

PROJECT EVALUATION REPORT

An Integrated Project on Early Childhood Development and Education (ECDE-Project) 2018-2021

Implemented by:

Educational Horizons Nepal (EHN)

Supported by:

HimalPartner, Norway

Prepared by

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Abbreviations and Acronyms

AFO	Admin and Finance Officer
CWDs	Children with Disabilities
ECD	Early Childhood Development
EHN	Educational Horizons Nepal
FBO	Faith-Based Organization
FGD	Focus Group Discussion
GoN	Government of Nepal
INGO	International Non-governmental Organization
KII	Key Informant Interview
NGO	Non- Governmental Organization
PMC	Program Management Committee
PTA	Parent Teacher Association
RM	Rural Municipality
SMC	School Management committee
SSQ	Semi-Structured Questionnaires

Acknowledgment

I would like to acknowledge the opportunity given to me by Educational Horizons Nepal (EHN) for carrying out this final report of *An Integrated Project on ECD and Education*. We completed this challenging task with the immense cooperation of several persons from different organizations and the use of information from relevant documents.

We would like to record our great appreciation for the willing and helpful participation of the project team at EHN, local-level stakeholders, and ECD teachers in this evaluation process. In particular, we thank Mr. Shyam Kumar Rai, Project Director for EHN, and Ms. Pratikshya Khanal, Representative of HimalPartner for their continuous support in the project evaluation. I truly appreciate the cooperation from the field officers of EHN, Mr. Shyam Bahadur BK, and Prabin Tamang from the project office in Dhading, for managing field visits and sharing project activities and challenges faced during the project implementation. I am grateful to Ms. Binita Tamang whose support in fieldwork and her support as co-facilitator was helpful to capture the voices of the respondents.

I am grateful to Mr. Binod Timilsena, Chair of Jwalamukhi Rural Municipality, Ms. Juna Magar, Palika Member, Mr. Arjun Aryal, Education Coordinator of the rural municipality, and the Local Education Officer of the municipality for proving their views, experiences, and information of the project and partners organizations during the interaction.

The evaluation process took my team to the implementing places of the project, where we were well received by the teachers, management committees, and the parents who were eager to share their stories and hopes. We noted the hard challenges faced in delivering activities in the field.

We were struck by the dedication, fortitude, and creativity of the field officers of EHN as they labored under some very difficult circumstances, facing many limitations. We hope this report will contribute to strengthen their efforts and give them encouragement for future endeavours.

Executive Summary

Introduction: Educational Horizons Nepal (EHN) has been implementing a four-year project titled "An Integrated Project on Early Childhood Development and Education" for four years (2018-2021) in Jwalamukhi Rural Municipality, Dhading, Nepal in partnership with HimalPartner and funded by Digni/Norad through HimalPartner. HimalPartner is a Norwegian mission and development organization with long ties to Nepal. The organization's vision is to be a tool for God in the Himalayan region so that His love can be visible in practice.

The project goal is to contribute to *creating a clean and comfortable environment where children receive developmentally appropriate care and holistic development in the project area and its overall objective is to create an environment where the children receive appropriate care and develop holistically.* To meet the overall objective, the project was focused on training to the ECD class teachers with holistically appropriate teaching-learning methods, sensitizing the parents with a holistically appropriate parenting style, contributing to establish a child-friendly environment inside the ECD classroom, and activating the school leaders for their effective roles.

The project has been working with 40 Schools of Jwalamukhi Rural Municipality and the target groups are ECD class teachers, Parents of the ECD class children, Principals or headteachers, and the school leaders (members of the School Management Committee (SMC) and Parent/Teacher Association (PTA)). For effective results and availability of funding the project has selected 10 schools for providing intensive support and the rest 30 schools for providing teacher training for ECD class teachers and teaching materials support in the ECD classrooms.

As the project has completed its 3rd year of operation, the project intended to review the project by an independent evaluator. Mr. Bed Prasad Sapkota has been awarded to carry out the project review based on the agreed Terms of Reference and time frame.

Objectives of the project evaluation were; to find out the quantitative data of the project results, to examine the teachers' teaching-learning pattern applied in the classroom after the training, to assess the parents' response to their children after the parent education program, to evaluate the level of classroom environment created by the project and to evaluate the system of organizational/EHN financial management and accounting.

Methodology: During the project review, project documents, progress reports, and knowledge products were reviewed. Individual interviews with 4 stakeholders from the local government and 10 ECD Class Teachers were conducted. Focus group discussion (FGD) with available parents of the students of ECD classrooms and interaction meeting with school leaders (SMC/PTA members and headteachers of 10 selected schools) were conducted. Altogether 7 FGDs were conducted with 78 participants, small cohesive groups

(from 8 to 13 participants) in one group. A total of 15 respondents were interviewed with the help of a semi-structured questionnaire, a total of 54 persons were participants in the interactions meeting with the school leaders. Besides this, an interaction meeting was conducted with the project staff at Dhadingbeni and also in the EHN office, Lalitpur.

The findings:

Relevance: Evaluation found that the project was relevant to contribute to the Sustainable Development Goals (SDG) and is also relevant to SDG 3: Gender Equality and Empowerment of Women and SDG 4: which aims at "ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all". The project is also directly related to the SDG 4 National Framework of GoN which anticipates contributing to the development of Early Childhood Education and Development (ECED) and the ECD is included as a part of School Education. Therefore, the project was relevant and appropriate with the international development agenda.

Effectiveness and Efficiency: Regarding the effectiveness of the project, it was found that the activities were implemented within the time frame. Most of the project targets have been achieved in the planned timeline. However, some of the targeted activities were not accomplished and those were planned for next time. According to the staff, the reason was COVID 19 due to that they had to utilize that time in doing paperwork; preparation, planning, report writing, and so on instead of implementing the planned work. Therefore, many activities have not been accomplished as planned. It is found that monthly and annual meetings with the staff have been conducted timely.

The ECD teachers it was found that 100% trained teachers are working in their school and 100% of teachers have been applying teachers applied child-friendly teaching methods i.e. storytelling, theme teaching, circle times, songs, dances, plays, and so on. However, the teachers were unclear about the importance of lesson plans and the evaluation team did not find lesson plans of that day during the visit.

The evaluation found that the school compounds were seen and there were rubbish pits in all school. However, the toilets of almost 100% of schools were not child friendly and properly cleaned. While observing and interacting with the ECD students, all students reflected that they use to wash hands at home after playing and before eating meal and snacks, they demonstrated how they brush teeth and how they wash hands. However, the evaluation team found that only three schools had placed soap and water taps for handwashing where the children could use them easily.

Regarding the utilization of education and other support materials in ECD classrooms, the evaluators found that the audiovisual materials; LED TVs in 3 schools, out of 7 schools visited, was found functional and the ECD teacher reported that she has been using that LED monitor to show the audiovisual materials to the children regularly and the

headteachers also reported that the material was found helpful to teach the children more effectively.

It was found that the headteachers and SMC chairs had conducted awareness-raising training on the principle of ICDP for the parents of their schools. The project report showed that altogether 276 parents and community leaders had participated in the training. The school leaders reflected that the parents and community leaders have started to behave with the children positively. They reflected that miss behave with the children by shouting, beating, or speaking vulgar words is significantly reduced in the community and public places as well.

Parent education activities were found one of the effective components of the project as it was necessary for the integration approach for holistic child development and to achieve the project objective. Altogether, 80% of the respondents, out of 78 participants of FGD, reported that they had attended the parent education program completely. Out of 78 participants, 10 (13%) reported that they had attended only one day and the rest of the 7% of participants were not attended the parent education program but they reflected that their neighbors, who had attended the parent education program, shared their learning with other neighbors. As a result, other neighbors also started to treat their children in a child-friendly manner.

Out of 78 FGD participants, 75% reported that they had learned the importance of maintaining the cleanliness of children and look after their food and homework. They reflected that they always check Children's homework and make them do that. Altogether, 60% of parents reported that they have visited the schools several times to know the progress of children. They shared their experience that the ECD classrooms were clean and well organized and teachers have also asked them to look after the children while they are studying at home. Likewise, 75% of the FGD participants reported that they had learned to behave politely in front of the children and teach them good habits. After the parent education, they have been attentive about the Children's sanitation and aware while speaking in front of them.

While reviewing the annual reports of the project, most of the activities which were implemented found to be more focussed on training, awareness-raising, and providing educational materials to facilitate the children at ECD Classrooms and furnishing the ECD classrooms. Further, regular follow-up, review, and coordination with wider level stakeholders were found very effective to create local ownership.

Impacts: While examining the outputs and analyzing the field study, the evaluator found some significant changes as an immediate impact of the project. The enrolment of ECD students was significantly increased and parents were found to be aware of the importance of hygiene, nutrition, and holistic development for their children. An increasing trend in enrolment of students in ECD classrooms indicates quite interesting information. The school

has been able to improve the child-friendly environment of ECD classrooms with materials support from the project. As the ECD classrooms have been improved and the ECD teachers started to teach in child-friendly methods, parents of the catchment area parents started to send their children to the school by leaving the private boarding schools from Dhading Besi and even from Gajuri.

Most of the ECD classrooms were found well-furnished and according to the minimum standard of ECD operation. During the field visit, all ECD classrooms were found as per the standard in terms of the facilities. A remarkable change was that 85% of parents, out of 78 interviewed used to visit ECD teachers and ask them about the progress and problems of their children. This activity has motivated the facilitators to apply their learning from the training into practice.

Out of 10 schools observed, evaluators found that drinking water facility was been available at all schools but it was easy for only the students of grade 2 and above. Water filter and cups were nearby the ECD classrooms but those were not in use. Nail cutting practices of students were found to an average where the cleanliness of classrooms was found good with the use of dust bins in the classrooms. Cleanliness of students' hands was found on average in all schools. There were functional toilets in all schools and no open defecation was observed around schools. However, there were no separate toilets for the children of ECD classrooms. Waste disposal pits were being used in all 10 schools and the students of ECD classrooms were also use to drop rubbish in the pit. Moreover, it was also found that the ECD teachers were continuing some activities like checking the personal hygiene of the students every day.

During the class observation, the children were found more interactive and happy while observing the ECD classrooms and the parents also reported that the change happens in the community. Most of the FGD participants reflected that the malpractice of villagers towards the children is significantly reduced and also the domestic violence against women and girls reduced and occurrence of events of child beating, use of vulgar words to frighten the children is reduced at their villages (75% participants reported). They reflected that all members of their households started hand washing practices and also used drinking water purification as a result the children are also following that practice easily.

Sustainability: The study found that the project has made some sustainable impacts. The project had a good involvement of the local government which has created a good level of ownership and would be instrumental for the continuation of achievements. The capacity building of the school management committees has brought visible changes and ownership to manage the ECD classrooms that would have a longer-term effect on their roles and performance. The study did not find any direct unintended impact of the project. Moreover, the evaluation team observed that there are positive results beyond the project intended to achieve.

Financial Management: In terms of financial management, it was found that the project

had been achieved approximately 100% and about 0.7% of expenses were exceeded from the planned budget. About 2% budget was internally transferred into other activities. It showed that the project planning was lacking sufficient homework in the planning phase. During the interaction with the finance staff, at the office of EHN, the staff faced a problem because of the establishment of new account software and lack of proper orientation and training to operate the new account software for some time. EHN has practiced the tax law of GoN and the taxes were deducted before payment and it was deposited to the tax office timely. EHN has maintained financial records by following the rule and regulations of GoN tax law. The project had practiced preparing the financial statement of all project activities every quarter and the statements were presented in the board meeting by the Executive Director. The internal control system was found satisfactory and the financial reporting system was also found in line with the financial management guidelines.

Organizational Ability: Regarding the ability of EHN, it was found effective and generally able to plan and implement such activity in the future. Partnership with HimalPartners is an added value for enhancing the organizational ability of EHN i.e. ability to maintain the relationship with donors, formulation and practice organizational policies, use appropriate account software, preparing project documents and proposals with clear results and indicators.

Recommendation: Based on the findings, mentioned above, the following points are recommended which can be adapted as strategic directions of EHN in the sector of early childhood development and planning & implementation of a similar project in the future.

- EHN should provide technical support to the school leaders to integrate the issues and ECD students and improvement of ECD-friendly environment into the overall school improvement plan through consultation and technical support.
- EHN should develop and implement an exit strategy to phase out the project including the post-project support to the schools and also to develop a common understanding with commitment from the local government, school leaders, and parents to sustain the project outcomes after the project phase-out.
- Recently the School Management Committees were re-formed. Therefore, EHN should more facilitation to build their capacity for their effective roles. This should include orientation of concept and principles of ICDP, relevant policies and their roles to strengthen ECD classrooms and environment outside the classrooms, facilitation for action planning and monitoring
- Support to EHN by HP to explore alternative funding for roll out the best practices and learning of the project to the other parts of the district in the future.

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CHAPTER I

1.1. Introduction/Context

Educational Horizons Nepal (EHN) is a non-profit community development organization established in 2010 with official registration (Reg. No. 3173/459) from Lalitpur District Administration Office and affiliation (Affiliation No. 31655) with Social Welfare Council (SWC) Kathmandu in 2011. EHN was established with a vision to enable all children of Nepal to reach their full potential by providing them the best possible child-friendly environment of care and learning in school and at home. EHN has been established in and registered at the District Administrative Office in Lalitpur. EHN has been implementing a five-year project titled “An Integrated Program on Early Childhood Development and Education” in partnership with HimalPartner and funded by Digni/Norad through HimalPartner. HimalPartner is a Norwegian mission and development organization with long ties to Nepal. The organization's vision is to be a tool for God in the Himalayan region so that His love can be visible in practice.

Training and refreshers for the resource persons of GoN/DOE Dhading district and facilitators of early childhood development centers were designed and conducted by Early Childhood Education

HimalPartner has been working in Nepal since the 1950s with the development of hydropower, industry, education, and health care. The Nepalese church has grown with relatively little influence from the West.

1.2. The Project

The ECDE-Project is four years (2018-2021) long project in partnership with HimalPartner and funded by Digni, Norway, and implemented by Educational Horizons Nepal (EHN) in Jwalamukhi Rural Municipality, Dhading, Nepal. Project goal is to contribute to create clean and comfortable environment where children receive developmentally appropriate care and holistic development in the project area and its overall objective is to create an environment where the children receive appropriate care and develop holistically. To meet the overall objective, the project was focused on the following specific objectives:

- To train the ECD class teachers with holistically appropriate teaching-learning methods.
- To educate the parents with a holistically appropriate parenting style.
- To establish a child-friendly environment inside the ECD classroom.
- To activate the school leaders for their effective roles.

The project has been working with 40 Schools of Jwalamukhi Rural Municipality and the target groups are ECD class teachers, Parents of the ECD class children, Principals or

head teachers and the school leaders (members of the School Management Committee (SMC) and Parent/Teacher Association (PTA) of the 42 selected schools. For effective results and availability of funding the project has selected 10 schools for providing intensive support and the rest 30 schools for providing training for ECD teachers and teaching materials support. The 10 schools were selected in consultation with local government.

The project has designed and implemented to achieve following results at outcome level:

- i. A total of 40 ECD classrooms established with a child-friendly environment.
 - ii. A total of 40 ECD class teachers applied child-friendly play-way methods in the class. 3. Improved communication between children and their parents and teachers
 - iii. A total of 788 Parents/caregivers provide for their children's basic needs.
 - iv. A total of 788 parents stopped gender discrimination.
 - v. A total of 50 SMC and PTA members, principals involved in managing and assisting the ECD classrooms.
 - vi. A total of 40 SMC and PTA members responded to the ECD class management.
 - vii. A total of 3 Government workers demonstrate an increased interest for the project (ICDP and other activities)
 - viii. A total of 788 ECD class children read and wrote the prescribed contents.
 - ix. A total of 788 children improved with physical, social, and mental development
- Detailed Indicators: Please see the detailed logical framework

1.3. Objective of the project evaluation

1. To find out the quantitative data of the project results.
2. To examine the teachers' teaching-learning pattern applied in the classroom after the training.
3. To assess the parents' response to their children after the parent education program.
4. To observe the school leaders' role to ECD class children and ECD class management.
5. To evaluate the level of classroom environment created by the project.
6. To observe the physical, social, and mental development of the children in the class.
7. To evaluate the system of organizational/EHN financial management and accounting.

1.4. Limitations of the project evaluation

Because of time constraints, it was not possible to visit all the project areas. It was difficult to contact stakeholders and seek an appointment at appropriate times for interviews. However, 10 schools and 10 ECDCs were visited for field observation and a detailed study.

During the field study, it was difficult to contact stakeholders and seek an appointment at appropriate times for interviews. The evaluation team visited the respondents even late evening and early in the morning for interviewing them. It had to be done due to the busy schedule of the respondents, particularly the Chair of Rural Municipality, ward chair and

government officer at the Municipality level. The evaluation of the project was carried out based on the sample field findings and secondary information through annual reports of the project office, some periodic reports of the project and the documents at schools that were prepared in 2018 to -2020. Therefore, the achievements are analyzed based on available data from the reports and sample field findings.

1.5. Ethical Consideration

The evaluation design was developed in close coordination and consultation with the staff of EHN. The structured questionnaire for SSI and the questioning guide for FGDs were developed and finalized in consultation with the staff.

Considering the sensitivity of the situation of beneficiaries and to ensure that evaluation activities are independent, impartial, and accurate, a short orientation was organized for the evaluation team on March 8, 2021 in the project office in Dhading. Mr Bed Prasad Sapkota, the lead evaluator, facilitated the orientation, which focused on the evaluation guidelines, gender sensitivity, ethical considerations, rapport building & questioning techniques, ensuring informed consent of the respondents and maintaining the confidentiality of the respondents' information. A code of ethics and behaviour for the interviewers was also discussed during the orientation.

All interviews for SSI and FGDs were conducted with informed consent from the participants and by maintaining privacy and confidentiality. Though it was an informed consent process, all respondents were made aware of their rights, to protect the confidentiality of the participants; we have used pseudonyms throughout the report and have removed personally-identifying information. In the FGDs all participants agreed that participation in a focus group discussion is a completely voluntary activity and that even after the discussion begins they were free to leave the group. The discussions were made comfortable for all the participants to express their feeling and experiences openly and honestly.

Efforts were made to minimize the non-sampling errors while delivering the field study. The team leader and the experts visited the field for conducting SSI, FGDs, SIs, and interaction with the district level stakeholders. Secondary information was collected at the district/regional/central offices in coordination with the project staff.

CHAPTER II

Methodology

2.1 Introduction

After finalizing the terms of reference, a two-day workshop was held with the key administrative and project staff¹. During this time, the review process, indicators, and tools² were developed to collect data in participation with EHN. The study design was developed in close coordination and consultation with the concerned staff of EHN. The tools developed were translated in the Nepali language.

2.2. Document Review

A wider range of documents including the existing reports, project plan, national annual reports, unpublished reports, and programs and project documents related to study objectives were reviewed in this study. Along with the relevant literature, the annual plan of Jwalamukhi rural Municipality was also reviewed to assess relevant information. The documents were reviewed and prepared the concept and ideas for the study, its different activities, as well as the procedure for the effective implementation of the field study. Additionally, the findings from the document reviews are included in the presentation of findings.

Review of project documents and progress reports. Individual interviews with stakeholders, focus group discussions with parents of ECD students, and interaction meetings with SMC/PTA members were conducted. The list of people consulted, FGD participants, and individual interviews with voter education participants are in Annex a, interview questions in Annex B, and ToR in Annex C.

2.3. Data Sources

The data required for conducting this study was obtained both from secondary and primary sources. The secondary sources include review of relevant documents, progress report and other published and unpublished documents that existed in the project. The primary information was gathered through household surveys, interviews with key informants and focus group discussions.

2.4. Focus Groups Discussion (FGD)

The focus group discussions were organized in small cohesive groups (from 8 to 12 participants). The selection of the participants was determined on the basis of predefined

¹ Details of key staff is in annexure-3

² The data collection tools are in annexure -4

criteria, namely parents of ECD students who had participated in the parent education activities. Altogether 7 FGD groups were selected. The FGD participant's selection process was made up of two stages. First, the schools where the project had conducted parent education and secondly they were selected on the basis of availability of parents, comparatively with the best performance and also one with poor performance was included. After selecting the schools, 10 to 15 numbers of parents from each school were contacted for the FGDs.

Guide questions and a checklist based on the participatory approach were prepared to include the themes and sub-themes to be developed during discussions with the participants. This was done so that their views, opinions, and perceptions on the project activities and benefits could be recorded. Guidelines were developed which included guide questions, ethical considerations, rules for maintaining confidentiality, questioning techniques for conducting FGD's, a respondent tracking form, and a simple reporting format. Altogether 7 FGDs (1 FGDs in each selected school) were conducted with the following groups:

Table 2: Total participants of Focus Group Discussions in 7 Schools

Name of School	Number of Respondents		
	Male	Female	Total
Gyanbodh Basic School	1	13	15
Nabodit Basic School	0	6	6
Khadgadevi Secondary School	2	12	14
Sunkhani Secondary School	2	6	8
Samibhyanjyang Secondary School	0	14	14
Barahakalika Secondary School	0	10	10
Paropkar Basic School	3	9	12
Total	8	70	78

Source: Field Study, Sept. 2021

Though it was an informed consent process, all participants of the FGDs were made aware of their rights. In order to protect the confidentiality of the participants we used pseudonyms throughout the report and have removed personally identifying information. The discussions were made comfortable so that all participants could express their feeling and experiences openly and honestly.

2.5. In-depth Semi-Structured Interview ECD Teachers

A semi-structured questionnaire was developed to conduct individual level interview. The in-depth interview was conducted with the ECD Teachers who had participated in ECD Teachers training. Altogether 10 respondents were interviewed in the in-depth interviews.

2.6. Interaction Meeting

Individual Interactions with Local Stakeholders: Individual interactions were held with four (Female 1, Male 3) stakeholders i.e. the Chair of Rural Municipality, Coordinator & Female member of Education Committee and Education Officer of the Rural Municipality. . Perceptions of the individual participants regarding the usefulness and achievements of the trainings given and the IEC materials distributed were collected through interaction and discussion. Further, the respondents had expressed their opinions regarding the sustainability of the project outcomes and their role to further improvement of ECD Education in the Rural Municipality

2.7. Consultation Meeting with School Leaders:

Consultation meetings were held with the school leaders such as the head teachers, members of School Management Committee and Parent Teacher Association. Semi-structured questionnaires were prepared and used to conduct the consultation meetings. Separate meeting with the stakeholders at their own schools were conducted. The aim of the interaction meetings was to assess the outcome of the project and the school leader's views in terms of ECD classroom improvement, teacher's capacity building, awareness building and overall coordination, as well as to explore the way forward for further improvement. Consultation meetings were conducted in ten selected schools of the project area.

Table 3: Total participants of Interaction Meeting in 7 Schools

Name of School	Number of Respondents		
	Male	Female	Total
Gyanbodh Basic School	1	3	4
Nabodit Basic School	3	1	4
Khadgadevi Secondary School	3	1	4
Sunkhani Secondary School	2	3	5
Samibhyanjyang Secondary School	3	1	4
Barahakalika Secondary School	3	1	4
Paropkar Basic School	3	2	5
Total	18	12	30

Source: Field Study, Sept. 2021

Besides the interaction meeting with SMC and PTA, one-day interaction meeting with the project staff were conducted at the EHN project office, Dhading beshi and a half-day interaction in the EHN central office Ekantakuna, Lalitpur. Altogether 6 project staff (Female 2 and Male 4) participated in the meetings at the two offices.

The field study took place from March 8-17, 2021. The information which was collected through SSI, FGDs and SII is analyzed and presented in the report with the findings from the secondary sources.

2.8. Observation

Non-participatory observations were conducted to collect relevant information of ECD classrooms in 10 selected schools. Such observations were made by the evaluators with the help of checklists for evaluating the classroom environment, attitude of the ECD teachers, teaching-learning skills of the teachers, record keeping, hygiene of the ECD students and placement of the education materials which were provided by the project.

