
MID TERM EVALUATION OF NORAD FUNDED PROJECT

FINAL REPORT



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Plan International Nepal

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Nepal Development Initiative Consulting Pvt. Ltd.

Shree Durbar Tole, Pulchowk, Lalitpur, Nepal

Tel: 01-5538831

Email: ndi.consulting.nepal@gmail.com

Acknowledgement

We would like to thank Plan International Nepal for giving us an opportunity to carry out the Mid-Term Evaluation of NORAD funded projects in the six project districts (Baglung, Parbat, Myagdi, Bardiya, Jumla and Sindhuli) of Nepal. We would like to acknowledge the people who directly or indirectly supported the study team. Our sincere thanks goes to the local people and institutional representatives who helped us during the field study. We also thank our 9 field researchers who technically engaged in the survey and successfully completed the given task. Local partner organization of Plan International Nepal and Its field offices in the districts deserve special thanks for its kind support, rapport building and time management. We are thankful to members of Plan International Nepal, especially PIE project team and Promoting Community Based Safe Schools Project, for their involvement right from the initial phase to the completion of this assessment. We highly acknowledge all the support, coordination and cooperation from Plan International Nepal. At last but not the least, we appreciate the research participants for their invaluable information and cooperation.

On behalf of, Mid-Term Evaluation Team

Ms. Meenakshi Dahal, PhD, the Team Leader

Ms. Rita Khatiwada, Evaluation Expert

Executive Summary

Plan International Nepal implemented Four- year Promoting Inclusive Education (PIE) in Baglung, Parbat, Myagdi, Bardiya and Jumla and promoting community based safe schools in Sindhuli in partnership with local CSOs to promote inclusive and safe schools. A mid-term evaluation of the two projects funded by NORAD was carried out by NDI Consulting Pvt. Ltd.

The evaluation was carried out using both quantitative and qualitative approaches. The tools applied were survey, FGD, Interview and observations. Secondary documents such as periodic reports were also reviewed in the process. Designed questionnaires were used for the quantitative survey with the help of mobile application. The study team visited five districts among the project area that included Sindhuli, Baglung, Parbat, Jumla and Bardiya for data collection. From these five districts, the study team surveyed 35 schools, 400 Households and 400 children.

Key Findings

Outcome 1: Increased Access to Education

A total of 8341 students were documented to have been enrolled in the sampled 35 schools from ECD to grade 8. Out of the total, 4146 were female students, 344 were children with disabilities and 2305 were from Dalit communities. The enrollment of male students has been found to be slightly higher than the female students. Out of 400 surveyed HH, 8.5% have reported to have their children dropped out of school, out of which 4.5% were from Dalit communities, poverty being the main reason. However, improved physical infrastructures in schools and educational assistance provided to the Dalit and students with disabilities in the form of scholarships such as uniforms, bags, and stationaries etc. in order to support their education has created motivation for school enrollment. Student enrollment has been reported to increase due to Plan's support in the project districts.

Outcome 2: Improving Quality of Education

Out of 8349 enrolled students from the 35 sampled schools, only 66.2% were reported to have passed their final exam in their grade (ECD to grade 8). 66.8% of the total enrolled girls have passed their final exams in their grade. Similarly, 80.6% of students with disabilities and 81.5% of the student form Dalit communities from the 35 surveyed schools were reported to have passed their final exam. Out of the 35 schools, 20 were identified as schools with good governance structure in place. A total of 4977 students were reported to have enrolled in those 20 schools, among which, 2429 were female students, 149 were students with disabilities and 1286 were from Dalit communities. Out of the 35, 27 schools were reported to have a child protection policy and mechanism in place. Similarly, 27 schools had at least one member from Dalit community in the SMC. The total pass rate of the children was decreased from CY 2016 except in Parbat for children with disabilities. This revealed that though the project is supporting for quality education, the schools need effective pedagogical support for quality teaching. Also additional tutorial and learning support needed for these children.

Outcome 3: Improving school's capacity in inclusion

Out of 35, 33 schools were reported to practice disability inclusion. A total of 344 children were enrolled at the time of survey in those schools. 29 schools were reported to use at least some learning materials that are cultural, ethnic, gender or language inclusive. 6876 students were enrolled in those 29 schools. Only 59 out of 400 respondents from HH survey reported that they have received awareness training on inclusion of children with disabilities, children

from other marginalized groups and girls. Out of the 35 schools surveyed, only 2 schools from Sindhuli didn't have provisions of scholarships for the schools going children. Most of the schools in the project implemented districts have developed child protection policies and mechanisms in their School. Schools of the targeted districts with the support of various organizations have started providing necessary trainings and workshops on child protection to the teachers in regular interval of time. The evaluation team found that, the trainings led to quality education in schools, better caring of the children with disability and more receptive towards inclusion issues.

In terms of efficiency, it was found that the budget was well used by the partner organizations in delivering necessary orientations, training, forming clubs or networks and executing extra-curricular activities in the targeted schools as well as communities except for few issues discussed in the findings section.

Conclusion

It is found that the project is extremely relevant to the present context of the developmentally deprived of children in Nepal. The inclusion of the children in the schools with infrastructure support and improvement of learning environments is quite significant. The findings show that the project needs to continue with its implementation modality with minor modification i.e. the project needs to do more coordination and sharing with the stakeholders and prepare the exit strategy to share with the government counterparts and beneficiaries before the project ends. Also, it was found that the partner organizations were rushing to finish the activities rather than thinking the longer term impact of the project. With the implementation of the PIE project, there is improved access of girls and boys especially Dalit children and children with disabilities to basic education.

Recommendations

1. Regular information sharing with the local government and other stakeholders by Plan is required for better ownership. Plan International needs to facilitate for better ownership with RM for taking ownership of the hostel at Ramrekha Basic School (Baglung) as soon as possible. This will allow the disabled children to attend school with basic support required.
2. The project needs to focus on creating longer term impact while conducting activities. More coordination is needed for the sustainability of the project and the project needs to share its exit strategy with the beneficiaries and government stakeholders before the project ends.
3. The project partners need to identify the focal person at the RM in the present changed context and coordinate with them for the project implementation. They should also involve RM representative while project monitoring and share the lessons learned and challenges so that there will be better ownership from the RM.
4. RMs need to take ownership of the project interventions for long term sustainability through appointment of focal person to coordinate with Plan International and partner organizations.
5. In Sindhuli, the schools need to conduct quality education support program along with construction works. Plan need to support the schools for pedagogical training with learning materials.
6. In Sindhuli, as the construction costs varied due to inaccessibility of the roads, the budget need to be revised in the contextual basis so that schools do not feel/face additional financial burden.

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Abbreviations

CSOs	Civil Society Organizations
CWDs	Children with Disabilities
CY	Calender Year
DCC	District Coordination Committee
DDC	District Development Committee
DDRC	District Disaster Rescue Committee
DEO	District Education Office
DLPIU	District Level Project Implementation Unit
DRM	Disaster Risk Management
DRR	Disaster Risk Reduction
ECD	Early Childhood Development
FGDs	Focus Group Discussions
HH	Household
KII	Key Informant Interview
PIE	Promoting Inclusive Education
PTA	Parents Teacher Association
RM	Rural Municipality
SDRMP	School Disaster Risk Management Plan
SIND	Social Inclusion and Non-Discrimination
SIP	School Improvement Plan
SMC	School Management Committee

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Chapter 1 Introduction

1.1 Background

Plan International Nepal has been implementing two projects (i) Promoting Inclusive Education in five districts including Baglung, Myagdi, Parbat, Bardiya and Jumla, and (ii) Promoting community Based Safe School in Sindhuli since 2016 with the support from NORAD. The main objective of these projects are to increase access of boys and girls to quality education in inclusive and safe environment and to provide safe education opportunities to children respectively.

Four- year Promoting Inclusive Education (PIE) project is the continuation of Social Inclusion and Non- Discrimination (SIND) project which was implemented from 2005 till 2015 in Morang and Sunsari districts in East and Baglung, Myagdi and Parbat districts in West. The project facilitated to organize Dalits and persons with disabilities in village level networks and federated at district level networks. The project also built their capacity through number of training and exposures on leadership, fund allocation, management and mobilization, advocacy for government services and resources. The purpose of the project is to promote inclusive and safe schools. The project also aims at strengthening child protection mechanism and institutional capacity of CSOs. To develop access and quality of children with disability in school education, the project planned to identify and improve physical as well as pedagogical environment in the targeted 200 schools. The project has envisioned to provide teachers with skills on sign language, braille scripts and teaching and caring children with intellectual disabilities. The targeted groups of the project are children with disabilities and children from Dalit communities. The PIE project is being implemented in two districts; Bardiya and Jumla and has been implemented in three districts; Baglung, Parbat and Myagdi in partnership with groups and organization of persons with disabilities and Dalits.

Whereas, the purpose of promoting community based safe school in Sindhuli is to promote safe schools through rehabilitation and reconstruction of five earthquake affected schools. The project aims to provide safe education opportunities for 736 children.

1.2 Purpose of the assignment

The purpose of the assignment is to carry out mid-term evaluation of the two projects funded by NORAD and to disseminate findings to different stakeholders including government and non- government organization. The specific objectives of this evaluation are:

- To assess what extent the project has achieved its expected results;
- To analyze what worked well and or what did not work well (explore project's theory of change);
- To identify any unintended (positive/ negative) results of the project;
- To identify lessons learned and recommendations for the future work.
- To assess the impacts of the projects on children;
- To analyze how efficiently the project has delivered its outputs to meet its target within project period.
- To evaluate how efficiently the project adopted the changed internal and external context.

- To analyze how relevant, the project activities and approach to meet the project objectives.
- To assess and track the performance of the project activities against plan and provide feedback to the project.
- To assess what extent the project has contributed to improve access of children especially girls, children with disabilities, children from Dalit community and other marginalized communities in basic education in the targeted schools.
- To assess the situation of quality learning environment in schools such as child friendly seating arrangement, library, book corners, learning materials in their preferred language such as sign and braille scripts and teachers training in the inclusive education so that # percentage of girls, students with disabilities, students from Dalit and other marginalized communities have passed their final examination.
- To assess # of schools (and # of children in schools) which have implemented at least two of the pillars of the Comprehensive Safe Schools Framework, #of children (#of girls, #of girls/ boys with disabilities, #of children from marginalized groups/Dalit community) in schools that have improved infrastructures to increase safety.

1.3 Scope of the Study

This Mid-Term Evaluation has focused on the collection of data from schools and communities of Baglung, Parbat, Bardiya, Jumla and Sindhuli districts. This evaluation was based on the project objectives and results.

Chapter 2 Approach and Methodology

2.1 Study Design

The mid-term evaluation was carried out using both quantitative and qualitative methodologies. The evaluation team designed a set of survey tools and questionnaires to achieve the stated objectives. Thus designed questionnaires were used to produce the aggregated values against the project indicators. The quantitative survey was done using reliable mobile application based on the determined sample size.

2.2 Study Area

The evaluation team visited five districts among the project area that included Sindhuli, Baglung, Parbat, Jumla and Bardiya for data collection. From these five districts, the evaluation team surveyed 35 schools, 400 Households and 400 children. Table 1 depicts the coverage of the evaluation.

Table 1: Sample size distribution

District	No. of Rural/Municipality	School Survey	Household Survey	
			Parents/Household	Children
Sindhuli	1	2	23	23
Baglung	2	6	69	69
Parbat	2	10	114	114
Bardiya	3	14	160	160
Jumla	2	3	34	34

2.3 Sampling Procedure

The sampling strategy for conducting mid-term evaluation is described below. The sampling and sample size was finalized with Plan International Nepal during the inception phase. The sample size is shown in Annex I.

2.4 School Survey

Among 205 targeted schools from the five project districts, 35 schools were selected for conducting the school survey. Number of schools to be surveyed was finalized in consultation with Plan International Nepal during the inception phase. Following purposive sampling procedure was used for the selection of the schools: Among the 205 targeted schools from the five project districts, 20% (41) of the schools were selected for conducting the school survey, the sample was distributed as Baglung (6), Parbat (10), Myagdi (6), Bardiya (14), Jumla (3) and Sindhuli (2). However, due to unpredictable monsoon weather condition and no existing partner in Myagdi district, it was excluded from the evaluation. Thus, excluding the 6 schools from Myagdi district, total of 35 schools were included in the evaluation. The schools were selected using the following purposive sampling procedure:

- Among the 12 Resource schools from five project districts, only 9 were selected due to inaccessibility during the season, and budget and time constraint.
- A list of schools was prepared on the basis of higher number of boys and girls student, children with disabilities and Dalit student.
- Schools nearby the resource schools were selected for the study.

2.5 Household Survey

The household survey was conducted within the coverage of those 35 schools. Household sample was proportionately distributed among the 35 schools to make a total of 400 households. For determining the household sample random sampling formula was used with 95% of confidence level and 5% of margin of error among the total direct beneficiaries of 63,491. Selection of household was based on Inclusive participatory approach.

$$n = \frac{n'}{1 + \frac{n' - 1}{N}}$$

Where, n = sample size

N = total number of target direct beneficiaries = 63,491

$$n' = \frac{z^2 * p * q}{e^2}$$

z = error risk = 1.96 for 95% confidence level

p = expected prevalence = 0.5 (50%)

q = 1 – p = 0.5

e = margin of error = 0.05 (5%)

2.6 Children Survey

In case of children survey, children within the age group of 9-17 were targeted who were currently enrolled in one of the 35 selected schools. A total of 400 children were sampled for the children survey similar to the household survey.

2.7 Data Collection

The evaluation team undertook a mixed method for collecting data.

2.8 Training to Enumerators

A total of 9 enumerators were hired so as to conduct the field survey in the sampled districts. The enumerators were selected on the basis of open call by giving an advertisement. The selection criteria of enumerators are given as follows:

- Bachelor's degree or higher in any faculty (Education Background Preferred)
- At least 3 years of experience in field data collection
- Experience of data collection with the use of mobile application (KoBo/Magpi and others)

A one-day training was conducted which was led by the Team Leader and Evaluation Expert on 24th of July 2018. During the training the enumerators were acquainted with the methodology, tools and questionnaires for the survey.

2.9 Household and children Survey Questionnaires

The evaluation team designed different set of questionnaires for household/parents and children respectively which were the main source of information. During the survey team of enumerators visited 400 households from the five project districts. The questionnaires were prepared in English language which was further translated in Nepali language after finalizing with Plan International Nepal. Further the questionnaires were designed into KoBo and the survey was conducted by using an android mobile.

2.10 School Survey Questionnaires

Based on the baseline report, school survey form was developed to get required information from the selected schools. Enumerators collected the information from 35 schools in five districts.

2.11 Guideline for Qualitative Inquiry

Different set of guiding questionnaires and checklists with instructions were developed to carry out focus group discussions (FGDs) and key informant interviews (KIIs) in the field. The experts visited the field to collect the qualitative information. Four each FGDs and KIIs were conducted in each district making a total of 20 FGDs and 20 KIIs. District and local government officials, school teachers, members of school management committees, Parent-Teacher Association, Representatives from CSOs, Child clubs, Student, community people, disability/Dalit network were the part of qualitative inquiries. Detail guidelines for the qualitative inquiry have been attached in Annex II.

2.12 Data Analysis and Interpretation

As the first step of the data analysis, data from household survey and children survey was extracted from the mobile and uploaded to a server, where the data was further downloaded in the form of Excel spreadsheet. Further, the data was cleaned for any inconsistencies and analyzed using Excel and SPSS to generate the results as per the requirement.

The qualitative data obtained was firstly transcribed into English language manually and grouped according to the theme of discussion points. The findings were disaggregated as per the theme of the guidelines and used to generate result. Finally, quantitative findings were triangulated and substantiated with qualitative findings where possible and based on which conclusion and recommendations were drawn.

