RIDA   **EXTERNAL EVALUATION REPORT**

Evaluation of the Partnership for Quality Education through Parental Participation

(January, 2009 – May, 2009)

Research Inputs and Development Action (RIDA)
Kathmandu, Nepal

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List of Abbreviations

ADB   Asian Development Bank
BPEP   Basic and Primary Education Program
CAP   Community Action Program
CDC   Curriculum Development Center
CFSI   Child Friendly School Initiative
DACAW   Decentralized Action for Children and Women
DANIDA   Danish Development Agency
DDC   District Development Committee
DEP   District Education Plan
DEO   District Education Office
DOE   Department of Education
ECD   Early Childhood Development
EFA   Education for All
EFA:NPA   Education for All: National Plan of Action
EMIS   Education Management Information System
ESAT   Education Sector Advisory Team
ETC   Education Training Centers
FGD   Focused Group Discussion
GON   Government of Nepal
MDG   Millennium Development Goals
MOU   Memorandum of Understanding
MOE   Ministry of Education
MTOT   Master Training of Trainers
NCED   National Center for Educational Development
NFE   Non-Formal Education
NGO   Non Governmental Organization
NLSS   Nepal Living Standard Survey
PEP   Primary Education Project
PNGO   Partner NGO
PTA   Parent Teacher Association
QEP   Quality Education through Parental Participation Partnership
QERP   Quality Education Resource Package
QIP   Quick Impact Program
RC   Resource Center
RIDA   Research Inputs and Development Action
RP   Resource Person
SIP   School Improvement Plan

SMC	School Management Committee
SS	School Supervisor
SSA	School Self Assessment
SSR	School Sector Reform
SSRP	School Sector Reform Plan
SWOT	Strength Weakness Opportunity and Threat
SZOP	School as a Zone of Peace Program
TOT	Training of Trainers
UNICEF	United Nations Children's Fund
VDC	Village Development Committee
VEC	Village Education Committee
WB	World Bank
WE	World Education Inc.
WFP	World Food Program

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Executive Summary

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Languages	English

Background

World Education, in partnership and with financial support of UNICEF and in coordination with DOE, has implemented various interventions targeted at improving the quality of primary education since 2003. The program has reached its fifth year and the partners decided that an independent evaluation was needed. An independent team of experts from Research Inputs and Development Action (RIDA) carried out external evaluation of the interventions. This is the evaluation study report.

Objectives

The major purpose of the evaluation was to assess the overall effectiveness of the program and to make recommendations for future activities. The specific objectives were to:
- Assess efficiency, effectiveness and relevance of the program
- Evaluate the partnership approach together with assessment of program implementation arrangements including management, planning and decision making
- Identify and document the lessons learned

Methodology

This evaluation study was carried out within a period of four months. It is based on the field visits including review of the available literature, consultation meetings and interviews with key individuals involved in the program.

Component wise findings

Quality Education Resource Package (QERP): The QERP document, developed with pooling of the technical support and collection of best practices, was found to be highly relevant. The QERP modules developed in four thematic areas were distributed to the schools with provision of orientation through TOTs. The use of QERP was observed to be different for different schools. The high performing schools, active HTs, and active SMC/PTA members in the community were found to have benefited much though the program documents clearly mentioned that the purpose of these was to help poorly performing schools. The national level

impacts of QERP included (i) capacity building of the officials from DOE, NCED and CDC involved in developing the modules, (ii) adaptation of WTS program under regular national program, (iii) sensitization about the need to focus on improvement of grade – 1, and (iv) strengthening the reform initiatives like SIP, social audit, community mapping etc. Though QERP modules were distributed to schools, their use was limited due to inadequate orientation, follow up and reinforcement.

Welcome to school (WTS): WTS as an intervention targeted at augmenting school enrollment especially of disadvantaged and marginalized group is not only relevant, efficient and effective to achieve its objectives, it has successfully been accepted as a campaign nationwide to be organized as an enrollment drive in recent years.

Tin trunk libraries and radio distribution: Tin trunk libraries were distributed to provide basic children's books for library corners, charts and other learning materials to help meet the need for supplementary educational materials at school level and were found to be highly relevant. The tin trunks of materials have been successfully distributed to all schools in the targeted districts. However, the findings in relation to the efficiency and effectiveness of the use of those materials have been mixed. The materials were found to have been used only to a limited extent in the majority of schools. The radio sets distributed to schools, occupying around 15% of the total QEP budget, were not being used in absence of distance education program.

PTA development: PTAs have been formed in almost all of the targeted district schools although they have yet to be developed to place them as supportive organizations for effective school governance. Despite their immature development, PTAs have been used in the mobilization of parental support in the management of local school affairs.

Technical support to field level: The mechanism to provide technical support to the field level was in the form of TOTs to provide orientations at Resource Centres or schools for specific topics or activities. A number of TOTs have been conducted to prepare trainers at the field level. The contents of the TOTs were well matched with the contents of the QERP and its related activities. However, TOTs were found to be lacking in efficiency and effectiveness as most of these trainings have not only been delayed; they were not well utilized at the Resource Centre and the messages have not been effectively delivered to schools where they were felt most urgently needed. In addition, constant technical support and feedback to school management and faculty alike from the district level was also lacking owing to the lack of built in monitoring and follow up mechanism of the training outcomes at the field level.

Micro-planning and District Education Plan (DEP): In view of improving the allocation of resources and technical support for school management, interventions targeting at establishing micro-planning and improving DEP have been supported at the district and national levels. The interventions have been highly relevant in the context of the current circumstances where the distribution of the resources to schools was not equitable and demand based. However, frequent transfers of relevant officers have resulted in some wastage of the training and resources.   Despite DEPs being developed at the district level several years ago, the understanding about DEPs was found very much limited. Similarly, micro-planning exercises, though they enhanced DEO capacity, were not used up to the expected level since the capacity has not necessarily been reflected in the annual strategic plans, budget requests, and the distribution of the resources to school level.

Student Tracking System: Student tracking was found necessary and relevant to sensitize schools to the need to improve internal efficiency, track the progress of individual student and

enable them to take substantial measures for improvement. As the intervention was still a pilot program, the findings on efficiency and effectiveness were of a mixed nature. Therefore, in spite of its encouraging results, the intervention was yet to be well placed in the program of quality education.

Schools in Conflict: The Schools As Zones of Peace program was highly relevant during the period of Maoist insurgency. Despite the initial obstacles, the program has created a visible impact at the school level. The major achievements of this intervention included mainly (i) construction of physical facilities in schools, (ii) identification of codes of conduct to be followed in school as a zone of peace, (iii) frequent meetings of SMCs/PTAs, (iv) formation of child clubs etc. Despite impressive achievements, the program has received a low priority following the end of the conflict period in the country.

Overall program related findings
The strengths of the program included (i) interventions highly relevant to national educational goals, (ii) interventions are complementary to Government efforts, (iii) strong technical backstopping by WE, (iv) continuous financial support of UNICEF, and (v) implementation of the program in 32 districts. Though the program lacked specific targets, the overall achievements were (i) adaptation of some program interventions by GON under its regular programs, (ii) development and distribution of QERP along with tin trunk libraries, (iii) sensitization on the need to focus on improvement achievement in Grade -1, and (iv) sensitization and capacity building at all levels. The gaps observed during implementation are: (i) difference in understanding between the partners, (ii) interventions implemented only in selected schools of selected districts, (iii) shifts in the priorities and discontinuation of the efforts before cycle completion, (iv) ambiguous objectives which are not extensively measureable, (v) weak monitoring and documentation, (vi) unclear division of roles/responsibilities at the field level, and (vii) uniform interventions in all schools (i.e. schools having active teachers and stakeholders and fulfilling minimum standards are able to use the QERP while the weak performing or needy schools are not able to do so, since the interventions are uniform to all schools).

