

FINAL EVALUATION REPORT

TEACHERS TRAINING QUALITY EDUCATION PROJECT

SUBMITTED TO
REED NEPAL AND AUSTRALIAN HIMALAYAN FOUNDATION

BY
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Thank you!

Team Leader

Integral Research Center

Document Revision History

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Version 2 (28 September 2021) – This version of the report has been further edited and formatted by AHF Program Manager, Head of Program and one member of the Program Advisory Committee in preparation for public distribution. The report structure has been lightly adjusted to include section summaries (in green boxes), and some annexes removed (those including confidential participant information). All care has been taken to preserve the integrity of the evaluation team's findings, and all key result information has been retained.

Abbreviations

| | |
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| AHF | : Australian Himalayan Foundation |
| ANCP | : Australia-NGO Cooperation Program |
| CAS | : Continuous Assessment System |
| CEHRD | : Center for Education and Human Resource Development, Nepal |
| CLIPS | : Children's Literacy Improvement Program |
| DECU | : District Education Coordination Unit |
| DRR | : Disaster Risk Reduction |
| ECED | : Early Childhood Development |
| EGRA | : Early Grade Reading Assessment |
| EMS | : English, Mathematics and Science |
| FGD | : Focal Group Discussion |
| GEDSI | : Gender Equality, Disability and Social Inclusion |
| GSS | : Going to School Support |
| HT | : Head Teachers |
| KII | : Key Informant Interview |
| LA | : Learning Achievement |
| LEU | : Local Education Unit |
| MG | : Mothers Group |
| MIC | : Modified Integrated Curriculum |
| MoEST | : Ministry of Education, Science and Technology |
| PSA | : Public Service Announcement |
| PTA | : Parents Teacher Association |
| REED | : Rural Education and Environment Development Center |
| RM | : Rural Municipality |
| RP | : Resource Person |
| SIP | : School Improvement Plan |
| SMC | : School Management Committee |
| SSDP | : School Sector Development Plan |
| TLM | : Teaching Learning Materials |
| TRG | : Tole Reading Group |
| TTQE | : Teachers Training Quality Education |
| WASH | : Water, Sanitation and Hygiene |
| WCSC | : Women, Children and Senior Citizen |

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Executive Summary

The Teachers Training Quality Education (TTQE) project in Solukhumbu, Nepal, has been in effect since 2000, but its current phase and new model were designed to be implemented for three years from 2018 to 2021. The project is supported by the Australian Himalayan Foundation (AHF), with multi-year funding support from a number of Australian Trusts, Foundations, businesses, individual donors and the Australian Government's Australian NGO Cooperation Program (ANCP). The project is implemented by REED Nepal, which leads coordination with the federal, provincial and local government.

The purpose of the project was to help the local government to provide and ensure inclusive access to quality education for the target children. The core interventions focused on enhancing students' learning outcome in Nepali literacy, English, Math and Science; improving quality of education through increased management and resource capacity in Namuna Schools (NS), increasing students' attendance and retention rates, particularly among girls, children with disabilities and students supported under the AHF Going to School Support (GSS) program. The project also incorporated cross cutting issues such as Gender Equality, Disability and Social Inclusion (GEDSI), Disaster Risk Reduction (DRR), environment and child safeguarding, supposing that interventions upon these issues would also contribute to inclusive quality education.

After three years of interventions, the impact of the 2018 to 2021 phase needed to be evaluated by an independent research team. As a result, this impact evaluation was commissioned. A qualitative approach was taken, with data drawn from a comprehensive sample of project sites, activities and stakeholders. Schools and target groups from seven municipalities were included in the evaluation sample. This included: one Namuna school, one English, Mathematics and Science (EMS) school and one Children's Literacy Improvement Program (CLIPS) school from each of the 7 municipalities.

The key findings of the evaluation are presented below:

Relevance

In summary, the evaluation finds the project responds to important local, government and global priorities and community needs.

The Government of Nepal, Ministry of Education has prioritized inclusive quality education through the School Sector Development Plan (SSDP) (2016/17-2022/23). Similarly, according to constitutional provision, the local government is responsible for management and operation for quality¹ inclusive education² in the region. Since the local government, in the case of Solukhumbu district, is lacking sufficient human resource and technical experts in the Education unit (Field data, 2021), the TTQE support appears to be relevant as it fills gaps in government resources and services. The Sustainable Development Goals (2016-2030) Nepal, particularly goals number 4, 5 and 10 also emphasize inclusive quality education in the country. In this sense, the TTQE project intervention seems to have focused on the country and local government needs and priorities, especially in relation to inclusive quality education and, thus, it is relevant. This project is also relevant in the context of school closure due to COVID-19 by implementing distance education by radio to address the children's needs of engagement in educational activities at home. NIRT (2016) claims inclusive education is the agenda

¹ Quality Education: motivated teachers, innovative teachers and instructional leadership, improved pedagogy, curriculum and assessment (SSDP, 2016/17-2022/23, P.32)

² Inclusive Education: the basic aspects of educational inclusiveness are to gradually address the problems being faced by the children from lower castes and ethnic groups, women and people living below poverty line as well as those who are linguistically backward and disabled with a focus on their needs (Government of Nepal, Ministry of Education, Department of Education (2010). National Framework of Child-friendly School For Quality Education)

that is to be focused further and the finding of this impact study also reveals that the target of inclusive quality education in the Namuna schools still needs further intervention. In this sense, the TTQE project is still relevant in Solukhumbu district.

Coherence

In summary, the evaluation finds the TTQE intervention is well-aligned with the local and National government policies, programs and attempts for inclusive quality education.

In the Solukhumbu region, the local government works to ensure inclusive quality education as per the constitutional provision. The Namuna School approach is aligned with the government agenda of developing community schools as centers for excellence. Similarly, CLIPS intervention is also aligned with the National Early Grade Reading Program; the GEDSI intervention, on the other hand, is aligned with the inclusive quality education as mentioned in SSDP 2016/17-2022/23 and the national report on Sustainable Development Goals (2016-2030). In this context, the TTQE intervention reveals coherence to the National and local government attempts for inclusive quality education.

The project components such as Namuna school approach, CLIPS, EMS, GSS, GEDSI, child safeguarding practices, teachers' training/orientations, DRR, WASH, health and school safety, green environment in school, etc. are also coherent to each other. All these components were connected to enhance the level of quality education for children. For example, GEDSI and child safeguarding focused on enabling conditions for inclusive and child-friendly education, to improve access for going to school and participating in learning activities. DRR, health and school safety empowered children and schools to cope with the possible risks and/or disasters that could potentially take place on the way to ensuring quality education. The GSS support was for those who were out of schools due to poverty, marginalization, etc. This support was connected to quality education in the way that it helped them possess the prerequisite condition, in terms of cash and kind, so as to join the schools. There was no duplication of the project activities found in the project sites.

Effectiveness

In summary, the evaluation finds that the project has increased knowledge, awareness, practice, and a sense of responsibility to enhance child-friendly, quality education among teachers. The Child Clubs, DRR training and WASH components of the project were identified as particularly effective. Introduction of Tole Reading Groups to boost parent engagement was viewed as innovative and helpful for encouraging student reading. However, the evaluation also highlights that the engagement of time-poor parents (who in many cases work as day laborers or agricultural workers) in Tole groups, Parent Teacher Associations and mothers' groups is challenging/problematic.

The evaluation suggests that program effectiveness would benefit from increased technical support, monitoring, frequency of refresher teacher trainings and mentoring support, provision of additional library books, review of targeting and selection criteria for teacher training opportunities and GSS program participants, and the further deepening GESI components and coordination with relevant government departments, among other factors.

The effectiveness of the project was measured by focusing on the immediate change seen among the target groups of beneficiaries. In terms of Namuna school intervention, the level of awareness among the HTs, teachers, SMC/PTA (Parent Teacher Association) members and child-clubs was raised. These stakeholders were capacitated and sensitized for implementing assigned activities under the project. Their level of participation for school activities increased (Field data, 2021). The teachers became aware about the new techniques. Methods and approaches to be used in the classroom to enhance EMS outcomes and literacy skills among the target children and classroom environment improved, to some extent. Teachers learnt how to construct, manage and use learning materials in the classroom. Reading corners were specified in the classroom. Efforts were made to make the classroom neat and

clean. Child-friendly toilets were constructed, water taps were managed and maintained, complaint boxes were managed to collect complaints and grievances from children, teachers and parents. Child-clubs began to develop their annual action plans and organize several kinds of extra-curricular activities in schools. A sense of responsibility to enhance quality education and a child-friendly learning environment was raised, including among teachers, parents, children, HTs, SMC/PTA members. Nepali literacy classrooms were equipped with literacy related learning materials, displayed on the classroom walls and similarly in the EMS classrooms. Teachers learned about how to use the Teachers' Guide, grid and textbooks.

TRGs were formed to raise the practice and consciousness of reading books among parents and children. Mothers' Groups were formed to make them aware and to sensitize them about their roles and responsibilities for enhancing their children's learning performance and also about improving schools' learning environment as a whole. Support was provided to children with disability ranging from Rs. 2500 to 10,000, depending upon the nature of their disability and their needs. They felt comfortable in managing requirements for their studies. In the case of Garma School, the school received massive support ranging from developing physical infrastructure of the schools, libraries, meeting halls, toilets, and learning materials as well. A lot of the support for building reconstruction and the hall came via another AHF project called Rebuild Nepal after the earthquake in 2015 – it was not directly from TTQE funding.

Efficiency

In summary, the evaluation finds the efficiency of the project was impacted by staff turnover and long Covid-19 related school closures. Conversely, the pivot to deliver radio broadcast education during the school closures was well received, and effective for reducing anxiety and boredom of students, while being an efficient use of resources. It was noted however that this radio delivery format is not adequately embedded/institutionalized to provide a regular crisis education solution.

The project efficiency was measured in terms of budget, human resources and time consumed to meet the purpose of each component. The evaluation team observed that the project covered the whole district (except one rural municipality) including 100 schools (See PDD). Since the number of project components were many and the coverage of the beneficiaries was broad, the financial support provided appears to be insufficient and does not result in the level of expected impact within these three years of time. Human resources were reported not to be sufficient to meet the challenges created by the geographical constraints and the lower level of awareness, capacity and sensitization among the parents, SMC/PTA, community members and even among the peoples' representatives in the RMs in order to reach the impact level. The lower level of efficiency on the part of the project was also seen due to the long closure of schools during COVID-19. Since the concept of distance learning program was initiated after the school closure, its management and execution was in haste.

The first year of the project was reportedly spent coordinating with different stakeholders, conducting training and orientations, forming structure, etc. The second year of it was spent on working for making outputs visible, classroom interventions, monitoring and reviewing the implementation. In the third year, the long closure of schools due to COVID-19 caused an abrupt end in the intervention with all its endeavors. As a result, the impact of the project slowed down. Some REED staff (both at the center and in the field) who were involved in planning and designing the project changed during implementation. As reported by some participants interviewed, the newly recruited staff took time to understand the project and initiate activities accordingly. As a result, it influenced the speed of the program and performances. The decentralization of education provided the opportunities to coordinate and execute the project in each rural municipality and municipality separately.

Impact

In summary, although the evaluation did not find evidence of clear impact for every project component, it did identify many overall positive impacts. Including: positive behavioral change, improved student learning test results, greater awareness, engagement and comprehension among students, skills and knowledge development among teachers, and the greater awareness and engagement of parents. Examples of positive changes among different stakeholder groups (children, teachers, parents) included:

- Reduced drop out and absenteeism rates of students
- Improved skills, knowledge and attitudes of teachers in child friendly practices. This in turn has been identified as having a positive impact on the quality of education and the learning environment in school
- The banning of corporal punishment
- Student test literacy results above government averages for CLIP students (although not meeting original pre-covid project targets which were higher than government targets)
- Increased involvement of parents in schools (mothers' groups, reading groups and participation in organized events and construction of fences)
- Students becoming more engaged, enjoying school more, and taking increased responsibility for a clean school environment
- Children becoming more aware of their rights, including the right to get an education, and having increased confidence, engagement in extracurricular activities.
- Staff and students mainstreaming/incorporating GEDSI practices and concepts into their regular routines.

In addition, the provision of libraries and books has increased the students' interests and enthusiasm for reading books, and the provision of broadcast distance education during covid-19 kept students engaged during the school closures. Children have been able to continue learning and have felt supported during the emergency period.

Although the impact of the project was not found to be deep in relation to all project components, some visible impacts can be seen in this context.

In the case of ECED intervention, the project support brought behavioral change among the children. For example, as the data from the field revealed, they began to greet the newcomers in the classrooms and also their teachers, head teachers and friends. They identified the play materials by themselves depending upon their interests. After their games ended, they placed /tidied the materials appropriately. They also began to ask for support from their teachers, parents and friends. They also learned how to play in groups and coordinate with their friends. In the case of EMS, the classrooms seem to be equipped with learning materials and the teachers began to use these materials as/when necessary. The teachers also learned how to deliver a particular lesson, i.e., the relevant methods, techniques, approaches to be used to teach EMS lessons in the classroom.

Nepali literacy teachers began to use skills of teaching sounds, alphabets, forming words, pronouncing words and sentences. They began to follow the norms of early grade reading strategies which were not practiced before. Children began to read and comprehend the given text and they also began to do the reading and writing activities. The children began to be regular and punctual in the schools. They also developed the habit of being neat and clean physically. The child-club members began to organize extracurricular activities independently, respecting the presence of their focal person. They began to coordinate, control and mobilize the other students in keeping school surroundings and classrooms neat and clean. The child-related issues were informed duly to the respective focal person

in the schools, such as the GEDSI focal person who, in turn, made attempts to address the issues duly. In some schools, parents realized their roles and brought some materials like *doko* (basket made of bamboo), brooms, etc. to be used in the schools. Parents became aware and sensitized about child marriage as an ill practice and, therefore, they began to object to such practices in the community. Because of the GSS program, the vulnerability of children due to poverty resulting in school dropout, irregularity or limited access to school was addressed in many cases. The GSS program was launched before TTQE project started and continued throughout the 3-year phase. During these years, the family economic situation of some of the students improved, to some extent. The retention rate of GSS students was found to be 97.36% for the year 2019/20.

Sustainability

In summary, the evaluation finds the sustainability of the project needs to be further addressed, with continual transfer of responsibilities to and engagement with the education and WCSC wing of the local government.

Sustainability can be ensured when the local government owns the programs and takes them as part of its regular educational support. In the same way, the parents, SMC/PTAs, HTs, teachers and community members need to participate with the purpose of bringing changes to ensure program sustainability. No separate sustainability plan was found to have been developed during these three years, although sustainability had been considered and included to a limited extent in the Project Design Document. As such, some key initiatives taken under the project in terms of its various components seemed to contribute to sustainability of the project achievements, to some extent. For example, the joint monitoring initiatives in some rural municipalities created the space for the local government to be involved actively in the activities under the project. The key stakeholders at the schools and community became aware about how quality interventions are made and which activities can bring change in the schools and among the children. The awareness of stakeholders in the school and community can serve as the foundation of sustainability. Foundation of sustainability has been initiated but it has to be institutionalized through developing local policy and its implementation depending upon the local needs.

Sustainability of the project needs to be substantiated with sensitization, empowerment, capacity building in relation to advocacy, raising funds, establishing coordination, seeking help from the community members and parents, monitoring, review and documentations. Sustainability of the teachers' training program, learning materials supports, GSS programs, ECED supports, classroom management, early grade reading, EMS, and child friendly schools can better be ensured when these are made the responsibilities of the education wing of the local government. Similarly, GEDSI, disability, DRR, WASH, etc. are to be made the responsibilities of the WCSC wing of the local government. In this context, REED can work with the local government jointly.

Key Messages & Recommendations – AHF Summary

The section below has been added by AHF to highlight key findings. The points below are a summary of what has been expressed throughout the report, they are not the opinions of AHF or new findings.

Feedback on Specific Intervention (Project) Components

- **Child Clubs:** The evaluation found the formation of child clubs has been important in addressing the lack of confidence and issues that children were experiencing.
- **ECED:** The ECED intervention brought about positive changes to classrooms, with children's seating arrangements, availability and accessibility of play materials and increased teachers' knowledge and skills to deliver lessons in a child-centered manner.
- **Tole Reading Group:** This program has been effective, in that parents are now aware of the importance of reading and child friendly learning even at home. The evaluation found that the Tole reading groups was a unique idea generated under the program, and that parent engagement through Tole Reading Group and Mothers Groups has positively encouraged children to become active readers. However, parents are time poor, and this is an ongoing barrier to parental engagement in school activities.
- **GSS and school feeding programs:** The SFP had increased school attendance, and the GSS was well received by families. However, it was suggested to review the GSS recipient targeting approach as family circumstances change over time and the GS support may not be essential for ensuring student school attendance across all school years. Similarly, it was noted that, as the government now provides a school meals program in the early years, the focus of this activity may need to be adjusted to the later school years to avoid duplication.
- **CLIPS:** The evaluation identified an urgent need to carry on CLIPS in the target schools³ to enhance the level of reading and understanding of Nepali among children, as well as to equip Nepali literacy teachers with the knowledge and skills to support the children. There was evidence CLIPS students had improved results vis-à-vis Government benchmarks.
- **EMS:** The teachers' training program in EMS in the project area is both aligned with the local government efforts, and necessary - before the intervention started, the students' learning achievements in these subjects were low, and many students were underachieving in EMS. The evaluation found that overall (except for math in one age bracket) children in grades 1-8 exceed prescribed government competency benchmarks in English, Maths and Science after intervention. The EMS training also helped the teachers' confidence, competence and motivation in delivering EMS lessons and using learning materials. Some challenges remain with adoption of ICT and use of science materials.
- **GEDSI:** Feedback mechanisms have been implemented to enable children to raise any grievances and to allow their voices to be heard, and various structures (such as identification of GEDSI focal points established) established. However, parents sometimes had quite narrow concepts of safeguarding (focused on safety from physical dangers) and the activities had not been connected with the relevant government Women, Children and Senior Citizen (WCSC) Unit.
- **DRR orientation program:** Feedback from child club members demonstrated that the DRR orientation program has been successfully implemented, which is crucial given the inherent environmental risks in a location like Solukhumbu. The program focused not only on the theoretical understanding of DRR (meaning, preparedness, safety measures to be adapted and evacuation plan), but it also engaged participants practically. Students participated in a drill enabling participants to understand their responsibilities in reducing the risks caused by disasters.
- **WASH Facilities:** The evaluation demonstrated WASH facilities have been provided at schools, including water filters for safe drinking water (schools that did not yet have a tap had a tank to store safe drinking water), bathroom and sink facilities accessible to all

children for personal hygiene. Students are conscious of washing their hands after coming from toilets and before they start to eat their tiffin.

Summary of Recommendations

As above, the section below has been added by AHF to highlight key recommendations as expressed throughout the report and within the final chapters.

Overall, the evaluation seemed to find that the project was having some good outcomes and that it is advisable to extend the project intervention with added resources - the evaluation found that the project had perhaps been overly ambitious in terms of geographic and activity scope for the amount of human and financial resourcing allocated. Delivery had been impacted by Covid-19 and staff turnover.

Some of the areas suggested for specific review/ improvement included:

1. **Balance of Project Scope and Resourcing:** The evaluation notes that the reach of the project is too broad, working across 100 schools in 7 RMs of Solukhumbu District which includes 11 NS and 28 CLIPS. The evaluation raises the issue of breadth vs depth and suggests that the partners either provide more funding or reduce the number of schools to increase the support and impact. It suggests more human resources are required in the field to provide technical support, project management and governance, and more material resources in terms of library books and science materials.
2. **Government Engagement and Coordination:** The evaluation suggests the next phase of the project could benefit from even greater focus on government coordination and engagement, to address sustainability, advocate for more teachers in schools, and link GESDI activities with relevant duty bearers (WCSC). It may also be worth reconsidering the name 'Namuna School' to avoid confusion with the existing government model Namuna schools.
3. **Sustainability Planning:** The evaluation discusses documenting a sustainability plan to ensure that the areas implemented through the program can be sustained in the long-term and increasingly taken on by the government duty bearers.
4. **Cyclical intervention approach:** The evaluation finds the intervention model should not be linear but cyclical. Support to teachers, students and other stakeholders should be repeated until the system developed for quality education becomes embedded in school culture. A cyclical system could ensure follow up refresher training, feedback and ongoing support.
5. **New Activities & Activity Adjustments:** The evaluation suggests considering some new, complimentary intervention components:
 - Developing a **parenting education program** to ensure that children have a conducive and supportive learning environment at home.
 - In the delivery of teacher training, it is recommended to **split the teachers between higher and lower grades** to cater for different needs.
 - **Expanding SMC member training** at Namuna Schools so that all members receive orientation/training on roles and responsibilities for improving the schools (at present only currently provided to the chairperson).
6. **Strengthen Project Management:** To review monitoring/technical support delivery structures and increase monitoring in the next phase.
7. **Review Participant selection and targeting with GSS and school feeding programs:** as discussed above.

³ AHF: To note that CLIPS is now integrated into the new education curriculum introduced by the government and no longer a separate program.

CHAPTER 1. INTRODUCTION

1.1 Background and Context

1.1.1 Background

Quality education for the people living in different parts of Nepal has been reflected through various policy documents such as the School Sector Development Plan (SSDP). The country's commitment for quality education for its people has been ensured through constitutional rights. Nepal's education policy documents such as SSDP (2016/17-2022/23), national report on Sustainable Development Goals (2016-2030), and National Education Policy, 2019 (2076 BS) can be taken as examples for programs towards quality education in the country. The government's efforts for quality education have been assisted by various I/NGOs in different parts of Nepal. The *Teachers' Training Quality Education* project (TTQE) for Solukhumbu is one among them. This project has been funded by the Australian Himalayan Foundation (AHF) with support from Australian Trusts, Foundations, businesses, individual donors and the Australian Government's Australian-NGO Cooperation Program (ANCP), and is implemented by the Rural Education and Environment Development Center (REED). A brief introduction of these two organizations is presented below:

1.1.2 Introduction to AHF and REED Nepal

The AHF was founded in 2002 in Sydney, Australia. It works with local partners in Bhutan, India and Nepal. AHF works in partnership with local communities in the remote Himalaya to improve living standards through better education and training, improved health services and environmental sustainability. AHF also works to preserve and promote Himalayan cultural traditions, safeguard vulnerable groups, promote inclusion and gender equality, and to strengthen the capacity of development partners to implement best practices and sustainable development programs. In the context of TTQE, the AHF has provided financial support, liaised with donors and helped REED Nepal in project monitoring, safeguarding and compliance, and provided capacity development opportunities. In this respect, AHF has provided, via pro bono or paid specialist/technical staff or through coordination with DFAT (Australian Embassy), staff trainings and workshops in child safeguarding, PSEAH, disability inclusion, mental health/suicide prevention. It has also supported technical education training as part of TTQE.

The Rural Education and Environment Development Center (REED) Nepal is an implementing agency for this project. It was established in 2000 with a vision to ensure that all children have an opportunity for quality education. Supported by the Australian and New Zealand trekking community, REED Nepal started with a teacher training focus in upper Khumbu and has since expanded its program to support children in 12 districts with a focus on education, water, sanitation and hygiene (WASH), Disaster Risk Reduction (DRR), Gender Equality, Disability and Social Inclusion (GEDSI), Learning & life Skills, Environment and Climate Change, and Child Protection.

1.1.3 The project in brief

This project entitled *Teachers' Training Quality Education* aims at improving access to education and developing a quality and inclusive education program. It is being implemented in seven urban/rural municipalities (RMs) in Solukhumbu District. The key efforts and interventions made under this project include the following:

1. Developing Namuna (model) Schools: Interventions for developing Namuna Schools aims to support the basic level schools in the project site so that they adopt a defined approach and meet key milestones in a range of educational and other areas (for example: WASH, DRR).
2. Children's Literacy Improvement Program, Solukhumbu (CLIPS). This program was launched for ensuring improved Nepali literacy achievement in grades 1-3.