CHAPTER III

Presentation of Findings

3.1. Introduction

This chapter includes the main findings of the study. It focuses on the changes that beneficiaries have experienced through the project intervention and analyses the intended or unintended positive and negative project impacts. The findings of the project review are presented on the basis for evaluation in TOR i.e. impact (effect of the project), effectiveness and efficiency, constraints, learning and future. Each area is analysed against the project outputs- improvement of ECD centres and holistic development of children and documentation of good practice in integrated ECD initiative.

3.2. Relevance

Project relevance is an issue of vital importance. The evaluation team reviewed the relevance and appropriateness of the project in relation to the national policies/agenda, sustainable development plan, local needs and situation.

The evaluation found that EHN “ECDE Project” was designed and implemented with the aim of “strengthening the Early Childhoods Development Classrooms of the selected schools, especially by providing training to the ECD teachers, raising awareness among the parents, school leaders and the leaders of local government and to contribute holistic development of children in a sustainable way”. Focussed was given to strengthen GoN owned local schools and awareness on hygiene and nutrition in the community thereby increasing positive behaviour in the community to create learning environment for their children and to contribute in equipment and materials support services to improve environment of ECD classrooms. The project managed to focus on its target groups especially, targeting of ECD Teachers, school leaders (SMC & PTA) and parents and this was strongly acknowledged during interviews and focus group discussions. As discussed in other parts of this report, the project has made some remarkable outcomes to date e.g. there have been an increased numbers of students at the ECD classrooms, strengthen of ECD classrooms and increasing visits of parents and school leaders to the ECD classrooms. This is an indicator of capacity building efforts from the project that have a bearing on sustainability considerations. Initiation of regular meeting by the School Management Committees and responding issues and problems of the ECD and frequent visits of parents at the ECD were found another achievement of the project as significant contribution in strengthening ECD in the Rural Municipality.

The project was relevant to contribute to the Sustainable Development Goals (SDG) and is also relevant SDG 3: Gender Equality and Empowerment of Women and SDG 4: which aims at 'ensuring inclusive and equitable quality education and promoting lifelong learning

opportunities for all'. The project also directly related to the SDG 4 National Framework of GoN which anticipates to contribute to the development of Early Childhood Education and Development (ECED) and the ECD is included as a part of School Education. Therefore, the project was relevant and appropriate in relation to the international development agenda.

In addition, in the district and local rural context of Dhading District, the project has contributed to improve access to pre-primary education service. Access to pre-primary education services is a huge issues due to remote geographical structure, poor transportation and poor organization of Government owned basic schools particularly the ECD. Therefore, the project was relevant and appropriate in relation to the sustainable development goals, national education policies and plans and also in the Rural Municipality/local context and needs and additionally in the post-earthquake situation in the project area.

3.3. Effectiveness and Efficiency

3.3.1. Plan vs. Actual

While examining the project document and project report 2018-19/20, most of the planned activities are implemented. The objectives and activities in the project documents were mentioned with numeric result indicators for only a simple list of activities for year one (2018-2019) and year two (2019-2020). The proposal was clear about the linkage of activities and outputs and also it was clear about the timeline and indicators.

While reviewing the project documents and periodic reports of the project, the evaluator found that most of the project targets have been achieved in the planned timeline. However, some of the targeted activities have not been accomplished. According to the staff, the reason was COVID 19 due to that they had to involve in emergency work during the time of implementing the planned work. Therefore, some activities have not been accomplished as planned. It was found that monthly and annual meetings with the staff have been conducted timely. The following table shows the planned vs achievement of the project activities;

Table 3: The target vs. achievement of facilitators training and parent education

SN	Types of beneficiaries		Planned in 2018	Achievement so far (2020)	Percentage
		Unit			
1	Teacher Training for ECD Class Teachers	Person	30	30	100.00%
2	International Child Development Program (ICDP) for School Leaders	Person	62	50	80.65%
2.1.	Parents trained with ICDP contents/themes.	Person	776	276	35.57%
3	Infrastructure/Furnishings Set Up in the ECD Classroom				
3.1.	Carpet, Cupboards, and round tables	Schools	30	30 schools	100.00%

3.2.	Toilets and Water taps	Number	9	0	0.0%
3.3.	LED, Vacuum Cleaners	Number	10	10	100.00%
3.4.	Learning Materials	Number	300	440	146.67%
4	Parent Education Program for Parents	Person	788	672	85.28%
5	Follow-Up Program for ECD Class Teachers	Event	27	12	44.44%
6	Consultation/activation program for school leaders	Person	150	102	68.00%

Source: Annual Project Reports 2018, 2019 & 2020

3.3.2. Effectiveness in achievements of project objectives

This section includes the achievements made by the project between 2018 and 2020. Outcomes of the project interventions in the following different components are presented below:

i. Teacher Training for ECD Class Teachers

Capacity building of ECD Teachers was one of the important objectives of the project. The project had planned to provide training and follow-up support to 30 ECD teachers of Jwalamukhi Rural Municipality. It was found that the project has achieved 100% result in this activity. While discussing with the ECD class teachers it was found that 100% trained teachers were working in their school and 100% of the ECD class teachers had been [applying child-friendly play-way](#) methods in the class. However, the teachers were unclear about the importance of lesson plans and the evaluation team did not find lesson plans during the visit. Out of 10 ECD classrooms visited 4 ECD class teachers had had weakly plan and only 3 teachers showed the progress record files of the students. The study found that the education materials were very effective to improve the learning level of the children. Almost 100% of ECD class teachers reflected that the education materials were very much helpful to facilitate the children to learn to count, identifying colors, identifying the name of vegetables, and importance of green vegetables for our health, and so on.

While discussing with the ECD class teachers, they reported that parent visits in ECD classrooms have been increased over the last three years. Parents have started to discuss the progress of their children. Parents have reported to the ECD class teachers that the behaviors of their children have been changed positively. However, most of the parents still use to request the teacher to teach their children to read and write rather than teaching singing dancing, and playing.

I have talked to one of the parents, whose child was not good before. I asked parents to give extra care at home as well but they said, " why did you do this teaching job then? What is your work? But now after the mother taking good care of the child, he is active in class. I have seen him growing."

- ECD class teacher

ii. Infrastructure/Furnishings Set Up in the ECD Classroom

During the interaction with SMC/PTA and interview with ECD teachers, they reported that the following materials were provided by the project to each school to improve the learning environment of the ECD classroom

- Carpet and Vacuum Cleaners
- Cushions -26
- Low tables -2
- Water filter 1
- Posters and charts 5
- Cupboards and racks 2

As per the project plan, the ECD classrooms have been improved significantly. The baseline report had mentioned that there was no carpet, classroom cleanliness was 0, and there were no educational materials in classrooms. Similarly, there were no educational materials, corner rooms for using different play-way methods for the children in 10 project-supported schools. During the evaluation visits it was found that almost 100% of ECD classrooms, out of 10 ECD classrooms visited, were found well carpeting, educational materials were well managed, and placed in the cupboards. Regarding the audiovisual materials and LED TV, the evaluation team found only 3, out of 7 observed, were functional and the ECD teachers were using the LED TV set. The rest of the 4 teachers reported that there is a technical problem to fix and use the TV set.

Regarding the cleanliness and environment outside the classrooms, the evaluation team found that the school compounds were clean and there was a rubbish pit. However, the toilet of almost 100% of schools was not child friendly and not properly cleaned. While observing and interacting with the ECD students, all students reflected that they use to wash hands at home after playing and before eating meal and snacks, they demonstrated how they brush teeth and how they wash hands. However, the evaluation team found that only three schools have placed soap and water taps for handwashing where the children could use them easily.

Regarding the utilization of education and other support materials in ECD classrooms, the evaluators found that the TV set in 3 schools, out of 7 schools visited, was found functional and the ECD teacher reported that she has been using that LED monitor to show the audiovisual materials to the children regularly and the headteachers also reported that the material was found helpful to teach the children more effectively.

An increasing trend in enrolment of students in ECD classes indicates quite interesting information. The school has been able to improve the child-friendly environment of ECD classrooms with materials support from the project. As the ECD classrooms have been improved and the ECD teachers started to teach in child-friendly methods, parents of the catchment area parents started to send their children to the school by leaving the private boarding schools from Dhadingbesi and even from Gajuri.

iii. International Child Development Program (ICDP) for School Leaders

One of the specific objectives of the project was to activate the school leaders for their effective roles. The project has implemented ICDP training and regular on-site consultation activities to achieve that objective. It is found that the project has achieved an 80% result in providing ICDP training to the school leaders. While discussing with the SMC/PTA members and headteachers, it was found that the headteachers and SMC chairs had conducted awareness and orientation activities for the parents of their schools. The project report showed that altogether 276 parents and community leaders had participated in the awareness-raising activities. The school leaders reflected that the parents and community leaders have started to behave with the children politely. They reflected that miss behave with the children by shouting, beating, or speaking vulgar words is significantly reduced in the community and public places as well.

"In the ICDP training, we were taught to treat well to children. We should not beat them for their mistakes rather should counsel them politely. The training had also focused on nutritious food where we were told to look after the food nutrition of Children's food. They should be given home-cooked food while going to school. At the same time, we were introduced to the rights of children. Now we are not only teaching our children good habits but also we behave well in front of them. We also try to sensitize community people who do such activities in front of Children."

- PTA chair and respondents of evaluation

iv. Parent Education Program for Parents

Parent education activities were found one of the effective components of the project as it was necessary for integration approach for holistic child development and to achieve the project objective- To educate the parents with a holistically appropriate parenting style. The project report mentioned that the achievements in the number of benefitted parents through education is 86% so far. While discussing with parents, 80% of the respondents, out of 78 participants of FGD, reported that they had attended the parent education training completely. Out of 78 participants, 10 (13%) reported that they had attended only one day and the rest of 7% of participants were not attended the parent education class but they reflected that their neighbors who had attended the parent attended the training shared their learning with them and they also started to treat their children by observing the neighbors activities.

"I did not know about the training. But I learned it from my neighbors who had attended that training. My neighbor told me that we have to understand the feelings of children and we should try to respond to their problems or demand. I have also followed the learning from training. I have started to give time to my child properly. I started to give time to wash his feet and hand immediately after back from school and then only allowed them to eat their snacks." -A Female Participants of FGD, Baraha Kalika Secondary School.

85% of FGD participants reflected that they learned that they should behave with their children nicely when they do mistakes. They reported that they have applied the learning into practice. According to the FGD participants, they have been taking care of the children's cleanliness and have been sending homemade food for Tiffin in school and they have set the habit of washing feet and hands to my children.

Out of 78 FGD participants, 75% of parents reported that they had learned the importance of maintaining the good hygiene of children and look after their food and homework. They reflected that they always check Children's homework and make them do that. Altogether, 60% of parents reported that they have visited the schools several times to know the progress of their children. They shared their experience that the ECD classrooms were clean and well organized and teachers also asked them to look after the children while they are studying at home. Likewise, 75% of the FGD participants reported that they had started to speak politely in front of the children and also they should present good habits. After the parent education, they have been attentive about the children's hygiene and aware while speaking in front of them. *"When my child returns from school, she shares with me about her learning in the school. She tells me that she plays different games in school and learns many new things. I also visit the school frequently to know the progress of my child and to see if the teacher is teaching my child properly."* FGD participants Bhuneshwori Secondary School

"I learned to take good care of my child. They taught us about the proper time management of Children's Education and Extracurricular activities. I have learned many things from training and have been practicing it at present. I prepare homemade Tiffin for my child and send it to school. He looks happy while going to school."

-FGD participants, Nabodit Basic School

During the FGD, 70% of parents remembered that they were taught about the proper nutrition meal for children, cleanliness of children's uniform and to ask children about the activities performed and learned in the school. They reported that they have been practically implementing the learning. *"I cook food and send it as Tiffin for my child in school and I also check my child's homework and classwork when she returns home. When my child learns something new at school, she teaches me the same thing at home. Once, she taught me how to wash our hands."*

-Parent of ECD student at Gyanbodh Basic School

Almost 80% of the FGD participants reflected that they were taught to teach and guide their children with love and not to beat them while teaching. Most of the participants reflected that all those learning have been very useful for the growth of their children. They said, "We have been following all those learning right now". They said that they check the homework of their children and make the children do it without any pressure. According to FGD participants, they use to wash uniform time to time and send to school maintaining good hygiene. Almost 100% of the FGD participants answered that their children love to go to

school and come home happily these days while the children did not want to go to school and they had to force him/her.

To evaluate the attention of the parents towards the holistic development of their children, the evaluator had asked to rank some activities which they are performing at their home. Evaluator had asked that they have to rank 5 if they were giving full attention to that activity and rank 1 if they were giving least attention to that activity. Similarly, they could rank by 2, 3 or 4 as they felt that they were giving attention to that activity for the holistic development of their children under 5 years of age at home. The compiled form of the ranking is presented in table 4 below:

Table 4 Compiled form of the ranking for holistic development of the children by the parents

Activities	Rank	
	Value	Percentage
Fulfilling basic needs of the children	74	95%
Equal treatment to son and daughter	78	100%
Give proper Time to children	66	85%
Providing nutritious food by using locally product vegetable, fruits and so on	62	80%
Physical cleanliness and food sanitation	78	100%
Giving present to show love	62	80%
Visiting ECD teachers and ECD classrooms from time to time	58	75%

Source: Field Study 2021

Regarding the project activities reaching the target groups, the study found that almost all of the activities are focused on traditionally disadvantaged groups, including the primary beneficiaries of the project. But the project document is unclear and it has not been specified about who the traditionally disadvantaged groups are.

While reviewing the annual reports of the project, most of the activities which were implemented found to be more focussed on training, awareness-raising, and providing educational materials to facilitate the children at ECD Classrooms and furnishing the ECD classrooms. Further, regular follow-up, review, and coordination with wider level stakeholders were found very effective to create local ownership.

3.4. Process

Evaluator found that the project had maintained proper coordination with local stakeholders, including local Government in the project area. The local Education Officer of the Rural Municipality reported that they have an informal relationship with the project staff of EHN and they know that EHN is working in the Rural Municipality in the field of early childhood development and education. Moreover, the Education Officer has an official relationship in implementing and monitoring the project activities as well. The chair of Rural Municipality stated that he has received regular progress reports from EHN formally and he has attended social audit events, organized by EHN. The Coordinator of Education Affair and

Ward Chair of Ward-7 of the Rural Municipality said that the staff from the EHN head office had also participated effectively in local level coordination meetings. As per GoN rule, the project has to share their plan and progress regularly by participating in the Municipal level coordination meeting and EHN has participated regularly. The respondents of the Rural Municipality level said that they have been invited to the training and orientation activities of the project and they are clear about the field monitoring and review of the project; they discussed collaborating on several early childhood development activities with them.

More than 95% of stakeholders, who were the respondents of the review, reflected that they are satisfied with the project activities as the project is implementing the activities in coordination. It was found that periodic monitoring visits from the central level have been conducted. The respondents reflected that interactions and progress sharing meeting with local stakeholders were conducted and joint monitoring visits with stakeholders was also organized. However, there is still unclear in the role of stakeholders like the Rural Municipality, School Leaders, and local Civil Society Organizations to sustain the project outcomes and sustainably strengthening the ECDs after project phase-out.

The staff at the project were found well oriented to child rights policy and child protection policies as well. However, they were unclear about the Do No Harm approach to work in politically conflict areas and Basic Operating Guidelines (BOG). During the interaction, the staff reflected that they are aware of the community attitudes towards the holistic development of children and they have considered it while implementing parent education in the community.

3.5. Impact

As the purpose of the project is to contribute to creating a clean and comfortable environment where children receive developmentally appropriate care and holistic development³, the evaluation found that the project outputs have achieved some significant results that contribute to the overall purpose to some extent. During the interactions, stakeholders, resource persons (Master Trainers), ECD facilitators, and the benefitted parents of the children mentioned that the following changes were found:

- a) Leaders of SMC and PTA have started to visit ECD classrooms regularly and give priority to the responding problems of ECD which helped to increase enrolment of children at ECD classes
- b) Local government (Rural Municipality) has initiated to provide support to the ECD Classrooms and started to provide funding. This can be mentioned as a significant output of building the capacity of the SMC/community to tap resources for implementing their plans to improve the quality of ECD.

³ Terms of References for Project Evaluation 2021

- c) The trained school leaders on the concept and principles of the International Children Development Program (ICDP) are found very effective to raise awareness on early childhood development and developing positive behavior towards the children in the community. This has created an enabling environment at the community level which contributes to the holistic development of their children in the long run.
- d) Most of the parents have started to visit the ECD and to interact with ECD teachers about their children's progress. They started to give attention to their children to provide nutrition and hygiene to their children and also they have started to visit the ECDs.

While examining the outputs, the evaluator found some significant changes against the baseline information. The facilitators have used most of the teaching methods and tools which they learned from training, and parents were found to be aware of the importance of hygiene, nutrition, and holistic development for their children. Most of the ECD classrooms were found well-furnished and found as per the minimum standard of ECD operation. During the field visit, all ECD classrooms were found as per the standard in terms of the facilities and appropriate placement of furniture and materials. However, there was no separate playground for the children and separate toilets for the children in any schools, out of 10 schools visited. The parents and school teachers reflected that the children are more active in learning and regular presence in class than before. While discussing the progress of the children at school compared to last year, the teachers could not provide any written documents demonstrating the learning improvement of the children. Therefore, the evaluator did not find documents for measuring changes. The parents reflected that behaviors of their children at home have been changed and they are more interested to go to school regularly. However, some of the parents (30%) still reflected that they would like to see progress in reading and writing for their children rather than behavioral change.

Out of 10 ECD teachers interviewed, 6 of them have developed education materials by using local resources, and those educational materials were found more effective than others provided from the project. Most of the headteachers interviewed reflected that they use to visit the ECD Classrooms and provide backup support to the facilitators from time to time. Similarly, 85% of parents, out of 78 interviewed use to visit ECD teachers and ask them about the progress and problems of their children. This activity has motivated the facilitators to apply their learning from the training into practice.

3.5.1. Status of Child-Friendly Environment at School

Creating a child-friendly environment in the school is one of the most important components of the project. The project implemented ICDP training to school leaders and also supported some materials to improve ECD classrooms at schools. Ten schools were observed using a checklist of the key indicators.

Out of 10 schools observed, evaluators found that drinking water facility was available at all schools but it was easy only for the students of grade- II and above. Water filter and cups

were nearby the ECD classrooms but those were not in use. Nail cutting practices of students were found to an average where the cleanliness of classrooms was found good with the use of dust bins in the classrooms. Cleanliness of students' hands was found on average in all schools. There were functional toilets in all schools and no open defecation was observed around schools. However, there were no separate toilets for the children of ECD classrooms. Waste disposal pits were being used in all 10 schools and the students of ECD classrooms were also use to drop rubbish in the pit. Moreover, it was also found that the ECD teachers were continuing some activities like checking the personal hygiene of the students every day. It was found that the training was effective and provided materials were useful and was used till date except for the LED TV and vacuum cleaner which were not in use in 4 schools out of 7 schools visited.

However, the trained teachers reported that the nutrition-related activities were still less effective in use because it was directly linked with the parents of students and it takes time to bring a complete change in their behaviors.

Table 5 Sanitation status at the school level

SN	Topic	Clean	Average	Dirty	Yes	No	Remarks
1	General cleanliness	6	4				
2	Status of fingernail cutting	4	6				
3	Hand Washing Practice	2	8				
4	Has dustbin at Class Room				8	2	
5	Cleanliness in the classroom	3	7				
6	Availability of Safe drinking water	Piped water supply 8, pipe from open spring 2, Water filters were found at all schools, but filters at 6 schools were found damaged and not functional					
8	Functional toilet at school for girls and boys				5	3	
9	Separate toilets for ECD students					10	
10	Open defecation and urination around the school					10	
11	The waste pit at School premises				8	2	
12	Trained ECD teacher maintained Lesson plan for every day for last 2 weeks					10	
13	Separate playground for ECD students					10	

Source: Field study 2021

While observing the materials provided to the schools, the education materials, carpet, and cushions were in proper condition whereas brushes, pastes, nail cutters, towels were not found. The water filters in most of the schools were also not in proper condition left without use and maintenance. Therefore, the furnishing and materials support for ECD classroom improvement was effective to bring about basic improvements in ECD classrooms and changing the personal hygiene of the children however, there is a need for further follow-up and enhancement for the longer-term sustainability of these practices.

Qualitative information also confirmed that there are significant impacts of the project in changing the behaviors of parents and community leaders at the community level. As a result of the improved sanitation & hygiene and changed behavior of parents and the community leaders towards the children, the children were found more interactive and happy while observing the ECD classrooms and the parents also reported that the change has happened in the community. Most of the FGD participants reflected that malpractice of villagers towards the children is significantly reduced and the domestic violence against women and girls also reduced and occurrence of events of child beating, use of vulgar words to frighten the children is also reduced at their villages (75% participants reported). They reflected that all members of their households started hand washing practices and also used drinking water purification as a result the children are also following that practice easily.

FGD participants reflected that the most effective part of the project is raised awareness of the parents and community people on giving attention to their children about their health, nutrition and hygiene consumption of safe water, use of the toilet, proper and handwashing practice. *"My children used to fell sick annually due to diarrhea and dysentery before the project. But it has been stopped for the last six months. It is only because of changing our knowledge and practices at home. We used to keep the home clean, washing hands with soap; purify water before drink and so on. Project staff (Shyam Bahadur BK) provided us such knowledge and skills."* (A FGD participants Khadkadevi Basic School)

Therefore, the evaluation team found that the project was effective to bring about remarkable improvements in the ECD classrooms improvement particularly maintaining cleanliness, managing the materials in proper deployment, and maintaining documentation. However, the environment outside the classrooms was not child friendly such as not separate toilets for ECD students, no separate playground for ECD students in any school. Moreover, the evaluators found that most of the schools did not have child-friendly drinking water facilities.

3.6. Sustainability

While analysing the project document, it is found that the project was planned in a public private partnership (PPP) model. The Department of Education is the government agency while the local government and main partner for the project has authority in terms of monitoring and ensuring the continuation of the quality and the service through government

programs and support from other partners. In addition, the project was designed to engage local leaders such as SMC/PTA through training and mobilization their representatives as master trainer in ICDP has added value to create ownership to the project. Recruitment of local staff and educating parents as local community and schools in the program will ensure local ownership. During the field visit and interaction with the SMC/PTA members, head teachers and ECD teachers, it was found that the project has given proper attention to engage the SMC/PTA leaders' in master training on ICDP. During the interaction, the SMC/PTA members reflected that the project staff had visited the ECDs and consultation meeting were held with SMC regularly and sensitised them to give more attention to improve environment of ECD Classrooms. Out of 10 ECDCs visited during the field visit, all ECD Classrooms were found well managed and clean. In addition, SMC leaders reported that they have planned to improve to meet the standard of GoN for operating ECD Classrooms by constructing toilets, separate play grounds and providing electricity supply to use the audio visual materials and so on. They have included the plan in their annual plan of school management. It shows the ownership of the SMC to improve the ECD Classrooms.

In terms of sustainability, the evaluation found that this project was prepared in consultation with the Local Government (Jwalamukhi Rural Municipality) and from the initial stage made it clear to have ownership of the target beneficiaries. However, EHN has yet to prepare and implement a phase out strategy in order to bring together all the stakeholders at local level and to develop a shared commitments to sustain the project outcomes after project phase out. This will create a wider level of ownership among all and would be instrumental for the continuation of achievements.