Conclusion
All of the components within the Quality Education Partnership (QEP) are highly relevant. The program is efficient except for radio support, if we consider the difficult situation of the country during the time of program implementation. Similarly, the interventions can all be considered partially effective as some schools (with active school stakeholders) are able to bring changes in school whereas others could not use the inputs as expected. Based on the assessment of relevance, efficiency and effectiveness, this evaluation study rates the overall QEP partnership as **successful**.

Lessons learned
The lessons learned are as follows:
- The tin trunk materials (including QERP) have higher chances of being well used in the schools receiving enough orientation, forward looking HT and committed teachers.

- The school level interventions (like distribution of tin trunk libraries and QERP) can only be effective if followed up with strong reinforcement, monitoring and follow up mechanisms.

- Uniform inputs for schools with different characteristics (different social economic characteristics, different level of HT, SMC and PTA activeness, different teacher motivation level) results into diverse impacts.

- The tripartite agreement or common understanding document between three partners, with clarity in roles and responsibilities about planning, budgeting and monitoring, can be instrumental in implementing the program and measuring the outcomes effectively.

- The activities carried out at school level with active participation of SMC, PTA, parents and communities like WTS can be effective, cost efficient and sustainable. Such programs also have higher chances to be adopted by government.

Recommendations

The recommendations for future actions are as follows:

Use of Quality Education Resource Package and School Libraries

1. Organize reinforcement program for tin trunk libraries and QERP use with diverse modalities through activation of Resource Centers.

2. Integrate and refer to QERP contents and materials in various other regular trainings and activities of DOE and UNICEF to increase the volume of use.

3. Make arrangements for distribution of tin trunk libraries and QERP to other districts by (i) exploring the additional resources (by DOE and WE), (ii) reprinting the materials, and (iv) making procurement arrangements.

Continuity

4. Continue the program by (i) arranging the activities into a logical sequence, (ii) identifying the progress indicators and fixing the targets annually, (iii) developing built in monitoring mechanism with district and central level review arrangements, and (iv) ensuring enough support from DEO officials (with some form of planning and agreement at the field level).

Co-ordination and Management

5. Avoid any overlap in the activities implemented by the partners and introduce new program with common understandings.
6. Design and implement programs targeting improvement of internal efficiency
7. Work on capacity building of RCs and mobilize RPs to ensure the need based and optimum use of modules by schools

Replication

8. Integrate the successful pilot programs like student tracking initiatives in national system together with updating of the modules incorporating successful practices of other partners.

Chapter – I
Introduction

1.1 Background

1.   The Government of Nepal (GON) has shown its strong commitment to expanding and improving primary education by accepting and acknowledging Dakar Framework of Action on Education for All (EFA) in 2000. This commitment is clearly reflected in Education for All: National Plan of Action (EFA:NPA) which led to the commencement of Education for All Program (2004-2009), focused on the development of primary education in the country. As a result of the efforts over the years, Nepal has made significant achievements in primary education especially in terms of access and equity. The focus has now shifted to developing quality of education mainly at the primary level.

2.   The recent progress review of the Millennium Development Goals (MDGs) of Nepal indicates a weak performance for most of the goals including universal primary education. The Department of Education Flash Report (2008) indicated the net enrollment of primary education to be 92 per cent[1]. However, the performance in terms of primary school completion rate is far from the target. EFA goals[2] developed in line with MDGs, have been the central point of Nepalese education plans and policies for the last eight years. The Mid Decade Assessment (MDA) conducted on the basis of EFA National Plan of Action (2001-2015) reflects slow but steady performance on selected sixteen indicators.

3.   Currently, the Nepalese education system is experiencing substantial improvement in education service delivery mechanisms through gradual transfer of centrally controlled school management to school/community based management, capitalizing on the socio-cultural aspect of community support to school education in Nepal through promotion of 'user group centered' education decentralization mechanism. Concomitantly, School Sector Reform (SSR) was proposed for 2009-2015 with (i) defining Early Childhood Development (ECD) as pre-primary level, (ii) defining 1-8 grades as basic education and 9 – 12 grades as secondary education, (iii) schools to be managed by School Management Committee (SMC) with support from local body, and (iv) integrating the technical education into formal education system which is now in the process of final approval.

4.   The efforts made by the Government have been supplemented and complemented by various other non-governmental organizations and donors apart from the multilateral organizations like World Bank (WB), Asian Development Bank (ADB) and United Nations Children's Fund (UNICEF). The improved enrollment, internal efficiency and continuous changes at the school level can also be attributed to contributions made by these supporting agencies.

5.   **Context:** Ministry of Education (MOE) has run various programs of educational development in collaboration with different international agencies. The partnership for quality education through parental participation (QEP) has been a program initiated in 2003 with the collaboration of Department of Education (DOE), UNICEF and World Education (WE). As agreed between the partners of this program, an independent evaluation study was to be

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[1] NLSS (2003/04), based on field survey, reported it to be only 72 per cent..
[2] Nepal prepared Education for All National Action Plan (2001-2015) and declared seven goals (based on Dakar Framework of Action, 2000)

commissioned through bidding which was finally won by Research Inputs and Development Action (RIDA). This is the report of the evaluation study carried out by RIDA.

1.2 Objectives

6.   The major purpose of this evaluation study was to assess the overall effectiveness of the program and to make recommendations for future activities. The specific objectives were to:
- Assess efficiency, effectiveness and relevance of the program
- Evaluate the partnership approach together with the assessment of program implementation arrangements including management, planning and decision making
- Identify and document the lessons learned
- Recognize and acknowledge best practices
- Identify the weak cases and suggest for improvement
- Analyze the sustainability of intervention impacts in the long run

1.3 Scope of the work

7.   This evaluation study covered interventions implemented through partnership mechanism between DOE, World Education and UNICEF. The interventions included under this evaluation include (i) tin trunk library and radio distribution (ii) development and distribution of Quality Education Resource Package, (iii) technical support and TOTs, (iv) Parent Teacher Association (PTA) development and networking, (v) micro-planning and district education planning, (vi) EMIS support and the student tracking initiative, and (vii) schools in conflict interventions. The summary of Terms of Reference (TOR) is given in Annex – I.

1.4 Methodology

8.   This evaluation study was carried out within a period of four months. It is based on the field visits including review of the available literature, consultation meetings and interviews with key individuals. The field visits were initiated earlier in view of the school academic sessions and consultation meetings were carried out towards the end of the study.

9.   *Review of literature:* The review of literature included a study of documents (i) directly related to the project including official project documents, reports, manuals and other publications, and (ii) indirectly related with the project including flash reports, Education Management Information System (EMIS) data etc.

10.   *Interviews at central level:* The interviews at central level refer to semi-structured interviews with three groups (i) central level beneficiaries, (ii) implementers directly involved in the project, and (iii) head/ representative of project implementing partners (DOE, UNICEF and WE). The list of people interviewed and consulted is given in Annex – II.

11.   *Field visits and information collection from beneficiaries:* The evaluation team conducted field visit to districts selected through representative sampling in consultation with the implementing partners. The information was collected from the target beneficiaries (students, parents and teachers) based on identified checklists. The districts with extensive field visits by the evaluation team included Sunsari, Dhanusha, Nawalparasi and Banke of the Terai region, Kaski and Achham of the Hill and Humla of the Mountain region. The study team was supported

by WE partner NGOs and Program Officers working in the areas. The list of schools visited by evaluation team is given in Annex – III.

12. *Focus group discussions:* Focus group discussions (FGDs) at school level were carried out with three major groups: (i) parents (PTA and SMC), (ii) teachers (including Head Teacher), and (iii) students. The participants were selected randomly from larger groups. FGDs were conducted based on the FGD checklist and notable comments from the participants were documented.

13. *Interviews at local level:* The interviews at local level involved semi-structured interviews with district, Village Development Committee and school level stakeholders that included District Education Officers or representatives, Resource persons (RPs), School Management Committee (SMC) representatives, community leaders, Head Teachers and teachers of the primary schools. The interviewees also included education coordinator of UNICEF regional office, district focal person of UNICEF, NGO partners of World Education and WE program officers. The list of key people interviewed and consulted at field level is given in Annex – II.

