 and managed by child rights activists and youths, implements various community programmes focusing on education, health, community awareness from rights perspectives to enable children as rights holders. It works with the community at the

¹ Promotion, Dropout and Repetition of Grade 1 in Nepal

| | Year 2008 | | Year 2011 | |
|---------------------|-----------|-------|-----------|-------|
| | Boys | Girls | Boys | Girls |
| Promotion | 58.4 | 60.8 | 70.0 | 83.4 |
| Dropout | 13.2 | 11.1 | 8.5 | 5.2 |
| Repetition | 28.4 | 28.1 | 21.5 | 11.4 |
| Survival of grade 5 | 72.6 | 74.1 | 81.7 | 84.3 |

grassroots level to empower towards preventing exploitation and marginalization of underprivileged children. It also runs extra-curricular and recreational activities, scholarship support to marginalized children with active engagement of child clubs for their physical, psychological, social, economic and overall development of children. Foremost, it is committed to build an optimal, inclusive, just and healthy society for children and youths through a systematic process of empowerment and awareness. Loo Niva believes in community ownership and participation in every works carried for their empowerment and benefits. With the norms of respecting inclusiveness, equitable justice and human rights Loo Niva works to strengthen children and youths as active citizens by utilizing the minimum resources available at local level for quality education programs.

Loo Niva has been working as the change agent since its inception in 2000...to promote and materialize the overall school improvement and particularly educational changes with its capacity and knowledge with the help of local and international organizations. It collaborates with local communities and schools in order to bring desire improvement in education at local level. Among the several initiatives from Loo Niva, “*Our School is a good school*” is a primary education development project which has been initiated with the support of Interpedia, Finland. The project aims to strengthen teacher’s role in their community and inside the education system, form learning network among teachers, promote child’s rights and participation in schools and sensitize stakeholders to take responsible role for implementation. The direct objectives of the project are to get wider acceptance and to promote Child Friendliness in 15 public (Community) schools in 5 Village Development Committees (VDCs) Kathmandu and Lalitpur namely Sainbu, Khokana, Bungamati, Setidevi and Dukuchhap.

On the completion of the 2nd years of the project, both partners intended to make an external evaluation to determine precision in its position, impact and course of actions with a hope to explore some strengths and shortcomings so that to lead the project in a sustainable, more effective and efficient way in the days ahead. As a result, a study team- consisting of three members- was assigned to assess this challenge and the purpose.

Objectives of the Study

The main objectives of the study were to evaluate the project’s relevance as part of Loo Niva’s programme (deliver major findings and lessons learnt and provide suggestions for improvement), to verify effectiveness, efficiency, sustainability, impact of the project and to prepare a project evaluation report and suggest some recommendations for Loo Niva and Interpedia.

Methodology of Study

This Mid-term evaluation was mainly a descriptive study supported by qualitative information generated from the field supported by quantitative data of the project from its reports. The review team examined the existing status of the project in two program districts and made suggestions for future improvement. The review team critically reviewed and generated data examining role performance of the key stakeholders of the project schools and the implementation of the project through:

- Information collection by consulting or reviewing project related documents.
- Information collection from the committee of stakeholders, organized for this purpose of evaluation, consisting one-one member from each group of school management committee, student, DEO and teacher.

- Information collection in the field by interacting with the DEO, Loo Niva, SMC, PTA and students.
- Presentation of the report with analysis, findings and recommendations, and share it with Loo Niva and along with the evaluation consultation committee formed for this study.
- Incorporation of feedback received from the stakeholders related to this study and finalization of the report incorporating the inputs from Loo Niva and Interpedia.

Particularly, following measures were adopted to accomplish this study.

Development of the Study Tools

The study team reviewed project documents such as base line survey, final evaluation of the HMS project, annual and quarterly action plan prepared by Loo Niva to implement the project, and also the documents that consisted of the project plan for the schools within the project to prepare tools to generate the required data in the study site. The tools (Annex 2) consisted of open ended questions focusing to explore information required to meet the objective of the study. The study team provided Loo Niva the study tools to review it and requested them for their constructive comment. The study team then finalized the tools incorporating the feedback obtained from Loo Niva and the study support committee.

Formation of the Evaluation Support Committee

An Evaluation support committee was formulated to facilitate the study. The members of the evaluation support committee helped the study team by introducing about the context and purpose of project interventions. They also made the required documents available to the study team. They helped the study team in identifying the schools under this study and finalizing the tools with their constructive feedback.

The members of evaluation support committee were as follows:

- Surendra Lama, Focal Teacher, Kamdhenu Sec.School, Setidevi-6
- Ganga Shakya, Resource Person
- Ambir Shakya, SMC Chairperson, Adarsha Saul School
- Ram Kumar Khadka- PTA Chairperson, Chitrakumari School, Dukuchhap
- Sita Ram Khadka, Head teacher, Chandi Devi Primary school, Dukuchhap
- Sunita Balami, Student, grade VII and Child-club member, Shree Janaudaya Sec. School
- Niru Tamang, Student and Child-club member, Shree Janaudaya Sec. School
- Buddhi Ratna Dangol, Secretary, Loo Niva Child Concern Group

The Study Site

Under this project Loo Niva has been providing its services to 12 primary schools of Khokna, Sainbu, Bungmati and Dukuchhap VDCs from Lalitpur and 2 primary schools of Setidevi VDC in Kathmandu. Out of these schools, the study team purposively selected the following schools with the help of the evaluation support committee. The purposive sampling of the project schools were done representing all the VDCs and different levels (primary, lower secondary, secondary, Higher secondary) of the schools. The sampling of the schools were also done representing the best and least performing schools as suggested by evaluation support committee and the project staffs.

| SN | Name of the Schools selected for the study | Address |
|----|---|---------------------------------|
| 1. | Shree Adarsh Saul Yubak Higher Secondary School | Sainbu, Bungmati, Lalitpur |
| 2 | Shree Chandidevi Primary School | Dukuchhap-5, Lalitpur |
| 3 | Shree Yuba Prativa Vidya Mandir | Khokana-3, Lalitpur |
| 4 | Shree Kamdhenu Secondary School | Setidevi-6, Kathmandu |
| 5 | Shree Balkumari Lower Secondary School | Sainbu-6, Lalitpur |
| 6 | Shree Bakhelkumari Lower Secondary School | Bungmati-9 (Pharsidol) Lalitpur |

The Study Informants

The study team interacted with the representatives of students, teachers, SMC members, head teachers, parents and PTA of the above mentioned schools. Similarly, the study team also generated the study data from the representative of the DEO, community members and the representatives of Loo Niva concerning the project. Students, teachers, parents, head teachers and SMC members were the most potential informants in the sense that they received direct support (trainings, interactions, orientation, exposure visit etc.) from the project supposing to bring desired changes among them. The personnel from DEO and Loo Niva were consulted to find out their roles in project implementation. The team also interacted with child and local leaders.

Methods and Process of Data Collection

Focus Group Discussion (FGD) and interview with key informants (students, teachers, head teachers, focal teacher, SMC members, PTA members, RP, Loo Niva staffs) were the major techniques to generate the data for the study. The study team held FGD and interview with each group of informants separately which helped the study team to cross-check and verifies the data and information obtained from the groups of informants. Besides this, the study team also visited classrooms of the schools under this study to observe the classroom settings, preparation and use of learning materials, participation of children in learning in the classroom. This helped the study team to find out some success stories and challenges of the project. Except FGD, interview and observation, the study team also reviewed the documents of the studied schools which consisted of enrolment, drops out, promotion of the students. The study team also observed and reviewed the minutes of the meetings held with SMC members and teachers at the concerned schools to explore the most focused agenda in the project schools. The study team also reviewed the flash report, school attendance register and school improvement plans.