3.7. HimalPartner Added Value

The strength of partnership between EHN and HimalPartner was found to be effective and practical. HimalPartner has experience on a national and international level in the field of education and child development whereas EHN is a new organization with less experience in the field of education and health. EHN has an opportunity to develop its organizational capacity in terms of project operation, financial management and human resource development. Most of the stakeholders interviewed during the field visit, reflected that EHN has demonstrated its capacity to work in strengthening child friendly environment at ECD classrooms in Jwalamukhi Rural Municipality. In terms of coordination of EHN with a wider level of stakeholders at district and local level, the study found that the project office is proactively involved in maintaining coordination and sharing progress with the stakeholders.

Partnership with EHN and HP and use of resource pool from ECEC is found effective such type of partnership among the resource organizations and local government is found one of the best practice of the project. The capacity building approach of SMC orientation and strengthening SMC with regular visit and consultation and parent education campaign can be taken another effective approach to promote local initiatives for changing attitude and behaviours of community people towards the holistic development of their children.

While reviewing the project reports and interaction with the project staff, the evaluation team found that some training and exposure opportunities were provided by the project in order to develop their leadership and technical capacity of the staff. One project staff completed bachelor's degree of education in ECD.

3.8. Management

3.8.1. Project and staff Management

The project management related findings are presented in this part which includes staff management, reporting structure, monitoring and coordination, and financial transaction.

EHN, as the recipient of donor funds, continues to have the overall mandate of financial management. As per the project staffing structure of EHN, it is found that there are three staffs at project offices who had managed the project in supervision of project coordinator at head office for regular supervision, monitoring and technical back up to the project level staff as required. The project's staffs are found inclusive in terms of caste, gender, ethnic groups and religions. During the discussions, the staff at the project office reported that there were many activities at the field level and only three staffs had to perform all activities such as regular monitoring, follow up and also parent education.

In the interactions and discussion with the project staffs at project office, the evaluator has found that most of the project staffs have high level of commitment and motivation to involve in the project activities.

3.8.2. Reporting Structure and Documentation Reporting Structure and Documentation

During the field study the evaluator found that the project staffs have recorded regular activities and the results and submitted monthly report to the head office. The project coordinator has prepared compiled quarterly reports and submitted to the HP. However, the evaluator found that the reports are more focused only on completed targeted activities and unclear on the immediate outputs and outcomes while compilation of information. During the interactions, the project staffs reflected that they have felt need to enhance their knowledge and skills on preparation of result based monitoring reports and regular field reports and case study writing for measuring qualitative results.

Monitoring system of the project is found practical and regular basis. Project staff has recorded daily activities conducted in the field and they have submitted monthly reports to the project. The project has prepared quarterly reports of the project. Annual reports are prepared on the basis of the information gathered in quarterly reports. Besides, periodic review and joint monitoring with partner organizations and district level stakeholders were also organized by the project.

3.8.3. Financial management

In terms of financial management, the evaluator attempted to assess the issues faced by the project in budget release and financial reporting and allocation of budget for achieving the target. While reviewing the income and expenditure statement of the project (2018-2019 and budget vs actual 2019) it is found that the project had been achieved approximately 100% and about 0.7% expenses was exceeded from planned budget. During the interaction with the finance staff, at the office of EHN, the staff faced problem because of establishment of new account software and lack of proper orientation and training to operate the new account software for some time. The Cost Analysis of the project resemble that most of the planned activities were expensed with feasible amount.

During the office visit at EHN and interaction with finance staff, evaluator found that EHN has practiced the tax law of GoN and the taxes were deducted before payment and it was deposited to tax office timely. While reviewing the external audit reports of financial year 2074/075, 2075/076 and 2076/077, evaluator found that the financial records were maintain by following the rule and regulations of GoN tax law. Evaluator found that EHN has a financial management guideline which is found in line with the GoN finance management regulation and procurement act. Finance staff reported that financial statement of all project activities are prepared in quarterly basis and it is presented in the board meeting by the Executive Director. Internal control system was found satisfactory and financial reporting system was also found in line with the financial management guidelines.

3.9. Constraints

While reviewing the project document, risk management plan and interaction with the concern staff of the project at EHN, it was found that some of the assumptions and external constraints which were originally identified in the project design are still valid. The constraints about remoteness of the project community, lack of basic facilities in the project offices such as electricity back up, internet and lack of physical infrastructure for ECD classrooms, lack of organizational experiences and sufficient human resources⁴, conflicting demands of financial resources by community people are still the risks for achieving the purpose of the project. The government policy, particularly the allocation of fund for ECD and the monthly salary of facilitators is also another constraint.

EHN is found to be able to keep the inputs for the project swiftly in place. The recruitment of the staff and the procurement were carried out in a transparent manner and according to the HP guidelines. The project staff initially developed an overall logical framework of project in close consultation with HP. All the staff had their quarterly and annual plans and those were found regularly updated through periodic financial planning and review.

For effective implementation of project and accelerate the implementation of activities, EHN

⁴Project Document 2013-2016

held a meeting with the ward chairs, Rural Municipality SMC of selected school, reviewed the plan and added new ideas for further improvement.

Though EHN has been able to plan and implement project activities and strengthening child friendly environment of ECD classrooms. With the support from HP, EHN is yet to capacitate and mobilize staffs to create an enabling environment to sustain the project outcomes at school and at community level as well. EHN has policies and systems to govern the organization in more transparent and accountable manner. However, it was found that EHN is yet to be focussed in proper documentation and managing data base which is important to measure project contribution and impact.

Another big constraint/ problem for implementing the project was the COVID 19 which has badly affected the project activities and most of the efforts of the project staff and also the organization had to be stay at home and there was very few chances of working from home due to lack of internet and regular electricity supply. However, project staff explored alternatives and they implement some training and interaction activities with ECD teachers.

3.10. Empowerment

The empowerment of project beneficiaries at various levels i.e. inputs, outputs, outcomes, and impact has been assessed and analysed in this report based on findings of project evaluation. Details of findings in outputs, outcomes, and impact level are presented in the presentation of project effectiveness and impact in 2.3 and 2.5. The following table presents the overall empowerment framework of the project as a summary of the findings;

Table 6 Empowerment framework of the project at outputs, outcomes, and impact level

DEGREE AND LEVEL OF EMPOWERMENT						
THEMATIC AREAS OF RESULT		Level 1: Output	Level 2: Output	Level 3: Outcome	Level 4: Outcome	Level 5: Impact
		Individual or community	Individual or community	Individual or Community	Community and/or Society	Community/ Society/ Structural
Stlengthening Civil Society (mandatory)	Training and refreshers on the concept and principles of ICDP conducted for the principles, head teachers, SMC, and PTA chairs	<ul style="list-style-type: none"> It was observed at the individual level. 30 representatives from School Management Committees and Parent Teachers Association of 10 selected schools trained on the concept and principles of ICDP 	<ul style="list-style-type: none"> It was observed at the organization (SMC or PTA) and individual level. The school leaders became more sensitive not only towards the students of ECD classrooms but also to the children at community ECD class visit by the school leaders was increased The issues of ECD and pre-primary students got 	<ul style="list-style-type: none"> It was observed at the community level and assessed based on parent's reflections during the evaluation. Use of vulgar words in front of children, incidents of child beating, 	<ul style="list-style-type: none"> At institution level (School): School management committee adapted the ECD as a part of the school and School Improvement Plans are prepared by including the issue and problems which are related to the ECD classrooms 	

				<p>priority in the meeting of SMC and PTA. School management committee initiated to improve classrooms of ECD and pre-primary students</p>	<p>and threatening were significantly reduced in the community.</p> <ul style="list-style-type: none"> • Parents started to enroll their children at ECD center rather send at private schools. • Behaviors of the children have been changes such as handwashing practices established, children became more interactive. 	<p>At the community level: The hygiene and health status of the children have been changed than before.</p>
<p>Early Childhood Development</p>	<ul style="list-style-type: none"> • Conducted child-friendly teaching methodology training for ECD teachers • ECD classroom Improvement materials distributed (carpets, cushions, 	<ul style="list-style-type: none"> • 40 ECD teachers trained on child-friendly teaching methodology • 10 ECD classrooms were furnished with carpets, 	<ul style="list-style-type: none"> • ECD teachers were conducting classrooms by using a child-friendly teaching methodology • Parents became more aware of the importance of good hygiene and balanced food for the development of their children. • They started to provide time 	<ul style="list-style-type: none"> • Enrolment and continue the presence of the children at ECD classrooms has been increased • ECD and pre-primary class visits of the parents 		<p>Hygiene and health status of the children have been changed than before.</p> <p>Behaviors of the children have been changes such as handwashing</p>

	<p>round tables, education materials, LED TV set, and audio-visual materials)</p> <ul style="list-style-type: none"> • Parents received 3 days of training about child health, hygiene, nutrition, child-friendly communication, and the role of parents in the holistic development of children • 16 hours ICDP training for parents of ECD students conducted 	<p>cushions, round tables, education materials including an LED TV set and audio-visual materials</p> <ul style="list-style-type: none"> • 278 parents had raised awareness of their role for child health, hygiene, nutrition and they enhanced child-friendly communication skills • They agreed convinced to conduct child-friendly behaviour at home • 200 parents enhanced knowledge on the concept and principles of ICDP. 	<p>for their children to complete home assignments and to hear the concerns of their children and so on.</p>	<p>increased</p> <ul style="list-style-type: none"> • Sending readymade food such as noodles, biscuits, to the children as tiffin closed and parents started to send homemade and clean food to their children • The environment of ECD classrooms improved with properly carpeting, furnished and sufficient round table, cupboards, education materials, and those were clean and well managed during the evaluation visit 	<p>practices established, children became more interactive.</p>
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3.11. Organizational Ability

Organizational ability of Educational Horizon Nepal (EHN) has been assessed with the help of a form of five key abilities that was provided by EHN during the project evaluation. In order to assess organizational ability of EHN under the given five different areas, 70 different statements were provided to the executive committee, executive director and they were asked to score for each statement by discussing the current situation of the organization and the leaders of the organization. They had to give reason for the scoring. They had to score 5 for highest (100% or very good situation) and 4 for 70%, 3 for 60%, 2 for 50% and 1 for below 50% or very weak situation. Similarly the evaluator also provided score separately on the basis of his findings and observation. The following findings are average of both the Executive Committee and the evaluator;

Table 7: Average score in 5 different abilities of EHN assessed by the executive committee and the evaluator

SN	Characteristics	Obtained Score %
1	Ability to be	90.14%
2	Ability to organize	70.11%
3	Ability to relate	72.5%
4	Ability to do	82.5%
5	Ability to learn	76.67%

The table above shows that EHN has obtained above 70.00% in all criteria.

Ability to be: In this criteria EHN obtained 90.14% score. EHN has by-laws; financial policy, guidelines, staff policy, registration certificate, SWC affiliation, CPP, assets management guidelines, etc. . . . EHN has practiced to organization annual meeting and regular general assembly not only to fulfil its legal obligation but also maintain governance and accountability to the members and government as well. Annual meeting is organized, mostly in September of each year and major decisions are made through the board and general assembly. The board gives ideas and decisions, at the time of board meeting, for the overall progress of the organization. The board and the senior staff members direct, motivate, and manage the staff regularly by meetings, feedbacks, etc. Members in the leadership role are well-equipped with the information about the organization and the overall programs. Board meetings happens quarterly, staff planning and review meeting monthly, there is a system of decision-making as well; some agenda from the board meetings, some agenda from the management committee, and some agenda from the GA meetings. A discussion is made among the staff members as per need, or as per the significance of agenda. It depends on the significance of the agenda that from where it should be decided. There is no very big conflict to date except some misunderstanding which were handled by mutual understanding and discussion among the team members.

Ability to organize: In this criteria 2, the organization obtained 70.11% and it is lower than ability 1. It who's that EHN has to give more attention to improve this ability in future. EHN

recruits and select people regardless of biasness. It does it based on the competitive process. However, EHN has to plan for maintaining gender equality in staffing because there were 5 male out of 6 staff members during the evaluation. There was personnel and procurement policies at EHN which reflect non-discrimination, clear and transparent process of staff recruiting and the staff also reflected that they were appointed through passing several steps of written test and interview as well. Budget is allocated for staff development and staff were benefited by participating training and capacity building events for the staff. However, there is lacking two way feedbacks system and also grievance response practice at organization and also at project. Staff members were trained on proposal and report writing, financial management, teacher training etc. EHN has no provision separate M&E/learning section and also designated staff for that as a result monitoring and learning documentation part is a bit weaker. Program director is monitoring the project periodically. Reporting is found effective-in time/within deadline and realistic data/information. Regarding the stability of funding and fix assets of EHN it is found weaker part of the organization. EHN has not its own office building and it has a rental office. After 2021, is not stable and predictable and organization has to develop and implement fund raising strategy and activity as soon as possible.

Ability to relate: In this criteria 3, EHN obtained 72.5% score which means the organization has to improve this part in order to establish itself as a reputed and well recognized organization at national and international level. The project beneficiaries and local stakeholders are satisfied with the program and behaviour of the staff. At implementation level EHN has maintained close relationship with other NGOs and Community Based Organization. However, the organization has to expand its relationship with likeminded NGOs at national level. Leaders and staff of local government are also satisfied with EHN and they reflected that EHN has maintained better coordination with local government and stakeholders while planning and implementing the project national level. EHN has maintain good relationship with donor and national partners and the organization has ability to accept feedback and it has practiced to incorporate the feedbacks immediately. However, EHN has yet to work on the alternative fund raising activities which will be helpful to sustain the organization in future.

Ability to do: In criteria 4, EHN obtained 82.2% score. During the field study all the stakeholders reported that the project was quite relevant for that area as the ECD Centre were not mainstream in GoN education system and the school management committee and teachers used to behave the ECD as an additional burden. When EHN intervened the Project the schools management committed has adapted the ECD as a part of the school. The SMC members reflected that the materials support and training for ECD teachers were very much relevant to their school. The organization has practiced to prepare realistic plan so that it could be implemented timely and the target could met. While checking the plan vs achievement and budgeted vs. actual expenses, the evaluator found that the organization has able to plan and implement its activities. Regarding the sustainability of the project outcomes, evaluator found that a wider level ownership (Ownership among the parents, SMC, the school teachers and also the local government) has been develop to continue the

ECD classrooms by ensuring child friendly environment but the local people and local government still expecting continue support by the project. Therefore, there is a need of a clear exit strategy of EHN which help to exit from the area by ensuring the role of parents, SMCs, Local Governments and EHN as a resource organization for technical support in the field of strengthening ECD Centres.

Ability to learn: In criteria 5, ENH obtained 76.67% score. The Evaluator did not find regular routine for gathering experiences, best practices, challenges and learning from different activities at organizational level. It was found that the learning were collected at project level during the review meeting. There is self-evaluation and annual performance appraisal system at staff level but there is not such system at organizational level. EHN has practiced this when donor requires its detail assessment. It was found that the leaders of EHN have also long experiences in working NGOs and development project in Nepal and they are very much open and staff friendly. During the interaction with staff, they reflected that there is an open environment at EHN and every staff can easily put his/her views and experiences during the discussion with the leaders of EHN in review meeting, annual meeting and also in general assembly.

CHAPTER IV

CONCLUSION AND RECOMMENDATIONS

4.1. Conclusion

The project was successful in achieving the outputs and indicators, which contributed to the project partially meeting its overall goal. The school leaders have sensitized by gaining knowledge and the concept of ICDP and they are initiating to plan and exploring funding to improve the environment of school compound for the students of ECD and pre-primary classrooms. Moreover, they are working as awareness-raising persons for creating a child-friendly environment at school and also in the community. ECD teachers were found effective to manage ECD classrooms and also to facilitate the students by applying child-friendly teaching methodology. The trained ECD teachers were found motivated and committed to bringing their training into practice. However, they reflected that they were still treated by the Government only as part-time staff and they had to work with low salaries. This has caused the teachers made the teachers demotivated. The ECD Classrooms which were visited during the fieldwork were found sufficient as per the number of children, and basic facilities were provided by the SMCs. Most of the ECD classrooms were found clean and well managed. Almost all the schools have yet to be improved to have a separate toilet, a separate playground for the children, sanitation regulations, and the ability to sensitize other teachers towards the importance of standard ECD Classrooms for the holistic development of children. Sensitization of school leaders in ICDP and regular consultation meetings with them during the project period can be taken effective approaches to continue the monitoring and necessary support to the ECD Classrooms and the teachers beyond the project completion. Likewise, parent education found another effective initiative for changing the attitude and behaviors of parents towards the holistic development of the children and creating ownership.

The baseline records of the actual situation of ECD classrooms and the final evaluation findings show that there are significant changes in the classroom environment of the ECD. However, the attitude and behaviors of parents/community leaders and the teacher on the importance of improved ECD Classrooms and holistic development of the children are not found which was essential for evaluating the project effects at the outcome level.

The project management structure of EHN and staffing is found effective. Periodic review and planning activities were found effective to respond to the issues and concerns raises at the local level while implementing the project.

The above findings show that the project has been planned and implemented in a locally-based and integrated approach where the strategy of promoting community participation and building the confidence of the ECD teachers and School Management Committees was adapted. The findings confirmed that it was a local need-based and integrated project that

focused on promoting a child-friendly environment at ECD classrooms and child-friendly teaching/learning practice for the students of ECD classrooms through the training and follow up for the ECD teachers, material support for improving the environment of ECD classrooms, training and refresher to the school leaders and parent education. The project's aim is that the children will be creative, open, and friendly with the teachers/elders, confident to express their feelings and enjoy learning and have an improved environment in the school as well as at home. Although the project interventions were implemented in a challenging period of post-earthquake and COVID 19, the overall project impacts were positive. Increasing the enrolment at ECD classrooms, increased parent's visit at the ECD classrooms, and interaction with the teachers about the progress and problems of the students, reducing the trend of malpractices against children in the community are taken as the immediate positive impact of the project. The project has empowered school leaders and the parents, especially the mother of ECD students which have contributed to bringing changes in awareness about the role of parents and community leader for the holistic development of the children in communities but also to address socio-cultural practices such as beating and threatening the children, discrimination between girls and boy for providing food and education and so on. However, the materials support and project focus were found only for improving environments inside the ECD classrooms as a result, outside of classrooms at the schools compound were found not appropriate for organizing ECD classrooms which equally important for the holistic development of children There is a need to integrate activities for creating a child-friendly environment in school compound i.e. separate toilet for ECD students, clean and child friendly playground, drinking water facilities, spaces for placing shoes and taking tiffin in their school improvement plan.

The study found that the project has made some sustainable impacts. The project had a good involvement of the local government which has created a good level of ownership and would be instrumental for the continuation of achievements. The capacity building of the school management committees has brought visible changes and ownership to manage the ECD classrooms that would have a longer-term effect on their roles and performance. The study did not find any direct unintended impact of the project. Moreover, the evaluation team observed that there are positive results beyond the project intended to achieve. Regarding the ability of EHN, it was found effective and generally able to plan and implement such activity in the future. Partnership with HimalPartners is an added value for enhancing the organizational ability of EHN i.e. ability to maintain the relationship with donors, formulation and practice organizational policies, use appropriate account software, preparing project documents and proposals with clear results and indicators.

4.2 Recommendations

Based on the findings, mentioned above, the following points are recommended which can be adapted as strategic directions of EHN in the sector of early childhood development and planning & implementation of a similar project in the future.

- EHN should provide technical support to the school leaders to integrate the issues and ECD students and improvement of ECD-friendly environment into the overall

school improvement plan through consultation and technical support.

- EHN should develop and implement an exit strategy to phase out the project including the post-project support to the schools and also to develop a common understanding with commitment from the local government, school leaders, and parents to sustain the project outcomes after project phase-out.
- Recently the School Management Committees were re-formed. Therefore, EHN should more facilitation to build their capacity for their effective roles. This should include orientation of concept and principles of ICDP, relevant policies and their roles to strengthen ECD classrooms and environment outside the classrooms, facilitation for action planning and monitoring
- EHN should orient all staff to the Do No Harm approach to work in politically conflict areas and the organization should follow the Basic Operating Guidelines (BOG), developed and implemented by the Association of INGO in Nepal in the future.
- Support to EHN by HP to explore alternative funding for roll out the best practices and learning of the project to the other parts of the district in the future.

TERMS OF REFERENCE

Project Evaluation

2021

Project Name: An Integrated Project on Early Childhood Development and Education (ECDE-Project)

Agreed by HimalPartner and Educational Horizons Nepal

Approved by Digni:

Section A: Background

The ECDE-Project is four years (2018-2021) long project in the partnership with HimalPartner and funded by Digni, Norway, and implemented by Educational Horizons Nepal (EHN) in Jwalamukhi Rural Municipality, Dhading, Nepal.

This is a final evaluation of the project that had to be carried out in 2020 but it was postponed to 2021 due to the effect of the Coronavirus. Now it is planned to conduct the field visit for the evaluation process in 2021. The field visit will be carried out based on the situation that it may be either in the beginning of the year/2021 or in any other months as per the situation. The evaluator and the EHN keep maintaining regular and close coordination for the field visit and other activities.

Educational Horizons Nepal (EHN) is a non-profit community development organization established in 2010 with official registration (Reg. No. 3173/459) from Lalitpur District Administration Office and affiliation (Affiliation No. 31655) with Social Welfare Council (SWC) Kathmandu in 2011. EHN was established with a vision to enable all children of Nepal to reach their full potential by providing them the best possible child-friendly environment of care and learning in school and at home.

Project goal:

'Clean and comfortable environment where children receive developmentally appropriate care and holistic development is established.'

Overall project objective:

'Children receive appropriate care and develop holistically'

Specific objectives:

1. To train the ECD class teachers with holistically appropriate teaching-learning methods.
2. To educate the parents with a holistically appropriate parenting style.
3. To establish a child-friendly environment inside the ECD classroom.
4. To activate the school leaders for their effective roles.

Project activities:

1. Teacher Training for the ECD class teachers.
2. Parent education program for the parents of ECD class children.
3. Infrastructure/furnishings set up in the ECD classroom.
4. International Child Development Program (ICDP) for school leaders.
5. Consultation/activation program for the school leaders.
6. Regular Follow-Up program for the ECD class teachers.

Project target groups:

1. ECD class teachers
2. Parents of the ECD class children
3. Principals or head teachers
4. School leaders (members of the School Management Committee (SMC) and Parent-Teacher Association (PTA))

Project beneficiaries:

1. ECD class children

Other major stakeholders

- HimalPartner
- Digni
- Office of the Jwalamukhi Rural municipality
- Educational Horizons Nepal

Expected project results

Expected outputs:

1. Furnishings/infrastructure set up in the 40 ECD classrooms.
2. A total of 40 ECD class teachers received the ECD class teacher training by the end of the project.
3. A total of 53 school leaders received the ICDP program by the end of the project.
4. A total of 788 Parents/caregivers educated about holistically appropriate parenting.
5. A total of 788 parents received the ICDP program by the end of the project.
6. A total of 53 school leaders have positive feedbacks towards the ECD class.
7. Government officers (Rural Municipality and DCC) are educated about the importance of implementing ICDP and parent education program.
8. ECD class children learned the contents prescribed in the curriculum

Expected outcomes:

1. A total of 40 ECD classrooms established with a child-friendly environment.
2. A total of 40 ECD class teachers applied child-friendly play-way methods in the class.
3. Improved communication between children and their parents and teachers
4. A total of 788 Parents/caregivers provide for their children's basic needs.
5. A total of 788 parents stopped gender discrimination.
6. A total of 50 SMC and PTA members, principals involved in managing and assisting the ECD classes.
7. A total of 40 SMC and PTA members responded to the ECD class management.
8. A total of 3 Government workers demonstrate an increased interest for the project (ICDP and other activities)
9. A total of 788 ECD class children read and wrote the prescribed contents.
10. A total of 788 children improved with physical, social, and mental development

Detailed Indicators: Please see the detailed logical framework

Objectives of the evaluation:

1. To find out the quantitative data of the project results.
2. To examine the teachers' teaching-learning pattern applied in the classroom after the training.
3. To assess the parents' response to their children after the parent education program.
4. To observe the school leaders' role to ECD class children and ECD class management.
5. To evaluate the level of classroom environment created by the project.
6. To observe the physical, social, and mental development of the children in the class.
7. To evaluate the system of organizational/EHN financial management and accounting.

