

Mid-term Review

Final Report

**Quality Education Project
Kavre**

**Submitted to
Save the Children Norway
Kathmandu**

**by
Dr. Mana Prasad Wagley – Team Leader
Dr. Prem Narayan Aryal - Member
Mrs. Devina Pradhananga - Member**

December 2006

Introduction

Save the Children Norway (SCN) is a voluntary, humanitarian, membership-governed child rights organization founded in Norway in 1946. Save the Children - Norway (SCN) started working in Nepal as Redd Barna in 1984 under a general agreement signed with the Social Welfare Council (SWC).

The SCNN program in Nepal is based on its practical work and experience solidly anchored in the local context and distinctive competence built and invested over the last twenty-two years. As a child rights based organization, it believes in valuing children through respecting them, their voices, their potential and their participation. In order to make real difference in children's life, it works to promote children's right through initiating practical work for children and advocacy to improve external conditions that affects children's lives.

It had initiated a community-based child development project in Lamjung in 1989 with the objectives to create awareness of the need for better child care; to improve the standard of children's life and to motivate the rural people to participate in community-based child development activities (Redd Barna, 1993). Till 1998, it facilitated the implementation of this project in the hilly regions of Palpa, Tanahu, Lamjung and Udaipur districts. By that period, SCN decided to make a change on its strategy from "self-implementing projects" to "working with local organizations as partners."

Regarding Early Childhood Education, the organization is involved in providing necessary help to organize childcare centres, parent's education program, child to child program. SCNN had also had an experience of implementing a radio program (Haatemalo) which is now discontinued. SCN's program emphasizes the principles of child participation and cooperation with partners with the specific objectives of promoting rights of differently abled children and psychosocial rehabilitation of children in difficult circumstances. For conducting programs in cooperation with partners, the Country Programme follows a National Strategy prepared in line with Save the Children Norway's Global Strategy 1998-2001. Seto Gurans National Child Development Services

(SGNCDS), in cooperation with SCN, facilitated development of organizational capacity in the field of early childhood development. It established some model centres for demonstration of concept and approaches for organizations interested to work on this issue.

Currently, Save the Children Norway-Nepal (SCNN) works in more than 23 districts in partnership with Organizations / Institutions of the Government of Nepal and NGOs in Education theme. Save the Children Norway has been implementing quality primary education program in Kavre district under a tripartite Memorandum of Understanding (MOU) with SGNCDS, and DOE since 2003. SCNN has been providing technical and financial support to DEO Kavre and SGNCDS to implement the programs as per the frame indicated in MOU. The existing agreement comes to end in November 2006.

Besides the above mentioned activities, SCN has provided cooperation to its partners in the field of early childhood development from strengthening human resources to promotion of low cost community based approaches to address the rights of younger children, for conducting a research work on child rearing practice and promoting child rights institutions – District Child Welfare Committees (DCWCs), Child Clubs and Child Club Consortium. Kavre project is the first pilot project of SCNN to try out the concepts and approaches of transition to primary education in improving quality of education for the wider application in other SCNN districts. The details of Kavre quality education coverage is given in Annex 1.

The Overall objectives of MOU were stated as

- a) To support and strengthen the ECD program implemented by DoE in Kavre as replicable model for the government.
- b) To support strengthen and improve quality of experience offered to children in primary schools during first three years of primary education.

The specific objectives of this program were as follows:

- 1) To strengthen the ECD program in Kavre by - improving quality, addressing sustainability issues and ensuring increased access for disadvantaged children.
- 2) To build up ECD facilitator's / primary school teacher's confidence, skills and commitment through guidance support and supervision.

- 3) To strengthen the involvement of families, CBOs, local NGOs, VDCs with the Bal Bikas Kendra.

This study, named as mid-term review, aimed to

- Provide an analysis of the contributions / impact of the program made by Seto Gurans/ DoE and SCNN as per the objectives set in the MOU and the challenges interfaced in improving Quality of education in selected VDCs of Kavre from program and management perspective. The review will specially looked into:
 - Impact on children's lives , participation and learning
 - Impact on community and their ownership
 - Impact on program planning process at district level
- Identify emerging issues and lessons learnt and best practices over the past few years of partnership. Analyse -l strengths of the program and areas for improvements
- Explore objectives, strategies and areas of cooperation and relevance of support for the next phase partnership and forthcoming country strategy period. This will be through identification of areas where the partnership adds value within SCN's strategic priorities (particularly Basic Education) and vice versa.

Objectives and methods of the study

This chapter discusses the purpose of the study and the methods adopted to review and assess the QEP in Kavre district. The major goal of the study was to assess the effect of SCNN's effort to assist DE Office Kavre in improving the quality of early primary education by strengthening the on-going ECD programs implemented by DOE. Although the focus of SCNN was on ECD programs the effect was to see in the total educational environment of the locality where project works were initiated.

Objectives of the study

The objectives of the study as mentioned in the TOR were as follows. It would be better to mention here about the status of the objectives while reviewing the programs. In the beginning the TOR was prepared to assess the impact of the program but later the SCNN and the research team decided to limit the study only on reviewing the program. However the new TOR only changed the title and not the objectives. So the readers should be well aware of the fact that this study is limited to reviewing and not assessing the impact as such in-depth.

1. Provide an analysis of the contributions/impact of the program made by Seto Gurans/DOE and SCNN as per the objectives set in the MOU and the challenges interfaced in improving quality of education in selected VDCs of Kavre from program and management perspective. The review will specifically look into
 - Impact on children's lives, participation and learning
 - Impact on community and their ownership
 - Impact on program planning process at district level
2. Identify emerging issues and lessons learnt and best practices over the past few years of partnership. Analyze strengths of the program and areas for improvements
3. Explore objectives, strategies and areas of cooperation and relevance of support for the next phase partnership and forthcoming country strategy period.

To achieve the objectives, the SCNN expected the review team to consider the present partnership program elements and partnership modality; capacity building of the key stakeholders at the local level including key education authority at the district level; implementation processes and procedures; participation and ownership of community and DEO; and elements of peace building in the cooperation between communities, DEO and SCNN.

Sample of the study

The SCNN initiatives were implemented in schools of five VDCs. The VDCs were Mechhe, Kuruwas, Vimkhor, Mangaltar and Walting. Except Walting, all four VDCs were taken into sample of the study. In total six primary schools and two separate ECD centers were studied. The details of the name of the schools and related VDC are given in annex 1. The sample was purposive because of the shorter duration of the study itself.

Key informants

Almost all the stakeholders of the QEP were covered. In essence, the key informants were the SMC chairpersons, PTA chairpersons, headteachers, and students themselves. The other informants were the teachers, community people, DE supervisors, SG Kavre, DE Office staffs, DOE, SCNN Kavre coordinator, and others indirectly associated with the project activities but directly concerned with developmental activities of the district.

Themes for information elicitation

To come up with the expected outputs of the study several themes for information elicitation were designed in close consultations with the SCNN and DEO Kavre. The themes were different for different stakeholders. Themes for DOE/SCN/SG, facilitators, parents, DDC/VDC, DEO/RP/Other staff and teacher- headteacher/SMC/ECD-MC were identified. The themes are given in annex 2. These themes were used as guidelines for discussion and interview purposes.