2.13 Limitation of the study

The following limitations of the evaluation were identified:

- Myagdi was dropped from the study due to time constraint and also as no existing partners were available in the district
- Due to the monsoon two of the schools from Baglung district and one of the schools from Sindhuli had to be substituted instead of the original sample.
- Due to continuous heavy rainfall the data collection process took longer than expected.
- As the data collection took place during the mid-monsoon season people were busy in agricultural works and most of the schools had summer vacation. So the evaluation team had difficulties finding the respondents. Though the respondents were hard to find, the evaluation team put an effort to find them and collected quality data.
- Due to change in the original result framework and low sample size, most of the indicators could not be compared with the baseline. However, comparisons have been made wherever possible.

2.14 Data Quality Control

Data quality was maintained throughout the collection to the analysis of the data. The following measures were taken for quality assurance:

- Only qualified and experienced enumerators were selected for the data collection.
- Mock exercises and training were conducted in order to refine the tools and familiarize the enumerators of the tools.
- Information from different tools were triangulated and cross verified. Quantitative findings were triangulated and substantiated with qualitative findings.
- While translating the field script of qualitative survey, from Nepali language to English, special consideration were given to its accuracy and true interpretation through repetitive cross-checking
- Privacy and confidentiality of the discussions were maintained and all possible measures were taken in order to avoid anybody's influence on the participant's response.

2.15 Ethical Consideration and Consent Process

All the field level evaluation team members including enumerators commenced to receive data only after taking verbal consent from the respondents and ensured them the collected data would not be misused. Each member was committed to maintain confidentiality of the evaluation findings. Besides, the entire team was oriented not to express the judgmental response on the views of the informants and respect the socio-cultural settings of the communities. The team was also oriented to adhere to the child protection and human rights provisions.

Chapter 3 Key Findings

3.1 General Profile of the respondents

The general profile of the respondents from household and children survey of all five districts has been presented below.

3.2 Demographic Information

Out of the total household respondents 66.5% were females and 33.5% were males whereas 59.5% and 40.5% of female and male children were the part of child survey respectively. The distribution of respondents according to ethnicity and gender is shown in Table 2 and 3. Among the children surveyed, 62.75% were from the age group of 11-15 years, 25.75% were from 6-10 years and 9.75% from 16-20 years respectively.

Table 2: Distribution of household respondents (number)

District	Ethnicity				Gender	
	Brahmin/Chhetri	Dalit	Janajati	Others	Female	Male
Baglung	29	30	10		49	20
Bardiya	50	44	64	2	112	48
Jumla	21	12	1		17	17
Parbat	23	82	8	1	79	35
Sindhuli	3	1	19		9	14
Total	126	169	102	3	266	134

Table 3: Distribution of child respondents (number)

District	Ethnicity				Gender		Children with Disability
	Brahmin/Chhetri	Dalit	Janajati	Others	Female	Male	
Baglung	28	34	7	0	37	32	26
Bardiya	50	44	64	2	92	68	5
Jumla	20	13	1	0	20	14	2
Parbat	21	86	7	0	77	37	12
Sindhuli	3	2	18	0	12	11	0
Total	122	179	97	2	238	162	45

3.2.1 Educational Status and Occupation of the Household

Among the total household survey respondents only 3.50% were reported to have attended higher education whereas 23.75% were reported as illiterate, among which 12% were from Dalit communities. As the higher percentage of respondents had low education qualification their employment seemed very thin. Although they have low-level of education or no education, they were reported to be employing multiple livelihood strategies such as agriculture, wage-labor, petty business etc. 65.25% of the respondents depended upon agriculture, 13% owned their own business, 10.75% were in the category of wage labor whereas only 5% of the respondents were Government employee.

3.2.2 Status of school enrollment

Among 1082 children from total HHs only 904 children were reported to be attending the school. Disaggregation of the children according to gender and district is shown in Table 4.

Table 4 Status of children enrolled in the school (Household Survey)

District		Baglung	Bardiya	Jumla	Parbat	Sindhuli	Total
Number of children in Households	Total	177	437	104	322	42	1082
	Girls	91	236	49	174	25	575
	Boys	86	201	55	148	17	507
	Dalit	30	44	12	82	1	169
No. of children enrolled	Total	150	336	97	282	39	904
	Girls	79	177	45	157	22	480
	Boys	71	159	52	125	17	424
	Dalit	30	39	12	82	1	164

Out of total household surveyed among the five district only 23 households from Bardiya district reported that they had never enrolled their children in the school. The household respondents reported that their children did not attend schools either due to marriage or inappropriate age for school. Out of 400 HHs, 54 were reported to have children with disability in the house. Among the HHs with children with disabilities, 49 reported that their children were enrolled in a school.

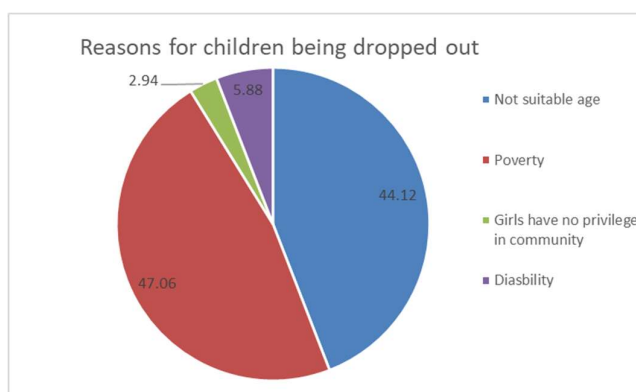


Figure 1: Reasons for dropout (Household Survey)

It was revealed that, only 34 households had children who dropped out from the school. Among the drop out 5 children were from Brahmin/Chhetri, 18 from Dalit and 11 from Janajati communities respectively. The reasons behind the drop out of the students from the school has been shown in the Figure 1. The findings shows the higher number of Dalit children not attending school due to poverty Status of School Going Children. Among the total children surveyed only 45 children were reported to have some kind of disability (Figure 4). The type of disability of the children is shown in Figure 2.

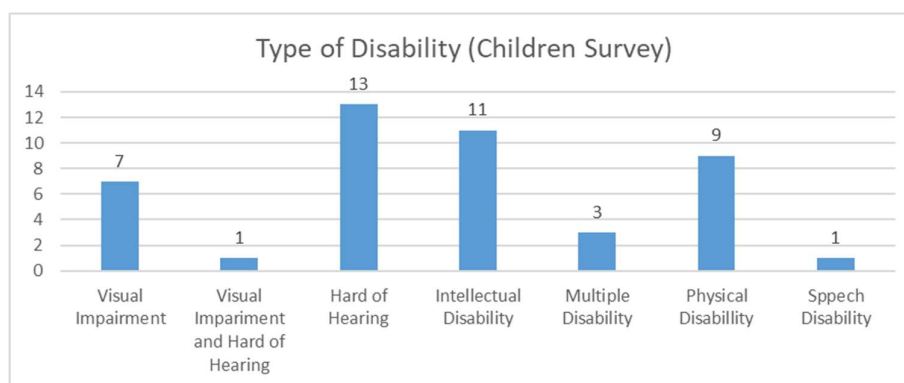


Figure 2: Type of Disability in children (Children Survey)

3.3 Assessment of project management

Partnership between Plan and partner organizations

As revealed through the KIIs with Plan International Nepal and District Partners, in Baglung, Myagdi and Parbat district, the previous partners of SIND project were selected for the implementation of PIE project through partnership assessment policy and guideline of Plan International Nepal. In Jumla district, open bidding system was done to select the project partner. In Bardiya district, partnership assessment policy and guideline was followed to select the project partner as per their previous experiences in Plan project. However, in Bardiya, one of the partners is selected from another district as per their experience in the project activities. Partner NGOs reported that the salary of the staffs is low which lead the frequent turnover of staffs affecting the project activities and outcomes. It was reported that the Plan has oriented partners for about the project implementation. For the orientation, a narrative form of the activities to be conducted in the project was developed initially. The tools, manual and guideline to be used for the activities were also mentioned in the narrative form and were shared among the project partners. The project partners were oriented by the representatives of Plan International Nepal (both from Country office and field office) accordingly where the queries and confusions of the project partners were cleared. The project partners from Baglung and Parbat expressed that the project was similar to their previous engagement with Plan, hence, thorough orientation for PIE project was not carried out. However, while listening to the partners in Bardiya, they were not very much clear on the project outcome and mostly was mixed with other project activities and outcomes.

Project monitoring

A District Project Advisory Committee (DPAC) was reported to have been formed for the monitoring of the project. Monitoring activities included frequent field visits from the DPAC and NNO and review meetings. Joint monitoring was also found to be practiced with the involvement of government key stakeholders like DEO and then DDC and now District coordination committee in order to ensure the child friendly and inclusiveness. The project monitoring routine has been shown in Table 5.

Table 5: Project Monitoring

	Situation as is	Situation as wishes
Monitoring Routine	Quarterly monitoring is done by central team. Besides, field team and partner CSOs conduct activity wise monitoring as well as other monitoring activities on need basis.	Quarterly monitoring
Data Collection Routine	Quarterly data collection and validation of the data collected by field team is done by central team. Besides, field team and partner CSOs conduct regular data collection through field visits and community interactions.	Quarterly data collection
Learning Routine	Cluster wise quarterly learning meetings has been conducted.	Quarterly learning routines

It was revealed through the KIIs that, Work Breakdown Structure (WBS) for financial planning was used. The activities were separated as per the budget headings. For the financial planning, guidelines from both Plan International Nepal and district partner was collected and lower

amount was given priority. And this led to inappropriateness of the budget, reducing the cost of the human resource and other necessities. Partners reported that for the project they had compromised and planned the lowest budget. Partner NGOs reported that the most of the activities were conducted in an event basis and the continuation of those activities were in question. Therefore, they want a monitoring and evaluation (M&E) officer who can identify and fill the gaps. The monitoring and support from Plan was appreciated.

Capacity building

Capacity building of human resources involved in a project is a very important factors in the project's success. NORAD funded project also envisioned this and planned capacity building activities in the activity list. A series of trainings have been conducted at the school and community levels (training to CSOs, Student, PTA/SMC etc.); however, without a clear vision of the expected results the training outcomes. Thus, the trainings were found not to be cohesive. It was also found that the training provided was not adequate to the partner officials. The local staff need more training and support in understanding the project goal this regard. The project planned many training to the teachers and SMC members overlooking the need of training to the partner CSO staff. Project supported capacity building of the Networks and CSOs. Network for people with disabilities and Dalit network were working closely with Municipalities for the inclusion issues. These networks were working as an activist for the issues. Institutional capacity of the CSOs has been improved as they were trained and supported for proper documentations and governance. However, the project staffs still need knowledge and skills for effective implementation of the project. Because of the lack of proper understanding of project outcome, the activities were implemented as an event. It was found that many training were planned for half day or a day. In one hand these trainings are not sufficient to change behavior to the communities and in the other hand due to may short trainings, the participants specially teachers were not motivated to attend such trainings. In this regard, it was found that many such activities were completed as an event without proper coordination and linkage with earlier events. When asked to the head teachers and SMC chairs about the annual programs/ activities from the project support, they shared that the sharing of the overall activities of the year was not done from the partners as well as Plan office. The schools nominated a focal teacher and the partners directly contact with him/her in an event basis.

Anti-corruption

It was reported that an agreement between Plan and district partners which included Anti-corruption and Fraud Policy. Trainings were provided to the project partners regarding the anti-corruption policy. Before signing the agreement, project partners were made to read the agreement. Through finance department of Plan, periodic orientation was provided to the project partners. Besides the Plan's policies, the partner organizations were reported to follow their own policies as well which included multiple signatories for budget release, activity wise budget release and transparency. Budget provided to each school was found to be displayed in each of the schools. It was found that

क्र.सं.	विवरण	आय	क्र.सं.	विवरण	आय
१	श्री जि. शिक्षा कार्यालय पर्वत	रु. ७४०००००-	१	भवन निर्माण तथा कक्षा व्यवस्थापन	रु. २६३०००००-
२	प्लान नेपाल	रु. २५५००४३२१-	२	फर्निचर निर्माण	रु. १२५०००००-
३	जन्तु प्रमदाम	रु. २००००००-	३	मसलन्द	रु. ४००००००-
४	दुर्लभ सस्त्रिने भिस्नुवी सा. व. उ. स.	रु. १००००००-	४	विविध	रु. ३३०००००-
५	ऋण प्रयोग	रु. १,४६०,६८०-			
	जम्मा	रु. ३६४६३०००-		जम्मा	रु. ३६४६३०००-

Figure 3: Distribution of Funds in a School (Parbat)

Plan International Nepal strongly encouraged to both government and CSO partners for proper financial and process documentations. This helped partners to maintain transparency and accountability with stakeholders. They have maintained records of all the actions and decisions made throughout the implementation process. The process of public auditing helped them to become more accountable towards the community people.

3.4 Effectiveness

3.4.1 Outcome 1: Increased access to education

Enrollment Status

A total of 8,349 students were found to be enrolled in the 35 surveyed schools from ECD to grade 8. The enrollment of students in different grades has been shown in Table 5.

Table 6: Number of children enrolled in sampled schools

District	Phase	Girls	Boys	Children with disability	Dalit	Total children enrolled
Baglung	CY 16	235	296	192	203	531
	Mid-term	234	289	184	202	523
Bardiya	CY 16	3246	2852	27	137	6098
	Mid-term	2467	2513	69	1105	4980
Jumla	CY 16	1754	1699	0	137	3453
	Mid-term	557	577	55	280	1134
Parbat	CY 16	1361	1168	52	1041	2529
	Mid-term	726	694	56	671	1420
Sindhuli	CY 16	217	206	0	95	423
	Mid-term	198	160	5	98	358
Total (Excluding Sindhuli)	CY 16	6679	6092	384	578	12771
	Mid-term	3985	4080	343	2259	8065

Source: School records for mid-term obtained from school survey

**The CY 16 data is inclusive of children ECD to grade 12 whereas the Mid-term data is inclusive of students from ECD to grade 8 only.*

The enrollment of boys student have been found to be slightly higher than the girls student. The CY 16 data seems higher than the mid-term data due to the inclusion of students from grade 9 to 12. However, the mid-term data reports 5 schools (1 from Baglung and 4 from Bardiya) with higher enrollment number for girls, 28 schools (3 from Baglung, 13 from Bardiya, 2 from Jumla and 10 from Parbat) with higher enrollment number for children from Dalit communities and 16 schools (1 from Baglung, 4 from Bardiya, 3 from Jumla and 7 from Parbat) with higher enrollment number for children with disabilities. The project targeted enrolment of 41,736 students in the project targeted 195 schools in 2017 (20,836 girls, 664 children with disability and 12,187 children from marginalized group). However, by the end of CY 2017, a total of 69,029 students were enrolled in 203 school. A total of, 34,951 girls, 676 children with disability and 11,618 children from Dalit community were enrolled in 153 schools. The project has over achieved even for the target of 2018 i.e. 53,267 students in total.

Because of the project interventions, children from different caste, gender and abilities were able to enroll themselves. In Sindhuli district, the schools were constructed/renovated with special focus towards the earthquake resistant structures. Though there are constant efforts by the district education office and Plan International in Baglung to enroll all the children in

schools, still 132 children were reported to be out of school children in remote areas of this district. The main reason behind this is the extreme poverty and lack of awareness as mentioned by the District Education Officer. Hence, more efforts and awareness raising campaigns are needed in Baglung. However, Bara Bardiya Municipality was reported to be declared as a free and compulsory basic education Municipality. All the children in the municipality has been enrolled in the schools (no out of school children). PIE project has supported to enroll children with disabilities and from Dalit background. In Bardiya and Baglung districts, District Assessment Centers (DAC) were updated with all the data of the children outside schools, which supported to increase enrollment, retention and continuation of the school and identify out of school children in these districts.

Age Appropriate Grade

Out of 400 children's surveyed in project implemented district, about 209 students enrolled in the schools were identified as the children of inappropriate age. These are mostly because of the reenrollment of the school after dropout. This revealed that the project supported children to reenrollment and continue their education. The number of age inappropriate grade school going students¹ according to their grade and district is shown in Table 6.