The data and information obtained from the field were recorded as the statements, experiences and personal views of the informants. Also, what the study team perceived, felt, saw and understood during classroom observation in relation to classroom settings, learning materials, children performance in the classroom were also considered as the data for this study. Documents related to the project such as annual report, project proposal, contract agreement (Loo Niva- Interpedia), publications, minutes of the meetings etc. were reviewed.

Data Reduction and Data Analysis

On completion of field visit and data collection, the study team agreed on the standard process for presenting and analyzing field data. Field level data were transcribed and categorized based on different themes. Specific cases, scenario and observations were recorded separately for individual school. Duplicating, unusable, and unrelated information were omitted. Useful and theme related information were refined and presented systematically. Common findings, observations and information were combined together.

Similarly, specific and contrast findings by individual school were recorded separately. Following this, a consolidated report was prepared.

Wrapping up and Finalization of Study

After preparing the consolidated draft report, it was presented among Loo Niva, selected school stakeholders of the project area and key stakeholders' Group formed for the purpose of this study for clarifications, justifications, impressions, opinions of the information collected, and also to share experiences of project stakeholders and officials in respect of several issues of project implementation. Their feedbacks were incorporated in the final report which was submitted to Inderpedia and Loo Niva.

SECTION TWO PROJECT INPUTS AND MAJOR ACHIEVEMENTS

This section consists of the major inputs of the project to meet the purpose of quality education in the project schools. It also primarily has discussed the achievements of the project that the study team obtained through FGD, interview, observations and document review in the study field.

The Project Inputs

Loo Niva has been running a project entitled "*Hamro Maitri Shiksha (HMS)*" with the support of Interpedia, an INGO, since 2010. The purpose of the project is to enhance the quality education for the children studying in primary schools in Kathmandu and Lalitpur districts. It has been providing its services to 14 primary schools: 12 from Khokna, Sainbu, Bungmati and Dukuchhap VDCs in Lalitpur and 2 from Setidevi VDC in Kathmandu. It aimed at improving the situation of child right and the environment at schools conducive to the children's age, interests, needs and aspirations.

It has been making scheduled efforts to achieve its goals. Some of its attempts to bring desired changes among the target stakeholders are forming child club in the schools, launching teachers' training program, making co-ordination between the schools and the community, bringing awareness for quality education among the stakeholders at local levels through various interactions and workshops and mobilizing the community under the project for the enhancement of the quality of education disseminated by the target schools. The major inputs of the project were as follows:

- Awareness for quality education among the key stakeholders (teachers, parents, head teachers, SMC) through interactions and discussion program
- Formation of child-club in school to empower children to exercise their rights and responsibility
- Child friendly classroom training to the teachers, SMC members, and PTA members
- Psychosocial training to the teachers to empower them to understand and deal with children's emotions
- Regulating extracurricular activities by activating the child-club at school
- Financial support to the children from economically deprived and marginalized family, particularly for their admission, school uniform, pencils and paper, school bag etc.
- Teachers' training (for active teaching learning, learning materials, classroom management, classroom English)
- Teachers' mobile meeting for various subjects
- Exposure visit program for focal teachers, SMC chairperson, head teachers etc.
- Contributing to physical infrastructure of some schools basically for library, toilet, classroom etc.
- Learning materials like computer, charts, graphs etc.

Major Achievements of the Program

The attempt to enhance quality of education in the project schools was significant in many ways. First, it brought awareness among parents and community people about their participation for enhancement of quality education in the schools. Second, exposure visit program provided the participants a first-hand experience on the practices of quality education in the schools supported by various other projects in different part of the country.

Third, the practice of child friendly environment and ATL were also an appreciative attempt made by the project schools. Fourth, the learning materials in the classroom prepared by the teachers to make their teaching-learning activity effective was also one of the positive initiatives taken for quality education in the project schools.

Fifth, practice of mobile meeting was reported to be an essential activity in the way that it helped teachers make their classroom activities more effective. Sixth, formation of children club further helped the children in the project schools organize to perform various learning activities in a group. It also brought awareness among them for their rights and responsibilities in schools. Support program for marginalized and disadvantaged groups of students was also an important activity to increase access of the students in the project schools. Now let us analyze the information in detail as per the major components of the program.

Awareness Raising and Sensitization

It attempted to bring awareness among parents and community people about their participation for enhancement of quality education in the schools. Parents were sensitized through awareness programs. This was carried out by social mobilizers of Loo Niva. The major goal of the sensitization program was to aware parents about the value of educating their children. As a result, it was claimed that parents began to enquire about their children's performance in schools. They also began to participate in the meeting organized by the school. Parents' awareness program also made them able to establish rapport with the local people, convince them about the value of educating their children, and making them committed towards sending community children to school. After launching awareness program, the people in the catchment area of the project schools began to send their children to school. These people, according to SMC members in FGD, used to make their children engage in household works before. This further provides an evidence for the major achievement of the project.

Besides these, the effort of head teachers in meeting with parents in regular interval, discussion with SMC and PTA, and interactions with other social organizations at local level have really helped the school management to make consensus in school development activities. From this, it can be said that Loo Niva's attempt for quality education in the target schools has been successful in changing the traditional attitude of the general public towards educating their children. However, there is enough room for the project to link the school with the community to ensure the access of information. For this, the project can further work for sensitizing the parents and community people and also developing the school-community relationship.

Creating Access

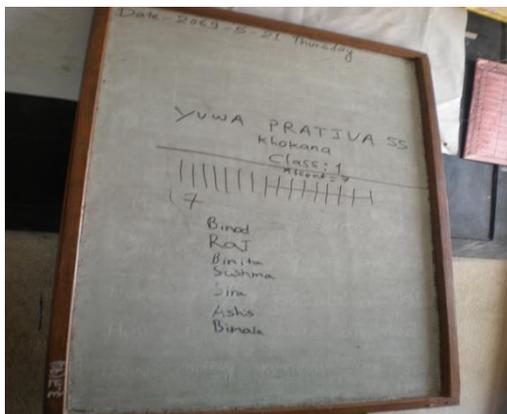
As per the discussion with the head teachers and the community people it was found that negligible percentage of 5-12 age population are out of school. Some of them claimed that there is no child left behind. This kind of NER in such VDCs is a great achievement of the program. According to SMC chair and the head teachers, the enrollment in school began to grow mostly due to awareness and students support program. More than that, parents could see different activities in the classroom that involved children in creative works. They further explained the fact that child-friendly behavior of teachers and non-violent methods also attracted the community people sending their children

"All the children of 5 to 12 years age now are in the school due to the effort under the project"- RP

to school. This has added another achievement of the program i.e., the transfer of teacher training skills in classrooms. Loo Niva has supported the schools with some physical facilities like games and play materials, library, furniture etc which has certainly improved the access. Creating access to quality education is, therefore, increasing access to basic services for which Loo Niva has attempted its best.

Delivery of Quality Education

Quality of education is associated with the curricular learning outcomes. The same is directly related with its relevancy for the parents. Parents told that if their children can get jobs after they are educated they consider that as quality education. Students said that quality education leads them successfully to upper grades. The teachers explained quality education



as the all-round development of children according to their ages. The question is: has Loo Niva been able to assist in delivering quality

The students of this (project) school are far too ahead in terms of socialization in the comparison of the students in private schools.

-An SMC member

education? Unless the teacher is able to deliver the knowledge and skills in a meaningful way there will

be no quality at all. Thus, preparation of teachers towards meaningful education is a must. Loo Niva has launched several short duration training to teachers in this regard. As said before, parents were attracted towards the child-friendly manner of teachers in the classroom.

