Final Study Report

Outcome Assessment, Lessons Learned and Good Practices Collection

(Project: Access to Education for Vulnerable and Marginalized Children in Karnali)

Submitted to:

Karnali Integrated Rural Development & Research Center (KIRDARC)
Kopundol, Lalitpur, Nepal

Submitted by:

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Executive Summary

Karnali Integrated Rural Development and Research Centre-Nepal (KIRDARC-Nepal) started its early program on "advocacy". Later on it realized that advocacy demands quality education program as well. Quality education looks for small construction program and stakeholders preparation. This realization encouraged KIRDARC to be engaged in rural schools of Karnali zone of Western Nepal. Since its inception in 2065 BS KIRDARC worked in the field of education in Jumla and Humla districts. The present is the quality education program that was implemented in 2010.

Baikalpic Shiksha tatha Bikas Pratisthan (BSBP) conducted this study to accomplish the four objectives viz., identify the best practices, generate learning, identify problems and challenges, and suggest ways for future plan. In order to address them the study team prepared data collection tools as interview schedule for teachers and head teachers, project officials, PTA/SMC, and parents as well as community leaders; FGD checklist for students; and classroom observation form. These tools were shared with KIRDARC authorities for their comments and suggestions on them. After incorporating their inputs the tools were finalized. The sample schools were also finalized in consultation with KIRDARC authorities.

For data generation, two female researchers visited 5 schools of Jumla and two male researchers visited 5 schools of Humla. In the sample districts, the researchers consulted with KIRDARC authorities, District Education Officer, and members of District Education Network before they set out for sample schools. KIRDARC authorities guided the study team in both the districts.

During the field work, KIRDARC authorities helped study team to reach at study schools, cross check the information obtained from the field, and obtain quantitative data from the district headquarters.

The generated data were thematically analyzed and triangulated with the quantitative data supplied by KIRDARC. The report was prepared under the CIPP (context, input, process, and product) framework of system theory.

The study found that KIRDARC focused its program in the needy area. It also coordinated with the service providing I/NGOS of the schools through DEN. DEN as network initiated joint planning, joint support system, and joint monitoring of the project schools. Because of this joint initiative and the dedication of the project staff, people on the ground label KIRDARC as God institution and the project staff as angels.

KIRDARC trained teachers, reoriented other stakeholders of education, organized students in a club, provided small grants for infrastructure development of schools, and shared its learning with DEO and other partner agencies at the district level. Because of these inputs, KIRDARC became able to enroll cent percent children in school, reduce dropout, increase promotion rate, and hike students' score.

Some of the best practices that KIRDARC promoted in its project locations were DEN for joint initiative of the development agencies, CEMIS for the creation and portrayal of data base at the community level, school enrollment campaign to make education compulsory for all children, AEP followed by special coaching class to ensure alternative route to give equivalency education for out of school children, pedagogical changes for collaborative learning, changed classroom setting for child friendly learning facility, community mobilization for increased concerns of the stakeholders of education in school, and ECD support system for the pre-school children.

The learning of this project was that the teachers can be reoriented through training and regular monitoring systems; community can be activated through reorientation; students can be mobilized through child clubs; remodeled classroom setting and teachers' reorientation can transform learning; and investment in ECD can bring desirable result in higher grades' learning.

Creation of DEN culture among service providers, preparation of local elites as volunteer monitors, and guaranteeing the small grants for school construction were the challenges ahead. These challenges could be met by (a) categorizing the project schools and the potentialities of different stakeholders of education (b) making the profile of each category of stakeholders along with the required inputs for them (c) ensuring joint monitoring and shared learning of the project initiatives.

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Abbreviations

AEP:	Alternative Education Program
ASIP:	Annual school Improvement Plan
ATL:	Active Teaching Learning
BSBP	Baikalpic Sikshya tatha Bikas Pratisthan
CAS:	Continuous Assessment System
CBO:	Community Based Organization
CC	Child Clubs
CWDO	Children and Women Development Office
CEMIS:	Community Education Management Information System
DCWB	District Child Welfare Board
DDC	District Development Committee
DEO	District Education Office
DOE	Department of Education
ECD:	Early Child development
GoN	Government of Nepal
KIRDARC	Karnali Integrated Rural Development and Research Centre
MDG	Millennium Development Goal
MOE	Ministry of Education
NGO:	Non Governmental Organization
PTA	Parents Teachers Association
RC	Resource Center
RP	Resource Person
SIP	School Improvement Plan
SMC	School Management Committee
SSA:	Self School Assessment
SSRP	School Sector Reforms Program
SZOP	School as Zone of Peace
VDC	Village Development Committee

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Background

Along with geographical diversity, Jumla and Humla show that they have sparsely populated high mountains in the north and sparsely located and densely populated settlements in different parts of the districts. People of different caste, ethnicity, and religious beliefs live in each settlement. Human Development Index of Karnali Zone is 0.492 (Source: Nepal Human Development Report, 2014) and and Gini index is 0.61 (Assessment of Karnali Employment Program NPC, 2012). These statistical inferences show that Karnali Zone is the least developed area of the country including that of education. KIRDARC-Nepal opts to be the development partner of the topographically marginalized people of 25 VDCs of Karnali Zone.

Established in 2065 BS, Karnali Integrated Rural Development and Research Centre-Nepal (KIRDARC-Nepal) concentrated its early activities on "advocacy". Regarding advocacy, KIRDARC took various issues and problems related to districts of Karnali to central level government, ministry, department and centre office located in Kathmandu. After having realized that mere confining KIRDARC-Nepal's activities to "advocacy" wasn't enough to uplift the standard of living of people of Karnali holistically, KIRDARC-Nepal held 2 days' Karnali Conference in Jumla district. Based on the continuous discussions and debates among the experts present in the conference, Karnali Conference concluded that it's high time that issues and problems of Karnali related with human right, good governance, education, communication, infrastructure, development etc were addressed and resolved. KIRDARC-Nepal was given mandate by the conference to start working in these areas thereof. Soon after getting mandate from Karnali Conference, in Jumla district, KIRDARC-Nepal worked collaboratively with Save the Children in the project entitled "Quality Education Program". In the area of human right, KIRDARC-Nepal worked collaboratively with DANIDA. To develop and make best use of communication sector, KIRDARC-Nepal established Karnali FM in Jumla district. Likewise, KIRDARC-Nepal gradually expanded its collaboration activities with various governmental-cum-non-governmental organizations to cater various needs of Jumla district of Karnali.

Humla was the expansion to the Jumla project. In its initial phase, KIRDARC collaborated with Seto Guras, Save the Children, etc., but at present it works with a local level NGO viz., Public Health for Community Care (PHCC) to implement the project in Humla. Regarding hardware

supports, it built ECD buildings, provided pure drinking water, modern toilets, ECD materials and furniture etc. in the school and for software supports, it provided trainings for teachers, ECD facilitators, SMC, PTA, Child Club, and community members, etc. ECD facilitators were trained to produce locally made ECD materials. Child Club members were trained to publish wall magazine and primary teachers were trained for creating child-centered teaching learning environment. CEMIS worked for free and compulsory education, AEP brought children into the schools, SSA updated SIP. It also declared school as zone of peace.

Among the various needs of Jumla and Humla districts of Karnali, "need of education right from early childhood to high school" is an important area dealt by KIRDARC. However, KIRDARC intensified its support to primary education in a hope that the social rate of return will be high (World Bank, 2012). Hereof, KIRDARC has been intensively implementing its educational programs in both the districts viz., Jumla and Humla of Karnali to ensure quality education and its access for the children coming from marginalized group. It has implemented its programs in five VDCs (Kudari, Tatopani, Badki, Sani gaun and Tamti) of Jumla and 5 VDCs of Humla (Darma, Shreemasta, Melchham, Jaira, Shreenagar) in close coordination with District Education Office (DEO), Education Training Centre (ETC), Resource Centers, Schools, School Management Committees, Community and other organizations who share the similar interest and goal.

KIRDARC has also been implementing programs in the field of promoting pro-poor forest governance in forestry sector in Karnali through innovative platform democracy, human rights, governance and inclusion education & community empowerment, water, sanitation and hygiene climate change, food security and disaster risk reduction livelihood, resource management and basic services research and policy advocacy plural media development & freedom of expression . But these programs-introduced VDCs are not the same. However, KIRDARC has made efforts to synergize the field experiences and link them with education through joint monitoring and sharing exercises. The following are the ongoing programs that KIRDARC implemented in its project schools.

School self assessment

Early childhood education support

School enrollment campaign

Alternative education

Stakeholders' orientation, training

Mobile meeting as exposure visit

Infrastructure support

Apart from KIRDARC, there were other agencies working in the same schools. To name few of them were Good Neighbor in Humla and Dalit Sewa Sangh, World Vision, Red Cross, ISDC, INF, and PA F in Jumla. But all these partners are now planning at the district and the field level to make their activities complementary to each other so that there will be no duplication.