3. Teacher training in English, Mathematics and Science for grades 4-8.
4. Going to School Support (GSS) Program: The disadvantaged students under this program are provided with school materials and small cash grants to enable them to attend and stay in school.
5. Gender Equality, Disability and Social inclusion: The purpose of this initiative is to strengthen inclusion of girls and children with disabilities in education and across the project activities.

This project works across 100 schools in 7 RMs of Solukhumbu District which includes 11 NS and 28 CLIPS. Teachers from 100 schools were trained in English, Mathematics and Science. During the school closures due to COVID-19, lessons in English, Mathematics, Science, Nepali literacy and Social Science were broadcasted to reach TTQE students, primarily for grades 1-8. The project is being implemented in close coordination with RM government representatives, School Management Committee (SMC) members, teachers, students and parents.

1.1.4 The evaluation context and objectives

This project phase was initiated from July 2018 and will end in June 2021. As the three-year phase using the current model and approach will soon be ending, the AHF and REED felt the need of evaluating the project to inform the design and approach for the next project phase. Hence, applications were called on from interested organizations and/or consultants to evaluate this project and the Integrated Research Center (IRC) was selected for the task. An evaluation team developed a questionnaire to evaluate the project with the undermentioned objectives, which formed part of a detailed [Terms of Reference](#) (ToR), as mentioned in the [Annex 1](#):

1. To carry out an evaluation of the project implementation model and interventions and make clear recommendations for the design of the new project phase
2. To complete the program logic for the next phase
3. To analyze and assess the status of gender and social inclusion in the project initiatives; and provide recommendations specific to improved inclusion of girls, women, people with disabilities, and those particularly from disadvantaged and marginalized backgrounds
4. To evaluate the project in terms of its relevance, coherence, effectiveness, efficiency, impact and sustainability.

1.1.5 Evaluation methodology

The evaluation team was requested to collect and review data related to relevance, coherence, efficiency, effectiveness, impact, sustainability, lessons learnt, strengths and opportunities and challenges and gaps (See [TOR](#)). A comprehensive sample of project activities and stakeholders were involved in the evaluation - of the 100 schools in 7 municipalities of the Solukhumbu District, 11 Namuna Schools and 28 Children's Literacy Improvement Programs involved in the project; in total, seven Namuna Schools (NS) (from total 11 NS in the project), seven CLIPS schools (from total 28 CLIPS schools) and seven English, Mathematics and Science (EMS) schools (from total 100) were selected for the evaluation. CLIPS and EMS interventions were also assessed in the selected NS - therefore altogether CLIPS intervention was assessed in 14 selected schools (NS and CLIPS) and EMS in 21 schools (selected NS, CLIPS and EMS schools). Interviews were conducted with the School Management Committees' (SMC) chairperson, Head Teachers (HT), trainers, chairperson of the Rural Municipality (RM), head of the education unit of rural municipality, REED staff and AHF. Similarly, Focus Group Discussions (FGDs) were conducted to collect data from Mothers' groups, Tole⁴ Reading Groups (TRGs), child-club members in schools, Early Childhood Development (ECED), EMS and CLIPS

⁴ Specified group of people living in the certain place

teachers. Classrooms and school environment were systematically observed. (See Project Design Document (PDD) 2018-2021 for a breakdown of municipalities and components of the project).

For more detailed information on the evaluation approach and methodology, please see [Annex 16](#).

Table 1: Evaluation Sample Summary

| Namuna Schools NS) | CLIPS | EMS |
|---|-------------------------|---|
| 7 (out of 11) – also included CLIPS and EMS interventions | 7 (out of 28)+ 7 NS =14 | 7 (out of 100) + 7 NS + 7 CLIPS schools =21 |

CHAPTER 2. ANALYSIS AND FINDINGS

Qualitative data were collected under the project components: (a) Namuna School, (b) CLIPS, (c) EMS, (d) GSS, (e) GEDSI, (f) Child safeguarding, (g) Distance Learning program during school closure due to COVID-19. These components are discussed below in terms of relevance, coherence, effectiveness, efficiency, impact and sustainability.

2.1 Namuna School Approach

AHF Summary

The Namuna School approach was relevant, aligned with government approaches, and effective in reducing absenteeism and dropout rates. Teacher training, Child Clubs, feedback mechanisms, establishment of GESI Focal Points, library corners, DRR awareness and WASH interventions were some of the approaches that had been implemented. Through the program, teachers are reported to have changed their way of dealing with students to adopt more child-friendly education approaches. The activities and child-friendly education approaches are assessed as having improved student confidence, happiness, and access to extracurricular activities. Library corners increased student appetite for books, and DRR and Wash interventions were each considered valuable. Additionally, parents are increasingly realizing their responsibilities and their roles in school improvement, although this was not standardized across all schools. Children and teachers began to consider GEDSI as a component of the structure and activities of the schools.

Challenges included insufficient resources (library books and science materials), lack of space for science and ICT materials, lack of time available to parents and SMC members to participate in school life, empowerment of SMCs to reach out to the local government to advocate for more support for their schools, understaffing leading to combined classes, further mentoring/training required of ECED teachers.

2.1.1 Relevance

The government of Nepal, teachers, HTs, SMCs, students, parents, etc. are supposed to be the key beneficiaries of Namuna (model) school intervention. The government of Nepal, Ministry of Education has envisioned model schools for improved teaching-learning activities in schools and also for enhanced learning outcomes (SSDP 2016/2017-2022/23). The NS model used in TTQE was designed on the basis of the government model school approach although with fewer milestones than the government model schools target. Namuna School interventions under TTQE project component is, thus, relevant in Solukhumbu district. So far the government has not developed any model school, as per its policy, in Solukhumbu district.

Namuna School intervention was assessed in terms of 13 milestones with the purpose of developing these schools as centers of excellence demonstrating quality, inclusive education (Namuna School Guiding Document 2018). Since the management and operation of schools have been provisioned under the local government responsibility (The Constitution of Nepal, 2015), the Namuna School intervention for ensuring and enhancing inclusive quality education became supportive of the local government.

The Namuna school intervention was also reported to be relevant for the teachers and HTs of the related schools. In this regard, HTs of all the Namuna Schools under this evaluation agreed upon the project relevancy in terms of ECED supports, capacitating members of child-club, SMCs/PTA's members and Headteachers. ECED teachers of the 7 Namuna schools under this evaluation agreed that the issues of classroom management, including sitting arrangement of students and display of

learning materials, which were needed at the schools were fulfilled under the project (Field data, 2021). In an interview, an ECED teacher said, *“ECED children as one of the key beneficiaries got an opportunity to play in groups using play-materials. It is the project intervention that provided the play materials provided to the children.”* The ECED teachers of all the Namuna schools agreed upon the benefit of the provision and training on the use of these materials which helped address the needs for learning materials and capacity development of teachers.

Child-friendly education support under Namuna School was another important intervention under the TTQE project. The rate of children’s absenteeism and dropout decreased after the commencement of the project (see reference 3) This shows that the project contributed to addressing the needs and priorities in relation to students’ absenteeism and retention and hence it seemed to be relevant.

Among 13 milestones to be fulfilled in Namuna Schools, the intervention with DRR, WASH, school safety and green environment were also priority areas for the government (Namuna School Guiding Document). These were also included as part of the project and in line with the need and priority of the local government. As a result, Namuna School intervention under the project appeared to be relevant to the needs of the children, school and local government.

Efforts were made for ensuring child-friendly education in schools. Explaining the relevance of intervention for child-friendly education in Namuna Schools, one of the HTs in a FGD said: *“Before the support made under the project, the students were hesitant and quiet. Most of them often felt shy in responding to teachers. There was a need to provide children with opportunities to expose themselves more”*. The remarks reveal that the intervention was important for providing children with opportunities for increased exposures through various extra-curricular activities.

The formation of child-clubs was found to be one of the important interventions. During a FGD, a child member of child-club said: *“Before I got training from REED as a member of child-club, I used to be afraid of teachers and was hesitant in speaking in front of many individuals. But now I feel okay in doing so”*. Almost all the members of child-clubs who participated in the FGDs organized under this evaluation study agreed. The formation and mobilization of child-clubs were important to address the lack of confidence and/or issues among the children.

Before implementation of the project, the parents and community engagement was poor other than with PTA and SMCs - therefore it is important in the sense that parents and communities were removed from the school activities. Local government also stated that *“Parents send their children to school and their children’s education is the teacher’s responsibility”*. Parents think their job is only to send their children to school. Therefore, in this context, it was an important intervention to engage parents and community members in school activities.

2.1.2 Coherence

The evaluation team assessed the Namuna School interventions, especially in terms of how well it fitted with other interventions in the evaluation sites. Since inclusive quality education was constitutionally made the responsibilities of the local government (see references (4), (5)), the Namuna Schools intervention with its all components (CLIPS, EMS, ECED, capacity building of HTs and SMC, DRR, WASH, classroom supports with learning materials, GEDSI, etc.) co-exist with the local government priorities of improving the status of schools. In this sense, the Namuna School intervention is compatible with the local government plan and strategy for ensuring inclusive quality education in the project sites. For example, the teachers’ training program is the responsibility of the government, but the TTQE project supported the government in this regard.

The evaluation team also asked the Head of the Education Unit of each Municipality and Rural Municipality selected for this evaluation whether there were other NGOs working in the project sites focusing on a similar agenda than the one of the TTQE project. In reply, all of them claimed that no

other NGO was working in those areas on the specific agenda of inclusive quality education considered under the TTQE project.

2.1.3 Effectiveness

The effectiveness of the Namuna School approach was assessed in terms of the achievements against each milestone, as well as from impression of the project from student, teachers, SMC/PTA and community people, which are presented and discussed below:

2.1.3.1 Functional Libraries, Reading Corners and Book Reading Initiatives (Grade 1-8)

Interventions for Namuna Schools consisted of support for developing libraries and initiatives for reading books (Namuna School Guiding Document). Under this support, reading corners for different subjects (English, Maths, Science, Nepali, Social Studies) were developed in the classroom. While observing the classroom, the evaluation team found that a name card, on which the name of the subject area was



written, was pasted on a specified corner of the classroom. Cardboards were prepared with subject-wise contents and pasted on the respective corners on the classroom wall. This shows that both teachers and students became aware about and active in organizing and categorizing their learnings and displaying them in particular learning corners. In the FGDs with students in the Namuna Schools, it was reported that the teachers began to encourage the students to narrate, depict and develop their learning in writing, figure and diagram, to be displayed in the specified learning corners.

The efforts made for developing library and reading corners, however, appeared to be inadequate: bookcases were provided to each classroom but, along with it, no sufficient books/reading materials were provided. As a result, in many schools, these bookcases were empty (Classroom observation, 2021). Supply of books in the reading corners, teachers' encouragement to children for reading the books, a separate time provisioned for students to read books in the library, etc. were reported to be the initiatives taken for reading books.

2.1.3.2 Quality ECED Facilities for Children

The Namuna School Approach also focused on improving the ECED facilities to ensure quality ECED services for the target school and children (Namuna School Guiding Documents). For this, ECED teachers were provided with 5 days of training on managing ECED classrooms and developing ECED materials. ECED classrooms were thickly carpeted so that students could sit on it and play in groups (Classroom observation, 2021). During classroom observation, the evaluation team observed play materials managed in the ECED classroom allowing children to play individually or in groups depending upon their interests. Cards were also hung in thread depicting alphabets, fruits, vegetables, etc. Dustbin and brooms were available to maintain cleanliness in the classroom (classroom observation,

2021). A separate rack was placed in a corner, where ECED teachers put relevant documents and materials.

During classroom observation, the evaluation team also noted that ECED classroom walls were decorated with wall painting. The inside walls were covered with chart paper that consisted of daily routines, names of the days and months, weather, etc., creating a conducive learning environment. 3 (out of 7) ECED



teachers reported that they had learned about holistic (physical, social, cognitive, emotional, language) development of early age children in the TTQE project training, which they did not know before.⁵ ECED intervention brought change in the classroom construct, sitting arrangement of children, availability and accessibility to play materials, teachers' knowledge & skills for delivering ECED services.

Effectiveness of ECED intervention in Namuna schools was also observed at the level of parents. For example, in a Namuna School in Thulung Dudhkoshi RM, the evaluation team observed the mothers of four children who were sitting in the classroom. They communicated regularly bringing their children to school and planning to continue coming until their children are fully socialized in the classroom. The ECED teachers, in this regard, said that parents were encouraged in the beginning to come continuously with their children. The teacher further said: "if the parents of a newly enrolled child in the ECED classroom do not stay for about a month, the child does not like to sit in the classroom. Such children often intend to leave the class". On the whole, the ECED classroom in each Namuna School selected for the TTQE project evaluation consisted of a separate room, trained teacher, 6 learning corners, sitting arrangement, educational materials and ECED routine (Field data, 2021).

However, ECED facilities were found to be in need of some additional support. In the interview with the ECED teachers of the 7 Namuna Schools, 3 of them did not explain well the meaning of ECED and 4 of them did not know what the holistic development of a child meant under the ECED program. The evaluation team inquired whether the activities developed for the ECED classrooms were aligned with the development of physical, social, cognitive, emotional and language aspects of children for holistic development. None of the ECED teachers from the 7 Namuna School interviewed under this evaluation claimed to have developed ECED activities in alignment with each aspect of child development. The evaluation team also inquired whether a parenting education program is organized to ensure conducive learning support for children at home and none of them claimed to have performed so. Therefore, this should be included in the next phase of intervention.

⁵ The other 4 teachers did not demonstrate knowledge of the meaning of holistic development of a child under the ECED program.

Case Story: Pooja Khadka, ECED Teacher

Pooja Khadka has been teaching at Budha Kija Basic School which is a Namuna School of REED Nepal for 11 years. Apart from teaching, she helps in her family business activities. She is also the focal person for the Child Club and is involved in the Tole Reading Group.

She received ECED training from REED Nepal. She was able to learn teaching methods with learning activities (playing games, music etc.), able to learn to develop new materials, use different tools and techniques for teaching. The materials provided have been a great resource for the children to learn.

Before undertaking ECED training, she stated that she used to teach in her own traditional method that she has learnt and observed from her school life. Because of the training, she was able to focus on children with different teaching materials. She stated that training has been very effective and has transformed her behavior and way of teaching and how children can learn. She can now prepare teaching materials herself and has decided to be a good and transformative teacher in the future. She also communicates that the Tole Reading Group program has been so effective that parents are now aware of the importance of reading and child friendly learning even at home.

She stated that continued support will help her and her community transform and improve education in the locality.



2.1.3.3 Practice in Child-friendly Education

The teachers' training program consisted of a session on how to make schools and classrooms child-friendly. During FGD at 7 Namuna School, the purpose of child friendly education support was to provide children with opportunities for autonomous, interest-based and self-motivated learning, especially by creating a healthy and happy environment. FGD participants were then asked how such an environment was created in school. In reply, one of the teachers said: *"Punishing children is totally prohibited in school. Students are not only engaged in textbook-based learning but also various extracurricular activities, such as dance, song or poems are organized in which they participate depending upon their interest"*. Similar responses were provided in the FGD with teachers in all the Namuna Schools under this evaluation study, showing that children are provided with opportunities for performing their talents not only inside but also outside the classroom.

Children's grievances were heard through various mechanisms. The evaluation team observed that the complaint box is managed in the school premises so that the children can drop their complaint to be handled duly. It was also observed that an information focal person was identified to handle complaints and circulate information, but a written grievance handling mechanism is yet to be developed. Desks and benches were constructed taking into account the children's height to help children feel comfortable and so that it is easy to sit in the classroom (classroom observation, 2021). One of the Head teachers of the school interviewed during evaluation said: *"Toilets are made child-friendly in the way that children of different age groups can shut it by locking its hook"*. That is, the hook of the door was fixed at the point so that even the children from lower classes could reach it easily. The evaluation team also observed that the water tap in some schools and water filters were easily accessible to children by the virtue of their height.

The effectiveness of child-friendly education was observed in different ways. First, regularity, punctuality and retention rate on the part of the students increased. This was ensured by observing the students' attendance sheet. Second, the teachers are reported to have changed their way of dealing with students: they use polite words and hear students' voices. One of the SMC chairpersons

in a school under this evaluation said: *“I have observed that teachers allow the students to come closer and share their grievances”*. Third, students were provided several opportunities to participate in extracurricular activities and reveal their talents in front of a crowd. It encouraged them to be outspoken, participatory and friendly to their peers and teachers. A parent in a FGD claimed: *“My son gets ready by himself to come to school and he talks a lot about school, his teachers and friends, which he did not do before”*, demonstrating that children feel happy to be with their friends and teachers at school.

Despite the above-mentioned achievements, the Namuna Schools reviewed as part of this evaluation were found to have faced some challenges. Explaining the challenges to child-friendly education, the teacher in FGDs in all the Namuna Schools agreed that their schools could not be trusted in terms of quality education by many in the community only because they did not adapt English as a medium of instruction in the classroom. The HT of a Namuna School told the evaluation team that, although the school had made progress in terms of classroom management, learning materials, libraries, WASH, etc., many community members hesitate to bring their children in the school because it is not an English medium school.

The other challenge to child-friendly education was reported to be the combined classes. The HT of a Namuna school said: *“Due to the lack of sufficient teachers, students of two different grades are put together in a classroom”*. Similarly, a teacher of the same school in a FGD reported: *“since there are students of two different grades in the same classroom, it is difficult to pay proper attention to each”*. The issue of inadequate number of teachers was found in many Namuna Schools visited for this evaluation. Under TTQE project, REED can coordinate with the local government to address the issues of inadequate number of teachers.

2.1.3.4 Training and Mobilizing Child-clubs

The evaluation team organized FGDs with child-club members in each Namuna School selected for this evaluation. In each interaction, it was reported that a child-club executive committee was formed consisting of 13 members and the other children in school were supposed to be the general members of it. In a FGD with child-club members, it was reported that the club was formed to make children aware about their rights and responsibilities, and also to make them active in organizing various programs in schools (Field data, 2021). Another child-club member noted: *“We organize spelling contests, poems and story writing competitions, football and volleyball competitions, songs and dance competitions. Child-club focal teacher supports us in organizing these activities”*. A third respondent communicated: *“We became aware of our rights. That is, we have the right to get education and also the right to survive. Since we have the right to education, we choose education-related activities and perform them in groups by ourselves”*. This shows that children were sensitized to their rights and responsibilities in school (10% of FGD participants responded about safeguarding and protection in general). They began to play active roles in school activities. A child-club was found to have been formed in each visited Namuna School.

The effectiveness of child-clubs was measured and noted in many forms. First, as reported by an HT of a school, children didn't hesitate to express their concerns and issues with teachers and HT. Second, a sense of leadership among children increased and, as a result, they began to organize various extracurricular activities independently. For example, one of the students in a FGD said: *“We organize activities like games and songs competitions by ourselves. The focal person supports us as a facilitator”*. Third, they developed the skills of formulating an annual action plan, as well as codes of conduct in school and were able to discuss them with their teachers and HT. Charts and graphs of the child-club annual action plan and also their codes of conduct displayed in the school office were observed. Fourth, the participation of children in making the school environment clean and green increased. During the school observation, the environment inside and outside of the classroom was clean. There was proper management of the dustbin in each classroom and the students, as reported by a teacher in a school, threw unwanted pieces of papers, pencils, etc. in the dustbin. Fifth, the students began to

understand the importance of working in a group, which helped them develop skills in establishing and maintaining coordination and collaboration to accomplish a particular task in schools.

Despite the above-mentioned achievements on the part of children through child-club activities, some key challenges were noted. For example, as observed, many participants in FGDs with child-club members were shy and hesitant in expressing their opinions and experiences. Although encouraged to talk, many of them did not. This problem was observed in 4 Namuna schools out of 7 child-club organized in each Namuna School selected for this evaluation.

2.1.3.5 Capacity-building of HT, SMC/PTA

HT, SMC and PTA were trained on administering and managing schools. According to a HT, *“the training content included managing infrastructure, basic needs such as WASH, fencing school compound, teachers’ management, parents-school relationship, child safeguarding activities, coordination with teachers, parents, community and local government, etc.”* During the FGD with SMC/PTA members, in almost all the Namuna Schools selected for this evaluation, it was reflected that the training increased their awareness and capacity to approach the local government and the community. It made them understand the support they should seek and secure from parents, community and local government. It also helped equip them with the skills of monitoring teachers and students’ activities. In a Namuna School, it was reported that one SMC member began to observe and monitor the school every day. The formation of SIP was ensured. Efforts were made to manage garbage and fencing school compounds.



While checking the GEDSI representatives on SMC/PTA, 40%-50% female participants were represented but there was no disability representative. This year, SMC/PTA members haven’t been approved yet from the local government. Out of 7 Namuna Schools, only 3 Namuna Schools have female teacher representatives for SMC this year.

In spite of the above-mentioned achievements in terms of capacity-building support, some challenges were observed. Explaining the challenges of SMC participation in schools, a Namuna School HT noted: *“The SMC members are engaged in farming. They are highly engaged in their agricultural activities, or domestic chores. They hardly get time to visit the schools”*. The busy schedule of SMC members for generating income for their family thus did not allow them to contribute their time to school activities. This problem was seen in every Namuna School. The other problem was that the training and/or orientation program included only the chairperson of the SMC/PTA and did not provide this opportunity to the other members of the SMC, who therefore did not well understand their roles and responsibilities for improving the schools. Although it was reported that SMC members of a Namuna School were active in monitoring school, i.e. visiting the school regularly by one member daily, the same practice was not found in many other Namuna Schools. In FGDs with the SMC/PTA of 7 Namuna Schools, it was asserted that the SMC members were still not empowered sufficiently to reach the local government office and advocate for support for their schools in 4 Namuna Schools.

2.1.3.6 Engagement of parents and community members

The effectiveness of parents and community member’s engagement in school was also assessed. A HT of a project school reported: *“The community and parents’ engagement to ensure an improved learning environment for students was ensured by forming Tole Reading Group (TRG) and Mothers’ Group (MG)”* For the HT, weekly participation of parents in TRG communicates to the students the

meaning that the reading program is vital and that their parents, despite their age, feel the need to learn to read. This in turn encourages the children to be active readers.

The fact that mothers take part in Mothers' Groups at the school demonstrates that they recognise their responsibilities in improving the school. Such reflection was made by the HTs of all the Namuna Schools selected for this evaluation.

In one such Namuna School, it was observed that parents provided *doko* (a basket made of bamboo strips) to put garbage. In another, they were involved in fencing the school compounds. Parents also began to participate in the programs (such as dance competition) organized by the students (reported by a child-club member in a FGD). A HT also said: *"Parents contributed their labor in erecting a wall of a room"*. Parents realized their responsibilities and their roles in school improvement.

However, parents and community members' engagement in school activities, as mentioned above, was not found equally in all the visited Namuna Schools. For example, a HT of a Namuna School communicated: *"We invite parents to participate in the meeting organized in the school. But only one or two parents come. Many of them do not come."* During a FGD with parents, the majority of the parents commented: *"We have no time to visit the school. We work on daily wages. If we come to school one day, we have to lose the income of that day."* Such problems were found across almost all the visited Namuna Schools. Many of the parents and community members are not in a position to participate and/or contribute to the school voluntarily.

Out of 7 Namuna Schools, 5 Namuna Schools have documented documents regarding SMC/PTA meeting minutes, 2 Namuna Schools have not documented any documents related to SMC/PTA meeting minutes.

2.1.3.7 Environmental Responsibility and School Safety (Green Schools and DRR)

Environmental responsibility and school safety was another support provided under the TTQE project. Environmental responsibility was promoted in two different ways. Firstly, making the school surrounding green by planting trees; secondly, ensuring that the school environment is not within the reach of disasters such as landslides, soil erosion, possibility of fire, etc. A HT of a Namuna School said: *"Trees were planted last year with the help of teachers, students and also with the help of some parents. But due to school closure because of COVID-19, they did not get proper care to grow well"*. Efforts were therefore made to establish a green environment in schools, however, it was not successful in 3 Namuna Schools due to closures of the schools for many months.