The research team observed classes in the primary level especially in the lower grades. The grade one arrangement was good. Students were busy in activities. The teacher worked as a facilitator rather than a traditional lecturer. Students were provided several opportunities of learning with the educational materials. When crosschecked in a mathematics lesson by assigning the students write on the whiteboard, they performed well. The process the students used in solving a mathematical problem clearly indicated that the concept was clear to them. In other words, the activity they were doing was meaningful to them. In this way the teachers were found using their training skills in the classroom by assisting the learners in getting meaningful education, a major step towards quality. As a result, the project schools have been able to assure their internal competency and efficiency for quality delivery.

Creating Learning Opportunity for Teachers/Students

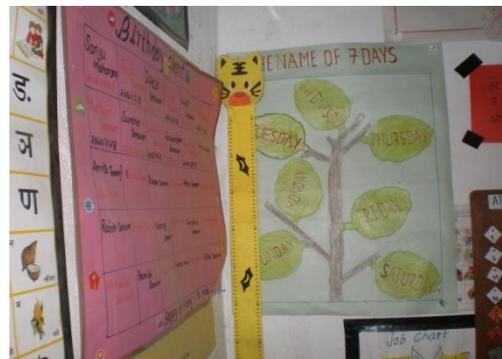
Mobile meeting of teachers is an attempt made under this project to promote quality education in the target school. Each teacher participant of the mobile meeting provides at least one learning materials to the school where the meeting is held. It was reported that the participants (teachers) in teachers' mobile meeting present their problems that they come across during teaching learning activities in the classroom. According to a teacher in FGD, they share their classroom pedagogical issue in that particular subject and also seek a way out among them. The RP and the school supervisor are invited in the meeting for technical support. Sometimes subject specialist is also invited in the mobile meeting to support the participants to reach an appropriate solution for their doubt, dilemmas and classroom difficulties. This can be taken as a prominent practice for quality education in the project

school. Students, on the other hand, have also provided with learning opportunity through improvement in the classroom management, library services and extracurricular activities.

Capacity Building of Individuals and Institutions

Loo Niva was found providing several supports in providing training, monitoring, coaching and follow up to different individuals and institutions related with school activities.

Capacity building of the key stakeholders (teachers, SMC and PTA members, HT, students, child clubs, parents) was mainly attempted through orientation, meetings, workshop, exposure visit, training and interactions etc. One of the head teachers of a project school told study team that they were capacitated by the short term training they received. Similarly, the SMC chairpersons and members found the training useful in managing school and its resources. One of the PTA member told that she



benefited from the training very much as she explained she has now been able to come to school and talk to the school staff about education of her community children and monitoring of the SMC work. A teacher in FGD claimed that they learned how to develop local

curriculum and learning materials and implement them in the classroom due to the training provided by Loo Niva. Due to students empowerment program in project schools through child clubs the students reported that they could

“I have learned the classroom techniques through the short child friendly training under this project which I had not learned in 25 years of my teaching duration”- a project school

organize extracurricular activities and participate in them actively. In some schools students are invited in the SMC and PTA meeting to bring the issues of children and classroom learning. These were some evidences which vividly assert that attempt towards capacity building for the key stakeholder has been successful.

The capacity building program improved basically the child friendly environment, classroom learning practice, school-community link, classroom management, etc. This has also improved the institutional strength of the schools. Some teachers of the project schools were taken to visit some schools of Sindhupalchok, Kavre and Baglung districts which were under the similar kind of project. The purpose of the visit was to equip the teachers with firsthand experiences about the practice of quality education in the schools of some other projects. This was very useful and more convincing for teachers when something better is already happening in other remote schools.

Improving Physical Facilities

Loo Niva has also contributed to improve physical facilities of some projects schools through the school improvement plan process. Out of the studied schools, Loo Niva contributed in constructing a library room for one of the schools. Besides, it also contributed for child friendly furniture, whiteboard, book case and materials for sports and games in some schools. Indicating carpets and mats in the classroom a teacher of a school reported the study team that they (the carpet and mats) were also provided by Loo Niva. This has ease for group work and children’s mobility in early grades to have home friendly sitting arrangements and learning environment. Facilities as such contributed to achieving minimum enabling conditions for learning in the project schools.

SECTION THREE

ROLE PERFORMANCE, INCLUSIVENESS AND RELEVANCE

This section consists of three major practices performed under the project. First, it discusses the roles of the key stakeholders and the way they perform to achieve the project goal. Second, it also discusses the relevance of the project particularly in the semi-urban and rural part of Lalitpur district. Third, it highlights the matter of inclusiveness which the project works up on to ensure that their service goes to the wider section of the community inclusive of all castes, class, ethnicity, gender etc.

Role, Performances and Participation of the Stakeholders

To meet the purpose of HMS, the study team examined the roles and responsibilities of the teachers, students, parents, SMCs, and Loo Niva. Their roles and performance under the HMS are presented as follows:

Role and Performances of Loo Niva

Loo Niva developed the concept of the project and a strategy to implement it. It facilitated to define the roles and responsibility of the project staffs like project officers, project coordinator, social mobilizer, etc. It conducted a series of activities in the community and schools. It also set the capacity building program for the teachers, parents, SMCs, and students based on their needs and baseline assessment. It ran training, workshops, interactions and orientation program for the key stakeholders (teachers, parents, students, HTs, community people) to bring awareness among them for quality education and also built up their capacity. It helped the schools bring parents and children at school and strengthen mutual relationship between them. It also helped the teachers understand the students' needs, aspirations, interests and also how to impart quality education among the target children. Bulletin and Magazines are published in every two months focusing to expose the schools' and children's activities to bring change within and around them. This inspired teachers and schools to try new initiatives and share the good learning with others through this bulletin.

Loo Niva, thus, played the role of catalyst, facilitator, manager, coordinator and service provider to improve the quality of education in the project schools in cooperation with local communities and education authorities. It helped the SMCs to identify the local resources and utilize them in effective way for the enhancement of quality education in the project schools. A child club is organized in each project school to sensitize children for their needs, rights and quality learning achievement. Loo Niva invites some experts to get help, as/where necessary, in performing its roles.

Role and Performance of Teachers

After project intervention, teachers in project schools carried out teaching learning activities in ATL approach and facilitated children accordingly. They encouraged students' engagement in the classroom activities who are happily attending the class regularly. They also began to apply continuous assessment system to analyze the individual student learning and performance at school and seek the reason behind such learning performances to help them better in future. The teachers also initiated to identify the psychosocial, economic and cultural background of the children and how their family background and emotions influenced the learning performances of the children. One of the teachers in FGD claimed that they intended to prioritize the English language as the medium of instruction as per the demand of the parents. They began to prepare and use learning materials based on local resources. They enthusiastically participated in mobile meeting in which they shared their classroom

complexities among the other participants. Mobile meeting helped them discuss their difficulties and get proper solutions for them. Teachers became more friendly and cooperative towards students and helped in proper functioning of child clubs and extracurricular activities. After the visit of different schools under quality education projects of different districts some of the teachers were found to adopt good practices that they had observed during the visit.

Role and Performances of SMCs, HT and Parents

To capacitate the SMCs and parents Loo Niva ran orientation and training program in which they were informed their rights and responsibilities as per education act and rules and also provided inputs to improve quality of education in schools. They were also informed the necessary infrastructure required to maintain quality education in the schools. As a result, the parents, according to an HT of a project school, attempted to maintain better school infrastructures (rooms, furniture, toilet, drinking water and playground) at school and also child friendly environment at home. They also began to enquire the children learning performances at schools. In some project schools participation of parents increased. Due to project inputs the SMCs and HTs of the project schools became familiar with the quality education practices and they began to focus to strengthen the school-community link. They also made attempts to facilitate teachers to deliver quality education in the classroom. They intended to hear children's voice and address their needs at schools. This shows that the SMC and PTA in project schools are aware about their roles and responsibilities.