Historical context of the project schools

The studied schools of Jumla and Humla were established by the local people. Among the studied schools, three were newly established and two were old in Jumla. In case of Humla, Two were new and three were old schools (Appendix, 1). The motivation for the local people to establish these schools was found varying as per the need of their locations. For example, Shree Gyanjoti Primary School of Kudari VDC of Jumla was established due to the outgrowing number of school age children. In case of Shreejansil Primary School and Ganatantra Primary School of Humla, children were unable to walk for longer distance. In some schools of both the districts, the children had difficulty in reaching school, especially during the rainy season. Therefore, local people especially mothers took initiation for the establishment of school at the convenient location. The reason for mothers' rather than fathers' involvement in schools' establishment is accounted to migration of fathers inside Nepal and to neighboring India to earn a living for the family.

The schools of both Jumla and Humla got support from outsiders as well. But the Jumli schools received more support because there are many NGOs and INGOs in Jumla than in Humla. History shows that a decade ago there was only the District Education Office to train teachers and provide infrastructure support. But at present, there are number of agencies working in

different fields of education. The table below gives the list of the partners and their programs in the studied schools of Jumla and Humla.

Table 1: Synergized efforts of partner agencies in education

Partner agency	Educational activities of the studied schools	
	in Jumla	in Humla
Dalit Sewa Sangh in partnership with World Vision	SIP training, flooring and furnishing , child friendly teachers training, child rights' awareness training etc.	
Good Neighbors International in partnership with Good Neighbors Nepal		Worked under sponsorship approach. This approach works in two ways i.e. advocacy and lobbying. Once to-be-sponsored children are identified, they are given dress and stationeries. Both the sponsored and non-sponsored children are given trainings on child rights, carpeting and flooring. Apart from it child clubs are given support for the publication of wall magazine and small construction activities.
KIRDARC	Teachers' training on active teaching and learning, SIP support, accounting training to the schoolteachers and community leaders, classroom construction, preparation of calendar of operation etc.	

ISDC	Community mobilization for alternative education, children's enrollment in school etc.	
INF	Group formation of women for income generation activities.	
PAF	Group formation of women for income generation activities.	
Red Cross	School building, toilet construction, and construction of drinking water facilities in school.	First aid materials to schools, awareness campaign for water and sanitation, health and hygiene.

The table above shows that the program schools get support from the community through training; students through stationary and scholarship support; and school through construction support. In case of KIRDARC, it basically focused on SIP preparation, teacher training, and calendar maintenance in school. This table also indicated that Red Cross and KIRDARC both worked for school construction. However there were no overlaps found in the field: these two organizations were working in separate schools and if they happened to work in the same school they used to maintain development ethics to share resources.

Study Objectives

This study aims to review the KIRDARC's education program. The specific objectives set for this study are to:

    Identify the best practices vis-à-vis schools

    Generate learning

    Identify problems and challenges, and

    Suggest ways for future plan

Methodology

This study followed CIPP (context, input, process, and product) model of management for data generation. Within "context", it identified peoples' practice of supporting school programs. Within "input", it reviewed the support of different stakeholders of education including that of KIRDARC. Within "process", it observed teaching learning process. And within "product", it generated two sets of information, the qualitative and quantitative information. The qualitative information basically dealt with project outcomes and through quantitative data, it figured out the output of the project.

Study Tools

The study team developed 6 types of tools for data collection. They were shared among the members of Baikalpic and the KIRDARC team for their valuable comments and suggestions. After incorporating their comments and suggestions, the tools were finalized for data generation. Below is the list of the tools developed for this study (appendix 2).

    Interview schedule for teachers and head teachers

    Checklist for FGD with students

    Checklist for interview with project officials

    Checklist for interview with PTA/SMC members

    Checklist for interview with parents and community members

    Checklist for classroom observation

Each of the tools as mentioned above was designed to bring information related to CIPP including that of sustainability of KIRDARC initiated project. The interview schedule and the FGD checklist were developed to hold informants for not more than one hour at least in one time. The classroom observation form was prepared for 45 minutes.

Literature Review

The desk study was done for building an understanding of the review team about the program and also to finalize the methodology and tools. The review was also done based on secondary data source. The baseline survey report, the midterm review report, progress reports of projects, logical frameworks, KIRDARC Nepal's publications, and paper cuttings were reviewed in detail

for their possible use to get a comparative picture against the baseline. On the basis of literature review, tools were developed to generate field information.

Validity of the Collected Information

The data were validated through the three processes which are as follows:

There was organized debriefing session in each school to authenticate the field findings.

The data were triangulated by cross-checking the information obtained from different persons, locations, methods, and tools.

The researchers reflected upon their learning of each day in the field prior to writing the field note.

Study Process

Baikalpic sent two groups of researchers in the field. Two ladies having anthropological, sociological and educational orientation visited five schools of Jumla district. And two males with their educational disciplinary background visited the schools of Humla. KIRDARC personnel were always there to guide the researchers in the field. They were also helpful to crosscheck the information obtained by the researchers from each school.

The stakeholders of each school participating voluntarily whenever they were requested for interview and focus group discussion. They were also providing information informally when they were crossing the roads and going for their personal business. In the district headquarters, the researchers debriefed the field findings with the DEOs and other stakeholders of education to let them know the field findings and also triangulate the obtained information.

Coverage of the Study

Out of the 125 project schools of 5 districts of Karnali, 10 schools, five each of Jumla and Humla were taken as sample. The sample schools were identified in consultation with KIRDARC personnel. The parameters set for it were (a) best performing schools (b) average performing schools (c) weak performing schools (d) schools accessible to the researchers. The total numbers of project VDCs by district were as follows:

Table 2: Project VDCs by districts

Jumla	Humla	Mugu	Dolpa	Kalikot
Tamti,	Darma,	Bhiyee,	Majhpal,	Raku,
Sanigaun,	Shreemasta,	Dhainakot,	Kaigaun,	Mehelmudi,
Tatopani,	Melchham,	Jima,	Rimi,	Mumra,
Kudari	Jaira,	Photu	Likhu,	Shipkhana,
Badki	Shreenagar	Kalai	Pahada	Siuna

The researchers visited the schools of Kudari and Tatopani VDCs in Jumla and Darma and Jaira in Humla districts to collect data from the field.

Achievements: the Best Practices

CEMIS

Community Education Management Information System (CEMIS) was in place in each studied schools of Jumla and Humla. This indicated community peoples' participation in one hand and their realization on the other. Because of this system, all the members of the community were informed of the strength, weakness, opportunity, and threat of their lived context in relation to children's education and health. One of the female community members of Navi Danda school catchment of Jumla said, "CEMIS made us aware, reflective, and assertive for taking care of our children and sending them to school". Her saying was the testimony for the importance of CEMIS as prior activity to enter into community, encourage the parents and social elites, and launch program in a cooperative way. Basically this system worked for bringing children to school, reducing the dropout rate and students' absentees. It also encouraged parents to send midday meal for their wards while in school. Equally important of this system was that parents were made aware of the health of their children. Below is the perception of different stakeholders of education related to the achievements made by CEMIS program.

Table 3: Perception of different stakeholders on CEMIS

Stakeholders of education	Of Jumla	Of Humla
Parents	KIRDARC has been able to identify un-schooled children as well as out-of-school children through CEMIS. Based on this identification, KIRDARC took initiatives to convince parents to send their children to school.	It has supported to find out the out-of-school children
Students	We were knowledgeable about dropout and out of school children of our clusters only. These CEMIS data helped us to know other clusters' dropout and out of school children. Without CEMIS data, out-of-school children and drop of children of all clusters would have never been identified. For such children, "going to school" would have been a mere "dream".	Children are in the school. None of their friends is out of school.
Teachers	Both local and non-local teachers got the opportunity to get involved in the collection of information for and drawing of social mapping. Teachers now claim to know about each number of dropout and out of school children. This CEMIS and social mapping supported the teachers to know the data collection process and document the written reports related to out of school children and dropout.	It has increased the students' enrollment in the school. Eventually it has helped to support to government policy as education for all.
SMC/PTA members	According to SMC/PTA members, though they were informed informally about the local children who are out of school children or who are dropout students, they didn't have the culture of collecting the data of school catchment areas or different clusters of	According to SMC/PTA members, they are happy because it has opened our eyes to send our children to school.

	village. Their involvement in data collection and social mapping helped us to be reflective	
Head teachers	CEMIS data have made "school enrollment campaign" more effective. 100% children's enrollment at primary level in targeted VDCs was possible through enrollment campaign based on CEMIS.	It has increased the morale of teaching staff because all children are in school these days
Project officials	Through CEMIS, KIRDARC was able to collect comprehensive data on students' enrollment, drop out, NER, GER and survival rate.	According to Project officials, they are happy when we could bring all children in school
DEO personnel	Prior to KIRDARC's intervention, most of the schools in targeted VDCs of Jumla didn't have data related with students. Schools didn't have any kind of record (formal or informal) regarding students' enrollment data, drop out data, Net Enrollment Ratio, Gross Enrollment Ratio etc. Now, this is not the case anymore.	It has helped DEO personnel to find out the remaining children at VDC level.
Partner agencies	KIRDARC is the first organization that conducted CEMIS, enabling other organizations to mobilize.	According to Partner agencies, they are also glad to know the actual data of children at VDC.