Table 7: Age Appropriate Grade of Children (Children Survey)

District	Grade 1 to 5	Grade 6 to 8	Grade 9 to 10	Total
Baglung	17	18	7	42
Bardiya	22	28	18	68
Jumla	1	14	10	25
Parbat	14	33	17	64
Sindhuli	3	4	3	10
Total	57	97	55	209

Along with advocacy for reenrollment, the project needs to identify the root causes of school dropouts. Through the KIIs it was revealed that the major cause of dropout is poverty. Without addressing this cause through Income Generation activities for parents, only advocacy may not resolve this problem.

Dropout students

Out of 400 surveyed HH, 34 have reported to have their children drop out of school, out of which 18 were from Dalit communities. The major reason for the children being dropped out was reported to be the economic status of the HH and the inappropriate age for school (16 and 15 respectively), while 2 HHs reported to the dropout due to disability in children. The number of dropout and return students from 35 sampled schools between pre-school and grade 8 has been shown in Table 7.

Table 8: Number of Drop Out and Return of Drop Out (School Survey)

District		Baglung	Bardiya	Jumla	Parbat	Sindhuli	Total
Dalit	Dropout	41	166	8	80	4	299
	Return	5	2	0	35	7	49

¹ Appropriate age range as per grade: Age 5 to 9 = Grade 1 to 5, Age 10 to 12 = Grade 6 to 8, Age 13 to 14 = Grade 9 to 10

Children with Disabilities	Dropout	17	0	7	1	16	41
	Return	7	0	0	7	0	14
Girls	Dropout	60	47	3	363	0	473
	Return	4	1	0	449	0	454

From pre-school to grade 8, the highest dropout was found be at pre-school and grade 1 (14% of total dropout students in each). However, returning number of students was found to be higher at grade 8 (14% of total returning students). In the FGD conducted with CSO in Parbat, one of the member reported, *“I personally feel the main reason for the dropout of Dalit students in the schools is due to poverty. They are found assisting their family in household chores or in the agricultural field so that they can support their family. Thus, the students have to skip their schools or dropout from their respective schools.”* Most of the FGD and KII participants revealed the same.

3.4.2 Outcome 2: Improved Quality of Education

Passing Rate

Out of 8349 enrolled students from the 35 sampled schools, only 66.2% were reported to have passed their final exam in their grade (ECD to grade 8). 66.8% of the total enrolled girls have passed their final exams in their grade. Similarly, 80.6% of students with disabilities and 81.5% of the students form Dalit communities from the 35 surveyed schools were reported to have passed their final exam. The number of students passing their final exams in the 35 schools has been shown in Table 8.

Table 9: Number of student who passed their final exam (School Survey)

District	Phase	Dalit	Children with disability	Girls	Total
Baglung	CY 16	208	231	318	691
	Mid-term	174	150	196	448
Bardiya	CY 16	1050	46	3096	5777
	Mid-term	806	13	1490	2943
Jumla	CY 16	-	-	-	-
	Mid-term	261	64	431	882
Parbat	CY 16	999	40	1199	2238
	Mid-term	614	44	547	1072
Sindhuli	CY 16	-	-	-	-
	Mid-term	24	0	107	184
Total (excluding Jumla and Sindhuli)	CY 16	2257	317	4613	8706
	Mid-term	1594	207	2227	4463

However, according to the CY 2017 report 92% of the students passed their final exam (target of 86% for CY 2017 and 92% for CY 2018). The total pass rate of the children was decreased from CY 2016 except in Parbat for children with disabilities. This revealed that though the project is supporting for quality education, the schools need effective pedagogical support for quality teaching. Also additional tutorial and learning support needed for these children.

Governance Structure

As per the result framework for the NORAD project, schools that have child protection policy in place and who also have representation of Dalit members in SMC have been categorized as schools with good governance structure. Out of the 35 schools, 20 were identified as schools with good governance structure. A total of 4977 students were reported to be currently enrolled in those 20 schools, among which, 2429 were female students, 149 were students with disabilities and 1286 were from Dalit communities. Out of the 35, 27 schools were reported to have a child protection policy and mechanism in place. Similarly, 27 schools had at least one member from Dalit community in the SMC. Whereas, from the available data of 30 schools from CY 2016, it was found that only 21 schools had child protection policies and mechanism in place and 26 schools had at least one member from Dalit community in the SMC. Only 18 of the 30 schools had been categorized as a schools with good governance structure. During the FGD and KII it was revealed that though the schools have developed and displayed the child protection policy in school. Many of the members of SMC and PTA are still not aware about the policy. Therefore, the orientation of the child protection policy required to the SMC, teachers and the student.

3.4.3 Outcome 3: Improving school's capacity in Inclusion

Out of 35, 33 schools were reported to practice disability inclusion. A total of 344 children were enrolled at the time of survey in those schools.

Education Assistance to Students

Out of the 35 schools surveyed, only 2 schools from Sindhuli didn't have provisions of scholarships for the schools going children. The number of students (pre-school to grade 8) provided with scholarships in the 35 school have been shown in Table 9.

Table 10: Number of students provided with scholarship (School Survey)

District	Baglung	Bardiya	Jumla	Parbat	Sindhuli	Total
Dalit	174	555	213	586	0	1528
Children with disability	172	271	86	41	0	570
Girls	218	716	256	639	0	1829
Total	388	923	287	1232	0	2830

The distribution of children surveyed who got scholarship according to gender, ethnicity and disabilities status is shown in Table 10.

Table 11: # of Students getting education assistance/scholarship (children survey)

District	Baglung	Bardiya	Jumla	Parbat	Sindhuli	Total
Female children	34	76	19	69	0	198
Dalit	31	41	11	79	0	162
Children with disability	25	4	2	12	0	43
Total children	63	126	29	101	0	319

By the end of CY 2017, a total of 1326 (of which children with disabilities-465, children from Dalit communities-374) were supported through scholarship, tutorial and other educational assistance support which was way over the target of 591 students for CY 2017. The percentage includes all students from ECD to grade 12, wherever applicable. The project targeted to provide education assistance to 1819 students till 2018. The provision of education and

assistance to children with disabilities and from Dalit communities has increased their enrollment.

Trained Teachers

Out of 35 schools, 6 were reported to have teachers trained on sign language, 4 trained on Braille Script and 8 trained on teaching and caring to children with intellectual disabilities. A total of 31 teachers from 35 schools were listed as trained in braille script whereas only 12 reported to have been trained in teaching and caring to children with intellectual disabilities. However, no teachers reported that they received pedagogical training from the project.

Teachers shared that they had received skills to teach for the children with disabilities which was helpful in addressing the teaching and learning need for children with disabilities. The training included sign, braille, and care giving for the children with intellectual disabilities. Compared to other schools where children with and without disability were learning together, training was more effective in resource schools. In schools where there are both children with and without disabilities studying together, the teachers use the same traditional way to teach both type of children. *“We do not have specific support to the students with disabilities in the class room, rather we put them in the first row in the class”-Janta Dhan School, Baglung.* In these schools, skills learned from the training was not used much. However, the teachers need refresher trainings periodically with update on new teaching and learning methodology particularly on handling the children with disabilities during teaching. They also received braille books, learning materials (kit box) and devices for teaching learning. Though the project supported wheel chair to the children with physical disabilities, due to the lack of wheel chair puller children with physical disabilities are still out of school.

As per the CY 2017 report, a total of 99 teachers (Female-35, male-64) teachers trained on sign language, Braille scripts and teaching and caring to children with intellectual disabilities. However, planning too many short half day training, especially to the teachers was not appreciated in the schools. It was reported that, instead of too many small trainings which is loss of time, better plan at least 4 or 5 days training compiling all the topics with practical environments. This lead to demotivate to participate in the training, not using/following the training’s learning and taken as a burden

The evaluation team found that, the trainings led to quality education in schools, better caring of the children with disability and more receptive towards inclusion issues. However, the trainings need to be focused more on teaching learning approach in the classroom. As the teachers reported that they did not receive pedagogical training, the teaching approach was more conventional without understanding the children’s need from diverse backgrounds. Also it was found that the use of language other than mother tongue in schools (Bardiya, Sindhuli) also creating gaps in learning to the student.

Improve physical as well as pedagogical environment in schools

Schools were reported to be provided with learning materials and supported to improve classrooms environment. In Bardiya, schools were supported with laboratory equipment, books to library and play/learning materials to ECD class. Similarly, schools in Parbat and Baglung were also supported with disability friendly physical infrastructures, library materials and computers.

Schools were found to have prepared SIP periodically. The project had supported head teachers to prepare SIP. They provided orientations and skills required for it. However, because of the limited time for the preparation of SIP it was reported that the head teachers (in Bardiya) couldn't prepared proper plan and mostly followed the same old practices. The head teachers added, *“it would be great if there was a write-up session so that we can prepare a complete SIP in the workshop”*. This shows that, the support for SIP preparation was not adequate to prepare SIP independently and they need additional supports.

3.4.4 Safer School Project

3.4.4.1 Outcome 1: Increased awareness among School Management Committee members, school teachers, school children, parents, government officials and project staff members

It was reported that the schools were assessed for hazards and vulnerability and disaster risk mapping was done with the support of the partner NGO. Children were involved in child clubs and junior redcross in the schools. These children were reported to have participated in the school's events. However, when asked with children during FGDs, no one reported that they were involved during disaster risk assessment process. International Day for Disaster Prevention is celebrated every year on October 13. It was reported that on this day every year, with support of the project, students performed various extra-curricular activities such as awareness campaigns and rallies. Furthermore, radio FM talk programs were also aired in order to disseminate knowledge and raise awareness on DRR. It was found that the school management committee members were aware of the importance of school safety and inclusiveness. The parents and the teachers were also aware of inclusive safe school and child centered disaster risk reduction activities. Trainings had been provided at different levels. However, they were waiting to complete school building construction works to implement the plans. The findings show increased awareness and participation of the SMCs, students, teachers and parents as well in DRR and its mitigation.

3.4.4.2 Outcome 2: Disaster management mechanism in schools is in place

The project has also supported the schools to develop School Disaster Risk Management Plans (SDRMP), as a result of which, they have been incorporated into the SIP. A SIP write up workshop was organized to mainstream DRR issue as per new SIP preparation guideline for SMC/PTA/focal teacher and head teachers. School Disaster Management Committees have also been formed. School Disaster Management Committee at all schools and Local Disaster Management Committee at R/M level is formed and functional well. Even though the schools revealed that the project supported to develop SIP and SDRMP, one of the head teachers shared that *“We need additional support to write and finalize the plan, as the workshop only outlined the SIP formats”*. Both of the visited school reported that they have prepared SDRMP through the support of Safer School Project.



Figure 4: Safe School Pillars

One of the schools was not open to share their SDRMP with the evaluation team. This has created suspicion on whether the plan was really formulated and followed. However, in another school it was reported that the plan was prepared but they haven't used or implemented in the

school regularly. The focus of the schools (SMC/PTA and teachers) was to complete the construction of the school building. This requires regular monitoring and follow up from the project.

3.4.4.3 Outcome 3: Effective implementation of School and community level disaster risk management plans

Schools have prepared school disaster risk management plan. The schools reported that the drills and exercises were not regularly practiced in schools. The school head teacher reported that they have done drill exercises earlier (just after earthquake). But now, their focus is on construction. Both of the schools visited during the evaluation reported that they have provided the children with awareness classes about disaster and its effects. DRR and mitigation measures have also been incorporated into the curriculum. Though the DRR plans were formulated, their effective implementation is questionable as the head teachers and SMC chairperson shared that they will implement the DRM plan after construction.

3.4.4.4 Outcome 4: Schools are earthquake safe and disable friendly

Five schools have been supported by the project for school building construction. The schools were reconstructed only after vulnerability assessment of the respective community. Geo-technical assessments were also conducted at the site before the construction and the results were shared with the Government officials as well. At the time of the study it was reported that 80% of the construction has been completed. During a KII it was revealed that all the schools had been constructed under Safe School Criteria of DOE and are earthquake resistant. During school visits, it was observed that the present classroom space was inadequate as per the minimum ECD standards. In one of the schools, it was observed that the ECD and grade one students share the same classroom. Library and computer labs were also managed in a small space. The child club members shared that, *“The play grounds are occupied by the construction materials. So that it is not safe and we cannot play even at the break (recess) time.”*



Figure 5: Poorly Managed Laboratory

All the newly constructed schools are safe school with inclusive access to all children. The buildings had ramp access and hand rails up to the first floor. The classrooms and latrines were reported to be wheelchair accessible (though it was under construction at the time of visit). The schools also planned to have provision of separate latrines for male and female students with one disabled friendly compartment in each of the latrines. The supported schools were gender and disability friendly.

3.4.4.5 Outcome 5: Government line agencies, teachers, parents and children are aware of outcomes/learning of the project

It was revealed that Government officials including DEO representatives were involved in the project from the planning phase. Government officials attended and supported the capacity building workshops for SMCs, teachers, children and community people. The local government has also supported for the overall project implementation in various phases. Joint monitoring activities with DEO, DDC, DLPIU and DDRC were also practiced. The government officers and Municipalities’ education officers appreciated the Plan Nepal’s contribution to make schools safe. They shared their willingness to replicate the model to other

schools as well. However, they were seeking similar supports/ contributions from Plan to other schools. The project outcomes and achievements were also reported to be shared with children and their parents of the supported schools during the annual parents' meet. The objectives of the project were initially shared with the community before the implementation. However, parents and children were expecting the quality in teaching learning after school construction. School management committee has taken the overall responsibility for the construction. Community/parents ownership has been found in the construction process. This shows that there is a need for continuation of sharing and learning among parents, teachers, children and government agencies for ensuring safety in school.

3.5 Efficiency

Until July, 2018 approximately 75% of the allocated budget had been expended in all the project implemented districts. The budget is accordingly distributed by Plan International Nepal to all the project implemented districts considering the number of schools. Initially, an action plan was developed and the budget was separated under different headings for planning the activities to be conducted in the school by the project partners. The budget was well used by the partner organizations in delivering necessary orientations, training, forming clubs or networks and executing extra-curricular activities in the targeted schools as well as communities. The project partners were observed using the budget only as per the need of the schools and communities.

PIE project is reasonably ahead in terms of results and achievements. Relatively, budget spending is reported to be higher in regards with the timeline. However, the activities are reported to be on track. The expenditure and the activities supported by the PIE project seems to go hand on hand. The PIE project had over-spent than the approved budget in the CY 2017. Given the achievements of the project, which had surpassed the target by a great margin, the over use of the budget seemed to be reasonable. However, in CY 2016, the budget was under spent due to late start of the project activities. The surplus budget was reported to be carried forward in the CY 2017 budget. It was revealed in a KII that, 8 out of 12 hostel construction and physical facilities improvement have already been completed. The need assessment revealed the need of hostels more than school building which has higher minimum standards. Moreover, hike in material price and labor costs was also reported. Due to these reasons, the costs for construction has been reported to have significantly increased than envisioned during the project design. As a result, one out of four remaining schools nearly completed and only one school would be provided support for physical facilities.

In Sindhuli, as observed by the evaluation team in the surveyed school, about 80% of the construction of the safe schools has been completed. The pedagogical environment of the schools was yet to be improved and were waiting for the completion of the schools' constructions ignoring children's need at present. The financial support for the construction was inadequate for the remote schools. As the costs for construction materials and transportation increased in those areas due to lack of road access and the distance, the construction became expensive for them. It was reported that the equal distribution of the cost envisioned was not realistic due to the above mentioned reasons which added additional financial burden for the project. Hence, request for additional budget was reported to be in process. This was one of the major issues that was that highlighted during a KII.