Role and Performances of the Students

Due to project efforts for children, children are more regular and disciplined in schools. They participated in various extracurricular activities. They exposed their talents through writings of poems, stories, etc. They organized child-club in schools and began to perform group activities. They also began to keep their say before SMCs and HT to get it solved. They also identified their rights and responsibilities and asked help from teachers and school administration to perform it duly. The children also began to organize inter and intra schools activities and participated in them. These child clubs are also monitoring regularity of students in schools and also providing scholarship support of poor and marginalized children.

Safe, Protective and Supportive Environment

Effective learning often depends upon safe, protective and supportive environment for children. Safe, protective and supportive environment also ensures the proper use of children's right at school. The study team, therefore, also discussed with the informants about safety and supportive environment of the schools under this study. For this, the study team observed the school playground and classroom; and also interacted with children, parents and teachers to explore to what extent the environment at project schools remained friendly to the children. The project schools under this study had due facility of toilets. But the First Aid and earthquake safety training and materials provisions are to improve in the studied schools. Also, disputes management process, health and nutrition are some essential components for ensuring safe, protective and supportive environment at schools. The project, therefore, needs to focus this with due effort. Teachers of some project schools claimed that they reduced corporal punishment immensely. For them, this has caused children be expressive and closer to them. They also said that the students put their desires and demands frankly to them. They began to participate in developing codes of conducts, job charts and attendance charts for their classroom. While doing these, the teachers often encouraged them to consider their comfort in performing these activities. The children, on the other hand,

reported that they perform these activities under the instruction of the teachers and they participate in school affairs when they are asked to do so. This shows that the practice of participation in school affairs has been initiated but meaningful participation is yet to be ensured. The study team found some minutes cases of school bullying. The students studying at primary section told the study team that they are often been scolded and bullied by the students studying in the upper grades. Similarly, girls of some studied schools reported the study team that the boys studying in the same schools often use rough and vulgar words for them. It is, thus, essential to address these issues to ensure supportive environment in some project schools.

Status of Equity, Inclusiveness and Participation of the Stakeholders

Equity, inclusiveness and participation are some key issues in the educational institutions. These components in schools are often deteriorated in formation of SMCs, child-club and PTA. The study team examined the status of equity, inclusiveness and participation through the composition SMC, PTA and child-club in terms of caste, gender and ethnicity. Since there is legal provision for keeping at least one female in the SMC of school, the SMCs of the project schools constituted one female only. But it was reported that the participation of female members in SMC meeting in the project schools was not meaningful. Some members of the SMC during FGD opined that female members are not responsible towards their duty and they also do not take sincere interest in contributing in the meeting. The female participants in SMC, on the other hand, told that they could not be available in the school meeting and the school related issues at school because they are heavily engaged with domestic chores. They also told the study team that they often feel that male can contribute their ideas better than them particularly in school improvement issues. Dalits participants also reported the same.

This shows that the matter of equity and inclusiveness has been addressed as per the legal provision but their meaningful participation needed more support and enhancement. This also shows that female members are not duly trained and empowered. Again, the female particularly mothers are loaded with heavy domestic chores. They often could not be available in the meeting organized by the schools. The meetings in the schools need to be organized in the convenient time of the female members. Regarding the participation of community in the service of the project supported schools some informants in FGD told the study team that there are many parents in the community who do not intend to send their children in these schools. For them, many parents in community and even some teachers of the project schools send their children in private schools. Despite the efforts of the projects the schools have not been able to gain faith of the wider section of the people in the community. This issues need to take sincerely in the forthcoming plan of the project.

Relevance, Effectiveness and Efficiency of the Project

In an FGD, one of the HTs claimed that before launching this project the drop out of children in the target school was very high and their retention and regularity was poor. The study team analyzed the dropout of grade one students in five studied schools and found that the numbers of dropout students from 2009 to 2012 were 30, 31, 20, 6 respectively. This shows that the project has contributed to reduce the number of dropout students in the studied schools. An SMC member of a project school told the study team that some children were found either playing in the street or engaging in house hold activity. Those who studied at school regularly had very little time to pay for self-study due to the pressure of work at home. Parents lacked awareness towards regularity and better performance of their children at

school. The SMCs of the schools were unaware towards their roles and responsibility that they needed to consider in promoting the quality education of the schools.

There was very poor link between the schools and the community which hampered the school to capture the needs and aspiration of the parents and community. As a result, the participation of children, parents and the community as a whole in enhancing quality education of the schools remained somehow insignificant. Similarly, the preparation and use of teaching materials in the schools was waiting for improvement. The practice of extra-activities was not initiated in some schools. The teachers needed support in their daily teaching-learning methods and activities. On this context, the emergence of Loo Niva as a support organization to improve the quality of education in the schools was taken as relevant and imperative.

To meet the above challenges of the schools Loo Niva carried out some activities under the HMS. First, it made attempt to bring awareness among all the key stakeholders of the schools to meet the purpose. It conducted a series of training, interactions and workshops with teachers, Parents, students, SMCs, etc. This helped them learn some basic skills, knowledge and attitudes towards quality education for the children. It also helped them understand and support each other in exercising their rights and performing their responsibility. Parents began to keep interest more than before in the school activities. The SMC also began to enquire about the schools' attempt for quality education and participated in the schools' meetings with keen interest. Second, Loo Niva formed a child-club in each school under the project. It made children aware about their rights and responsibilities to ensure their quality education. Child-club also began to practice extra-curricular-activities in the schools which helped them unfold their hidden talents and skills. Third, the training program for teachers, SMCs and HTs contributed a lot in maintaining child-friendly environment at school. Students began to get friendly treatment from their teachers and peers at school. It made them easy to express their sufferings and complexities in front of teachers and HTs to get them solved. As a result, they also enthusiastically became regular at school. Fourth, those who still could not come to schools due to poor economic condition in the family were provided with some supports in their admission, school uniform, pencils and paper, etc. This helped to bring the children from almost all families within the service area of the schools. Fifth, teachers' training program and mobile meeting supported by Loo Niva made them feel easy in performing their teaching-learning activities in the classroom. They began to manage learning materials and present them in the classroom effectively. Mobile meeting helped the teacher shares their difficulties, complexities, dilemmas, etc that they came across their teaching-learning activities in the classroom. These were some notable attempts made by Loo Niva which made all the concern people efficient to move effective steps for promoting quality education in the project schools.

The attraction towards private schools among the wider section of community still exists very strongly. This means that community members have a great faith on quality delivered by the private schools. This is a very pertinent issue for the project to convince the community towards the services provided by the schools under its support. In course of gaining the community faith the studied schools have already started to adopt some practices of private schools in the name of quality education. They have attempted to gain community faith through the practice of school uniform, tie, classroom instruction in English medium, report card, etc. They also intend to increase their concern on students' regularity, punctuality and learning performance.

SECTION FOUR

BEST PRACTICES, CHALLENGES AND FUTURE MODALITY

The project has some prominent practices which have greater influence over quality education. It, however, is not free from some issues and challenges. This section, therefore, discusses the same. It also consists of some suggestive measures to incorporate in the future course of action to make the project more effective and result-oriented.

Good Practices

The research team explored some good practices of the project in the target schools which are mentioned as follows:

Child Club

Formation of child-club is one of the best practices in the sense that it has provided the children with an opportunity to put forth their individual and group difficulties and, also, get united to make the school authority hear their unified voice. It has also helped them develop a habit of working together in group, especially by designing and implementing extracurricular activities in the school. This has given the lesson that children can be more independent if they are provided with an opportunity to perform learning activities on their own in group.