Based on the table as mentioned above, it is clear that CEMIS is the well accepted activity that demands institutionalization through school. It also indicates that teachers and community members understood it as mirror of their work; students found it as an initiative to bring their playmates in school; DEO authorities and project people found it as a tool to success; and parents realized it as a means to humble compulsion to send their wards to school.

School Enrollment Campaign

School enrollment campaign to bring all children in school was the next approach that mobilized parents, child clubs (137), teachers, parents, and community elites. Because of these

joint initiatives of all the stakeholders of education including that of partner agencies' "attendance audit program", almost all of the school age children of the studied schools of Jumla and Humla were found in school. Parents' and SMC/PTA's awareness program also contributed to the increased school enrollment. Child clubs were also found instrumental to bring their non-schooled mates to the school through home visit and pubic discussions. The table 4 and 5 below show the pre-KIRDARC situation and the current progress made by KIRDARC project in Jumla and Humla districts.

Table 4: Number of enrolled children in school, Jumla

	Jumla, 2010							Jumla, 2013						
School	ECD		Primary		Dalit	Ethnic	Disabled	ECD		Primary		Dalit	Ethnic	Disabled
	Girls	Boys	Girls	Boys				Girls	Boys	Girls	Boys			
Shree Janajagriti			142	263				18	12	192	211	39		4
Shree Navidanda			85	167				16	10	205	176	130		4
Shree Bhairab			34	56				12	18	32	55			
Shree Sundarmani			50	114				12	10	83	77	78		2
Shree Bhabani			51	127				36	32	101	96	79		6

Table 4 shows that pre KIRDARC collected mere information on gender segregation vis-à-vis before launching the project. But by the end of the project, it collected more classified information related to the caste group and disabled. Because of it, there was less information to be compared as end-line output. Regardless of this pre-post nature of the data, the study team found that the number of students in primary schools of the project location of Jumla increased in each school. Bhairab School was the exception. The reason was that the location of the school was changed over the years. Because of this changed location parents send their wards to other schools and thereby the number of students in Bhairab School decreased.

In case of ECD, it was found that KIRDARC became able to introduce this program in its program schools which can be considered as one of the important achievements of this organization. The substantial number of Dalit and disabled students in schools was the next contribution that KIRDARC gave to the Jumli community.

Like in Jumla KIRDARC helped increase the number of students in the schools of Humla as well. The table below displays the increased number of students in the project schools of Humla.

Table 5: Number of enrolled children in school, Humla

School	Humla, 2010							Humla, 2013						
	ECD		Primary		Dalit	Ethnic	Disable	ECD		Primary		Dalit	Ethnic	Disable
	Girls	Boys	Girls	Boys				Girls	Boys	Girls	Boys			
Shree Srinjalsil			12	14	1	0	0	14	10	21	21	2	0	3
Shree Tara			11	12	0	0	0	-	-	52	47	0	0	4
Shree Ganatantra			21	24	2	0	0	12	9	44	31	0	0	5
Shree Bidyajyoti	-	-	-	-				20	27	24	11	16	22	9
Shree Mahakabi LS			86	89	41	0	21	17	14	132	125	83	0	38

The case of Humla as depicted in Table 4 shows that the number of students increased in all the project schools. Increased number of girls and significant presence of Dalits in school are the other contributions that KIRDARC made. In a similar vein, KIRDARC became able to institutionalize ECD program in its project schools. It also became able to bring a sizable number of disabled children in school.

Tables 4 and 5 as depicted above show that a significant number of children were not enrolled in school before KIRDARC. But the year-long effort of KIRDARC brought almost all children in school. KIRDARC also became able to reduce dropout and ensure their promotion with increased educational achievement. The excerpt by different stakeholders of the study districts also triangulate the information provided by the table given above.

Table 6: Observation of different stakeholders on children's enrollment in school

Stakehold	Of Jumla	Of Humla

ers of education		
Parents	KIRDARC moved beyond NGO/GO bodies mobilization to mobilization of community's child club, youth club, mothers' group etc. This intensive-cum-extensive community mobilization by KIRDARC resulted in 100% enrollment of children at primary level in its targeted VDCs.	Number of students has been increased after KIRDARC intervention. Children want to go to the school. It may be due to the changed school environment.
Students	KIRDARC mobilized in-the-school children and Child club members to actively participate in "school enrollment campaign". The campaign was effective in bringing "school aged children" to school.	According to students, some years back parents were hesitant to send them to school. But now all parents are interested to send their children to school. Students have also got chance to do extra-curricular activities in school subsequently motivating them to remain in the school.
Teachers	There has been a dramatic increase in children's enrollment at the primary level following "school enrollment campaign".	Mostly 100% children are in the school. According to the teachers, they can hardly find a single child out of school. For this, teachers are highly indebted to KIRDARC.
SMC/PTA members	School enrollment campaign supported to increase children's enrollment at the ECD and primary level.	According to SMC/PTA members, KIRDARC's training made them aware of the value of education for children. Now they organize different campaigns to send and retain children to school. So far their effort has worked positively.
Head	"School enrollment campaign"	Enrollment of children increased due to the

teachers	held by KIRDARC helped increase the number of students in school. It also helped parents to send regularly their children to school	efforts of parents, SMC/PTA as well as children who were primarily empowered by KIRDARC's training.
Project officials	Through CEMIS data followed by "ghar dailo program" KIRDARC became able to enroll all children in school. It also collaborated with ISDC for "attendance audit" that made students regular in school.	According to project officials, they knew the real disposition of their village through CEMIS. The training and the practice done by KIRDARC to enroll all children in school also made them confident that they can change the destiny of the people.

Table 6 depicts that KIRDARC's training and post training exercise to bring all children in school and make them regular worked well in both the study districts. The reports of KIRDARC also confirmed the findings of the current study. Table 7 displays the improved systemic efficiency made by KIRDARC's initiative over the years.

Table 7: Improved systemic efficiency of studied schools

Indicators of systemic efficiency	Before KIRDARC		At present	
	Jumla	Humla	Jumla	Humla
Dropout	8.7	9.6	5.65	5.8
Retention	89	94.35	87	94.2
promotion	-	-	81.7	-
Students' regularity	79.7 (18 days in a Month)	71.7 (21 days in a month)	81. 7 (22 days in a month)	76.4 (23 days in a month)
Teachers' attendance	125	123	167	178
School opening days	198	192	210	215

Source: CEMES Report, KIRDARC,

Table 7 gave a clue that KIRDARC initiatives were found helpful to improve systematic efficiency of its project schools. The systemic improvement was assessed by using the parameters like dropout, retention, promotion, students' regularity, teachers' attendance and school opening days. The data that were available from KIRDARC record showed that there was improvement in all parameters. The only problem was there with students' retention. The hard pressed economy of the household was one of the reasons for the decreased form of retention. The next reason was that these children were found heavily engaged in their household chores such as rearing siblings, caring fowls and cattle, and sometimes working as family porters. But the low percentage of reduced dropout and almost consistent retention rate of the students also indicated that the informants were not aware of these parameters. They were reporting as of their subjective mindset. Despite this contradictory information, the study team found constant progress in other indicators that proved systemic efficiency of the schools of Jumla and Humla.

Community Mobilization:

The studied schools were found active for improved systemic efficiency. This progress was verified in the studied schools as well. This verification note of the studied schools shows that KIRDARC became able to bring intended changes in its working schools. Students' and teachers' regularity in school and the increased number of school opening days are the testimonies of it. In each of these initiatives, the study team found that the community was highly mobilized. The community people including parents and other leaders were found concerned about the progress of school; they were also rendering their services to the schools whenever the authorities asked them for physical, mental and financial support.

ECD Center:

ECD has multiple values related to health, education, socialization, and many more. DOE had already started this program in the studied schools but they were nominal operated in the field. Because of KIRDARC's intervention ECD classes were running smoothly in all the schools of the studied districts. Below is the list of ECD achievements that the study team found in both the studied districts.

Institutionalization of child friendly classroom setting.

Application of self learning pedagogy over the students.

Enthusiasm of the parents to provide play and educational materials to the children.

Introduction of subject corners (6 corners viz., Science, Mathematics, Creative Art, Acting, Constructive and Language) in a classroom for self paced learning.

Increased confidence of the children.

Institutionalization of smooth grade transition system.

Establishment of the culture that ECD is the home like center to the children.

Coordinated support system of the NGOs like drinking water facility (filters, bucket and mug) by Dalit Sewa Sangh under the financial aegis of World Vision and flooring and dress support by KIRDARC Jumla. The same type of support was given by the KIRDARC's partner organization called Public Health for Community Care (PHCC) in Humla.