14. *Field activity observation:* The field visit involved observation of field level activities and real tangible effects of the program in terms of infrastructure, transparency, parental participation, school cleanliness and attractiveness, availability of educational materials and teaching learning process in the school.

15. *Central level consultation and interviews:* Upon completion of the field work, a series of consultation meeting and interviews was carried out with central level stakeholders. The consultation meetings with UNICEF, World Education and DOE were conducted separately. The study team members also had individual interviews with the relevant officials of the three organizations as necessary.

16. *Acquiring and analyzing data:* The data collected from the field were analyzed through team discussion, cross-analysis and triangulation of available information. Quantitative analysis was also done based on information collected from school and DOE flash report of recent years.

1.5 Limitations of the study

17. This evaluation study was carried out within a short period of time (four months) with information collection from a sample of seven districts[3]. The study is based on qualitative analysis backed up by quantitative information collected from the school level.

1.6 Organization of the report

18. This report is organized into five chapters. The first chapter describes the methodology along with the objectives and the background of the study. The second chapter attempts to review the development and evolution of the partnership program. The third chapter examines the nature of the partnership, management and financial arrangement while the fourth chapter summarizes the interventions, achievements and gaps in program components. The fifth and final chapter documents the overall achievements and gaps, and makes recommendations for future actions.

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[3] The list of sample districts were provided by World Education.

Chapter - II
Evolution and Development of QEP

2.1 Historical development of QEP

19.   Modernization of education in Nepal started with the dawn of democracy in the early fifties. The country has since made important achievements in the field of education. Starting from just a few educational institutions, the growth in their number was remarkable by the turn of the century. The development measures initiated at the national level contributed significantly towards the expansion of educational facilities with improvements in the education system. The most obvious contribution of those expanded facilities could be seen especially in terms of the marked improvement in the access to education. However, universalizing education of basic quality remained a major challenge even at the threshold of the 21st century.

20.   Supplementary readers and teaching learning resource packages (manuals) were also developed by Education for Rural Development in Seti zone (Seti Project) in the 1980s. This was also later continued in the Primary Education Project and BPEP projects. Concerns were raised time and again for the anomalies underlying the educational enterprise and the need to embark upon an appropriate action to combat this challenge in the larger national interest. Such concerns appeared to have been raised probably at the most authentic level by a technical panel commissioned by the Government and the donors to assess the progress and achievements on the ongoing Basic and Primary Education Program (BPEP) in the context of developing a comprehensive education for all (EFA) program. As outlined in the Technical Panel Report 2001, the major concerns and issues related with the delivery of quality education for all included, among many others, the following:

- "Inefficient Grade-I accounts for a significant proportion of the inefficiency of primary education"
- "piecemeal delivery of program inputs has hindered a synergetic impact on improving school atmosphere and creating a classroom culture that promotes active child learning"
- "Institutional reorganization such as the formation of a SMC and Village Education Committee (VEC), and local level capacity building have not preceded implementation of BPE activities"
- "The overall impact of BPEP II on improving the institutional instructional functioning, institutional process and raising students achievements level has remained less visible and less satisfactory "(MOE, 2001, p.65)

21.   A meticulous enquiry into the realm of successful educational practices throughout Nepal would inform that there existed many good examples of programs and localized efforts that made a difference to the quality of education. But too often, even the most successful programs and strategies created very little impact owing to the lack of consciously directed efforts towards disseminating those experiences elsewhere.

22.   The educational enterprise incorporated a number of important programs – such as (a) addressing school infrastructure, (b) scholarship to include the most marginalized, and (c) aiming at improving teaching methodologies. However, what appeared most obvious among all those preparations was the mismatch of inputs or the lack of a synergetic application of all those efforts. It is in this context that recommendations of the Technical Panel to address the concerns of basic primary education could be meaningfully understood. Most important of those

measures included the adoption of an integrated approach that would provide greater autonomy to schools, increase participation of local stakeholders, address the issue of capacity building of the school as an institution, and prioritize activities for achieving reasonable quality and effectiveness as per the needs of different schools.

23.   As in many other ancient cultures, schools traditionally have been community institutions in Nepal. But this fact remained unrecognized owing to the lack of insight on the part of the politicians and planners. National development experiences of nearly half a century indicated that there was much that the people could do themselves at the local level to improve the quality of their life provided they are empowered to do things on their own and adequately supported with necessary inputs from central government. A number of aspects of education at the primary level have been identified that, with some efforts, can be improved at the school level. What is needed is a way to start pulling together the experiences and tools that exist to address quality issues at the school level and package the existing materials and methodology to insure better quality. Many good materials and methodologies developed earlier exist here and there, and the need is to wisely use these to address the following priorities of primary education indicated earlier.

- Schools facilities that meet basic minimum standard for a learning environment
- Use of child centered teaching and learning methodologies and materials
- Inclusion of all children regardless of caste, ethnicity, socio-economic status, disability and working status
- Improved educational achievement in Grade One
- Improved school management with greater participation of parents and communities

24.   DOE, UNICEF and WE have been collaborating for many years in Nepal to promote girls education and to address the needs of girls who are not enrolled in the formal school system. As a result of this initial collaboration and recognizing the common agenda of making school more child friendly and with improved quality, the organizations entered into a partnership jointly to address quality issues identified in course of a review of basic and primary education for a transition into the EFA program. The contemporary policy and program environment was also conducive for enhanced levels of multi-partner cooperation within the framework and strategies adopted by the EFA program. As a result, starting in July 2003, UNICEF World Education and Department of Education (the Government of Nepal) have been partnering formally through the Quality Education Partnership (QEP) to improve the quality of education in public schools.

2.2 Phases of program development

25.   The development of the partnership could be divided into three different phases depending on the type of activities carried out during the implementation of the program. In the first phase (2003-2004), the partnership focused on identifying the best practices and tools to bring them together in the form of Quality Education Resource Package (QERP) to address the priority issues. The second phase (January 2005 - Nov 2006) was agreed upon in order to expand the use of the materials and to develop additional material amongst many other activities including the development and expansion of the Welcome to School (WTS) campaign. The third phase (November 2006 - March 2008) was launched to carry forward the work undertaken in the previous two phases. The development of each of these phases is described briefly as follows:

<u>The First Phase of the QEP Development (2003-2004)</u>

26.   The first phase (2003-2004) of the Quality Education Partnership could be taken as the period that paved the way for a consensus to take the known methodologies and techniques and to develop them into a readily usable toolkit to address the quality issues of education. As discussed earlier, the realization to make judicious use of the known methodologies and strategies was becoming clearer following the preparation for launching of a comprehensive EFA program in the country. Complementing governmental initiatives in education, UNICEF and World Education joined hands with the Department of Education to bring together the best practices and experiences in the form of a QERP that could readily be used by PTAs, SMCs, and teachers as resource tools depending on their needs.