DRR support was also made under the project. A focal teacher and child-club members were provided with an orientation on DRR. One of the members of a school child-club noted: *"DRR orientation program focused on its meaning, preparedness, safety measures to be adapted and evacuation plan"*. Similar feedback was shared by the child-club members of all the Namuna Schools. The orientation program did not focus only on theoretical understanding of DRR, but also helped the participants engage practically in it. They were asked to participate in drills, a mock presentation of their engagement before, during and after disaster. These activities brought awareness to DRR among the participants and helped them understand their responsibilities in reducing the risks caused by disasters.

The effectiveness of this program was realized in many ways. Firstly, awareness about safety measures in school, green environment and DRR increased among the teachers, students, HTs, and SMCs/PTAs. The sensitization that they acquired from the training and orientations encouraged them to take various initiatives in schools such as plantations of trees, fencing school compounds, drills related to DRR. They also noted important telephone numbers of some key organizations/agencies (police office, municipality office, health posts, ambulance, etc.) in schools which would help them in time of emergency. Management of first aid was another effort made to maintain safety measures in schools.

The availability of such safety measures and practices were found in all the seven Namuna Schools selected for this evaluation.

Some key challenges were observed regarding ensuring a green environment and school safety. It was found that 3 Namuna Schools were not fenced and that the school playgrounds ended at the edge of the hill, which increased the chances of harm and/or accidents during outdoor games and sports.

2.1.3.8 Subject lab (English, Math and Science)

As a part of improving children's EMS learning achievements, efforts were made to develop a separate lab for English, Maths and Science in Namuna Schools. Namuna Schools were provided with a bookcase to keep learning materials related to these subjects, but in almost each Namuna School, it was found that the science lab was yet to be established. As one of the sampled schools, science lab equipment was not used and almost all chemicals had expired.

2.1.3.9 WASH development

Water, sanitation and hygiene were also planned as one of the important components to help the schools develop as Namuna Schools (Namuna School Guiding Document). Under this intervention, a water filter was provided for availability of safe drinking water. The filter was placed in a location of the school where every child and teacher could access it easily (Field Observation, 2021). In some schools, where the water tap was not provided yet, a water tank was made available to store water into it (such as in Thakumala School in Thulung Dudhkoshi RM). To ensure good sanitation, a school cleanliness program was launched every Friday, in which both teachers and students participate (FGD with teachers, 2021).



The evaluation team found the classrooms and the school surroundings neat and clean. In one Namuna School, two different pits were dug. One was used to keep biodegradable and the other was used to keep non-degradable garbage. This shows that the teachers, HTs and students in the Namuna Schools began to manage sanitation-related activities on their own, to the best of their efforts and knowledge.

In FGDs with teachers of each Namuna School, it was reported that the personal hygiene of the students was checked every Sunday. In this regard, one of the school teachers in a FGD said: *"Every Friday, we ask students to maintain neatness and cleanliness throughout the week. And on Sunday, we check the cleanliness of their dress, nails, etc. to ensure they have got a habit of living in a hygienic way"*. In another school, it was also reported that the children from ECED to grade 8 wash their hands using soap and that they often comb their hair and come to school in a neat and clean dress. This was ensured while observing students in school assembly. Those reports demonstrate that WASH initiation has been in effect and its result is being seen in the daily life of the students.

2.1.4 Efficiency

The efficiency of Namuna (model) school intervention was assessed focusing (as per TOR) how economically and timely resources/inputs were converted into results. During the visit to the project Namuna schools, the evaluation team observed the classroom management, supply of learning materials to the schools, WASH facilities, documents related to children engagement in school activities, etc. and found that inputs in Namuna schools contributed to develop facilities and structure like child club, science lab, computer lab, Tole reading group, mothers' group, etc. This shows the efficiency of the project for Namuna schools.

2.1.5 Impact of Namuna School Approach

2.1.5.1 Functional Libraries, Reading Corners and Book Reading Initiatives (Grade 1-8)

The impact of the support provided for functional libraries, reading corners and book reading initiatives from grade 1 to grade 8 was also assessed. The teachers started to discuss reading books in the library. For example, they developed a library routine ensuring that children in every class have the opportunity to visit the library and read the books of their interest. The availability of a library and provision for visiting the library increased the students' interests and enthusiasm for reading from books which differed from their textbooks. During a FGD with teachers, it was reported that the students began to demand from teachers/HTs to bring many other books.

The arrangement of reading corners in the classroom provided an insight on how the classrooms are arranged and used depending upon the areas of learning. In this regard, one of the Namuna School teachers in a FGD said: *"Previously I did not know how to specify learning corners in the classroom and how the charts, diagrams related to the different subjects are arranged. Now, after the orientation obtained from REED, I am able to manage these all"*. The improved skills, knowledge and attitude among teachers, especially related to reading corners in the classroom and developing and organising learning materials, was claimed to be the long-term effect of the support provided. The arrangement of reading corners, functional libraries helped in using reference materials. It also helped them understand the importance of such arrangements in enhancing the quality of education and learning environment in school.

2.1.5.2 Quality ECED Facilities for Children

The impact of Namuna School intervention was assessed under each of its components. The impact of ECED support was observed in many forms. For example, empowerment of ECED teachers brought changes in the ECED classroom. The ECED teachers began to use their gained knowledge and skills to manage and organize the ECED classrooms. Learning materials were organized and displayed by the teachers as per the learning corners in the classroom. The HT, including the SMC Chair, began to make efforts in order to manage the ECED classrooms. The classroom activities were systematized by developing ECED daily activities routine. Use of dustbin, carpeting of floor, use of round table, availability of indoor play-materials, etc. provided a comfortable environment to children. They began to be happy in school.

Referring to the support made for ECED, an ECED teacher noted: *"Previously they focused on teaching the alphabet and giving writing homework for students of ECED age. But particularly after the ECED support from the project, they began to focus on games and play, cleanliness in the classroom, constructing hanging cards"*. Besides these, the behavioural changes were also observed on the part of the students. For example, children began to play in groups and individually and ask for help from teachers in identifying particular materials to construct a particular design (i.e. a house) of their interest. In a FGD, a parent said: *"My child often talks about their friends and games they play in schools and also she insists on going to school every day"*.

2.1.5.3 Practice in Child-friendly Education

The impact of the child-friendly education support was also noted in each Namuna School under this evaluation. During FGDs with teachers in each Namuna School, the practice of corporal punishment was reported to have been banned, which was also asserted by the HTs of Namuna Schools during interviews. In a FGD, a teacher of a Namuna School explained the practice of child-friendly education environment as follows:

"Our efforts for child-friendly education often focus on how to make the environment welcoming for children. We have developed child friendly toilets. Children are provided with opportunities for games and extra-curricular activities in school. Water filter is provided within the reach of the children."

The child-friendly efforts, as stated above, were observed in almost all the Namuna Schools selected under this evaluation. The teachers' attitudes towards students were also found to be welcoming. For example, it was asserted by teachers in FGDs in all the seven Namuna Schools that they focus on dealing with children positively and that they often intend to respond to children's behavior with positive stimulation and encouragement. Those changes are a praiseworthy impact of the Namuna School intervention under the TTQE project.

2.1.5.4 Training and Mobilizing Child Clubs

During the FGDs with child-club members in each Namuna School, a Child Club executive committee was formed consisting of 13-16 members depending on the interest of students, and the other children of the school were general members of it. About 50% of the members of the Child club are female. The club was formed to make children aware about their rights and responsibilities, and also to make them active in organizing various extracurricular activities. Child Clubs organize spelling contests, poems and story writing competitions, football and volleyball competitions, songs and dance competitions. The Child Club of Rampur Basic School has successfully published bulletin in their school. A Child Club focal teacher is allocated in each Child Club and she/he supports the Child Club to organize these extracurricular activities". During the FGD at Sahidnaranath Basic School, a Child Club member stated that *"We became aware of our rights. That is, we have the right to get education and also the right to survive. Since we have a right to education, we choose education-related activities and perform them in groups by ourselves"*. This shows that children were sensitized to their rights

2.1.5.5 Environmental Responsibility and School Safety (Green Schools and DRR)

A focal teacher and Child Club members were provided with an orientation on DRR. During the FGD with a Child Club, it was communicated that *"DRR orientation program focused on its meaning, preparedness, safety measures to be adapted and evacuation plan"*. The orientation program did not focus only on theoretical understanding of DRR, but also helped the participants engage practically in it. They were asked to participate in a drill, a mock presentation of their engagement before, during and after disaster. These activities brought awareness to DRR among the participants and helped them understand their responsibilities in reducing risks caused by disasters. Frequent disaster preparedness events in school are prioritized and hazard ranking was done with a mock drill to raise awareness among students. Most of the students were well aware about disaster events that could impact their school or community.

| क्र.सं. | प्रकार | प्रकार/संख्या | संख्या | स्थिति | टिप्पणी |
|---------|--------------|---------------|--------|--------|------------------|
| १ | मूकप | उच्च | ३ | ३ | विशेषता भूत जंगल |
| २ | हावहरी | मध्यम | ६ | - | विशेषता भूत जंगल |
| ३ | चट्याड | मध्यम | ६ | - | - |
| ४ | पहिरा | मध्यम | ४ | २ | - |
| ५ | जनावर (सर्प) | उच्च | - | ६ | विशेषता भूत जंगल |
| ६ | आगलागी | न्यून | ६ | - | - |

2.1.5.6 WASH development

The WASH intervention was also observed to have a great impact on students' behaviors. For example, the study team observed that both the inside and outside of the seven Namuna Schools were neat and clean and the HT of these schools reported that neatness and cleanliness in schools was maintained with the active participation of students. As reported by the teachers in all the Namuna Schools, *"the children in school got access to drinking water. Their personal health like neatness, cleanliness, dress up, nails, cleanliness of teeth, etc. is checked on regularly"*. A teacher also reported in a FGD that parents are called in the school and provided with advice to ensure children's neatness and cleanliness. Therefore, WASH intervention in the Namuna Schools brought changes on the part of teachers, parents and children.

The impact of GEDSI program was also assessed. A focal person to deal with the issues related to GEDSI was identified in the project schools. S/he was provided with training/orientation of GEDSI. Training/orientation to them focused on identifying the issues related to GEDSI and developing strategies to resolve these issues. S/he was also found to coordinate, if necessary, with HT, teachers, students, parents and SMC members to resolve GEDSI issues. The GEDSI focal persons in NSs said that they ensure integration of a GEDSI component in all endeavors of school education. For example, GEDSI was ensured in child-club formation, SMC formulation, performing extra-curricular activities, group discussion in the classroom, etc. As a result, children and teachers began to consider GEDSI as a continued and inevitable component of the structure and activities of the schools.

Table 2: NS Indicator Performance

| INDICATORS | Target | Achievements | | | Total Achievement | Achievement Compared to Target | Comments on target achievement |
|----------------------------------|--------|---------------------|---------------------|---------------------|-------------------|--------------------------------|--------------------------------|
| | | Y1 2018- 2019 | Y2 2019- 2020 | Y3 2020- 2021 | | | |
| NS approach adopted in SIP | 11 | 7 | 4 | NA | 11 | 100% | Achieved |
| NS achieved milestone | 85% | 83.75% | 75.38% | NA | 79.57% | 94% | Under achieved |
| Feeder schools incorporated SIPs | 11 | 7 | NA | NA | 7 | 64% | Under achieved |

2.1.6 Sustainability of the Achievements under the Namuna School Approach

The sustainability of the achievements obtained under the Namuna School intervention was assessed focusing on whether or not these achievements will continue even after the project phases out. In this regard, HTs of all the seven Namuna Schools claimed that the furniture support provided under the project will serve continuously for many years. In the same way, they also reported that the knowledge and skills obtained through training provided to the teachers under the project will be another basis for sustainability. Awareness and sensitization among parents and capacity-building among HTs and SMC, can also be taken as the bases of sustainability. The evaluation team observed some structures like development of focal persons for DRR, gender, complaint handling and child-club in the schools which can also serve as the foundation for sustainability of the achievements under Namuna school approach. Similarly, awareness, empowerment and sensitization among child-club members, especially in relation to their rights and responsibilities, are other sources of sustainability.

2.2 Supports for CLIPS

AHF Summary

The CLIPS intervention is coherent with the NEGRP and is considered to be much needed to help enhance the level of reading and understanding of Nepali among children, as well as to equip Nepali literacy teachers with the knowledge and skills to support the children. The CLIPS activities have helped the teachers to be aware of and acquire various skills to help students improve reading in Nepali. Indeed, improvement in student results in ERGA from 2017 to 2020 indicate students are making great progress - the average learning achievement in Nepali literacy exceeded the

government benchmark. Interestingly, Head Teachers of almost all CLIPS schools noted that parent ‘trust’ was also increased “as they could visualize that the school is doing something extra for them and also for their children’s learning improvement”. However, a question was raised regarding sustainability – schools may not be able to afford to run CLIPS activities in future without the TTQE program support.

The Children Literacy Improvement Program in Solukhumbu (CLIPS) was another component of the TTQE project. This intervention was also evaluated in terms of its relevance, coherence, effectiveness, efficiency, impact and sustainability. This program was launched in 28 CLIPS schools of which 11 are NS. 14 CLIPS schools joined the project earlier in 2018-2019 while a further 14 schools joined in 2020. The CLIPS intervention was made in grade 1, 2 and 3 in which the focus was given to improve Nepali literacy skills among the target children. The data to evaluate CLIPS were collected from 7 Namuna schools and 7 CLIPS schools which are discussed below.

2.2.1 Relevance

In line with the ToR, the relevance of the CLIPS was assessed focusing on how and to what extent this intervention responded to the beneficiaries needs and priorities. The government of Nepal, Ministry of Education, has prioritized the National Early Grade Reading Program (NEGRP) through the School Sector Development Plan (2016-2023) (see reference 6). The early grade reading program is expected to improve the quality and competency in foundational reading skills among children (CLIPS Guiding Document). The CLIPS support under TTQE project aimed to enhance Nepali literacy competency of children from grade 1-3, which included instructional design, teaching materials and development of reading corners in the classroom and library support (CLIPS Guiding Document). In this sense, the CLIPS intervention under the project was relevant as it was in line with the Government of Nepal Plan. It also appears to be relevant to the target children and teachers. For example, before it started, the learning level of the children in Nepali was low, allocation of time for teaching-learning the Nepali language was inadequate and monitoring of Nepali literacy among the children from grade 1-3 was also not regular (CLIPS Guiding Document) (see reference 6). There was therefore an urgent need to carry out CLIPS in the target schools to enhance the level of reading and understanding of Nepali among children, as well as to equip Nepali literacy teachers with the knowledge and skills to support the children.

2.2.2 Coherence

The evaluation team also assessed CLIPS to ensure how well the project fitted with other interventions in the region, sector or partner. The Government of Nepal has launched the National Early Grade Reading Program with the purpose of improving reading skills of all students in grade 1-3 in Nepali (NEGRP, 2019/20). The CLIPS intervention under the project is thus coherent with the NEGRP to support the Government of Nepal in improving reading skills of the students in grade 1-3 in the project schools.

2.2.3 Effectiveness

The effectiveness of the CLIPS was measured in terms of the following components.

- Institutional arrangement: *the ‘Learn to read’ program* was one of the key components in CLIPS schools. In order to make this program effective, teachers teaching Nepali subjects in grades 1 to 3 were trained. In an interview, a CLIPS teacher reported that she was supported with techniques and skills to construct related learning materials and taught to use them depending upon the lessons she teaches in the Nepali language classroom. Similar reports were shared in the interviews with CLIPS teachers of other CLIPS schools.

- Tole Reading Group (TRG) was another institutional arrangement that supported CLIPS in taking off gradually (CLIPS Guiding Document). The purpose of this arrangement was to organize the target parents in a group and invite them to a specified place (i.e. the school) to read the books of their interests. Those members of TRG who could not read books were asked to observe how their children read books in Nepali (Interview with an HT of CLIPS school, 2021). For a Nepali literacy teacher of CLIPS school, observing their parents' engagement in the reading program inspired the children to engage rigorously in it. As a result, children's reading habits increased. In this respect, the Nepali literacy program bridged home and school.

2.2.3.1 Parents and community engagement for CLIPS

Parents' engagement for CLIPS was ensured through TRG, but community engagement was not found to have taken place in CLIPS. In this regard, an HT of a CLIPS school said: *"since parents are from the same community, the parents' engagement through TRG in CLIPS can also be taken as community engagement"*. However, such a claim cannot be accepted as the purpose of engaging parents in CLIPS was to sensitize them to be responsible for sustaining this program.

2.2.3.2 School Reading Improvement

The participation of parents in school reading improvement is ensured through TRG. The evaluation team used EGRA tools to derive the reading improvement among children in grade 1-3. The status of reading improvement obtained from the CLIPS schools are presented in [Annex 9](#). The result shows that the average learning achievement in Nepali literacy exceeded the government benchmark. The average reading improvement as mentioned in the M&E document provided by REED Annex 17 shows that the status of reading improvement in non-Namuna Schools is better than that of Namuna Schools.

2.2.3.3 Continuous assessment system

A Continuous Assessment System (CAS) was brought into effect. While explaining about the use of CAS, a literacy teacher in a CLIPS school said: *"We use CAS (60%) in grade 6, 7 and 8 for EMS"*. However, the use of CAS was explained differently by a literacy teacher in another CLIPS school: *"We use CAS as a part of assessments. For example, from grade 1 to 3 we use 100% CAS, but for grade 4 & 5 we use 50% CAS and 50% written exams. In the same way, from grade 6 to 8, we use 40% CAS and 60% written exams"*. This shows that, although CAS is in effect, its use differs from one school to another.

2.2.3.4 Components of CLIPS

The evaluation team asked the literacy teachers to explain the skills to focus on while enhancing reading capability/habit among children. In reply, a literacy teacher of one of the CLIPS schools noted: *"I pronounce the given words and then the students follow me. I follow the principle like: I tell, you hear. I tell and you follow me. You tell, I hear you. In this way, I make them practice the words, phrases and sentences"*. The literacy teachers' response partially matched with the skills⁶ that are supposed to be practiced under the implementation of CLIPS.

While asking about the steps⁷ to be considered for enhancing children's reading skills in Nepali, a literacy teacher of a CLIPS school said: *"The steps are given in the textbook. I help students do the exercises given in the textbook"*.

⁶ Phonological and phonemic awareness; Development of oral language, Pre-writing skills and concepts of print, Letter-sound association and blending of sounds, Vocabulary development, comprehension and fluency, Systematic teaching of decoding to develop high degree of automaticity, Adequate stress on comprehension by asking inferential type of questions, Appropriate reading materials and practice for developing fluency

⁷ Reading aloud to students; Choral repetition by students; Reading by few students; Explanation about the text; Explanation about the difficult words; Answer to comprehensive questions given in the textbook.

The evaluation team reported that such skills and knowledge was not prevalent among the literacy teachers before they participated in the CLIPS training program. This shows that initiation to CLIPS helped the teachers to be aware of and acquire various skills to help students improve reading in Nepali. In an interview, a literacy teacher reported: *“I was unaware of the steps and the techniques which are needed to enhance early grade reading capacity of children. After participating in the training provided by REED, I came to know all these”*. The literacy teachers became familiar with the procedure of early grade reading and they began to handle early grade reading programs independently in the schools.

2.2.4 Efficiency

The evaluation team also assessed efficiency of the project in terms of CLIPS intervention, especially focusing on how economically and timely resources/inputs were converted into results. In this regard, resources related to reading improvement of children in grade 1-3 were provided to schools. Teachers were trained on improving children’s reading skills. Learning materials to improve reading skills on the part of children were made available in the classrooms. As a result, children began to read the given text and explain their meaning. They also began to do the activities that followed the given text in the textbook.

2.2.5 Impact

The impact of CLIPS support was measured in terms of the long-term changes it brought. Explaining the impact of the CLIPS support, an HT of a CLIPS school said: *“The trust among parents increased as they could visualize that the school is doing something extra for them and also for their children’s learning improvement”*. Almost all the HTs of the CLIPS schools provided similar feedback. The Nepali teachers responsible for children from grade 1 to 3 became sensitive in identifying, organizing and implementing activities related to improving reading skills among target children. CLIPS impact was also observed through formation and implementation of TRG. As asserted by CLIPS teachers in interviews, the teachers’ involvement in TRG, especially as a facilitator, conveyed the meaning that the parents are part of the schools and that the schools, on the other hand, are part of the family. In addition, children’s habit of reading was strengthened as they saw their parents also involved in reading programs. The schools thus appeared to be a learning center not only for children but also for the parents and community members. The need for and importance of learning materials were acknowledged by both teachers and HTs and they began to make attempts to manage them.

A total of 48 participants were selected as a sampling for the EGRA assessment form in seven different project municipalities of Solukhumbu district. The overall reading achievement by grade for EGRA 2021 is presented in the table below. Across the grade, as children progress in school from Grade 1 to 2 to 3, more children move into the highest category, indicating they are reading at grade level. This is significant because the standards also increase with each grade, so students are making great progress.

Table 3: EGRA Student Results/Achievement

| Class | REED Baseline Score (EGRA Assessment 2017) | Government Baseline | EGRA Score (EGRA-Assessment 2020) |
|-------|--|---------------------|-----------------------------------|
| 1 | 28.33 | 52 | 68.36 |
| 2 | 47.30 | 52 | 74.03 |
| 3 | 71.98 | 52 | 82.39 |

Table 4: Outcome 2 Indicators

| OUTCOME 2: CHILDREN READ AND WRITE COMPETENTLY IN NEPALI BY CLASS 3 | | | | |
|--|--------|-------------------|--------------------------------|--------------------------------|
| OUTCOME INDICATORS | Target | Total Achievement | Achievement Compared to Target | Comments on target achievement |
| EGRA ACHIEVEMENT | 75% | 73.37% | 98% | Under achieved |
| READING NEPALI COMPETENTLY IN GRADE 1 (14 CLIPS SCHOOLS OF YEAR 1) | 50% | 68% | 137% | Overachieved |
| READING NEPALI COMPETENTLY IN GRADE 2 (14 CLIPS SCHOOLS OF YEAR 1) | 56% | 74% | 132% | Overachieved |
| READING NEPALI COMPETENTLY IN GRADE 3 (14 CLIPS SCHOOLS OF YEAR 1) | 60% | 82% | 137% | Overachieved |
| ALL GRADES 1-3 STUDENTS IN 28 SCHOOLS HAVE ACCESSED CLIPS BY PROJECT END | 100% | 75% | 75.00% | Under achieved |

2.2.6 Sustainability

The sustainability of the CLIPS activities and achievements were assessed focusing on whether the program would continue in the schools even after the phase out of the project. For this, SMC Chairperson of CLIPS schools were asked to explain the bases for sustaining CLIPS in schools. The Chairpersons of the CLIPS schools told the evaluation team that awareness, sensitization, empowerment and skills acquired for improving children's reading skills would serve as the foundation for sustaining CLIPS activities and achievements (Field data, 2021). The HTs of CLIPS schools also told the evaluation team that the early grade reading program is part of the mainstream education strategy of the Government of Nepal. It is thus also the local government's responsibility to support this program. The HT further said: *"The CLIPS support under TTQE has sensitized us on classroom management, developing and using learning materials to improve reading skills, and taking initiatives for reading books by children. We will continue it even if the project stops"*. The evaluation team further enquired whether the school was able to afford to run CLIPS activities to ensure the program's sustainability. In reply, an HT communicated: *"Currently the school is not in the position to make any investment for this. There is no separate budget for this from the local government"*. This

shows that the local government needs to dedicate more budget for this and also for monitoring the CLIPS activities in the schools.