Processes of information collection

Both primary and secondary sources were used for the collection of information. Documents available from SCNN were reviewed to study the detailed program activities and SCNN mission to Nepal. It also gave ideas on the initiations taken by SCNN in Kavre district. In addition to this interviews and group discussions were conducted in each of the schools visited. Discussions with the community and other stakeholders were the main sources of primary information collection. Throughout the study the research team was accompanied by one school supervisor from DEO Kavre and one coordinator of SCNN Kavre. This company facilitated the study and did not hinder in making the study independent. Individual interviews were conducted with the headteachers, DEO, SMC chairpersons, PTA chairpersons, mobilizer, ECD facilitators, members of the ECD network, policy makers at DOE, SG representative Kavre, and SCNN coordinator Kavre. Group discussions were carried out for teachers, students, community people, SMC and PTA members. Moreover, a mixed group discussion was also conducted involving the community members, parents, teachers, PTA, SMC, headteacher and students. Observation of classes was another process of information collection. Observing the records of students' evaluation, observing grade teachers' class, observing ECD activities in centers, and talking to key teachers were some other approaches of information collection for this study. Thus this study focused more on qualitative aspects of the program rather facts and figures in numbers.

Analysis of information

The information collected were analyzed to come up with the expected outputs of the study. Next chapter discusses on the outputs. The analysis is purely qualitative as discussion and interviews were the main tools. Attempts have been made to trace the strengths of the project first and then pointing to the shortcomings to come up with potential measures for the future.

Results of the study

The results of the study are divided into several subheadings. These subheadings were identified based on the purpose of the study. This chapter gives an overall picture of the progresses made by SCNN activities in Kavre district and also provides information on the shortcomings and ways to strengthen the programs in future.

1. Major achievements of the program

In order to come up with the achievements several components of the programs should be kept in mind. Although there were several components of the program the key components were addressed first. From the perspective of an independent research, the research team was impressed much of what had happened in the schools. The impression was made when they could see spacious building, appropriate flooring, increased number of students, grade teaching specially in grade1, implementation effort of CAS, capacity building of facilitators and teachers through training, use of educational materials in classrooms, child-friendly environment specially in grade 1, community people's ownership, commitment of headteachers, hard work of the SCNN paid staffs, jobs performed by the key teachers, additional teachers' provision where students were suffering from the lack of teachers, mobilizers monitoring the programs, facilitators assisting individual teachers and so on. Many such impressions could be made while observing the program in action. Moreover the commitment of teachers towards non-violent approaches in the classroom was worth mentioning. Now let us analyze the information in detail as per the major components of the program

Awareness raising and sensitization

Mothers were sensitized through awareness programs. This was carried out by the ECD network in the area. The major goal of the sensitization program was to aware mothers about the value of educating their children. In addition to this, the facilitators were also oriented towards sensitizing the community people towards education. This was started in 2004 and still continuing. This orientation has made them able to establish rapport with the local people, convince them about the value of educating their children, and making them committed towards sending community children to school. It also helped them to make people understand the concept of ECD and the separation of under age children from grade 1. They were also found successful in launching "welcome to school program" in the locality jointly with other NGOs and CBOs. Community people, when asked, responded that they are not hesitating to send their children to schools after the awareness campaign was started in their vicinity. This further provides an evidence for the major achievement of SCNN initiatives in Kavre district.

Besides these, the effort of headteachers in meeting with parents in regular interval, discussion with SMC and PTA, and interactions with other social organizations (NGOs, mothers' group and other CBOs) have really helped the school management to make consensus in school development activities. The research team could see the commitment of the local community in school related activities by observing them discuss with the headteacher, SMC and PTA. When a new comer goes to school with school development

agenda, the community people gather in the school, listen to them and show their commitment. Same thing happened when we reached there. From this it can be said that the SCNN program has been successful in changing the traditional attitude of the general public towards educating their children. Further evidences to this regard can also be seen when CBOs are contributing with wood, sand and stones while the community people are contributing their labor to construct school building. In essence, the SCNN has become successful in achieving almost double value of what it has invested in school or classroom construction. This kind of community mobilization, if continued, will lead to educational sustainability.

Creating access

As per the discussion with the headteachers and the community people it was found that negligible percentage of 5-9 age population are out of school. Some of them claimed that there is no child left behind. This kind of NER in such VDCs is a great achievement of the program. According to SMC chair and the headteachers, the enrollment in school began to grow when the community people knew that the children have enough space in classroom with varieties of educational materials used by teachers. More than that, they could see different activities in the classroom that involved children in creative works. They further explained the fact that child-friendly behavior of teachers and non-violent methods also attracted the community people sending their children to school. This has added another achievement of the program i.e., the transfer of SCNN teacher training skills in classrooms. Again, if this motivation of community people is maintained educational sustainability is inevitable.

SCNN support of physical facilities has certainly improved the access. Construction of school building or renovation or additional classrooms has provided access to more children to educational opportunities. The tendency of increased girl student enrollment in school has led to gender parity. The major factor for this was that the parents could see separate toilets for their daughters.

Providing quality education

For education workers quality of education is associated with the curricular learning outcomes. The same is directly related with its relevancy for the parents. Parents told that if their children can get jobs after they are educated they consider that as quality education. Students said that quality education leads them successfully to upper grades. The ECD facilitators explained quality education as the mental development of children according to their ages. The question is has SCNN been able to assist in quality education? Whatever the definition is, unless the teacher is able to deliver the knowledge and skills in a meaningful way there will be no quality at all. Thus, preparation of teachers towards meaningful education is a must. SCNN has launched several short duration training to teachers in this regard. As said before parents were attracted towards the child-friendly manner of teachers in the classroom. The research team observed classes in the primary level especially in the lower grades. The grade one arrangement was good. Students were busy in activities. The teacher worked as a facilitator rather than a traditional lecturer. Students were provided several opportunities of learning with the educational materials. The classroom let children write on blackboard whenever they

need it because the lower portion of grade one was all blackboard-wall. When crosschecked in a mathematics lesson the students were also found performing well. The process the students used in solving a mathematical problem clearly indicated that the concept was clear to them. In other words, the activity they were doing was meaningful to them. In this way the teachers were found using their training skills in the classroom by assisting the learners in getting meaningful education, a major step towards quality. Grade teaching concept was another measure applied for quality. Most of the schools were adopting grade teaching in grades 1, 2, and 3. In grades 4 and 5 subject teaching was found basically in science, mathematics and English classes. Key teacher concept was also helpful in bringing quality education. Regular monitoring by them to their neighboring schools and sharing ideas among themselves has certainly helped bringing uniformity in education standard of schools. According to the key teachers they would like to assist teachers whenever they are in need. They share their ideas of solving instructional problems. If critical problems are found and the key teachers think they were beyond their capacity then they refer the problem to school supervisors and/or headteachers. They also told that it has helped them improve the quality of their own because they come up with innovative ideas of others. While asked about the difference between them (key teachers) and others in their own school and neighborhood, they explained that there was not much difference except the training they get as key teachers. But the fact is evident that they travel from school to school, discussing the instructional issues, sharing instructional ideas in solving problems of one another, and developing oneself professionally. All these have led to quality education, which may take time to become clearly evident. Again, if the national education system digests this and promotes within the sub-system, educational sustainability is possible.