27.   It was also thought that those tools could also be used in their existing format or simplified into poster form or some other format. Those might even be complemented with participatory exercises to help diagnose the main issues facing a school and to identify possible solutions within the constraints faced by schools. With this view in mind, different kinds of tools were identified. Some examples of the kinds of tools identified in the initial phase were as given below:

1. School facilities that meet basic minimum standards for a learning environment
   - School improvement plans and how to prepare or implement one
   - School sanitation and hygiene package

2. Use child centered teaching and learning methodologies and materials
   - Ensure that all teachers have minimum orientation on simple child centered methodologies
   - Through Parent Teachers Associations (PTAs) orient parents so that they understand and support the use of child centered methodologies
   - Link teachers to radio distance education and materials being produced by the Distance Education Section
   - Provide classrooms with a basic set of learning materials such as a basic library, maps, games etc
   - Provision of learning achievement charts so that teachers, parents and students understand what different grades are trying to achieve as learning outcomes
   - Provide local lithograph machine so that schools can produce their own materials

3. Inclusion of all children regardless of caste, ethnicity, socioeconomic status, disability and working status
   - Community mapping exercises to identify unreached children
   - Participatory exercises and games to identify why certain children never enter or drop out of school to determine factors that need to be addressed in specific communities
   - Participatory exercises to help parents, teachers and SMCs, how the presence or absence of female teachers or toilets may affect girls in school.
   - How minor change in design such as a simple ramp enable a disabled student to attend
4. Improved educational achievement in Grade One

- Participatory exercises to help parents and teachers diagnose problems they face in Grade One
- How to address the large class size due to overage and underage enrollment e.g. how to hold a birth registration campaign or age appropriate school enrollment campaign
- Understanding the role of Early Childhood Education - flipcharts exist for this
- Understanding how Out of School Children Program can be used to help overage students progress faster to enter more age appropriate grades
- Games and participatory exercises to help parents and teachers understand how to create a more child-friendly classroom for Grade One.
- Information for teachers on how they can use more child centered methodologies in Grade One and the materials they need to do so

5. Improved School management with greater participation of parents and communities

- School diagnosis exercises, games etc.
- Information and exercises to help schools in the formation and development of a strong PTA
- Activities and information for SMCs on their roles and responsibilities and ways they can identify and address problems
- Information for VDC officials on the role of VECs, their formation, roles and responsibilities

28. A consultation workshop to discuss the QERP concept of bringing together the known methodologies and materials was held on Oct 22, 2003 in order to seek consensus on the design of the QERP's content. Five working groups with representatives of the major stakeholders were identified to concentrate more specifically on each of the five components identified earlier. In addition, a core team chaired by the Director General of DOE with representatives from each of the partners was formed to coordinate the work on the development of QERP. It was decided to develop 22 priority modules for the QERP during the planning process.

29. The modules developed with inputs from the major stockholders finally evolved into a comprehensive package of materials and activities after field testing them for refinement originally in Lalitpur and a Terai district. Those materials were then distributed in the schools of the 15 Decentralize Action for Children and Women (DACAW) districts and 22 World Education districts apart from five DOE priority districts for piloting and further refinements.

30. Those modules (with their supplementary materials) as categorized into four thematic components are given in Table – 1.

Table – 1: List of modules

1. School Governances and management	Supplementary Materials /Posters
Modules	Posters
- PTA formation	- *Hami Sabai Milera Bidhyalaya Byabasthapan Garaun*
- School management for quality education	
- School income and fund raising	- *Bidyalaya Sabaiko Sajha Sampati Ho*
- School finances	- *Esto Awastha Katinjel Herera Basne?*
- School improvement plan	- *Bidhyalaya Sudhar Yojana*

	• PTA leadership	• *Hamro Bidyalaya Ko Bibaran*
2	**Education for All: Inclusion** Modules • Welcome to school • Community mapping • Birth registration • Scholarship	**Supplementary modules Poster** Posters • *Chhori Lai Bidyalaya Pathaun* • *Bidyalaya Hamro Anukul Cha?* Card • New student invitation card for WTS
3.	**Improving Grade One** Modules • Grade One new parents orientation • *Teaching Learning For grade 1 -Sikshyan Sikai* • *Classroom Management for Grade One- Kakshyakotha Byabasthapan*	**Supplementary materials** Teacher resources Books • *Hami Nepali Padchhaun Yasari* • *Hami Ganit Padchhaun Yasari* • *Hami Serofero Padchhaun Yasari* Flipchart • Snacks program for schools Poster • Two types of number charts • Nepali alphabet • Learning outcomes for Grade One
3	**Child friendly teaching learning** Modules • School library • Child friendly teaching learning grades 2-5 (5 subjects – Nepali, Math, Social Sudies, Science and English) • Student assessment • Professional development for teachers	**Supplementary modules** Poster • *Hamro Pustakalaya* Flipchart • Our School Library Teacher resource book • School Library • *Ganit Padchaun Yasari* • *Bigyan Padchaun Yasari* • *Nepali Padchaun Yasari* • *Angareji Padchaun Yasari* • *Samajik Padchaun Yasari*

31.   The development, pretesting and piloting of the modules under the first three thematic components was completed during the first preparatory phase while those under the fourth component were simply developed for testing and piloting later in the 2nd phase. Moreover, a module on a priority issue such as 'school as a zone of peace' with related pictures on explosive device education was also developed. However, it had to be kept as a separate activity package for civil society organizations and UNICEF projects keeping in view the Maoist insurgency as they could not be delivered to schools through government employees at that time.

32.   Apart from the development and piloting of the above mentioned modules, four additional modules were identified on the basis of the local needs and contemporary demands of education. They included Teaching Nepali as a Second Language; Professional Development of Teachers; Mainstreaming Children with Disabilities; and Public School, Private School, Religious School and Community School - What Type of School Is Ours?

33.   Adequate arrangements were made in the second phase to expand the use of the modules prepared during the first phase in a number of schools in different districts along with the development of additional materials to supplement the QERP amongst other important activities intended to augment the use of those modules. Expanding the use of QERP nationwide required meticulous preparation to ensure availability of those modules and other supplementary materials to schools. As such, a number of activities were carried out in order to expand the use of QERP modules nationwide. Basically those activities were of two types: those directly related with the expanded use of QERP, and those considered facilitating the expanded use during program implementation.

34.   The major activities aimed at the expanded use of QERP included basically the refinement of the previously piloted modules before printing them for wider distribution in the schools. Pretesting and refinement of the subject based grade 2-5 child friendly teaching learning modules developed earlier during the initial phase one were also carried out to get them printed for distribution. These materials were targeted for teacher's use as they could promote subject specific pedagogical skills which were essential for instructional improvement in schools. In the meantime, wider replication of the materials also led to the development of modules on inclusion as well as school governance and management. Modules developed on inclusion included materials useful in addressing specific conditions such as involving students with disabilities or lingual diversities, schools of different types including religious schools, to professionally develop teachers.

35.   On the other hand, a number of activities promoting the wider replication of QERP were also carried out during the phase of expanded use. Most prominent of those were activities such as trainings, creating database at the school and district level, conducting Welcome to School campaign, providing radio and media support to schools, promoting school libraries and reading culture, networking PTAs, apart from technical support to districts. Trainings were provided to government, UNICEF and NGO trainers to use QERP to support child friendly programs at schools. The trainings of trainers (TOT) were conducted for district DEO, Resource Centre and NGO staff to facilitate the use of materials at the field level. In addition, trainings to use Grade One materials and child centered teaching learning were also held in some districts apart from training for QIP districts in Karnali Zone. The Welcome to School campaign was one of the important activities developed during this phase to improve access to education for the underprivileged communities especially in the Terai districts. Activities aimed at improving the school enrollments ultimately required efforts for systematic database and information to plan for improved educational growth at both school and district level. The radio and media support to schools was also needed basically to promote improved enrollment of the underprivileged communities in the schools. Promoting school libraries and reading culture, networking PTAs and the technical support to districts or schools were essential to promote improved teaching learning in school. These activities were intended for creating a synergetic climate to address priority issues of improving quality through the expanded use of the resource kit in schools.

The third phase of QEP Development (November 2006 - March 2008)

36.   The implementation of QEP in the third phase envisaged a range of activities to carry forward the activities undertaken during the preceding phases. Efforts to achieve EFA goals resulted in the rapid expansion of the education system creating new challenges at the national level. Addressing quality issues in education in the new context required greater attention to more sophisticated district level planning, management of data, increased transparency in the

allocation of funding and resources, greater efforts to address retention, continuing efforts to improve infrastructure and the training of teachers for child friendly teaching learning activities and more democratic governance and management in schools.