2.3 English, Mathematics and Science (EMS) supports

AHF Summary

The teachers' training program in EMS in the project area is both aligned with the local government efforts, and necessary - before the intervention started, the students' learning achievements in these subjects were low, and many students were underachieving in EMS. The EMS training also helped the teachers to enhance their self-confidence and competence in delivering EMS lessons in the classroom. Following the EMS training, teachers began to feel motivated and comfortable in delivering EMS lessons effectively in the classroom, especially by using learning materials. In general (except for math in one age bracket) children in grades 1-8 exceed prescribed government competency benchmarks in English, Maths and Science.

Challenges remain around the adoption of ICT. During observation of the classrooms, labs and libraries, the evaluation team saw computers provided by REED, but they were reported not to be in use in some of the schools. Further, stakeholders also presented mixed views on sustainability, with some stating the new knowledge of techniques, methods and ways of using learning materials would remain over time, and others noting that "Training needs to be a continuous process along with follow up and feedback support to ensure sustainability".

2.3.1 Relevance

With regard to the need and priorities of providing EMS support, the teachers and HTs of EMS and of Namuna Schools were asked why, in their opinion, EMS intervention was relevant. In reply, an HT of a school under this evaluation noted: *"Before the intervention started, the students' learning achievements in these subjects were low. Many students in the school used to be underachievers in EMS. It was necessary to run an EMS program to address such an issue"*. The HTs and teachers of all the schools provided similar feedback in relation to EMS learning achievements of students. The government benchmark of learning achievements in English, Math and Science are 52%, 55% and 56% respectively (Education Review Office website as cited in M&E Framework). When the HT said that the students were underachievers before the EMS program started, he meant the EMS learning achievements of the students were lower than the above-mentioned government benchmark. In this respect, the relevance of the EMS intervention under TTQE project in the target schools is relevant.

2.3.2 Coherence

The evaluation team also assessed whether the EMS intervention under the project was well fitted with the other program/intervention in the project areas. As the average learning achievement of EMS is below national standard (50%) in lower Solukhumbu district (EMS program Guiding Document, 2018), the local government focuses on enhancing the students learning achievement in EMS especially through EMS teachers' training and its implication in the classroom (personal conversation with Education Unit Head of Thulung Rural Municipality). The teachers' training program in EMS in the project area seems to be coherent with the local government effort. The Government has developed the Teacher Development Policy Guidelines, 2010, for teacher professional development, as well as the Teacher Competency Framework, 2015, to guide teacher management (Nepal National Framework for Sustainable Development Goal 4, 2019). The teachers' training program under the project is thus in line with national priority for teachers' professional development in the Solukhumbu district.

2.3.3 Effectiveness

A baseline is the value of a performance indicator before the implementation of projects or activities, while a target is the specific, planned level of result to be achieved within an explicit timeframe. In this regard, REED Nepal's document showed the baseline indicators, target and achievement which are summarized in Annex 17.

2.3.3.1 EMS training

Discussion on EMS training was held with EMS teachers, HTs, SMCs and REED trainers. In FGDs with EMS teachers, it was reported that the training was organized for 6 days and included EMS contents and their delivery mechanism, i.e. the techniques, methods and use of support materials. An EMS teacher noted: *"Teachers' needs were assessed/surveyed before the training was conducted. Group work, peer work, answer-question methods were focused on delivering EMS contents in the classroom"*. It was reported that the training also focused on equipping the target teachers with skills to use textbooks, Teachers' Guide, grid and other reference materials in order to impart EMS contents and knowledge to the students. It was widely communicated that the training met teachers' expectations and that they became aware of key responsibilities such as self-preparation before going to the classroom or management of learning materials with respect to the lessons. Most of the HTs and SMCs of EMS schools under this evaluation said they are able to perform their monitoring roles to ensure the EMS teachers use the knowledge and skills they had acquired in the EMS training. However, they also said that their monitoring was not regular since they knew that teachers are highly loaded with teaching periods and that they hardly have time to focus on developing new learning materials during the day. The training encouraged EMS teachers, HTs and SMC members to work for improved learning achievements among the target students. The EMS learning achievements in some EMS schools exceeded the government benchmark while in some other schools it was not so.

2.3.3.2 Assessment techniques

The evaluation team enquired about how EMS learning achievements are assessed in the schools. In this regard, CAS was found to have been the most popular way of assessing students' learning achievements. One of the EMS teachers in a FGD said: *"I focus on CAS because it provides me an opportunity to observe children's regularity, classwork/homework, classroom participation which somehow contributes to their overall performance in the subject"*. CAS, therefore, did not only make space for teachers to evaluate students in terms of their writing in the exam answer sheet, but also allow them to observe their behaviours and participation related to the concerned subject.

2.3.3.3 EMS classroom management

Classrooms in the target EMS schools were visited to assess their arrangement. As a part of classroom management, learning materials such as hanging cards and chart paper consisting of contents, graphs, figures, etc. especially related to English, Math and Science were observed and demonstrated in the classroom. For example, a Tense Chart in English, Mathematical formulae, and facts and figures related to Science were available in defined corners of the classroom. Desks and benches were organised in a row to ensure appropriate sitting arrangement for the students. Showing a wall magazine, a student said: *"We display our writings related to English, Maths and Science here"*. This demonstrates that EMS teachers encouraged students to show their talents.

Regarding the use of learning materials, teachers in a FGD noted: *"All the learning materials demonstrated in the classroom are not used at one time. We use them depending upon the lessons we teach"*. The teachers prepare and/or manage learning materials and use them in the classroom as/when they feel the need. In a FGD, teachers agreed that they use answer-question methods the most while delivering EMS lessons in the classroom.

2.3.3.4 Continuous learning and professional development

The Evaluation team also attempted to explore whether the project created an opportunity for teachers' continuous learning and professional development. In this regard, one of the teachers reported that the training received is counted by the government while evaluating teachers' work performance and professional development. Another teacher said: *"After participating in the training program conducted by REED, I am highly motivated to continue learning"*. The project intervention has brought awareness and sensitized the teachers about the importance of continuous learning.

2.3.3.5 Communication and collaboration

The system and/or mechanism for communication and collaboration was also evaluated and it was reported that REED approached the municipality and rural municipality to ensure their agreement/consent and support to run training programs for EMS teachers. Before the agreement, they together discuss and identify the needs. Once the agreement was signed and with the support of the local government, REED approached the specific schools to survey teachers' needs of training. Both the HTs and SMCs also participated in the process of communication and collaboration, so that the necessary arrangement could be made for teachers to attend the training programs. The approach of communication and collaboration thus was seen as effective.

2.3.3.6 Use of ICT in EMS learning process

The research team also assessed ICT usage to enhance EMS learning achievement. In this regard, one of the teachers noted: *"On a personal basis, I have got an android cell phone in which I have saved an English dictionary. I consult it as/when I need it"*. In the same vein, a teacher from another school said: *"We use our desktop computer available at school to develop questions for school exams and to prepare the results of the students"*. Such practices were not seen across all the EMS Schools. ICT is somehow in use, but it has not been institutionalized yet. During observation of the classrooms, labs and libraries, the evaluation team saw computers provided by REED, but they were reported not to be in use by then, especially in some of the schools.

2.3.4 Efficiency

Efficiency of the EMS intervention under the project was assessed to reveal how economically and timely the resources/inputs were converted into results. EMS teachers' training were conducted to up-to-date teachers with current innovations, techniques, methods and ways of motivating teachers to help them enhance their learning achievement. The EMS training also helped the teachers to enhance their self-confidence and competence in delivering EMS lessons in the classroom. EMS learning resources were also provided to the teachers to help them deliver EMS lessons skillfully and effectively in the classroom. As a result, EMS learning achievement increased, to some extent. Teachers began to feel comfortable in delivering EMS lessons effectively in the classroom, especially by using learning materials.

2.3.5 Impact

The impact of the EMS program was observed both upon teachers, students and the school as a whole. For example, a teacher of an EMS school said: *"The techniques and methods that I learned from the training have become like a permanent part of my teaching skills. I will continue expanding such knowledge and skills. This is part of my job"*. The HT realized how EMS classrooms are to be managed and what he needs to do to support the EMS teachers in managing EMS classrooms. The EMS learning achievements 2019-20 reveals that the status of EMS learning achievements on the part of the children gradually increased. The undermentioned story of a teacher revealed the impact of EMS training.

Table 5: EMS Outcomes

| OUTCOME (EMS) | INDICATOR ⁸ | PROJECT TARGET ⁹ | GOVERNMENT BENCHMARK (BASELINE) | TTQE LEARNING ACHIEVEMENT | RESULT COMPARED WITH GOVERNMENT BENCHMARK | STATUS OF ACHIEVEMENT AGAINST GOVERNMENT BENCHMARKS |
|---|---|-----------------------------|---------------------------------|---------------------------|---|---|
| CHILDREN IN GRADES 1-8 EXCEED PRESCRIBED GOVERNMENT COMPETENCY BENCHMARKS IN ENGLISH, MATHS AND SCIENCE. | English Learning Achievement in EMS Schools | 61% | 52% | 57.21% | 5.21% | Achieved |
| | Maths Learning Achievement in EMS Schools | 64% | 55% | 52.71% | -2.29% | Under achieved |
| | Science Learning Achievement in EMS Schools | 65% | 56% | 57.28% | 1.28% | Achieved |
| | English Learning Achievement in 7 NS | 67% | 52% | 62.46% | 10.46% | Achieved |
| | Maths Learning Achievement in 7 NS | 70% | 55% | 55.64% | 0.64% | Achieved |
| | Science Learning Achievement in 7 NS | 71% | 56% | 59.94% | 3.94% | Achieved |

Case Story: Nandu Rai, Teacher

My name is Nandu Rai. I am currently working as a basic level teacher of Birendra Jyoti S.S. I have a family of 5 members (Me, my husband and my 3 daughters). I am from Waku village of Solukhumbu District and currently residing at Sotang village.

When REED Nepal started to train the teachers of every school in Sotang municipality, I got a chance to take part in teachers training as the representative of Indra Primary School. So, I



⁸ Refers to average learning achievement per subject across schools

⁹ Originally, the project outcome targets were set higher than government benchmarks with different targets for EMS schools and NS. This was prior to COVID-19 closures which then impacted implementation and results. The targets were not met/underachieved. The Result and Status of Achievement column has instead been calculated in comparison to the government benchmark LAs (Nepal Education Review office) which formed the project outcome baseline.

started to get an opportunity to participate in this program from its beginning. This teacher training has always been very helpful for me. What I loved the most about the training was how it taught us to deal with the students in a friendly manner with child friendly methods and approach. The method of “I DO, WE DO, and YOU DO” was a new method which I liked the most. The training taught me different methods, so I am able to teach my students in an innovative way, engaging them in different activities with peer and group exercises.

I was a temporary teacher at Indra Primary School. My only dream was to be a permanent teacher. After receiving a series of REED’s teacher training, “I applied for the position of permanent teacher in the National Teachers Service Commission (NTSC) and attended the NTSC Teachers Service Commission and was appointed as a permanent teacher of the Nepal government. I remember the day when I first heard the news of my success from my colleagues. My happiness was overwhelming. All credit goes to the REED Nepal and AHF to make my dream real”.

2.3.6 Sustainability

Regarding the sustainability of the EMS program, an EMS teacher communicated: “*Training has been accomplished. It introduced new techniques, methods and ways of using learning materials. These will remain forever with us*”. However, an HT of an EMS school said: “*Training needs to be a continuous process along with follow up and feedback support to ensure sustainability*”. Initiatives to ensure sustainability were taken but teachers are still in need of being accredited by NCED/CEHRD (the program was impacted by COVID-19).

2.4 Going-to-School Support (GSS) program

AHF Summary

The school-feeding program (provision of a daily meal) was attributed with the view to improve attendance. However, the government is now implementing a school feeding program in years 1-3 and this could perhaps be adjusted and better targeted to the older years. While the GSS scholarships appeared to be efficient and effective in some sites, it was also noted that many of the recipient students could alternatively be covered under the government scholarship program, and some of the family circumstances had changed, meaning families may now be able to afford for their children to attend even without the support.

The GSS program was also one of the components of the project which was assessed in terms of its relevance, coherence, effectiveness, efficiency, impact and sustainability.

2.4.1 Relevance

The GSS program was another component of the TTQE project in which target children were supported with cash and in-kind support to help them access schools. An HT in an interview said that many children were not able to access schooling only because of their family’s inability to procure school uniforms, school bags and stationeries. Some children in the community also did not have a daily meal. These children were reported to be mostly from marginalized, disadvantaged and poor families. Among them, as told by an HT in an interview, some had a mother and/or father who died or left home. In such miserable conditions, their priority was how to survive rather than how to attend schools. These children were in urgent need of support. To respond to this issue, a GSS program was designed including scholarship support, provision for parent’ counselling and school-feeding activities.

2.4.2 Coherence

The provision for scholarship, parent’s counselling and school-feeding activities are the priorities of the Government of Nepal (National Education Policy, 2019; Nepal National Framework for SDG 4,

2019). The Government of Nepal, Ministry of Education has made provision for scholarships for girls, poor, Dalit, students with disabilities and disadvantaged social groups (Nepal National Framework for SDG 4, 2019). The scholarship, parents' counselling and school-feeding activities designed and implemented under the project thus was found well fitted with the national education plan and strategy.

2.4.3 Effectiveness

Effectiveness of the GSS program is discussed under the following sub-headings:

2.4.3.1 Scholarship provision under GSS Program

We assessed the procedures for providing scholarship to the target children. REED staff reported that the children for the scholarship program were identified with the help of HTs and SMC members. Parents of these students were called and they were provided with support. It was reported that the assessment of potential GSS parents/students was done jointly by the HTs, SMCs, teachers. As communicated in the discussion with GSS students and parents, only cash was provided to these children in the beginning. Several GSS students were interviewed at different times during the evaluation period. Some said to have received Rs. 9000/- while others said to have received Rs. 6000/- at the beginning. Others still communicated getting Rs. 5500/-. Recently, they claimed that they have been getting both cash and materials in kind. In this regard, a GSS student said: *"I get Rs. 4000/- in cash and some materials as well"*. While inquiring about the type of materials they received, they noted materials such as copy/exercise book, dot pens, a jacket, nail cutter, soap, comb, Dettol, cotton, bandage, handkerchief, toothbrush, toothpaste, sanitizer, mask and geometry box. The number of exercise books and dot pens differ from one individual student to another. For example, some students got only 10 while others got 12 exercise books and similar variance was recorded regarding the distribution of dot pens.

The students were then asked about the benefits obtained from the GSS program. In reply, a GSS student said: *"After getting these materials from REED, my parents did not have to buy more for my study. But only 10 or 12 copies are not enough for the whole year. I have to buy a few copies and dot pens during the year"*. The evaluation team also asked the parents about the use of money received from the GSS program. In reply, a mother noted: *"Some amount of money is spent to buy school uniforms and the remaining amount is used to buy hens and chickens"*. In the discussion with GSS students and parents, it was claimed that the hens and chickens are sold when the family is in crisis of money and/or needing to spend money for the children. Some GSS parents asserted that the support provided them with much financial relief to continue supporting their children's education.

The school-feeding program was another support given to the children through the provision of a daily meal. Because of such support, it was reported that many children, who used to attend school irregularly and also those who had left school for a few months for some reasons, started to attend the schools again.

GSS Student

Pasang Kuti Sherpa, aged 12, currently studying in grade 5 at Janasewa Basic School Likhupike-4, Dunda, has been receiving scholarship support from REED Nepal for 5 years since she was in grade one. She is living with 6 other members of her family. Her father and elder brother work as daily paid labourers, whereas her grandmother and mother are involved in household activities. She and her younger brother and sister are attending school.

Pansang aims to be a doctor in the future as she is one of the talented students in her class. She has received both financial and material support as part of the scholarship program. Recently, she received a school bag, jacket, sanitizer, toothbrush, toothpaste and Rs 4000 in cash. Her mother told the evaluation team that rather than wasting money, she suggested investing it and added some funds for the purchase of a goat costing Rs 12000.

Before and after school beside her studies, Pansang also takes care of the goat which has now given birth to a kid. She aims to sell it in 2 years and use the amount for her education and other income generating activities.



GSS student: Children with Disability

Somchoki Sherpa, aged 12, currently studying in grade 6 at Bhumeswori Secondary School Nechasalyan -2, has been receiving scholarship support from REED Nepal since she was in grade two. She is living with 4 other members of her family. Her elder brother and elder sister are studying in grade 9 and grade 8 respectively. Her parents' income status is very poor. The crop they produce from cultivating the land is only sufficient for 2-3 months. Her parents work as daily paid labourers and her mother is involved in household activities too. Her mother Lakpa Pooti Sherpa was very happy to receive the scholarship support, because she only has to look after 2 children. The scholarship support reduces her parents' economic burden.

Somchoki aims to be a doctor in the future as she is also one of the talented students in her class. She has received both financial and material support as a part of the scholarship program. Recently, she received a school bag, jacket, sanitizer, toothbrush, toothpaste and Rs 4000 in cash. Her mother also reported that rather than wasting money, she suggested investing it.



Before and after school beside her studies, Somchoki also supports her parents in the household activities. Her hobby is drawing and she draws good pictures. She purchases colors with the cash scholarship provided by REED Nepal.

During PRA, she mentioned that it was difficult to have educational material from her parents before the GSS program (when she was studying in class 1) due to her parent's economic condition. After being a recipient of the GSS program managed by REED Nepal, it is now easy for her to get educational support.

2.4.4 Efficiency

Efficiency of the GSS program was assessed to reveal how economically and timely resources/inputs were converted into results. The purpose of the program was to encourage and support the

marginalized, disadvantaged and economically poor students to go to school. Those students who were out of schools were identified. Their parents were counselled for sending their wards to schools. Both cash and kind were provided to them so that they could manage school uniforms and stationeries. As a result, out of school children in the community also began to attend schools. The investment made for scholarship thus appeared to be efficient to bring the desirable result in the project sites.

2.4.5 Impact

The evaluation team assessed the long-term effect of the GSS program in the project sites. The GSS students got the opportunity to attend schools in uniform. Their study continued. They felt happy and began to set goals in their life. Many of them got better results in their studies. The materials like toothbrush and toothpaste, soap, hanky, etc. provided to them helped them develop the habit of maintaining their personal hygiene.

2.4.6 Sustainability

The parents of many GSS students claimed that, in comparison to the past, their family income increased a little and thus they would be able to maintain the expenses on their children's study by themselves. The other possibility for sustainable GSS was the awareness, encouragement and inspiration among the people's representatives in the local government who showed a commitment to allocate a budget for those who are prevented from getting access to education and those who are vulnerable and remain out of schools due to poverty and several other reasons. In the interview, many of these students can be covered under the government scholarship program as well.

2.5 Practice of gender equality, disability and social inclusion (GEDSI)

AHF Summary

GEDSI training provided under the project was also reported as relevant, aligned with government priorities, and effective. It increased awareness of the participants (students, teachers, HTs, SMCs). It also equipped them with skills and insights to analyze the programs and events in schools in line with the GEDSI. The structures established such as Child Clubs, GEDSI focal persons, TRGs and mothers' groups were also reported to contribute to the sustainability of the GEDSI component. However, their connection with the Women, Children and Senior Citizen Office, which is responsible to deal with GEDSI issues in the rural municipalities, was not found to be in effect – enhanced engagement with this office should be considered in future.

2.5.1 Relevance

TTQE project aimed to provide quality inclusive education (See PDD) which is aligned to the UN's Sustainable Development Goals 4, 5 and 10 on quality education, gender equality and reducing inequality within and among countries (as cited in PDD). The government of Nepal focus on inclusive education through SSDP 2016/17-2022/23. Before the project started, there was very low recognition, influence and representation of women, particularly from Dalit and marginalized ethnic groups, in key decision-making positions and processes – among teachers/school, School Management Committees (Gender Analysis Report, 2017). As a result, an inclusive approach in quality education under TTQE is relevant.

The purpose of this intervention was to ensure GEDSI as a cross-cutting agenda, i.e. mainstreamed throughout the project intervention and in all its components. During the evaluation period, Namuna School, CLIPS, EMS and GSS interventions were assessed with the perspective of GEDSI as follows:

2.5.2 Coherence

Gender equality, disability and social inclusion, especially in the field of education is also a key focus of the Government of Nepal. For example, (see reference 5) National Education Policy, 2019 in its points number (2.7), (9.16), (9.17), (10.1.7), (10.6), etc. has made provision for gender equality, disability and social inclusion. GEDSI in education, therefore, has been the priority area of the three different tiers of government in the country. The GEDSI program conducted under the TTQE project therefore fits with the government priority in education.

2.5.3 Effectiveness

In the Namuna School approach, the structures like Child Club, mothers' group, SMCs, PTAs, were assessed to ensure GEDSI. While observing the composition of Child Clubs, in two Namuna Schools, the number of girls exceeded the number of boys and, in others, the ratio of girls and boys was more or less equal. Explaining about the composition of girls and boys, a Child Club focal person in a Namuna School said: *"I openly invite all the children in the school to give their name to form an executive committee of the Child Club. In the executive committee, the candidates are nominated by the group of children from among the nominees"*. Therefore, there is no discrimination and/or inequality based on gender and/or social status of the children when forming Child Clubs.

The formation of SMCs and PTAs in the target schools was found to be in line with the government's Education Act/Rule in which the number of male and female members are clearly defined. Mothers' Groups were also assessed with the perspective of social inclusion. Regarding this, an HT of a school noted: *"Mothers are informed about forming the group. They are requested to give their name voluntarily to form the core group among mothers"*. According to him, the chances for participating in the core groups of mothers were equal for all who are from different social status in the community. It was reported that both fathers and mothers of children are requested to participate in TRG, but the participation of mothers was claimed to be higher.

The evaluation team also assessed the EMS classroom with the perspective of GEDSI. In this regard, one of the teachers in a FGD said: *"We do not separate desks and benches for students from a particular group. Desks and benches are there. Students come in the classroom and they sit on the bench depending upon their choice. Those who enter first can have a lot of choices on where to sit"*. The teachers including HTs agreed that there was not discrimination of any form between and among students. It was also claimed that the practice of exclusion was completely removed. The children from all castes, genders, ethnicity and economic background are equally treated and are equally encouraged to participate in school activities. This shows that the practice of GEDSI is duly in effect in schools.

GEDSI training provided under the project was also reported as effective. It increased awareness of the participants (students, teachers, HTs, SMCs). It also equipped them with skills and insights to analyze the programs and events in schools in line with the GEDSI. Students learned to make provision of GEDSI while forming Child Clubs. Teachers learned and implemented GEDSI while making sitting arrangements for students in the classroom. They also reported that they began to consider gender equality, disability and social inclusion while creating learning opportunities in the classroom.

2.5.4 Efficiency

The evaluation team assessed efficiency of the GEDSI program to ensure how economically and timely resources/inputs were converted into results. During the visit to the project schools, the evaluation team observed that Child Clubs were formed with the participation of both male and female students. No discrimination was reported by the students of the Child Clubs, especially based on caste, class and ethnicity, in any kind of school activities. The school focal person/teacher was trained on handling issues, if any, related to GEDSI. A complaint box was managed and accessible for the students to ensure that all students can get an opportunity to expose/report their grievances to the school headteacher. The project therefore appeared to be efficient in terms of GEDSI.

2.5.5 Impact

The impact of the GEDSI intervention was assessed in terms of the structure, attitude and changes in various components of the project. GEDSI focal persons in the Namuna Schools were selected to support the children, HTs, SMCs, TRG to perform activities with the perspective of GEDSI. While discussing with children in FGDs at the Namuna Schools, they claimed that they considered gender equality while forming the Child Club (Field data, 2021). Similarly, the mothers' groups were formed to encourage mothers to participate in discussions held in the schools and promote their opinion. As a result, women participation and inclusion became institutional in the case of the Namuna Schools. Participation of both girls and boys in talent competitions held in the schools were also reported by HTs and teachers of Namuna Schools to highlight that there is no discrimination based on gender in these school activities. Similarly, the sitting arrangement of children in the classrooms was also found to be inclusive. For example, a child in a FGD with Child Club members communicated: *"There is nothing like a rule based on caste/ethnicity while ensuring sitting arrangement. Any child can sit anywhere without objection from anybody"*. Thus, discriminatory attitudes were not found among teachers, HTs, nor among children.