3.6 Gender Equality

Girls are more prone to discrimination than boys. A disabled Dalit girl is doubly marginalized than other girls. During the field visit it was found that Plan International has conducted activities targeting to girl students in order to make it more inclusive. Plan also facilitated for the reformation of PTA/SMC to include women and adolescence girls. As a result, PTA/SMC have become more inclusive now. Similarly, tutorial classes for poor learning students are also arranged especially focusing to Dalit girls. In all the resource schools, Plan has provided Health and Hygiene Kits and stationaries to adolescence girls in consultation with them so that their needs are well addressed. Women and girls' participation in all the schools the evaluation team visited was found high. There was good participation of female in SMC/PTA in all the evaluation districts. However, one SMC member in Parbat mentioned that women do not have much say in SMCs as they are just nominated because government's mandatory provision. This implies that women's capacity building on leadership skills and confidence building is quite needed. Similarly, it was also found that there are some female members in Dalit Network and Network for people with disabilities. Girls were also found to be in the position of secretary, treasurer and chairperson in Child clubs. Nonetheless, a girl member of Suryadaya Child club in Baglung revealed that she is not much aware of her own roles and responsibilities within the child club. This shows that child clubs are not active and functional in many places and role of girl members within these clubs is in question. In the schools we visited in Sindhuli, girl's enrollment is higher than boys. The KII revealed that it is due to parent's preference for sending their sons to private schools.

Girls from Dalit community are regularly receiving scholarships from the government. This has encouraged the girls to attend the schools. However, it was also found that girls from Dalit families are compelled to do household chore and support to their parents due to poverty. The DEO in Baglung highlighted that without support for Dalit families in income generation activities, girls from Dalit families will remain absent in schools as they need to support their parents. In all the schools the team visited, gender focal teacher has been appointed. This has supported in reducing the absenteeism of girls during the menstruation. It was found that girl student ask for pads and share their problems with the gender focal teacher openly.

The sanitation need of the girls in the hostels and schools are taken into consideration. It was also found that 24 out of the 35 surveyed schools had separate latrines for boys and girls. It was revealed through a KII with Plan International, the project was sensitized and lobby to provision for boys and girls toilets in schools as a results a total 118 schools have such facilities out of targeted 205 schools. . During the KII the government officials mentioned that women in rural municipality are mostly uneducated or simply literate which is the major cause of their incompetency. This is the main reason of them becoming only signatory during the meeting and are unable to push the inclusive education agenda

3.7 Disability Inclusion

The study team found that 26 out of 35 surveyed schools had teachers trained on school safety and disability inclusion where 6 schools had teachers trained in sign language and 4 schools in Braille script. To include the students with disability the schools were engaging the children in sports, drawing and debate competitions, and all the students were treated equally. However, to include the children with disability in the classes front seating arrangements were managed. It was reported that only 12 of the schools practiced disability functional assessment test. In Sindhuli, the Basic Inclusive Education Training has been already completed to SMC, HM,

Focal teachers, DPO, special schools of Sindhuli. it was reported that they have not conducted functional assessment of children. In Bardiya, , district assessment center does the assessment based on the indicators prepared from the Department of Education.

The network for people with disabilities in Bardiya was reported to have started day care centers for the children with disabilities and from the day care they enrolled these children to the schools. These networks were also found to be advocating and supporting devices such as wheel chair, white stick to the children from other sources. Household survey revealed that only 65.25% knew about CSOs working for the children with



Figure 6: Hostel for Children with Disability in Bardiya

disability and Dalit in the society. Plan has supported in the formation and reformation of Disability Network in all the project districts and has provided capacity building training on leadership development, writing action plan and resource mobilization. This has raised the awareness of people living with disability on their rights and entitlements and has supported them to take leadership for the same. However, during the KIIs it was revealed that the government support provided to children with disability doesn't reach to them. The family members spend the allowances of the children with disability in other household matter rather than for their welfare. Hence, the project needs to do more on raising awareness of the family members.

3.7.1 Status of Discrimination

Out of 400 children surveyed only 9 revealed that their friends reported to them regarding the discrimination caused to them on the basis of gender/ethnicity/disability, whereas only 3 revealed that they reported to their friends regarding the discrimination. However, the FGDs revealed that the discrimination is indirect during conversation and behavior of the people. Also from the household survey it was revealed that 54 of the children reported to their parents about the discrimination that happened to them in the community or school. In the FGD conducted with the Dalit and disability network in Parbat district, the study team inquired about the discrimination faced by them in the community or schools. One of the member of the network replied *"I have indirectly encountered the discrimination in my community. When PIE project was running, efforts were made by the local people to protest or stand against the discrimination but after the completion of project interventions, no action was taken against it."* Whereas in Jumla the participant reported that, *"Previously many cases related to discrimination on the basis of caste and disability used to exist. But with the growing modernization and support from Plan International, at the present such discrimination doesn't exist. We have been raising awareness in the communities through various campaigns, street dramas and pamphlet distributions."* In Bardiya, child club members reported that they have faced discrimination only in the communities. Though direct discrimination is not prevalent in the society, indirect discrimination still exists and more needs to be done to change the behavior and attitude of the people towards discrimination.

3.7.2 Learning Environment

Out of 35, 29 schools were reported to have been supported to improve classroom learning environment, child friendly seating arrangement, learning materials etc. 17 of the schools had special teaching learning provisions for the students with disability. All 3 schools from Jumla, 3 schools in Baglung, 8 schools from Bardiya and 3 schools from Parbat had such provisions. Among the surveyed school from Sindhuli there were no special provisions for children with disability. When asked during children survey, the children reported that their schools had provisions for library, book corners and other learning materials. However, in Sindhuli, as the school buildings were under construction libraries were hardly set on small space. Distribution of the learning material according to district is given in Table 12.

Table 12: Availability of learning materials in different districts (Children Survey)

District	Library	Book Corners	Learning Materials	Others
Baglung	46	52	11	25
Bardiya	157	94	5	1
Jumla	32	9	1	3
Parbat	101	16	7	13
Sindhuli	23	0	0	0
Total	359	171	24	42

34 out of 35 surveyed schools had the provision to assess the situation of pedagogical and physical barriers whereas one of the schools from Parbat had no provision for the same. 16 schools were reported to have been provided with support for classroom furniture which was accessible for all children with disability. It was also revealed from the school survey that schools were providing extra coaching and tutorial class and counselling services for them.

The network of people with disabilities and organization for disabilities in Bardiya were involved and well-coordinated during program implementation in the Bardiya. The hostels constructed for the children with disabilities supported them to continue their education. In Bardiya, the chair of hostel management committee shared that, people from out of Bardiya district also comes to enrol their children in the hostel however they are only enrolling children from the district. During the discussions with people from different sectors, they demanded a hostel for physical disabilities as well. The KII conducted with the student of Shivalaya Higher Secondary School of Parbat district revealed that *“With the PIE project interventions, my friends with disability have received assistive devices such as slate and stylus, wheel chairs, power glasses etc. He was also accommodated in the hostel.”*

A child with physical disability was provided with wheel chair. As he is from the poor economic background and his parents are daily wage worker, there were no one to push his wheel chair up to the school.

3.8 Unexpected Results

The following positive and negative unintended results have been reported during the project implementation:

- One of the unexpected result was obtained in Dhaulagiri Deaf School in Baglung. It was one of the special school for deaf children. Initially, the school had student with hearing

disability only. The project intended to support the children through improvement of infrastructure and learning environment. Now, it was reported that hearing children also enrolled and continued their education, , which is a positive result for inclusiveness.

- The project supported children with disability to obtain ID cards, with the support of the government in order to receive scholarships from the schools. Furthermore, the children have been able to gain access to other provision from the government for people with disabilities through the same ID card.

3.9 Added Value and Participation

Added-value

The project partners reported that the project supported for the implementation of the national policy and strategy in various aspects. PIE project helped to ensure education rights for all the children, which is a fundamental right of the children of Nepal under the constitution. The inclusion of minority groups, along with educational support to the children with disabilities, provided a model program which could be expanded to other regions of the country. The project supported partner NGOs to develop their competencies in the project areas, spreading their recognition within the districts and engaging them in various district level consultations. In Bardiya, RKJS is recognized as the lead NGO for quality and inclusive education. Similarly, in Sindhuli, District Red Cross is recognized as a DRR expert. The government has formed DRR committee for emergency support at district level (and now local level). This DRR committee has recognized partner NGOS and Plan International Nepal as experts for DRR because of their involvement in training and other DRR related tasks. These partner NGOs have increased their influence towards duty bearers, especially the government. The project is also working at national level to uptake in national policy documents and guidelines. As a result, DRR is now included in the national curriculum.

In Bardiya, there are two partners working with the PIE project. As the activities was divided to different partners in the district. One of the partner-BAB carried out the construction work earlier BAB did not have experience on construction work. Because of this project, they successfully carried out the construction work and gained experience in the same. During the interview with the partner, they reported that support of construction and capacity building on teaching learning side by side has been effective.

There have been a number of significant outcomes seen in the project areas. Among them, establishment of hostel for children with disabilities in Baglung, Bardiya, Jumla and Parbat helped children with disabilities to attend and continue their formal education. The programs also supported the schools to improve existing infrastructures by constructing physical facilities such as ramps, with the support of Plan International Nepal. Similarly supporting school constructions in Sindhuli encouraged both parents and teachers for regularity of the children and quality services from teachers. This has not only reduced dropout of the children, but also increased the enrollment in the school.

Participation.

During the planning process, Plan tried to consult all the stakeholders including government bodies and get their input equally. District Education Officers (then districts) and now in municipalities were thoroughly consulted. Head teachers and SMC members participated in

many events, such as, planning, review meeting and training. However, child club members, members of marginalized groups were not invited/ included during the planning process. The assessment checklist has been attached in Annex I.

3.10 Cross-Cutting Issues

Disaster Risk Management and Child Protection

It was revealed that 26 of the 35 surveyed schools had adapted any one of the four Safe Pillars proposed in the National Safe School Policy. However, 29 school had training manual and guideline on comprehensive school safety and disability inclusion and remaining had no such manual and guidelines. Out of the surveyed schools only 26 of schools had their teachers trained on comprehensive school safety and disability inclusion in education. Among the schools of Sindhuli and Baglung, all had survival or evacuation plan for students and staff in case of any disaster. 13 of the schools adopted awareness and drill exercises, 8 of the schools established disaster rescue committee and emergency plans and 9 of the schools performed rescue efforts. Schools in Sindhuli initiated to practice drills and emergency evacuation practices..

The study team explored on the status and development of disaster risk management plans in the sampled schools. It was found that 33 of the surveyed schools provided awareness classes above grade 3 students about disaster and its effect on the society. Also, 27 schools included risk reduction and mitigation measures as well as Disability Inclusion in the School Improvement Plan and the schools had been provided assistance to develop these plans. 13 of the schools reported that the schools were constructed/renovated with earthquake safety aspects. All of the schools from Sindhuli district were supported in this process. Distribution of schools constructed/renovated with earthquake safety is shown in Figure 5.

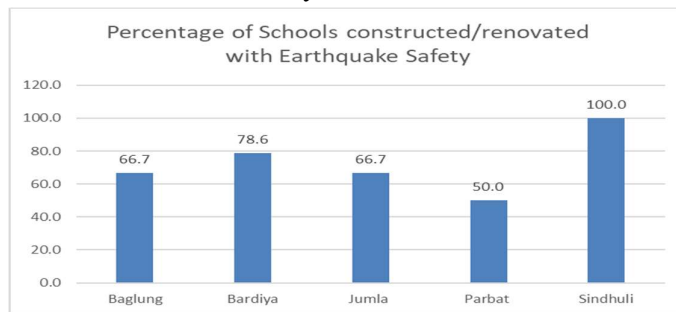


Figure 7: Distribution of schools constructed/renovated with earthquake safety (School Survey)

However, it was revealed that only 19 of the schools provided training to children, parents and SMC members on the issues of child protection gender issues. It was also revealed that 27 of the schools had adopted child protection policy and mechanism among which all the schools surveyed from Sindhuli and Jumla had adopted these policies and mechanisms. Hence, Plan needs to do more advocacy for putting these policies in these schools.

Child and Youth Participation

Out of 400 respondents from child/youth survey, 23.75% reported that they were involved in networks such as SMC/Child/Youth Clubs. Table 13 shows the number of children involved in different activities.

Table 13: # of Students participation in different activities (Children Survey)

Activity	Female	Dalit	Disabled	Total
Involved and making plans and policies	33	13	4	58
Involved in Decision Making	31	14	5	49

Participated in developing SIP/DRMP	10	6	2	21
Organized an event	10	6	0	14
Participated in any event	42	30	8	72

18% of the total respondents from child survey were reported to have received trainings from their respective school on either one or more topics such as DRM, environmental protection, health and hygiene, child rights, and personal development. Schools have prepared code of conduct for teachers, students and for school itself regarding strengthening child protection mechanism. It was reported that the code of conduct was prepared with the involvement of teachers, students and SMC members. However, it was not shared and discussed among the students and members of the schools periodically and therefore, not all the members of the schools were aware of child protection policy.

Sustainability

For the sustainability, programs were closely working in coordination with the municipalities and local stakeholders in the project districts. However, some kind of confusion on roles and responsibilities has raised after the federal election last year. Women and Dalit members of the community pointed out that since the election, they haven't been able to ask for the budget for themselves. Earlier, they could easily go to VDC/municipalities and asked to allocate the budget for them in line with the then existing policy in Bardiya. However, after the election, they are not sure how to get that budget as the local structure has been changed. Plan has constantly reiterated for the allocation of the budget for supporting education and regular monitoring from the local authorities in the project districts. Any project requires an exit strategy or action plan for the effective implementation of good practices before phasing out. During the PIE project cycle, heaps of activities were implemented in the schools as well as communities which benefited the targeted individuals directly or indirectly. However, with the completion of PIE project in Parbat and Baglung it was observed that no exit strategy or plans were formed by the Country Office to give continuity to such good practices. Earlier, Plan International Nepal linked the project partners and other stakeholders to the Village Development Committee, District Education Office and assigned certain responsibilities. However, the representatives were not seen fulfilling their responsibilities sincerely and neither were involved in any kind of review meetings.. The project partner organization themselves formed a network with the aim of providing continuity to the project activities in different schools. They have also been monitoring the project implemented schools constantly so that the objectives of the PIE project are well achieved. Thus, for the sustainability of the project, the effort of the Plan International seems to be minimal and need for further consultation with project partners can be observed for the effectively planning the exit strategy.

In Ramrekha Basic School, it was reported that a hostel for children with disability was constructed in coordination with the DEO even though the school was not an integrated resource school. Due to change in federal structure, it was reported that the RM would have to take ownership of the hostel instead of DEO, which they haven't. Even though the construction was completed and the project phased out, the hostel could not be functional due to lack of budget, beds and other basic materials. As a result of this, even though 10 students with disability have been admitted into the schools, none of them have attended the classes due to absence of ramps and hostel support. There is still confusion on who will provide support for the effective operation of the hostel.

3.11 Impact

The project was too short to create a huge impact. However, with the project interventions, some impact were witnessed in the community as well as in the schools for the project implemented districts. The impacts were both of positive and negative nature; however, the positive impacts suppressed the negative ones. The mindset of the local community and the parents of children with disability have totally changed as compared to the past in relation to disability. They have started believing the fact that children with disabilities are capable of doing so much more and can progress promptly if their capacity is strengthened according to their need. Likewise, many of the project partners were found advocating the functional independency of the children with disabilities. In joint coordination with the government, the project partners were successful in providing the identity cards to the children with disabilities due to which the provision of scholarships to disabled children made to access in education. Also, with the formation or reformation of child clubs in the school, a sense of more inclusiveness has been observed than actually expected. The dropout students were reenrolled in the schools with the facilitation of child clubs. The School Improvement Plan has been embracing the thematic areas such as Disaster Risk Reduction, Inclusion are found updating or revising on yearly basis. While conducting the extracurricular activities in the project implemented schools by the project partners, it was observed that the students with and without disabilities were engaging together.