37.   The major activities carried out in this phase tended basically to fall in the broad categories of promoting parental participation and decentralized school governance, supporting the efforts of government to achieve EFA goals of universal primary education adopting various measures including WTS campaign, improving district education planning, use of data, and supporting trainings in the use of QERP through National Center for Educational Development (NCED). Program activities to promote parental participation and decentralized school governance focused primarily on the formation of school PTAs and their networking at the district level with a view to augment SMC activities for improved school management. Activities related to boost WTS campaign at this phase also emphasized retention and encouraging kids to attend the school regularly apart from improving their enrollment in schools. The activities on district education planning and use of data focused on how to make EMIS data reliable for budget allocation and planning along with piloting district wide student performance tracking in two districts. In order to develop capacity of NCED\MOE, efforts were also directed at collaborating with these organizations to make greater use of the QERP material in teacher training programs. The list of districts and forms of interventions are given in Annex – IV.

2.3 Assessment of the phases of QEP Development

38.   As mentioned above, QEP has evolved through three phases of its development. Although a number of activities were carried out to facilitate overall development, the purpose of conducting them in three phases was to develop specific aspects of the program. For instance, the basic intent of the activities at initial phase was focused on forming a specific device through bringing together the best practices and tools so that it could be used as a resource package or toolkit to address quality issues in education. For this reason, the first phase can be described as the formative phase of the partnership. The activities carried out at the second phase aimed at expanding the use of the QERP in order to test the viability of its replication on a wider scale. As such, the second phase can be descried as the phase of expanded use. Again, the activities carried out at the third phase focused primarily at replicating it widely with a view to mainstreaming at the national level. So, the third phase can be called the institutionalization phase.

39.   As stated in the progress reports, a number of activities took place during the formative phase of the QEP - from identifying the best methodologies and materials to bringing them together in the form of a visible integrated resource package for quality education. Carrying out such activities as identifying best known methodologies and materials for developing them into a workable resource package to address quality issues could well be taken as a significant initiative from the perspective of the outcome alone because the work was carried out mostly through involvement of experts from the central level. The initiative could have been taken on a very positive note had it been carried out through a bottom up approach with involvement of teachers and others who actually practiced the known methodologies at the grass roots level.

Chapter – III

Assessment of Partnership, Management and Finance

3.1   Introduction

40.   This section presents short analysis of partnership in relation with management and financial arrangements. The areas of analysis include (i) partnership arrangement, (ii) management practices including planning, implementation and monitoring, and (iii) financial management including sources of income and expenditure.

3.2   Assessment of Partnership Arrangement

Introduction to the partnership

41.   According to the American Heritage Dictionary (1992), a partnership is defined as "a relationship between individuals or groups that is characterized by mutual cooperation and responsibility, as for the achievement of a specified goal." The term 'partnership' first appeared in business law where it refers to a contract for sharing fairly the profit and loss of a joint business. Partnership was later explained as 'an organizational form based around a common goal, where participating organizations share benefits and risks, as well as resources and power'. The partnership agreement can be formal, informal in writing or verbal.

42.   The idea of partnership for Quality Education through parental participation (QEP) program was conceptualized through a national level workshop initiated in 2002 along with a MOU between UNICEF and WE. This partnership was then joined by DOE which enhanced the strength of the partnership and contributed to full-fledged implementation of the activities in 40 out of 75 districts. The contribution of the partners has been in the form of time, money and other resources. The goal of the partnership was to achieve quality improvements in formal education through combined efforts of Government, UNICEF, WE, and DEOs. The program activities were intended to support implementation of government initiatives and the priority action areas of the program were similar to that of the government. The partnership has been guided by a Steering Committee, led by Director General of DOE and with representatives from DOE, UNICEF and WE[4].

43.   The title of the intervention clearly suggests that the major objective of the partnership is to enhance quality of primary education through parental participation. The specific objectives of the partnership, as mentioned in the progress reports prepared by WE, are as follows:
- Build the capacity of parents to participate in school governance and address quality issues through activities of QERP and district level networking.
- Support the efforts of the government to achieve EFA goals to achieve gender parity by 2009 and universal primary education by 2015 through an annual Welcome to School Campaign and the responses needed to ensure higher retention rates.
- Increase district level capacity to use data for tracking progress and for detailed planning.
- Support training in use of the QERP in districts (including conflict affected districts) and through NCED.
- Conduct a participatory review and finalize contents of the QERP

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[4] Based on discussion with World Education.

44.   This evaluation study has attempted to evaluate the QE partnership arrangement among DOE, UNICEF and WE in line with six principles of partnership as defined by Strategic Partnering Taskforce (Nuffield Institution of Health, 2003 UK). A detailed matrix is presented in Annex – V.

> Principle 1 – Recognizing and Accepting the Need for Partnership
> Principle 2 – Developing Clarity and Realism of Purpose
> Principle 3 – Ensuring Commitment and Ownership
> Principle 4 – Developing and Maintaining Trust
> Principle 5 – Creating Clear and Robust Partnership Arrangements
> Principle 6 – Monitoring, Measuring and Learning

45.   ***Recognizing and accepting the need for partnership:*** The QEP partners jointly identified the need to be involved in a partnership to improve quality of primary education through a national level workshop organized in 2003, which actually provided the benchmark for the partners to start the interventions. The need was assessed by all three parties and the program was designed in a way to be complementary with the Government's system aiming to integrate the program in the regular government system in a long term. The first principle is, thus, considered to be *highly applicable* to QEP partnership.

46.   ***Developing clarity and realism of purpose:*** The purpose of the program as cited in the preliminary workshop report is to improve the quality of primary education through parental participation. However, the agreements and MOUs between and among the partners do not include specific objectives with clear monitoring indicators. The agreements basically included the activities to be performed and definition of the roles. Moreover, tripartite agreement among DOE, UNICEF and WE is not yet available. The bilateral understandings are of broader scope. According to DOE, they have not been actively involved in planning the activities. There is a need to organize a joint planning session at the central level to identify specific objectives with outcome indicators. In view of QEP partnership, this principle is thus considered to be *least applicable*.

47.   ***Ensuring commitment and ownership:*** The program involves agreement and understanding amongst central level stakeholders. Thus, the central level actors are aware about the program. WE appeared to have taken the ownership of the program to some extent. However, the commitment and ownership has not been reflected in the district and field level bodies of UNICEF and DOE. There is a lack of district level planning mechanism for all three parties (which already exists for UNICEF and DOE) where WE can also pool technical support. The evaluation study rates this principle as *less applicable* in case of QEP partnership.

48.   ***Developing and maintaining trust:*** The partnership that started in 2003 has passed five successful years with annual agreement which reflects the trust among the partners. The continuous flow of financial resources, added amount of work on part of technical inputs and MOU with DOE proves the development and maintenance of trust among the parties. However, the level of trust is weak when it comes to district and school levels. The spirit of the partnership at central level has not been carried over to district level. This has been reflected in the inadequate coordination between WE, DEO and UNICEF at the district level. This evaluation has considered this principle as *moderately applicable* considering the central level environment.

49.   ***Creating clear and robust partnership arrangements:*** This partnership is not fully guided by the formal agreements and also involves informal and moral agreements between the

partners. There are two agreements: (i) agreement between UNICEF and WE which describes the role of both organizations and also includes financial estimation, and (ii) MOU between DOE and WE which describes the scope of WE's work and roles of the two parties. However, a single document consisting of the understanding between three parties and distribution of roles/responsibilities is not available. During the central level consultations, the study team found that the central level actors from all three parties, somehow, knew their roles and responsibilities. In general, UNICEF provides financial support and involves in monitoring; WE provides technical inputs, and DOE looks after the implementation aspects. However, it is not clear who the lead organization is. This is a major flaw as it has created implementation difficulties owing to the lack of implementation mechanism at the field level. At the district level, government units have many roles to perform and there is no clear communication of the central level partnership to the DEO, though DEOs prepared and agree on the Annual Work Plan (AWPs) with UNICEF. As such, the work under the partnership has not received enough attention and is often considered a donor-and INGO-driven program at the field level in the absence of a common understanding document among all three parties with specified roles and leadership arrangement. Based on these findings, this principle can be considered to be *partially applicable* in case of QEP partnership.