Grade one materials support, CAS training and its implementation, refresher training to teachers, work-book for students, kit-box of educational materials, individual puzzle board for grade one students, classroom management (wall and floor), provision of social mobilizer, headteachers' orientation of student evaluation procedure all are helping, one or the other way, raise the standard of education in the schools observed.

Capacity building

SCNN was found providing several supports in providing training to different people related with school activities. Besides grade teachers' capability raising through GT training and refresher training there were other activities like SMC training in school management and community resource mobilization; life skill/livelihood training for students; SIP updating; and exposure visits to DEO, SCN, community, teachers and students. SIP updating was found in schools. However, VEP updating (Plan of 2006) has not yet been started. Each school has developed its SIP, updated them each year and submitted to the concerned resource centre. This was a great achievement that each school has its updated plan physically. The issue of its implementation will be discussed in other themes.

The headteachers told this team that they were capacitated by the short training they received but they were unable to explain the kind of capacity they were enriched. Similarly the SMC chairpersons and members found the training useful in managing school and its resources. One of the PTA member told that she benefited from the

training very much as she explained she has now been able to come to school and talk to the school staff about education of her community children.

Goma (*name changed*), one of the PTA members realized that training would enrich capacity. She took part in one of the training provided to the PTA members in Dhulikhel. Before the training she even had no idea that parents should go to school and talk to teachers about the quality of education. She further told her conviction that others should not go to school except the teachers and students. Surprisingly, the training she received changed this concept and brought her near the school and its teachers. She now regularly comes to school and contributes to school activities for children's learning.

Grade teachers also told that the training they have received have helped them a lot in managing teaching all subjects in the same classroom. They told that they had no idea how to run the same class whole day. In the past they used to teach each subject as subject teacher although they had to teach the same grade all day. Now they told they have developed the skills through training on how to manage the same class the whole day. They have developed skills in designing activities, using instructional materials to make learning effective and making learning meaningful to students. The headteachers confirmed this version of teachers. Some SMC chairpersons also told that the teachers in grade one teaches better than teachers in other grades.

Improving physical facilities

Several examples were found related with the improvement of physical facilities in schools. Out of the 6 schools and 2 ECD model centers observed, 7 of them had one or the other physical facilities' improvement program. Out of the 7, two had new building construction, two of them had grade one construction, one of them had new toilets construction plus classroom maintenance and the two ECD model centers had their own new building. Moreover community support was extremely marvelous. Since they could not afford monetary assistance they provided the schools with construction materials like wood, stones, sand and concrete. In addition to this each household provided their invaluable sweat labor by carrying a load of construction materials on their back from jungles and rivers to school. They also contributed other manual labor in school construction activities. The SCNN monetary support was found used in paying skilled labor wages and in buying other construction materials. The attempts made by the SCNN can be taken as example to other places since it has focused on spacious classrooms for students for activities. In other words SCNN has tried its best in meeting the one meter square space for each child inside the classroom. In most of the cases the newly constructed class size was 18'x26', the capacity of which would be around 50 children considering the one meter square international standard of space for each child. Again the schools and/or the newly constructed classrooms are attractive both to the students and their parents compared to the traditional one in non project areas. Clean environment, compound wall, spacious classrooms, adequate instructional materials, students' workbook, drinking water provision, are some of the specialties of the SCNN effort that were found in most of the project schools visited. The schools where only grade one is newly constructed with the assistance of SCNN are now in students' pressure to make

other classrooms like that. Students studying in grade one do not want to change their classroom even after they complete and pass grade one.

Headteacher Sharma (*name changed*) told this team that students passing grade one do not want to change their classroom. Some of the students asked the headteachers not to promote them to grade two because the grade two classroom was so small they do not want to study in.

All these evidences tell us that SCNN has remained successful in generating local resources for the improvement of physical facilities in schools. It has also established evidence that children need enough space to learn in the classrooms. Moreover educational materials are must to involve students in activities, so they are managed maintained and used properly. The SCNN has provided readymade educational materials as well as some training in the construction and use of them. If the construction skill is enhanced, the use of instructional materials in the classroom will be sustainable. Another important part of the improvement of physical facilities was that the SCNN has provided funding for toilets and drinking water facilities in some schools. Some of the project schools still do not have toilets in school; neither do they have drinking water facilities. The facilities like toilets and drinking water have motivated many students and their parents towards schooling.

Initiating organizational development

School income generating programs was found initiated in one school only. Last year the same school got support in making necessary arrangements for plantation of fruit seeds. This year the school was provided with fruit plants to sow. The process, if adopted in other schools, can help generate some income for the schools after some years.

As per the plan information center at DE Office has not yet been realized, but DE office desk equipping plan has been carried out.

Under the organizational development there were provisions of volunteer teachers getting a support of Rs 2000 a month for 13 month a year. As per the need the schools are getting this support. Till now there are 29 such teachers serving the schools in different VDCs. Regarding publication, the DE office has published “Kavre Saishik Darpan”, a quarterly bulletin indicating the development activities in schools.

There were two provisions of training for organizational development, accounting systems and construction procedures. The overseers at the DE office have got no training inputs regarding construction in schools. The effort, however, has been made to train the accountant.

Fostering ECD program

SCNN has supported in educational program of Kavre district to support and strengthen the quality of education including ECD. SCNN has claimed that ECD has been focused as a major component of their education program and is highly related to quality of education. Government policy to expand ECD centers in community and pre-primary in school through the partnership modality left the room for partner organizations to work collaboratively. In this regard SCNN and DEO have jointly planned for ECD programme to ensure the quality in primary education as well as ECD itself.

Programs of the planned activity are carried out by the ECD-network group in the grass root /field level. Monitoring of ECD center and technical backstopping is the main concern of the ECD mobilizer. As responded by ECD facilitators they were benefited by this type of monitoring.

As part of field survey, the team visited to ECD centers and the preprimary classes. The involvement of girls and ethnic groups in the child center was found satisfactory. Regardless of gender, ethnicity and cast the participation in center activity was remarkable. This showed there was no discrimination. As per discussion, the community responded that all the children of the community from age 3 to 5 were enrolled in ECD/PPC classes. On observing the community center in action, the team noticed that the ECD aged children were not left in community. On top of that even 2 years old children were also attending in ECD classes. This situation demonstrated the consciousness of parents for sending the ECD age children to the ECD center.

One remarkable observation (in one of the visited area) noticed by the team was that the children of preprimary class of the school and those from community based ECD center were combined and placed in model ECD center. There were two facilitators assisting the children. The number of children in the center was within the norms.