Limitation of the evaluation

The evaluator can adopt appropriate data collection methodology either a quantitative (more focus on quantitative) or qualitative study. The data can be collected from the trained ECD class teachers, parents of the ECD class students, principals, and representatives of the school management committee and parent-teacher association/committee.

The evaluation shall evaluate the project at the level of outputs and outcomes. The evaluation shall evaluate how the organization managed the project in the field.

The purpose of the evaluation/assessment/assignment

Important issues to examine

1. How has the project managed to address the cross-cutting issues as gender, conflict sensitivity, and the environment in the project?
2. Has there been any unexpected impact?
3. Has the project made any changes to the values and understanding at the grassroots level?
4. How will such a program sustain at the organization?
5. What is the organization's general ability to take on such projects based on the Five Abilities?
6. Lessons learned and recommendations.
7. Has HimalPartner had any added value?

Evaluation criteria

1. Relevance
 - 1.1. To what extent, the project was based on the need of the stakeholders (target groups and beneficiaries)?
2. Coherence
 - 2.1 Is the project lined up with the policy and programs at local and national level government agencies?
 - 2.2 To what extent, did the project contribute to the policy and programs of the government?
3. Effectiveness
 - 3.1 To what extent, did the project achieve its intended results?
 - 3.2 How much the project was managed in an effective way?
4. Efficiency
 - 4.1 To what extent, the financial resources were used efficiently in the project?
 - 4.2 To what extent, human resources were used efficiently in the project?
 - 4.3 To what extent, the physical assets and time were used efficiently in the project?
5. Impact
 - 5.1 What are the immediate changes or differences made by the project in the lives of the target group and the beneficiaries?

5.2 To what extent, did the project contribute to the long-term impact in stakeholders?

5.3 To what extent, did the project help the schools bring changes?

6. Sustainability

6.1 To what extent, do the achieved project results sustain?

6.2 To what extent, can the project be sustained without funding?

6.3 To what extent, was the project managed in an environment-friendly way?

Section B: Empowerment Assessment

Based on the information collected, evaluator makes an empowerment assessment.

Empowerment assessments at project level should be able to answer the following questions:

1. To what degree is the change in empowerment – at output, outcome, or impact level?
2. At what levels are the empowerment taking place: Individual, Community, or Society?
3. Are differences in empowerment with regard to “themes/areas of work” in the project?

The following tool shall be used for this.

DEGREE AND LEVEL OF EMPOWERMENT						
THEMATIC AREAS OF RESULT		Level 1: Output	Level 2: Output	Level 3: Outcome	Level 4: Outcome	Level 5: Impact
		Individual or community	Individual or community	Individual or Community	Community and/or Society	Community/ Society/ Structural
	Strengthening Civil Society (mandatory)					
	Health					
	Quality Education					
Total assessment of project						

Section C: Evaluation Methodology

C1. Evaluation Type

This will be a quantitative and qualitative type of evaluation. It means that the project results should be evaluated in a quantitative and qualitative way by this evaluation.

C2. Evaluation Area

Jwalamukhi Rural Municipality of Dhading district will be the area where are the project schools. The schools for the evaluation program shall be selected later by means of some particular selection methods.

C3. Methods of the evaluation process

C3a. Interview

A face-to-face interview with the target groups, the beneficiaries, and staff members of EHN shall be carried out. An informal or formal, and unstructured or structured type of interview can be conducted to collect the data.

C3b. Observation

Either participatory or non-participatory observation shall be made to collect data. It can be made while evaluating the classroom environment, attitude of the parents, teaching-learning skills of the teachers, book-keeping, record keeping, etc.

C3c. Focus Group Discussion (FGD)

FGD can be conducted in the group of target groups to collect data.

C3d. Key Informant Information (KII)

The ward chairperson or any representatives, education officer and the chairperson of the office of the rural municipality, executive board members, and teacher trainers from the Early Childhood Education Centre (ECEC), shall be interviewed to collect data needed for the project evaluation.

C3e. Document Review

The assessment team will read the project documents and the following other relevant project-related, organisational related and technically related documents.

These are the guide methods only. Additional methods can be applied as per need and relevancy.

C4: Evaluation Tools and Techniques

C4a. Interviewer administered schedule

The evaluator can administer the schedule for the target groups and other stakeholders to collect data needed for the evaluation. The evaluator shall collect the data on the basis of the schedule from the target groups and the beneficiaries and other respective stakeholders.

C4b. Questionnaire

The evaluator can send a questionnaire by email or by any other means especially to the Key Informants if they could not give time for the interview due to their busy schedule.

C4c. Camera

Photos of the classroom environment and others can be taken as per the need for additional information.

Additional tools and techniques can be adopted as per need and relevancy.

C5: Data or Findings Presentation and Analysis

The collected data shall be presented in the tables and figures with a description, and passage as well as per need and relevancy.

Section D: Planning

Major Activities:

Activities	Responsibility
Design of the evaluation tools	Evaluator
Consultation meetings with EHN and HimalPartner	Evaluator
Develop the field plan	EHN and Evaluator
Conduct the evaluation activities	Evaluator
Draft the evaluation Report	Evaluator
Present the final report	Evaluator
Submit the final report	Evaluator

Team formation and Support

The evaluator should possess more than five years of relevant experience of project implementation/evaluations in various fields relating to community development. The evaluator as well as the other team members should be able to understand the context and have a realistic view on time for making changes in institutions and communities in the country. Before the evaluation starts the consultant will have an introductory conversation with HimalPartner.

Role	Name	Appointed by
External Evaluator/team leader	Mr. Bed Prasad Sapkota	EHN and HimalPartner
Staff members	Shyam BK, Shyam K. Rai	

Field-based movement plan

- Attached

Evaluation Cost (Except logistics cost)

S.n.	Activities	Unit	Qty	Cost (NOK)	Cost (NPR)	Total Cost (NOK)	Total Cost (NPR)
1	Transportation for preparatory meetings, documents review, tools development, etc.		1	751.58	10,000.00	751.58	10,000.00
2	Field visits	Days	10	751.58	10,000.00	7515.8	100,000.00
3	Report writing	Days	6	751.58	10,000.00	4509.48	60,000.00
4	Meeting with HP team	Day	1	751.58	10,000.00	751.58	10,000.00
5	Report presentation (Draft)	Day	1	751.58	10,000.00	751.58	10,000.00
6	Report presentation (Final)	Day	1	751.58	10,000.00	751.58	10,000.00
Total Cost						15031.6	200,000.00
Tax deduction (15%)						2254.74	30,000.00
Total cost to be paid to the evaluator after deducting the tax						12777	170,000.00

Bank Account details of the evaluator

Account Name: Mr. Bed Prasad Sapkota

Bank: Mega Bank, Kantipath

Account Number: 001-005-027-156-1

Section E: Other Agreements

Evaluator:

1. Receives/claims 47.5% of charge/honorarium at the time of sign on the ToR and the next 52.5% of honorarium shall be paid after the submission of the final report.
2. Starts preparation; visits the organization, reviews documents, meetings, etc.
3. Develops tools, techniques, strategies, etc. for the evaluation.
4. Have a discussion or meetings with the funding partner/HimalPartner.
5. Submits the progress report of preparation to EHN by email or phone.
6. Informs EHN at least 1 month earlier if the evaluator cannot conduct the evaluation.
7. Visits the 10 schools in the field for data collection/evaluation.
8. Visits the government line agencies and other stakeholders as per the need for data.
9. Have a discussion or meetings with the funding partner/HimalPartner
10. Evaluates the overall project and finance.
- 11. Submits a draft report within March, and a final report within April 2nd week.**
12. Finalizes the report based on the feedback.
13. Produces a report in the English language.
14. Other necessary works

The organization/EHN:

15. Arranges the food and accommodation for the evaluator
16. Arranges transportation from Kathmandu-Dhading-Kathmandu, and field.
17. Arranges the meetings with the stakeholders.
18. Arranges an evaluation assistant to assist the evaluator in data collection.

Both:

19. Maintain mutual understanding or discussion for those which are not included here.
20. If any confusions occur shall be solved in mutual understanding.

On behalf of Educational Horizons Nepal

On behalf of evaluator

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Mr. Uttam Rajkarnikar
(General Secretary)
EHN

Mr. Shyam Kumar Rai (Bimal)
(Program Director/EHN)

Mr. Bed Prasad Sapkota
(External Evaluator)

Date: 18 February 2021

18 February 2021

Organization of Report or Report Format

The assessment report should be well-researched and include recommendations for future the direction of the work. The following parties ‘Educational Horizons Nepal and HimalPartner, will comment on the report before the external evaluator finalizes the report. However, we emphasise that the external evaluator has the full responsibility of the report and its content. The reports shall be in English, and be forwarded in digital form (pdf-format). The report should be organized/formatted in the following sections.

Acknowledgment

Executive Summary

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- 3.3 Findings Related to Sustainability
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- 4.1 Objectives of the analysis
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- 5.3 Recommendations

APPENDIXES

Note: This format/outline can be updated/revised if necessary.

Curriculum Vita

Bed Prasad Sapkota

Master's Degree in Sociology/Anthropology, Tribhuban University –Kathmandu, Nepal 1993
 Diploma in Social Development, Coady International Institute, St. Francis Xavier University, NS, CANADA 1996

58 years, male, Nepali National

28 years in the field and at the desk in development with communities, movements, NGOs, government and donors

PAN Number: 100354739

Personal Identification

Nationality: Nepali

Date of Birth: 8th June 1963

Marital Status: Married

Father's Name: Narapati Sapkota

Permanent Address: Suryabinayak 5,
 Bhaktapur, Nepal

Mailing Address: P.O. Box : 6502

Brief Profile

I am Nepali citizen and have 30 years of experience in South Asia and Nepal focusing on Training and research/study using participatory tools and techniques. Conversant in designing participatory poverty assessment, planning, monitoring and impact assessments. Conducted and/or contributed to several national and international training workshops and study assignments including project evaluation, impact assessment, public satisfaction surveys, case study writing, monitoring/evaluation, and facilitating local level planning processes. I have obtained Master's Degree in Sociology/Anthropology from Tribhuban University Kathmandu, Nepal in 1993, and have a Diploma in Social Development from Coady International Institute, St. Francis Xavier University, NS, Canada in 1997. I have completed certificate course in conflict management and peace building from Central European University, Budapest in 2002. The course was focused on mediation theory and practices, stress management and building interpersonal relationship.

I have designed and conducted several short term training and workshop on stress management, appreciative inquiry, internal management, positive thinking and building positive attitudes for staff and representatives of several I/NGOs and projects in Nepal. I have conducted researches, evaluation studies and impact assessments independently and in lead position in the research teams. More recently, I have completed an impact assessment of a project- "Community Health at the foot of the Mt Everest" funded by NORAD. I was lead consultant of evaluators in evaluating Child Sponsorship

Program (CSP) of FELM Nepal, as a part of global impact evaluation of the SCP/FELM. In November-December 2017. SCP was a long term program in Nepal, implemented in partnership with four Nepalese NGOs. I have conducted an impact assessment of Public Health Center and Resource Center, Chapagaun, Lalitpur, a project for capacity strengthening of health service center, implemented by Shanti Nepal (2004-2013) in January-March 2018.. The program was implemented by Government of Nepal, in partnership with Danish, Norwegian and German governments to promote rural electrification through solar energy in 40 districts of Nepal, Likewise, I have conducted an Impact Assessment of five years project 'Community-Based Integrated Management of Childhood Disability in Nepal Project, implemented by United Mission to Nepal (UNM) in Doti, Bajhang, Dadeldhura, Baitadi, Okhaldhunga and Sunsari districts,, June 2014. **Recently, I have successfully facilitated virtual workshops for organizational social audit of IHRRICON Nepal and Lubmini Social Development Center**

DETAILED RESUME AND CAPABILITY PROFILE

1. **ACADEMIC QUALIFICATION:**

S. N	DEGREE	INSTITUTE	YEAR
1	Diploma in Social Development	Coady International Institute, St. Francis Xavier University, NS, CANADA	1997
2.	Master's Degree in Sociology/Anthropology	Tribhuban University –Kathmendu, NEPAL	1993
3.	Bachelors in English	Tribhuban University –Kathmendu, NEPAL	1989
4.	Bachelors in Economics	Tribhuban University –Kathmendu, NEPAL	1888

2.. **OTHER TRAINING**

- **Policy Advocacy:** Fifteen days Policy Advocacy Course from MS/Training Center for Development and Cooperation, Tanzania, 2004
- TOT on 'Do No Harm' – 4 days residential training course, CARE Nepal, Kathmandu Nepal 2003
- **"Managing Conflict and Fostering Democratic Dialogue"** One month course on "Theories and Practices of conflict management and peace building, Stress Management and Inter-personal relationship building", Hamline University School OF Law, USA 2001.
- **Professional Report Writing:** Five days training conducted by British Council, Katmandu 2000
- **TOT on Gender Mainstreaming in Development Program:** One week training at St. Francis Xavier University, NS, CANADA 1997
- **Project Management:** Fifteen days Management Training for Development Manager's. Jointly Organized by SAN & Center For Community Transformation Philippines. 1995
- **TOT on Participatory Rural Appraisal:** Seven days training , SAMUHUK ABHIYAN, 1995

- **Natural Resource Management:** One month Natural Resource Management Training. Organized by ICIMODE in 1992 Kathmandu Nepal
- **Social Research Methodology:** One month Social Research Methodology Training, CNSP Kirtipur. 1991

3. PROFESSIONAL EXPERIENCES

3.1. Training Workshop Design and Facilitation

- **Workshop Facilitator, DAI Global LLC/USAID:** Multi-Stakeholder Consultation for Sharing Watershed Profiles and Health Reports and Envisioning Workshops in Rapti, Karnali and Mahkali River Basins. Designed and conducted two days District Level Multi-Stakeholders Consultation Workshops (Exit Workshops) in Lower Mahakali, Lower Karnali, Middle Karnali and Middle Rapti Watershed between August 2017-December, 2017.
- **Lead Trainer:** Mainstreaming Community Based Climate Change Adaptation Planning in Local Development, GoN/Ministry of Science, Technology and Environment/ADB TA 7984 October 2013 March 2014
- **Lead Trainer:** Training on Development Governance for the staff of JICA/GON/PWMLGP
- **Lead Trainer:** Designed and Delivered Three Days Training on Local Level Participatory Planning for the Local Service Providers, District Facilitators and Program/Planning Officers of District Development Committees, GoN/LGCDP September 2011 (19 Districts of Central Development Regions)
- **Team Leader:** Development of training manual and Deliver Master TOT for Central Level Government Officials on climate change and environmental management. Monitored and provided backstopping for the Trained MTOT graduates to deliver same training for district level government officials, Ministry of Environment/ADB, March 2011.
- **Trainer:** Training of training for master trainers on Human Rights, Gender and CEDAW, HMG/UNDP Mainstreaming Gender and Equity Program, June 2005 (National level training for the master trainers of ten different districts)
- **Trainer:** Training of Trainers for the leaders and social mobilizers of partners NGOs of CARE/POWER (Two events for 45 participants from 15 different NGOs of Bajhang, Bajura, Achham, Doti and Kanchanpur districts.) April 2004.
- **Trainer:** Trainers for the staff of HMG/DOLIDAR/RAP and RCIW Program, August 2003
- **Facilitator:** Gender trainer's workshop of the GTZ/FFW/WFP - Nepal for five days at Hotel Greenwich Village, Lalitpur. 1999
- **Trainer:** Organizational Management Training for the Leaders of Partners NGOs of MCPW/ADB/CECI/HMG, Dang, September 1995
- **Trainer:** Group Dynamics Training for the Community Development Workers of MHDP/SNV Ilam for 8 days April 1996
- **Trainer:** Participatory Program Planning Training for the elected VDC members of Laukaha, Tejepakar, Basantapatti, Rajpur VDCs of Rautahat District. Four Events for three days in each event), 1997

3.1. Research and Study

- **Consultant:** Final Evaluation of a project, “An Integrated Project on Early Childhoods Development and Education in Dhading district”, March-April 2021
- **Team Leader/Senior Researcher:** Final evaluation of two livelihoods project of Southern Lalitpur district and Sindhuli district in Nepal. The evaluation was carried out by applying both qualitative and quantitative methods and both quantitative and qualitative analysis is reflected in the evaluation questions. December 2019-March 2020
- **Evaluator:** Conducted Project Evaluation of Community Health at the foot of the Mt Everest Project funded by NORAD , December 2018-January 2019
- **Consultant/Evaluator,** Conducted Impact Evaluation of PHCRC Chapagaun, Lalitpur, a capacity strengthening of health service center project, implemented by Shanti Nepal (2004-2013) in financial partnership with FELM and other several donor agencies, January-March 2018
- **Lead Evaluator,** Child Sponsorship Program (CSP) of FELM Nepal, as a part of global impact evaluation of the SCP FELM. SCP was a long term program in Nepal, implemented in partnership with four Nepalese NGOs in several parts of Nepal., November-December 2017
- **Organizational Capacity Assessment Expert,** Designed and conducted Organizational Assessment for 18 Non-Governmental Partner Organization of USAID/Sajhedari Bikash Project, PACT/USAID May-August 2016.
- **Research Consultant,** Completed a Mid-term evaluation of a project 'Integrated Child Education Development Project'. A capacity building project for Early Childhood Development Centers, implemented by Education Horizon Nepal in coordination with GoN/District Education Office in Dhading district, September 27-November 11 2016.
- **Lead Researcher,** Conducted an Impact Assessment of 10 years project 'Community Mental Health and Psychosocial Support Programme, Implemented by Center for Mental Health and Counselling (CMC) in Achham, Dadeldhura, Salyan, Pruthan and Rolpa districts, May-June 2015
- **Research Consultant:** Conducted an Impact Assessment of five years project 'Community-Based Integrated Management of Childhood Disability in Nepal Project, implemented by United Mission to Nepal (UNM) in Doti, Bajhang, Dadeldhura, Baitadi, Okhaldhunga and Sunsari districts., June 2014
- **Qualitative Research Expert:** Conducted a qualitative research on poverty status of Jumla, Kalikot, Mugu and Dolpa districts and assessed the effectiveness of Centre of Excellence Projects (CEP) for Oxford Policy Management/Karnaly Employment Project Technical Assistance (KEPTA) in association with MoFALD. May 2014
- **Team Leader:** Conducted a Final assessment focusing on process, achievements, challenges and lesson learned of a project , 'Strengthening the Capacity of the National

Women Commission to Promote Women's Empowerment and Gender Equality Issues Effectively in Nepal", UN Women, January 2014

- **Research Consultant:** Final assessment and Exit Strategy Development for the project- "Sustaining the Gains of Foreign Labor Migration through the Protection of Migrant Workers' Rights", Implemented by UN Women in 15 districts in Partnership with People Forum and NIDS. August-September 2013
- **Research Consultant:** Project Evaluation, 'community Health and Empowerment Project, Implemented by Shanti Nepal in Dhading district, June-July 2013
- **Lead Researcher:** Baseline study and Citizen Score Card Survey for Enhancing Effectiveness of Government of Nepal implemented Emergency Peace Support Project SAMUHIK ABHIYAN in partnership with PTF/Helvetas Nepal April-June 2013
- **Senior Researcher:** In-depth study on the impact of GoN/JICA/PWMLGP and Replication of SABIHAA Model of 13 hill districts of Nepal, February 2013
- **Consultant:** Needs assessment Survey community Health and Empowerment Project, Shanti Nepal Dhading district, November 2011
- **TNA Expert:** Training and capacity building need assessment of USAID/Hariyo Ban Programme, Implemented by WWF/CARE Nepal and Consortium, June October 2012
- **Consultant:** Project Evaluation, 'community Health and Empowerment Project, Implemented by Shanti Nepal in Dhading district, April-May 2012
- **Consultant:** Project Final Evaluation: Women Empowerment through Knowledge based Entrepreneurship Development, Kanchanpur and Lalitpur, LWF Nepal March 2012
- **Consultant:** Assessment of patients satisfaction and key problems of the management of GoN/Ministry of General Administration, Civil Service Hospital, New Baneshwor, March April 2011.
- **Consultant:** : Strategic Review of Consortium of Organizations for Children's Participation, Buddha Nagar, Kathmandu, January-March 2011
- **Resource Person:** Organizational Assessment of Partners organizations of Water Aid Nepal (NEWAH, ENPHO, LUMANTI, CIUD, FEDWASON, EUMS and NGO Forum) August 2010
- **Consultant:** Study on Positive Changes of Gender mainstreaming in Community Livestock Development Project. GoN/DoL/CLDP III, May-July 2010
- **Team Leader:** Impact Monitoring and Final Evaluation of GTZ/ Rehabilitation and Reintegration (ReRe) project in Rolpa and Rukum districts, March-April 2010
- **Team Leader:** Socio Economic Impact Evaluation of Solar Energy Users. A comparative study of the solar energy users of the 40 districts, GoN/AEPC/ESAP September-December 2010
- **Team Leader:** Assessment of current situation, opportunities and challenges of local revenue mobilization of Pyuthan District Development Committee, Oct-December 2008, GTZ/PASRA

- **Team Leader:** Post Conflict Humanitarian Need Assessment of the conflict affected communities of Kailali District, DCA/FAYA Nepal, November 2008.
- **Team Leader:** Assessment of Socio-economic condition of dalit and excluded groups of Mahottari, Dhanusa and Sarlahi districts of Nepal, CCO/RCDSC, January 2008
- **Senior Researcher:** Gender and caste based discrimination in mid and far western development regions of Nepal. An anthropological research on the practices and causes of gender and caste based discrimination in mid and far western development regions of Nepal, GoN/FINIDA/RVWRMP October 2006-June 2007
- **Senior Researcher** Assessment of Government Service Delivery, HMG/N, NPC/UNDP/PMU, 2005 : A participatory research for the assessment of government services in Rasuwa and Kanchanpur districts by using citizen score/ report card, December 2005

Researcher: Impact Study of HMG/JICA CDWFCP I & II focusing on the impacts of different approaches and modality in the field of Community development and community based watershed management in the hill districts of western development region of Nepal, April 2004

3.2. Training Manual/Toolkit Development

- Lead to design and piloting a training hand book for CSO leader/staff on Federal system of Nepal, Structure, Power and Functions of Local Governments and role of women and Dalit representatives in decision making process. DCA/SAMUHIK ABHIYAN January-March 2018
- Lead to develop a training manual on Climate Change and Environmental Management for the district level stakeholders, GoN/ADB TA 7974, 2011-2012
- Social Mobilization Handbook for social mobilizes of UNDP/Livelihoods for Peace Project June 2008
- **Conflict Sensitive social mobilization toolkit** for National Volunteers of SAMUHIK ABHIYAN: Developed a comprehensive toolkits for conducting social mobilization program at conflict sensitive communities, delivered training and provide field based back up support to the volunteers in different 48 communities of 26 districts covering all development regions of Nepal. 1998-2003
- Training resource book for leadership, gender, social equity and group management, HMG/JICA/SABIHAA, Pokhara, December 2004
- Orientation handbook on gender, human rights, and CEDAW for the leaders and representatives of Village Development Committee and village level political parties. HMG/UNDP/MGEP, May 2004
- Participatory Rural Appraisal (PRA) training Manual for the resource persons of partners NGOs, LISP/HELVETAS, Palpa 2000
- Participatory Monitoring and Reporting guide for the field level social mobilizers.