Teachers' Mobile Meeting

Teachers' mobile meeting is another best practice in various ways. First, it has provided the subject (English, Math, Science etc) teachers an opportunity to interact with one another in group and find out a proper solution to their classroom difficulty. They benefit each other with their personal knowledge, skills, attitudes and experiences by exploring a particular way out to the learning difficulties and classroom dilemmas of the teachers who participate in the mobile meeting. In a sense, the teachers in mobile meeting are training themselves through sharing their experiences, classroom strategies and methods of teaching in the classroom.

Exposure Visit

Exposure visit is also one of the best practices under the project. It has provided an opportunity to the participants to acquire first-hand experiences about the quality education practices in the school under the visit. The participants developed an insight and understanding on how quality education program to be launched in their own school environment.

Inter and Intra school Competition

The project also launched inter-school competition among the students of the project schools which can also be taken as one of the best practices of the project. Interschool competition among students in a particular subject help them learn how the students of a particular schools prepare the subject matter and to what extent they need to improve their knowledge to compete with them. This has provided the students for their opportunities to share their learning experience with the students from the learning environment of different other schools.

Major Changes Brought by the Project

Due to the project support the dropped out rate decreased and retention rate increased in the schools. Parents became aware for their children education. They thus began to participate in the program held by the schools. Capacity of teachers and parents increased which was observed through availability and use of learning materials, classroom management and inquiry made by parents about their children performance in the schools. . As a result, the school began to make attempt to practice child friendly environment. Due to

child club the children began to show their interest to participate in extracurricular activities and demand their rights. Children's participation increased in club's activities such as debate program, quiz, games and plays as the part of school activities. Due to scholarship program the school was able to attract and retain the children from economically deprived family. Children in some schools began to get an opportunity to work on computer which was not before the project intervention in the school.

Teachers began to manage their classroom effectively. The major differences in relation to classroom management was the sitting arrangement of students, use of classroom walls by pasting charts, graphs, availability of learning materials in the classroom settings, etc. They also attempted to develop learning materials on their own. It brought changes in the perception and attitudes of teachers towards quality education and the way to achieve it. Teachers became aware of psychosocial complexities of children and they also learned the ways to address children's problems. Teachers became active and inquisitive towards the quality education of children. It helped children identify their exploitation and abuse and discuss the same among them. Teachers and SMC members claimed that parents' awareness program improved child-friendly environment at home and their engagement in schools. It was reported that some children facilitated by this project are in the leadership position district child-club.

Issues and Challenges

The research team observed and perceived some issues and challenges in the intervention for quality education in the project schools. Some major issues and challenges are mentioned under separate headings:

Parents' Awareness

The effort made for bringing awareness among parents needed some improvement in the sense that there are some parents who still remained unattended in course of intervention to break their ignorance towards the practices of quality education. During the visit to a project school the study team observed that a large number of students in grade I, II and III wearing unwashed dresses. The mark of dirt and black spots were conspicuously observed on their dresses. Their hair was uncombed and faces were observed to be unwashed. Few of them wore dress with a half-torn pocket. Few students were in the classroom with bare feet. Most of them had books and exercise books in which some pages were torn off. These made the research team feel that the students in the visited school are insufficiently cared of at home and even at school. It also reveals that the concern of parents towards the healthy habit and quality education of their children is not high. Some parents told that they remained busy in their work for living so they can't maintain time to participate in the school meeting. There are still some children in the community who do not attend the schools because they have to look after their younger brothers, sisters and also they take their goats out to graze. It is very much essential for the project to shape up its modality to enhance quality education among the children particularly for those who are from poor and disadvantaged family.

Bisal (name changed) studies in grade III. He was absent for around 6 days in a month. While asking about the reason behind his irregularity in school he said, "My parents work on daily wages. When they go out to work, I have to look after my brother and sister at home."

Capacity Building

Capacity building and sensitization is one of the key components of the project. There have been some efforts for it. However, the study team realized that this part of project needs some more efforts. Regarding this, an SMC chairperson in an FGD asserted that they often become confuse in regulating their responsibility in the process of achieving quality education in the part of the students. They focused that they are unaware, to some extent, about how and what aspects of monitoring and evaluation within the school environment. Similarly, an HT of a project school said, "Parents and community are not properly sensitized in the matter of quality education." He further told the study team that community sensitization can be strong if the community mobilizer in the part of this project could be more skilled and empowered in this concern. Some of the participant in an interview said that if project staffs are empowered and equipped with some more skills and knowledge, they can contribute more effectively in delivery of quality education in the classroom.

Exposure Visit

An SMC chairperson of the project school told the research team that the exposure visits to different schools provided them an insight about the practices of quality education but they could not get to the way and their roles to perform to ensure the expected quality in the context of their schools. An HT in FGD told the study team that after exposure visit they shared their learning experiences among the teachers. But, some other HTs with informal conversations with the study team asserted that the learning experiences obtained from exposure visit was limited up to sharing in groups; it could hardly transferred into practice. The exposure visit can only be fruitful if the participants transform their acquired knowledge in daily learning practices of their own schools. The research team hardly could find out any participant who could claim to concretize their learning to their school context. The exposure visit, thus, needed some technical support in the part of the participants especially at the stage when they implement their knowledge in their school context.

Role and Performances of HT and SMC

Regarding the competence and role performance of SMC members, one of the HTs of the project schools in FGD told that SMC members mostly enquired about the income and expenses of the school in meeting. For the HT, the SMC members generally keep less concern about the quality teaching learning activities in the school. A parent, on the other hand, told the research team that whenever they participate in the meeting, the HT mostly talks about the supports that the school gets from donor agency/ NGO, GO etc. The research team observed SMC's meeting minutes of a school to examine their concern towards the practice of quality education. The observations were as follows:

| Date of Meeting | Number of Agenda in SMC Meeting | | Remarks |
|-------------------|---------------------------------|---------------|--|
| | Financial | Non-financial | |
| 15 June 2011 | 1 | - | |
| 29 June 2011 | 5 | 1* | *Teacher appointment |
| 13 September 2011 | 4 | 1* | *Congratulation to SLC graduates |
| 1 February 2012 | 1 | - | |
| 15 April 2012 | 6 | 2* | *Welcome to new students and *award to merit students |
| Total | 17 | 4 | |

The above table consists of five meetings held in different dates in ten months duration. The table vividly shows the irregularity in holding meeting in the school. Out of 21 agendas in all the five meetings, 17 were about finance and 4 were about non-finance (teachers' appointment, congratulation to SLC students, welcome to new students and award to merit students).

It shows that in most of the project schools the SMC, HT, and parents entangle in talking about the facility and support provided from different sources and keep less interest about quality related issues in the school. This also reveals that the HT, SMC and parents need more support in raising their level of awareness to enhance quality education of the school. The training and orientation provided to them need to be made more impressive, effective and result oriented.

Training, Orientation and Learning Materials

The observation and interaction with the people and the classroom context provided the study team to learn some existing challenges in relation to the project intervention in the classrooms and the effort made by the teachers to promote quality education in the schools. During FGD, a teacher told that training remained less effective for him because he could not reap the expected knowledge and skills for effective teaching in the classroom. He further told that the training was conducted among the teachers who held varied qualification (from SLC to MA) in one group. Those who were MAs learned more. The contents of the training (according to the teacher in FGD) were not specific to benefit the individual teachers and also the delivery of the contents in the training was not much effective.

The research team visited the classroom of the project school under this study and found that the walls of the classroom were covered with charts, graphs, and art works in the form of learning materials. But the practice of decorating classrooms, in this way, was more focused to make classroom look beautiful and less to support children learning connecting to their daily lessons in some schools. It was also found that these charts and graphs are set in the classroom once in a year and in many cases they remain the same in the next year, if they are not faded or torn off. Very few students in the classroom claimed their participation in the preparation of these learning materials and the learning materials were not up to dated as per the lesson taught in the classroom. Most of the materials in the classroom were bought from the market even though some of them could have prepared by the students and teachers. A teacher opined that the training focused ATL in the classroom, but in most cases the construct of the classroom was not suitable enough to implement the knowledge acquired in the training.