Regarding quality of ECD centers, the team observed mixed perception: quality in terms of operation of ECD and quality in terms of student involvement. School based ECD centers were not found encouraging the “learning to learn” principles whereas it was apparent in community based ECD centers. The materials provided by SCNN were appropriate and sufficient. The team also observed that the facilitators of ECD centers used the skill learned in training. Facilitators deputed in both types of ECD got the same training and support from the government and INGOs. But school based ECD program did not receive the materials and also are facing problems of handling different aged group children (which was beyond the capacity of facilitators' qualification and skill.)

From the parents' perspective they were well advocated on the need of ECD centers and also found aware of the value of the ECD program including their support, participation and involvement. The total community and the school viewed community ECD center like this

<p>Yedi samagri ra talim nabhayako bhaye yi bachcha harulai dinbhari kasari bhoolaune. Teshmathi hamro mobilizer bahiniharu jo sanga bal bikash sambandhi dheri gyan chha, tiniharu aayera hamilai bela belama samjhhaunda ra sikaunda jyadai sajilo bhayeko chha.</p>
--

Regarding the construction, the SCNN has contributed the building for the ECD center within two categories- building for model ECD centers and building for normal ECD center. As per discussion with the community and ECD concerned people they were found satisfied with the support provided by SCNN. The support from the SCNN has worked as a catalytic agent for mobilizing the community. The community people realized that any amount of support could be materialized for construction because they could support their labor and collect raw materials for the development of the community. This has helped strengthening ownership.

Monitoring and evaluation

Monitoring in Mechhe, Kuruwas and Mangaltar was found being carried out more intensively than in Walting and Vimkhori. It may be because these two VDCs have just started the program. The school supervisors of the concerned RC in the project area reported this team that it is very difficult to monitor all the schools in a regular manner because of geographical topography as well as their other responsibilities. The SCNN, however, has remained successful to involve DEO herself in some of the project schools for supervising the on-going activities. Ironically, the local people commented that the DEO would not be there if there were no SCNN project activities. Reviewing the program activities in timely manner is one of the major responsibilities under monitoring and supervision. Although the partners meet sometimes, the planned monthly meeting is not regular. The envisaged 3 times review meeting a year has not been carried out. Similarly the capacity building part under the monitoring activities is not in action. SCNN, however, has been applauded by the local people, SG and DE office staff for their effort of monitoring the project activities by themselves. ECD centers, however, were found monitored through ECD-network system in a regular basis.

Other efforts made by DE Office

Program dissemination to the stakeholders, welcome to school program, providing Global Challenge Teachers (GCT) in schools where more children enrolled after school welcome program, provision of more key teachers, account training to all headteachers, and LPP orientation to out of project schools were some of the noted activities performed by the DE office under the funding of SCNN.

2. Major learning and best practices

During field visit, the study team tried to identify major learning and best practices of the program implemented in Kavre district. Achievement of the SCNN program can be replicable to other parts of the country as best practices. Some areas identified as major learning of the SCNN quality education program are discussed under the following headings:

Parental awareness

It was learnt that people's awareness about education plays an important role in providing quality education. Unless and until people become aware of their children's education, efforts made by outsiders become futile. It was observed that community people were found to be more alert and conscious about their kids' education. No discrimination was observed between boys and girls. Parents expressed their concern to education through different activities to support school. They were found to collect locally available raw materials like stone, sand, wood, mud etc. They were also found to be engaged in designing and planning school physical plant. One of the chairpersons of the SMC expressed his feeling about the importance of education as:

We are also DA (Dr) of fetching goods on our forehead. We would like to make our children not DA (Tamang word used for the instrument that helps in hanging

goods on forehead) but DA (Dr.). We are ready to do every thing for providing quality education to our children. Save the Children Norway opened our eyes.

Parent-teacher Association

Involvement of Parent-teacher Association (PTA) in monitoring and supporting children's activities in school is equally important for quality education. PTA chairpersons and members came to visit the study team. They reported their activities and asked the team members about their responsibilities to be performed so that they could help for the good of their children's education. PTAs were formed in all the observed schools. SMC and PTA members were also provided awareness training. This training inspired them to be the partner of their children's education. They were found to express that they should play the role of partner in providing education to their children. They realized the importance of creating child friendly school environment. They were also found to opine that non-violent teaching in the classroom was helpful to motivate their children in education. Parents were found aware that classrooms should be made larger in order to organize different activities. Parents were also involved in raising the enrolment of children in the school. It was found that negligible percentage of school going age children (nearly 5-6%) were out of school. As PTA has not become a success in other parts of the country, the SCNN efforts of making it success can become a major learning to replicate its achievement in other parts of the country.

Key teacher

A key teacher concept was introduced in SCNN program VDCs. In the practice, key teacher was grade one teacher with more training and experience than the other teachers. He/she has to visit seven schools and observe classes taught by other teachers and provide them feedback. Moreover, he/she has to demonstrate model classes and try to solve teachers' problem with the consultation of experts and concerned Resource Persons. A key teacher receives extra remuneration of Rs 500 per month. During key teacher's visit to other school, a substitute teacher is supplied with the salary of Rs 2,000 per month. This substitute teacher not only teaches in the absence of the key teacher but works as a full time teacher in the school.

The key teachers of the observed schools reported that they had supported in improving classroom management, helped in solving the problems of grade teaching and supported teachers in the delivery of instruction. One of the key teachers who had received 80 days training in Rato Bangla School with the support of SCNN expressed that he was enjoying his role to support teachers in research based teaching. He further expressed that he had learned other skills like grouping of students in classroom teaching, creating child friendly environment in the classroom and preparation of instruction materials for children's creative learning. Head teachers and other teachers were also found to agree with the key teacher's role played in the schools.

ECD net-working

SCNN has supported ECD net-working in five VDCs of Kavre districts. Coordinators were appointed to facilitate ECD activities in net-working areas. This net work was found to mobilize child clubs in order to collect fund through different programs like *deusi*,

bhailo etc. There are some ECD centres (Bal Bikas Kendra) in the catchments area of each primary school. These ECD centers have large rooms enough to manage learning corners. The research team members observed ECD classes and discussed with the ECD facilitators. Learning corners were managed properly with materials in them. As they reported, children were enjoying in the classes. One of the facilitators expressed that children used to bring something for their Tiffin and the facilitator used to mix them and distribute to all children. One of the facilitators was distributing Tiffin in the same way as mentioned above. This has encouraged their cooperative living and learning. 'Children joining grade one after ECD were found better in learning than those directly enrolled' was the observation of all the primary school headteachers and the key teachers. This means the SCNN ECD net-working has helped generating quality.

3. Effectiveness and impact of the program

Effectiveness of the program depends on the proper utilization of the resources for the benefit of the target group. It is expected that the program should be owned by concerned stakeholders. They should show their commitment in managing and developing the program.

Impact on community and their ownership

The research team could see the effectiveness of the program when community people expressed that the program has helped in improving the quality of education. When the research team approached the program schools, the community people along with SMC and PTA members were found to express that this program has helped in changing their traditional attitude of providing education to their children. They, in case of children's education, used to think that educating the children means making them able to read and write only. Some of them expressed that educating the children means making them able to produce and create something useful to them. SCNN has changed the attitude of the community people in realizing the need of education to their children. Rapid increasing of enrolment percentage and decreasing trend of drop outs can be taken as effectiveness of the program.