50. ***Monitoring, measuring and learning:*** Monitoring, measurement of the progress and documentation/sharing of the lessons learned is one of the weaker components in QEP implementation. World Education prepares the progress reports for UNICEF and the DOE. There is a steering committee formed under the leadership of the Director General of DOE to look over the program operation. The committee is said to have been meeting as per the needs of the program. The project design and agreements cover broad areas. They lack specific monitoring indicators (related to outcomes and impacts) as well as a common monitoring mechanism. The monitoring responsibility is not clearly assigned to one specific partner and the documentation of the progress, outcomes and lessons learned is also limited. The field level monitoring, which is supposed to be done through DEO structure, is not effective since the schools reported no or limited follow up by RPs. This evaluation considers this principle comparatively *less applicable* to QEP partnership.

Features of QEP partnership

51. **Unique nature of the partnership that involves Government, Donor Agency and INGO.** The partnership involved three parties of different nature aiming to contribute to a common goal. The three parties include the Government - Department of Education, one of the significant donors (UNICEF) and an INGO (World Education). Generally, donors do not perform activities at school level directly whereas NGOs and DEOs can support schools directly. This unique nature of partnership is in itself encouraging, and is further strengthened by involvement of local NGO and Community Based Organizations (CBOs). All three parties

> **Key features of partnership**
>
> - Unique nature of the partnership among Government, donor agency and NGO
> - Common goal
> - Complementary and integrated efforts for quality improvement
> - Sharing of the responsibility
> - Provision of a steering committee

have their own strengths, weaknesses and opportunities in moving together. Currently, the partnership is covering only thirty two districts where UNICEF is directly working through its regional structure and appointment of district focal person. A detailed SWOT analysis of all three partnering organization with view of QEP partnership is given in Annex – VI.

52. **The partnership goal is holistic and common.** The partnership has holistic goal of improving quality of primary education through mobilization of parents. There are various activities identified and implemented over the years to support the goal. The goal of the partnership is, currently, one with the national goals of education.

53. **The efforts are complementary and integrated with each other.** The partnership started with the objective to support the government in implementing its activities to reach the holistic goal of improving primary education quality. The partnership involved identification of the areas of support, designing of the activities and integration in the government system. The successful interventions within the partnership arrangement have been adapted by the Government and expanded throughout the country.

54. **A steering committee has been formed.** There is an arrangement to exchange progress reports, and update the information among three partners. Regular review meetings, email updates and semi-annual reports are some sharing instruments used. The high level steering committee[5] formed to coordinate, monitor and supervise the programs is presently represented by the three partners:

MOES
Mahashram Sharma	Director General, DOE	Coordinator
Harka Shrestha	NCED Executive Director	Member
Sushil Pandey	NFEC Director	Member
Haribol Khanal	CDC, Director General	Member
Chitra Prasad Devkota	Director, DOE	Member
Hari Lamsal	Deputy Director, DOE	Member
Megha Nath Sharma	DOE – QE focal person	Member

UNICEF
Lieke van de Wiel	Education Chief, UNICEF	Member
Sumon Tuladhar	Education Section, UNICEF	Member

World Education
Chij Kumar Shrestha	Country Director, WE	Member
Helen Sherpa	Project Coordinator, WE	Member

55. In addition to the team mentioned above, there was also representation of Association of INGOs (AIN) Education Taskforce[6]. Even though, the agreement among partners provides for the meetings of the steering committee as and when required, it was found during the consultation meetings that only a few meetings were conducted in recent years. The steering committee meetings are expected to review the progress made and formulate plans for the future. The government suggested fewer meetings be held due to duplication of the topics being covered[7]. In addition to formal steering committee meetings, regular review meetings for all UNICEF partners are held and attended by the government representatives, WE, UNICEF and other NGO representatives.

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[5] The list of the committee members is presented based on information provided by WE (May, 2009).
[6] According to WE
[7] Based on feedback provided by WE on draft evaluation report.

3.3 Managing the partnership

56. **Department of Education** was set up in 1999 to facilitate the implementation of school education related programs through mobilization of Regional Education Directorate (RED) and DEOs by devolving necessary authorities. Prior to its establishment, all activities used to be planned and implemented by MOE. Currently, five REDs and 75 District Education Offices (DEOs) work under DOE. Resource Centers operate within the DEO structure and are considered responsible for technical support. DOE looks after the implementation of government programs and focuses on primary, lower secondary and secondary level. DOE is headed by Director General and assisted by three Directors. Director for school management looks after the QEP program and it has assigned one section officer as program focal person.

57. **UNICEF** has been working towards ensuring children's right through its country office at the center, regional offices and district level offices, in a few districts. Over the years, it has been assisting government to meet its education related goals and has been supporting technically as well as financially to implement reform initiatives. Currently, it is providing field based support through implementation of DACAW program covering 300,000 households in 237 villages and eight municipalities. UNICEF's recent contribution to education sector of Nepal includes (i) formation of child clubs in community schools, (ii) WTS program to enhance enrolment, (iii) reinforced child friendly teaching learning approach, (iv) school as a zone of peace program. UNICEF has been part of QEP initiative right from its beginning and has contributed immensely by mobilizing financial and technical resources. UNICEF participates in the project steering committee and also provides focal person to look after the program.

58. **World Education**, an INGO with its head office in Boston USA, has been contributing in the areas of educational innovation and educational policy development of Nepal for more than 30 years. WE country office Nepal has been implementing its activities in close coordination with the Ministry of Education right from the development of national Non-Formal Education (NFE) programs that eventually became the national literacy campaign in recent years. Over the years, WE has implemented a series of action-research programs and pilot

> **Highlights of Management Practices**
>
> - Effective coordination and cooperation between DOE and WE experts to design and develop quality resource materials
> - Strong distribution mechanism system of QERP materials to schools
> - Generally Accepted Accounting practices
> - Trainings received by most of the staffs
> - Participatory decision making practices followed by monthly review meetings among management and staff
> - Strong leadership in coordination, cooperation resource generation and mobilization

projects which had several implications for national educational policy development. Besides the national level participation, WE also possesses a strong network throughout the country. It has been able to mobilize local level NGOs and CBOs in implementing the program at ground level. Over a period, it has contributed immensely in capacity development of local organizations (NGOs and CBOs). Currently, WE is implementing the program with support from 30 local and national level NGOs across the country. In this process, it has contributed substantially in the development of human resources within the government agency and its partners. WE has a comprehensive country program that targets local grassroots needs and such programs are

implemented through collaborative efforts of the government and non-governmental agencies from central to local levels.

59.   ***Implementation arrangement at WE:*** At present, there are 56 (central and field level) staff led by the Country Director. Staff recruitment is done through free and open competition. Observing the staffing situation over the years, there is a significant level of staff turnover (44 staff left WE in last three years) which is primarily because of project based appointment[8]. During FY 2007/08, five staff left the office due to the termination of their project. The staffs are committed and experienced as reflected in the level of success the organization has achieved. The presence of expatriates has also contributed in acceleration of program implementation. Staff capacity building exercise was found limited to short term small local training. Employees have received local training and the quality education team was sent abroad for study visit by UNICEF. Out of the total 56 employees, six are assigned to work on Quality Education Partnership including one expatriate. There is a strong system of reporting and control where each employee is responsible for specific assignment. The accountability and reporting arrangements are made clear to all employees by providing specific TOR to each one of them at the time of appointment. There is a practice of annual evaluation of staff for rating their performance which is done by the immediate supervisor and submitted to the Country Director. It was reported that each staff is given feedback as an opportunity to improve the performance. The organization structure derived based on discussion with WE officials is attached in Annex – VII.

60.   The major areas of coordination between WE and DOE have been sharing of education innovations and acquiring technical support. WE has diversified its work areas considering the need for integrated approach to development. Currently, the organization is implementing programs targeting gender issues, child labor, sustainable agriculture, livelihood development, micro credit, public health, environmental protection, non-formal education and promotion of quality in education.