Support on National Policy and Strategy

The project supported for the implementation of the national policy and strategy in various aspects. PIE project helped to ensure education rights for all the children, which is a fundamental rights of the children of Nepal under the constitution. The inclusion of minority groups, along with educational support to the children with disabilities, provided a model program which could be expanded to other regions of the country. The project supported partner NGOs to develop their competencies in the project areas, spreading their recognition within the districts and engaging them in various district level consultations. In Bardiya, RKJS is recognized as the lead NGO for quality and inclusive education. Similarly, in Sindhuli, District Red Cross is recognized as a DRR expert. The government has formed DRR committee for emergency support at district level (and now local level). This DRR committee has recognized partner NGOS and Plan International Nepal as experts for DRR because of their involvement in training and other DRR related tasks. These partner NGOs have increased their influence towards duty bearers, especially the government. The project is also working at national level to uptake in national policy documents and guidelines. As a result, DRR is now included in the national curriculum. The project supported to establish One-stop Crisis Management Center (OCMC) in the district hospital of Bardiya, which is now serving as a model among 45 districts OCMC. This center provides legal, rehabilitation, medical support and counselling services at a single location. The medical superintendent of district hospital shared that, *“This program also conducted TOT to support for human resource development, which was one of the major contributions made by the project for this program”*.

Chapter 4 Conclusion and Recommendations

4.1 Conclusion

It is evident from the evaluation that the project is relevant to the present context of the developmentally deprived of children in Nepal. The inclusion of the children in the schools with infrastructure support and improvement of learning environments is quite significant. The findings show that the project needs to continue with its implementation modality with minor modification. It needs to do more coordination and sharing with the stakeholders and prepare the exit strategy to share with the government counterparts and beneficiaries before the project ends. The partners need to be oriented for creating long-term impact through project interventions. In some districts, it was found that the partner organizations were rushing to finish the activities rather than thinking the longer term impact of the project. The project is reasonably ahead in terms of results and achievements although the budget spending is reported to be higher in regards with the timeline. The activities are reported to be on track.

There is improved access of girls and boys especially Dalit children and children with disabilities to basic education (from preschool to grade 8) with the project support. However, with the completion of the project there are lot of uncertainties on the institutionalization of the outcomes achieved by this project, particularly on the present changed context. The elected representative themselves are confused with their own roles and responsibilities and the old contact established by the project are no more within the present structure. Educational assistance is provided to the Dalit and students with disabilities in the form of bags, uniforms, stationeries etc. by the school administration in order to support their education has created motivation for school enrollment. About 1528 Dalit students and 570 disabled students are provided with education assistance. Students with disabilities are provided with assistive devices to facilitate their learning more efficiently. The school teachers and administration have been receiving training on sign languages in order to communicate with the children with hearing disabilities. However, some of the schools still use the traditional way of teaching while teaching both children with and without disability together. Side by side, the schools are in the process to update the curriculum and make it more gender friendly. Thus the number of dropout students returning to their respective schools is significantly increasing in all the project districts. Though bags, uniforms and learning materials are provided to Dalit children. However, further support to the Dalit communities seems necessary to uplift their economic conditions in order to eliminate the root cause for dropout. . Most of the schools in the project implemented district have included the child protection policies and mechanisms in their School. . Schools of the targeted districts with the support of various organizations have started providing necessary trainings and workshops on child protection to the teachers in regular interval of time. Therefore, the child protection mechanism matters are embraced finely with the project interventions.

The project has effectively supported on comprehensive school safety and disability inclusion. Before the project interventions, students were not aware on disaster and its mitigation measures. Among the surveyed schools 33 schools were found to have the awareness on comprehensive school safety and disability inclusion. Hence, this needs continuation even after the project phase out. Similarly, the schools have executed survival or evacuation plan for the students or staffs in case of any disasters. 30 out of 35 schools in the five surveyed districts have deliberated such plan in the schools. In order to minimize the physical risks, the school administrations have also installed the zebra crossings, road signs, speed bumps etc. near the school premises. This has increased the overall safety of the school children Also, 29 of the

schools have training manual and guideline on comprehensive school safety and disability inclusion. Previously, no any awareness was provided to the students according to disaster and its mitigation measures, but with the project interventions, 33 of the surveyed schools at the present are observed providing such awareness. Hence, the project has been quite successful in achieving its targeted objective to some extent.

With the project interventions, about 454 dropout girls have re-enrolled in their respective schools in the five districts. Similarly, 14 students with disabilities and 42 Dalit students have rejoined their schools as school administration has provided them with education assistance in the form of scholarships, text books, uniforms etc. Plan's support on assistive devices books and learning materials have enhanced the effective learning of children with disabilities. Similarly, girl's absenteeism during their menstruation has been decreased with the provision of sanitary pads, separate toilets for the girl students. However, project needs to do more advocacy for separate toilets for girls in Bardiya. With the purpose of offering quality education to the Dalit and students with disabilities, 29 out of 35 schools has been provided with the support to improve classroom- learning environment, library, book corners, assistive devices etc. More pedagogical training is needed for teachers where children with and without disability are taught together. Only keeping students with disabilities in the front row in the classes does not support effective teaching and learning process. Out of 35 schools in the five project implemented districts, 31 have adapted at least two of the pillars of the Comprehensive Safe School Framework. The pillars mainly include safe learning facilities, school disaster management, risk reduction and resilience and protection from school. All of the surveyed schools of Sindhuli district have adopted the safe school pillar as proposed in the National Safe School Policy.

4.2 Recommendation

This evaluation and analysis of the NORAD funded project provides an overview of the implementation of the programs and activities associated with it. The PIE project is relevant in supporting education rights of children no matter of their caste, status and abilities. As the previous chapter has highlighted, there have been significant contribution in terms enrollment, and continuation of schools particularly children with disabilities. Based on the findings, the evaluation team would like to provide following recommendations to different stakeholders:

For Plan International

1. Project Monitoring: A full time monitoring officer needs to be hired to monitor the activities in the field and document the challenges and lesson learned on regular basis. This will help the timely completion of the activities in a systematic manner.
2. .
3. Orientation training to child club members: It was found that the children were unsure of their roles in the child club. More orientation is needed to the child club members on DRR, school safety and child rights. They need to be encouraged to make active participation and contribution in school's affair. In some of the schools, child clubs have been formed but are inactive. The orientation would energize them and make them active.
4. Human resource development: The TOT for operation of One stop Crises Management Centre (OCMC) was conducted with the help of PIE project. As many of the training participants were transferred and have limited trained resource persons at the moment, it is recommended to provide refresher training to them as well as another TOT training for the new comers for effective service delivery.

5. Safe school environment for the children: The project needs to promote safe school environment for children in all the schools. Schools without compound wall and ramp need more support for the same. While some other schools are under constructions and not having safe space for outside activities. Hence, it is very important to promote the overall safety and learning environment in school through this project. Support needed for separate toilets for boys and girls in schools in Bardiya.
6. Integration with other plan projects for synergic results: The project needs to work together with other like-minded project for creating synergy. This will save time and resource. Hence, the project needs to collaborate with local NGOs in the districts for the same.
7. Involvement of Local government for ownership and sustainability: Regular information sharing with the local government and other stakeholders is required for better ownership. Plan International needs to facilitate for better ownership with RM for taking ownership of the hostel at Ramrekha Basic School (Baglung) as soon as possible. This will allow the disabled children to attend school with basic support required.
8. The project needs to focus on creating longer term impact while conducting activities. More coordination is needed for the sustainability of the project and the project needs to share its exit strategy with the beneficiaries and government stakeholders before the project ends.
9. Need to revise some of the capacity building activities planned for teachers and re-plan for at least 3-4 days as school officials have raised concerns over numerous short trainings.
10. It is recommended that partners are provided with proper orientation on project objective, outcomes and activities before the project implementation. Similarly, it is recommended that project partners are provided with capacity building training based in their need.

For Partner Organizations

11. Regular follow up on the project activities need to be organized in order to sustain the project achievements. Few schools have expressed their despair after not being followed up after the project phased out.
12. Advocacy and campaign for social inclusion: Though the project has created some level of awareness on inclusive education, it's not adequate. Hence, more advocacy and awareness campaign is needed for changing people's attitude and behavior towards inclusion. Local NGOs need to be involved for advocating the message.
13. The project partner need to identify the focal person at the RM in the present changed context and coordinate with them for the project implementation. They should also involve RM representative while project monitoring and share the lessons learned and challenges so that there will be better ownership from the RM.

For government stakeholders (DEO, RM)

14. RMs need to take ownership of the project interventions for long term sustainability through appointment of focal person to coordinate with Plan International and partner organizations.
15. Need of residential facilities in schools: The head teachers in all the schools the team visited mentioned that they are facing difficulties accommodating students with intellectual disabilities. Hence, it is recommended to provide support for the establishment of residential facilities.

For Sindhuli District

16. In Sindhuli, the schools need to conduct quality education support program along with construction works. Plan need to support the schools for pedagogical training with learning materials.

17. In Sindhuli, as the construction costs varied due to inaccessibility of the roads, the budget need to be revised in the contextual basis so that schools do not feel/face additional financial burden.
18. Plan should make sure that the schools in Sindhuli have formulated and implemented the SDRMP by following up with them. If needed, the schools need to be provided with additional support to complete or revise the plan as envisioned by the project.

Annex I – Added Value Assessment Tool



Annex I - Added
Value Assessment.xl

Annex II - Participation assessment tool

Degree of participation in the program: 0 – Not involved 1- Marginally involved 2. Moderately involved 3 – Substantially involved								
Phase	Participation in	Government	Target communities	Children/ youth both genders	Member of marginalized groups	CSO	PLAN country offices	Observations /comments
Planning	Give inputs in planning	2	1	2	1	2	3	During the planning process, Plan tried to consult all the stakeholders and get their input equally. District Education Officers (then districts) and now in municipalities were thoroughly consulted. Children from each school that plan supported were also informed and consulted during the planning. However, members of marginalized groups were not much aware about the planning. Nonetheless, target beneficiaries were consulted and were asked to provide inputs where possible.
	Be informed on a) Goals, activities	2	2	2	1	3	3	Regarding the goals and activities, the education officers were well informed. However, the marginalized people were less aware of the goals and program activities in their areas.
	b) Milestones/ targets	1	1	1	1	3	3	The education officer was briefly told about the targets and doesn't remember much about the discussion. Other stakeholders do not have ideas on project targets
	c) Budget	1	0	0	0	2	3	The target beneficiaries do not have much ideas on the budget.

Implementation	Take part in monitoring	2	1	1	0	3	2	Plan staff took part in the monitoring together with the partner organizations. Joint monitoring was also conducted in some of the project areas. However, other stakeholders were not really involved in the monitoring.
	Periodically informed about progress	2	1	2	1	3	3	Almost all the stakeholders knew the progress. However, the degree of knowledge varied.
	Solicit regular feedback from	2	0	1	1	2	2	Plan was consulted for frequent feedbacks. District education office and schools/SMC were also informed and consulted for feedbacks sometimes. The rest of the stakeholders were not much involved for the feedbacks.
	Analyze why the results are as they are	0	0	0	0	2	2	The partner organizations sometimes were consulted Plan to discuss the results but not the rest of the stakeholders
	Analyze what can be adjusted to improve the results	0	0	1	0	2	2	Mostly Plan international and the district partner organization analyzed about the results. Rest of the stakeholders were not much involved in the discussion
Evaluation	Possibility to give inputs on questions to be asked in the evaluation	0	0	0	0	0	2	Only Plan had provided the input on the evaluation questions
	Provide inputs during evaluation	0	0	0	0	0	2	Plan constantly provided the input during the evaluation
	Be informed on the findings of the evaluation	1	1	1	1	1	3	The stakeholders were informed about the preliminary findings of the evaluation

Annex II – Result Framework

Outcomes	Outcome indicator	Value	Numerator	Denominator	Definition	Source
E.1 Increased access to education	E.1.1 Total # of students enrolled in targeted schools.	8341			Number of students who have enrolled in all schools targeted by project at the beginning of the school year. (stock data = values at the time of data collection)	School Survey
	E.1.2 Total # of girls enrolled in targeted schools.	4146			Number of girls who have enrolled in all schools targeted by project at the beginning of the school year. (stock data = values at the time of data collection)	School Survey
	E.1.3 Total # of students with disabilities enrolled in targeted schools.	373			Number of students with disabilities who have enrolled in all schools targeted by project at the beginning of the school year. Students with disability include all who have long-term physical, mental, intellectual or sensory impairments. (stock data = values at the time of data collection)	School Survey
	E.1.4 Total # of students from other marginalized groups enrolled in targeted schools	2305			Number of students from other marginalized groups who have enrolled in all schools targeted by project at the beginning of the school year. Marginalized group refers to ethnic minorities or socially excluded groups, such as Dalits in Nepal. Please specify in the notes section (stock data = values at the time of data collection)	School Survey
E2. Improved quality of education	E.2.1.1 Percentage of students who pass the final exams (in their grade)	66.22%	5529	8349	Total number of students who have passed the final exams divided by total number of students (for all target schools together). (stock data = values at the time of data collection)	School Survey

E.2.1.2 Percentage of girls who pass the final exams (in their grade)	66.84%	2771	4146	Total number of girls who have passed the final exams divided by total number of girls (for all target schools together). (stock data = values at the time of data collection)	School Survey
E.2.1.3 Percentage of students with disabilities who pass the final exams (in their grade)	80.65%	271	336	Total number of students with disabilities who have passed the final exams divided by total number of students with disabilities (for all target schools together). (stock data = values at the time of data collection)	School Survey
E.2.1.4 Percentage of students from other marginalized groups who pass the final exams (in their grade)	81.55%	1879	2304	Total number of students from other marginalized groups who have passed the final exams divided by total number of students from other marginalized groups (for all target schools together). (stock data = values at the time of data collection)	School Survey
E.2.2.1 # of students in schools with Good Governance Structure in place	4977			Number of students who have enrolled in target schools which have Good Governance Structure in place. Those schools that have child protection policy in place and who also have representation of dalit members in SMC	School Survey
E.2.2.2. # of girls in schools with Good Governance Structure in place	2429			Number of girls who have enrolled in target schools which have Good Governance Structure in place. Those schools that have child protection policy in place and who also have representation of dalit members in SMC	School Survey
E.2.2.3. # of students with disabilities in schools with Good Governance Structure in place	149			Number of students with disabilities who have enrolled in target schools which have Good Governance Structure in place. Partners need to provide definition of Good governance in their project (which criteria is used) in the notes section. (stock data = values at the time of data collection)	School Survey
E.2.2.4. # of students from other marginalized groups in schools with Good Governance Structure in place	1286			Number of students from other marginalized groups who have enrolled in target schools which have Good Governance Structure in place. Those schools that have child protection policy in place and who also have representation of dalit members in SMC	School Survey

E.3 Improving school's capacity in inclusion	E.3.1.1 # of students with disabilities in schools where disability inclusion is practiced	373			Number of students with disabilities who have enrolled in schools where disability inclusion is practiced (at least two of the following: academic support, accessible environment, inclusive culture, differentiated instruction). (stock data = values at the time of data collection)	School Survey
	E.3.1.2 # of students in schools that use learning materials that are cultural, ethnic, gender or language inclusive	6876			Number of students who have enrolled in schools that use at least some learning materials that are cultural, ethnic, gender or language inclusive. (stock data = values at the time of data collection)	School Survey
	E.3.2 # of parents and community members received awareness training on inclusion of children with disabilities, children from other marginalized groups and girls	59	49	400	Number of parents and community members who have received awareness raising on inclusion of children with disabilities, children from other marginalized groups and girls (cumulative since the beginning of the project)	HH survey

Annex III - Sampled Schools

District	# of Schools	Rural/Municipality	Name of School
Sindhuli	2	Sunkoshi Rural Municipality (4,7)	Siddha Secondary School
			Bhumeswar Lower Secondary School, Nagi
Baglung	6	Baglung Municipality	Dhailagiri Deaf school
			Ramrekha Basic School
			Baglung special class
			Janatadhan Secondary School
		Galkot Municipality	Kharuwa Secondary School
			Chamuwa Basic School
Parbat	10	Kushma Municipality	Shivalaya Secondary School kuma
			Suryodaya Basic School khurkot
			Kalika Secondary School Khurkot
			Himalaya Secondary School Khurkot
			Ganeshwor Basic School Khurkot
			Farse Dhairing Secondary School Dhairing
			Shiva Secondary school Nanlibang
		Majhphat RM	Phadke Dhunga Basic School Majhphat
		Kushma Municipality, Pang	Samaj Kalyan Basic school Majhphat
	Nuwar subedithar Secondary school Pang		
Bardiya	14	Madhuban Municipality	Nepal Rastriya Uchha Ma Vi Dhodari Bardiya (hostel building construction support for deaf children, status-completed)
		Bansgadhi Municipality	Jana Priya Sec School Bhainsasur
			Nepal Rastriya Uchha Ma V, Banshgadi Bardiya (hostel building construction support throuh the PIE project, status-completed)
			Laligurans Ni Ma Vi Deudhakala
			Ram Janaki Ma V, Baisasur, Banshgadi Bardiya
			Jana Jagriti Pra Vi Belawa
			Laxmi Ma Vi Belawa chepang
			Namuna Pra Vi Belawa pipalchautara
		Badhiyatal Rural Municipality	Bhagwati Saskirt Ma.Vi Tilkana Kalika Bardiya
			Shree Mayur Basic School, Mayurbasti Kalika Bardiya
			Shree Jana Priya Basic School Shiva Shaktipur Badhiyatal
			Shree Sarwati Ma.Vi Jagtiya Badhyatal 5 Bardiya

			Shree Bhawani Ma. Vi. Badhyatal 3 simara Bardiya (hostel building construction support through the PIE project-status,completed)
			Shree Sarswati Ma.Vi Badhyatal 2 Bardiya
Jumla	3	Chandannath Municipality	Karnali Ma Vi. (Maintenance and improvement support-completed)
			Janata Ma Vi. Mahatgaun (Training to teacher and care givers on teaching and caring to children with intellectual disabilities)
		Rarali Rural Municipality	Sita Secondary School

Annex IV - Questionnaire/Checklists

Household Survey Form

Namaskar. My name is On behalf of Nepal Development Initiative (NDI) Consulting Pvt. Ltd., I am here to conduct Mid-Term Evaluation of NORAD funded Projects that is being implemented by Plan international Nepal in selected districts of Nepal. This House is selected for the study. I would like to ask you some questions that is related to your education, gender, disability and safety environment of your house. You may choose not to answer my questions. But your answer will be very useful in understanding the issues under consideration in this study. I will record your answer. Your answers will be kept confidential and will not be shared with anyone. This interview will take about 30 minutes. May I have your permission to interview? (Start the interview if permission granted).