Impact on children's life, participation and learning

At the time of visit, very few students were found absent in the school. Parents were helping their children in preparing for the school. In some of the schools, children were found in neat and clean clothes. The participation of children could be seen in regular classroom activities, child's club, campaign to school welcome program, and making parents aware of education and cleanliness. Children expressed positively their view that they are given equal opportunities of learning as others study in urban centers.

Impact on program planning process at community level

SMC members were found busy in planning, constructing and expanding school physical facilities. Some of the PTA members and parents were found to express that they used to

observe the classes of their children and their classroom activities. One of the SMC chairs expressed that they need some initiation from outside which will be helpful in inspiring community people for collecting resources for managing education to their children. All these evidences indicate that SCNN program of quality education was found effective. Community members were also found involved in preparing SIP.

Impact on community's concern to mobilize resources

Besides these changes in the community, the SCNN program has some multiple impacts on life and thinking of the community people. Community people have started income generating activities by themselves to maintain the cost of their children's education. They have tried to change the community as a healthy and sanitary place. One of the outsiders of the village expressed that before a couple of years one could find people making the public path as toilet but gradually they have changed their habits.

It is indicative that community people are motivated to mobilize community resources for the development of the school. Many PTA and SMC chairs showed their commitment in seeking ways to collect resources for the school for its sustainability. This farsighted idea of the community people indicates that they are willing to take the responsibility of developing their school themselves gradually.

Mother group and other community based organizations (CBOs) are also found in support of school development activities. Mobilization of local bodies and organizations for the development of child welfare activities has demonstrated that SCNN program has its impact not only in school staff but also in social workers and mobilizers. One of the members of Mother's group expressed her feeling to the study team members in the following words

Before SCNN (Norbe) program in the village, I felt hesitation to look towards the school and talk with the teachers. I used to think that we should not care what was going on in the school. After Norbe's (SCNN) presence in the village, I was inspired to visit school and ask about my child's education.
--

4. Major approaches and modalities for issue integrations like disability, child sexual abuse etc.

Home and community can not always be safe places with respect to violence and sexual abuse for the children, especially for girls. SCNN is working in line with protecting children's rights against violence and sexual abuse. This issue has been taken as serious social concern and started working to strengthen understanding, knowledge and capacity of key stakeholders (NGOs, Parents, teachers, service providers etc.). Issues related to disabled children, domestic violence, discrimination, and socio cultural malpractices especially against girls are also the main concerns of SCNN program.

Child clubs were found to be instrumental for the protection of children from sexual abuse and other kinds of violence to them. In SCNN program VDCs of Kavre district, 14 of such child clubs were established. These clubs were mobilized in different activities of the program. As program coordinator of SCNN expressed his observation, child clubs were mobilized in creating awareness of their rights and school welcome program. Field workers expressed that children's involvement in welcoming other children to the school became very effective.

Child clubs' involvement in the preparation of SIP and CEMIS was found contributing. No cases of sexual abuse were reported during field visit and discussion with the community people and concerned authorities of SCNN and SGCDs. As reported by the secretary of the Board of Seto Gurans Kavre, polio affected child was found in Vorjyang VDC as a physically disabled child in the SCNN program area. The child visited different disable welfare organization in Kathmandu with his parent but was back to his village. He was enrolled in the school. He was mentally very sound and brilliant as reported by Seto Gurans representative. No provisions were made to identify other types of disabled children in the program area. These evidences were supportive of the fact that there is still room to work in the field of rights based issues like disability, violence and sexual abuse.

5. Major challenges

Major challenges has been divided into two themes, program perspectives and management perspectives.

Program perspective

The project has penetrated into several shortcomings of the school for generating quality in education. There are evidences that demonstrate the efforts made by SCNN. Like in other programs, there are certain challenges of SCNN activities too. In order to crystallize the concept initiated by SCNN with the assistance of DOE and DEO (along with SG in the beginning of the project) there are certain challenges that need to be addressed seriously.

Sustainability

In every educational project development partners have whole-heartedly supported the country with their maximum inputs. However, the continuity of the program after the project is over has never been assured. That's why "project comes and project goes" has become a regular feature in the history of education in Nepal. SCNN activities may also have this tag if a challenge of sustainability is not addressed in time. The most unsustainable part would be the provision of volunteer teachers who receive Rs 2000 a month support from the SCNN and zero from the government part. Similarly the ECD facilitators in DEO quota receiving Rs 500 extra per month would be no incentive after the program is phased out. The government seems dependant on SCNN to solve the lack of teachers in schools with this provision. These teachers, although accepting the employment, have already started complaining the management (both SMC and DEO)

that they are underpaid. There are two kinds of threat in this regard. If the SCNN phases out from the program these teachers would be dismissed automatically leaving the school in more crises; and even if the SCNN continues the activities these teachers will remain dissatisfied affecting the teaching learning at schools. This can only be considered as a mechanism to solve immediate teacher problem at schools temporarily. Both the government and the SCNN should think it seriously while phasing out the program.

Replicability

In fact, projects are supposed to create model programs, pilot them and demonstrate that they work. Once it is established the fact that the model works it is the government which should make efforts for replicating the model in other parts of the district/country. Unless this process starts, the quality education in all schools of Nepal will remain a dream for ever. By the evidences provided in major achievements above there are certain characteristics of the project which can be replicated to other non-project areas as well. For example, sensitizing the community and mobilizing them for quality education can become a replicable model for other parts also. Similarly key teacher concept can become another model for regular monitoring of schools and sharing of professional experiences. Networking of ECD is another concept which tells us that the community itself can become sustainable in maintaining ECD programs. Unless the concerned authorities at the DEO and DOE start realizing the fact and make efforts, project alone can not run the program for ever.

Commitment versus monetary incentive

In every activity there is a provision of paying under SCNN activity. How can we ensure commitment of district level authorities in innovative activities within the framework of their regular job? One example can be cited here. SCNN pays DEO and her staff for monitoring the activities of the school which they were supposed to monitor as part of their TOR. Is this sustainable? Theoretically, monetary incentives are considered as dissatisfiers. Unless alternative means are sought to reward the DEO and her staff the commitment part from them can not be ensured by monetary incentives.

Ownership

The tendency toward project in Nepal is such that the major implementers do not own the program as their own. When project comes it is considered that all the responsibilities of that project goes to the investors. Same thing found here in SCNN. Nobody says it is a DE office, Kavre program. Everybody says “Norway Program, Norway Program”. That’s why there is a suspicion that the part of sustainability is weak. The commitment on the part of the school and community alone is not sufficient. It is equally important that the DEO and DOE also own the program. Signing on the MOU can be one part of commitment but executing them seriously leads to ownership.