Institutionalization of innovative-cum-entertaining approaches of teaching and learning like play method, mimicry method, role playing method, pictorial method, dancing and singing methods especially in ECD classes.

The above mentioned outcomes that the KIRDARC efforts made were supplemented by the informants' perception towards ECD achievements. Table 8 gives the details of it.

Table 8: Perceived achievements of ECD programs

Achiev ements	Before KIRDARC		At present	
	Jumla	Humla	Jumla	Humla
Parents	In the past, children, who joined school	They did not have much idea about ECD.	Provision of play materials provided by KIRDARC has made	Parents were found aware of ECD. They have

	directly from grade 1 used to detest going to schools for fear of teachers.		ECD desirable not only for children but for their parents as well.	begun to send their children to school.
Teachers	Prior to intervention by KIRDARC and other organizations, ECD students were taught in the nursery pattern. ECD children were asked to regurgitate alphabets before.	Teachers were not trained in ECD so we used to teach in a traditional way	Replacement of Nursery style teaching by child-friendly teaching- Now children learn alphabets and words by using play method puzzles, dancing and singing	Most of the ECD teachers are trained. They are now using child-friendly teaching methods.
Facilitators	KIRDARC helped create good space for ECD children. Prior to it community members used to come and complain about sitting arrangements. But now the negative mindsets of the parents has been changed	Physical conditions of schools have been improved as child-friendly environment	Now the children have carpeted room with play and reading materials. The facilitators are well trained to handle students	Students got child friendly environment. Teachers and students became regular
SMC/PTA	Before the project intervention, all children of the community were	There were not ECD buildings, materials, and ECD practice in	All children of the community are enrolled in ECD. They enjoy with	It changed students' behavior on cleanliness.

	not enrolled in school. But now all are in school	the schools but now every school has such environment	local play materials, carpet for sitting and strings for entertainments	Parents started to send their children to school.
Community elites	The less interested parents to send their children to school now have began to invest in education.	Children are taught in a child-friendly way which was not done before KIRDARC	Even the parents who do not have ECD and primary school age children were found willing to render their labor and cash	Children seemed more interested to go to school.
DEO personnel	In project located schools there were community based ECD centers in the past. But now they have been turned into school based ECD centers	KIRDARC ensured child-friendly teaching environment in schools.	But now, all ECD centers are at schools and all children of the school catchment areas are enrolled at school. As result, habit of going school is increasing.	New models appeared in classroom construction, management, ECD buildings, girls' toilets, and teaching learning environment.
Partner agencies	There were no reading and learning materials, drinking water facilities, carpeted floor etc, for ECD in the past.	ECD classes were introduced in a massive way.	ECD class received reading and learning materials, drinking water facilities, and carpeted floor.	It raised the access of marginalized and vulnerable students to school education.

Table 8 showed that the informants perceived KIRDARC's contribution in terms of (a) bringing ECD aged children of the vulnerable and marginalized communities as well in school (b) creating child friendly sitting and learning environment there (c) making parents aware of the needs of education for their children (d) encouraging children to learn in their own pace.

Alternative Education Program

The baseline information shows that there were 37.91% children living out of school. In order to address this problem, KIRDARC followed two approaches: bring them to classroom through school enrollment campaign, and reach at their door steps through specially designed alternative education program. Because of these efforts, almost all children are in school. The following were regarded as the most benefitted groups out of this alternative education program:

> Children with physical disability
>
> Children who were unwilling to go to school
>
> Children of those parents who were not realizing the importance of education for their kids
>
> Children of the economically hard-pressed families

These groups of children were now getting the taste of education as an outcome of parental awareness program, door to door education campaign, door step equivalent education program, convenient schedule for both the children to come to the class and parents to release their offspring, and well known facilitator of the community to teach. The other reasons for the ensured access of disadvantaged children in alternative class as identified by the informants of different walks of life were as follows:

> Series of discussion with concerned stakeholders and parents.
>
> 6 days' TOT training to similar aged students (in-the-school students) to provide alternative education to out-of-school children.
>
> Provision of alternative education (as per demand of community people to send their children to school).
>
> Provision of free textbooks and other reading materials for out-of-school children.
>
> Free dress, bags and shoes.
>
> Frequent counseling to the parents and their children on the importance of education.

Additional support (Rs. 2000) to the facilitators who helped the low achieving children of alternative education program.

Table 9 shows the perceived achievement of alternative education program.

Table 9: Perceived achievements of alternative education programs

Achievements	Before KIRDARC		At present	
	Jumla	Humla	Jumla	Humla
Students	"We got opportunity to be schooled. This is great. We can now see the new world for us."	"We spent most of our time in the jungle for cattle grazing and domestic chores. But, now we are in school."	"Alternative education has made out-of-school children's entry into school's regular program."	"We got second chance to be schooled with our friends."
Parents	"We were happy that our children got chance to be at par with the regular students through this program"	"We now realize the importance of education for our children."	"We are confident that our children can catch the pace of regular students."	"We hope that our children will get government job in future."
teachers	"Parents' hesitance to send their children to school has now changed. They are confident	"AEP convinced parents to send their children to school."	"We knew that the provision of alternative education along with their "regular coaching" led them at par with regular	"Parents have been sending their wards to school than in cattle rearing."

	that their children can compete with others."		students."	
facilitators	Both ECD facilitator and schoolteachers knew the importance AEP to bring out of school children at par with their	Parents did not send their children at school. They were not convinced easily. It was difficult to convince them	Out of school children are studying in nine and ten grades of school. Some of them became facilitator for the alternative education program.	Parent's perspectives have been changed. Now they are sending their children at AEP classes
SMC/PTA	"We knew the importance of AEP for out of school children."	"Parents have two options now: send their children to school or AEP classes."	"We are encouraging parents to send their unschooled children either in formal school or in AEP classes."	"The new system of AEP gave us options to choose for the parents to educate their children."
DEO personnel	"Parents have AEP as short term option but they are supposed to send children in formal school."	"We know the importance of AEP but we lack budget for it."	"NGOs have been good DOE partners to implement AEP for the disadvantaged children."	"AEP created environment to reduce illiteracy."
partner agencies	Out of school children got second chance to get education	AEP followed by coaching class is an effective way	Many out-of-school children got chance to be enrolled in mainstream schools	Now Parents have started to send their children to

		to make students equal to their schoolmates		School or AEP classes

Table 9 showed that informants perceived AEP as second chance education system to the out of school children. They also found that AEP followed by coaching class ensured children equivalent to the formal school students. Some of the informants saw the role of NGOs and others appreciated the system as such. This implies that KIRDARC rightly launched AEP to encourage parents to send their wards to school compulsorily. It also made them aware of the importance of education even among economically hard pressed families.

Pedagogical Changes:

Almost all teachers of the studied schools were trained in one or in other ways (appendix 3). KIRDARC provided on top training support like active teaching learning, child friendly school, participatory teacher training, and also provided on the job feedback through supervision. Because of these trainings and close monitoring of the NGO partners, the teachers were gradually shifting from "conventional teaching method" to "student friendly approach" to teaching. The pedagogical practices, changes within and impediments confronted in both the study districts are mentioned in the table below.

Table 10: Visible changes in pedagogical practices and impediments

Changes in pedagogical practices	Impediments
Increase in the use of educational materials • Teachers have been using teaching materials while teaching. • Teachers were using "pebbles" in teaching math to ease children's understanding. • Almost all classrooms in all studied schools were found decorated with educational materials prepared by teachers, students and the parents as well.	*Lesson Plan* • Compared to past, some teachers now come to their respective classes with lesson plan but not all. Making lesson plan has not yet been properly institutionalized at the teachers' level. *Confined to text books on account of lack of*

- Teachers were using "card method", "singing and dancing method", "story telling method", "pictorial method", "group method" etc. Because of these changes even the so-called difficult subjects for like English, math and science were easily comprehend by the students in an entertaining manner.

Peer group learning

- Some schools were found using peer group learning where teachers remained absent.

Child friendly teaching

- Teachers were giving up stick to take students. However there were some who were using "coercive force" to maintain discipline by cautioning the students.

Home assignment

- Home work was made compulsory as it was optional before KIRDARC. The teachers used to check them regularly

library for reference books

- Every sampled school lacked library impeding upon children's habit of reading extra books other than the text books.

- Although schools do provide children extra books to read at times during their leisure time, they were all the same not allowed to take those books home.

- Some students even complained that they don't have globe and even if they had it was in the broken form.

Presence of unaccountable teachers in school

- In each studied schools, some teachers were not accountable to take substitute classes if in case another teacher is absent.

Dilemma for the use and no use of coercive force against children

- As informed by some of the teachers, it is impossible to maintain discipline without using coercive force against students at times.

- On the other hand, parents who come to monitor their children's progress in classroom were found insisting teachers time and again to use coercive force against their

| | children. |
| | |

Below (Table 11) is the perception of different stakeholders of education about the achievements of changed pedagogy in school.