The impact of GEDSI was also observed in GSS program. A number of girls were selected under GEDSI program who were prevented from going to schools due to poverty. Girls who were economically deprived and/or socio-culturally excluded also began to attend schools in uniform. As reported by the school HTs and teachers, such girls became regular to school and the rate of retention increased. Impact of GEDSI was also seen in WASH facilities. Separate toilets were managed for both girls and boys. The student retention rate was 92% in each NS each year during the project period with 50% girl retention. Women's empowerment in school governance and education delivery increased in 28 schools (Refer Output 1.1). GEDSI and inclusive education training were implemented in all 11 NS (Refer Output 1.3). Strategies to address gender inclusion are implemented in all NS (Refer Output 1.3). Special needs of children and people with disabilities were addressed in all NS (Refer Output 1.6, 1.4)

2.5.6 Sustainability

The increased awareness among the key stakeholders about GEDSI was claimed to be the basis for the sustainability of the GEDSI component of the program. The structures established such as Child Clubs, GEDSI focal persons, TRGs and mothers' groups were also reported to contribute to the sustainability of the GEDSI component. However, their connection with the Women, Children and Senior Citizen Office, which is responsible to deal with GEDSI issues in the rural municipalities was not found to be in effect.

2.6 Distance learning approach during school closure due to COVID-19

AHF Summary

Pivoting the project in response to Covid-19 to deliver a radio education program helped students to feel connected and cared for, even in the emergency period created due to COVID-19. This distance learning approach was an important attempt to keep students engaged in their studies and minimize the anxiety brought about by COVID. Looking to the future, it was noted that the radio program for school students was a new practice in the district, and would require further policy, strategy, expertise, technical support and financial investment before it could be seen as a potential future crisis education solution. Further, for some families in the remote rural hills, barriers remain regarding access to equipment (for example, radio).

2.6.1 Relevance

Children were supported in their studies through a distance learning approach during school closure due to COVID-19. Explaining the relevance of this intervention, an HT said: *“Children were bound to stay at home for many days and months and they were in fear of COVID. They needed to be engaged in studies, so that they could get rid of the anxiety brought about by COVID. Distance learning, in my opinion, was important”*. As discussed with REED staff, the availability of cell phones was provided in the target households and coordination with radio/FM stations was made. The trainers were requested to develop lessons to be delivered through the FM stations. Children and parents were contacted on cell phones to participate in the distance learning program.

2.6.2 Coherence

The schools were closed during COVID-19 throughout the country and, hence, the project schools were no exception in this regard. The government of Nepal, Ministry of Education, called initiatives to be taken to continue imparting education in schools through alternative means and published relevant guidelines. Aligning with these guidelines, a radio program was launched for the students of the project schools to impart lessons namely in English, Maths, Science, Social Studies and Nepali. The distance learning approach during school closure due to COVID-19 thus was found to be coherent to the national education program during the COVID pandemic.

2.6.3 Effectiveness

The effectiveness of this intervention was also assessed. According to a KII with an HT: *“The students were supported in their lessons from English, Maths, Science, Nepali and Social Studies. The time that the lessons were delivered by the FM was known to all the children in advance and their parents were requested to help their children in getting access to it”*. A booklet was developed by REED and given to the students so that they could use it during the day. It was reported that it supported the children to get rid of the anxiety and boredom, to some extent, brought by COVID-19.

2.6.4 Efficiency

The efficiency of the project in terms of running the radio education program was assessed to reveal how economically and timely resources/inputs were converted into results. During school closure due to COVID-19, a concept note was developed to run a radio program for the students of the project schools. Radio lessons were developed by the teacher’s trainers and were forecasted through the FM. The parents were contacted through cell phones and they were requested to help their children join the FM education program. The evidence as such reveals the efficiency of the project in running the distance learning program during school closure due to COVID-19.

2.6.5 Impact

The impact of the distance learning program was assessed to explore its long-term effect, if any. Referring to the impact of the radio program, most of the students during FGDs claimed that the radio

program paved a way for them to link themselves with their learning contents. They also claimed that they felt being cared for, even in the emergency period created due to COVID-19. They also told the evaluation team that they did not have to be apart from education and learning during school closure. They got free of boredom and a monotonous situation when they engaged themselves in the learning program through the radio. The parents reported that it was easy to handle the children during the day as they were engaged in the radio program and their lessons. The head teachers of the schools claimed that imparting education through the radio program in the region was a new learning for them.

2.6.6 Sustainability

The evaluation team asked the stakeholders (teachers, HTs, SMCs) whether the distance learning program would continue in the days ahead, especially in a similar emergency situation in the region. In reply, almost all of them denied it. In this regard, they said that the radio program for school students was a new practice in the district. Its institutionalization needs policy, strategy, expertise, technical support and financial investment, for which proper coordination, advocacy and preparedness on the part of the home, schools and local government was yet to be done. Moreover, for them, some families in the remote rural hills are extremely poor and they are not ready to manage the equipment (for example, radio) for their wards to get advantage from the distance learning program. Although this program was reported to be a praiseworthy endeavor, there was a lot to do to make it sustainable.

2.7 Child safeguarding practices

AHF Summary

Child safeguarding remains a relevant and important focus: A large number of children in the project sites were reported to be vulnerable to child labour, child trafficking, child marriage (although largely reduced practice), and domestic violence. However, the key stakeholders engaged in the program, like teachers, HTs, parents, children and SMC members are now becoming aware about child-safeguarding, and it was reported for example that corporal punishments in school have stopped, and in some schools physical safety measures such as school fences have been built by parents. Focal points and feedback mechanisms were in place.

Child safeguarding practice under the TTQE project was also assessed in terms of its relevance, coherence, effectiveness, efficiency, impact and sustainability.

2.7.1 Relevance

The intervention for child safeguarding practices in the project sites was reported to be relevant for many reasons. A large number of children in the project sites were reported to be vulnerable to child labour, child trafficking and domestic violence. Teachers and head-teachers under this evaluation explained that, due to poverty and ignorance in many families, the parents are compelled to allow their children to work to generate income. According to them, poverty and ignorance also encouraged, in some cases, the practices of child trafficking. Due to poverty, ignorance and habit of taking alcohol, parents in many families often exchange hot words leading to disputes which themselves often result in domestic violence on the part of the children in the family. Due to the landscape in the region, natural disasters like landslides and soil erosion are common, and children often become their victims. As a result, there was a real need for the children to be safe and protected. The project intervention which enhanced child safeguarding practices in such a context was relevant.

2.7.2 Coherence

The child-safeguarding efforts made under the project was duly coherent with the effort of the Government of Nepal to prioritize and supports children with safe-learning and protective environment through DRR and child-safety program, mentioned in the SSDP, 2073/074-2079-080 (2016/017-2022/023). Similarly, the provision against child-labour, gender violence and child abuse is ensured in the National Education Policy, 2019, especially in point 10.33.3. Efforts made for child safeguarding practices under the project are well fitted with the government education policy, plan and strategy.

2.7.3 Effectiveness

The measures for safeguarding children were assessed in the target school. The evaluation team assessed the status of safeguarding children in terms of awareness, empowerment, institutional arrangements for addressing issues related to child-safeguarding and complaint handling.

Safeguarding of children was largely explained in terms of protecting them from being harmed. For example, a teacher in a project school said: *“Children are more likely to get abused in the family and community. They are to be protected from abuse”*. In the same vein, an HT communicated: *“Children, especially girls are on the verge of sexual exploitation and harassment. Protecting them from it, in my opinion, is safeguarding them.”* However, for parents, child-safeguarding is protecting them from being hurt. For example, a mother in a FGD reported: *“I think, a child is to be protected from falling down or from being bitten”*. Such responses regarding child-safeguarding from different stakeholders are acceptable as a part of their awareness. In the discussion held with teachers, parents, mothers’ groups, HTs, and SMCs Teachers’ training program, it was noted that the orientations to parents, HTs, SMCs/PTAs, mothers’ group, and child-clubs included a child-safeguarding agenda. In these orientations, the stakeholders were informed about and sensitized to the nature and type of child-exploitation, harassment and abuse. The orientations program also consisted of measures to be adopted for protecting children from these.

The evaluation team also assessed the child-safeguarding practices in the project schools. It was observed that there was an arrangement for a gender focal person to handle the issues related to child-safeguarding. Child Clubs were empowered to inform their gender teacher about abuse, exploitation and harassment, if any, either in school or in the community. The gender teacher, on the other hand, was reported as handling the issues by coordinating with HTs, SMCs/PTAs. However, at the time of discussions with teachers, HTs and SMC members, it was communicated that no serious incidents related to the safeguarding of children occurred. Of course, the cases of child marriage were reported to have taken place. However, it was also noted that such cases were largely reduced by comparison to the past.

2.7.4 Efficiency

Training and orientation on child safeguarding were conducted to make the students, teachers, head-teacher, SMC and parents aware of identifying the issues related to child safety and their ways of responding. A gender focal role was developed and complaint boxes were managed in schools. SMC members claimed that they were on the way to managing infrastructure keeping the issues of child safety into view. Child Clubs in schools were developed and they were empowered to seek help from teachers and parents to ensure safety measures were available to them. The efforts made as such therefore appeared to be efficient to ensure child safety in the project schools.

2.7.5 Impact

Some key impacts were noted in relation to the safeguarding of children. For example, the key stakeholders like teachers, HTs, parents, children and SMC members became aware about child-safeguarding. HTs mentioned that: *“Corporal punishments to children are stopped in the school”*. In

some schools, it was reported that the SMC members together with the parents fenced the school compounds so that the children could not go out and/or fall down the hills. Child Clubs and their focal persons, gender and information focal persons, SMCs/PTAs and even mothers' groups began to consider the measures necessary to prevent possible harm to the children in every endeavor.

2.7.6 Sustainability

The basis for the sustainability of child safeguarding practices was developed. For example, children, parents, teachers, HTs, and SMCs were made aware and empowered to identify issues and the ways to address them. They were also sensitized on child rights and their implementation in the school and home environment. Focal persons were appointed in schools to hear child grievances related to their exploitation, abuse, violence, exclusion and discrimination. These structures and efforts to ensure safeguarding of children were claimed to be continued in the days ahead.

2.8 Financial Analysis

Financial assessment was made by comparing the income vs the expenditure of the TTQE project using the secondary information provided by the REED Nepal. During analyzing the variance of budget allocation against actual expenditure, the travel/administrative and evaluation components are over planned budget, whilst all other components are under.

Table 6: Income versus expenditure

| Particular (Line Item) | Income | Expenditure | Variance | Expenditure (%) |
|------------------------------|---------------|---------------|--------------|-----------------|
| Human Resource (Salary Only) | 22,945,433.77 | 22,450,000.29 | 495,433.48 | 26.62 |
| Activity Cost | 48,459,103.9 | 44,307,596.57 | 4,151,507.3 | 52.53 |
| Admin and Travel | 16,677,512.00 | 16,799,948.00 | -122,436.00 | 19.92 |
| Evaluation Costs | 780,000.00 | 788,175.00 | -8,175.00 | 0.93 |
| Grand Total | 88,862,049.67 | 84,345,719.86 | 4,516,329.80 | 100 |

Note: Data was taken from excel spreadsheet provided by REED Nepal on 23rd April 2021 and not from the audit report.

2.9 Some key challenges

The evaluation team observed some key challenges in the TTQE project which are discussed below:

2.9.1 Human resourcing/coverage

Lack of sufficient human resources in some schools was observed as a challenge to implement the TTQE project successfully. In this regard, a teacher in a FGD said: *"There is no sufficient quota for teachers. We are highly loaded with teaching hours during the day. We teach about 8 periods in a day. If a teacher is absent for some reason, the remaining teachers have to handle the class"*. Because of the heavy load of the teaching hours, as it was discussed in a FGD, the teachers were not able to engage in constructing and managing learning materials and developing lesson plans. The heavy load on the part of the teachers also did not enable them to manage time to bring change in techniques, methods and approach of teaching in the classroom. In this regard, a teacher in a FGD reported: *"I use only answer-question methods while teaching students in the classroom"*. This is because the answer-question method is less time consuming and easier for teachers to handle many other subjects in

different classrooms throughout the day. It is therefore advisable to coordinate with the local government to address this issue.

The school often remains in a dilemma over allocating teachers to particular subjects. In this regard, an HT noted: *“Due to lack of teachers in the school, one teacher engages in literacy related activities during one year and the other teacher in the next year. Since all the teachers have not received literacy training, their performance may not be equal”*. An extreme case was found in the selection of teachers for the training: *“I am an ECED teacher. Since there was no teacher to send for the EMS training, the HT sent me for it”*. That teacher then resumed his work in the ECED classroom. Such events were not found to be only occasional, but it would be recommended to review the process of selection and entry of teachers in the training.

2.9.2 Combined training approach

Teachers teaching in lower grade to higher grade were trained together in a hall. The mass training of teachers was challenged by a teacher in a FGD: *“Conducting training by combining teachers teaching in lower to higher grades created problems. For example, the contents, techniques and methods used in higher grade differ from that of lower grade. The agenda of teachers teaching in higher grade got more focus and those who teach in lower grade got only little attention”*. All the teacher’s participants in the training were not provided with equal learning chances and it would be advisable to organize different training times for lower and higher grades.

2.9.3 Certification

Initially, the training program was designed according to the TPD model so that the 300 targeted teachers could get certification from the NCED/CEHRD. However, the teachers did not receive that certification as they did not complete the TPD training cycle of 30 days training credit. The program was impacted by COVID-19. Ensuring that teachers are able to get accreditation, taking into consideration their workload, would be important to consider in the next phase of the program.

2.9.4 English as primary teaching medium

The parents and community members expect children to be instructed in English medium in the classroom. However, the teachers reported not being ready for it. In this regard, a teacher during a FGD communicated: *“If we are trained to teach students by using English as a medium of instruction, we can teach the students in English medium. The parents would trust us and send their wards to our schools”*. Although the evaluation team cannot mention the exact number of participants who held such views, such comments were made in many of the FGDs with teachers and interviews with HTs. The parents' wishes and demands that their children be taught in English medium is not fulfilled in the target schools. As a result, a large number of parents send their children to private schools. The training program ran under the TTEQ project focusing on CLIPS and EMS seems, in this context, not sufficient.

2.9.5 Training frequency

The training provided only once to the specified teachers was not reported to be sufficient. In this regard, an EMS teacher in a FGD said: *“EMS training, just one time, is not sufficient. It is to be backed up with refresher training. A lot of confusion takes place on the way to using training-skills into the classroom”*. Teachers would benefit from mentoring, feedback, suggestions and follow up support after they are sent back to their respective school from the training.

2.9.6 Homework and practice at home

The evaluation team asked the EMS teachers about the challenges they may have encountered to achieve the target learning achievements in English, Maths and Science. In reply, a Mathematics teacher noted: *“Mathematics is a subject which demands a lot of practice at home. Since many of the*

students do not have such an encouraging environment at home, they often do not spend time on Maths practices". An English teacher reported: "In English, students need practice in terms of listening, speaking, reading and writing. Just a 40-45 minutes' period, once in a day, does not seem to be sufficient for this". Promoting parents' understanding to connect the efforts made by teachers in the classroom with the learning environment available at home is important.

The training therefore needs to focus to enable teachers to impart the specified knowledge and skills within the given time frame.

2.9.7 Materials

During FGDs with EMS teachers, they reported having used textbooks, grid, Teachers' Guide and other reference materials. However, when asked to show these reference materials to the evaluation team, they communicated that, at present, they did not have them all.

Some teachers claimed that they developed learning materials by themselves using chart paper, but how many different materials they have and how frequently they are rotated is unclear. As noted above, mentoring and follow up in the classroom environment following the training is important to ensure teachers are well equipped and up-to-date with learning materials and that materials are updated and regularly changed. REED needs to ensure that the monitoring planned to be undertaken by SMCs and HTs is occurring regularly through, for example, a monitoring plan reviewed at specific intervals. Teachers should be provided with opportunities for self-study, self-empowerment and self-engagement in designing materials in line with the lessons to be delivered in the classroom.

2.9.8 Reading & subject corners

The study team observed that reading corners were allocated in the classrooms. For example, there was a name card for English, Math, Science, Nepali, etc. pasted on the different walls/corners of the classrooms. Around the name card, some charts and graphs related to the subjects were also pasted. When asked, during a classroom observation, about the use and importance of the reading corners in the classroom, the teacher reported that it was for classroom decoration. It would be therefore important to ensure that the reading corners are connected with active engagement of children in related learning activities, that they are used to make the teaching more lively and that connections between them be made. In this aim, stronger mentoring of teachers is required.

2.9.9 Bookcases/libraries

The project also supported the schools with bookcases/racks to keep books. However, in most of the schools, the bookcases were either empty or they were used to keep some other things such as a broom. During observation of a school library, the evaluation team did see some books placed in the bookcase. However, the teacher commented: *"These books are provided by REED Nepal, but they are not sufficient. They are not suitable for the students of all levels"*. However, the HT of the same school claimed that children were coming to read stories from these books.

Due to lack of sufficient resources in a number of schools in Nepal remote areas, taking the initiation for developing libraries in schools is highly needed but this requires sufficient resourcing, proper use and management.

Although it was not sufficient, teachers and students used the materials. A library teacher was appointed to issue the books to children.

2.9.10 Science labs

The evaluation team also observed the science labs established in Namuna schools, as well as the computer labs provided by the project. A NS teacher noted: *"The equipment in the Science lab was made available from the project. But this equipment is not sufficient. Two or more pieces of equipment*

are needed to demonstrate one experiment. Sometimes, in the absence of one piece of equipment, a particular experiment is not shown". While observing another science lab, the evaluation team saw that the science lab, the computer lab, the library books, the materials for games and sports were all kept in a single room. It looked like a storeroom. The HT of the school noted: *"There is not sufficient room to run even regular classes, then how to manage the science lab, the library and the computer lab in separate rooms"*. One computer was packed in a box and there were several such boxes with one box kept over the other.

For the next phase of the project, it is essential that a thorough assessment be done in each school to look at issues of space, capacity of teachers to manage material, storage availability, maintenance issue, number of materials to be provided to ensure effectiveness. It is highly advisable that REED conducts a stock check of material distributed and reallocates, as per the assessment above, material not used in schools.

2.9.11 Continuous Assessment System

Challenges were also found in relation to using CAS regularly. Stating problems in using CAS, teachers said that they had to teach each and every period (throughout the day) in the classroom from 10am to 4pm. According to them, they engaged in teaching different subjects in different classrooms the whole day long because of an inadequate number of teachers in the schools. As a result, they could not get enough time to focus on CAS. The other problem, as agreed by HTs, was that the CAS form/file for individual students in the schools needed to be bought from Biratnagar- a city far from the district. For this, as it was reported by HTs, the schools did not have sufficient budget and, hence, use of CAS was not found to be regular.

2.9.12 Going to school support program

The project intervention with GSS was reported to be helpful by the consulted stakeholders in the study sites, but this intervention was also not found to be free from challenges. The purpose of GSS, as stated by a REED field staff, was to bring to school children who were not attending or accessing school because their parents were not able to provide them with basic requirements such as school bag, uniform or stationeries. However, in some municipalities, the program was not found to have supported those who were actually in need. For example, in one of the rural municipalities (Thulung Dudhkoshi), the evaluation team visited GSS students at their home and met their parents. Some of them claimed that they would continue their education, even if they stopped receiving GSS support from the project.

It was also reported that there were some students in the community who were out of school and meetings were held with them. The evaluation team would recommend for REED Nepal to carry out a reassessment of the current scholarship students to ensure they still need the support of the GSS program and, if not, free some resources to support other vulnerable students.

Similarly, the GSS students were provided with some materials but clear assessment of needs and monitoring of how the material was used and how effective it was is required. The evaluation team found that the material distributed was useful in some cases, but, in many cases, it was not so. For example, some supportive materials related to personal hygiene, such as comb, nail cutter, soap, toothbrush and toothpaste were provided to the students, so that they could set the habit of and maintain personal hygiene. However, during the visit to their houses, the evaluation team found most of them with uncombed hair, long nails filled with black dirt, unwashed clothes, unbrushed teeth, etc. This created the impression that material supports under the GSS program were not properly used.

When asked the reasons for these materials provided to some GSS students, one child simply said: *"I do not know"* and another said: *"perhaps my parents know it"*. If the assessment recommended above shows that such support is still required, it would be recommended to ensure the students understand its purpose and accompany it with awareness raising on hygiene.

It was reported that out of Rs. 4000/- provided under the GSS program, some amount was spent in buying school uniforms and the remaining amount was spent, in some GSS families, in buying hens which the family members enjoy eating during festivals. The evaluation team wonders whether provision should be not made to help such parents in using the amount in some sorts of entrepreneurship activities which may be locally relevant. The small business or entrepreneurship would help them economically self-sustaining and that they would be able to afford for their children's education by themselves.

2.9.13 Tole reading group

Practice of Tole Reading Group (TRG) was a unique idea generated under the project in order to contribute to meet the purpose of CLIPS. However, TRG in some schools of the catchment area was reported to have only recently been formed and was in the process to start operating. In the case of some other schools, the TRG was already operating for a long time. Some of the TRGs were linked to the 14 new CLIPS schools that only joined the project in 2020/after COVID as opposed to the original 14 schools that joined in year 1 of the project.

The evaluation team inquired about the participation level of parents in TRGs. A literacy teacher noted: *"Parents' participation is low. Since parents are very busy with domestic chores, they do get time to participate. Sometimes, the TRG is stopped due to low participation of parents"*. The HT of the same school also asserted that ensuring parents participation in TRG and also in some other school activities is difficult. For the HT, if the parents are provided with some incentives, their regular participation can be duly ensured. The sustainability of such a proposal should however be assessed. It is however important to ensure regular attendance of parents in TRG for the children's benefits.

2.9.14 Roles and responsibilities, and staff turnover

At the project design phase, it was envisioned that the REED Training and Research Department based in Kathmandu would handle all the core training programs and the REED district team would do the follow up activities only. However, the Kathmandu team shifted to other priority areas and the project lacked sufficient school-based support from the district team when the project reached the implementation phase.

In addition, the project was impacted by high staff turnover both in REED and Program Manager at AHF. Obviously, the newly recruited staff took a bit of time to understand the project and be able to manage it effectively, resulting in some delays with implementation.

2.9.15 GEDSI coordination with WCSCU

The sustainability of the GEDSI intervention is another challenge in the project. Gender equality, social and disability inclusion, sensitization and empowerment of mothers' groups, capacity strengthening of parents and children in relation to rights and protection, as well as prevention of children from exploitation, abuse and harassment are social issues. These social issues are supposed to be handled by the Women, Children and Senior Citizens Unit (WCSCU) of the local government. However, this unit/office of the local government does not seem to have been involved throughout the project. The evaluation team personally went to meet the Head of the WCSCU of one of the RMs to learn how his/her office contributed to the agenda of GEDSI, disability, child safeguarding, etc. under the project. He replied: *"Nobody has come yet to me to ask for any such help. I am totally unaware of it."*

GEDSI, social and disability inclusion, and child safeguarding should be linked to the concerned department of the local government system.

In addition, because of the lack of sufficient technical experts to follow up, the support needed by the teachers to effectively implement those aspects, especially in the post-training phase, became weak as compared to the original plan.

2.9.16 Mothers' groups

Mothers are intensely busy in household chores and agriculture. They cannot make time to organize meetings or get together to discuss their support, roles and responsibilities in their children's education and schools. While interacting with the evaluation team, members of the mothers' groups noted *"The schedule for the meetings and venue are not fixed"*. That is, generally the members of Tole Reading Group get together in schools on Saturday but sometimes this schedule is changed. Many of the mothers in the group could not explain what they were meeting for. This means, they did not attend the meeting regularly.