Matching fund

The project envisages a matching fund from the public in order to conduct school developmental activities. However, the reality in the field is not like that the general public can afford for the 40/60 proportion. The team could not see any place where the general public has contributed cash. Before designing any project like this reality check

of people's financial condition is deemed necessary. Otherwise simply by showing monetary value of a heap of sand or some stones would work as prerequisite to release the fund from the DEO but the expectation of the quality construction would never be fulfilled.

Management Perspective

The discussions made above were purely based on program perspective. Management part of the SCNN program is a key issue. Thus the following paragraphs highlight some of the management concerns affecting the SCNN program in Kavre district.

Weak implementation of agreement

The DOE seems weak in implementing the agreement in general and 3.1 of the agreement in particular. Meetings are held and minuting is also done sometimes but the seriousness on the part of DOE is not satisfactory. As per the agreement the SCNN funds need to be utilized as core funding so as to attract new donors for strengthening the program. In reality the SCNN fund was utilized as project funding without any attempts to develop proposals to motivate new donors.

Six monthly reviews were not followed as agreed. The director general of the DOE accepts monitoring weaknesses from the part of DOE.

DEO administration

DE office takes this program as a separate project rather trying to integrate this with the regular educational system. Since the accounting system of the SCNN and that of the DEO is different there is a big problem of financial management. Heading-wise budget has been difficult to manage. Auditing itself has been a problem both for the SCNN and the DEO.

Construction management

Overseers showed their ignorance in the construction activities as they responded that they were not consulted about the design of construction. Quality control has been a serious problem since the SCNN allotted money is spent without matching funds. The kind of construction materials managed by the community can not be enough as reported by the DE overseers. It was very hard to assess the SCNN supported construction of buildings at par with the DOE standards in the beginning. Now SCNN says it has been improved.

Monitoring

The monitoring part should be an internal regular process of the management. Unfortunately, this has become the weakest part in the DEO and DOE mechanism. SCNN has its dominating role in monitoring. It looks like the DEO is only validating what SCNN is doing in the project activities.

Financial management

As reported above, this part has been problematic because of the problem of government in opening new account. The impact of this problem can be seen in the auditing process of SCNN account.

6. Recommendations for future program

Whenever projects are designed the priority goes to poor areas. It means the donors are willing to support the poverty reduction agenda of the government. SCNN is also a development partner in this regard. These pro-poor programs need to be conducted in such a way that the poor people are benefited most. However, in most of such programs, it is expected that the community contribute in a matching basis. The idea itself is not wrong but how can we serve the poor by expecting them to contribute to the program addressed to them? This has been a critical issue in project activities in rural parts of Nepal. That's why the matching fund concept of the SCNN has also not worked in Kavre district VDCs. The other important part of the project is that it should only demonstrate models encouraging the government to do the same in minimum cost in other parts of the country. On the contrary many projects have become burden to the people immediately after they phase-out from the community. The same is a danger in SCNN program. The question is whether project activities should strengthen the capacity of the people to do the things by themselves or make them dependant on the project for ever? It seems that the people not only in SCNN but in other development projects also seem more dependant than finding alternatives. Unless the donor makes the government committed in certain areas of the project activities after the project is over, no project is going to maintain its popularity for ever. This requires efforts at the time of signing MOU indicating government commitment after the project period is over. Considering all these some recommendations can be forwarded to the SCNN.

Make sure that the program continues

Before entering to any projects in education like this SCNN should prepare a plan of continuity of such efforts after the project is over. In doing this SCNN can discuss with the beneficiaries both at the central level (MOES and DOE) and at the local level (DEO). Unless they are convinced and committed to spend the minimal amount to maintain the program, SCNN should not initiate such programs.

Make sure that the local government accepts

No program is sustainable unless the local government accepts the program. Basically such programs run by SCNN in Kavre require concerns and commitments from the VDCs. There should be a mechanism to get their approval before the project starts. Moreover, MOU with VDCs is equally important. If the program is to spread in more VDCs in the future then MOU with DDC will also be required. Unless the local government is convinced and committed, the MOU made with DOE and DEO will not work effectively. Because the local bodies are the ones to support and sustain the programs after the project phases out.

Make sure that there are enough funds for transition

Beneficiaries should be assured that they are not left out by the donors immediately after the project period is over. The important thing to note is that SCNN should plan its

transition of phasing out from the first year. Decreasing the intensity of dependency and increasing local government's support each year should be the financing modality of the project. If this modality is accepted by the government then there will be no problem of sustainability. For smooth transitions both the partners (SCNN and the government) should have enough funds so that the funds could be utilized maintaining the program for certain years after the project is over.

Make sure that the local government owns

A research like this can find out that the local bodies own the program by simply asking one or two questions to one or two people. This is not enough. Owning a program by local bodies means running it on their own after certain years of intervention by SCNN. Since this program is associated with quality education through ECD and some other interventions SCNN should seek the ownership of local bodies to plan and implement the program by themselves. None of the VDCs were found ready to say that this program is their own; everybody was telling "the norbe program". This tag of "norbe program" does not provide a smell of ownership. Thus SCNN should be more careful in future that the program is led by local bodies, by making plans of their own and asking SCNN for additional support only. If new VDCs are encouraged this way there will be no problem of ownership.

Make sure that the program is monitored by government mechanism

The problem with this kind of projects is that the government seldom monitors. The donors seem to have more visits in the project areas than the regular monitoring authorities from the government. Same is true in SCNN Kavre district programs. That's why it has become "norbe program" and not the program of the regular system. Thus SCNN should think it seriously by making an in-built monitoring system encouraging people from local VDCs for administrative monitoring and that of DEO for professional monitoring. This monitoring should be done at regular intervals to function as formative research of the project activities. For this, the frequency and type of monitoring should be made clear at the time of signing the agreement. A monitoring matrix with fixed dates throughout the project period is suggested. In other words a working calendar not only by SCNN but also by the local bodies is essential.

Make sure that the authorities are professionally committed

In a program like this, the concerned education authorities should be motivated towards professional development rather meager financial incentives. The financial incentive may work but not longer. When the money is finished everything finished. Thus attempts need to be made for professional development of the authorities in line with the projects. A professional development agenda should be associated with the implementation of the project. These professional development agenda might be in the form of exposure visits, workshops, seminars, some useful journals at the DE Office etc. Making rooms at DE Office equipped with furniture and paying supervision visits by DE authorities can not raise professional commitment.

Make sure that the program replicates in other parts

While designing the project it is usual that the donor is able to convince the government about the significance of the project. Then what is the problem of replicating them in other parts by the government itself? It is the faulty design where the government has no accountability to commit. Thus it is suggested that the SCNN should be aware of this matter before it makes any funds available to the government. For example, if SCNN wants to expand other 5 VDCs in Kavre district it should get government commitment to replicate the same in another 5 VDCs by the government itself. Otherwise, the equity issue will be left behind and only some VDCs will benefit. The government might ask some technical support from the donor, which can be acceptable.