3.3. *Program Project Management*

- **Project Team Leader (2014-2015):** Capacity Building Project for Non-Governmental Partners organizations of GoN/SDC Multi Stakeholder Forestry Project in Nepal. Implemented by SAMUHIK ABHIYAN. Altogether 45 persons were developed as trained and capable local resource persons having basic knowledge and skills on facilitating communities and local organizations in promoting climate change adaptation and livelihoods improvement at community level. A total of 231 (Male 131 and female 100) representatives of 72 local forestry users groups trained on climate change adaptation skills and enterprise development skills by covering all 23 districts and 6 lots. Similarly 6 national partners NGOs of MSFP improved their organizational fiduciary risk management status through training, mentoring, and backstopping support from the project.
- **Project Team Leader (2007-2008):** Promoting Participation of Excluded Groups of Terai Nepal in Democratic Process. Funded by CIDA/CCO and implemented by Rural Community Development and Service Council (RCDS) with the objectives of building capacity of excluded communities through training, workshop, debates and interaction activities, and advocacy for the rights of excluded groups to participate in constitution making process. In total 350 local resource persons trained and mobilized as trained activists having basic knowledge on democracy, human rights, constitution making process, constituent assembly and constitution making processes.
- **Project coordinator (2002-2004):** Local Capacity Building programme, implemented by SAMUHIK ABHIYAN in financial cooperation with HELVETAS/LISP Nepal in Palpa district of Nepal. Representatives of 7 different Community based organizations of the districts were developed as trained and capable local resource persons through series of training, coaching, mentoring and backstopping support. They were developed to facilitate community development initiatives at local level and to involve as trained resource persons in local level planning process at local government bodies (Village Development Committees, Municipalities and District Development Committees).
- **National Programme Manager (1997-2002):** National volunteer Programme, implemented by SAMUHIK ABHIYAN in partnership with SAMUHIK ABHIYAN Japan Chapter, LWF, Action Aid Nepal and MS Nepal in different 26 districts of Nepal covering all five development regions and all three ecological belts of Nepal. Altogether 52 trained national volunteer were mobilized (26 volunteers in one group and each groups were placed in one local NGO for 2 years) for capacity building of local NGOs in the field of program, project management, promoting good governance at local level and developing linkages with national and international development partners.

3.5. Publications:

I. Research works / Reports/ Publications:

- The Role of Citizens in Promoting the Right to Information Act in Nepal, Co-writer with Basu Dev Neupane, Published in Towards the Open Government in Nepal, Published by Freedom Forum, Nepal, 2011
- Report of Socio Economic Impact Evaluation of Solar Energy Users. A comparative study of the solar energy users of the 40 districts, GoN/AEPC/ESAP September-December 2010
- Report of Gender and social discrimination study: a comprehensive assessment on gender and caste based discrimination in the hill districts of mid and far western development regions. Published by the Rural Village Water Resources Management Project (RVWRMP), March 2008
- Promoting Participation of Excluded Groups in Democratic Process, An Action Research of Capacity Building Process of Dalit and Women of Terai Nepal in Constitution Making Process, RCDSC 2007
- Resource Management System of Magar Community, An Anthropological Study on Natural Resource Management System of Magar Community of Gejha Village of Palpa District, A dissertation submitted to Central Department of Sociology / Anthropology, Tribhuvan University in partial fulfillment of the requirements for Master's Degree in Anthropology, 1993

ii. Article

- Quarterly Journal of SAMUHIK ABHIYAN (Editor)
- Nepali Version of Successful Proposal Writing.
- SAHABHAGITA EK BIBECHANA Published in SACHETAK (Quarterly Journal NGO Federation of Nepal)
- Current Development situation of Nepal in reality (Published by PRAYAS- SAMUHA Ramechhap)
- Several articles on the contemporary development activities and participatory training programs (Published in the quarterly Journal of SAMUHIK ABHIYAN)

iii. Books: (In Nepali language)

- An Experience of Emergency Response: Process, Achievements and Learning, RCDSC, Mahottari, 2006
- A Decade of Social Mobilization, Process, Achievement and Learning from SAMUHIK ABHIYAN, 2006
- Sociology and Rural Development, A text book for Bachelor Level in Rural Development, Nima Publication 2004
- Learning From East Africa: Study on Poverty and Development (A Report of an exposure visit to East African Countries) 2006
- Poverty reduction and the role of civil society, SAMUHHIK ABHIYAN, 2004
- An overview of Millennium Development Goal and the role of CSOs, SAMHHIK ABHIYAN , 2001
- Effective communication with the rural people, SAMUHHIK ABHIYAN, 1997

4. Associated With:

Member SAMUHIK ABHIYAN

Member: APSACOS, Ltd. Kathmandu

Life member, Nepal Red-Cross Society

Member Self Awareness Center, Kathmandu

Advisor Sachetana Kendra Dhajjan, Jhapa, Parijaat SACCOS, Bhaktapur

Member - Order of the Good Time, Novascotia, Canada

5. Country Visit : India, Singapore, South Korea, USA, Canada , Hungary, Austria, UAE, Oman, Kenya, Tanzania

Hobby : Reading, Writing, Traveling,

Other skills

- Computer : Microsoft word, excess, excel, web design
- Motor Cycle and car driving
- Statistical package: SPSS

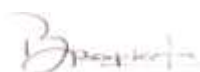
6. Language

Languages	Speaking	Reading	Writing
English	Good	Good	Good
Nepali	Good	Good	Good
Hindi	Fair	Fair	Good

References:

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2. Ms. Kishan Devi Manandhar
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3. Prof. Dr. Tatwa Timilsina
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The above mentioned information are true and accurate to the best of my knowledge. Any false information furnished in these sheets in this connection will result in the rejection.



Bed Prasad Sapkota

Annex 3 Field notes of FGD and Interaction

FGD 1. Barahkalika Aa.Vi, Jwalamukhi Rural Municipality

1. Date of FGD, 16th March, 2021

2. Participants: Parents of the students of Early Childhood Classes

Total	Female	Male
10	10	-

3. Discussion note

A

I was not in the training but my daughter is was there. She had participated in that training.

B

Yes, there was 8 days training organized for us once in a week. I had participated in that training. I have seen changes in my children.

C

I had participated in the training. There, we were provided the knowledge about how we should crosscheck the progress of our child. We were told to check the progress report time and again. **I have done that when my child was in ECD.**

D

I did not participate in any of the training.

E

Yes, I was in the training for 8 days. In the training, I learned that we need to maintain cleanliness at our home and to keep our children tidy and clean. We need to separate time for the child to play and read. **I have applied all these learning into practice. I care the cleanliness more than before and give time to my child. I make them wash their hands after coming from school and prepare homemade food for snacks.**

F

I had participated in the training. The training was for 8 days. There I got to learn that we need to talk to our children very politely and check the progress file of our child on regular basis. **Because of the training, I have taken more care of my child and maintained proper sanitation. The training has provided with positive changes in the daily lifestyle.** But I have also problem with teacher that they are not focusing more on reading, writing as they need to do it in grade 1.

G

I did participate in the training that was for 8 days. In the training, the trainers had addressed holistic development of the child and they had said that we need to listen to what the child is saying and politely explain about what they have asked. We were asked to visit the ECD class and ask for progress report of our child in school. **I have been visiting school for the check and see how my child is doing. We are trying to keep our child away from family conflicts and we do not do inappropriate things in front of them but grandparents are unaware about all these so he smokes in front child which has been one of the challenge to practice all the learning for child's development.**

H

I was in the training. We were taught that we should take proper care of our child. They must given time

to play, read and talk with parents. **I have been doing all these. I always send my child washing their hands and feet in the school but school is not clean.** The environment in the school is dirty due to which my child gets untidy in school. School management must be serious about our children's health.

I was not in the training. My child has just been admitted in the ECD class. I am not satisfied with the management aspect of this school.

The training was organized for 8 days; I was in the training and learned that we should not ignore what our child wants to talk. We should listen to them when they talk. **I listen to my child. He used to share what he learnt in the ECD class.** Now, he is in grade 1, but I am not so satisfied with the teaching in the school. The teachers don't provide my child homework. My child says that he has already finished his homework in the class.

Marking for the holistic development

Horizons	1-5	Reason
Fulfilling basic needs	5	(From all) we give basic needs everyday
Equality to son and daughter	5	(From all) every child of ours is equal to us.
Give Time to children	5	(All) what they ask we tell them.
Nutritious food	3	(From all) practical implementation of providing nutritious food is not done in the house and even school doesn't provide child friendly snacks. Our children ask for money to buy food for lunch time as they don't eat the food provided by school.
Physical cleanliness and food sanitation	5	(from all) we have been maintaining sanitation for our children's health
Giving present to show love	3	We are not being able to understand them completely

Effectiveness of the project = 60%

All the works done by this project is not bad. They are doing very good job in shaping the children's future but we still want all these activities to be followed by management committee of the school to keep the system in the school managed. The sister in this school does not do her work properly instead she keeps playing mobile phone all the time.

FGD 2. Gyanbodh Basic School, Jwalamukhi Rural Municipality-6

1. Date of FGD: March 9, 2021
2. No. of Participants

Total	Female	Male
13	13	-

3. Discussion note

A
I did not know about the training. But I learn it from friends that in the training they were taught to understand the feelings of children. I have also followed the learning from training. **I make my child wash his feet and then only allowed them to eat their snacks.**

B
12l got the training from EHN. It was provided by Shyam Sir. I learned that we should treat the children nicely when they do mistake. **I have applied the learning into practice. I have been taking care of my**

children's cleanliness and I have been sending homemade food for Tiffin in school.

C

I don't know about the training. I did not participate. **But I have set the habit of washing feet and hands to my children.**

D

I have participated in the Training. They taught us to maintain the cleanliness of children, to look after their food and homework. **I always check my Children's homework and make them to do that. My Children teach me at home about what she had learned at School. I have visited school several times to know the progress of my child.** It is good and teacher has also asked me to look after the children while they are studying at home.

E

I had participated in the training. From the training, I learned that we should speak properly in front of the children and teach them good habits. **I have been attentive about the Children's sanitation and aware while speaking in front of them.** When my child returns from School, she shares me about her learning in the school. She tells me that she plays different games in the school and learns many new things. **I also visit school frequently to know the progress of my child and to see if teacher is teaching my child properly.**

F

I have not participated in the training.

G

I have participated in training. From the training, I learned to take good care of my child. They taught us about the proper time management on Children's Education and Extracurricular activities. I have learned many things from training and been practicing it at present. **I prepare homemade Tiffin for my child and send to school. He looks happy while going to school.**

H

I was also not in the training organized by EHN. But I have heard that parents were taught about good behavior and teach the same to children. I maintain cleanliness at home and give homemade food to children.

I

I was not in the training.

J

I did not go in the training and don't know what were taught there.

K

I was also one of the participants in the training conducted by Shyam Sir. We were taught about the proper nutrition meal for children, cleanliness of child and to ask children about the activities performed and learned in the school. **I also have been practically implementing the learning. I cook food and send it as Tiffin for my child in school and I also check my child's Homework and class work when she returns to home.** When my child learns something new at school, she teaches me the same thing at home. Once, **she taught me how to wash our hands.**

L

I participated the training organized by Shyam Sir. There I got to learn about the way we treat to children. We were taught to teach and guide our children with love and not to beat them while teaching. All those learning have been very useful for the growth of my child. I have been following all those learning right now. **I cook food at home for my child and send to school. I check his homework daily and make**

him to do without any pressure. I wash his uniform time to time and send to school maintaining sanitation. He loves to go to school and comes home happily.

M

I was there during the training conducted by Shyam sir. I got to learn about the food and sanitation that must be maintained for the growth of children. I have applied the knowledge into action that is why I make my child to wash their hands and feet after coming from school and then only I serve them with food. I separate some time to play and engage in creative works and then to do their homework at home. I do not forcefully make them to do it rather give time to get ready to do the work. I teach all these good actions to others in my community. My child did not want to go school before but now he gets excited to go to school.

Marking for the holistic development

Horizons	1-5	Reason
Fulfilling basic needs	5	(From all) Basic needs we fulfill everyday.
Equality to son and daughter	5	(From all) every child of ours is equal to us.
Give Time to children	4+4+4+5+5+5+4+5+5+4+4+4+4	
Nutritious food	5+5+3+3+3+4+5+5+5+4+5+4+3	(From all) we give whatever they want but not always.
Physical cleanliness and food sanitation	5	(from all) we have been maintaining sanitation for our children's health
Giving present to show love	4	(from all) We are might not understood their need eveytime.

Effectiveness of Project = 5

We think the teaching method is better in ECD and this has to be continued for more years in future too.

FGD 3. Nabodit Aa. Vi. Jwalamukhi-6, Bagaincha, Dhading

1. Date of FGD: March 10, 2021

2. No. of Participants

Total	Female	Male
13	13	-

3. Discussion note

A

I have not participated in the training but my husband was there he shared the learning with me about taking care of child properly, providing them nutritious food and so on. When my child asks me many questions I tell him that I will reply after returning from my work. I feel that though I could not get education, my child may get the quality education. So far my child has been doing well. He has been learning slowly.

B

I was in the training but I could not remember all of them now. We were told to take a proper care of our child. When my child asks me questions, I tell him to keep quiet or to go and play outside. I also talk to teacher about the progress of my child.

C

I participated one of the training provided by EHN. In that training we were told about serving our child the nutritious food. We need to be careful while speaking in front of our child and should not drink and smoke in front of them. **I do not utter inappropriate words in front of them** but we have grandparents at home they speak without filtering the words in front of the children. **I listen to my child whenever he gets excited to share the learning from the school. He sings the song learnt in class. My child reads and writes at home too. I feel very happy seeing his reading and writing at home.**

D

I was also in the training. There I got to learn that giving time to children is very important and giving time to play, read, and engage in creative activity is also important. **So I do apply the learning into practice. I manage time for my child and give enough time for playing, reading, eating. I care very much about the future of my child that is why I send her school on time feeding home cooked food and washing hands, face and feet. When my child asks me many questions, I answer most of them if they are appropriate to answer** otherwise I explain her with the reasons not to ask question. **When she returns from schools she sings songs and I listen to her attentively.** From the training, I have also learned that we must not pressurize children to read and write rather they will learn gradually in their own pace and I feel it is okay for them because for me, it is very difficult to learn, read and write instead I enjoy collecting grass, wood from jungle. My child does revision of his class work in the house. I visit school and ask teacher about the progress of my child, she complains if my child has done any mistakes. **When I see others children not going to school, I immediately go to their house and tell parents to send them school.**

E

Yes I was in the training. I got to learn a lot of things that need to be done for our child's growth and development. As learnt in training, **I make my child wash hands, feet and face. I also serve homemade food after she returns from school and incase if I am not in the house I cook the food before leaving and keep it for her. I have kept soap at the tap to wash the hands for children.** My child shares what she learnt in school. Sometimes she makes me sing songs that she had learnt, along with her.

Marking for the holistic development

Horizons	1-5	Reason
Fulfilling basic needs	5	(From all) we give basic needs everyday
Equality to son and daughter	5	(From all) every child of ours is equal to us.
Give Time to children	5	What they ask we tell them.
Nutritious food	2+3+3+3+3	In village it is not so practical, we feed what we have everyday.
Physical cleanliness and food sanitation	5	(from all) we have been maintaining sanitation for our children's health
Giving present to show love	4+5+5+4+4	We are not being able to understand them completely

D) I gave only '4' because my daughter does not show attached to her dad. I used to think why she is not so close with her father since long and one day I realized that once, her father had beaten her and she cried. Since that day, my daughter has been behaving awkwardly with her father. This insight about the relationship gap was raised in my mind after the training. I think her father has not been able to fill the gap of that absence between father and daughter.

I had 2 children within 18 months but their father never carried them. I have always loved them a lot so I carry them and go to work. Father did not care about children and so the child does at present. Father

once said that he has given money so taking care is only my duty.

Effectiveness of the project = 5

We are 100% satisfied with what EHN has been doing for us and for our children. Our children have the opportunity to stay warm and tidy because of the carpets provided by EHN. They also watch T.V from where they can learn more even if they didn't get from teacher's teaching.

Negative impacts

- In the community, people have said that women provoked others but I think every person has their own rights to decide to what they are interested. I love to learn so I appreciate the learning provided by EHN.

FGD 4. Khadgadevi Aa. Vi. Jwalamukhi R.M-1, Dhading

1. Date of FGD: March 12, 2021

2. No. of Participants

Total	Female	Male
14	12	2

3. Discussion note

A

Yes, I was in the training. The focus of the training was on the holistic development of children. We were enlightened on how to take care of our child. They said that we must give more time to our children, understand their feelings, talk to them more politely and do a regular visit to school for progress check. **I have been treating my child with proper care; I listen to what she says and keep her tidy. After the training, I have only once been to school and checked the progress profile of my child.**

B

I was not in the training; my daughter in law was there. **She shared that we must encourage our children to wash their feet and hand after coming from school and give the food cooked at home.** Since that training, I have been helping my daughter in law to keep the children clean and fresh. We provide food cooked at home.

C

The training was about teaching children good habits and they make us aware about the words we use in front of the child. They said that we must not use inappropriate words in front of them. **From the learning, I do not argue with my child but listen carefully what she says. I also have stopped using inappropriate words in front of them.**

D

I did not come for training because I have just admitted my child in ECD.

E

In the training we were said to send our children to school regularly. Before, my child used to cry when she has to go to school **but at present she doesn't cry while going to school.** I do not feel good when parents fight in front of their child because that hampers the child psychology and children also says about the family conflict in the community. **I am aware about this so I keep my child away from family conflicts.**

F

The training used to be only on every Sunday of the week and was for 7 weeks. The learning from the training were; We should respect and love our child as we do to our in-laws. We should maintain good sanitation habit and inspire child to stay clean. They have said about the nutritious food required for children's growth. We need to give the food containing proper nutrition. **We were also told to check the progress file of our child but that has not been done so far because I think my child has been improving and I believe the teacher have worked very hard for that.** However, I pay more attention to my child after training. **I listen to what he shares after returning from school. I do not chat with family members about family problems in front of my child. I used to scold my child before training but that behavior has been changed now.** I talk and explain politely to my child.

G

In the training, we were taught that we need to speak proper words while speaking to children. Our children must be encouraged to speak politely using more civilized language. We need to take them to school and pick them up from school. **My child was very naughty before I used to scold a lot but after the training, I got to know that we shouldn't scold them therefore, I have now stopped scolding instead I tell my child in a good manner and he follows that.**

H

I was one of the participants in the training. We were taught to love our children and not to scold or beat. They said that will hamper in child's growth. **I used to beat my child in the past but the training has made me more conscious about child's development so I do not beat them now. I show respectful behavior towards my child and so does he.** I do not express my anger in front of him. He has been improving in the class activity as well and being more interactive. The teacher has been teaching good manner.

I

I could not participate in the training. But I do teach my child good habits and talk to them politely.

J

I had also not participated in the training however, I know a bit of how to treat our children for the proper growth and development of children. I teach them to show good manner and act accordingly every time. I think we need listen what our children are trying to say and counsel them politely for the wrong things.

K

Yes, we had training provided by Prabin sir. In that training we were taught about sanitation of children and the food, which are essential for children to eat. They also explained us about the nutritious food that needs to be served for the growth and development of our children. **I have learnt that we should not do the activities which are not child-friendly such as; smoking, drinking alcohol, speaking vulgar words, fighting with family members.** I have provided with proper care and love to my child. **I do not do such unfriendly activities in front of my child. I cook for him at home and give nutritious food as much as I can.**

L

I think was in the training but I have forgotten the learning. As far as I remember, **I have made my child wash his hands and feet and give time to study and play.**

M

I did participate in the 7 days training organized once in a week. The learning from the training are

that we should give our child the nutrition contained food, fruits and vegetables. **I encourage my child to eat the food made at home and prepare what she wants to eat. I don't talk to my child rudely rather make her feel comfortable to share what she wants to talk. I listen to the songs she sings after returning from school.** She has been improving her ability but might take time.

N

I was not in the training. My wife had participated. I am not sure about the learning but I give attention towards my child if she wants to share anything about her activity from school.

Marking for the holistic development

Horizons	1-5	Reason
Fulfilling basic needs	5	(From all) we fulfill every basic needs everyday
Equality to son and daughter	5	(From all) Both the children are equal for us.
Give Time to children	5	(All) we listen to them and talk to them.
Nutritious food	5	(From all) As far as we have the food we serve them all nutritious food like fruits, vegetables, meat every week.
Physical cleanliness and food sanitation	5	(From all) we are aware about the importance of cleanliness and we maintain that.
Giving present to show love	5	(All)We understand our children and try to fulfill their needs when we go to market. And if not, we explain politely.

Effectiveness of the project = 5

We are happy with the support provided by EHN, they are doing good.

Suggestion:

It would be perfect if such training is provided time and again for parents, which enhance our ability to care our children in a better way.

FGD 5. Samibhanjyang Ma. Vi, Jwalamukhi-4, Dhading

1. **Date of FGD: March 15, 2021**

2. **No. of Participants**

Total	Female	Male
14	14	0

3. Discussion note

A

In 2074, I had participated in 3 days training but I participated only for two days. I have no idea about 8 days training. In that training I learned about the sanitation that needs to be maintained while taking care of children such as washing hands and feet. We were also taught to ask our children when they return to house after school about what they learnt in school. **Sometimes, I have asked them. I help my child in his homework and wash his hands and feet for after coming from school.** In this generation, most of the people are aware and they know how to behave in front of child **so I also don't speak rough words and ask my neighbors too. In the case of nutritious food, my child don't like to eat green leaves** and I think it would be more effective if the teacher tells them to eat nutritious food then they would eat because they believe what their teachers tell.

B

I had participated in 8 days training. In the training, I learned that we should not do physical violence against children such as beating them, making them do the household works. We were also taught that we must separate time for children to do different activities like giving them time to eat, play, talk and do the homework. Learning all these, **I do not beat my children now. I maintain cleanliness while sending them off to school and after coming back from school. I listen to my child while she speaks and tries to tell something.**

C

We had training before Corona Pandemic. The training was for 8 days but I only attended for four days. The training was about the behavior towards our children. We were taught not to scold our children and not to speak rough words in front of them.

D

I have attended the training which was for 8 days but participated only for 4 days. In the training we were trained about the way we treat to our children. I learned that children are not supposed to follow a rote learning method instead they must be taught with different recreational activities. We were also said to manage time for children to play as well. **From the learning in training, I have maintained the cleanliness of my child and give time to do the homework as well as I do not make her to do the household works which my child cannot perform.** The children in ECD class are engaged in different activities rather than focusing on the subject wise theoretical learning and when they are upgraded to grade one, they are made to do a lot of homework in the book and copy. This system has been very difficult for children. In ECD they did not even recognize the letters properly whereas in grade one, they are asked to complete the exercises given by the teachers.

E

Yes, there was training for 8 days, where I had participated. As far as I remember, we were taught to talk with our children respectfully, to maintain cleanliness, show affection towards them and to do regular visit to school and check the progress of the student. **I sometimes check the progress report of my child in the school. However, I do not talk to them with respect. I usually do not beat my child but sometimes when I beat, they ask to say sorry for that.** The way teacher teaches in the class is satisfactory.

F

I do not know about the training but maintaining cleanliness and caring my own child have been done till the date. I always make my child wash the hands and feet with soap. **She has been just admitted in ECD. I have not been able to check the progress of my child yet but the toilet in this school is not appropriate for ECD students.**

G

The training was organized for 8 days for the parents. I had participated in the training but could not complete. I took part only for four days. In the training we were taught to check whether the teacher has been regularly involving children in learning activities and to check if the activities done by the students pasted in the classroom. **My child washes his face, hands, and feet after coming from school. We were taught not to create conflicts in front of children; we actually do not involve in such quarrels however he knows that his Father drinks so he teaches his Father to stop drinking alcohol.** The Father has to work all day and he has to drink to get rid of tiredness of all the work in the evening. I am not satisfied with the snacks provided in the school. My child once has said that they are provided all the time same menu like Chana, Kerau with beaten rice whereas, teacher eats noodles in front of them.