Table 11: Perceived achievements of pedagogical changes in school

Achievements	Before KIRDARC		At present	
	Jumla	Humla	Jumla	Humla
students	"Peer-group" learning and homework have been brought into practice.	Teachers are not giving corporal punishment these days. They used to do so in the past.	Peer group learning and homework programs have been practiced effectively.	Teachers do not use sticks in the classroom; they bring local materials to make the concept clear; and they give homework and check it regularly.
Parents	Teachers have adopted child-friendly approach to teaching and learning.	Both teachers and students are sincere to their duties.	Trainings made teachers able to implement child-friendly approaches to teaching and learning. They have given up their coercive culture and practicing child friendly culture.	Students and teachers have followed the code of conduct of school thereby change in their behaviors.
teachers	Teachers use	Parents used	Teachers are using	Parents come to

	educational materials for teaching.	schools as a time-pass venue. But now it has been a place of learning for our children.	play way method to teaching in which they sing, dance, teach with educational materials and always be with children.	school regularly to be updated of their children's progress in school affairs.
facilitators	Teachers began to use local materials for ECD and higher grades.	Some teachers are still ignoring the use of educational materials in the classroom.	Teachers use local materials and hence students feel easy in comprehending their assigned tasks.	Code of conduct and use of local materials created child friendly teaching learning environment.
SMC/PTA	Teachers are widely using educational material these days.	Despite the efforts some teachers are not accountable for their assigned duty and others are alcohol users during school hours.	With the support of SMC/PTA members all teachers are using local materials for classroom instruction.	Teachers and students follow code of conduct. They are also used to applying local materials in teaching and learning.
DEO personnel	Classrooms have enough educational materials to be used	DEO has been supporting KIRDARC for improved classroom instruction.	Well decorated classrooms with locally prepared educational materials.	Helped promote the quality in education.
partner	Appropriate use	Code of	Teachers are using	Teachers and

agencies	of educational materials while teaching.	conduct in practice and educational materials in place.	teaching learning materials in classroom.	students are seen obeying the code of conduct. They are also using local materials now

Six visible results appeared as pedagogical changes in table 10. First, parents, students, and teachers began to produce local materials for the use of classroom instruction. Second, teachers were using educational materials to make their teaching effective. Third, students reported that they were able to construe the concept easily because of the wide use of educational materials. Fourth, code of conduct made both the teachers and students disciplined. Fifth, teachers began to practice child friendly teaching. They are now throwing the sticks that were used to tame students before the presence of KIRDARC. Sixth, students were gradually accustomed to peer-learning. Despite these progresses, some informants were of the opinion that teachers are yet to be disciplined and accountable.

Changed Classroom Setting:

Traditionally students used to face mere teachers (not their cohorts) in classroom. Because of this traditional setting, they were prevented peer learning and were structurally forced to be dependent learners on teachers. But following the introduction of KIRDARC's child friendly learning classroom setting, they were found sharing with their classmates and teachers were also finding it as easy approach to teaching.

Along with the changed setting the classrooms were decorated by the teachers/students/parents made materials as "instant referral books". The perceived achievements of the changed classroom setting were as follows:

Table 12: Perceived achievements of changed classroom settings

Achievements	Before KIRDARC		At present	
	Jumla	Humla	Jumla	Humla
Students	There were not carpets in the classroom.	Classrooms were messy and dusty. Sitting arrangement was haphazardly maintained.	Because of carpet and low bench, students have sufficient space to move in classroom.	We have carpet flooring and changed classroom setting with six corners in ECD classroom.
Parents	Children experience good sitting arrangement in school.	Sitting arrangement has now become child friendly these days	Low bench and carpet in classroom made us aware that we are supposed to change our home environment as well	Children are seen neat and clean. They are sitting happily in well maintained classrooms.
Teachers	Desk and bench were arranged in column and row.	Carpeting and low bench caused students common cold.	Benches are arranged in round shape in classroom.	Classroom setting has become child friendly.

Facilitators	Students never got chance to lie down in the floor and were devoid of homely and cozy ambiance.	Both sitting arrangement and teaching styles were very conventional and not teaching learning friendly.	Carpeting, changed sitting arrangement, and availability of educational materials transformed school and the teaching styles.	Round sitting style and clean classroom encouraged teachers for improved teaching.
SMC/PTA	Conventional desk and bench arrangement made the students difficult for shared learning.	Conventional classroom setting made students unable to be friendly with each other.	The round shaped benches' arrangement in classroom helped both teachers and students.	Children are neat and clean because of hygienic classroom setting.
DEO personnel	In higher grades, students lacked child friendly desk bench arrangement.	Messy and dusty classrooms.	Because of carpet and round shaped benches' arrangement, child friendly classrooms were made convenient and possible.	Sitting arrangements changed, classrooms are neat and clean.
Partner agencies	The desk and benches were not arranged in round form making learning not so child	Classroom settings were conventional. They were not systematic.	The benches have been arranged in round shape to promote shared learning.	Sitting arrangements have been changed to round shape. Classrooms are

			clean now
friendly			

Changed classroom setting, shared learning culture of the students, carpet flooring, and clean environment were the perceived changes that the informants reported. The perception of different stakeholders of education on classroom setting showed that studied schools were heading towards the desired direction for quality learning and teaching.

Through Child Clubs:

Out of 3910 students of the studied schools, 200 were found as the members of child club in Humla. These child club members had received training on wall magazine publication, child club management, networking child clubs, child right and advocacy, awareness campaign on water and sanitation and hygiene, participated in enrollment campaign, and participating local government structures. Some of them were also taken to the exposure visits. Because of these activities, child club members were found to be able to:

      Organize their friends as group for cleanliness of school premise

      Activate fellows for extracurricular activities

      Publish wall magazines

      Rely on local news for FM transmission

Apart from the aforesaid achievements through child clubs, stakeholders of education perceived child clubs as change agent for school improvement. Table 13 shows their perception on child clubs and their doings.

Table 13: Perceived achievements through child clubs

Achievements	Before KIRDARC		At present	
	Jumla	Humla	Jumla	Humla
Students	Children didn't know about	Students were not able to form	Child club members not only	Child club members produce

	their basic rights.	and regulate child clubs.	are aware of basic child rights but they have also made their peers aware of child rights. livelihood; freedom of expression; development; and protection from all kinds of abuses, neglect and exploitation	wall magazine, train parents on child rights through advocacy.
Parents	Children were only studying in schools.	Children were not the members of child clubs	Children are now not only studying in schools but are participating in various social activities. Children have also been monitoring teachers' activities to make them regular and laborious for their professions.	Our children are active and we believe that they are learning many more things
Teachers	Students didn't have culture to monitor teachers' performances.	We didn't have child clubs at school and VDC level for social work.	Child club members emerged as pressure group for both the students and	VDC and school level child clubs assist us to do many activities like enrollment

			teachers to make us disciplined and dutiful for improved performance	and awareness campaigns at school catchments.
Facilitators	We didn't have child club in the school to organize extracurricular activities.	School level child club never organized extracurricular activities or participated in community awareness programs.	Though child club is in school it does not show its concern about ECD.	Child clubs brought positive changes in the attitude of the parents to send their wards in school
SMC/PTA	Children didn't pay more attention in study	Students were less active.	Children are actively participating in all kinds of activities of schools, SMC meeting, and mobile meeting.	Children are active and we believe that they are learning many more things.
DEO personnel	Child Clubs didn't actually contribute to bringing out-of-school children to school.	Child clubs were less concerned about being aide to school and the community	Child Club members have emerged as change agent for "school enrollment campaign" and advocators of "out-of-school" children's right to education.	Child clubs are supporting school authorities for sanitation and other types of educational activities.

Partner agencies	Child clubs rarely talked about social malaises in their communities.	Child clubs rarely helped develop leadership quality in children.	Child club published "Bhitte Patro". Bhitte Patro made people aware of the dark side of "child marriage", "child labor", and "child abuse". Overall, child club exposed prevalent social malaises in the community.	Child clubs made parents aware of the need of water and sanitation, food and hygiene, and also warned people against drinking alcohol.

The table 13 shows that child clubs worked as agents for social change; advocators of child rights; pursuers of parents to send their wards to school; monitors of students and teachers to make them accountable for their profession; organizers of extracurricular activities in school; aides of school programs to bring all children in school. Despite these contributions of child clubs some informants were found perceiving that children paid more attention to outside work than their stipulated task i.e. studying. This indicates that KIRDARC needs to be cautious while encouraging children to be federated for additional assignments, or it should enable teachers to link child clubs learning in each lesson to be taught.

Other Inputs:

KIRDARC trained teachers on continuous assessment and liberal promotion. It also supported 6 ECD buildings in Jumla and 5 ECD buildings in Humla in collaboration with local VDCs. Apart from it KIRDARC introduced school self assessment process (SSA) to update SIP (appendix 4 for indicators). Because of these inputs, the following results were obtained in the studied schools of Jumla and Humla.