61.   Though the central level management arrangement for QEP is led by World Education, all of the partners have some roles to play in overall aspects of management. The partners have their role in financing the program, managing the program and implementing the program. The overall roles and responsibilities of partners are illustrated in Table - 2.

Table - 2: Roles/ Responsibilities of Partners[9]

Area	World Education	UNICEF	DOE/DEO
Program	• Provide technical assistance especially TOT. • Provide Tin-trunk library, radio and QERPs at schools in the selected districts. • Directly support NFE to mainstream children to school • Directly support schools in disadvantaged communities	• Support to DEO in program monitoring and evaluation. • Support to DEO in developing District Level Planning • Facilitate to implement programs through local NGOs, CBOs and DEO	• Implement programs through RPs at each piloted primary schools.

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[8] According to WE management team at Nepal Country Office, employees left WE as their contact term ended with end of the specific projects they were appointed for.
[9] Developed based on the MOU documents, progress reports, discussion with implementers and findings of study team.

Area	World Education	UNICEF	DOE/DEO
Finance	• Explore the funding sources • Pool the funds from various sources for different components of the program • Manage the funds available to WE for QEP partnership	• Provide funds for the program based on the agreement.	• Allocate regular and specified budget in districts for their regular employees.
Management	• Deploy human resources at central and field level especially for training, technical assistance, materials distribution and management. • Lead to design, develop and distribute Tin Trunk Library, radios and QERP materials to schools with help of DEO • Prepare directives for child friendly teaching	• Support to DEO and WE through the use of specialist Human Resource from central and regional offices	• DOE and DEO assigned focal person to look after the program at schools. • Launch the program in schools by using its own supervisors, RPs and DEO premises.

62.   *Planning within QEP partnership:* WE submits an Annual Progress Report and also develops and submits a proposal to UNICEF requesting necessary financial support for upcoming year. The activities and strategies proposed reflect the discussion, consultation and coordination between the partners. UNICEF allocates financial resources for the program in negotiation with WE and an annual MOU is written and agreed between UNICEF and WE. On the other hand, WE also signs MOU with DOE in the spirit of the same proposal describing the activities agreed upon with UNICEF and the support desired from DOE. Similarly, DOE and UNICEF also has annual work plan drawn up and agreed by each other. WE takes lead in technical aspects of program implementation.

63.   **Field Level Arrangements**:   The program has adopted different implementation arrangements and strategies for field level activities. The implementation modalities included (i) DEO implementing the program in Community Action Program (CAP) Village Development Committees (VDCs) with direct support from UNICEF, (ii) local NGO implementing the program in CAP and QIP VDCs with direct support from UNICEF, and (iii) local NGO implementing the program with direct support from World Education (iv) replication in other districts with government resources by DOE. UNICEF assigns one of the officers at DEO as Focal Person of UNICEF programs and monitors the progress with the help of UNICEF district contact person and regional offices. Similarly, World Education appoints a Program Officer to look after various activities (including QEP) in 3-5 districts. The program officer works in close coordination with DEO and UNICEF regional office. UNICEF and DEO conduct joint planning annually to identify the activities, design the implementation strategy, allocate the budget and establish monitoring mechanism. The ability demonstrated by World Education in managing the tin trunks, making arrangements for their distribution and mobilization of necessary human resources justifies the responsive and effective management arrangement.

3.4   Financial Management

64.   The financial management assessed under this section includes the central level fund mobilization for QEP by World Education. WE has developed a pooling mechanism to collect the resources from various sources and mobilize them as per the plan. There are separate financing arrangements at central and field level which depends on the implementation modalities as described earlier. UNICEF provides implementation budgets at the district level directly to DEOs which are then transferred to NGOs and other partners. DEO is involved in financial planning at field level whereas Government (through Education Sector Advisory Team - ESAT supported by Danish Development Agency - DANIDA) has also provided significant amount of financial support (especially for printing of QERPs and developing school report cards).

65.   **Financial Arrangement:** WE has been arranging the funds for program through donor and internal sources. There are basically four sources of the funds mobilized to QEP not including the government's contributions: (i) direct support by UNICEF, (ii) support of UNICEF together with WE, (iii) funding arranged by WE on its own, and (iv) support from DANIDA. Based on financial information from 2003-2008, the largest financial contributor to the QEP partnership was UNICEF with direct support covering 48 per cent of total pooled amount and indirect support in collaboration with WE covering 29per cent of the same. As illustrated in Chart – 1, direct support from UNICEF covered 48 per cent (NRs. 69,522,143.00), indirect support of UNICEF in collaboration with WE (UNICEF/WE) covered another 29 per cent (NRs. 42,105,653.00), the individual funds arranged by WE met 14 per cent (NRs. 20,048,104.00) of the total financial allocations, and DANIDA support (through Education Sector Advisor Team – ESAT under MOE) covered around nine per cent (NRS 12,088,420.00) for the overall QEP partnership activities during 2003 to 2008.

Chart – 1: Sources of the fund
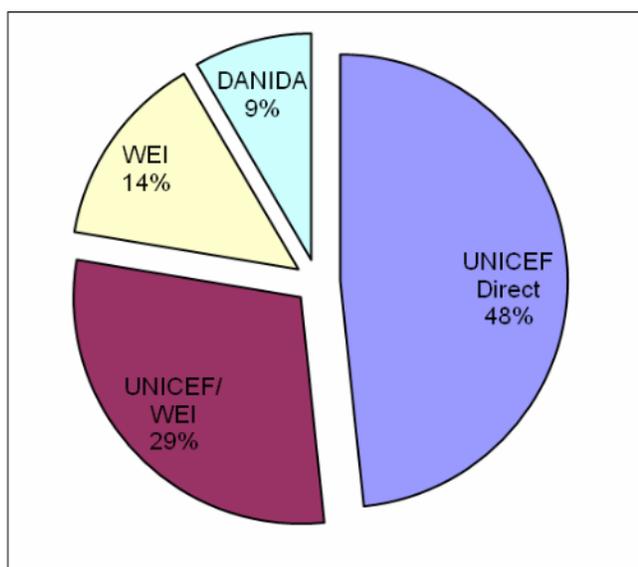
66.   The total contribution by DANIDA/ESAT was utilized for reprinting of QERP and distribution to additional schools. Similarly, the amount received from UNICEF direct support was utilized for the printing of QERP and tin trunk (including radio, library and reference materials and other educational materials). The amount included under collaboration between UNICEF and WE was found to have been utilized in diverse areas for diverse purpose including trainings, distribution to DEOs, PTA development, school as a zone of peace program, Travel Allowance exposure visits and data management/ EMIS. The individual funds from WE demonstrated in the Chart – 1 included the resources available for Brighter Future (BF) program for NFE and direct support to schools. The amount from WE was found partly utilized for professional staff deployment and partly for PTA networking activities. The detailed distribution of the expenses by source of the funds is presented in Annex – VIII.

67.   At central level, a joint meeting finalizes the program and budget for the QE partnership. For district level implementation, UNICEF provides program funds to DEO based on annual

work plan. The funds were basically utilized for newly initiated activities of UNICEF like Child Friendly School Initiative (CFSI) and School Sector Assessment (SSA), and for continuation of other programs like district planning, training programs, Madarasha orientation, micro-planning etc.