Section I: Background information खण्ड I:

1. District:					
a. Sindhuli	b. Baglung	c. Myagdi	d. Parbat	e. Bardiya	f. Jumla
2. Name of the Respondent:					
3. Gender of the respondent:		a. Male		b. Female	c. Other
4. Age of the Respondent:					
5. Ethnicity:					
a. Brahmin/Chettri		b. Dalit		c. Janajati	d. Others
6. Occupation of Respondent/Household Head:					
Agriculture	Seasonal Migrant	Wage Laborer	Government Employee	Own Business	Other
7. Education of Respondent/Household Head:					
Illiterate		Literate	Primary (1-8)	Secondary (9-12)	Higher Education (above 12)

Section II: Children

8. Number of Children in the Household:		
9. Number of Girls:		
10. Number of Boys:		
11. Number of Children Currently	a. Yes	b. No

enrolled in the School:			
12. If no, what is the reason?			
a. Family could not afford school	b. Girls have no privilege in the community	c. No one to take care of younger childrens	
d. No one to support household chores	e. No school near the village	f. School very far and no travel facility	
g. Physical impairment	h. Mental disability	i. Age not suitable for school	
13. Number of Children in Grade 1-8:			
14. Number of Children in Grade 9-12:			
15. Number of Children in Grade 12 and above:			
16. Disability Status of Children	a. Yes	b. No	
17. If yes, what is the disability type?			
a. Physical	b. Blindness/Low Vision	c. Deaf/Hard Hearing	d. Deaf-Blind
e. Speech Problem	f. Mental Disability	g. Intellectual Disability	h. Multiple Disability
18. Are children with disability enrolled in the school?	a. Yes	b. No	
19. In which Grade are the children with disability enrolled in the school?.....			
20. Have your children drop-out from school?	a. yes	b. No	
21. What is the reason behind the drop-out?			
a. Family could not afford school	b. Girls have no privilege in the community	c. No one to take care of younger childrens	
d. No one to support household chores	e. No school near the village	f. School very far and no travel facility	
g. Physical impairment	h. Mental disability	i. Age not suitable for school	

Section III: Disaster

3.1 What is the first thing that comes to your mind when you hear the word “disaster”?(Choose more than one answer, if required)	Unavoidable .....1 Unpredictable .....2 Preparedness.....3 I don’t know.....4	
3.2 Do you have knowledge on how to respond during disaster emergencies?	Yes 1 No2	

3.3 What should you do if there is a disaster in your community?(Choose more than one answer, if required)	Pray to the god.....1 Look for a safe place.....2 Panic and run.....3 Save valuables such as money.....4	
3.4 What do you understand by Disaster Risk Management? (Choose more than one answer, if required)	Prepare for disasters....1 Information about the Outbreak.....2 Drill/simulation exercises.....3 Recognition of challenges and capabilities.....4 Development of Early warning system....5 Development of exit strategy.....6 Resilience capacity building.....7	
3.5 Do you think your community has prepared for disaster risk management?	Yes 1 No2 I don't know3	
3.6 Does your community provide occasional exercises on how to manage and prepare for disasters?	Yes....1 No.....2	
3.7 Have there been any risk reduction and mitigation measures introduced at community level?	Yes 1 No2	If No, skip to section IV
3.8 Did you participate in development of LDRMP (Local Disaster Risk Management Plan) in your community?	Yes 1 No2	
3.9 Do you think you have benefitted from the risk reduction mitigation measures?	Yes....1 No.....2	

Section IV: Discrimination

4.1 Have you faced any form of discrimination based on your caste, sex, and ability?	Yes 1 No2	
4.2 Do you think your children feel safe from physical and sexual abuse in schools, home and communities?	Yes....1 No .....2	
4.3 Had your children reported to you that they faced any of the following incidents? (Choose more than one , if required)	Getting beaten up/shoved/hair pulling .....1 Teasing/harassment.....2 Verbal abuse .....3 Threatened .....4 Physical harassment.....5 Indecent exposure.....6 Using vulgar words .....7	If No , skip to Question no.4.10

	Showing vulgar pictures .....8 No.....9	
4.4 Did you ask them where these incidents take place? (Choose more than 1, if required)	In the School (way to and from school)....1 In the House .....2 In the Community.....3	
4.5 According to them, who was the perpetrator of these incidents?(Choose more than 1, if required)	Teacher .....1 Friend.....2 Family member.....3 Relative.....4 Neighbor.....5 Member of the community....6 Stranger.....7	
4.6 What did you do after knowing that these incidents occurred to your child?(Choose more than 1, if required)	I protested it...1 Informed to family members....2 Informed my friends.....3 Informed other members of the community....4 Informed the members of Village Child Protection Committee (VCPC)....5 Informed to the Police .....6 Informed to the school authorities..7 I did not do anything.....8	If the answer is “I did not do anything ; 8” go 4.7 otherwise go 4.8
4.7 If you did not inform anyone, why was it so?(Choose more than 1, if required)	I was scared .....1 I did not think it would change anything ....2 I didn’t know, whom to complain to....3 I didn’t want other to know about it...4	
4.8 If you informed someone, what happened next?	Nothing happened.....1 Action was taken by the community....2 Legal action was taken .....3 Other, specify.....4	Go to the 4.9 if the answer is other specify
4.9 Other, specify		
4.10 Do you know about any kind of prevention mechanism for the protection of your child?	Yes 1 No2	
4.11 Do you know any mechanism to handle the case that threatens the protection of your child?	Yes 1 No2	
4.12 Do you know about the Code of Conduct minimizing these kinds of incident in your community?	Yes 1 No2	If Yes go to 4.13

		otherwise jump to 4.14
4.13 If yes, how effective is it?	Highly..... 1 Moderately..... 2 Satisfactorily 3 Not Effective .....4	
4.14 Do you know about Village Child Protection Committee (VCPC)?	Yes 1 No2	
4.15 Have you heard of any CSOs that work for the protection of children/Dalit/People with Disability?	Yes....1 No .....2	
4.16 Do you know about any youth clubs/networks that work towards raising awareness about the rights of women/ Dalit/ People with Disability in the community?	Yes 1 No2	
4.17 Are any of the members in your family associated with these networks?(Choose more than 1, if required)	Youth Club....1 Village Child Protection Committee....2 School Management Committee....3 Parent Teacher Association.....4 Dalit Organization.....5 Ward Citizen's Forum....6 Community Forestry User Group....7 Not member of any association ...8 Other, specify.....9	If the answer is others specify go to 4.18
4.18 other, specify		
4.19 Are you involved in any of the youth clubs/networks for Dalit?	Yes 1 No2	
4.20 Do you possess any of the following artisan skills? (multiple choices)	Carpentry.....1 Goldsmith .....2 Blacksmith.....3 Musician.....4 Shoe maker ....5 Tailor ....6 Other, specify.....7	If the answer is other specify go to 4.21
4.21 Other, specify		
4.22 Have you ever received any support to modernize your artisanal skills?	Yes 1 No2	

Section V: Attitudes towards Dalits /Persons with Disabilities/Girls

To what extent do you agree with the following statement?

Statements	Strongly Disagree	Disagree	Moderately	Agree	Strongly Agree
5.1 Dalit children have equal opportunities and right as that of non-Dalit children to get education in this community.	1	2	3	4	5
5.2 Children with Disabilities regardless of any caste and gender are allowed to get education in this community	1	2	3	4	5
5.3 Girls are allowed to get education without any discrimination in this community	1	2	3	4	5
5.4 There are no restrictions for Dalit children to attend the same schools where non-dalit children get education	1	2	3	4	5
5.5 Schools in this community have disability friendly environment, so Children with Disabilities should be allowed to attend the same schools as other children	1	2	3	4	5
5.6 Girls should be allowed to attend the same schools as that of Boy	1	2	3	4	5
5.7 Dalits have discrimination free environment to lead their lives with dignity in this community.	1	2	3	4	5
5.8 Persons with Disabilities have discrimination free environment to lead their lives with dignity in this community	1	2	3	4	5
5.9 Girls have discrimination free environment to lead their lives with dignity in this community	1	2	3	4	5
5.10 Dalits should be treated differently than other people	1	2	3	4	5
5.11 Children/Persons with Disabilities should be treated differently than other children	1	2	3	4	5
5.12 Girls should be treated differently than boy	1	2	3	4	5
5.13 Dalits have equal property and land rights as everyone else in this community	1	2	3	4	5
5.14 Dalits have equal civil and political rights as everyone else in this community	1	2	3	4	5

5.15 Women in this community have property and land rights as that of men	1	2	3	4	5
5.16 Women in this community have equal civil and political rights	1	2	3	4	5
5.17 Prejudice, stigma, discrimination, and lack of education limit people from Dalit background	1	2	3	4	5
5.18 Prejudice, stigma, discrimination, and lack of education limit persons with disabilities	1	2	3	4	5
5.19 Prejudice, stigma, discrimination, and lack of education limit girl in our society	1	2	3	4	5
5.20 An important way to uplift situation of Dalit, girls and people with disabilities is to ensure access to and inclusion in various sector by changing social policies	1	2	3	4	5

Thank you Very Much!

Child Survey Form

1. District				
a. Sindhuli	b. Baglung	c. Parbat	d. Bardiya	e. Jumla
2. Name of the Children:				
3. Gender:		a. Male	b. Female	
4. Age of the children:				
5. Ethnicity:				
a. Brahmin/Chettri	b. Dalit	c. Janjati	d. Others	
6. Name of the school enrolled in:				
7. Grade:				
8. Do you have any kind of disability?		1 Yes 2 No	If “ No” skip Q.N. 9	
9. If yes, what is the type?		Physical Blindness/ Low Vision Deaf/Hard Hearing Deaf-Blind Speech Problem Mental Disability Intellectual Disability Multiple Disability		
10. Are you involved in any network such as SMC/PTA/Child Clubs??		1 Yes 2 No	If “ No”, skip Q.N 9	
11. If yes, which club are you involved in?		.....	
12. Have you received any kind of training from the school?		1 Yes 2 No	If “ No”skip Q.N 11	
13. If yes, what kind of training have you received?		.....	
14. Have you ever organized any event or campaign related to gender, disaster risk management with the support of your school?		1 Yes 2 No		
15. Have any of your friends in your school reported you about the discrimination on the basis of gender/ disability/ caste happened to him/her		1 Yes 2 No	If “ No” Skip Q.N. 14	
16. If yes, what action did you take?		Kept silent Reported to the teachers, parents or guardians Reported to the Child clubs or other networks Beat the friend who did that		
17. Have you received any kind of scholarships or support in the form		1 Yes 2 No		

of books, uniforms, examination fees from school's side?		
18. Have you or your disable friends received any kind of assistive disability device such as ramps, braille scripts in the school?	1 Yes 2 No	
19. Does you school have provision of library, book corners, learning materials including sign as well as braille language?	1 Yes 2 No	
20. Does your school involve you while making plans and policies?	1 Yes 2 No	
21. Does your school involve you in the decision making?	1 Yes 2 No	If yes what was your role?
22. Have you or any of your friend participated to develop SIP or/and DRMP	1 Yes 2 No	If yes what was your role?

School Survey Form

Section 1: Background Information

District:		Municipality:	
1. Name of School:			
2. Level of School	a. Basic (Class 1-8)	b. Secondary (Class 9-12)	
3. Name of Head Teacher:			
4. Gender	a. Male	5. Female	6. Other

1. Number of Students in this school									
Class	Pre-school/ECD	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Dalit									
Girls									
Boys									
Student with Disability									
Girls									
Boys									
Total									
Girls									
Boy									

2. Number of Dropout Students									
Class	Pre-school/ECD	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Dalit									
Girls									
Boys									
Student with Disability									
Girls									
Boys									
Total									
Girls									
Boys									

2. Number of Students provided with Scholarship/education Assistance									
Class	Pre-school/ECD	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Dalit									

Girls									
Boys									
Student with Disability									
Girls									
Boys									
Total									
Girls									
Boys									

Who Provided the Scholarship?

- a. Government b. NGOs/INGOs c. Personal Sponsorship
d. Others

	2. Number of dropout Students returning to School facilitated by the project								
Class	Pre-school/ECD	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Dalit									
Girls									
Boys									
Student with Disability									
Girls									
Boys									
Total									
Girls									
Boys									

	2. Number of Students who passed last year's final exam								
Class	Pre-school/ECD	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Dalit									
Girls									
Boys									
Student with Disability									
Girls									
Boys									
Total									
Girls									
Boys									

Representation of Dalit and people with Disability/parents of children with Disability

Committees	Representation of Dalits	Number	Representation of people with disability	Number
School Management Committee (SMC)	Yes No	.....	Yes No	.....

Parents Teachers Association (PTA)	Yes No	.....	Yes No	.....
Child Clubs	Yes No	.....	Yes No	.....
Village Child Protection Committee (VCPC)	Yes No	.....	Yes No	.....
Child protection committee	Yes No	.....	Yes No	.....
Junior Red Cross Circle	Yes No	.....	Yes No	.....
Disaster risk reduction committee	Yes No	.....	Yes No	.....