Child –friendly Environment

Creating child friendly environment in the project school is another attempt of the project on the way to approaching quality education. The research team, however, found in some schools the practice of punishing students. Some students hesitated to interact with the research team though the research team encouraged them to speak. This means, they still do not express their feelings, emotions and views. Some of students also asserted the practice of physical punishment. Some of them expressed that they mostly hesitated to attend school when they do not accomplish homework.

During classroom observation in a school the study team asked a girl (grade five) to tell her name. The girl replied in very weak voice, "Sunita" (name changed). The research team again asked, "Where do you live?" She then did not respond but her eyes ran down.

The visited school didn't have sufficient ground to play the games of their interest. They also didn't have enough space to keep their books and bags comfortably in the classroom. The classroom in some schools was not spacious to perform group work, role play etc. Despite the claim to practice ATL, the teaching learning activities were reported to be based upon lecture method. In some of the schools children were not included in the meeting and their concerns were not incorporated in the decision making process. The school ground was not safe and protective since not spacious. The ground was full of unwanted plants and it was fenced with wire.

Mobile Meeting

The practice of teachers' mobile meeting run under the project has some issues and aspects to improve which were also discussed during FGD for this study. First, regarding the challenges of the mobile meeting an HT of a project school said that mobile meeting is held once, a month, sometimes twice a month and sometimes it is not held at all. This reveals the irregularity of mobile meeting. Second, though the fixed time of mobile meeting is 1 to 4 pm on Friday, it starts at 2 and ends at 4 PM. Most of the teachers' participants of the mobile meeting asserted that 2 hours' time for about 25 teachers is quite much less to address all the issues. Third, the teacher participants of mobile meeting hold the qualification that varies from SLC to MA. The less qualified teachers in the mobile meeting often feel dominated with the personality of those who hold higher level of qualification.

As a result, the former ones hesitate to participate in the meeting actively. Also, some teachers in FGD claimed that the expert who come to facilitate mobile meeting do not actually look like expert in terms of their performance, knowledge and experience. Fourth, during a FGD one HT of a project school said, "The teacher who is assigned to participate in the mobile meeting often prepares learning materials in a hurry. S/he just starts preparing materials half an hour before to depart for the meeting. In a great hurry s/he often traces some lines and writes some words on a chart." The HT further said, "The teacher does it because s/he has to participate in the meeting anyhow." on this context, the teacher carries a learning materials on the principle of "something is better than nothing." To what extent the materials brought from the source schools remain effective for the target school? This means that how the target school manages, use and improve those materials brought by the teachers' participants in the mobile meeting. Who ensure the better use of these materials in the target school? It may turn to be rubbish if it is not properly utilized. The other problem is that if everybody brings the same/similar kind of materials and if most of the materials brought by the teachers' participants may be already managed in the target school on its own.

There is no one to evaluate the relevance and effectiveness of the learning materials carried by a teacher to the school where mobile meeting is held
-An HT of a school

Participants come to meet and see each other in the name of mobile meeting. Since they had hardly any opportunity to meet the friends at a time, mobile meeting serves the purpose. -An HT

Fifth, the research team asks an HT during FGD for this study that whether the teachers have self-interest or they are really inspired to participate in the mobile meeting. In reply, the HT told the research team, "I don't know about the other teachers but those who came in my contact often

expressed that they are bound to participate in the mobile meeting. This means that their self-interest for this plays only little role.

Safety and Protection

The study team observed and was reported about the non-discriminatory environment where children are not discriminated in terms of their caste, class, ethnicity and gender. There is a complaint box in some project schools to provide the students to put their suffering before the school authority but some other project schools have not managed it. Though there is complaint box in some other project schools, they don't use it effectively. Regarding the safe, protective and supportive environment at school one of the parents of a project school during FGD said, "The school compound is not fenced. Play ground is very small. As a result, children intend to go to play on river bank." Children of a school reported the study team that senior students often dominate the junior ones.

Formation of child-club is praiseworthy attempt but many of the children were found to be still unknown to proper use of their rights through child-club, particularly in terms of safe, protective and supportive school environment. Also, some children in a school understood child-club as the club of the children who are in executive committee. This shows the gap between the members of executive committee of the child club and other students at school. The members of executive committee of the child club did not find to encourage the other students to participate in the program launched by the core members of the club.

Monitoring and Evaluation

The aspect of monitoring and evaluation was found to be very weak during the visit to the project schools for this study. First, there is very little follow up visit to provide constructive feedback to the teachers about their classroom performance. The study team did not find out a defined mechanism under this project about 'who would visit whom and why'. SMC is expected to play a key role in monitoring and evaluation of the performances of HT, teachers and students. In most of the project schools, the SMC members were found to be in dilemma about what and how aspects of monitoring and evaluation. The role of HT in M&E was found passive since many lapses and short comings existed in the classroom management, teaching-learning activities, and preparation of learning materials.

Out of School Children

The study team reviewed the documents to explore the number of children 'out-of-school'. The available document, studied by Loo Niva, consisted of the situation of out-of-school children particularly in Bungmati and Dukuchhap VDCs. There are 10 children in Bungmati and 40 children in Dukuchhap VDCs who still have not been able to come in the service of schools. The most remarkable thing is that many of these students are from Dalits and ethnic community. Out of these 18 are female and the rest are male. This shows that the project has a great challenge to make its services more inclusive and universal in the project catchment area. In addition, the protection of these children is another challenge for the project. The research team found one of them still wants to continue his study.



A drop out child, found raring animals, desired to re-admit in school

Issues of Sustainability

In every educational project development partners often make a huge investment to support the country. However, the continuity of the program after the phase-out of the project has hardly been assured. Many activities under this project were also challenged in terms of their sustainability during the field study. They are mentioned here under.

Mobile Meeting

The project has provisions of budget for transportation (Rs. 100) and snacks for teachers who participate in the mobile meeting. The project schools did not have a plan to fulfill such provision after the phase-out of the project. Moreover, the teachers were still in doubt about the technical support and monitoring of the mobile meeting after the project is over. Who will lead the mobile meeting? To whom the participants of the mobile meeting will be accountable? Who will assess the effectiveness of teachers' mobile meeting? Who will make an attempt to make it more effective? These are some questions which were unanswered during the FGD with the informants under this study.

Child-club

Though the informants during FGD for this study claimed the sustainability of child-club, the study team found enough room where the practice of child club would be dissolved after the project. First, many of the students in some schools were not found to be aware about their roles and performance in child-club and in some cases the students, except executive members, also did not show their concern to the club. The empowerment and awareness in the part of students in relation to their rights and responsibility is weak. The focal teacher gets technical support from the project to run child club in the school. After the end of the project there will be no one to offer such support to the focal teacher. The regular meeting, interaction and orientation of the children club for their empowerment and awareness towards their rights and responsibilities should take place on regular basis if the school really wants to sustain it forever. Besides these, the budgeting of the child-club will fully depend upon the school after the project. In this case, the child club will sustain only if the school holds it financially.

Classroom Management

Sitting arrangement for the students in the classroom can be sustainable to more extent. Some of the classrooms in some project schools were not spacious. The sitting arrangements, therefore, can't go in line of ATL approach. The practice of job and attendance charts can be sustainable if teachers are assigned to facilitate the students for this and the school administration monitors them occasionally. The learning materials in the form of graphs and charts hanging on the classroom walls again need continuous efforts of teachers and students. But the study team did not find any strong functioning mechanism and motivation that leads them do so even after the end of the project. The charts and graphs hanging on the walls of classroom mostly focused decoration of the classroom which has very little link with the real lesson to be taught. In this case, the preparation and use of teaching learning materials will be not be sustainable.