H

I have participated in the training organized for 8 days but was present only for 6 days. In the training, I learned that I need to ask my child what she learnt in the school after returning to home. **I have asked him and he sings the songs that he sang during the class. I also ask him to wash his feet when he comes home after school, he does that. He also washes his hands before eating. He himself initiates in washing his face and says if he doesn't wash the face, Teacher will show him a mirror saying he hasn't washed the face on that day. I also visit ECD class sometimes and see how teacher is teaching the class.** I believe that children will learn the appropriate amount of education gradually. For now, I am satisfied with the teaching.

I

I have participated the training provided by Prabin sir just for 6 days. It was of 8 days training but I could not make it till last days. The training was about the care that we need to do for our children. In the training we were told not to ask engage them in the household works rather provide enough time to study and learn more. And also make them to do their school work themselves but not by parents. **I do follow the leaning from the training that I ask my child to wash the hands and feet after returning from school and before going to bed at night. We were also taught not to smoke in front of child but I do smoke. When my children see me smoking, they tell me not to smoke and not to speak unfriendly words while speaking.** In regards to the teaching and learning of the student, my child has not learned to write even his names yet. There are huge numbers of students in ECD class and only one teacher is there to teach all of them due to which I even cannot complain about my child's pace of learning. It is difficult to handle the whole class for one teacher.

J

It was Parents Education training for 8 days. I had also participated in that training for only 6 days. In the training, we were taught that we must teach our children to do household works that they can perform and learn with parents. We were also told not to scold the children when they do wrong rather we must ask them politely to repeat the activity as well as to ask the teacher about the children's progress time and again. My child come and tries to help me in the kitchen. About the education, I think that children have to engage in normal recreational activities but when they go to grade one they have to do much writing homework and my child ask me to do that.

K

I had participated in the training which was for 8 days. We were told to communicate with the children when they are back from the school and in the house as well. In the training, we are said that we must ask our children if they finish all the tiffin in the school. Also I learned that we should not beat our children on the cheek but should carefully hit on legs so that their nervous system would not get affected. **I have applied the learning into practical implementation that is I always ask them to wash their feet and hand to maintain cleanliness all the time.**

L

Before the corona Pandemic we had training which was conducted for 8 days. I had participated in that training. I learned that we should give time for children to play, read as well as should make them engage in minor household activities and in other creative activities. I have two children in ECD both of them have repeated the same class this year. **They have been learning but due to the different teaching method in ECD and in grade one it is difficult for them to upgrade in grade 1.** Sometimes, they ask me to do their homework but again they refuse it saying teacher will scold later in class however, they have been improving their level of knowledge and skill.

M

Yes, I have participated in the training. There we were taught to make our child tidy and make them to wash hands as well as to speak respectful words in front of children. **I usually do not scold my child but sometimes when they irritate I scold them. I provide my child nutritious food in the house but in school they are provided similar snacks every time.**

N

I was also in the training organized for 8 days. In the training, I learned that we should care our child with proper sanitation, food and respectful behavior. **I give my child the vegetables that are available in my house. So it is quite nutritious but what provided in the school for children is not good. They don't eat it.**

Marking for the holistic development

Horizons	1-5	Reason
Fulfilling basic needs	5	(From all) because we don't negotiate to fulfill the basic needs.
Equality to son and daughter	5	(From all) we feel every child is equal to us.
Give Time to children	3	
Nutritious food	4	(from all) we provide nutritious food to our children everyday but not satisfied with the food provided in school
Physical cleanliness and food sanitation	5	(from all) we have been maintaining sanitation for our children's health
Giving present to show love	3	sometimes we do this but sometime scold them for irritating

Effectiveness of the project = 80%

FGD 6. Sunkhani Secondary School, Jwalamukhi-6, Dhading

1. Date of FGD: March 14, 2021

2. No. of Participants

Total	Female	Male
8	6	2

3. Discussion note

A

Yes, there was 3 days of training. I participated for only two days because the first day, my mom was in the training then she asked me to join as we also had to write. In the training, we were trained on how to behave in front of our children. They said we have to be very humble and polite while speaking to our child. We must ask our child what they learnt in the school. **I have applied the learning into practice therefore I don't talk rudely with the child. When they ask questions I try to give answer of every question but if they don't understand, I try to explain slowly but don't get angry on them. I send my child Tiffin from home as the school gives same snacks every day.** We were also told about the holistic development of children where they explained us that we need to provide our child different time to engage in different activities. **Once, my child said that they have T.V. in the class but they don't have remote of the T.V.** even though he has been learning new things ever day.

B

I was in the training for the 3 days. In the training, all the parents were made aware on the proper growth and development of children with different aspects. They said that we should not scold when they try to do new things in the house. We need tell the children to wash their hands and feet when it's dirty and send them to school maintaining cleanliness. They should be given homemade snacks and should be send the healthy food as snacks in school. **I have never been so rude to my child but as we know children do not understand the situation so sometimes I scold them. I keep my children always clean and healthy. I also send whatever is available in the house for the Tiffin. My child gets excited to come to school these days. He says they have many materials for games in school.**

C

I don't know about the training. I did not participate in any of the training. I have asked with other parents they said that they were taught about the cleanliness, food. I maintain cleanliness of my child every time. I have seen my child growing. She always talks about her school and what she learnt. I am happy with the education in ECD.

D

There was 3 days training for parents and I have attended all the days. In the training we were taught that we need to check if the teacher is teaching properly, to maintain cleanliness and keep child tidy. Parents were asked to go to school to drop student as well as to pick them up after classes are over. We were also told to check on whether children are learning positive things or negative things in the school. **I have not completely followed the learning but maintain cleanliness has been doing and I include fruits in his regular food every time. I ask my child what he learnt in the school after returning from school.** My child loves to do homework. He doesn't like to engage in other activities without completing his homework given by teachers. **Once, he didn't receive gift as he was ranked 4th in the class and was disappointed for that. So I asked the teachers in the school to give him a consolation gift just to motivate him to study well.** I am happy with the interest of my child for education.

E

There was training for 3 days but I attended only on 2nd day as I was busy in other work. I think in that training, we were told to maintain cleanliness and to behave well in front of child. **When my child asks too many questions, I tell him to go and play outside. Sometimes, our mood also swings with the problem in the family so at that time, I speak loudly with my child,** while going to school he does not cry but does not show interest to read and write. My child comes at home and asks for the quiz questions because all the students have to ask that in front of the assembly during their turn.

F

I was also only 1 day participated in parents education training organized for 3 days. As far as I have the information **I send my child homemade snacks in the school.** I have been trying to **send children in school with clean uniform and by washing their hands, face and feet.**

Marking for the holistic development

Horizons	1-5	Reason
Fulfilling basic needs	4+3+4+4+4+4	
Equality to son and daughter	5	(All) Both of them are equal for us
Give Time to children	2.5+ 2.5+4+2.5+2.5+3	Not being able to give quality time.
Nutritious food	5	Provide them all available in the house.

Physical cleanliness and food sanitation	5	We maintain that always; washing clothes, bathing,
Giving present to show love	4	(All) Could not get what they really asked for.

Effectiveness of the project = 5

We are satisfied with the work done by EHN but we have problem in the school management. The students must eat the snacks in the polluted ground. We feel afraid that our children might get injured so badly that the structure of the school is geographically unmanaged. The toilet of the school is also not child-friendly. Our children go to the toilet when they come back to home from school.

FGD 7. Paropkar School, Jwalamukhi-7, Dhading

1. Date of FGD: March 17, 2021

2. No. of Participants

Total	Female	Male
12	9	3

3. Discussion note

A

I have not participated in the training.

B

I participated in the training. We were taught to ask our child what they learnt the whole day in school and give time to listen to them. They said we need to maintain sanitation and keep our child tidy while sending off to school. **I have been making my child wash the hands and ask her what she learnt in the class. She shares the things that she did in the class.**

C

I did not attend the training but my husband had participated. He had shared that we need to make our child wash the hands and ask what she learnt in school. **I do ask her but she shares the learning if she is in happy mood.**

D

I was not in the training. I ask my child what has been taught in school. He shares that he watches T.V. and plays with different materials in the class.

E

I don't know about the training but I also ask my child about her day in the school. My grandson says about the games in which he got engaged in the school.

F

My daughter in law took the training, but I was not there. However, I have seen my grandson improving his studies. He can read and write properly.

G

I was in the training. We were taught to care our child properly, maintaining cleanliness, paying attention to what child says; give time to play and so on. **And I think I have seen changes in my child, that he understands when and how to do home work, before I had to teach him but now he can do himself. He has learnt many things these days.**

H

I don't know about the learning in the training because I was not in the training but I have seen my child learning new things. Her reading skill, writing skill and memory have been improved. If she asks about

anything I try to answer however, sometimes I get busy with my work.

I

I had participated in the training but I am not sure about the learning. I have been maintaining the cleanliness in the house. **I send my child washing hands, face and with clean uniform in the school. He shares about his activities in the school with me while doing homework.**

J

My wife had participated in the training. My child also shares about the activity done in the school whole day. And when he puts some questions on me, I try to explain in simple language.

K

I had not participated in the training.

L

I don't know when the training was organized so, I did not participate.

Marking for the holistic development

Horizons	1-5	Reason
Fulfilling basic needs	4.5+3+4+4+4+5+ 3.5+4+3.5+4+5+5	
Equality to son and daughter	5	(From all) every child of ours is equal to us.
Give Time to children	5	(All) what they ask we tell them.
Nutritious food	5	
Physical cleanliness and food sanitation	3.5	Not performed in other days only for school.
Giving present to show love	3.5	We are not being able to understand them completely.

Effectiveness of the project = 100% (we are very satisfied with the work they have been doing; because of them our children are improving learning habits).

Note of Interaction with School Leaders (SMC/PTA and Head Teachers)

Interaction 1. Barahkalika Aa. Vi, Jwalamukhi Rural Municipality

1. Date of Interaction : 16th March, 2021
2. Number of Participants

Total	Female	Male
3	1	4

3. Discussion note

None of the members of SMC/PTA have participated in the training of ICDP. We all are new members in this committee. But we know that some of the supports have been received from EHN such as T.V., materials for playing in classroom, carpets, masks and sanitizer during Covid, Table as well as trainings for ECD teacher and SMC/PTA members.

The former Principal of this school has conducted training for Parents after getting ICDP training.

In the ECD class, we have not observed the use of methods very intensively but when we do visit sometimes we see the ECD teacher using the game method, educational materials. She has been utilizing the materials provided by EHN. Whenever she has got problem in conducting the class or if she is in need of any help, she has asked for the support from the management committee and we have been supporting her in need. This time as the television couldn't operate in class, we provided her laptop where children enjoy watching video. We have unmanaged school building for now and this has been hampering to conduct classes smoothly.

Although the support from government has not seen as a motivation to ECD teacher she has been working hard with the current salary. If the government could have added incentives then it would have made ECD teacher to work more effectively. Similarly, the age group in the ECD class is not homogenous; students are from the age 3 till 5 years. So the ECD teacher has more pressure in terms of caring the children according their age group. The numbers of students are attracted more because of lunch system in the school. Sometimes, the children below 3 are also brought by parents in ECD class. We have been saying parents in parents meeting not to bring the children below 4 years but that has not stopped yet.

The management system from the local government seemed to be very poor in terms of education. In some of the schools we have seen 2 ECD classes even though the numbers of students are less. ECD teachers give full time for ECD classes but are paid very less whereas some of the teachers have limited classes to take but are paid higher. So this imbalance in the salary has to be revised respecting the hardships of ECD teachers.

ECD has played an important role to set the habit of going to school to the children because when ECD was not integrated into school the children used to join directly in grade 1 and they used to cry the whole day in the class but at present students seemed to be happy while coming to school. ECD has also developed the habit of respecting teachers and elders, they greet when they meet teachers while the

students of higher grade even don't do that.

I would like to give one suggestion to the organization that if they could manage lunch for only ECD students in their class, it would be very helpful for students as well as the School management committee.

Interaction 2. Gyanbodh Basic School, Jwalamukhi Rural Municipality-6

1. Date of Interaction : March 9 2021
2. Number of Participants

Total	Female	Male
3	1	4

3. Discussion note

- We have received different materials such as T.V, educational materilas, book rack, vaccum cleaner, filter, carpet from EHN and also received ICDP training for our intellectual development.
- In the ICDP training, we were taught to treat well to children. We should not beat them for their mistakes rather should counsel them politely. The training has also focused on nutritious food where we were told to look after the food nutrition of Children's food. They should be given homecooked food while going to school. At the same time, we were introduced to the different rights of Children and we teach them good habits and behave well in front of them. We also try to counsel people who do such activities in front of Children.
- These all the teaching was very good but we have not practically implemented yet.
- **We do not have any planning for future because the school itself is at the verge of extinction as government is planning to merge the school looking at the number of the students at present.** We don't have enough teachers to teach all classes. We have only three Teachers but four classes and one has to handle two classes due to which it has been very difficult to look after ECD class as taught in training. We have talked about this problem with the RM but they didn't provide teacher in our school.
- Planning to continue the ECD class in future has not been planned yet when it arises we will find the way to solve it because we are not able to pay salary of Teachers right now. All the teachers are paid by RM.
- We don't want to let go because one school is a need in this area otherwise the children have to travel a long way to school however we cannot even continue by managing all ourselves. We are at very difficult situation at present.
- **EHN has been doing very good work since the day it started and we are very satisfied with their work.**
- SMC member and parent-I **will mark them 4 out of 5 because we need such kinds of training in the near future as well.**
- Teacher- **I would give them 3 out of 5** because I want them to look after us even after the exit of the project by providing training and monitoring in construction and maintenance.

- Head Teacher- **I will mark them as 4 out of 5 and one marking will be added when the same training will be provide to ECD teacher once again** and helpe us in repair and maintenance to sustain the materials for a longer run.
- Chairperson- I believe that this project has upgraded the level of our school. We have seen many changes in school and in teachers through different training and support. Therefore, **I would mark 5 out of 5.**
- As we don't have enough teachers we would also be happy if we could place a volunteer teacher to cover a class so that ECD teacher will be able to take time for ECD students. Before we used to have volunteers which have helped us relieve our stress for some time but we don't have any teacher now.

Interaction 3. Nabodit Aa. Vi., Bagaicha

1. Date of Interaction : March 10 2021

2. Number of Participants

Total	Female	Male
3	1	4

3. Discussion note

We have received different support from EHN. We were provided training as well as the materials for ECD class, they are; Carpet and P-foam, T.V, Vacuum cleaner, Books and book racks, Table, Educational Materials, Madal, Cushions. During this COVID-19, they have also given sanitizer and masks for the school.

The training provided by EHN was about how to behave well in front of the children and how to treat them for the proper growth of the children. We were informed that we must provide proper time for children including the time to play, to do homework, to study and do homework. We were also made aware about the importance of cleanliness for Children through the training. We know that home is the first school for children where their intellectual development is increased.

We have practically implemented the learning from the training. The way we treat the Children before and after the training is totally different. It is good when we talk to children politely and with a smile.

"I used to tie the students and beat them whenever they do mistakes." said the former Chairperson of School Management Committee (SMC).

In case of nutritious food, in most of the village it is difficult to balance all the diet in one meal because we have to cook whatever is ready and available at that time. We actually do not go to market and buy the proper diet contained food. Sometimes we cook rice and daal, sometimes, rice and potato or spinach.

For ECD, we have received some **support from ward office** such as sound system, water dispenser, Keyboard, table, some cushions, wiring for electricity supply, Water storage tank, drinking water and reconstruction of the school building was also helped by RM/Ward. We have been using the toilet

donated by Focus Nepal as well as they have also provided sandals and Bag to the students of our school.

We shared about our problem to the RM due to which they helped us RS 1,00,000 for school's playground. The support actually was provided from Infrastructure Development Fund of GoN.

Besides RM, **Rotary Club of highlight Sorakhutte, Kathmandu** donated Uniform and other educational materials for 45 students of our school.

"Talking about the negative impacts of the organization, once one of the parents had complained about the teaching method of the ECD class, at that time I explained that parents about the holistic development of children through the education then she was convinced," said **Head Teacher of Navodit School**.

Except this complain though it was resolved later, we actually have not seen negative impacts of this project yet.

Interaction 4. Khadgadevi Aa. Vi, Jwalamukhi Rural Municipality

- 1. Date of Interaction : March 12, 2021**
- 2. Number of Participants**

Total	Female	Male
5	1	4

3. Discussion note

EHN has trained us on holistic development of children. After training we learned that the foundation needs to be stronger to build the house. Therefore, ECD has to be prioritized in the school to see the proper growth of children in the future. Many changes have been seen after the training. The topic itself was a very new topic for us. **And we think that this training must be given to the higher grade's teachers too.** We organized same training for the parents but could not conduct for the teachers who teach at higher grades because we had limited budget and that was not enough to conduct another round of training.

We have received my essential materials for ECD class such as **carpets, vacuum cleaner, educational materials, Television, cupboards, 2 small tables, sanitizer, masks, charts, Madal** and so on. For now we are not being able to use T.V because the pen drive and T.V does not match and we think we need to connect Dish Home for the T.V. after the training, we have realized that we also need to look after these materials.

In the ECD class, there are the students with the age group 3-5 years and sometime parents also bring the children less than 3 years. They say their children need to set the habit of going school but that is too early for learning in ECD and we say them not to bring.

EHN has been working with a constant collaboration with us. We believe that the community has changed after the training. If EHN could provide trainings to other teachers as well, we are also ready to support in any way for the successful implementation. **The training has helped the parents, teachers along with SMC/PTA in different aspects which ultimately enhance to grow children in a good environment.**

We have our own plans for the proper management of physical infrastructure like school building, computer, furniture but not specifically ECD class and also we don't have any decision/budget to conduct

awareness training, seminars so we have that to be fulfilled with the support of EHN or ward office/RM office.

We have talked to ward office to help us for the management of the materials, however after a long pending request computer have been provided by the ward office for this school. **Ward office has been supportive for the materials but not cared so much about the training on holistic development of child.** We were ready to conduct the training if the ward office has helped us with some budget but the ward chairperson did not pay attention towards it.

Effectiveness = 4

80% of the activities have been best under this project. Now **we want EHN to include other teachers as well in these kinds of training** so that the effectiveness could reach to 100% in the school as well as in the community.

Suggestion

It would be more effective if a refreshing training could be organized to recall the learning time and again.

Interaction 5. Samibhanjyang Ma. Vi, Jwalamukhi Rural Municipality

1. Date of Interaction : March 15 2021
2. Number of Participants

Total	Female	Male
4	1	3

3. Discussion note

Being the Principal of this school, I mostly look after higher secondary and secondary level of this school in this new building. There is an in charge for primary level. So I do not do regular visit to primary section. I visit there if only it is necessary. EHN has supported ECD class with the materials for room decoration

As a PTA chairperson I feel that ECD has been very effective as Fathers have realized that child caring is just for Mothers because Fathers do not bear the patience to treat children like them. After the training, Mothers have a changed feeling toward taking care of their child. We have also conducted Parent education for the Mothers last time. As we provided the training, most of the girls of latest generation asked that they also need such training. We have seen many changes in Mothers and as a result the child has also changed. ICDP has also provided with some documents.

T.V in the ECD class has not been used. It is kept in a separate place because of the security purpose as the classroom’s windows are not fitted with security. We have also been noticing since the long time that the ratio of the ECD classroom and students is not matching up. However, we are very satisfied with the activities that have been doing by ECD teacher and that one room is not enough for all the students with learning environment. The numbers of students have also increased in ECD because of the Corona Pandemic.

We have faced different challenges while conducting ECD class. Most of the parents are unaware about the importance of the proper learning method and they even do not have the time for their children as they engage in household works. Classroom do not have proper security windows due to which we are not being able to hand and use the materials provided by EHN for teaching. The proper use of the toilet has not been maintained. We have the problem with the cleanliness as the sister in the school has also

been helping in cooking the daytime snacks for children. As for the drinking water, we do not have enough pots/utensils to store the water.

“The management teams have their own responsibilities to look after. But the internal conflicts between the management team have hampered in performing the respective responsibilities,” said The Principal of Samibhanjyang Ma.Vi.

SIP has also included ECD as like other grade in the schools but it just have been theoretical and could not implement practically. We are not been able to manage the economic crisis and when asked to ward office for the finance it has not been working so well. Though we included ECD in SIP it actually doesn't meet the international level and local level standard of ECD class. Parents expect teachers to do all the things for the child while they don't care at the house. It is seen that those children who were cared at house have also performed excellent in the school. ECD teachers are paid only Rs. 6000 per month but parents ask the progress indicator of their children. This has not been functioning well so far.

Interaction 6. Sunkhani Secondary School , Jwalamukhi Rural

Municipality

1. Date of Interaction : March 14 2021

2. Number of Participants

Total	Female	Male
5	2	3

3. Discussion note

From EHN, we have received support in ECD classroom management. We have also received the **materials like carpet, cushions, furniture; cupboard, bookshelf, and the educational materials.** The **field staff have also been visiting frequently in the school and observing ECD class.** We have also **received training** for Parents, teacher as well as for SMC/PTA members. Besides EHN, **‘Chhatkuli Samaj’ and Ward office have also supported us. Chhatkuli Samaj donated us to build the school building whereas Ward office provided some educational materials for grade 1-3. Similarly, ward office also supported curtains, cushions, carpet and Wi-Fi in the school.** Ward office had also separated some budget for us but due to Covid-19 we couldn't work in collaboration last year.

Because of corona there has been fluctuation in the attendance of the students. Many families came to villages from Kathmandu and now they have travelled back to Kathmandu and they took children with them. That is why there is dropout in the ECD class.

We are planning to start grade system in school and have included this plan in SIP as well. For the sustainability, we have not included any plan in SIP but have discussed within SMC members to appeal for maintenance and repair to either ward office or EHN. The proper management has not been implemented as we only have one helper sister in the whole school; she has been handling all the activities of school like cleaning classrooms, toilets, cooking snacks for children and so on. At the same time, the pressure is also on ECD teacher, though she is not paid enough according to the nature of her job. The lunch distribution programme is also not managed in our school, we are processing to manage it

as well.

ECD class has played vital role in shaping the children's habit of going to school every day. At the same time, **we think it is also important if after ECD also we could one another level to prepare students to promote in grade 1 because the level of education in grade 1 and ECD is totally different.** Due to this many of the parents are complaining to teach children writing and reading from ECD.

The facilities in the school till the date are not well-enough. Even we the management committee are not satisfied with it but we have to consider it as it is for now. At least, we have been able to provide students snacks at school for that I am happy. And for the road construction which is very dangerous in front of school, Parents have requested ward office to look after it and we have heard that the ward office have separated some budget for the construction.

We have been witnessing a lot of changes in our environment with the support from EHN. So, they are doing very well till the date.

As **suggestion**, we would like to request EHN to provide us the training just to refresh the learning time to time. It would be great help if the repair and maintenance of the materials could also be supported by EHN. Most of us forget a lot of important information, so just to give a quick reminder; we would love to see the staff coming for follow-up. And I feel that the ECD teacher has been so neglected by the government therefore, if EHN could **provide incentive just to motivate them to work better way**, which would also be the best achievement so far.

Interaction 7. Paropkar Aa. Vi. School , Jwalamukhi Rural Municipality

1. Date of Interaction : March 17 2021

2. Number of Participants

Total	Female	Male
5	2	3

3. Discussion note

Talking about the support provided by EHN, we have a **building build in 2073 by EHN.** We used to have ECD class in that building but now it has been moved to another building near to office. Our teachers are also trained through the training organized by EHN.

For ECD, EHN has supported **carpet, table, bookshelf, educational materials, cushions, T.V. Vacuum cleaner, sanitizer, masks** during Covid period. Beside EHN, **R.M has also supported some books for ECD students.**

We moved ECD to another building because the building is near from office and we can observe and monitor the class as well as the students time to time. We felt detached with ECD and it was even difficult to recognize the children. So we shifted the class near to office room.