Section 2: Safe School Component

Questions	Response	Skip
Section 2: Safe School components		
1. Has this school adapted the safe school pillars proposed in the National Safe School Policy?	Yes No	If NO Jump to 3
2. Which of the four safe school pillars has this school adapted?	Safe Learning Facilities School Disaster Management Risk Reduction and Resilience Education Protection from school violence and others	
3. Does this school provide infrastructural accessibility to the children with disabilities?	Yes No	If NO Jump to 5
4. What kind of infrastructural facilities does this school provide for the children with disabilities? (Multiple Choice)	Hand-rails Ramps Separate toilet for girls Separate toilet for children with disabilities Notice on Braille Sign Language Audio visual library All of the above	
5. Does this school have any survival or evacuation plan for the students and staff in case of any disaster?	Yes No	If 'No' go to Q.N. 7
6. If yes, what kind of survival or evacuation plan do you have in case of disaster?	Awareness and drills exercise Disaster Rescue Committee established and Emergency Trust Plan Emergency trust plan Provide first aid Perform rescue efforts Others, specify	i.e. Fire Drills and exercises.
7. Which of the following infrastructures are available around this school to minimize physical risks? (Multiple Choice)	Pedestrian paths Road crossings (Zebra crossing, overhead bridge) River crossings (bridge) Road signs for slowing-down passing vehicles Speed bumps	
Section 2: Assistive devices/learning aids and accessibility		
8. Does this school have provisions to assess the situation of pedagogical and physical barriers?	Yes No	
9. Does this school have any special teaching-learning provision for the student with disability?	Yes No	If 'No', skip to Q.N. 11
10. If Yes, For whom such special teaching-learning facility available in this school?	Deaf and Hard Hearing Blind and Vision Impaired Intellectual Disability Physical Handicapped Others (Specify)	

11. Has this School been provided with support for classroom furniture with disable friendly?	Yes No	If 'No', skip to Q.N. 13
12. If Yes, How many classrooms have furniture that are disable-friendly?	.....
13. How many children with disabilities are provided with support of assistive devices?	Girls:..... Dalit Other..... Boys:..... Dalit Other..... Total:..... Dalit Other.....	
14. How many school children up to grade 8 received education support, i.e., stationary, uniform, school bags, tuition fee, etc.?	Girls:.....Dalit..... .. Children With Disabilities..... Boys:.....Dalit..... . Children With Disabilities..... Total:..... Dalit..... Children With Disabilities.....	
15. If there is scholarship provision, the number of students receiving scholarships are:	Girls:.....Dalit..... .. Children With Disabilities..... Boys:.....Dalit..... . Children With Disabilities..... Total:..... Dalit..... Children With Disabilities.....	
16. How many school children with disabilities with poor learning achievement provided with extra tutorial and/or counseling support?	Girls:.....Dalit..... .. Children With Disabilities..... Boys:.....Dalit..... . Children With Disabilities..... Total:..... Dalit..... Children With Disabilities.....	
17. Has this school been provided with support to improve classroom-learning environment?	Yes No	If 'No', skip to Q.N. 19
18. If yes, what type of support have you received to improve classroom-learning environment?	.....1	
Section 3: Comprehensive School safety and Disability inclusion		
19. Does this school have training manual and guideline on <i>comprehensive school safety and disability inclusion</i> ?	Yes No	If 'No', skip to Q.N. 21
20. Have you distributed training manual and guideline on <i>comprehensive school safety and disability inclusion</i> among SMC, PTA and students in your school?	Yes No	
21. How many community people and SMC members and local clubs/committees oriented on <i>comprehensive school safety and disability inclusion</i> in education?	.....
22. Does this school have teachers who are trained on <i>comprehensive school safety and disability inclusion</i> in education?	Yes No	If 'No', skip to Q.N. 24
23. If yes, How many teachers are trained?	.....
24. Does this School need teachers trained in sign languages?	Yes No	
25. Does your School need teachers trained in Braille script?	Yes No	If No Skip to 27
26. How many teachers trained in Braille script?	.....
27. Does this School have Braille Books?	Yes No	If 'No', skip to Q.N. 28
28. If yes, how many Braille books (set) are there in this school?	..... Set	
29. Are they sufficient and easily accessible for children in need?	Yes No	

30. How many teachers trained in teaching and caring intellectual disability?	.....
31. How are students with disabilities included in the school?	.....
32. How are students with disabilities included in extracurricular activities?	.....
33. How are students with disabilities included in the regular classes (to what degree does this school provide an inclusive education approach?)	.....
Section 4: Disaster Risk Management and Child Protection		
34. Do you think students in this school feel safe from disaster?	Yes No	
35. Have you provided awareness classes to students about disaster and its effect (Earthquake, landslide, flood, any others)	Yes No	
36. How many school children has benefitted from risk reduction and mitigation measures introduced?	.....
37. Does School Improvement Plan include risk reduction and mitigation measures (early warning system, sign)?	Yes No	
38. How many SMC/PTA members have been trained for developing/revising School Improvement Plan in line with school safety and inclusion?	SMC Members: PTA Members:	
39. Has your school building constructed with earthquake safety and disable friendly aspects?	Yes No	
40. Has this school been provided with support to develop or improve SIP according to school safety measures and disability inclusion?	Yes No	
41. Has this school developed school disaster risk management plan?	Yes No	If 'No' Skip to 42
42. If yes, has this school been provided with support to develop school risk management plan?	Yes No	
43. Has this school made any training arrangements for the children about child protection and gender issues?	Yes No	
44. Does this school have child protection policy and mechanism?	Yes No	If 'No', skip to Q.N. 45
45. If Yes, Has your school been provided with support to develop and implement child protection policy and mechanism?	Yes, to develop Yes, to implement Yes, both No	
46. How many school children benefitted from child protection policy and mechanism?	.....

Disability network of/for people with disabilities, Dalit network and community people (FGD)

1. Have you encountered any kind of discrimination just because you are female/male, person with disability and Dalit in this community? How have you been coping the incidences of such discrimination?
2. Do you know about any incidences in your community concerning physical and sexual abuse? If yes, who (which community/children/gender), where it happened?
3. Have your family members also encountered such incidences? Where?
4. Do females and children in this community feel safe from physical and sexual abuse in schools, home and communities? Have you ever been reported by your school going child that s/he does not want to go to school because of unsafe environment?
5. What is the extent to which members of Dalit communities are vulnerable to social discrimination and sexual abuse in your community compared to women from non-Dalit community?
6. Can you also elaborate on the socio economic status of Dalit and their participation in development related activities in this area? Please focus on dalits' representation, prospectus of their voices to be heard in the decision making process, share of benefit that they get from public services and development interventions and etc.
7. What is the status of women in this community? Who makes decision in your home? Is it same in the dalit family as well? Is it same in the high status and low status family?
8. In connection to previous question, ask whether the children have their say in their family? Do they have any role in the decision making in their family?
9. Does your community have any child protection committees like VCPC, CPC and so on? What they have been doing? What services have you been getting from such committees/agencies/service providers? How do you find the access, quality and timeliness of the services and support provided?
10. Have you taught your children how they can prevent and protect themselves from any kind of abuse? If yes, what are those?
11. Have you received training on how to take care of and protect children with disabilities and girls?
12. Are there any civil society organizations working effectively for dalits, children, people with disability and women in your communities? Are you the member of such organizations?
13. Have you heard of any media campaign organized in this community to raise awareness about disaster preparedness, social inclusion, inclusive education, dalit rights, child rights etc? Have you ever participated in such campaigns at the community level?
14. What are the major hazards of your community? Can you tell at least two safety measures for each hazard?
15. Is there any assessment carried out in your community to identify these hazards? If yes, did you participate in the process?

16. Are you aware about LDMC or CDMC in your community? Are you involved in these committee?
17. Have you seen or read Local Disaster Risk Management Plan (LDRMP) or Community Disaster Risk Management Plan (CDRMP) of your VDC? If Yes, did you participate in development of LDRMP/CDRMP?
18. How transparent your organization is? Do you organize public auditing? How do you select executive committee? How decisions are made?
19. What is your funding sources? And what are activities you implement
20. Do you involve/ share your program with government authorities/ municipalities?

SMC/PTA (FGD)

1. Is your school implementing the School Improvement Plan (SIP)? Is it compatible with the school safety and disability inclusion? As per SIP, what are the priority areas of the school? What has the school been doing so far to meet its objectives under SIP?
2. How do you monitor the activities under SIP?
3. Does your school have disaster risk management plan? What activities do you carry out under this plan? Do you ensure children's participation? Is it integrated with local government planning process? How do you ensure this?
4. Does your schools' SMC have members from Dalit, women, children and people with disabilities? How often the meeting held and how do you ensure the regularity of the members from these communities?
5. What are the ways this school has been ensuring the protection of children from different forms of violence such as physical, sexual, caste based and based on their abilities?
6. Have you prepared child protection policy/ code of conduct for teachers, SMC members and student? How do you ensure the implementation of this?
7. How does your school identify, assess and reduce barriers to active participation in teaching learning process for girls, dalit and children with disabilities. For example: barriers like physical, teaching methodology, curriculum, text book and note books not accessible, language barriers.
8. How often do you assess the pedagogical and physical barriers in your school?
9. Have you provided with special pedagogical support/ training to the teachers? How do you ensure quality of teaching and learning?
10. How do you include Dalit and Children with disabilities in different extra-curricular activities and sports? Are there sports activities for children with disabilities?
11. Does your school have facility for drinking water and water for cleaning for students? Separate toilets for girls and boys, provisions of sanitary pads for the girls.
12. Have you had public auditing/hearing in school

Child clubs/Member/Students(FGD)

1. Are you involved in any of the networks such as child clubs/ SMC/PTA etc?
2. Have you received any kind of training from the school?
3. Have you ever organized any event or campaign related to gender, disaster risk management with the support of your school?
4. Have any of your friends in your school reported you about the discrimination on the basis of gender/ disability/ caste happened to him/her? If yes, what steps did you took?
5. Have any of your friends or you in your school reported to parents and teachers about the discrimination on the basis of gender/ disability/ caste happened? If yes, what steps did they took?
6. Have you received any kind of scholarships or support in the form of books, uniforms, examination fees from school's side?
7. Have you or your disable friends received any kind of assistive disability device such as ramps, braille scripts in the school?
8. Does your school have provision of library, book corners, learning materials including sign as well as braille language?
9. Does your school involve you in the decision making?
10. Have you or any of your friend participated to develop SIP or/and DRMP?
11. Has the child club took any actions against harassment form the teachers, family members or friends???

SMC/School Head Teacher (KII)

1. Please give us a general idea of the kind of backgrounds your students come from.
2. What is the status of children with disabilities in your school? (How many? Girls and boys, Types of disability/Regularity/accessibility, etc.)
3. What is the status of Dalit children in your school? (how many/ girls and boys, regularity/accessibility etc)
4. Does your school have SIP? When was the SIP developed and started to implement in your school? Has it been frequently revised?
5. What are the components of SIP that your school especially focuses on/ priorities?
6. Does this school's SIP include the component of comprehensive school safety and disability inclusion?
7. What are the different activities have you done to ensure school safety and disability inclusion?
8. Do you have library in your school? Is this library accessible for children with disability? Does the library have audio/video learning materials? How do you manage to distribute the learning materials/books?
9. How often students have access to library of school?
10. How do you ensure quality teaching learning in your school?
11. Do you have child protection policy/ code of conduct in the school? How do you ensure the implementation of it?

12. What were the provisions made to ensure meaningful participation of the children from marginalized group (girls, Dalit, children with disabilities)?

Municipality head/VDC secretary (KII)

1. Development status of rural municipality
2. Education status of the rural municipality
3. Status of person with disability and Dalit people in this municipality
4. No of wards having health facilities with improved physical access for children and Person With Disabilities
5. No of schools with improved physical access for children with disabilities
6. Have you received any training on mandates (planning, budgeting, and case managing) in child protection mechanism?
7. Does this municipality have Local Disaster Risk Management Plan? If yes, did you participate in this?
8. Are there any child protection committees like VCPC, CPC and so on in this municipality? What they have been doing? Are there any cases of child abuse filed in your office? Do you think community people know the proper places to report the problem related to discrimination and abuse and get required support and services?
9. Has this municipality been declared as Child Friendly VDC? How many indicators has been fulfilled so far in line with Child Friendly Local Governance guideline 2068?
10. How many CSOs participated in municipality level council and negotiate to receive resources (financial/technical) to work on youth, Dalit and disability issues?
11. How many youth clubs / network which are involved in creating awareness on rights of youth, Dalit, and PWDs among community people? How often do they conduct their activities?
12. How many youth clubs/network which are involved in influencing local level government institutions in youth, Dalit and disability issues? How often do they conduct their activities?
13. Does this village have Village Education Committee (VEC) and Village Education Plan? Have they been revised frequently?
14. What kind of activities does VEC carry out? Do they also provide support to identify out of school children? Are they trained on such issues?
15. Is your VDC child friendly? How many indicators has been fulfilled so far in line with Child Friendly Local Governance guideline 2068?
16. Have you supported any networks of Dalit and persons with disabilities?
17. Have you supported any networks of Dalit and persons with disabilities to develop strategic and operational plan?
18. What is the situation of drinking water and water for cleaning in this Municipality? Are there any special toilet facilities for people with disabilities in the public places in this VDC?

Education Officer (KII)

1. Summarize the educational status of the district
2. How often is District Education Plan revised in this district? Does this plan have components of inclusive education for children with disabilities and comprehensive school safety?
3. Would you summarize education status of children with disabilities and dalit children in this district?
4. How many villages have been declared as out of school free children in this district?
5. How many villages have been declared as free and compulsory basic education in this districts?
6. In your opinion, how many children are out of school in their school age? –basic education (ECED to Grade 8) Which community or group of children are mostly out of school or drop out?
7. Has District Assessment Centre maintained and updated the statistics of the children/learner with disabilities? What information have they maintained (example: age, disability type, gender, enrolment, promotion and drop-out rate).
8. If not why:
 - a. Lack of human and financial resource
 - b. Lack of training
 - c. Lack of equipment and office space
9. Is there any provision for capacity development of coordinator of District Assessment Centre in order to manage the DAC?
10. What are the supportive policy and provisions to promote inclusive education in this district?
11. Do the children with disability and dalit receive the government scholarship in regular basis? Is the current amount of scholarships granted to children with disability and dalit enough to pursue quality education?
12. Are there any policy level issues regarding the Dalits' access to education; students and children's issues with disabilities and so on??
13. What about the teachers and resource persons receiving capacity development training annually by NCED/DEO? How frequently do they receive refresher training? Does this course include inclusive education and issues of the children with disabilities and Dalits?
14. How many resource schools are being operated in this district? What are the major issues and challenges of these schools? Do the teachers working in resource school receive training in regular manner?
15. Do you think newly introduced curriculum for children with intellectual disability, upgraded Nepali sign language dictionary are used in teaching and learning process in this district?
16. What are the plans and initiatives undertaken by DEO to bring and retain all children with disabilities and dalit children into school? How often do you analyze the

enrollment, promotion and drop-out status of children especially children with disability and Dalits?

17. In your opinion, what are the policy problems that need to be addressed to promote inclusive education in this district.

Government Officials (KII)

1. Summarize the Dalit and disability issues in this district in terms of educational dimension.
2. Has this district developed or endorsed any plan of action on disability?
3. Has this district developed and implemented district level plan of action on Dalit?
4. Has your district have database system of children with disabilities?
5. How many VDCs are declared as child friendly one? How many indicators has been fulfilled so far in line with Child Friendly Local Governance guideline 2068?
6. Have you supported any networks of persons with disability and Dalits?
7. Have you supported any networks of Dalit and persons with disabilities to develop strategic and operational plan?
8. Is there any disaster risk reduction plan in the district? How can they link the district DRR plan to make school safe?

CSO's (FGD and KII)

1. Status of the children in this district
2. Summarize the status of dalit, women and people with disability in this district
3. Education status of Dalit children and children with disability in this district.
4. How do you involve in advocating inclusive education (for girl, dalit and persons with disability) in this district?
5. In your opinion, what are the main challenges to acquire school education for girls, dalit and person with disability in this district?
6. How many CSO officials trained in advocacy on child protection system and services?
7. How many child club have their child protection policy and action plan to protect children from violence? In line with their policy and plan of action, what activities they have been carrying out?
8. What are the components to consider to monitor child protection mechanism in districts is functioning properly?
9. What sort of advocacy campaigns are organized in this district to ensure proper functioning of child protection mechanism?
10. Are there any issues relating to inclusion in the District? Please elaborate on what kind of issues.

11. Has this district developed or endorsed and implemented district/village level plan of action on disability?
12. Has this district developed and implemented district level plan of action on Dalit?
13. How many VDCs are declared as child friendly? How many indicators has been fulfilled so far in line with Child Friendly Local Governance guideline 2068?
14. Have you supported any networks of persons with disability and Dalits? If yes please tell me more on what issues did you support.