Future Course of Action

The existing practice for quality education in the project school would be more effective and sustainable if it is revisited with the perspectives of the issues and challenges discussed above. Following are some measures to be considered in the future practices of the project.

Building-up Capacity and Community Awareness

Capacity building is one of the major areas that need improvement. Due to the inadequate concern to sensitization and empowerment of the community and parents on their roles and participation in the issues of quality education in school remained weak. This has hindered the substantial change in the students. Without integrated efforts of school and community, desired change in the quality of students can't be achieved. It is, therefore, advisable to capacitate the key stakeholders (SMC, Loo Niva staffs, parents) in the future course of action with due efforts. The key focus should be learning of students rather infrastructure development and material collection. Awareness program also needs to focus to develop the sense of ownership among the community members. They should feel that the quality education program in the school is the part of their responsibility; and that their active participation can only help the program to be sustainable.

Training and Learning Materials

Again the training and orientation program needs to be stratified in terms of qualification, level, attitude, knowledge and skills of the trainees. Duration and frequency of training need to be increased and coordinated with DoE/NCED. Since many questions were raised by the informants regarding the quality delivery in the trainings, it is advisable to invite expert (not 'so called expert'- as per the informants) to facilitate the training program but we can support teachers on their day to day work in the classrooms and school administration. Learning materials should not only focus classroom decoration but also represent the learning contents that are discussed through daily lessons in the classroom. The teaching learning process is to be guided by 5Es model of re-constructionists' perspective for social transformation.

The training provided to only one teacher, HT and SMC member of each project school could not serve well in the sense that rest of the members of SMC, teachers and the parents of the school remained out from the sensitization. The forthcoming action plan for the schools improvement in the part of the project needs to adopt a 'whole school approach' in the matter of training and sensitization in which all the teachers, SMC members and parents should be focused well.

Teachers' Mobile Meeting

Mobile meeting is a unique practice but this needs some improvements to be more effective and sustainable. One way to make it sustainable is that all the schools under the project need to develop a fund and lead by RP. Its regularity and effectiveness needs to be linked with the regular program of the schools and resource centers in line with TPD.

Practice of Child-club

Formation of child-club is praise worthy attempt. The children, however, needs more support for their empowerment to use their rights and responsibilities duly. Most of the children in the project schools don't make their voice against their difficulties. Some of them even don't know that child-club is for their benefits and support. The most important thing is that a single child-club within a school is highly influenced with the traditional attitudes and impressions of the teachers. The children, therefore, couldn't design and implement the

perspective of child-club as per its goals and affiliated with DCWB. In this regard, it is advisable to develop an inter school child club network (VDC level) and their mobile meeting needs to be continued on monthly basis so that it will work for the protection related issues. The focal teachers of each project school needs to facilitate the mobile meeting of child club in each school and child-club network at VDC level in line with national framework of child friendly school for quality education.

Monitoring and Supervision

HT and SMC are to be empowered for monitoring and evaluation in relation to the classroom management, classroom pedagogy, designing and use of learning materials, etc as per education rules, regulations and SSRP provisions. More specifically the monitoring and supervision of the program needs to be linked with the government mechanism like school improvement plan, school self-assessment and social audit.

Issues of Sustainability

The project needs to coordinate with VEC (under VDC) along with local leaders and RP/RC which would help the school develop fund for mobile meeting, child-club, learning materials and infrastructure development. This collaboration with the local government can be one of the essential steps to achieve sustainability. Fund raising at local level through village education committee can be one of the easy approaches to make mobile meeting, exposure visit, classroom management, child-club activities etc, sustainable.

Teachers' Professional Ethics

Most of the teachers and HTs in the project schools were found to be in ethical dilemma which served as a constraint for them to take right decision in course of performing their professional course of actions. It is, therefore, advisable to conduct training (workshop) to strengthen their professional ethics and competencies on pedagogy. This would help the teachers to be professionally sound and responsible. The school code of conduct to be promoted for teachers, parents and students.

Continuity of the Program

It is very much essential to ensure how the programs initiated under the project in the schools could be sustainable and bring visible impact if it goes for 3-5 years. The greater consideration is that Loo Niva needs to take is to make a wider consultation and discussion with the beneficiaries and stakeholders both at the central level (MOE and DOE) and at the local level (DEO) to convince them and make them commit for their part of contribution (either financial and non-financial) to mainstreaming the program. Until there is assurance of such commitment from the key authorities, the project needs to be complemented and supplemented in line with government policies, plans and programs.

Expansion of the Project

The service of the project mostly is limited at the schools which are also being supported by some other organizations. At this context, the support can make a redundant effect. There are some other schools in some remote part of the district which are very much in need of such support. Expansion of project service to the more needy schools seems essential. The continuation of the project in the existing project areas should focus on enhancing learning achievement adopting a whole school approach. The students, teachers and parents of a school should be empowered and equipped following the learning cycle approach.

Professional Commitment of the Authorities

The project needs to assure that the concerned education authorities are motivated towards professional development for children's learning rather meager financial incentives. The financial incentive can't work for longer and does not focus on results of their services. If financial incentive is the key motive, the program then can be dead when financial incentive is stopped. Thus attempts need to be made for creating community movement and professional development of the authorities in line with the projects. A professional development and accountability agenda should be associated with the implementation of the project. These professional development agenda might be in the form of exposure visits, workshops, seminars, publication of journals and monitoring the learning of children and performance of the schools etc.

Contribution of Schools

Teachers, HTs, students, parents and SMC at schools can't be passive recipients of the project services. This means, they should not think in the way that someone from project would come and do something for us. Such attitudes would lead them often seek 'easy meat'. The project needs to consist of a mechanism in which the greater responsibility would fall in the part of teachers, HTs, SMCs, parents and students. School improvement plan and social audit should be the basis of any support from other agencies in schools. Learning achievement of the students and their socialization are to be taken as the measures of the school and its performance.

Replicability

Before launching the project the donor usually coordinate and collaborate with the government about the significance of the project and priorities of the state government. In such, there can be replicating some key practices for quality education under this project to the non-project schools. Regarding this, the donor should hold a continuous talk and interaction so that learning and experiences of the project to be replicated in the non-program areas by the government itself. Otherwise, the equity issue will be left behind and only some VDCs will get benefit. The government might ask some technical and social mobilization support from the donor and NGOs, which can be acceptable and be included in the revised project.

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ANNEX 1
RESEARCH QUESTIONS AND PRELIMINARY THEMES

1. **How is the overall quality of educational delivery of the project schools?**
 - Relevance
 - Efficiency
 - Effectiveness
 - Sustainability
 - Participation
2. **How is the role of teachers in their community and inside their educational system?**
 - Forming learning network
 - Educational delivery
 - Promoting child's rights
 - Participation in schools and implementation of school activities
3. **How is safe, protective and supportive environment created and maintained to ensure child rights in school? How does the project address the issue of child right?**
 - Child friendly environment
 - Children's involvement in school affairs
 - Non-discriminatory Environment and Avenue for Complain
 - Safe, protective and supportive environment in schools and community
 - Capacity building of stakeholders in children rights
4. **How is the situation of intermedia's cross-cutting issues (gender, disabilities, ethnic minorities, HIV/AIDS, environment) in project schools? How are these addressed in while planning and implementing the project?**
 - Equity
 - Inclusiveness
 - Participation of children
 - Equal opportunity (non-discrimination)
5. **What are the expected roles of donor and each partner organization and how effectively are they performing their roles?**
 - Expected role of donor and partner organization
 - Best practices (change occurred in the project area regarding the project's focal problem)
 - Change claimed by the project
 - Lesson learnt in partnership and project context
 - Future model of partnership