We have been facing different **challenges** these days; first challenge is **the uncertainty of school itself as the Budigandaki hydropower project is going to be implemented.** Another is that we have **inappropriate geographical school compound** due to which children cannot play freely. Similarly, the

supported materials are not being able to keep properly as we also **lack enough bookshelf/cupboard**. We had been making the SIP every year but this year we haven't prepared that yet. We do include ECD into SIP since the day it has been integrated into school. **We do that every year including ECD. But the saddest part is that ECD teacher are paid very minimum than their workload.**

All the work that has been implemented by EHN is really good and has been effective. They built the school building when we were in need of that. **So we are 100% satisfied with the work of EHN.**

Suggestion:

- We want the same training to be provided to other teachers of our school because with the training we have seen positive changes in teacher and in children.
- Refreshment training to the old participants is needed to recall the learning.
- Toilet is in critical condition that needs to be reconstructed at least for ECD students.
- If EHN could provide us Poster Pictured books according to the respective lesson.

Findings of the Organizational Assessment of EHN

Based on the 5 ability tools

Organizational Assessment: Rated by the Executive Committee Members of EHN

Organization: EHN	Date:		25 March 2021			
CHARACTERISTICS	Rating (1 low to 5 high)					
To what extent to you agree with the following statements?	1	2	3	4	5	Reason for marking
1 - ABILITY TO BE: IDENTITY						
(1) Governance						
1. The organization has a board which clarifies overall aims and supports direction.				4		The board gives ideas and decisions, at the time of board meeting, for the overall progress of the organization.
2. The By-laws provide an adequate legal framework					5	EHN has by-laws; financial policy, guidelines, staff policy, registration certificate, SWC affiliation, CPP, assets management guidelines, etc.
3. A representative General Assembly is organized annually					5	Annually organized, mostly in September of each year.
4. Members own and control the organization					5	Important/high impact decisions are made by the meeting/members.
5. Members take active part in all major decisions					5	Major decisions are made through the board, GA.
(2) Leadership	1	2	3	4	5	Reason for marking
The leadership has a proven capability to						
6. Set priorities and provide clear direction for the organization					5	
7. Direct, motivate and manage staff					5	The board and the senior staff members direct, motivate, and manage the staff regularly by meetings, feedbacks, etc.
8. Be a good spokesman on behalf of the organization					5	Members in the leadership role are well-equipped with the information about the organization and the overall programs.
9. Make decisions in a timely manner					5	Board meetings happens quarterly, staff planning and review meeting monthly, there

						is a system of decision-making as well; some agenda from the board meetings, some agenda from the management committee, and some agenda from the GA meetings.
10. Make decisions after proper consultation with staff/members					5	A discussion is made among the staff members as per need, or as per the significance of agenda. It depends on the significance of the agenda that from where it should be decided.
11. Handle internal conflicts well					5	There is no very big conflict to date except some misunderstanding which were handled by mutual understanding and discussion among the team members.
12. Delegate work and involve staff and members				4		Works related to project, and some other works are delegated to staff. Board and GA members involve for high level works, like policy making, etc.
(3) Identity	1	2	3	4	5	Reason for marking
Purpose (what the organization wants to achieve)						
13. The purpose is clear					5	
14. The purpose is understood and internalized by all staff/members					5	They have understood and internalized.
15. The purpose is not contested					5	Not contested.
16. There is no need to change overall direction					5	
Values (what the organization believes in)						
17. Staff/members are committed to key values and beliefs					5	
18. Values and beliefs are shared with the Mission Alliance				4		There is not particular alliance but values and beliefs are shared with the like-minded organizations.
Strategy (The distinctive profile of the organization)						
19. The organization has a clear strategy which helps to clarify priorities				4		Strategy needed to update. Means that EHN can update its strategy after 2021 because HimalPartner, a big funding partner for EHN, is ending the partnership after 2021.
20. The organization shows an individual identity in what it does					5	

21. There are certain things that only this organization can do		2				EHN is very honest that EHN does not exaggerate its work. EHN states its strength as well as weaknesses at all aspects. EHN is totally committed to address the real need of the project target groups.
2 - ABILITY TO ORGANIZE						
(4) Human resources	1	2	3	4	5	Reason for marking
The organization has a proven capability to						
22. Recruit and select people effectively					5	EHN recruits and select people regardless of biasness. It does it based on the competitive process.
23. Ensure that staff composition reflects fair gender and equity policy					5	5 male out of 6 staff members. But it was not planned to select only male. It happened automatically.
24. Regularly train and upgrade the skills of the staff					5	Budget is allocated for staff development, feedbacks//comments are given. In-house trainings are made for the staff members. Staff members were trained on proposal and report writing, financial management, teacher training etc.
25. Provide satisfactory incentives and compensations					5	Insurance of each staff members is made, 750 per day is given for field visit, 1000 is given for one night accommodation, 300 for night allowance.
26. Avoid turnover among staff					5	There is not frequent turnover among the staff. 4 staff member only left EHN within 9 years due to their own decision.
27. Attract people with good technical skills				4		
28. Attract people with good managerial and administrative skills				4		
(5) Systems and procedures	1	2	3	4	5	Reason for marking
The organization has a proven capability to						
29. Set realistic priorities and plans				4		
30. Carry out plans and projects in a timely manner				4		Sometimes failure due to suddenly occurred constraints/challenges; eg. Pandemics, earthquake, rain etc.

31. Monitor and report on activities				4		EHN has no position of a separate M&E/learning officer due to which monitoring is a bit weaker. Program director is monitoring the project periodically-so it is just upto the mark. Reporting is effective-in time/within deadline and realistic data/information.
32. Learn from mistakes and change accordingly					5	Mistakes made are discussed and documented/commented/given feedback.
33. Effective financial management and accounting systems are in place.				4		Accounting system is effective but financial management process is being a bit weak.
34. An organizational structure in place with clear division of responsibilities at all levels					5	Works division is made
(6) Material and financial resources	1	2	3	4	5	Reason for marking
35. Funds are available when needed for planned activities				4		Funds from HP is received normally on February of each year.
36. The budget is large enough to allow the organization to fulfill its obligations		2				Not large. It is realistic in fulfilling the obligations.
37. Funding is stable and predictable			3			After 2021, is not stable and predictable. But we predict that we can find other donors and local income resources.
38. Building and internal services (water, electricity, etc.) are adequate				4		No own building. Internal services are adequate.
39. Building and equipment maintenance are well taken care of				4		No building. Equipment are well taken care of. EHN has guidelines for it; EHN Assets Use Guidelines 2017.
40. Communication systems function effectively (telephone, internet, etc.)					5	Effective
3 - ABILITY TO RELATE						
(7) Standing	1	2	3	4	5	Reason for marking
The following external stakeholders respect and have confidence in the organization						
41. Members and/or participants, beneficiaries					5	They are so happy with the programs of EHN.
42. Other national NGOs			3			No close relationship with other NGOs.
43. Public authorities					5	Close relationship with government line agencies. EHN believes in close coordination with the office of the rural municipality, SWC, etc.

44. Donors					5	Close relationship, there will always be a friendship between EHN and HimalPartner even if there is not partnership after 2021.
(8) Alliances and connections	1	2	3	4	5	Reason for marking
45. The organization is linked to and works effectively with national partners		2				EHN has been working with only ECEC.
46. The organization is linked to and work effectively with international partners					5	HimalPartner, My Book Buddy foundation, The Netherlands
47. The organization maintains stable relations with its donors			3			No project partnership after 2021 but always friendship between.
48. The organization shares information about its activities with others				4		Occasionally by facebook, website, reports. Planning to release monthly News Letter.
49. The organization has no major rivals or competitors				4		Obviously 1 rivals but not competitors.
(9) Responsiveness	1	2	3	4	5	Reason for marking
50. The organization becomes involved in new areas of work and responds to new needs				4		EHN is planning to work for new areas-but not decided.
51. The external environment supports the organization					5	
52. The organization is resilient – it is not swayed by new winds					5	It will sustain even if there is no big program/donors. It has internal income mechanism which helps to be sustained.
<i>The following factors support the organization</i>						
53. The legal/regulatory context, e.g. the government's NGO laws and regulations, etc.					5	
54. Political environment (particular decisions, politicians, etc.					5	No interventions from any political parties. EHN is neutral to all the parties.
55. Social and cultural environment					5	
56. Donor policies or preferences			3			From 2021 onwards, the present donor does not partner with this organization. It may be due to their policy or preferences,
4 - ABILITY TO DO						
(10) Relevance	1	2	3	4	5	Reason for marking
57. Members/users perceive activities to be relevant and beneficial					5	Project stakeholders say that the project launched in their school is very relevant.
(11) Effectiveness	1	2	3	4	5	Reason for marking
58. The organization meets its short-term				4		Mostly meets.

targets in annual work plans						
59. The organization achieves most of its objectives				4		
60. Achievements compares well with other similar organizations					5	
(12) Sustainability	1	2	3	4	5	Reason for marking
61. The organization can sustain its activities without outside financial support			3			It sustains some of the activities only.
62. The organization can manage all its activities without outside staff support				4		In house trainers are in there.
63. The organization generates an increasing level of domestic financial resources				4		Local income sources are being tracked by the organization.
64. There are good prospects to sustain all activities without external support			3			To sustain some activities but not all activities.
5 - ABILITY TO LEARN	1	2	3	4	5	Reason for marking
(13) To what extent the organization is able to take in learning from experience:					5	
65. Routines for gathering experience				4		No written routine but gathers at the time of review and planning meeting.
66. Have systems and routines for evaluation					5	Self-evaluation, annual performance appraisal.
67. Have systems for measuring results				4		No written system but based on the understanding.
68. Have systems for sharing experience					5	Experiences are shared by review and planning/staff meeting.
69. Have democratic arenas for open discussions on strategy where all levels are presents					5	Totally democratic. All the staff members can put forward their views freely.
(14) Responsiveness	1	2	3	4	5	Reason for marking
70. Routines for follow up of learning exists					5	Monthly review and planning/staff meeting

Annex 5: Tools used for project evaluation

शैक्षिक आयाम नेपाल

वाल विकास र शिक्षा सम्बन्धि एकिकृत परियोजना

मूल्यांकन(Project Evaluation) फाल्गुण २०७७

मूल्यांकनका लागि औजारहरु

१. परियोजनाको लक्ष्य : वालवालिकाले सफा र आरामदायी वातावरणमजा उनीहरुको विकासका लागि उपयुक्त वातावरणमा स्याहार पाउने र त्यसकार्यका लागि सर्वांगिण (Holistic) विकास स्थापित भएको अवस्था सृजना हुने छ ।
२. परियोजनाको साधारण उद्देश्य: वालवालिकाहरुले उपयुक्त स्याहार पाएर तीनिहरुको सर्वांगिण विकास हुनेछ ।
३. परियोजना मूल्यांकन (२०२१)को उद्देश्य:
 - परियोजनाको हाल सम्मको प्रतिफलको परिमाणत्मक तथ्यांकहरु पहिचान गर्ने
 - तालिम पछि शिक्षकहरुले शिक्षण कार्यमा तालिममा सिकेका कुराको प्रयोग गरे नगरेको अवस्था जाँच गर्ने
 - अविभावक शिक्षा कार्यक्रममा सहभागी भए पछि ती सहकागी अविभावकहरुले आफ्ना नानीहरुलाई गर्ने व्यवहारमा आएको परिवर्तनको जाँच गर्ने
 - वालविकास कक्षाहरुको व्यवस्थापनमा विद्यालयका नेतृत्व र शिक्षकहरुको भूमिकामा आएको परिवर्तनको लेखाजोखा गर्ने
 - वालकक्षाहरुको अवलोकन गरी त्यसको वातावरणको अवस्थाको लेखाजोखा गर्ने

- बालकक्षाहरुको अवलोकन गरी बालबालिकाको शारिरिक, सामाजिक तथा मानसिक विकासको अवस्थाको लेखाजोखा गर्ने
 - शैक्षिक आयाम नेपालको संस्थागत र वित्तीय व्यवस्थापन पक्षको मूल्यांकन गर्ने
४. परियोजना मूल्यांकनका लागि विद्यालय र सहभागी (Respondents)हरु
- जम्मा विद्यालय परियोजनाको कार्यक्षेत्रभरबाट १० वटा
 - परियोजनाबाट तालिम लिएका बाल कक्षा पढाउने शिक्षक/शिक्षिका १० जना (व्यक्तिगत अन्तरवार्ता)
 - परियोजनाबाट सञ्चालित अविभावक कक्षामा सहभागी भएका बाल कक्षाका विद्यार्थिका अविभावकहरु खास गरी आमाहरु ६० जना (लक्षित समूह छलफल)
 - विद्यालय व्यवस्थापन समिति (प्र अ र बाडाध्यक्ष सहित) र शिक्षक अविभावक समितिका (शिक्षक प्रतिनिधि सहित) पदाधिकारी तथा सदस्य ५० जना (अन्तरक्रिया बैठक)
 - परियोजनाका कर्मचारी सबै (अन्तरक्रिया बैठक)
 - पालिका तहको शिक्षा इकाइका प्रतिनिधि ४ जना
५. अन्तरवार्ता तथा छलफल र अवलोकनका लागि सहायक प्रश्न तथा चेकलिष्टहरु
- 5.1. Interview Guide questions (ECD Teachers/Facilitators)*

शैक्षिक आयाम नेपाल

बाल विकास र शिक्षा सम्बन्धि एकिकृत परियोजना

मूल्यांकन(Mid term Project Evaluation)

फाल्गुण २०७७

बाल विकास केन्द्र सहजकर्तासंग अन्तरवार्ता प्रश्नावली

१. विद्यालयको नाम:
२. अन्तरवार्ता लिने व्यक्तिको नाम:..... मिति:.....
३. सहभागीको परिचय: नाम..... पद..... यस पदमा काम गरेको अनुभव.....वर्ष

४. परियोजनाबाट लिएको तालिमको नाम..... अवधी..... दिन

अन्तरवार्ताको उद्देश्य:

शैक्षिक आयाम नेपनलद्वारा संचालन गरेको “वाल विकास शिक्षा सम्वन्धि एकिकृत परियोजना” चौथो बर्षमा कार्यन्वयन भईरहेको छ । आज हामी उक्त परियोजनाले वाल विकास केन्द्र र समुदाय स्तरमा पुऱ्याएको उपलब्धीहरुको अध्ययन तथा विद्यमान रणनीतीमा सुधार गर्नुपर्ने क्षेत्रको पहिचान गर्न तपाइंलाई केही प्रश्न सोध्ने छौं तपाइंको महत्व पूर्ण जानकारीहरु समेटी वाल विकास शिक्षा सम्वन्धि एकिकृत परियोजनाको सिकाइ अभिलेखीकरण गर्दै यसको सुधारको लागी तपाइंहरुको विचार समेटी परियोजनालाई दिनेछौं । तपाइंले खुलस्त भएर आफ्नो अनुभव बताइदिनुहोला । तपाइंका सबै विचार र अनुभवहरुको गोपनीयता कायम गरिने छ । अनुमति नलिई तपाइंको नाम ठेगाना समेत कतै उल्लेख गरिने छैन । अन्तरवार्तामा सहभागी हुन र आफ्ना विचार राख्न र अनुभव सुनाउन तपाइं स्वतन्त्र हुनुहुन्छ ।

मैले माथिको अनुच्छेद राम्ररी पढेर वुझी अन्तरवार्ता दिन राजी भएको हुँ

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अन्तरवार्ता दिनेको हस्ताक्षर

प्रश्नहरु (तल दिइएको प्रश्नको उत्तर दिनुहोला ।

१. वाल विकास र शिक्षा सम्वन्धि एकिकृत परियोजना अन्तरगत तपाइंले गर्नु पर्ने कृयाकलापहरु के के छन् ? (बहुउत्तर प्रश्न)

- क. दैनिक रुपमा वालकक्षा सञ्चालन गर्ने र उपस्थितिको अभिलेख राख्ने
- ख. समय समयमा वालवालिकाको अविभावकहरुलाई भेटी वालवालिकाको प्रगति र समस्यामा छलफल गर्ने
- ग. वालवालिकाहरुको शारिरिक, सामाजिक तथा मानसिक विकासको अवस्थाको नियमित लेखाजोखा गर्ने र त्यसको अभिलेख राख्ने
- घ. बालवालिकाहरुका सिकाइको आवधिक मूल्यांकन गर्ने र त्यसको अभिलेख राख्ने
- ङ. वालकक्षाको भौतिक तथा अन्य व्यवस्थापनको सवालमा आएका समस्या पहिचान गर्ने, अभिलेख राख्ने तथा व्यवस्थापन समितिलाई नियमित जानकारी दिने

च. अन्य भए उल्लेख गर्ने.....
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२. तपाइले वाल विकास र शिक्षा सम्बन्धि एकिकृत परियोजनाबाट प्राप्त गरेका तालिमहरु विवरण बताउनुहोस ।

तालिमको नाम	मिति	तालिम अवधि (दिनमा)	मूख्य विषयहरु

३. तालिममा सिकेका कुन कुन कुरालाई तपाईले व्यवहारमा ल्याउनुभयो । के के चाही व्यवहारमा ल्याउन सकिएन ?

व्यवहारमा ल्याएका कुराहरु

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तालिममा सिकेको तर व्यवहारमा ल्याउन नसकेका कुराहरु

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४. तालिममा सिकेको तर व्यवहारमा ल्याउन नसक्नाका कारणहरू (बहुउत्तर प्रश्न)

क. व्यवहारमा ल्याउन कठिन भएर

ख. अलमल भएर

ग. व्यवस्थापन पक्षले काम नगरिदिएर

घ. उक्त कुरा यस ठाँउमा व्यवहारिक हुने नदेखेर

ङ. अन्य भए उल्लेख गर्ने

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५. तालिम बाहेक बाल विकास र शिक्षा सम्बन्धि एकिकृत परियोजनाबाट तपाईंले के के सहयोग पाउनु भयो ?

क. शैक्षिक सामग्री

ख. प्राथमिक उपचार सामग्री.

ग. शिक्षण सामग्री

घ. खेल तथा मनोरञ्जनका सामग्री

ङ. अन्य भए उल्लेख गर्ने

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६. तालिममा सिकेका र परियोजनाले दिएका सामग्रीको प्रयोगबाट तपाईंलाई बाल कक्षा सञ्चालनमा के कस्ता फाइदा भयो ?

क. बालबालिकालाई सिकाउन जजिलो भयो

ख. बालबालिकाको सिकाइको लेखाजोख गर्न र अभिलेख राख्न सहज भयो

ग. बालबालिकाका अविभावक संगको समन्वयले बालबालिकाको सर्वांगिन विकासमा सहयोग गर्न

पाइयो

घ. शिक्षण कक्ष सजावट गर्न र बालबालिकाहरुलाई निरन्तर सक्रिय बनाउन सहज भयो

ड. अन्य भए उल्लेख गर्ने

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७. तालिममा सिके जसरी बालकक्षा संचालन गर्दा के के समस्या तथा चुनौतिहरु आईप्यो ?

ख. उपयुक्त कक्षाकोठाको अभाव

ग. व्यवस्थापनबाट सोचे जस्तो सहयोग पाइएन

घ. अविभावकबाट समन्वयको अभाव

ड. परियोजनाबाट समयमा अनुगमन र सहयोग नजुट्ने

च. अन्य भए उल्लेख गर्ने

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७. तालिममा सिके जसरी बालकक्षा संचालन गर्दा आएका माथि उल्लेख समस्या तथा चुनौतिहरुसंग कसरी

सामना गर्नु भयो

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८. यस परियोजना बाहेक बाल विकास केन्द्रलाई अरु संस्थाले पनि सहयोग प्रदान गरेको छ ?

भएमा तलको तालिकामा उल्लेख गर्नुहोस्

क्र सं.	संस्था वा निकायको नाम	सहयोग

९. वाल विकास र शिक्षा सम्बन्धि एकिकृत परियोजनाको उद्देश्य अनुसार यस क्षेत्रमा गरेका कृयाकलापहरु कतिको प्रभावकारी छन् र किन?

प्रभावकारिताको तह	कारण
शत प्रतिशत प्रभावकारी	
अस्सि प्रतिशत जति प्रभावकारी	
साठी प्रतिशत जति प्रभावकारी	
चालिस प्रतिशत जति प्रभावकारी	
चालिस प्रतिशत भन्दा पनि कम प्रभावकारी	

१०. यस परियोजनाको क्रियाकलापले यस क्षेत्रमा अन्य केही नराम्रा कामहरु पनि भएका छन् ?? छन् भने ति के के होलान ?

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११. तपाईंको अनुभवमा वाल कक्षाहरु अझ प्रभावकारी बनाउदै लैजान क-कसले के के गर्नु पर्ने ठान्नुभएको छ ?

क. परियोजनाले गर्नु पर्ने :

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ख. अविभावकले गर्नु पर्ने:

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ग. विद्यालय व्यवस्थापन समितिले गर्नु पर्ने :

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घ. गाउँ वा नगरपालिकाले गर्नु पर्ने

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ड. अन्य भए उल्लेख गर्ने

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१२. निम्न डकुमेन्टसहरूको फोटो वा फोटोकपी दिनुहोला:

- दैनिक पाठ योजना हाल सालैको (कुनै एक दिनको)
- स्थानीय स्रोत प्रयोग गरी निर्माण गरिएको शैक्षिक सामग्री
- बालबालिकाको गतिविधिको टिपोट (Daily Diary)
- विगत दुई वर्षको बाल बालिका संख्या: शैक्षिक सत्र २०७५/७६, २०७६/७७ र २०७७/७८

सहयोगको लागि धन्यवाद

शैक्षिक आयाम नेपाल

वाल विकास र शिक्षा सम्बन्धि एकिकृत परियोजना

मूल्यांकन(Mid term Project Evaluation)

फाल्गुण २०७७

विद्यालय व्यवस्थापन समिति/शिक्षक अविभावक समितिसंग छलफल सुचि

विद्यालयको नाम:

सहजकर्ताको नाम:

मिति:

समय: देखी..... सम्मा.....

सहभागीहरूको विवरण

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छलफलको उद्देश्य:

शैक्षिक आयाम नेपनलद्वारा संचालन गरेको “वाल विकास र शिक्षा सम्बन्धि एकिकृत परियोजना” तेस्रो वर्षमा कार्यन्वयन भईरहेको छ । आज हामी उक्त परियोजनाले वाल विकास केन्द्र र समुदाय स्तरमा पुऱ्याएको उपलब्धीहरूको अध्ययन तथा विद्यमान रणनीतीमा सुधार गर्नुपर्ने क्षेत्रको पहिचान गर्न छलफल

गर्नेछौ । तपाईंहरूको महत्त्व पूर्ण जानकारीहरू समेटी वाल विकासर शिक्षा सम्बन्धि एकिकृत परियोजनाको सिकाई अभिलेखीकरण गर्दै यसको सुधारको लागि तपाईंहरूको विचार समेटी परियोजनालाई दिनेछौ । तपाईंहरूले ख'लस्त भएर आफ्नो अनुभव बताइदिन'होला । तपाईंहरूका सबै विचार र अनुभवहरूको गोपनीयता कायम गरिने छ । अनुमति नलिई तपाईंको नाम ठेगाना समेत कतै उल्लेख गरिने छैन । छलफलमा सहभागी हुन र आफ्ना विचार राख्न र अनुभव सुनाउन तपाईं स्वतन्त्र हुनुहुन्छ ।

छलफलका लागि सहायक प्रश्नहरू

१. यो परियोजना" अन्तरगत तपाईंहरूले के के कुरामा सहयोग पाउनु भएको छ ?
२. यस परियोजनाबाट दिइएको तालिमको के के कुरा तपाईंको सम्झनामा छ र त्यसलाई कसरी व्यवहारमा ल्याउनुभएको छ ?
३. तालिममा सिकेका कुरा के के चाही व्यवहारमा आणन र किन ?
४. वाल विकास केन्द्रको क्षमता विकासका लागि हाल सालै के के काम गर्नुभएको छ ?
५. वाल विकास केन्द्रको व्यवस्थापनमा कुन कुन संस्थाहरूबाट के के सहयोग पाउनु भएको छ ?
६. वाल विकास केन्द्रको व्यवस्थापनमा गर्दा कस्ता किसिमको समस्या तथा चुनौतिहरू आईपरेका छन्
७. वाल विकास केन्द्रको व्यवस्थापनको योजनालाई गा. बि. स. को योजनामा समावेश गरिएको छ ? छैन भने समावेश गराउने योजना छ ?
८. यस व्यवस्थापन समितिको वडा नागरिक मञ्च तथा गा. बि. स. स्तरीय एकिकृत तथा समावेशी योजना तर्जुमा समिति संग समन्वय हुन्छ ? कसरी ?
९. वाल विकासर शिक्षा सम्बन्धि एकिकृत परियोजना" बारे तपाईंहरूको धारण बताउनुहोस्
१०. यस परियोजनाको क्रियाकलापले यस क्षेत्रमा अन्य केही नराम्रा कामहरू पनि भएका छन् ?? छन् भने ति के के होलान ?
११. वाल विकास र शिक्षा सम्बन्धि एकिकृत परियोजनाका कर्मचारीहरूको कार्य शैलीसंग तपाईं कतिको सन्तुष्ट हुनुहुन्छ र किन ?