Child clubs/Member/Students(KII/FGD)

1. Are you involved in any of the networks such as child clubs/ SMC/PTA etc?
2. Have you received any kind of training from the school?
3. Have you ever organized any event or campaign related to gender, disaster risk management with the support of your school?
4. Have any of your friends in your school reported you about the discrimination on the basis of gender/ disability/ caste happened to him/her? If yes, what steps did you took?
5. Have any of your friends or you in your school reported to parents and teachers about the discrimination on the basis of gender/ disability/ caste happened? If yes, what steps did they took?
6. Have you received any kind of scholarships or support in the form of books, uniforms, examination fees from school's side?
7. Have you or your disable friends received any kind of assistive disability device such as ramps, braille scripts in the school?
8. Does your school have provision of library, book corners, learning materials including sign as well as braille language?
9. Does your school involve you in the decision making?
10. Have you or any of your friend participated to develop SIP or/and DRMP?
11. Has the child club took any actions against harassment form the teachers, family members or friends???

Annex V - FGD Participant List

Mid-Trem Evaluation of NORAD funded Projects

Focus Group Discussion Participation List

FGD with:	DPO / Dalit organization				
District	Junta	Date	28 th July		
Former VDC		Ward No (VDC wise)			
Rural Municipality	Chandannath	Ward No (RM wise)			
Total No of Participants	11	Male	9	Female	2
Facilitator		Documenter			

SN	Name	Sex	Age	Contact No.	Signature
1	Bhim Shanki	M			
2	Prem Bdr. Karkei	"	30	9759500771	
3	Satyanarayan Yogi	"	27	9741522522	
4	Surya Bdr. Adhikari	"	28	984848886	
5	Manda Raj Dhital	"	36	9848302293	
6	Kamala Budha	F	30	9748902942	
7	Hetra Shali	M	35	9848300868	
8	Bhim Nepali	"	39	9848300686	
9	Ram Karna Nepane		35	9848333871	
10	Bhim Babdur Sunda	M	40	9848305511	
11	Bijukali Mahatar	F	27	9841839664	
12	Purna Pnd. Dhital	M	49	9859320570	

Mid-Trem Evaluation of NORAD funded Projects

Focus Group Discussion Participation List

FGD with:	Child Club				
District		Date	29 July		
Former VDC		Ward No (VDC wise)			
Rural Municipality	Chandannath	Ward No (RM wise)			
Total No of Participants	14	Male	8	Female	6
Facilitator		Documenter			

SN	Name	Sex	Age	Contact No.	Signature
1.	Anita Nepali	F	16	Member	
2.	Sabindra Khatri	M	15	Member	
3.	Prakash Buda	"	15	"	
4.	Prakash Kathayat	"	15	"	
5.	Shanti Buda	F	14	"	
6.	Sanumgya Khatri	F	24	"	
7.	Srijana Kathayat	F	15	"	
8.	Susma Budhapa	"	14	"	
9.	Urmita Buda	"	15	"	
10.	Kismat Buda	M	15	"	
11.	Lal chara Jaiski	"	14	"	
12.	Dhawal Nepali	"	15	"	
13.	Sher Bdr. Buda	"	16	"	
14.	Rabintra Buda	"	16	"	

Mid-Trem Evaluation of NORAD funded Projects

Focus Group Discussion Participation List

FGD with:	SMCs / PTA Rarali - Sita mavi school		
District	Sunla	Date	30 July 2018
Former VDC	Tila	Ward No (VDC wise)	
Rural Municipality	Teeta	Ward No (RM wise)	
Total No of Participants	12	Male	11
Facilitator	Narendra	Female	1
		Documenter	Angu

SN	Name	Sex	Age	Contact No.	Signature
1.	Jay bir Nepali	Mal	38	9748905810	[Signature]
2.	Janga Bahadur Basnet.	M.	46.		[Signature]
3.	Mansal Budha	M.	55		[Signature]
4.	Harichandra Budha.	M	70		[Signature]
5.	Ram Bahadur Budha.	M	45		[Signature]
6.	Bali Sharki	M	64		[Signature]
7.	Birkha Nepali	M	48		[Signature]
8.	Kali Rawat.	F	45		[Signature]
9.	Nanda Bahadur Budha	M	59		[Signature]
10.	Dhanshu Budha.	M	55		[Signature]
11.	Aashu Budha	M	74		[Signature]
12.	Top Bahadur Bhattarai	M	31.		[Signature]

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Focus Group Discussion Participation List

FGD with	CSO, Kuchma		
District	Palpa	Date	
Former VDC	Kuchma	Ward No (VDC wise)	6
Rural Municipality	Kuchma	Ward No (RM wise)	
Total No of Participants	10	Male	8
Facilitator	Rata Kati	Female	2
		Documenter	

SN	Name	Sex	Age	Contact No.	Signature
1.	Mankumari Giti	F	63	9857630177	[Signature]
2.	Devi Prasad Timikina	M	41	9857623914	[Signature]
3.	Sesraj Regni	M	61	9857624635	[Signature]
4.	Bishowraj Pandey	M.	55	9857656999	[Signature]
5.	Shiv Prasad Sharma	M.	31	9857630536	[Signature]
6.	Yogya Prasad Sharma	M.	37	98576142823	[Signature]
7.	Kabita B.K.	F	36	9857630512	[Signature]
8.	Jagmuth Sharma.	M	45	9857625290	[Signature]
9.	Rajendra Pokhadi	M	44	9847620689	[Signature]
10.	Kamana Regni	F	26	9847756933	[Signature]

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Focus Group Discussion Participation List

FGD with:	Disability and Dalit network		
District	Kushung	Date	27 July
Former VDC	स्टालु	Ward No (VDC wise)	5
Rural Municipality	Kushung	Ward No (RM wise)	
Total No of Participants	8	Male	6
Facilitator		Female	2
		Documenter	

SN	Name	Sex	Age	Contact No.	Signature
1	Yagna Prasad Poudel	M	38	9847646086	
2	Bhim Bahadur Nepal	M	40	9847620994	
3	Jit Bahadur Nepal	M	48	9857626244	
4	Jagannath Poudel	M	45	9857625290	
5	Haridatta Sharma	M	38	9857680808	
6	Kishor Sharma	M	29	9856065690	
7	Sangita Poudel	F	28	9847703670	
8	Sarada Adhikari	F	22	985209479	

July 27, 2018

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Focus Group Discussion Participation List

FGD with:	आवास गरी जिल्ला लोजाल		
District	वाग्लुस	Date	27 July, 2018
Former VDC	2	Ward No (VDC wise)	2
Rural Municipality	वाग्लुस	Ward No (RM wise)	2
Total No of Participants	6	Male	5
Facilitator	Rita	Female	1
		Documenter	

SN	Name	Sex	Age	Contact No.	Signature
1	प्रवित्रा खत्री	F	26	9865472676	
2	कुमिल वी. थापा	M	29	9847664660	
3	हामलाय शर्मा	M	38	9857668000	
4	विशाल शर्मा	M	28	9847635794	
5	पुष्प वी थापा	M	30	9847665577	
6	शुक्ल कु. शर्मा	M	40	9820092	

खानेपानी वकिल आवधिक प्र. वि.
July 26, 2018

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Focus Group Discussion Participation List

FGD with	वकिल विद्याधि		
District	बागलुङ	Date	26, July 2018
Former VDC	1	Ward No (VDC wise)	1
Rural Municipality	बागलुङ	Ward No (RM wise)	1
Total No of Participants	8	Male	4
Facilitator	Rita	Female	4
		Documenter	

SN	Name	Sex	Age	Contact No.	Signature
1	Jhommaya B.K	F	17	068-522651	Jhomb
2	Songita Kuwar	F	20	"	"
3	Susma Adhikari	"	15	"	"
4	Sarita Lama	"	20	"	"
5	Kishwor Thapa	M	16	"	"
6	MPN kisan	M	16	"	"
7	Durga Sunar	"	19	"	"
8	Dipendra Lama	"	20	"	"

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Focus Group Discussion Participation List

FGD with:	CSOs in Baglung		
District	बागलुङ	Date	27, July
Former VDC	3	Ward No (VDC wise)	3
Rural Municipality	बागलुङ	Ward No (RM wise)	
Total No of Participants		Male	Female
Facilitator	Rita khatri	Documenter	

SN	Name	Sex	Age	Contact No.	Signature
1.	परमानन्द वडेल	M	41	9857620562	H.
2.	राज वकिल थापा	M	40	9857624662	"
3.	बाल व. श्रेष्ठ (मोड)	M	30	9857669594	"
4.	दिनेश्वर थापा	M	31	9847635931	"
5.	रमण व. श्रेष्ठ	M	29	9847632441	"

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Focus Group Discussion Participation List

FGD with:	SMC, Parbal, मंसिर ३०, २०१७			
District	Parbal	Date	30, July	
Former VDC	मिम पाट	Ward No (VDC wise)	2	
Rural Municipality	Parbela	Ward No (RM wise)	2	
Total No of Participants	6	Male	3	Female
Facilitator		Documenter		

SN	Name	Sex	Age	Contact No.	Signature
1	बल वी. लुना	M	46	9847651204	[Signature]
2	सुविता वसुवा	F	33	9847642534	[Signature]
3	गोपाल प्रो झाचा	M	55	9847646169	[Signature]
4	लक्ष्मी जी ली	F	47	9847670807	[Signature]
5	जमुना मल्ल	F	40	9847635700	[Signature]
6	राधिका 195	F	35		[Signature]
7	लक्ष्मी मल्ल	F	35	9847610640	[Signature]
8	नन्द बहादुर हमाल	M	53	9847675400	[Signature]
9	बुद्ध गिरी		35	9847637652	[Signature]
10	बुद्ध लोहरा		32	9847631299	[Signature]

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Focus Group Discussion Participation List

FGD with:	Students, मंसिर ३०, २०१७			
District	Parbal	Date	30 July	
Former VDC		Ward No (VDC wise)	2	
Rural Municipality		Ward No (RM wise)		
Total No of Participants	9	Male	4	Female
Facilitator		Documenter		

SN	Name	Sex	Age	Contact No.	Signature
	Anil sen	M	15	9805132474	Anil
	SATJAN shahi	M	12		SATJAN
	Bikram nepali	M	14		Bikram
	Jolson malla	M	10		Jolson
	Jenisha samar	F	12		Jenisha samar
	Dibisha payal	F	12		Dibisha payal
	Dyishiti G.C	F	12	9805252167	Dyishiti G.C
	Aakribi G.C	F	13	982342903	Aakribi G.C
	PRiYA Hamal	M	15	9867686067	PRiYA Hamal

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Focus Group Discussion Participation List

FGD with	वेदमातल अबाडुता अ.स.कमि.कोठी सञ्चाल		
District		Date	28/07/2018
Former VDC		Ward No (VDC wise)	
Rural Municipality	badhaiyatal	Ward No (RM wise)	
Total No of Participants		Male	4
		Female	2
Facilitator	Meenakshi	Documenter	Meenakshi

SN	Name	Sex	Age	Contact No.	Signature
१.	कुला व सेनी	M	३८	९८००११९०	
२.	उमर बहादुर थापा	M	३६	९८४७०९१०३	
३.	शम्भु वि. वि. क.	M			
४.	रमा पौडेल	F	६२	९८९९०९०२४	रमा
५.	सविता थापा	F	२९	९८५२२०९६९	
६.	दल बहादुर सुनार	M	५५	९८५४०२५१०	

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Focus Group Discussion Participation List

FGD with	SMC / HT ने.स. गमुना मा.वि.		
District	Bardiya	Date	20/07/18
Former VDC		Ward No (VDC wise)	
Rural Municipality	Madhuban	Ward No (RM wise)	५
Total No of Participants		Male	
		Female	
Facilitator	Meenakshi	Documenter	Meenakshi

SN	Name	Sex	Age	Contact No.	Signature
१.	गोविन्द शिरोदर (प.स.क. ब्याँडा)	♂	६६	९८९९६९९०२	
२.	सुन्दरसिंह कार्की (..)	♂	६६	९८९९४४०८३३४	
३.	रामप्यार झाँडा	♂	३६	९८५५५५३९१२	
४.	मुलबहादुर पोखरेल (प.स.क.)	♂		९८९९०२६२९०	
५.	बिनाय-बाँडा (स.म. अ.स.क.)	♂	४४	९८५४०४०२२०	

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Focus Group Discussion Participation List

FGD with	Child club		
District		Date	
Former VDC		Ward No (VDC wise)	
Rural Municipality	badhaiyatal	Ward No (RM wise)	2
Total No of Participants		Male	Female
Facilitator	Meenaksui	Documenter	Meenaksui

SN	Name	Sex	Age	कस्ता Contact No.	Signature
	लक्ष्मण सिंह	M	20	3	
	सुमता वि.क	F	15	7	
	सुसिला सुनार	F	13	7	
	सुमिला सुनार	F	12	8	
	बिन्दु वि.क.	M	12	6	
	प्रशांत वि.क	M	10	3	
	दुर्गा वि.क	F	12	6	
	संजु ओ	F	10	5	
	अनिता वि.सी	F	11	6	
	अनित अचार्य	F	9	3	
	संजोक अर्जुनी	M	22	5	
	सुषिता सुनार	F	10	7	
	मीसम वि.क.	M	12	7	
	नारिन वि.क	M	12	8	
	रुहीत खत्री	M	13	8	
	सिद्धि बहा	M	14	8	
	प्रतिष्ठा पौडेल	F	19	7	

D.

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Focus Group Discussion Participation List

FGD with:	Child Club			
District		Date	3 rd August 018	
Former VDC		Ward No (VDC wise)		
Rural Municipality	Senkoshi	Ward No (RM wise)	5	
Total No of Participants		Male	3	Female 3
Facilitator	Meenakshi	Documenter	Meenakshi	

SN	Name	Sex	Age	Contact No.	Signature
1	Shing Nepali		11	Seven	
2	Nabina Nepali		15	Eight	
3	Ujwal Nepali		12	Six	
4	Nabin basel		15	Eight	
5	Sabina basel		13	Seven	
6	Sristi bisunke		11	Six	

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Focus Group Discussion Participation List

FGD with:	Dalit Network			
District	Bardiya	Date	2018-July-29	
Former VDC	Magaragadi	Ward No (VDC wise)	2	
Rural Municipality	Baza Bardiya	Ward No (RM wise)	6	
Total No of Participants	6	Male	4	Female 2
Facilitator	Meenakshi	Documenter	Meenakshi	

SN	Name	Sex	Age	Contact No.	Signature
1	Joglal Pasiyaz	male	48	9825562883	
2	Tike Ram Pasiyaz	Male	30	9848095667	
3	Kamal Raj Boko	male	37	9825563901	
4	Mohar Pasiyaz	Male	49	982533802	
5	Pabitra Pasiyaz	Female	33	9814588228	
6	Khima Pasiyaz	Female	35	9825506656	

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Focus Group Discussion Participation List

FGD with:	SMCJ PTA		
District	Sindhuli	Date	4 August 018
Former VDC		Ward No (VDC wise)	
Rural Municipality	Sun Koshi	Ward No (RM wise)	4
Total No of Participants		Male	Female
Facilitator	Meenukshw	Documenter	Meenukshw

SN	Name	Sex	Age	Contact No.	Signature
1.	Krishna Raj Acharya	M	45	9860236788	फसिफ
2.	Tikajung Shrestha	M	29	9860605518	अन
3.	Om Bahadur Bahal	M	37	9861435550	
4.	Pramila Shrestha	F	33	9860146693	पिपि
5.	Bhesh Kumari Adhikari	F	60	9843052857	शुभ
6.	Saraswati Shrestha	F	32	9861329045	सुखराज
7.	Krishnamaya Thapa	F	50	98 -	कुपु
8.	Kunamaya Kypachaki	F	34		ए सुनसुन
9.	Dhurba Bikram Thapa	M	55		धुव
10.	Hom Bahadur Shrestha	M	38	9616837388	होम
11.	Janka Bhutal	F	55		जंका
12.	Hem Kumari Bhutal	F	31	9808700264	हेम