2.9.17 Disability inclusion

There were many schools visited for the purpose of the evaluation that were found not to have a ramp. In one of the schools, a ramp was available but it was very small and a wheelchair could not properly go through. There was no provision for early screening to identify disability in the schools and community. As a result, the record of which child is suffering from what sorts of functional deficiency is still not available in the schools. Although building infrastructure was not part of the project, provision for ramps was realized important to ensure disability inclusion in schools. This should be considered in the next project phase?

One Nepali Sign Language Teacher was supported in Garma School. One community hall was built and five different classroom blocks were constructed for Garma school with the support of AHF as part of a separate project and donor funding.

2.9.18 Child safeguarding

REED staff were trained by AHF and DFAT on child safeguarding during the project period and REED policy and procedures were reviewed and developed. More work is however required at the field level where, despite suggestion boxes being available, no complaints were recorded. Therefore, either children were not empowered sufficiently to make a complaint or no issues related to child safeguarding were shared with the evaluation team. Children got orientation on child rights and Child Club focal teachers were established at the start of the project but their review, performances, challenges and learning were not regularly shared among them.

Child safeguarding awareness and empowerment were done within the school context. Mothers' groups and TRGs were formed and they were provided with orientation on child-safeguarding but its follow up needed regular supervision.

2.9.19 Project planning, implementation, M&E and decision-making process

The evaluation team assessed project planning, implementation, M&E and decision-making processes. For this purpose, data was collected through interviewing the REED field staff and the REED team based at the Kathmandu office. The interviews were held with the Program Director, Program Manager, CEO, trainers, Education Development Officers, Education Coordinator and social mobilizer.

In an interview with REED Nepal Kathmandu (central level) staff, it was reported that thirteen (EDO-7, EC-1, Finance officer-1, Social mobilizer-4) field staff and four central level staff (Program Director, Program Manager, CEO and MEAL Manager) are currently involved in the TTQE project. REED central staff communicated: *"Basically, central level staff are involved in planning and M&E while the field level staff are involved in implementation of the project. However, feedback, suggestions and comments are duly collected from the field staff while developing plan and M&E strategy"*.

While inquiring about the capacity building of the field staff, one of them said: *"Every EDO working in the field has received ToT and therefore they work as trainers and Education Development Officers as well"*. However, another noted the pressing need of expertise among them, especially in relation to GEDSI, disability, health & safety and DRR.

REED trainer noted that, because of frequent change of staff both in the field and in the central office, the implementation of the project did not align fully with its design. In an interview with an M&E officer, it was communicated that M&E tools were developed in the central office and shared with the central staff team for comments and feedback which are, later, sent to the field staff for implementation.

It is not clear whether the field staff were oriented on how to use the monitoring tools and if their monitoring performance was evaluated by the M&E team in the center. REED needs also to assess whether the field staff can monitor and evaluate the program, events and activities as efficiently as the MEAL Manager, who has a sound technical expertise, but is not based in the field. A field level staff reported: *"The central staff visit the field only at a time when a specific issue is raised. Now it is important to increase event-based visits on a regular basis"*. Lack of human resources, especially with special expertise in the related components, was claimed to be the reason behind the lack of regular visits, follow up, review and revision of various supports made under the project.

The social mobilizers were assigned the responsibility of consulting with GSS students and parents, for distributing support to them and counselling their parents and children. However, their way of counselling the parents and motivating GSS students for enhanced learning outcomes was reported to be weak. According to a REED field staff, the social mobilizers were still in need of being capacitated through training and orientation.

The scope of the TTQE program was wide with a number of components and a series of activities and events. Their proper accomplishment required sufficient human and non-human resources, time, review and follow up. Although planning, monitoring, implementation and decision-making in the project was claimed to be collaborative, limited technical human resources, finances and time impacted the expected impact of the project. One of the REED staff commented: *"Due to school closure in response to COVID-19, the implementation of the project did not go ahead as it was initially planned. Once the activities and events for implementing the project stopped, it did not take off at a similar speed after the schools reopened"*.

2.10 Lessons learnt

There are some lessons to be learnt under TTQE project intervention which are presented below:

- ❖ Project intervention covering one hundred schools throughout the district, especially incorporating a number of areas of interventions such as Namuna schools, CLIPS, EMS, GEDSI, disability inclusion, DRR, child safeguarding, WASH, distance learning, child friendly schools, inclusive quality education, sensitizing and empowering the school and community level stakeholders, etc. could be impossible without the strong commitment of the AHF, deep engagement of partner organization and supports from the federal and local level government of Nepal. Integrated support (joint implementation) from donors, government and partner organizations could make the TTQE project possible amongst all the seven rural municipalities including 1 municipality, despite their geographical constraints.
- ❖ Out of three years of duration, the project substantially ran for only two years. Due to COVID-19, the schools remained closed for about 7/8 months. Even in the period of school closure due to COVID-19, the efforts were made to bridge the schools and the children through the distance learning program. This gives the lesson that the distance learning program can be one of the alternative means to use in the Solukhumbu-like geographical areas in Nepal.
- ❖ This project has also taught how to integrate social components (GEDSI, disability, child safeguarding, etc.) into education components (training, ECED supports, construction and use of learning materials, etc.) to ensure proper integration of community and schools for inclusive quality education. Since the mothers' group formed in Namuna schools played an important role in creating ECED opportunities, social components as such appeared to be useful in ECED support.

2.11 Strengths and opportunities

The following strengths and opportunities were observed during the project evaluation period:

- ❖ The local level governments in each rural municipality are highly interested to own the project achievements if they are technically capacitated for it.
- ❖ Training, orientation, learning material support, etc. under the project encouraged the SMC/PTA members, HTs, children, teachers, and even parents to take on a new approach for ensuring inclusive quality education in the project sites.
- ❖ Mothers' groups are enthusiastic to contribute to the schools depending upon their time and resources. The community members began to realize that the schools under the project are being improved and that the quality of the children's education was also improving. Therefore, the trust of parents and community members in the project schools increased. In the case of one project school, the children studying in private schools shifted to the community school.
- ❖ Because of the availability of play materials, opportunities for participation in school activities and friendly-behaviors shown by teachers, children feel happy during their stay in the schools. As a result, they eagerly want to come to school, rather than staying at home during the day. To verify this achievement, the evaluation team observed the attendance register of students in some Namuna Schools and found that the number of students at the beginning of year was the same as at the end.
- ❖ Provisions of science lab, computer lab, libraries, reading corners, complaint box, first aid box, etc. were taken as the attractions for children to be regular and engage in studies.
- ❖ The project intervention has covered beneficiaries from marginalized communities in remote areas.
- ❖ Almost all teachers are trained in TPD and pedagogy, except the newly recruited teachers from the teacher's service commission (as per the FGD with teachers in 21 schools). The newly recruited teachers did not get such an opportunity. When they arrived in the schools, the training sessions had already ended.
- ❖ AHF and REED were recognized as prestigious among the key stakeholders in the schools, community and RMs.
- ❖ Trainers play multiple roles which contribute to ensuring coherence between the training and its implementation in the classroom; as well as with the monitoring and feedback mechanisms. Many of the trainers were also involved in school visit activities in the TTQE project. They thus could get an opportunity to check whether the classroom activities were in line with the training provided to the teachers.
- ❖ The project team and/or employees are qualified and experienced in terms of planning, and implementing the TTQE project.
- ❖ The project team has attempted to ensure strong coordination with the government line agency at district and RMs and the task of coordination is still going on.
- ❖ Funding commitment from AHF can be taken as one of the key strengths of the project.

CHAPTER 3. CONCLUSION

It is imperative to help children participate and acquire quality education in the present-day world, But the issue becomes more pertinent when it is observed with the lens of the children staying in Solukhumbu District in Nepal. The TTQE project seems to be demanding in the case of Solukhumbu District when it is observed with the lens of the underlying poverty among the target children, their disconnection with the world outside, especially through the internet. Teachers' training is one of the key focuses of the project, based on the premise that quality education can only be imparted through quality teachers in the classroom. However, in Solukhumbu District, only implementing teachers' training would not suffice to establish inclusive quality education. The active participation of other stakeholders at local level such as local government and school representatives, parents - and mothers in particular - and other key community stakeholders is also required. Therefore, interventions for raising their awareness, sensitization, empowerment and capacity is a must.

The old-age socio-cultural traditions of gender hierarchy is often seen as an obstacle in providing equal opportunities for both boys and girls. Socio-culturally, children are supposed to be at the lower level in the family and schools and, hence, their participation in decision-making in those areas is not considered to be significant. Dalits, marginalized and disadvantaged children are often prevented from the opportunity of education and are on the verge of getting abused, violated and exploited. Without intervention to address such issues, quality education for those children cannot be ensured. On this basis, it seems pertinent for the TTQE project to include some social components for intervention such as GEDSI, social and disability inclusion, child safeguarding, DRR, etc.

It is the government responsibility to address the social and educational needs of the children in the remote communities targeted by the project and any project in those areas is expected to support the government efforts. The implementing organization should intervene in the areas that the government has not been able to include in its mainstream development. The implementing organization should also bring the issues into the notice of the government and help people raise voices to get them resolved. However, in the case of Solukhumbu District, the local government is yet to have the capacity to actively and efficiently own the project activities and achievements. Although the teachers, HTs and SMC/PTA members of the target schools were trained to ensure their active involvement for inclusive quality education, these stakeholders are still on the way to ensuring such quality education in schools.

Those stakeholders have not yet been able to fully impart quality education as planned through the 13 different milestones of the Namuna School approach, the CLIPS and EMS components. If the project was to stop after the third year of implementation, the investment made up to now would go in vain. It is therefore advisable to extend the project intervention with added resources. During that time, the local government needs also to be made responsible for investment, monitoring, follow up and support. The model of intervention should not be linear but cyclic, so that the support to teachers, students and other stakeholders would be repeated until the system developed for quality education becomes a part of the school culture.

CHAPTER 4. RECOMMENDATIONS AND CONSIDERATIONS FOR THE NEXT PROJECT PHASE

The evaluation team would like to recommend the undermentioned ideas and activities to be implemented in the next project phase so as to make the project more effective, impactful, sustainable and efficient.

4.1 Training support

The training curriculum consists of innovative pedagogical skills, psychosocial skills, development of learning materials and its usage, evaluation skills including school based follow up and support. However, in the post training phase, the target teachers needed mentoring support which was not sufficient due to lack of enough technical human resources. The project consists of English, Maths, Science, Nepali literacy/CLIPs, Child Safeguarding and ECED, and other training programs. Each component is interrelated to each other focusing on the curriculum of school level. It is therefore important for REED as the implementing organization to manage sufficient technical resource personnel. It is also recommended to make efforts for accrediting the training by coordinating with the CEHRD.

4.2 Linear vs cyclic model of the project

The project was found to run in a linear way. That is, the implementing organization provided the support and the beneficiaries received/consumed them. Once the support was stopped, the target group would stop to get benefit. Support such as classroom management, construction and development of learning materials, teachers' training, follow up and feedback, capacity building, advocacy, coordination, etc. needs to be provided in an iterative form. In the context of the TTQE intervention, there is a clear distinction between the receiver (such as students, teachers, parents, SMC, etc.) and giver (i.e., the implementing organization). This insight emerged among the evaluation team members when they heard from the target groups (from teachers, students, SMC, HTs and even local government representatives): *"We need REED support. REED provided us this support. It is difficult to go ahead without REED. If REED does not give us this support, how is it possible."* Although this is not found throughout the district where the project is running, the stakeholders in many rural municipalities under the project provided similar comments. In this context, the evaluation team would like to propose to run the project according to a cyclic model in which every stakeholder appears to be both supporters and beneficiaries; and each would contribute to the performance of the others in some ways repeatedly. According to this, some recommendations are made related to the project components as below:

4.3 The project components related to some social issues

The project includes some components that have a strong relation with social change/transformation. These are GEDSI, child safeguarding, DRR, possible vulnerability (abuse, violence, exclusion, discrimination, suicide cases) on the part of children. The purpose of these interventions in the TTQE project was to foster the enabling conditions for quality education ranging from schools to community. The municipality or rural municipality has a separate unit entitled Women, Children and Senior Citizens to handle these social issues but, as noted above, those units were not engaged in the project although the Head of one RM communicated being ready to be involved. Similarly, there is the provision of a Child Protection Committee (CPC) in the rural municipalities which was also not found to be connected to the project.

Some key structures were developed during the project intervention such as a focal person in school related to each issue (such as GESI, DRR, etc.), TRGs, Mothers' Groups, Child Clubs with the aim to improve the existing situations related to each issue. However, the evaluation team hardly found any functional connectivity between and among them. It would be important to ensure that the CCs, MGs, TRGs, focal persons, CPCs, REED and the office of WCSC of RM exchange their support and identify how they can contribute to the performances of the others. The evaluation team would like to propose a diagram that would contribute to these issues (Figure 7). According to the given figure, focal person, network, CPC, MG, Child-club and TRG are to be functionally connected with the social issues such as child safeguarding, GESI and DRR. REED, WCSC, DPAC/VPAC/MPAC can jointly work to support, regulate, monitor, evaluate to ensure the outcome of the given social issues.

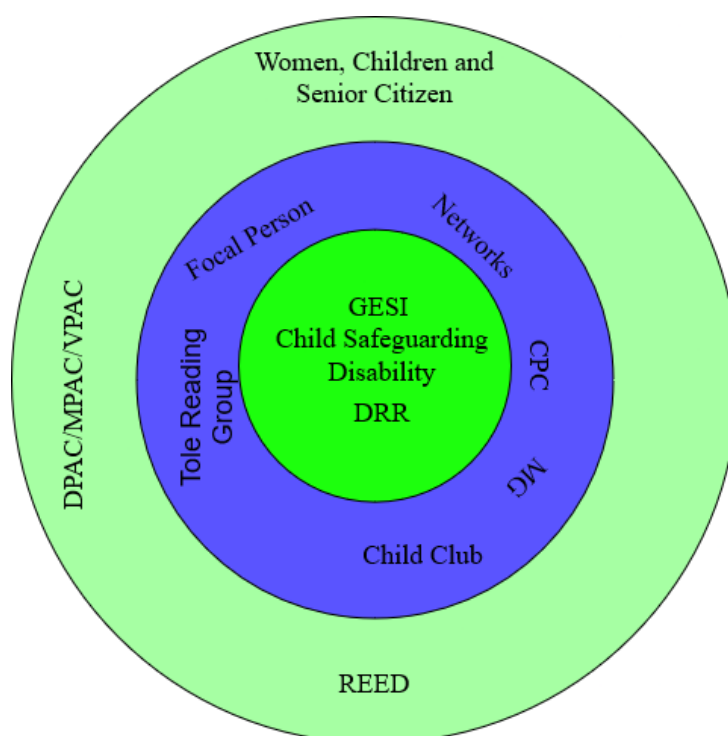


Figure 11: Cyclic model of intervention with social issues diagram

4.4 Project Management and governance team: central and field office

The evaluation team interacted with the TTQE project team members working at both central and district branch offices to explore the project, governance and human resource management. A series of interviews were conducted separately with the CEO, Program Director, Program Manager, MEAL Manager, Education Development Coordinator (EDC), Education Development Officer (EDO), Trainers and Social Mobilizers. An interview was also conducted with AHF representatives to understand their purpose, interests and support. The existing project team was found to be operating in a linear and hierarchical structure. For example, the social mobilizer was reported to be under their EDOs and each EDO was reported to be under the EDC, himself/herself under the Program Manager. For example, a social mobilizer needs to have connections with DEO, EDC, Program Manager and MEAL to ensure effective communication and/or dissemination of information; rather than just working under EDO. Such hierarchy was seen to have weakened the level of transparency and governance. Of course, there was provision for teamwork, group discussions on a particular agenda and exchange of working experiences which is appreciable. However, the system to communicate grievances of each staff

working in the community, schools, district branch office and central office should be put in place, as well as a performance system to communicate the strengths of each staff and address their shortcomings. These need to be considered in the next program phase.

The MEAL Manager was found to need to ensure direct and frequent involvement in monitoring activities related to each component of the project. It was noted that the person for M&E developed the monitoring tools which are then shared with the program director and the program manager for feedback. After incorporating their feedback, the tools are ready to be implemented. Implementation of the tools are mostly the responsibility of the EDOs who are the only field-based staff with the MEAL Manager visiting the field sometimes. Since the project consists of several components and each needs special expertise in relation to the development of monitoring tools, it is questionable why this task was assigned to one individual and why it was circulated to only a limited number of staff for feedback. There should be an M&E team consisting of members with special expertise in the related components of the project and provision for hiring experts as/when necessary.

In an interview, it was reported that the Program Director visits the project sites and meets the students, teachers, HTs, SMCs, parents, etc. The Education Development Coordinator also claimed the same. In addition, the program manager was reported to have supported the coordinator, EDOs and was reported to work 50% in the field and 50% in the central office. If the program manager, program director, the coordinator and EDOs all visit the field, it is unclear why the teachers' support mechanisms including mentoring, follow up, feedback and review remained weak. For example, the evaluation team observed the meeting minutes of a SMC meeting in a Namuna School, in which there was not a single decision recorded related to teaching-learning activities, teachers' support in the classroom, students' learning achievement, community engagement for school improvement, mothers' groups and TRGs follow up.

The evaluation team would therefore like to propose revision and improvement in the project management and governance mechanism as presented in the diagram below:

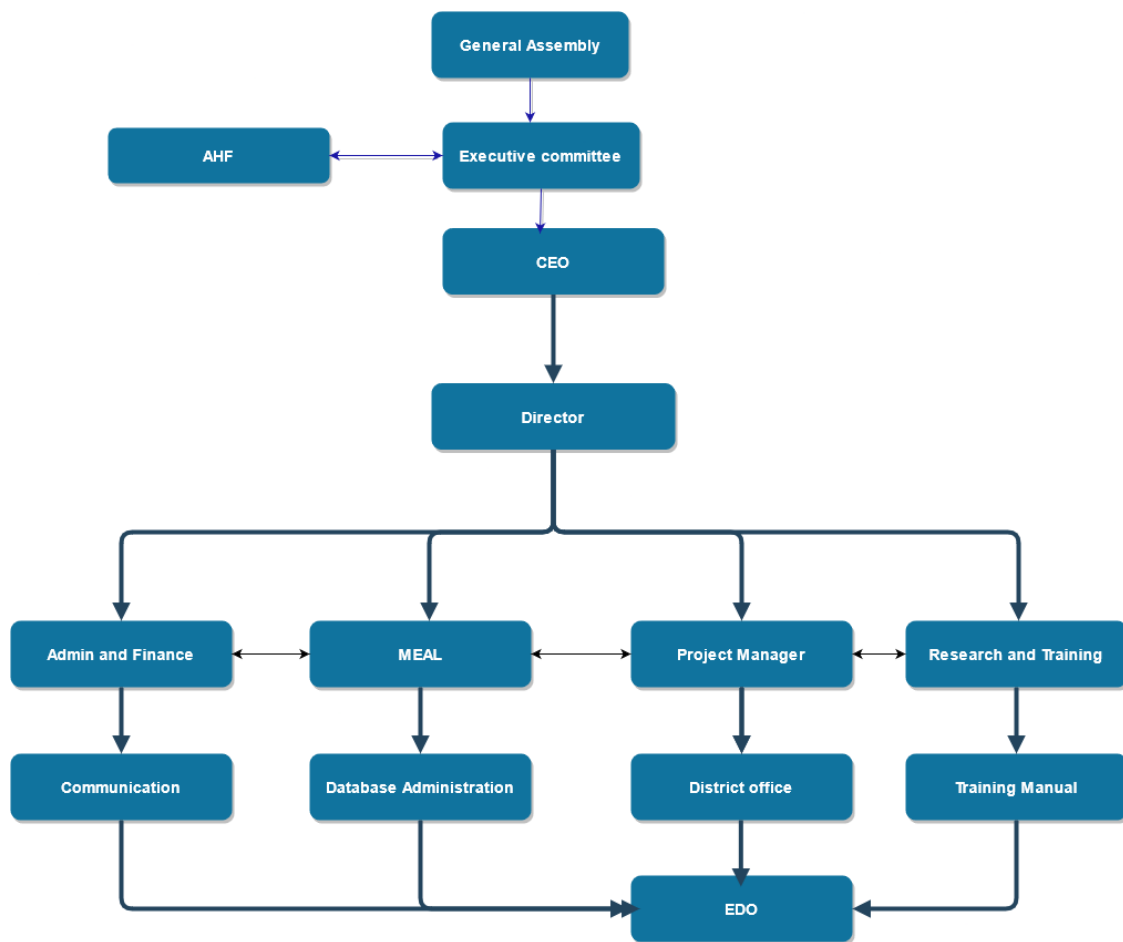


Figure 12: Project management and governance: central and district branch office diagram

4.5 Inclusive quality education

Inclusive quality education was reported to be the key focus of the project. However, the term ‘inclusion’ in the context of this project was questionable. For example, CPC and WCSC do not seem to have been included as mentioned earlier. Some stakeholders such as some SMC/PTA members, District Education Coordination Committee Head, elected representatives and community members of some RMs and also parents seem to have been included only at an awareness level. SMC/PTAs members of other municipalities, as well as HTs, teachers, mothers’ groups, TRGs, students, focal persons of GEDSI/DRR, etc., seem to have been included at both awareness and empowerment levels. For example, the local government in the Necha Salyan RM invested some amount for quality education activities and accomplished them with the REED’s technical support, but very few of the RMs are functioning as per the motto of inclusive quality education. So far as the matter of GEDSI is concerned, gender equality is sought only in terms of gender disaggregated data and participation which is not, in fact, the essence of GEDSI. It should rather be considered at each and every step from planning to implementation and also from input to outcome phase of the project. For example, if training is assessed in terms of GEDSI, it is to be observed at the training design, selection of participants, delivery of training, assessment, follow up and feedback. Such kind of rigorous monitoring and revision is to be properly maintained in the next project phase.

Similarly, inclusivity should not be taken only as participation to show physical presence but also at the level of function and/or transformation. For social components (such as GEDSI) to contribute to quality education and for the education components (such as teachers’ training or learning material support) to be inclusive, ensuring the active and performative roles on the part of each stakeholder, as presented in the diagram below, is critical.