Make sure that the mechanisms sustain

It is usual that new programs require some professional project staff to implement them successfully. But the temporary provisions made by the projects like additional teachers, additional pay for the facilitators, scholarship for children etc. can not sustain unless they are within the limits of the government regulations. Before making such commitments from the part of SCNN it should also seek the commitment of continuity from the part of government (whether it is central or local). Only by such agreement SCNN programs can sustain after it phases out.

7. Phase in and phase out strategy of the program

The question is how long does SCNN stay in the five VDCs only? There are other VDCs that now need more attention than these VDCs after about 3 years intervention from SCNN. There is no transition plan of phasing out of this program from the VDCs. And the challenge of sustainability of the program after the phasing out is strongly rooted. Then what could be the solution for phasing out?

Consolidating all donors into a single agenda of school development for quality education

Besides SCNN there are other national and international agencies involved in supporting educational development of Kavre district. These donors should be consolidated together to create a basket of funding first. The DEO then should prioritize activities in the VDCs based on their dire need. The basket should be used for sustainability after the program is phased out. Phasing-in to new VDCs can then be made a smooth process without disturbing the programs in the on-going VDCs.

Government-donor joint maintenance fund

Each individual donor-partner should make an agreement with the DOE about a joint maintenance fund for the provision of sustainability after the agency phases out its program after some years.

Commitment of government

Phasing-in to new VDCs also depends upon the readiness of the government in replicating innovative and successful ideas learned from the project VDCs to non-project VDCs. The DE Office should show its commitment first by making a proposal of replicating the innovations and then requesting SCNN through DOE. Unless such

commitments are seen it will be of no use making them dependant by expanding the project to other areas.

Link with EFA

It would be better for this type of program to be linked properly with the on-going regular EFA program of the government. It would do well in two ways. One, the investor will have its contribution to the government's plan and program and two there will be an assurance that the program continues without any difficulties to phase out.

8. Partnership model

People seem happy with the present model. The response of the major partner in the program is fine except the DOE wants NGO as technical expert rather than major partner. From all the discussions and challenges in the report, the researchers came with the following model to be adopted by SCNN for further project inputs.

1. DEO – assess need, develop baseline, estimate cost, allocate possible money
2. DEO- ask SCN to support
3. SCN - ask for ensuring sustenance
4. DOE - play instrumental role ensuring sustainability and also commits/ensures that DOE replicates the program in other districts/VDCs after the project is over.
5. SCN - fund release
6. Monitoring by DE office
7. CBO's as pressure group
8. Social mobilization by SCN
9. Quarterly assessment by SCN as formative research and
10. At the implementation completion phase—summative evaluation by SCN

ANNEX 1. SCNN Supported areas

Name of VDC & Schools		Teachers support	Room construction	Room repair	Drinking water	Toilet	class room management
KURUWASH V.D.C							
1	Bhumeshower NMV Kuruwash	1	3	4			1
2	Radha krishna P S Chapakhori						
3	Kalidevi P S Dhulkhu	1gc	1gc				
4	Khadkeshower P S Kaldhar	1	3	8			1
5	Adarsajanashakti PS Kuruwash	1	1	2		3	
6	Gautambudha P S Jardeu	1	2	3		1	1
7	Kamaljyoti P S Metuwal		1				
MECHHE V.D.C							
1	Kuseshower Ma.Vi.Mechhe	2					6
2	Kalidevi pragatisil P S Mukpa	1	1gc	3			
3	Bijulikanya P S Choptar	2	4	2		1	1
4	Mahakali P S Mukpatar	2	1	3	1		
5	Mahangkalsidhi P S Todke	2	2	2			1
6	Sanaman P S Tekanpur	2	2	1			
7	Sivhashakti P S Mechhe	2+1gc	2	6	1	1	1
8	Setidevi P S Longshal	2	1	5	1	1	1
9	Janajyoti P S Bhorjyang	2	3	2		1	3
10	Bijulikhada Alt. Sc Bhorjyang	1	2	2	1		
11	Janajagrity Alt.Sc Palughat	1	2	2			
12	Janashakti Alt.Sc Khatrigaon		1	1			
13	Janachetana Alt.Sc Bhotepati		1				
MANGALTAR V.D.C							
1	Mahakalidevi karmoday Ps Pinthali			1		1	
2	Chatre pipal P S Pananche	2gc		3			1
3	Mangaleshwer P S Bohore	2		3			
4	Bindhyabasini Ni Ma Vi Rajabas	2gc	2	2			
5	Bindhyabasini P S Kattike	1		1			
6	Mahakalidevi P S Thakle			1			
7	Mangal janavijaya MV Mangaltar.			1			
BHIMKHORI V.D.C							
1	Sarashowti P S Ramring	1	1		1		
2	Budhabala P S Bhaise		1	2			

3	Jugeshower P S Jugepani		1gc+1				
4	Bindhebasini P S Kerabari		2	1			
5	Santibudha P S Karm danda	1	1	1			
6	Ganesh Ni.Ma.Vi.Sikharapur	1gc	6	2			1
7	Janakalyan P S Kamardeu			2			
8	Satyakali P S Mindupa		2	1		1	
9	Krishna P S Merpa		1	1		1	
10	Vimeshower P S Mamti		1	1		1	
11	Bhuwanashowri P S Harkapur		1gc		1	1	
12	Pokra Ma.Vi Bhadaure	1gc		1			
13	Harkapur Alt.Sc Ghyangdanda		1	1	1	1	
WALTING V.D.C							
1	Sarashowti P S Pokhari tole		2			1	
2	Budhibinod P S Dandakharka	1		1			
3	Jageshower P S Tare						
4	Panchakanya Ma.Vi.						

Illustration

Supported teacher = Rs. 26000.00 per teacher per year supported by program. Other expenses managed by community.

Construction of room = Rs. 30000.00 supported through program. Other expenses managed by community (GC -4 rooms & 2006 -12 rooms Grant = Rs. 60000.00)

Repair of class room = Rs. 20000.00 supported through program. Other expenses managed by community.

Drinking water = Rs. 12000.00 supported through program. Other expenses managed by community.

Toilet = Rs. 12000.00 supported through program. Other expenses managed by community.

Class room management = Rs. 15000.00 supported through program. Other expenses managed by community.

Wood parking = Rs. 12000.00 supported through program. Other expenses managed by community.

Compound wall = Rs. 12000.00 supported through program. Other expenses managed by community.

Teaching material kit = A box of teaching material for grade one handover to the school Through D.

Teaching material grant = (a = Rs. 8100.00 , b = Rs. 9000.00 , c = Rs.10000.00 , d = Rs.4500.00

Teacher training (a = Grade teaching training -3 days) (b = ATL training -5 days) (c = SMC training -3 days) (e =Creative arts and drawing training 3 days.)(f = Evaluation system and account training 5 days.