१२. बाल विकास र शिक्षा सम्बन्धि एकिकृत परियोजनाको उद्देश्य अनुसार यस क्षेत्रमा गरेका कृयाकलापहरु कतिको प्रभावकारी छन् र किन?

प्रभावकारिताको तह	कारण
शत प्रतिशत प्रभावकारी	
अस्सि प्रतिशत जति प्रभावकारी	
साठी प्रतिशत जति प्रभावकारी	
चालिस प्रतिशत जति प्रभावकारी	
चालिस प्रतिशत भन्दा पनि कम प्रभावकारी	

१३. निम्न डकुमेन्टसहरुको फोटोकपी दिनुहोला:

- बैठक पुस्तिका
- नीति, निर्देशिका
- बार्षिक योजना

सहयोगको लागी धन्यवाद

5.3. KII Questions (PSHs)

EHN

An Integrated program on Early Childhood Development and Education

Dhading

Project Evaluation 2021

Discussion with Palika Level Stakeholders

Name of the respondent:Organization of the respondent..... Position of the respondent.....

Name of Interviewer: Date of Interview: _____

INFORMED CONSENT

Namaste! My name is Bed Prasad Sapkota and I am representing here as an independent evaluator to collect information for Mid-term Evaluation of An Integrated program on Early Childhood Development and Education implemented by EHN. I would very much appreciate if you could participate in this study. Whatever information you provide will be kept confidential and will not be shown to other persons. However, your honest answers will help us better understand the circumstances that the project beneficiaries are living with and the information you provide will help us to better support. The discussion will take about 20 minutes to complete. If you have any

Questions:

1. What are the roles of your organization in this project?
 - Monitoring
 - Implementing
 - Supporting
 - Collaborating
 - Coordinating
 - Other, (Explain)
2. Is the project appropriately meeting the identified needs of the target beneficiaries?
3. In your opinion, what are the major achievements of this project so far?
4. Has the implementation methodology proven to be appropriate in order to achieve the anticipated results and objective?
5. To what extent you satisfy with the ability of the project staff to maintain coordination with the district level stakeholders? (Also discuss about the engagement of stakeholders in planning meeting, implementation, orientation, monitoring and so on)
6. To what extent the project activity is transparent and how the project is maintained transparency?
7. To what extent the project has been contributing in the broader context (project purpose and overall objectives)?
8. What is the sustainability aspect of the project (financial, institutional and social sustainability)?
9. In your opinion what are the main challenges and problems against the project activities? What actions should be taken??
10. In your opinion, are the activities initiated by the project sustainable? Please explain the reasons?
11. Are there any suggestions for further improvement of the project to achieve the outcomes more effectively?

Thank you for your cooperation

5.4. Checklist and guide questions for qualitative study

परियोजनाका कर्मचारीसंग गरिने छलफलका लागि सहयोगी प्रश्नहरू

छलफल गरिएको स्थान:..... मिति.....

सहभागीहरूको विवरण

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छलफलको उद्देश्य:

शैक्षिक आयाम नेपनलद्वारा संचालन गरेको “वाल विकास र शिक्षा सम्बन्धि एकिकृत परियोजना” तेस्रो वर्षमा कार्यन्वयन भईरहेको छ । आज हामी उक्त परियोजनाले वाल विकास केन्द्र र समुदाय स्तरमा पुऱ्याएको उपलब्धीहरूको अध्ययन तथा विद्यमान रणनीतीमा सुधार गर्नुपर्ने क्षेत्रको पहिचान गर्न छलफल गर्नेछौ । तपाईंहरूको महत्व पूर्ण जानकारीहरू समेटी वाल विकास र शिक्षा सम्बन्धि एकिकृत परियोजनाको सिकाई अभिलेखीकरण गर्दै यसको सुधारको लागि तपाईंहरूको विचार समेटी परियोजनालाई दिनेछौ । तपाईंहरूले ख’लस्त भएर आफ्नो अनुभव बताइदिन’होला । तपाईंहरूका सबै विचार र अनुभवहरूको गोपनीयता कायम गरिने छ । अनुमति नलिई तपाईंको नाम ठेगाना समेत कतै उल्लेख गरिने छैन । छलफलमा सहभागी हुन र आफ्ना विचार राख्न र अनुभव सुनाउन तपाईं स्वतन्त्र हुनुहुन्छ ।

१. यस परियोजनामा काम गर्न थालेको कति समय भयो ?
२. यस परियोजनाको उद्देश्य र परिणामका सूचकहरूमा कतिको प्रष्ट हुनुहुन्छ ?

३. तपाईंको अनुभवमा यस परियोजनाले हालसम्म प्राप्त गरेको मुख्य मुख्य उपलब्धीहरु के के भएका छन् ?
उपलब्धी प्राप्त गर्न सहयोगी पक्षहरु के के हुन् ?
४. कार्यक्षेत्रमा कामका दौरान के के चुनौतिहरु भोग्नु भएको छ ?
५. कार्यक्रम कार्यान्वयन निर्देशिका तयार गरिएको थियो र सो को पालना भएको थियो ?
६. बाल संरक्षण नीति रहेको छ ? साथै पालना कतिको भएको छ ?
७. परियोजनाले तपाईंको व्यक्तिगत क्षमता बृद्धिका लागि के के अवसर दिएको छ र त्यसले तपाईंको के क्षमता बृद्धि भएको छ ?
८. यस कार्यक्रमको सहयोगले लक्षित समुदायको आधारभूत श्वास्थ्य सम्बन्धि आवश्यकता परिपूर्ति गर्न कतिको सहयोग पुऱ्याएको ठान्नुहुन्छ ?

आवश्यकता परिपूर्ति	कसरी ?
शतप्रतिशत	
आधा जति	
न्यून	

९. यस परियोजनाका उपलब्धी र यसको सहयोगबाट समुदायमा शुरु भएका कामहरुको निरन्तरता प्रति तपाईं कतिको विश्वस्त हुनुहुन्छ ? कारण समेत खुलाउनु होस् ।
११. परियोजनाको सहयोगले समुदायमा बाल बालिकाको सर्वांगिण विकासमा कतिको प्रभावकारी काम भएको ठान्नुहुन्छ ?

प्रभावकारिताको तह	कारण
शत प्रतिशत प्रभावकारी	
अस्सि प्रतिशत जति प्रभावकारी	
साठी प्रतिशत जति प्रभावकारी	
चालिस प्रतिशत जति प्रभावकारी	
चालिस प्रतिशत भन्दा पनि कम प्रभावकारी	

१२. यस परियोजनाको Reporting, monitoring, review and feedback प्रणाली कस्तो छ ?
१३. तपाईंको अनुभवमा यस परियोजनाका कर्मचारी र संस्थाका नेतृत्ववीचमा कस्तो सम्बन्ध छ ?
१४. परियोजनाले गर्ने विभिन्न निर्णय प्रक्रिया कस्तो छ । कसले के के निर्णय गर्दछ ?
१५. यस परियोजनाको जवाफदेहिता र सुशासन प्रवर्द्धनका लागि कस्ता पहल भएका छन् ?

१६. परियोजनाबाट लाभ पाएका लाभान्वीत व्यक्ति र समूहको तथ्यांक व्यवस्थापन कसरी गरिएको छ ? (

तथ्यांक संकलन गर्ने)

१७. कार्यक्रमबाट संस्थाले प्राप्त गरेको महत्वपूर्ण सिकाईहरू के के हुन् ?

१८. Himat Partner संगको साभेदारीले संस्थागत क्षमता कुन कुन क्षेत्रमा वृद्धि भएको ठान्नु हुन्छ ?

१९. यस्ता परियोजनालाई भविष्यमा अझ प्रभावकारी बनाउनका लागि आवश्यक सल्लाह सुझाव के दिन

चाहनु हुन्छ ?

5.5. Guide Questionnaire (FGD With Parents)

शैक्षिक आयाम नेपाल

वाल विकासर शिक्षा सम्बन्धि एकिकृत परियोजना

मूल्यांकन(Mid term Project Evaluation)

वालवालिकाको अविभावक (महिला) संग गरिने छलफलका लागि प्रश्नावली

फाल्गुण २०७७

छलफल संचालन गरिएको गापा/नपा वडा नं.

मिति.....

समय:देखि..... सम्म

छलफलमा जम्मा लागेको समय:

समुदायको विवरण:

क्र.सं.	सहभागीको नाम	उमेर	सम्पर्क नं.	ठेगाना

छलफलको उद्देश्य:

शैक्षिक आयाम नेपालद्वारा संचालन गरेको “वाल विकासर शिक्षा सम्बन्धि एकिकृत परियोजना” चौथो वर्षमा कार्यन्वयन भईरहेको छ । आज हामी उक्त परियोजनाले वाल विकास केन्द्र र समुदाय स्तरमा पुऱ्याएको उपलब्धीहरूको अध्ययन तथा विद्यमान रणनीतिमा सुधार गर्नुपर्ने क्षेत्रको पहिचान गर्न तपाईंलाई केही प्रश्न सोध्ने छौं । तपाईंको महत्व पूर्ण जानकारीहरू समेटि वाल विकासर शिक्षा सम्बन्धि एकिकृत परियोजनाको सिकाई अभिलेखीकरण गर्दै यसको सुधारको लागि तपाईंहरूको विचार समेटि परियोजनालाई दिनेछौं । तपाईंले खुलस्त भएर आफ्नो अनुभव बताइदिनुहोला । तपाईंका सबै विचार र अनुभवहरूको गोपनीयता कायम गरिने छ । अनुमति नलिई तपाईंको नाम ठेगाना समेत कतै उल्लेख गरिने छैन । तपाईंहरू आफ्नो विचार राख्न स्वतन्त्र हुनुहुन्छ र हामी कुनै दवाव दिने छैनौं । तपाईंहरूबाट आएका विचार गोप्य हुनेछ । तपाईंहरूको नाम कही प्रकाशित गर्नुपर्ने भए तपाईंहरूको अनुमति लिई मात्र प्रकाशित गरिनेछ ।

छलफलकालागि प्रश्नहरू

१) यस परियोजनाले सञ्चालन गरेका अविभावक शिक्षा कार्यक्रममा तपाईं कति पटक सहभागी बन्नुभयो

? (प्रत्येक सहभागीलाई पालै पालो सोधेर नोट गर्ने)

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२. त्यस कार्यक्रममा सहभागी भएर के के सिक्नुभएको थियो ?

.....

३. तपाईंले अविभावक शिक्षा तालिममा सिकेका कुरा कत्तिको व्यवहारमा ल्याउनु भयो ? व्यवहारमा ल्याएका कुरा के के होलान् ?

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४. व्यवहारमा नल्याउनु पर्ने कारण वा समस्या के के होलान् ?

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५. त्यस कार्यक्रममा सहभागी भएकाले गर्दा तपाईंको दैनिक व्यवहार, सोचाई, छोरा छोरी तपाईं प्रति गर्ने व्यवहार आदिमा के के सकारात्मक परिवर्तन आएका छन् ?

.....

६) तपाईंले आफ्ना छोरा छोरीको पढाईको स्तर हाल कस्तो भएको पाउनु भएको छ ?

क) पहिला भन्दा धेरै राम्रो ख) पहिला जस्तै हो ग) पहिला भन्दा कमजोर घ) अति कमजोर

किन? कारण दिनुहोस्.....

७) तपाईंले आफ्ना छोरा छोरीको पढाई बाहेकको बानी व्यहोरा कस्तो भएको पाउनु भएको छ ?

क) पहिला भन्दा धेरै राम्रो ख) पहिला जस्तै हो ग) पहिला भन्दा कमजोर घ) अति कमजोर

किन? कारण दिनुहोस्.....

बालबालिकाको चौतर्फी विकास सम्बन्धि जानकारी र स्वस्थ तथा सरसफाई सम्बन्धि जानकारीका लागि

सोधिने प्रश्न

११) बालबालिकाको चौतर्फी विकास भन्नाले तपाईंले के बुझ्नु भएको छ ?

क) केही थाह छैन ख) पढाइ राम्रो हुनु हो ग) इमान्दार र ज्ञानी हुनु हो घ) सन्तुलित रूपमा शारीरिक, मानसीक, सम्वेगात्मक र सामाजिक विकास हुनु हो

१२) तपाईंले आफ्ना बालबालिकालाई असल मानिस वा नागरिक बनाउको व्यवहारिक शिक्षा प्रदान गर्नका लागि चौतर्फी विकास गर्न निम्नलिखित काम मध्ये कुन काम कत्तिको गर्नु भएको छ १ देखि ५ सम्मको नम्बरमा भन्नुोस् ।

(अलि अलि मात्र पूरा गरेको भए १ नं. केही मात्रामा पूरा गरेको भए २ नं. सामान्य भए ३ नं. राम्ररी आफ्नो गच्छे अनुसार भएमा ४ र एकदम राम्ररी पूरा गरेको भए ५ नं. दिने

विषय	१	२	३	४	५	नं. दिनाको कारण
बालबालिकाहरुको आधारभुत आवश्यकताहरु (खाना, लत्ता कपडा, स्वस्थ ,सुरक्षा, शिक्षा) पूरा गर्ने						
निःशर्त रूपमा छोरा छोरीलाई समान माया र स्नेह गर्ने						
बालबालिकाहरुसंग प्रशस्त कुराकानी गर्ने समय दिने						
बालबालिकाहरुलाई बालविकास केन्द्रमा वा घरमा हँदा ठीक समयमा पोषणयुक्त र स्वस्थकर खाजाको व्यवस्था गर्ने						

बालबालिकाहरुको शारीरिक तथा खानेकुराको सरसफाईमा ध्यान दिने					
बालबालिकाहरुलाई प्रेम प्रकट गर्नको लागि वेला वेलामा उपहारहरु दिने					
समय समयमा बालविकास केन्द्रमा जाने र अवलोकन गर्ने					

१३. यस परियोजनाको क्रियाकलापले यस क्षेत्रमा अन्य केही नराम्रा कामहरु पनि भएका छन् ?? छन् भने ति के के होलान ?

१४. बाल विकास र शिक्षा सम्बन्धि एकिकृत परियोजनाका कर्मचारीहरुको कार्य शैलीसंग तपाईं कतिको सन्तुष्ट हुनुहुन्छ र किन ?

१५. बाल विकास र शिक्षा सम्बन्धि एकिकृत परियोजनाको उद्देश्य अनुसार यस क्षेत्रमा गरेका कृयाकलापहरु कतिको प्रभावकारी छन् र किन?

प्रभावकारिताको तह	कारण
शत प्रतिशत प्रभावकारी	
अस्सि प्रतिशत जति प्रभावकारी	
साठी प्रतिशत जति प्रभावकारी	
चालिस प्रतिशत जति प्रभावकारी	
चालिस प्रतिशत भन्दा पनि कम प्रभावकारी	

धन्यवाद

5.6. Checklist (School/Classroom Observation)

शैक्षिक आयाम नेपाल

बाल विकास र शिक्षा सम्बन्धि एकिकृत परियोजना

मूल्यांकन(Mid term Project Evaluation)

फाल्गुण २०७७

विद्यालय र बाल कक्षा अवलोकन चेकलिष्ट

कृपया दिइएका उपयुक्त उत्तरमा ठीक चिन्ह (✓) लगाउनुहोस् ।

भाग १. सुधारिएको चर्पीको उपलब्धता तथा प्रयोग	
१. चर्पीको प्रयोग	१. <input type="checkbox"/> सधैं प्रयोग गरेको २. <input type="checkbox"/> कहिलेकाहीं प्रयोग गरिएको ३. <input type="checkbox"/> कहिल्यै प्रयोग नगरिएको
२. विद्यालय वरिपरि खुल्ला दिशा देखिन्छ वा गन्ध आउँछ ?	१. <input type="checkbox"/> छ २. <input type="checkbox"/> छैन
३. चर्पीको सरसफाई अवस्था	१. <input type="checkbox"/> सफा २. <input type="checkbox"/> ठीकै ३. <input type="checkbox"/> फोहोर
४. बाल कक्षाको व्यवस्थापन (बहु उत्तर)	१. कोठामा पक्की ढोका छ ? १. <input type="checkbox"/> छ २. <input type="checkbox"/> छैन २. कोठामा प्रकाश र हावा छिर्ने व्यवस्था गरिएको छ ? १. <input type="checkbox"/> छ २. <input type="checkbox"/> छैन ३. कोठामा खेल कुना छ ? १. <input type="checkbox"/> छ २. <input type="checkbox"/> छैन ४. शैक्षिक सामग्री व्यवस्थित छ ? १. <input type="checkbox"/> छ २. <input type="checkbox"/> छैन ५. कोठा सफा सुगंध छ ? १. <input type="checkbox"/> छ २. <input type="checkbox"/> छैन
भाग २. स्वच्छता अभ्यास	
१. फोहोर मैला कोठा र विद्यालय परिसर वरिपरि छरिएको छ ?	१. <input type="checkbox"/> छ २. <input type="checkbox"/> छैन
२. विद्यालयमा फोहोर फाल्ने खाडल छ ?	१. <input type="checkbox"/> छ - ढकनी भएको २. <input type="checkbox"/> छ - ढकनी नभएको ३. <input type="checkbox"/> छैन
३. विद्यालय वरपर फोहोर पानी जमेको छ ?	१. <input type="checkbox"/> छ २. <input type="checkbox"/> छैन
४. बालबालिकाहरूको पहिरन, नङ तथा दाँत सफा छ ?	१. <input type="checkbox"/> छ २. <input type="checkbox"/> छैन
५. हात धुने ठाउँमा वा बालबालिकाले सजिलै भेट्ने ठाउँमा साबुन राखिएको छ ?	१. <input type="checkbox"/> छ २. <input type="checkbox"/> छैन
६. पिउने पानी राखेको भाँडो छोपेको छ ?	१. <input type="checkbox"/> छ २. <input type="checkbox"/> छैन
७. पिउने पानीको भाँडो चरा/जनावर वा बालबालिकाहरूको पहुँचबाट सुरक्षित राखिएको छ ?	१. <input type="checkbox"/> छ २. <input type="checkbox"/> छैन
८. खेल मैदान, खुल्ला स्थानको उपलब्धता	१. <input type="checkbox"/> छ २. <input type="checkbox"/> छैन
९. बालबालिकाको व्यक्तिगत सरसफाई र पोषण श्वास्थ्यको (अवलोकन गरेर उल्लेख गर्नुहोस्).....	

5.7. The 5 Abilities Tool for Organizational Assessment

Organization:							Date:					
CHARACTERISTICS							Rating (1 low to 5 high)					
To what extent to you agree with the following statements?							1	2	3	4	5	Reason for marking
1 - ABILITY TO BE: IDENTITY												
(1) Governance												
1. The organization has a board which clarifies overall aims and supports direction.												
2. The By-laws provide an adequate legal framework												
3. A representative General Assembly is organized annually												
4. Members own and control the organization												
5. Members take active part in all major decisions												
(2) Leadership												
The leadership has a proven capability to												
6. Set priorities and provide clear direction for the organization												
7. Direct, motivate and manage staff												
8. Be a good spokesman on behalf of the organization												
9. Make decisions in a timely manner												
10. Make decisions after proper consultation with staff/members												
11. Handle internal conflicts well												
12. Delegate work and involve staff and members												
(3) Identity												
Purpose (what the organization wants to achieve)												
13. The purpose is clear												
14. The purpose is understood and internalized by all staff/members												
15. The purpose is not contested												

16. There is no need to change overall direction						
Values (what the organization believes in)						
17. Staff/members are committed to key values and beliefs						
18. Values and beliefs are shared with the Mission Alliance						
Strategy (The distinctive profile of the organization)						
19. The organization has a clear strategy which helps to clarify priorities						
20. The organization shows an individual identity in what it does						
21. There are certain things that only this organization can do						
2 - ABILITY TO ORGANIZE						
(4) Human resources						
The organization has a proven capability to						
22. Recruit and select people effectively						
23. Ensure that staff composition reflects fair gender and equity policy						
24. Regularly train and upgrade the skills of the staff						
25. Provide satisfactory incentives and compensations						
26. Avoid turnover among staff						
27. Attract people with good technical skills						
28. Attract people with good managerial and administrative skills						
(5) Systems and procedures						
The organization has a proven capability to						
29. Set realistic priorities and plans						
30. Carry out plans and projects in a timely manner						
31. Monitor and report on activities						
32. Learn from mistakes and change accordingly						
33. Effective financial management and accounting systems are in place.						
34. An organizational structure in place with clear division of responsibilities at all levels						
(6) Material and financial resources						
35. Funds are available when needed for planned activities						

36. The budget is large enough to allow the organization to fulfill its obligations						
37. Funding is stable and predictable						
38. Building and internal services (water, electricity, etc.) are adequate						
39. Building and equipment maintenance are well taken care of						
40. Communication systems function effectively (telephone, internet, etc.)						
3 - ABILITY TO RELATE						
(7) Standing						
The following external stakeholders respect and have confidence in the organization						
41. Members and/or participants, beneficiaries						
42. Other national NGOs						
43. Public authorities						
44. Donors						
(8) Alliances and connections						
45. The organization is linked to and works effectively with national partners						
46. The organization is linked to and work effectively with international partners						
47. The organization maintains stable relations with its donors						
48. The organization shares information about its activities with others						
49. The organization has no major rivals or competitors						
(9) Responsiveness						
50. The organization becomes involved in new areas of work and responds to new needs						
51. The external environment supports the organization						
52. The organization is resilient – it is not swayed by new winds						
<i>The following factors support the organization</i>						
53. The legal/regulatory context, e.g. the government's NGO laws and regulations, etc.						
54. Political environment (particular decisions, politicians, etc.						
55. Social and cultural environment						
56. Donor policies or preferences						
4 - ABILITY TO DO						

(10) Relevance						
57. Members/users perceive activities to be relevant and beneficial						
(11) Effectiveness						
58. The organization meets its short-term targets in annual work plans						
59. The organization achieves most of its objectives						
60. Achievements compares well with other similar organizations						
(12) Sustainability						
61. The organization can sustain its activities without outside financial support						
62. The organization can manage all its activities without outside staff support						
63. The organization generates an increasing level if domestic financial resources						
64. There are good prospects to sustain all activities without external support						
5 - ABILITY TO LEARN						
(13) To what extent the organization is able to take in learning from experience:						
65. Routines for gathering experience						
66. Have systems and routines for evaluation						
67. Have systems for measuring results						
68. Have systems for sharing experience						
69. Have democratic arenas for open discussions on strategy where all levels are presents						
(14) Responsiveness						
70. Routines for follow up of learning exists						