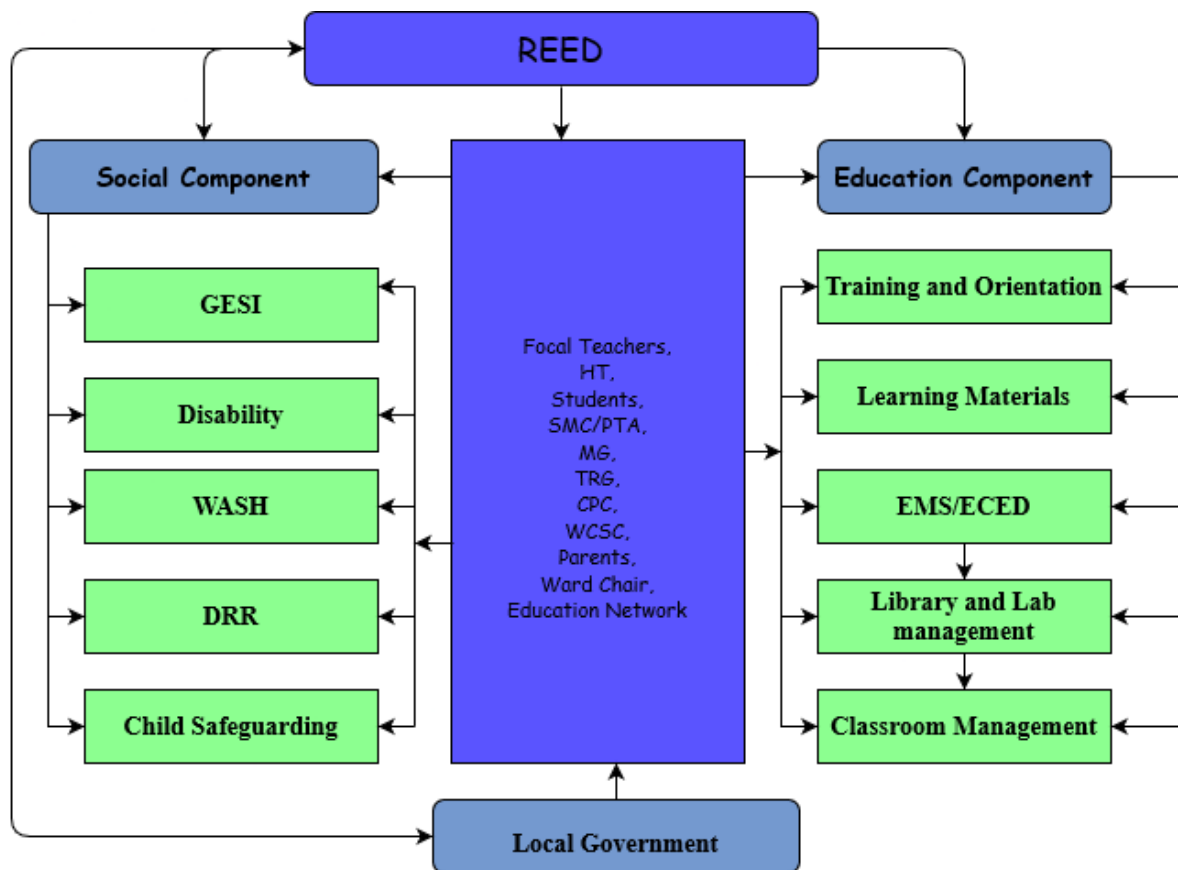


Figure 13: Inclusivity for quality education diagram

4.6 ECED supports

ECED supports contributed to strengthening the capacity and empowering the ECED teachers to some extent, improving classroom management and increasing availability of some play materials. However, these are not sufficient to bring the expected change. The support for ECED needs to go in line with holistic development (physical, cognitive, social, emotional, language) of children which can be ensured through opportunities for early learning and development specific to each developmental aspect of children. Learning and play materials specific to holistic development of children are to be ensured for early age children in schools. In addition, awareness, empowerment and capacity building of parents are to be focused regularly. Parenting education for ECED can be helpful in this context. Parenting education programs can further be substantiated through homebased visit, counselling and feedback to enhance the system of care and support for early age children.

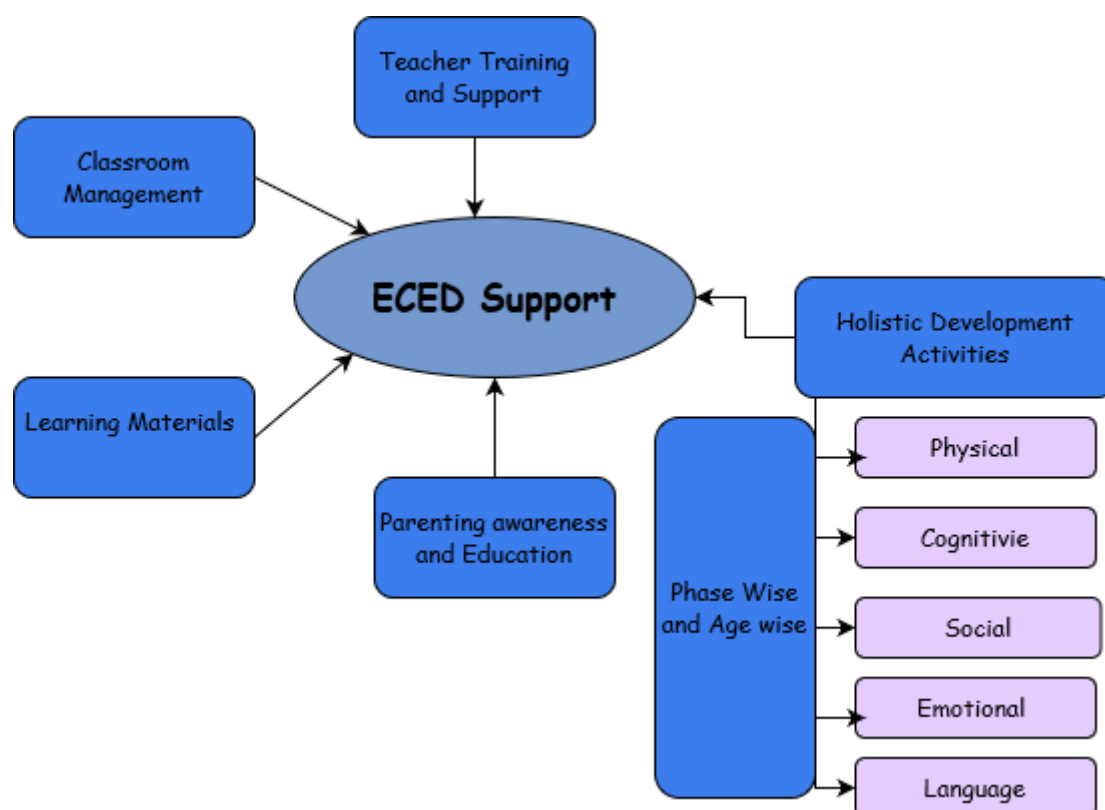


Figure 14: ECED Supports Mechanism diagram

4.7 Namuna schools, CLIPS, EMS and GSS interventions

Currently one hundred schools are under the intervention: 11 Namuna Schools, 28 CLIPS and others are EMS. Similarly, 364 students are supported through the GSS program. The existing human and financial resources seem to be insufficient if these all are to be continued in the next program phase. Either the donor agency needs to increase the project budget or the deep participation of local government, with required financial support and their active engagement in monitoring, evaluation, follow up, feedback and review, is needed. If it is not ensured, there is the possibility that all the support and investments made to date could gradually go in vain.

The CLIPS, EMS and GSS interventions are to be reduced from the project components or the local government is to be made fully responsible to run these programs at their cost, with the technical support of the partner organization. If the project runs in the existing form, covering the almost entire district with the various components such as CLIPS, EMS, etc., it requires an added amount of money.

The Namuna School intervention, by its name, creates confusion. They are not at the level of a Namuna (Model) as per government NS guidelines and there is neither a plan nor specified duration to hand the schools over to the local government by formally announcing them as Namuna Schools. It is therefore suggested to revise the name.

5. REFERENCES

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11. School Sector Development Plan 2016/17-2022/23, Government of Nepal
12. Sustainable Development Goal 4: Education 2030: Nepal National Framework
13. Sustainable Development goals (2016-2030): National (Preliminary) Report
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6. ANNEXES

1. Annex 1: Evaluation Terms of Reference

- Please find the Call for Expressions of Interest here: [Call-for-Eol-for-TTQE-Evaluation.pdf \(australianhimalayanfoundation.org.au\)](#)
- And the detailed evaluation TOR online here: [TOR-for-TTQE-Evaluation-2021.pdf \(reednepal.org\)](#)

2. Annex 2: Field Visit Itinerary

| SN | Rural / Municipality | Name of the School | Person Visited | Visit Date | No of Days |
|------------------|----------------------|-----------------------------------|---|--|------------|
| 1 | Sotang | Sotang Basic School | Upendra Joshi | 5 - 13 March 2021 | 8 |
| 2 | | Ledhunga Basic School | | | |
| 3 | | Birendrjyoti Secondary School | | | |
| 4 | Mahakulung | Patle Basic School | | | |
| 5 | | Sagarmatha Secondary School | | | |
| 6 | | Pelmang Basic School | | | |
| 7 | Solu Dudhkunda | Garma Secondary School | Prakash Bikram Bhat, Elina Shrestha and Mitra Rai | 15- 19 March 2021 5 Days PBB 3 Days Elina 3 Days Mitra | 11 |
| 8 | | Dudhkunda Himalaya Basic School | | | |
| 9 | | Janajagriti Basic School | | | |
| 10 | | Sekarshing Basic School | | | |
| 11 | Thulung Dudhkoshi | Thakumala Basic School | Radheshyam Thakur | 7 - 13 March 2021 | 7 |
| 12 | | Tribhuvan Bidhyodaya Basic School | | | |
| 13 | | Saraswati Basic school | | | |
| 14 | Mapya Dudhkoshi | Rampur Basic School | Keshav Paudel and Keshari Tiwari | 4 – 10 March 2021 7 Days Keshav Paudel 7 Days Keshari Tiwari | 14 |
| 15 | | Sihadevi Basic School | | | |
| 16 | | Shishukalyan | | | |
| 17 | Necha Salyan | Jalpa Basic School | | | |
| 18 | | Sahidnaranath Basic School | | | |
| 19 | | Bhumeshori Basic School | | | |
| 20 | Likhupike | Budhakinja Basic School | Prakash Bikram Bhat | 9-12 March 2021 | 4 |
| 21 | | Janasewa Basic School | | | |
| Total No of Days | | | | | 44 Days |

3. Annex 3: Respondent of KII

Summary of Key Informant Interview Participants (KIIs)

| Number | Location | Designation | Male | Female |
|---|------------------------|---------------------------------|------|--------|
| 79 | | | 55 | 24 |
| <u>Sotang Basic School (CLIPS) – Sotang</u> | | | | |
| 1 | Sotang – 5 | SMC Chairman | Male | |
| 2 | Sotang – 6 | SMC Member | Male | |
| 3 | Sotang – 7 | Head Teacher | | Female |
| <u>Ledhunga Basic School (Namuna) - Sotang</u> | | | | |
| 1 | Sotang – 5 | SMC Member | | Female |
| 2 | Sotang – 5 | SMC Member | | Female |
| 3 | Sotang – 5 | Parents | | Female |
| 4 | Sotang – 5 | PTA Chairman | Male | |
| <u>Birendrajyoti Secondary School (EMS) - Sotang</u> | | | | |
| 1 | Bung | HT | Male | |
| 2 | Sotang -5 | Math Teacher | Male | |
| 3 | Sotang -5 | HT | Male | |
| <u>Sagarmatha Secondary School (EMS) - Mahakulung</u> | | | | |
| 1 | Mahakulung -1 | English Teacher | Male | |
| 2 | | Head Teacher | Male | |
| 3 | | PTA Chairman | Male | |
| 4 | | SMC Memher | | Female |
| 5 | | PTA Member | Male | |
| <u>Garma Secondary School (Namuna) – Solu Dudhkunda</u> | | | | |
| 1 | Solududhkunda-7, Garma | PTA Member; Mother Group Member | | Female |
| 2 | Solududhkunda-7, Garma | Mother Group Member | | Female |
| 3 | Solududhkunda-7, Garma | Ward Chairman | Male | |
| 4 | Solududhkunda | Head Teacher | Male | |
| <u>Dudkunda Himlayan Basic School (Namuna) - Solududhkunda</u> | | | | |
| 1 | Soludhudhkunda – 3 | Head Teacher | | Female |
| 2 | Soludhudhkunda – 4 | SMC Member | | Female |
| 3 | Soludhudhkunda - 4 | SMC Chairman | Male | |

| <u>Shree Sekhar Singh Basic School (EMS School) – (Solu Dudhkunda)</u> | | | | |
|---|-------------------------|---|------|--------|
| 1 | Nechasalyan -1 | Assist Head Teacher/EGRP Teacher | | Female |
| <u>Thakumala Basic School (Namuna) – Thulung Dudhkoshi</u> | | | | |
| 1 | | PTA, Chairperson | | Female |
| 2 | | SMC Chairperson | Male | |
| 3 | | HT | Male | |
| <u>Tribhuvan Bidhyodaya Basic School (CLIPS) – Thulung Dudhkoshi</u> | | | | |
| 1 | | Head teacher | Male | |
| 2 | | Education Officer of the Rural Municipality | Male | |
| 3 | | GSS Student, Grade-7 | Male | |
| <u>Swarsothi basic school (EMS) – Thulung Dudhkoshi</u> | | | | |
| 1 | | SMC Chairperson | Male | |
| 2 | | Mother's Group Member | | Female |
| 3 | | Head teacher, Thulung Dhudhkoshi Rural Municipality-6 | Male | |
| <u>Rampur Basic School (Namuna) - Mapya Dudhkoshi</u> | | | | |
| 1 | | Teacher | Male | |
| 2 | | Teacher ECED | | Female |
| 3 | | Teacher | | Female |
| 4 | | Head Teacehr | Male | |
| 5 | | Vice Head Teacher | Male | |
| 6 | | English Teacher | Male | |
| 7 | | Teacher | Male | |
| 8 | | Math and Science Teacher | Male | |
| 9 | | Teacher | Male | |
| 10 | | Teacher | Male | |
| 11 | | SM Chairman | | Female |
| <u>Singhadevi Basic School (EMS) – Mapya Dudhkoshi</u> | | | | |
| 1 | Mapya Dudhkoshi- 5 | Chairman | Male | |
| 2 | Mapya Dudhkoshi- 5 | Head Teacher | Male | |
| 3 | Mapya Dudhkoshi- 5 | Teacher | Male | |
| 4 | Mapya Dudhkoshi- 5 | Parents | Male | |
| 5 | Mapya Dudhkoshi- 5 | | Male | |
| 6 | Molung - 4, Okhaldhunga | Teachers | Male | |

| | | | | |
|---|------------------------|--------------------------------|------|--------|
| 7 | Mapya Dudhkoshi- 5 | SMC Member | Male | |
| 8 | Mapya Dudhkoshi- 5 | SMC Member | | Female |
| <u>Sishu Kalyan Basic School (CLIPS) - Mapya Dudhkoshi</u> | | | | |
| 1 | | Head Teacher | | Female |
| 2 | | SMC Chairman | Male | |
| 3 | | Teacher | | Female |
| 4 | | PTA Chairman | | Female |
| <u>Jalpa Basic School (EMS) – Necha Salyan</u> | | | | |
| 1 | Necha Salyan -3 | English Teacher | | Female |
| 2 | Necha Salyan -4 | SMC Chair | Male | |
| 3 | Necha Salyan-4 | Principle | Male | |
| 4 | Necha Salyan-3 | Science Teacher | Male | |
| 5 | Necha Salyan-3 | Nepali Teacher | Male | |
| 6 | Necha Salyan-4 | Social Teacher | Male | |
| <u>Sahidnaranath Basic School (Namua) – Necha Salyan</u> | | | | |
| 1 | Nechasalyan | Head Teacher | Male | Female |
| 2 | Nechasalyan | Teacher | | Female |
| 3 | Nechasalyan | Teacher | | Female |
| 4 | Nechasalyan | Teacher | | |
| 5 | Nechasalyan | Parents Teacher Association | Male | |
| <u>Bhumeshwori Basic School (CLIPS) – Neecha Salyan</u> | | | | |
| 1 | Nechasalyan -1 | Ward Chairman /SMC Chairperson | Male | |
| 2 | Nechasalyan -1 | Head Teacher | Male | |
| 3 | Nechasalyan -1 | Teacher | Male | |
| 4 | Nechasalyan -1 | Parents | Male | |
| 5 | Nechasalyan -1 | PTA- Chairman | Male | |
| 6 | Nechasalyan -1 | Parents | Male | |
| <u>Budha Kinja Basic School (Namuna) - Likhupike</u> | | | | |
| 1 | Likhupike -5, Bhakanje | Head Teacher | Male | |
| 2 | Likhupike -5, Kinja | SMC Chairman | Male | |
| <u>Janasewa Basic School (EMS) – (Likhupike)</u> | | | | |
| 1 | Likhupike - 2, Goli | Head Teacher | Male | |
| 2 | Likhupike – 4 | Former SMC Chairman | Male | |
| 3 | Likhupike -5, Kinja | Ward Chairman | Male | |
| <u>Municipality and District KII</u> | | | | |

| | | | | |
|---|-----------------------------|------------------------------|------|--------|
| 1 | Solu Dudhkunda Municipality | Vice Mayor | | Female |
| 2 | Dudhkunda Municipality | Head District Education Unit | Male | |

4. Annex 4: Participants of Focal Group Discussion

Summary of Focus Group Discussion (FDGs) Participants

| Number | Address | Designation | Male | Female |
|---|-------------|---------------------|-----------|-----------|
| 147 | | | 73 | 74 |
| Sotang Basic School (CLIPS) - Sotang | | | | |
| 1 | Sotang - 3 | Reading Motivator | | Female |
| 2 | Sotang - 4 | Reading Motivator | | Female |
| 3 | Sotang - 8 | Parent | Male | |
| 4 | Sotang - 9 | CLIPS Teacher | Male | |
| 5 | Sotang - 10 | Parents - GSS | Male | |
| 6 | Sotang - 11 | Children - GSS | Male | |
| 7 | Sotang - 12 | Parents - GSS | | Female |
| Pelmang Basic School (Namuna School) - Mahakulung | | | | |
| 1 | | Teacher | Male | |
| 2 | | Teacher | | Female |
| 3 | | Teacher | Male | |
| 4 | | Teacher | | Female |
| 5 | | Teacher | | Female |
| 6 | | Teacher | Male | |
| 7 | | Teacher | Male | |
| 8 | | Teacher | | Female |
| 9 | | Teacher | | Female |
| 10 | | Office Assistance | Male | |
| 11 | | Member | | Female |
| 12 | | Parents | | Female |
| 13 | | Parents | Male | |
| 14 | | Parents | Male | |
| 15 | | Parents | Male | |
| 16 | | Parents | Male | |
| 17 | | Parents | Male | |
| 18 | | Parents | | Female |
| 19 | | Child Club Treasure | | Female |
| 20 | | Parents | Male | |

| | | | | |
|---|---------------------------|----------------------------------|------|--------|
| 21 | | Parents | Male | |
| 22 | | Parents | | Female |
| 23 | | Parents | Male | |
| Garma Secondary School (Namuna) – Solu Dudhkunda | | | | |
| 1 | Solududhkunda - 7 | SMC Member | Male | |
| 2 | Solududhkunda - 7 | SMC Member | Male | |
| 3 | Thulung Dudhkoshi - 3 | CLIPS Teacher | | Female |
| 4 | Solududhkunda - 7 | CLIPS Teacher | | Female |
| Dudkunda Himlayan Basic School (Namuna) - Solududhkunda | | | | |
| 1 | Nechasalyan- 3 | Science Teacher/EGRP | | Female |
| 2 | Solududhkunda-5 | Math Teacher/EGRP | | Female |
| 3 | Nechasalyan- 3 | English Teacher | | Female |
| 4 | Solududhkunda-5 | EGRP | | Female |
| Janajagriti Basic School (CLIPS) – Solu Dudhkunda | | | | |
| 1 | Solu Dhudkunda | CLIPS Teacher | Male | |
| 2 | Solu Dhudkunda | CLIPS Teacher | | Female |
| 3 | Solu Dhudkunda | CLIPS Teacher | | Female |
| Sekar Singh Basic School (EMS School) – Solu Dudhkunda | | | | |
| 1 | Solududhkunda - 7, Najing | Science Teacher | | Female |
| 2 | Solududhkunda - 7, Najing | Math Teacher | | Female |
| 3 | Solududhkunda - 7, Najing | English Teacehr | | Female |
| 4 | Nechasalyan -1 | Assist Head Teacher/EGRP Teacher | | Female |
| 5 | Nechasalyan - 2 | EGRP Teacher | | Female |
| Thakumala Basic School (Namuna) – Thulung Dudhkoshi | | | | |
| 1 | | ECED teacher | | Female |
| 2 | | English teacher | Male | |
| 3 | | Information focal teacher | | Female |
| 4 | | Science teacher | Male | |
| 5 | | Gender Focal person, teacher | | Female |
| 6 | | Math, DRR Focal person, teacher | Male | |
| Tribhuwan Bidhyodaya Basic School (CLIPS) – Thulung Dudhkoshi | | | | |
| 1 | | Teacher | Male | |
| 2 | | Teacher | Male | |

| | | | | |
|--|--------------------|--|------|--------|
| 3 | | Teacher, Information and gender Focal teacher, Literacy teacher | | Female |
| 4 | | Teacher, Literacy teacher, grade 1 | | Female |
| 5 | | Math teacher | Male | |
| 6 | | English teacher | Male | |
| 7 | | Literacy teacher, grade 1 | | Female |
| 8 | | ECED teacher | | Female |
| 9 | | SMC Chairperson | Male | |
| 10 | | Parent, Tole Reading Group | | Female |
| 11 | | Parent, Tole Reading Group | | Female |
| 12 | | Parent, Tole Reading Group | | Female |
| 13 | | Parent, Tole Reading Group | Male | |
| 14 | | Parent, Tole Reading Group | | Female |
| Saraswoti Basic School (EMS) – Thulung Dudhkoshi | | | | |
| 1 | | Teacher | Male | |
| 2 | | Teacher | Male | |
| 3 | | Teacher | Male | |
| 4 | | Teacher | Male | |
| Rampur Basic School (Namuna) – Mapya Dudhkoshi | | | | |
| 1 | Mapya Dudhkoshi- 4 | Parents + SMC Member | | Female |
| 2 | Mapya Dudhkoshi- 5 | Parents + SMC Member | | Female |
| 3 | Mapya Dudhkoshi- 5 | SMC Chairman | Male | |
| 4 | Mapya Dudhkoshi- 4 | Head Teacher | Male | |
| 5 | Nechasalyan – 2 | Teacher | Male | |
| 6 | Khotang, Buipa | English Teacher | Male | |
| 7 | Mapya Dudhkoshi- 5 | Teacher | Male | |
| 8 | Mapya Dudhkoshi- 5 | Teacher | Male | |
| 9 | Mapya Dudhkoshi- 5 | Teacher | Male | |
| 10 | Mapya Dudhkoshi- 5 | Teacher | | Female |
| 11 | Nechasalyan – 1 | Math and Science Teacher | Male | |
| 12 | Mapya Dudhkoshi- 5 | Ward Chairman | Male | |
| 13 | Mapya Dudhkoshi- 5 | Parents | | Female |
| Singhadevi Basic School (EMS) – Mapya Dudhkoshi | | | | |
| 1 | Mapya Dudhkoshi- 5 | Chairman | Male | |
| 2 | Mapya Dudhkoshi- 5 | Head Teacher | Male | |

| | | | | |
|--|-------------------------|-----------------|------|--------|
| 3 | Mapya Dudhkoshi- 5 | Teacher | Male | |
| 4 | Mapya Dudhkoshi- 5 | Parents | Male | |
| 5 | Mapya Dudhkoshi- 5 | | Male | |
| 6 | Molung - 4, Okhaldhunga | Teachers | Male | |
| 7 | Mapya Dudhkoshi- 5 | SMC Member | Male | |
| 8 | Mapya Dudhkoshi- 5 | SMC Member | | Female |
| Sishukalyan Basic School (CLIPS) – Mapya Dudhkoshi | | | | |
| 1 | Kanku-5 | Parents | Male | |
| 2 | Kanku-5 | Parents | | Female |
| 3 | Kanku-5 | Parents | | Female |
| 4 | Kanku-5 | Parents | | Female |
| 5 | Kanku-5 | Parents | Male | |
| 6 | Kanku-5 | Parents | | Female |
| 7 | Kanku-5 | Parents | | Female |
| 8 | Kanku-5 | Parents | | Female |
| 9 | Kanku-5 | Parents | | Female |
| 10 | Kanku-5 | Parents | | Female |
| 11 | Kanku-5 | Parents | | Female |
| 12 | Kanku-5 | Parents | | Female |
| 13 | Kanku-5 | Parents | | Female |
| 14 | Kanku-5 | Parents | | Female |
| 15 | Kanku-5 | Parents | Male | |
| 16 | Kanku-5 | Parents | | Female |
| 17 | Nele-1 | Teacher | Male | |
| 18 | Kanku-5 | PTA Chairperson | | Female |
| 19 | Kanku-5 | SMC Chairperson | Male | |
| 20 | Kanku-5 | Head Teacher | | Female |
| 21 | Teacher | Teacher | | Female |
| 22 | Kanku-5 | Parents | Male | |
| Jalpa Basic School (EMS) – Neecha Salyan | | | | |
| 1 | Necha Salyan -3 | English Teacher | | Female |
| 2 | Necha Salyan -4 | SMC Chair | Male | |
| 3 | Necha Salyan-4 | Principle | Male | |
| 4 | Necha Salyan-3 | Science Teacher | Male | |
| 5 | Necha Salyan-3 | Nepali Teacher | Male | |

| | | | | |
|---|----------------------|-------------------------------------|------|--------|
| 6 | Necha Salyan-4 | Social Teacher | Male | |
| 7 | Necha Salyan-3 | Parents | | Female |
| 8 | Necha Salyan -3 | Parents | | Female |
| Sahidnaranath Basic School (Namuna) – Neecha Salyan | | | | |
| 1 | Nechasalyan | Head Teacher | Male | |
| 2 | Nechasalyan | SMC | Male | |
| 3 | Nechasalyan | Teacher | | Female |
| 4 | Nechasalyan | SMC | | Female |
| 5 | Nechasalyan | SMC | | Female |
| 6 | Nechasalyan | ECEDC Teacher | | Female |
| 7 | Nechasalyan | Parents Teaceher Association | Male | |
| Bhumeshwori Basic School (CLIPS) – Neecha Salyan | | | | |
| 1 | Nechasalyan-1 | SMC and Ward Chairperson | Male | |
| 2 | Nechasalyan-1 | Principle | Male | |
| 3 | Nechasalyan-1 | Nepali Teacher | Male | |
| 4 | Nechasalyan-1 | Parents | Male | |
| 5 | Nechasalyan-1 | PTA -Chairman | Male | |
| 6 | Nechasalyan-1 | Parents | Male | |
| Budha Kinja Basic School (Namuna) - Likhupike | | | | |
| 1 | Likhupike - 5, Kinja | ECED Teacher | | Female |
| 2 | Likhupike-4 | English Teacher | | Female |
| 3 | Likhupike-4 | Math/Science Teacher | Male | |
| 4 | Likhupike-4 | Computer/ Science Teacher | Male | |
| 5 | Likhupike-4 | Nepali Teacher | | Female |
| 6 | Likhupike-4 | Head Teacher/Social Studies Teacher | Male | |
| 7 | Likhupike-4 | SMC Women Member | | Female |
| 8 | Likhupike-4 | SMC Member | | Female |
| 9 | Likhupike-4 | PTA Chairman | | Female |
| Janasewa Basic School (EMS) - Likhupike | | | | |
| 1 | Likhupike-2 | English Teacher | | Female |
| 2 | Likhupike-4 | Science Teacher | | Female |
| 3 | Likhupike - 4 | Math Teacher | | Female |
| 4 | Likhupike - 2 | Head Teacher | Male | |