Six ECD buildings were constructed in Jumla and 5 in Humla.

Eight classrooms were repaired in Humla

Continuous assessment and liberal promotion system was in place.

SSA was found helpful to make SIP workable in partnership with parents and community members.

SIP had helped obtain information on background and history of the school

Table 14 shows the perception of local stakeholders of education on the achievements made from other inputs.

Table 14: Perceived achievements through other inputs

Achievements	Before KIRDARC		At present	
	Jumla	Humla	Jumla	Humla
Parents	Mere PAF and INF supported to create *ama samuha* that encouraged the *Samuha* for school visit where their children are studying.	We wished that KIRDARC should pay attention to parents' income generation activities so that we can support our children with our own income	Both KIRDARC and Dalit Sewa Sangh are working together at school now.	Women have started IGA programs; constructed toilets and drinking water facilities.
teachers	We received child friendly teacher training, 10 month government training and TPD for better	We didn't get opportunity to update our provided course related trainings	We got training on Active Teaching Learning through KIRDARC.	We got training on child rights, human rights, water and sanitation, food and hygiene.

	teaching			
facilitators	We got training on ECD from DEO only.	There were not ECD buildings and classroom arrangement required for proper teaching learning environment. Lack of furniture in the schools, pure drinking water and toilet facilities were the pressing problems.	We got training on how to manage ECD classes.	Now we have ECD buildings, well managed classrooms, furniture, pure drinking water and toilets in schools.
SMC/PTA	We were not exposed to any kind of training to teach in a better way.	We were living in abject poverty. We lacked IGA, pure drinking water, and toilet facilities in the villages.	We got training on SIP preparation.	We don't hesitate to talk with males Besides we are now using toilets and drinking pure water facilities.
DEO personnel	Different organizations were working in schools but not in a well coordinated	There was the lack of joint effort to improve school thereby duplication was	KIRDARC coordinated development partners at the district and village levels for joint	District Education Network (DEN). has been developed by KIRDARC/ It

	manner.	very common. Teachers were not provided training on ATL.	program.	has helped reduce duplication at work.
partner agencies	Development organizations were less interdependent. They were independently working in their own.	The development organizations were not responding well to each other.	Development organizations are interdependent now through our voluntarily constituted network.	We have integrated plan in the district. District Education Network (DEN) has helped reduce duplication in Implementation.

District education network (DEN) was found to be a remarkable initiative of KIRDARC. This network nurtured interdependent culture among development agencies. These agencies were found planning jointly, reaching to the target groups in an integrated way, monitoring the program jointly, and also reviewing the progress as shared learners. Because of this joint movement, the target groups were found trained in different areas and were also improving school's condition in a coordinated manner. This effort had also helped reduce duplication of the works, material resources, and human power.

Potential practices to be replicated/institutionalized

Based on the reflection over the above mentioned findings and analysis of the perceptions of different stakeholders of education, the researchers came to the understanding that the following programs can be replicated in other parts of the districts. At the same time, they can be shared in other districts as replicable initiative. Below is the list of the replicable program along with their working modalities:

SSA by School:

SSA was used by studied schools especially for preparing and updating SIP. But the researchers realized that it can be replicated in other schools of the district to let all the stakeholders know about NASA result and the result of each grade. In doing so, the result of each grade should be made public to the paper as school charter. The result sheet should contain the score of national average, district average, RC average and that of the individual school. Following this public charter, each school should be encouraged to obtain 100% result in all subjects.

CEMIS as bedrock initiative for the implementation of free and compulsory education:

The CEMIS exercise helped portray the school catchment situation of never schooled children. With this portrayal, school teachers and its governing and helping bodies became instrumental to bring all the never-schooled and school dropped out children in school. School enrollment campaign and alternative education program supported this initiative. Because of this initiative almost all school age children are in school. This CEMIS practice followed by school enrollment campaign can be replicated in other parts of the study districts.

Child club as vehicle to school improvement:

There is ongoing debate that children should act like children or they can be treated as "miniature adults". KIRDARC tried to maintain balance in this debate. So it encouraged child clubs to organize child like activities and also encouraged them to work like adults in bringing their never schooled and dropped out age-mates to school and also prepared them as "immediate supervisor cum monitor" of their teachers to ensure their regular presence in class. This balanced approach to use child club can be replicated in other schools as well.

Remodeled classroom setting:

Conventional classroom setting gave a learning that students are supposed to learn from the teachers. But the remodeled classroom setting provided students chance to learn from

their mates as well. Because of this remodeled setting students remained busy even in the absence of teachers. They were also found learning something new from their cohorts. This means the remodeled classroom setting can be replicated in all the schools for shared learning at students' level.

Coordinated input providing approach:

KIRDARC promoted joint inputs to a particular school. This practice was found effective in the studied schools. This joint input providing approach, joint monitoring, and post joint learning sharing sessions of the school supporters at the local and the district level was the replicable activity.

Partner's capacity

KIRDARC worked with Public Health for Community Care (PHCC) in Humla and with local organization in Jumla. These partners were consulted in different occasions. At the implementation level their capacity was identified as (a) generators of the community peoples' concern (b) discussants of the local issues (c) honest implementers of SSRP initiatives (d) regular supervisor and monitor of the KIRDARC supported programs (e) fair recruiters of staff

With the above capacities the partner agencies can be regarded as

Recognized institution

Dedicated members for social transformation

Organization that has good planning skills

Good reporters and documenters

The researchers also identified their inadequacies as well. From the vantage point of organization as well as individuals, the following were their inadequacies.

The partner agencies as institution and individual were responsive to the joint plan shared with KIRDARC. But they were not found in a position to be alternative providers to the set activities.

They were reaching in the same place with different faces because they were lacking a basket fund for desired program in their working communities.

Strengths and Challenges

Each person and/or institution has its own strengths and challenges. KIRDARC and its partner agencies were of the same position. It has institutional as well as individual strengths and challenges. The table below displays both the strengths and challenges of KIRDARC as institution and individual,

Table 15: Strengths and challenges of KIRDARC

Strengths		Challenges	
As institution	As person	As institution	As person
Credible institution. In the words of both Jumli people and Humli people, KIRDARC is *Bhagawan*, the God especially for bringing the light of education of their children.	KIRDARC staffs are Devduts (messengers of God) for Jumli and supportive and helpful for Humli.	Question regarding "how to make the local partners independent in its own and reduce KIRDARC's size and financial dependency of the partner agencies on it" has yet to be addressed.	Question regarding "how to ensure the capacity of the local human resources equal to the KIRDARC and its outsourcing experts" has yet to be addressed.

The analysis of the strengths and challenges showed that KIRDARC emerged as credible institution and its working hands as supportive person for the villages. But the question that was yet to be addressed by both organization and individual is that of "how can they be able to create mini KIRDARC in its working village where people will work for joint plan to ensure quality education for all". KIRDARC also needs to make each family of its working area economically well off so that it does not need support from outsiders.

The impact

Reflecting over the researchers' report, BSBP members came up with inductive indicators to identify the impact of KIRDARC's initiative in Jumla and Humla. The indicators are as follows.

number of program beneficiaries

students' achievement by grades, by caste, ethnicity, gender, and disability types

educational materials displayed in classroom

perception of community peoples towards education

perception of teachers, students and parents

On the basis of the aforesaid indicators and indices, the researchers identified the following impact of KIRDARC project.

At the output level of the studied schools, many students of Jumla and Humla were receiving various trainings, eg., 43 teachers of Jumla and 54 teachers of Humla were trained in ATL. Likewise, 128 parents of Jumla and 150 of Humla were oriented for child friendly learning environment at home. They were also oriented on personal hygiene and had started hand washing practice before and after to have the food.

At the outcome level of the studied schools, (a) community people were rendering their volunteer services to provide midday meal to the ECD and children of other grades (b) parents of other grade children were made conscious for the need of quality education.

KIRDARC support

The studied schools had their own context (see in appendix 1). In order to address the educational problems associated with these contexts, KIRDARC provided inputs, followed specific process, and obtained quantitative and qualitative results. Table 16 provides a rundown of the KIRDARC support and the result achieved through these initiatives.

Table 16: Context, Input, Process, and Product of KIRDARC Initiatives

	Jumla	Humla
Context	The working VDCs had non-enrolled	Parents were of the opinion that education

	school aged children; educationally unaware parents; professionally unaccountable and irresponsible teachers; and indifferent other stakeholders of education.	takes their children out of village and the world of their livelihood. So they were holding their children in their traditional activities. Teachers were not breaking this mindset of the parents; SMC/PTAs were concerned only about construction of school. Quality of education was not desirable to the stakeholders of education.
Input	Teacher training, child club support, parents and community peoples' orientation, construction support, IGA support for women.	Support for small construction work; training of the teachers; orientation of the other stakeholders of education.
Process	School, cluster, and district based training to the stakeholders of education; joint planning and joint monitoring for shared learning and doing among the I/NGO partners through DEN.	Joint planning and joint monitoring of the I/NGOs for school improvement; workable coordination with District Education Office; On the spot teacher support.
Product	Child friendly school; improved learning achievement; cent percent school enrollment; empowered stakeholders of education; massive use of educational materials while teaching; active students for their rights and community related responsibilities.	Cent percent school enrollment; activated parents for the education of their children; curious students for their learning; decorated classroom; Well trained teachers for teaching in a child friendly manner.