Library corner support @ 500 for each schools

(SMC participant- SMC chair person + woman member+ PTA chairperson + HT) (ATLRefresh training)

Furniture set (through GC program) = Rs.1250.00 per set furnisher supported through program

Note: The red marked schools were the sample schools for this study

Annex 1 continued: Details about Early Childhood Development (ECD) Centres

Duration 2003 to 2006

Partnership

1.In the beginning (2003 to Sep.2005) : DEO, Seto Gurans and SCNN

2.Now (Sep.2005 to 2006) : ECD network (Bal Bikash Sanchalan Sewa Samuha, Mechchhe), DEO and S

S.N.	Name of ECD	VDC/ward	Building support	Toilet	Kit box	Learning areas	Extra materials	Comm aware
1	Ghyang tole Namuna ECD centre	Mechchhe, 2	1	1	1	1	1	
2	Gung tole ECD centre	„ „	1	0	1	1	1	
3	Bijuli khada ECD centre	„ „	1	0	1	1	1	
4	Janjyoti ECD centre	„ 1	1	0	1	1	1	
5	Syauri Devi ECD centre	„ „	1	1	1	1	1	
6	Prgati ECD centre	„ 2	1	0	1	1	1	
7	Phalametar ECD centre	„ 1	1	1	1	0	1	
8	Saraswoti ECD centre	„ 3	1	0	1	1	1	
9	Subhakamana ECD centre	„ „	1	1	1	1	1	
10	Pupumendho ECD centre	„ „	1	0	1	1	1	
11	Ganesthan ECD centre	„ 5	1	0	1	0	1	
12	Bhotetham ECD centre	„ 6	1	0	1	1	1	
13	Saraswoti ECD centre	„ 5	1	0	1	1	1	
14	Bhusuni Devi ECD centre	„ 6	0	0	0	0	1	
15	Dhanamala Devi ECD centre	„ 7	1	1	1	0	1	
16	Bishnu Mandir ECD centre	„ 4	1	0	1	1	1	
17	Kamadhenu ECD centre	„ 5	1	0	1	1	1	
18	Sawal Dev ECD centre	„ 4	1	0	1	1	1	
19	Pipal Danda ECD centre	„ 8	1	0	1	1	1	
20	Nawadip ECD centre	„ 6 (SCNN)	0	0	0	0	0	
21	Mathlo tole Namuna ECD centre	Kuruwash 1	1	1	1	1	1	
22	Tallo tole ECD centre	„ „	0	0	0	0	1	
23	Karmapa ECD centre	„ „	1	0	1	1	1	
24	Himsikhar ECD centre	„ „	1	0	1	1	1	
25	Sayapatri ECD centre	„ „	1	0	1	1	1	
26	Ram Sita ECD centre	„ 5	1	1	1	1	1	
27	Saraswoti ECD centre	„ 6	1	1	1	1	1	
28	Komendo ECD centre	„ 9	1	1	1	1	1	
29	Phyaphulla ECD centre	Bhimkhori 8	1	1	1	1	1	

30	Kopila ECD centre	„ „	1	1	1	1	1
31	Maha Bharat ECD centre	„ „ (SCNN)	1	1	1	1	1
32	Bhimeshor ECD centre	„ 5	1	1	1	1	1
33	Dip Jyoti ECD centre	„ 1	1	1	1	1	1
34	Satyakali Devi ECD centre	„ 6	0	0	0	0	1
35	Bal chetana ecd centre	„ 7 (SCNN)	0	0	0	0	0
36	Ganesh ECD centre	„ „ (SCNN)	0	0	0	0	0
37	Harkapur ECD centre	„ 9	1	1	1	1	1
38	Jugeshor ECD centre	„ (SCNN)	0	0	0	0	0
39	Waiba tole ECD centre	Walting	1	1	0	0	1
40	Jageshori ECD centre	„	1	1	0	0	1
41	Pokhari tole Chyantar ECD centre	„	0	0	0	0	0
42	Ganesthan ECD centre	„	1	1	0	0	1
43	Bhumari Devi ECD centre	„	1	1	0	0	1
44	Thakur ECD centre	„	1	1	0	0	1
45	Mangaleshor ECD centre	Mangaltar	1	1	0	1	1
46	Brhman Gaon ECD centre	„	0	0	0	0	0
47	Kattike ECD centre	„	0	0	0	0	1
48	Salleni ECD centre	„ 8	0	0	0	0	1
49	Bohare ECD centre	„	1	0	0	0	1
50	Piple ECD centre	„	1	1	0	0	1
51	Pipal Danda ECD centre	„	1	0	0	1	1
52	Nangshaltar ECD centre	„	0	0	0	0	0
53	Thakle ECD centre	„ 3	0	0	0	0	1
54	Gauri Tole ECD centre	„	0	0	0	0	1
55	Ainselu Chaur ECD centre	„	0	0	0	0	0
	Total		40	22	31	30	47

Note

Total VDCs : 5

Total ECD centres : 55

Government Quata : 50

Temporary Quata : 5 (SCNN)

Programmes

1. training. (a= Basic training, b= Management training, c= Refresher training, d= Materials production Parents education)

2. Building construction (Namuna ECD building construction, Mechchhe support Rs. 242000.

3. Building construction (Namuna ECD building construction, Kuruwash Support Rs. 300000.

4. Building construction (Support to other ECD centres Rs. 30000 per each centre at 2005

5. Building construction (Support to others ECD centres Rs. 40000 including toilet for 15 centres per

2006.

6.ECD kit box (20 kits @ Rs. 6500 for 20 centres = 130000. at 2006

7.Incentives to ECD facilitators from SCNN side 55@ Rs.500x13=357500. (since June (15 Jestha) f

ANNEX 2: Themes of the individual/group interview/discussions = Tools for the study

1. DOE/SCN/SG

- Success measured (program-wise)
- Policy related issues
- Implementation difficulties
- Strengthening measures
- Further partnership agenda
- Consolidating efforts from different agencies:national/international
- Concerns of issue integration: disability, sexual abuse etc.

2. Facilitators

- Success measured (program-wise)
- Professional development
- Implementation related issues
- Stakeholders' concerns and contributions
- Major shortcomings
- Ways adopted to overcome difficulties = Problem solving practices/methods
- Self-constraints
- Future improvement

3. Parents

- Satisfaction level
- Expectations
- Support by themselves
- Further support needed for children.

4. DDC/VDC

- Initiatives of their own
- Facilitating the programs (tools and techniques)
- Perception of the program
- Sustainability issue
- Efforts to replicate this model to other schools
- Linkage with other NGOS/CBOS/INGOS
- Consolidating efforts from different agencies:national/international
- What exists now and what needs to be done

5. DEO/RP/Other staff

- Efforts to replicate this model to other schools: problems and prospects
- Management, monitoring, supervision, feedback systems
- Financing modality
- Sustainability issue
- Component-wise progress and problems

- Concerns of issue integration: disability, sexual abuse etc.
- Linkage with other NGOS/CBOS/INGOS
- Consolidating efforts from different agencies:national/international
- Future vision

6. Teacher/Head-teacher/SMC/ECD-MC

- Good practices
- Major outcomes
- Partnership modality, issues
- Stakeholders' ownership
- Child participation in the program
- Sustainability issue
- Replication possibility
- Concerns of issue integration: disability, sexual abuse etc.
- Management concerns: local, central, partnership
- Linkage with other NGOS/CBOS/INGOS
- Problems and issues
- Further input for quality education