5. Annex 5: Overview of Child Club Member FGD Interviews

| Number | Grade | Title / Designation | Male | Female |
|--|----------|---------------------|-----------|-----------|
| 73 | | | 32 | 41 |
| Budha Kinja Basic School, Shree Lali Gurans Child Club | | | | |
| 1 | Grade 8 | Chairman | | Female |
| 2 | Grade 7 | Vice President | Male | |
| 3 | Grade 8 | Treasure | Male | |
| 4 | Grade 6 | Asst. Secretary | Male | |
| 5 | Grade 7 | Secretary | | Female |
| 6 | Grade 5 | Member | | Female |
| 7 | Grade 6 | Member | | Female |
| Garma Secondary School, Shree Sachetana Aguwa Child Club | | | | |
| 1 | Grade 12 | Chairman | Male | |
| 2 | Grade 10 | Asst. Secretary | | Female |
| 3 | Grade 10 | Member | Male | |
| 4 | Grade 12 | Member | Male | |
| 5 | Grade 10 | Member | Male | |
| 6 | Grade 9 | Member | Male | |
| 7 | Grade 10 | Vice Chairman | | Female |
| Dudhkunda Himalyan Basic School, Shree Numbur Himal Child Club | | | | |
| 1 | Grade 8 | Chairman | Male | |
| 2 | Grade 8 | Secretary | Male | |
| 3 | Grade 8 | Asst. Secretary | | Female |
| 4 | Grade 7 | Vice Chairman | | Female |
| 5 | Grade 7 | Treasure | | Female |
| 6 | Grade 7 | Asst. Treasure | Male | |
| 7 | Grade 7 | Member | | Female |
| Tribhuvan Bidhyodaya Basic School (CLIPS) | | | | |
| 1 | Grade 5 | Member | Male | |
| 2 | Grade 6 | Memer | | Female |
| 3 | Grade 6 | Member | | Female |
| 4 | Grade 7 | Treasurer | Male | |
| 5 | Grade 8 | Co- secretary | Male | |

| | | | | |
|---|---------|--------------------|------|--------|
| 6 | Grade 7 | Vice Chairperson | Male | |
| 7 | Grade 6 | Member | Male | |
| 8 | Grade 8 | Member | | Female |
| 9 | Grade 8 | Member | | Female |
| 10 | Grade 7 | Member | | Female |
| 11 | Grade 5 | Member | | Female |
| 12 | Grade 5 | Member | | Female |
| 13 | Grade 7 | Chairperson | Male | |
| Thakumala Basic School (Namuna) – Thulung Dudhkoshi | | | | |
| 1 | Grade 8 | Member | | Female |
| 2 | Grade 6 | Member | | Female |
| 3 | Grade 8 | Treasure | Male | |
| 4 | Grade 8 | Member | | Female |
| 5 | Grade 8 | Co-secretary | | Female |
| 6 | Grade 7 | Member | | Female |
| 7 | Grade 6 | Member | Male | |
| 8 | Grade 8 | Secretary | Male | |
| 9 | Grade 8 | Member | Male | |
| 10 | Grade 8 | Chairperson | Male | |
| 11 | Grade 8 | Member | Male | |
| 12 | Grade 8 | Deputy chairperson | | Female |
| 13 | Grade 8 | Member | | Female |
| Sahidnaranath Basic School (Namuna) – Thulung Dudhkoshi | | | | |
| 1 | Grade 5 | Chairperson | Male | |
| 2 | Grade 5 | Member | Male | |
| 3 | Grade 5 | Member | Male | |
| 4 | Grade 4 | Vice Chairperson | | Female |
| 5 | Grade 4 | Treasurer | | Female |
| 6 | Grade 4 | Member | Male | |
| 7 | Grade 5 | Member | | Female |
| 8 | Grade 5 | Join Secretary | | Female |
| 9 | Grade 5 | Member | | Female |
| 10 | Grade 5 | Member | | Female |
| Rampur Basic School (Namuna) – Thulung Dudhkoshi | | | | |
| 1 | | Chairperson | Male | |

| | | | | |
|----|--|--------|------|--------|
| 2 | | Member | Male | |
| 3 | | Member | | Female |
| 4 | | Member | | Female |
| 5 | | Member | | Female |
| 6 | | Member | | Female |
| 7 | | Member | | Female |
| 8 | | Member | | Female |
| 9 | | Member | | Female |
| 10 | | Member | | Female |
| 11 | | Member | Male | |
| 12 | | Member | | Female |
| 13 | | Member | | Female |
| 14 | | Member | | Female |
| 15 | | Member | Male | |
| 16 | | Member | Male | |

6. Annex 6: Overview of GSS Student Interviews

Summary: GSS Students

| Number | Title | Male | Female |
|--|---------------------------|------|--------|
| 30 | | 10 | 20 |
| Tribhuvan Bidhyodaya Basic School (CLIPS) – Thulung Dudhkoshi | | | |
| 1 | Class-9, | | Female |
| 2 | Class 9, | | Female |
| 3 | Class-9 | Male | |
| Shree Jeevan Jyoti Secondary School | | | |
| 1 | Grade-9 | | Female |
| 2 | Mother of Jamuna Magar | | Female |
| 3 | Grade: 6 | | Female |
| 4 | Mothers of Sarmila Khadka | | Female |
| 5 | Grade-9 | | Female |
| 6 | Mother of Muna Shrestha | | Female |
| 7 | GSS student, Grade-7 | Male | |

| | | | |
|---|----------------------------|------|--------|
| 8 | Mother of Karna Bir Tamang | | Female |
| 9 | Headteacher | Male | |
| Garma Secondary School (Namuna) – Solu Dudhkunda | | | |
| 1 | Grade 10 | | Female |
| 2 | Grade 10 | | Female |
| 3 | Grade 10 | | Female |
| 4 | Grade 10 | Male | |
| 5 | Grade 10 | | Female |
| 6 | Grade 9 | Male | |
| Shree Sekhar Singh Basic School (EMS School) | | | |
| 1 | Grade 7 | Male | |
| Janajagriti School (CLIPS) – Solu Dudhkunda | | | |
| 1 | Grade 8 | Male | |
| 2 | Grade 9 | Male | |
| 3 | Grade 10 | | Female |
| Janasewa Basic School (EMS School) - Likhupike | | | |
| 1 | Grade 5 | | Female |
| 2 | Grade 7 | Male | |
| 3 | Grade 7 | | Female |
| Singhadevi Basic School-Mapya Dudhkoshi | | | |
| 1 | Grade 8 | | Female |
| 2 | Grade 7 | Male | |
| Bhumeshwori Basic School-Nechasalyan | | | |
| 1 | Grade 6 | | Female |
| Kanku Ma Vi-Mapya Dudhkoshi | | | |
| 1 | Grade 9 | | Female |
| 2 | Grade 9 | | Female |

7. Annex 7: Overview of Parent and Educator Interviews

| Name/location | Title | Gender |
|--|--|--------|
| [Name removed], | RM chairperson/Local representative | M |
| [Name removed], | Teacher, Saraswati Basic School from Thulung Dudhkoshi-6. | M |
| Multiple - FDGs | FGD with teachers, Head teacher, SMC chairperson | |
| KII – Parent Case Study Interview | Tole Reading Group/Parents Tribhuvan Bidyoday School | |
| Prem Bahadur Tamang | Education Officer of the Rural Municipality | M |
| [Name removed], Mother of [Name removed], | Mother Thulung Dhukoshi Rural Municipality-1, Nele, Solukhumbu | F |
| [Name removed], | Mother Thulung Dhudhkoshi Rural Municipality-6 | F |
| [Name removed], GSS Student | Child – GSS Student Grade-9, Shree Jeevan Jyoti Secondary School, Thulung Dhudhkoshi-1, Nele | F |
| [Name removed], GSS student, | Child - GSS student, Grade: 6, Shree Jeevan Jyoti Secondary School, Thulung Dhudhkoshi-1, Nele | F |
| [Name removed], GSS student | Child - GSS student, Grade-9, Shree Jeevan Jyoti Secondary School, Thulung Dudhkoshi-1, Nele | M |
| [Name removed], GSS student, age 15 | Child - GSS student, Thulung Dudhkoshi RM-6, Mukli Class: 9, School: Shree Birendroday Secondary School, Thulung Dudhkoshi RM-6, Mukli | M |

8. Annex 8: Project Evaluation

Methods

Approaches of the Evaluation

Qualitative research approach was used to collect data from the project sites. Qualitative data consisted of verbal, textual narratives, experiences and opinions obtained from the participants. Altogether 22 schools (out of 100) were selected for the evaluation that included 8 Namuna schools, 7 CLIPS and 7 EMS schools. One Namuna, one CLIPS and one EMS schools were selected from each rural municipality. One additional Namuna school was also selected (i.e., Garma School in Solu Dudhkunda Municipality) given the focused support for a teacher and children with disabilities. The key stakeholders (as mentioned in the TOR) were selected covering the target family, community, schools, rural municipality, district, REED Nepal staff, and AHF. Interviews, FGDs and observations were used to derive data. Qualitative tools (i.e. open-ended questionnaires) for each component of the project (Namuna schools, CLIPS, EMS, GSS, child safeguarding, distance learning, GEDSI, etc.) were developed to conduct interviews, FGDs and observations. An observation checklist was also used to derive data.

Primary and Secondary Data Sources

Primary data were collected from community, schools, municipality and district level informants and also from REED staff and AHF representatives. The evaluation team consulted the guiding documents of EMS, CLIPS, GSS, GEDSI, M&E document, Child Safeguarding and Preventing Sexual Exploitation, Abuse and Harassment (PSEAH) policy of REED/AHF as secondary sources. The team also collected cases/stories/narratives from individual informants that would reflect the trend of changes, challenges, opportunities, success and unsuccessful attempts made under the TTQE project. These stories were helpful in deriving insights for recommending the next phase.

Procedure for Analysis and Interpretation of the Data

Basically, textual and/or narrative data were collected by using interviews and FGDs. These data were organized as per the project components and the criteria of evaluation. Since this evaluation research was qualitative in nature, the evaluation team also wrote their own reflection, insights in their diary/notebook. Such writing covered emergent ideas/insights/experiences/feelings and was very much helpful during the analysis/interpretation and recommendation section of the evaluation report. Besides the data from the informants, the team members, thus, maintain a reflective note, as/where necessary, either in English or in Nepali.

Ethical consideration

In every event in the evaluation sites, the team members consciously followed the protocol mentioned in the REED Nepal and AHF Child Safeguarding policies. Love, care and respect for the informants were considered. The informants were made to feel comfortable to sit and discuss with the team members. Since the team members worked with those from poor, marginalized, disadvantaged, illiterate and/or semi/literate members of the community and also with children/persons with disabilities, it was the responsibility of the team members not to harm them, in any way or by any means. The team members created an enabling condition by their words and approach so that the participants felt proud and honored to participate in the data collection activities. Before/while starting interviews and/or FGDs, the team members asked the participants to sign the participants' attendance and agreement sheet. The team members also ensured that all the participants in the interview and/or FGD understood the purpose of their participation and that their anonymity would be maintained. The autonomy of the informants in terms of their will/interest to participate in the FGDs and/or

interviews was respected. The team members followed a no-discrimination approach in providing opportunity to speak during interviews/FGDs. Those who intended to be quiet/silent were encouraged to speak.

Maintaining Quality Standard

Some key techniques were used to maintain the quality of the evaluation. Firstly, the qualitative tools were reviewed by REED Nepal and AHF representatives/staff. Their feedback and comments were duly addressed while finalizing the tools. This was helpful in validating the tools. Secondly, the study plan was also reviewed by them ensuring the appropriate coverage of respondents, project components and contents. Thirdly, the consultant conducted a one-day orientation/workshop for all the team members to help equip them with the necessary skills and information.

This workshop contributed to enhancing their skills, motivation and attitudes required to interact with the respondents, following child safeguarding policy, ways of generating data by working with the different stakeholder levels (community, school, municipality, district, etc.) of the informants. Fourthly, during the FGDs/interviews, the team members re/confirmed the particular ideas contributed by the particular informant. The team member asked questions of the kind: do you mean this/that by saying/narrating these particular events/experiences? This was helpful in aligning the researcher's interpretation with the meaning expressed by the informants. Fifthly, the team members, at the end of the day, discussed with REED Nepal staff and also with the other team members on cell phones explaining the procedure of evaluation and the coverage of the project components. This was helpful in knowing one another in terms of field context, respondent's interests and ideas, emergent techniques, probing questions, evaluation coverage, etc. which worked as milestones to work with informants the next day. This also helped the team members to confirm and reconfirm the evaluation activities were in due track. In a qualitative approach of researching, the researcher's reflexivity is of much importance in the meaning-making process. The team members thus focused on noting down their reflective ideas immediately on the research spot. These ideas were context bound, carrying a particular value to the beneficiaries needs, interests and support.

9. Annex 9: EGRA Achievements

| Class | Task | Correct | Wrong | No Response | Total Marks | Achievement (%) ¹⁰ | REED Baseline |
|-------|-----------------------------|---------|-------|-------------|-------------|-------------------------------|---------------|
| 1 | Listening Comprehension | 22 | 2 | 1 | 25 | 68.36 | 28.33% |
| | Letter identification | 72 | 1 | 27 | 100 | | |
| | Letter Matra identification | 66 | 1 | 34 | 100 | | |
| | Non words identification | 30 | 3 | 18 | 50 | | |
| | Passage reading | 39 | 13 | 9 | 60 | | |
| 2 | Listening Comprehension | 22 | 2 | 1 | 25 | 74.03 | 47.30% |
| | Letter identification | 74 | 1 | 25 | 100 | | |
| | Letter Matra identification | 72 | 1 | 27 | 100 | | |
| | Non words identification | 35 | 2 | 13 | 50 | | |
| | Passage reading | 45 | 8 | 7 | 60 | | |
| 3 | Listening Comprehension | 24 | 1 | 0 | 25 | 82.39 | 71.98% |
| | Letter identification | 83 | 1 | 17 | 100 | | |
| | Letter Matra identification | 79 | 1 | 20 | 100 | | |
| | Non words identification | 39 | 1 | 10 | 50 | | |
| | Passage reading | 51 | 3 | 6 | 60 | | |

¹⁰ Calculated as total "Correct" as % of total marks

10.

Annex 10: M&E framework REED Nepal (based on REED data available in April 2021)

| IMPACT | Outcome INDICATORS | Baseline | Target | Achievements | | | Total Achievement | Achievement Compared to Target | Comments on target achievement |
|--|--|----------------|--------|--------------|--------------|--------------|-------------------|--------------------------------|--------------------------------|
| | | | | Y1 2018-2019 | Y2 2019-2020 | Y3 2020-2021 | | | |
| To achieve inclusive quality education for children of lower Solukhumbu region | Namuna School | 11 | 11 | 7 | 4 | 0 | 11 | 100% | Achieved |
| | 100 EMS schools-average LA (Grade 1 to 8) | 54.33% | NA | 54.64% | 59.56% | NA | 57% | | Baseline value increased |
| | 7 NS -average LA (Grade 1 to 8) | (2017 LA data) | NA | 58.19% | 63.85% | NA | 61.02% | | NA |
| | 14 CLIPS Nepali average LA (Grade 1 to 3) | 54.80% | 10% | 69.27% | 77.74% | NA | 73.51% | 134% | Overachieved |
| | NS and CLIPS Trained Teachers applying child-centered approach | NA | 80% | NA | NA | NA | NA | NA | Not measured |
| | 100 EMS Student retention | 2017 data | 92% | 96.67% | 97.97% | NA | 97.32% | 106% | Overachieved |
| | 100 EMS Girls student retention | 2017 data | 98% | 103.44% | 102.07% | NA | 102.76% | 105% | Overachieved |

| | | | | | | | | | |
|--|---|--------|-----|--|---|-----|---------|------|----------------|
| | Retention of CWD | | 50% | 98.66% | 107.02% | NA | 102.84% | 206% | Overachieved |
| Outcome 1: Namuna (model) Schools are meeting milestones | NS approach adopted in SIP | | 11 | 7 | 4 | NA | 11 | 100% | Achieved |
| | NS achieved milestone | | 85% | 83.75% | 75.38% | NA | 79.57% | 94% | Under achieved |
| | Feeder schools incorporated SIPs | | 11 | 7 | NA | NA | 7 | 64% | Under achieved |
| Outcome 2: Children read and write competently in Nepali by Class 3 | Reading Nepali competently in Grade 1 (14 CLIPS schools of year 1) | 28.33% | 50% | Only baseline of 7 NS taken different to 2017-18 schools; no reassessment done | Only baseline of 14 new CLIPS schools taken different to 2017-18 and 2018-19 schools; no reassessment done | 68% | 68% | 137% | Overachieved |
| | Reading Nepali competently in Grade 2 (14 CLIPS schools of year 1) | 47.30% | 56% | Only baseline of 7 NS taken different to 2017-18 schools; no reassessment done | Only baseline of 14 new CLIPS schools taken different to 2017-18 and 2018-19 schools; no reassessment done | 74% | 74% | 132% | Overachieved |

| | | | | | | | | | |
|---|--|------------------------------|-----------------------|--|--|-----------|----------------------------|---|---|
| | Reading Nepali competently in Grade 3 (14 CLIPS schools of year 1) | 71.98% | 60% | Only baseline of 7 NS taken different to 2017-18 schools; no reassessment done | Only baseline of 14 new CLIPS schools taken different to 2017-18 and 2018-19 schools; no reassessment done | 82% | 82% | 137% | Overachieved |
| | All Grades 1-3 students in 28 schools have accessed CLIPS by project end | | 100% | 50% | 100% | NA | 75% | 75.00% | Under achieved - due to COVID19 closures and delays, fewer schools accessed CLIPS activities by project end |
| | Average LA targets across schools per subject: | Baseline - average LA | Project target | Y1 | Y2 | Y3 | Average LA achieved | Difference to project target and to baseline | |
| Outcome 3: Children in grades 1-8 exceed prescribed government competency benchmark in English, | English Learning Achievement in EMS Schools | | 61% | 54.66% | 59.76% | NA | 57.21% | -4% | Under achieved against pre-COVID project target. |
| | | 52% government benchmarks | | | | | | 5.2% | Achieved against baseline/government benchmark |
| | | | 64% | 50.12% | 55.30% | NA | 52.71% | -11% | Under achieved against pre-COVID project target. |

| | | | | | | | | | |
|--------------------|---|--------------------------|-----|--------|--------|----|--------|--------|--|
| Maths and Science. | Maths Learning Achievement in EMS Schools | 55% government benchmark | | | | | | -2.29 | Under achieved against baseline/government benchmark |
| | Science Learning Achievement in EMS Schools | | 65% | 55.02% | 59.53% | NA | 57.28% | -8% | Under achieved against pre-COVID project target. |
| | | 55% government benchmark | | | | | | 2.28% | Achieved against baseline/government benchmark |
| | English Learning Achievement in 7 NS | | 67% | 58.98% | 65.93% | NA | 62.46% | -5% | Under achieved against pre-COVID project target. |
| | | 52% government benchmark | | | | | | 10.46% | Achieved against baseline/government benchmark |
| | Maths Learning Achievement in 7 NS | | 70% | 53.20% | 58.07% | NA | 55.64% | -14% | Under achieved against pre-COVID project target. |
| | | 55% government benchmark | | | | | | 0.64% | Achieved against baseline/government benchmark |
| | | | 71% | 56.15% | 63.73% | NA | 59.94% | -11% | Under achieved against pre-COVID project target. |

| | Science Learning Achievement in 7 NS | 56% government benchmark | | | | | | 3.94% | Achieved against baseline/government benchmark |
|---|--|--------------------------|--------|--------------|--------|----|-------------------|--------------------------------|--|
| IMPACT | Outcome INDICATORS | Baseline | Target | Achievements | | | Total Achievement | Achievement Compared to Target | Comments on target achievement |
| | | | | Y1 | Y2 | Y3 | | | |
| Outcome 4: Very disadvantaged children, girls and children with disabilities are supported to attend and continue schooling | GSS Students retained from one school year to the next | 96% | 98% | 96% | 97.36% | NA | 96.68% | 99% | Under achieved |
| | GSS children attended | 81.41% | 93% | NA | 63.73% | NA | 63.73% | 69% | Under achieved |
| | Children attendance improved in 4 schools of school meal program | 76.87% | 100% | 76.87% | 96.50% | NA | 86.69% | 87% | Under achieved |
| | GSS Students retained and moved up to higher grade year - | 93% | 95% | 93% | 93% | NA | 93.22% | 98% | Under achieved |
| | Students got higher degree | | 2 | 2 | 2 | NA | 2 | 100% | Achieved |
| | NS girl student enrollment | | 50% | 51% | 100% | NA | 75.50% | 151% | Over Achieved |

| | | | | | | | | | |
|--|-----------------------------------|--|-----|--------|--------|----|--------|-----|----------------|
| | Retention of Girls students in NS | | 92% | 76.35% | 97.39% | NA | 86.87% | 94% | Under achieved |
|--|-----------------------------------|--|-----|--------|--------|----|--------|-----|----------------|

Note: This analysis is done on the secondary information provided by the REED Nepal on 21st April 2021 and does not include year 3 data which was not available at the time of the evaluation report

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