ANNEX 2
EVALUATION FRAMEWORK

| S.N. | Main Component | Indicative questions | Source of Information |
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| Study Question 1: How is the overall quality of educational delivery of the project schools? | | | |
| 1.1 | Relevance | <ul style="list-style-type: none"> • 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? | <ul style="list-style-type: none"> • Community members including marginalized groups, • Students, Teachers, SMC/PTA • Students, Child Clubs, community members, parents |
| 1.2 | Efficiency | <ul style="list-style-type: none"> • 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? | <ul style="list-style-type: none"> • Project team |
| 1.3 | Effectiveness | <ul style="list-style-type: none"> • 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 can be the other relevant indicators? | |

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| 1.4 | Sustainability | <ul style="list-style-type: none"> • 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? • How sustainable are the networks created by the Project? • What are the consultant's suggestions to ensure sustainability of the Project results? • How accomplishments in access and equity are sustained after the project is over? • How do the schools sustain the positive effects in (Quality) teaching, learning and other changes brought by the project? • How the existing partnership is applying the measures to sustain overall accomplishments? | |
| 1.5 | Participation | <ul style="list-style-type: none"> • Have the stakeholders and beneficiaries been actively and meaningfully involved in project design, implementation and monitoring? • How the participation of is marginalized and Dalit groups in project design, implementation and monitoring? Are they meaningfully participated? | |
| Study Question 2: How is the role of teachers in their community and inside their educational system? | | | |
| 2.1 | Forming learning network | <ul style="list-style-type: none"> • Is the learning network formed? How is it functioning to deliver quality education? • What could be done for the effective functioning of this network? | <ul style="list-style-type: none"> • Community members including marginalized groups, |
| 2.2 | Educational delivery | <ul style="list-style-type: none"> • How is the role of teachers in educational delivery in school? • How do the teachers evaluate their children? Do they want to change it? • How do the teachers perceive the changes brought after project implementation? | <ul style="list-style-type: none"> • Students, Teachers, SMC/PTA • Students, Child Clubs, community members, parents |
| 2.3 | Promoting child's rights | <ul style="list-style-type: none"> • How do teachers contribute for the promotion of children right within the school and their community? • Does the project have any contributions for capacity building of teachers for the child rights? • How far do the teachers supportive to form child club and its activities? | <ul style="list-style-type: none"> • Project team |

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| 2.4 | Participation in schools and implementation of school activities | <ul style="list-style-type: none"> • How do the teachers participate in the implementation of school activities? • Does the project contribute for meaningful participation of teachers in school? | |
| Study Question 3: How is safe, protective and supportive environment created and maintained to ensure child rights in school? How does the project address the issue of child right? | | | |
| 3.1 | Child friendly environment | <ul style="list-style-type: none"> • How is the physical environment of school? • How is the learning environment? • What measures are taken to make students feel school environment friendlier, loving and caring? • What activities are carried out in the school to create congenial environment for the children? | <ul style="list-style-type: none"> • Community members including marginalized groups, • Students, Teachers, SMC/PTA |
| 3.2 | Children's involvement in school affairs | <ul style="list-style-type: none"> • How children are involved in school affairs? What changes have been observed in them due to their participation? • What activities are performed by the child-club? • How far the child-club is contributing to ensure and practice of child rights at school? • How child clubs are contributing to bring changes in children's life? | <ul style="list-style-type: none"> • Students, Child Clubs, community members, parents |
| 3.3 | Non-discriminatory Environment and Avenue for Complain | <ul style="list-style-type: none"> • How student treated school? Are all children receiving equal treatment without discrimination? • How is the complaint related to children heard of and addressed? (complain box) • In what ways the materials for information, education and communication (IEC) are produced and distributed to the children in school? | |
| 3.4 | Safe, protective and supportive environment in schools and community | <ul style="list-style-type: none"> • How is safe, protective and supportive environment created in schools and community? • In what way the parents are sensitized for birth registration of their children? • What are the codes of conduct determined for the children at school? How are they developed and implemented? • In what ways are the key stakeholders such as SMC/PTA and teachers oriented to make child | |

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| | | <p>protection policy?</p> <ul style="list-style-type: none"> • What was the achievement observed due to the program intervention? • How is the level of awareness on child rights in school? | |
| <p>Study Question 4: How is the situation of Interpedia’s cross-cutting issues (gender, disabilities, ethnic minorities, HIV/AIDS, environment) in project schools? How are these addressed in while planning and implementing the project?</p> | | | |
| 4.1 | Equity | <ul style="list-style-type: none"> • How school is ensuring non-discriminatory practices? (gender, ethnic, caste, HIV/AIDs based) • How far were these issues considered in planning and implementing the project? • What measures (interventions) implemented to promote equity in school? • Are teachers sensitive and have knowledge in multilingual instructional classroom? • How is the school policy for equity? | <ul style="list-style-type: none"> • Project document • Community members including marginalized groups, • Students, Teachers, SMC/PTA |
| 4.2 | Inclusiveness | <ul style="list-style-type: none"> • How is the school policy for inclusion? • How far was the inclusiveness considered in planning and implementing the project? • How are SMC and teachers sensitized about inclusiveness? • How are the practices of inclusiveness in the formation several committees such as Child club, SMC, PTA? • How is the participation of children in school activities? Is participation inclusive? | <ul style="list-style-type: none"> • Students, Child Clubs, community members, parents |
| 4.3 | Participation of children | <ul style="list-style-type: none"> • How is the participation of children in decision making of the school? • Do the children have meaningful participation? • How far was the participation of children considered in planning and implementing the project? | |
| 4.4 | Equal opportunity (non-discrimination) | <ul style="list-style-type: none"> • How is ‘equal opportunity for all Children’ promoted in school? • What measures were taken to have equal participation of children in project planning and implementation? | |
| <p>Study Question 5: What are the expected roles of donor and each partner organization and how effectively are they performing their roles?</p> | | | |
| 5.1 | Expected role of donor and | <ul style="list-style-type: none"> • What is/are the main responsibilities of donor and Loo Niva as mentioned in project | <ul style="list-style-type: none"> • Project team |

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| | partner organization | <p>document?</p> <ul style="list-style-type: none"> • How have they been performing their responsibilities (from their own perspective and from the perspective of donor)? • What are the observed strengths of donor and Loo Niva? • Are there documented evidences of role performance? • What far stakeholders and donor are satisfied in their expected roles of Loo Niva? • What are the observed strengths and lapses of donor? • How frequent does the Loo Niva contact with DEO or related government agency such as DDC and VDC? | <ul style="list-style-type: none"> • Project document • Community members including marginalized groups, • Students, Teachers, SMC/PTA • Students, Child Clubs, community members, parents |
| 5.2 | Best practices (change occurred in the project area regarding the project's focal problem) | <ul style="list-style-type: none"> • What are the observed best practices by the project intervention? • What activities of project school have been identified replicable to other non-project schools? • How best practices of the project schools are adopted in other non-project schools? | |
| 5.3 | Change claimed by the project | <ul style="list-style-type: none"> • What are the visible changes, as claimed by the project? • Have you experienced any visible changes (spillover effects) in surrounding non-project schools? | |
| 5.4 | Lesson learnt in partnership and project context | <ul style="list-style-type: none"> • What are the issues associated with partnership? • What are the lessons learnt from the partnership? • What are the expected reforms in project? | |
| 5.5 | Future model of partnership | <ul style="list-style-type: none"> • What should be the objectives and strategies of future partnerships? • What should be the areas of cooperation? • What should be roles of each partner (donor, Loo Niva and school)? • How role performance of Loo Niva can be enhanced to be more effective in terms of partnerships? • What improvements are needed to make partnership more result-oriented? • What could be the required support in future partnership? • What could be the suggested modality for the future partnership? | |