Way forward

The analysis of the findings, reflections of the researchers, and review of the earlier reports indicates the following ways forward:

Context of studied school varied in many ways. These variations demand different inputs to be introduced for different schools. It indicates that in future KIRDARC should (a) prepare profile of individual school that encompasses context, required inputs and process, and expected result (b) maintain the record of obtained changes of at quarterly basis for local, district, and national consumptions (c) mention the contribution of local stakeholders and the partner agencies for as public auditing.

Process to achieve definite goal was found different in each studied school. These differences require (a) documentation of the process of individual school (b) selection of the best process that worked in a given context (c) video/audio and print documentary of these best processes for shared learning to other schools of the country and abroad.

All the stakeholders of education were receiving the same input from KIRDARC and its partner agencies. This "one size fits all approach" demands change in future. This change is possible through (a) capacity mapping of different types of stakeholders of each school (b) sharing mechanism of the local capacity to the needy schools and the community (c) institutionalization of the sharing mechanism with the local practices (d) varied forms of capacity support packages for individual school i.e. self taught package, peer taught package, general package, modular package that fits with the capacity of individual person no matter s/he is teacher, SMC/PTA members, parents, student clubs etc.

Usually external evaluators/researchers are considered the best persons to document people's perception and the hard data to support them. This conventional practice requires change in future through (a) local evaluators of independent/cluster schools (b) institutionalized public hearing system by the local evaluators as that of *Naralo* system of Jumla for local judiciary support (c) accommodative planning culture of the project schools.

Strengths, weakness, opportunity and threat (SWOT) analysis was well known approach to KIRDARC and its partner agencies. But the same SWOT analysis system was not institutionalized at the school level. This indicates that the future activities should be

delineated towards (a) teaching SWOT analysis system to all the local stakeholders of education (b) institutionalizing SWOT analysis system in each school as monthly/quarterly program (c) making provision of SWOT analysis discussion as SMC/PTA agenda of each month (d) involving teachers and students for the implementation of SWOT report in their schools.

KIRDARC promoted operational coordination at the school level. Because of this coordination, adequate resources were available in the studied schools and joint supervision and monitoring also took place periodically. This system of joint coordination and implementation should be (a) continued at the district level (b) expanded as local stakeholders' joint initiative (c) institutionalized at the school governance level.

Appendix 1

Table 1: Establishment year of the visited Schools in Jumla District

S.N	Name Schools	Establishment Year
1	Shree Gyan Jyoti Primary School	2065 BS
2	Shree Navidanda Lower Secondary School	2032 BS
3	Shree Shiva Bhairab Primary School	2055 BS
4	Shree Bhabani Primary School	2066 BS
5	Shree Sundarmani Primary School	2046 BS

Table 2: Establishment year of the visited Schools in Humla District

S.N	Name Schools	Establishment Year (If you have the information, please put here)
1	Shree Srijansil Primary School	
2	Shree Tara Primary School	
3	Shree Ganatantra Primary School	
4	Shree Bidyajyoti School	
5	Shree Mahakabi Lower Secondary School	

Appendix 2: Study tools

Interview schedule for school teachers and Head teachers

On behalf of Baikalpic Sikshya tatha Bikas Pratisthan we are there to evaluate KIRDARC run project entitled "Evaluation of Services for Outcome Assessment, Lessons Learned and Good Practices Collection Program". We expect your experience and understanding about the project. We also need your invaluable suggestion to achieve the desired intent of the project. Thank you very much for agreeing to discuss with us.

Context of school

- What is your understanding about the historical evolvement of school?

- Who are the institutional and individual contributors of schools?

- What are their contributions so far?

- What is your assessment about the present day activities of this school?

- What is your thinking about the future dream of this school?

- What are the problems that you think this school had before and has now?

- Is this project relevant to implement in this school? How?

- Any other information?

Input of KIRDARC for this school

- What are the trainings, exposures, and any supports that you have received from KIRDARC?

- How you differentiate the training, exposure, and support that you received under KIRDARC with other (in terms of contents, delivery, management, practicality etc)?

- How about the financial support that you received from KIRDARC to this school?

- What about the material support that KIRDARC provided you?

- What about the management supports that KIRDARC gave to you?

- What have been the problems of this KIRDARC project that you noticed/experienced?

- Any other information about KIRDARC inputs to this school?

- What have been the effects of KIRDAC inputs (human resource, money, material, and management) on this school improvement process?

- What has been your learning from KIRDARC's input to this school?

- What is your opinion about the relevancy, effectiveness, and efficiency of the inputs?

- What is your suggestion to KIRDARC for its effective inputs to this school?

KIRDARC support in the process

- What are the monitoring, supervision, and feedback systems that KIRDARC promoted for this school improvement?

- What have been the effects of KIRDAC support-process (classroom delivery, monitoring, supervision, feedback, stakeholders' support, and any others)?

- What have been the problems of this KIRDARC project that you noticed/experienced?

- What has been your learning from KIRDARC's working process?

- What is your opinion about the relevancy, effectiveness, and efficiency of the inputs?

- What is your suggestion to KIRDARC for its effective process-support to this school?

Output and outcome of KIRDARC support

- What are the visible output and the outcome (quantitative and qualitative changes) that you found in this school with KIRDARC's support?
  (a) at students level
  (b) at teachers level
  (c) at parents level
  (d) at community level

- What are the invisible/indirect output and the outcome that you have noticed?
  (a) at students level
  (b) at teachers level
  (c)   at parents level
  (d) at community level

- What have been the problems of this KIRDARC project that you noticed/experienced?

- What have been the unintended changes (the effect that KIRDARC did not aim but happened as byproduct of this project) that you experienced?
  - at students level
  - at teachers level
  - at parents level
  - at community level

- How do you see the relevancy, efficiency, and effectiveness of the project output and outcomes?

Sustainability and recommendations

- What are the sustained initiatives of KIRDAC support in school at context, input, process, and product (output, and outcome) levels?

- What are the unintended but sustained initiatives that can be referred as KIRDARC's contribution?

- What have been the problems of this KIRDARC project that you noticed/experienced?

- What is your learning about the sustainability of KIRDARC supported project?

- What is your opinion about the relevancy, effectiveness, and efficiency of the sustainability initiatives?

- What are your suggestions for sustainability of KIRDARC supported project in this school?

Checklist for FGDs with Students

(CIPP is the core of the checklist. So generate the ideas from FGD in the following themes)

- inputs that the students of this school received from KIRDARC project
- Effects of the inputs on students in terms of
  1. change in classroom setting
  2. change in teachers' teaching style
  3. change in teachers' behavior (entering into class, teaching in the class, going out of class)
  4. change in parents' behavior towards' children
  5. change in friends' behavior towards them
  6. change in community peoples' behavior towards children
  7. change in learning process of the students
  8. change in classroom discipline
  9. sustained activities
- encountered problems
- suggestions for better learning of the students by level (ECD and primary)

Checklists for interview with Project Officials

- What was the context of the school before KIRDARC's initiative?
- What were the KIRDARC inputs to improve the context of the school (students, teachers, parents, management, etc)
- What has been the KIRDARC's support in the process of school improvement?
- What have been the intended and unintended outcomes and outputs of the KIRDARC initiative?
- What have been the effects of KIRDARC's initiatives on students, teachers, parents, community people and school as a whole?
- What have been the problems of this KIRDARC project that you noticed/experienced?
- What about the sustainability of this project's effort at place?
- What is your learning from this project?
- What is your suggestion for the improvement of KIRDARC supported schools?

Checklist for interview with SMC/PTA members

- What was the situation of this school before KIRDARC's initiatives?

- What are the inputs that KIRDARC provided to you (the parents, students, teachers, SMC/PTA members, and community people) though school and through KIRDARC itself?

- What have been the effects of KIRDARC support/contribution over students, teachers, parents, SMC/PTA members, and the community people?

- What did you do after KIRDAC inputs to improve this school?

- What have been the noticeable problems that were/are associated with KIRDARC initiatives to school improvement?

- What have been the sustained activities that KIRDARC initiated in school (at the students, parents, teachers, and community levels)?

- What is your learning from this KIRDARC project?

- What are your suggestions to improve school through KIRDARC support?

Checklist for interview with parents and community members

- How do you assess the situation of this school before and after KIRDARC's initiatives?
- What are the inputs that KIRDARC provided to you and the students, teachers, SMC/PTA members through school and through KIRDARC itself?
- What have been the effects of KIRDARC support/contribution over you, students, teachers, and SMC/PTA members?
- What did you do after KIRDARC inputs to improve this school?
- What have been the noticeable problems that were/are associated with KIRDARC initiatives to school improvement?
- What have been the sustained activities that KIRDARC initiated in school (at the students, parents, teachers, and community levels)?
- What is your learning from this KIRDARC project?
- What are your suggestions to improve school through KIRDARC support?

Checklist for classroom observation

- classroom setting

- educational materials and their use

- students' learning

- teachers' teaching

- parents involvement as lay teachers

- teachers' attentiveness and seriousness

- use of textbooks

- use of library and other referral books

- homework checking

- project work to the students

- class work to the students

- any other support that the students get from students, teachers, parents while in class

Notice for the collection of secondary information

Researcher will collect secondary information from KIRDARC office and then crosscheck it with individual school for their confirmation. The required information will be as follows:

(a) at the individual school level

- number of children in school catchments

- children at ECD and primary school

- school dropouts

- repeaters

- failures

- passers/promoted students

(b) at the KIRDARC level

- situation of study schools

- KIRDARC inputs by school and by stakeholders of education like students, teachers, parents, community people to improve the situation
- KIRDARC's process to ensure access, quality, equity, and relevancy of education for students
- problems faced by KIRDARC at individual school level
- special efforts that KIRDARC made to support the problematic schools

Appendix 3: Exemplar case of Jumla District: Teachers' training profile

1. Teachers' Profile of Navi Danda Lower Secondary School

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2. Teachers Profile of Shree Gyana Jyoti Primary School

S.N.	Name of Teachers	Contract Type	Level	Training Period
1		Rahat	Primary	
1	Devi Jung Nath Yogi	Nigi Teacher	Primary	TPD
2	Janaki Shahi (Yogi)	ECD Facilitator	Primary	16 Month Training from DEO
3	Satyabati Dhital	Nigi Teacher	Primary	ATL
4	Kalpana Yogi	Nigi Teacher	Primary	Non Training

3. Teachers' Profile of Shree Shiva Bhairab Primary School

S.N.	Name of Teachers	Contract Type	Level	Training Period
1	Haris Chandra Shahi	Permanent	Primary	10 Month Training, TPD, ATL, Accounting, SIP training
2	Kalika Shahi	Nigi Teacher	Primary	TPD
3	Rama Yogi	ECD Facilitator	Primary	16 Month Training from DEO
4	Kalo Nath Yogi	Nigi Teacher	Primary	ATL

5	Man Bahadur Shahi	Nigi Teacher	Primary	TPD

4. Teachers Profile of Shree Shree Bhabani Primary School

S.N.	Name of Teachers	Contract Type	Level	Training Period
1	Dipak Khatri	Permanent	Primary	10 month, TPD 3 Layers
2	Datta Budha	Nigi Teacher	Primary	TPD
3	Bhim Khatri	PCF	Primary	ATL
4	Kamala Shahi	ECD Facilitator	Primary	16 months

5. Teachers Profile of Shree Sundarmani Primary School

S.N.	Name of Teachers	Contract Type	Level	Training Period
1	Bal Bahadur Raout	Permanent	Primary	10 month, TPD,
1	Devi Jung Nath Yogi	Nigi Teacher	Primary	TPD
2	Mina KC	ECD Facilitator	Primary	16 Month Training from DEO
3	Satyabati Dhital	Nigi Teacher	Primary	ATL
4	Kalpana Yogi	Nigi Teacher	Primary	Non Training

Appendix: 4 Program indicators and activities

Activity 1.9 Review SIP based on changed context

Activities linked to Result 2: 7,000 children of 3-4 years enrolled and experiencing conducive environment in community initiated ECDs. 62% of the parents of the program VDC have been trained on parenting education (PE); and out of them 83% of them have been regularly sending their children to ECDs.

Activity 2.1 (Review and develop training package for Parental Education (PE) and print

Activity 2.2 (Conduct training to PE class facilitators)

Activity 2.3 (Conduct Parental Education classes)

Activity 2.4 (Organize Enrollment Campaigns)

Activity 2.5 (Organize Birth Registration Campaigns)

Activity 2.6 (Review and develop Basic Training Package for ECD facilitators and print):

Activity 2.7 (Facilitate in selecting ECD facilitators based on the ECD quota provided by DEO in program area)

Activity 2.8 (Conduct Basic Training to ECD Facilitators)

Activity 2.9 (Facilitate in conducting ECD Classes)

Activity 2.10 (Manage to support ECD classroom with flooring, carpeting etc)

Activity 2.11 (Conduct workshop to develop ECD materials using local materials)

Activity 2.12 (Review and develop the training package for ECDMC and PTA and print):

Activity 2.13 (Conduct Training for ECDMC and PTA)

Activity 2.14 (Conduct Mobile meeting of ECD facilitators, ECDMC in Cluster)

Activity 2.15 (Conduct Refresher Training to ECD Facilitators)

Activity 2.16 (Manage to support constructing ECD Infrastructures collaborating with VDC)

Activity 2.17 (Initiate to establish Model ECD centers in each VDCs)

Process Indicators for Model ECDs

- ECDs should have its own building
- It should be Managed with floor sitting
- It has Conducive class room environment (Sun light, ventilators, window)
- weigh monitoring, immunization, hand washing and personal hygiene
- Toilet and drinking water facilities
- Functional ECDMC
- Active community participation
- Trained ECD facilitators
- Six corners and materials in the corners
- At least one external game
- ECD Records keeping status

Activity 2.18 (Support ECDs with educational materials)

Activities linked to Result 3: 1,000 children of 9-14 years mainstreamed in formal classes after completing AEP classes

Activity 3.1 (Select AEP class based on the data from CEMIS)

Activity 3.2 (Review and develop AEP facilitators Training package is consultation with DEO)

Activity 3.3 (Conduct training to the AEP facilitators (girls/youths)

Activity 3.4 (Support materials and stationeries for AEP classes)

Activity 3.7 (Mainstream AEP graduate to the appropriate formal classes)

Activity 3.8 Follow-up support to AEP graduates:

Activity 4.8 (Produce and broadcast radio program)

Activity 4.9 (Support educational materials to vulnerable students)

Activity 4.10 (Conduct event based activities with local NGOs)

Activity 4.20 (Conduct Training to teachers on Child Rights)

Activity 4.21 (Conduct Training on Continuous Assessment and Liberal Promotion)

Activity 4.22 (Conduct Training on Multi-grade Teaching)

Activity 4.23 (Conduct Subjective Training)

Activity 4.24 (Conduct Refresher Trainings)

Activity 4.25 (Follow-up support and monitor trainings in to practice)

Activity 4.26 (Organize exchange visits to teachers, SMCs):

Activity 4.27 (Support School Infrastructure development based on SIP)

Activity 4.29 (Conduct Achievement test of grade 3 and 5)

Activity 4.30 (Technical Pedagogical support by RPs in Classroom)

Activity 5.1 (Review and develop constitution of child clubs/networks in consultation with DCWB and print)

Activity 5.3 (Review and develop training package for child clubs/Networks and print):

Activity 5.4 (Organize advocacy and lobby campaigns)

Activity 5.5 (Establish VDC and district level child club networks)

Activity 5.6 (Conduct Trainings to child clubs, networks on Child club management, basic child rights and advocacy)

Activity 5.7 Training to child clubs for Wall Magazine Publication

Activity 5.8 (Develop indicators for School/Children as a Zone of Peace)
Based on major three criteria; schools of the program VDCs have been declared as schools as zone of peace.
1. Functional code of conduct at school

2. Written commitment of political parties for not doing any interference in teaching and learning and school

3. Adopt ATL/child friendly teaching learning methods in classes

Activity 5.8 (Declare school/children as a zone of peace)

Activity 6.2 (Develop project monitoring plan in consultation with DEO and SMC) *ty*

6.1 (Conduct orientation, interaction, meetings with SMC, teachers on their accountability)

Activity 6.3 (Joint Monitoring visit with DEO, SMC and district stakeholders)

Activity 6.4 (Conduct Review and planning workshops)

Activity 6.5 (Support to develop and establish database and IT system in DEO and KIRDARC):
It is one of the

Activity 6.6 (Support to Conduct Social Audits/Public hearings at schools)

Activity 6.7 (Procure equipments for project implementation)
All procurements had been completed in previous year.
Activity 6.8 (Review and develop head teacher/SMC members training package consultation with DEO on school management, monitoring, social audit and print)
This activity has been conducted last year.
Activity 6.9 (Conduct basic trainings to Head teachers and SMC)

Activity 6.10 (Conduct refresher trainings to head teacher and SMC):

Activity 6.11 Thematic and pedagogical training to KIRDARC Staff

Activity 6.12 (Organize exposure visits to DEO representative and KIRDARC staff):
This activity has not been planned for this reporting period.
Activity 6.13 (Support to Develop Integrated Education Plan at District)

Activity 6.13 Mobilization of community facilitators to promote, strengthen community participation

Activity 6.14 Sharing Meeting with PAC and Other District Level Stakeholders