68.   The distribution of the resources pooled for QEP partnership is largely dominated by cost for purchasing materials for the tin trunk and their distribution which is 47 per cent (NRs.68,146, 806.00). Similarly, the development of QERP materials also covered around one third of the total amount (29 per cent which is equal to NRs. 41, 112, 845.00). By combining cost for QERP and tin trunk, it amounts to 75 per cent of the total amount. School as a zone of peace program and access and enrollment campaigns were the components receiving lowest share (around one per cent) of the pooled amount. Though they received lowest share of expenditure (two per cent), both of these programs were effective.
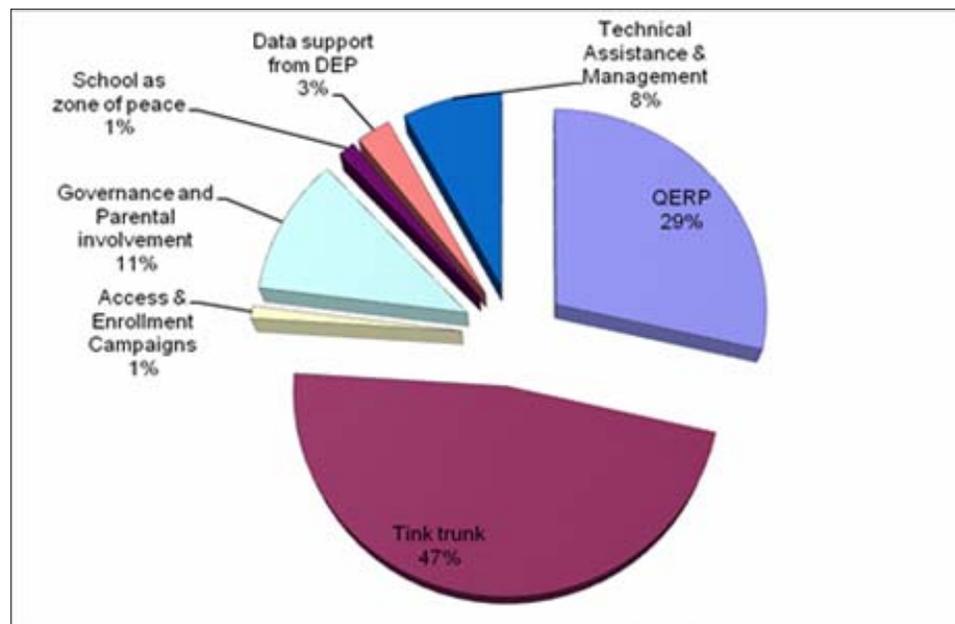
Chart – 2: distribution of expenses by components (2003-2008)

69. On the one hand, WTS program was adopted by Government and is contributing to a huge increase in enrollment. On the other, school as zone of peace was effective during the insurgency period and is currently being replicated and expanded to a few districts of Terai region. As illustrated in Chart – 2, the third component with around 11 per cent of the share was governance and PTA involvement. The expenses under PTA involvement included trainings, exposure visits and networking activities. It would be interesting to note that only eight per cent of the total amount was utilized for technical assistance and management.

70.   *Accounting, Auditing and Transparency:* It was noticed that all transactions were recorded systematically in the software supported by bills and vouchers. These accounts were audited every year by a professional auditor (both external and internal). As a key partner in QEP and being part of various educational innovation and development activities, WE has been receiving supports from various sources. Though WE interventions are benefiting a large population, involve partnership with UNICEF as well as GON, and there is also a need to enhance transparency for good governance. It has not conducted social audit of the organization and its activities. Participatory reviews (somehow similar to social audit) were conducted in each program district in the past, and annual audit as well as annual progress reports are prepared and distributed.

3.5 Key Finding and Recommendations

71. *Findings:* The findings based on interview with central level actors of all partners, management and program team at WE and review of the literature including financial reports, agreement papers and audit reports are given below:

- The overall management of WE is strong and effective. It has been able to establish strong coordination and collaboration mechanism with DEO, UNICEF, NGOs and CBOs for program implementation.

- DEO and local NGOs implementing the program lack adequate staff and/or human resources to carry out the assigned works/activities. WE has provision of appointing Program Officer at regional level covering 5-6 districts.

- The transfer of the Government officials and turn over of professional staff at WE has been significant. There is no coordination among the partners when it comes to transfer of trained and focal officials. The transfer of trained officials of DEO was one of the problems in expanding the activities at the district level. This issue emerged as the major agenda in steering committee meetings but is in the hands of the MOE not the DOE. Similarly, the steering committee also keeps on changing as most of the members form all partners, especially of government, are ex-post officials.

- UNICEF appointed District Project Officers consulted during the field study were found to be less informed and less concerned about the Quality Education partnership, especially in areas like objectives and performance indicators of the partnership, development of resource packages, use of resource packages, roles of district and school level actors etc.

72. *Recommendations:* Based on the analysis above, following are the recommendations on the areas of management, partnership and finance:

- Enhance the participation of DOE and DEOs in planning QEP activities

- Identify additional areas of partnership and support the partnership arrangements to be initiated in future together with a tripartite agreement containing specific objectives and expected outcomes including monitoring indicators.

- Develop a regular monitoring and supervision mechanism with involvement of DOE and DEOs in monitoring indicators, document the findings and lessons learned and bring changes in the program and management aspects based on the lessons learned.

- Carry out social audit of the organization (basically focusing the QEP partnership being managed by WE) to promote transparency and promote the partnership in the future.

- Enhance the involvement of DOE officials in planning, identifying activities, estimating budgets, identifying roles, and monitoring the performance.

Chapter - IV
Implementation Status and Achievements

4.1 Introduction

73. This chapter describes the interventions within the partnership program, documents the achievements as well as gaps and presents the detailed analysis on each of the intervention components. The findings presented in this chapter are based on the field visit reports (see Annex – IX for district wise report), consultative meetings and interviews with central level authorities apart from review of the relevant literature.

4.2 Tin trunk library, radio and educational materials

74. *Interventions:* The development and distribution of tin trunk has been one of the key components of the program. The activities carried out included (i) identification of the possible materials to be kept in the tin trunk, (ii) preparation and development of the trunk, (iii) distribution of the tin trunks to districts, and (iv) distribution of tin trunks from DEOs to schools. There are altogether 140 items kept in the tin trunk which includes (i) two maps, (ii) various posters and charts, (iii) 73 story books and poems, (iv) two sets of QERP documents, (v) one radio, and (vi) [10]additional materials like color pencils, markers, color pens. The primary objective of the tin trunk distribution was to promote use of teaching learning materials for effective teaching leaning in the class room and develop a small library in the school targeting especially Grade One. The radio provided in the tin trunk was purchased with special order from UNICEF and runs by solar power through automatic recharging process. The list of the materials kept in the tin trunk is provided in Annex – X.

75. *Relevance:* In the situation where necessary teaching/learning materials are not available in the schools and the budget of schools is very small, the intervention targeting to supplement the need of education materials at school is relevant. The tin trunk also aimed to meet the library needs of primary schools that did not receive any form of library support. It also initiated the idea of reference material for primary level students which is well targeted to meet the existing gaps in community primary schools. However, the distribution of radio to schools (targeting capacity of teachers through distance education program) has become less relevant with the discontinuation of classroom teaching targeted distance education program.

76. *Efficiency:* The distribution of the tin trunk with radio and teaching learning resource materials was carried out by World Education. The finding of evaluation study on efficiency is mixed. The time for receiving the tin trunks at school level differs from one school to other[11]. For example, the schools under Kawaswoti resource center, Nawalparasi[12] received the tin trunks only in 2007 whereas other schools had received them by 2004. It was reported that WE unloaded the 169 Tin-Trunks in the office of a local NGO, Women Awareness and Preservation Centre (WAPC), Kawaswoti, in consultation with DEO. It took quite a sometime for DEO to get those trunks delivered to nearby Resource Centre (RC) for distribution to schools. The

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[10] Initially provided in trunks but later supplied by UNICEF through DEOs
[11] According to WE, the time was different because the program was expanded gradually since UNICEF did not have budget initially to do all school at once.
[12] According to WE, Nawalparasi experienced more distribution problems than other districts which UNICEF and WE worked hard to resolve.

evaluation team found that the RC still had ten Tin-Trunks undistributed. The distribution of radio can also be considered as less efficient as the radios are not being used by the schools where the purchase of radio worth NRs. 21,742,721.00 (which is around 15 per cent of the total QEP budget). The development of tin trunk and distribution consumed altogether 47 per cent of the total resources allocated for QEP.

77. *Effectiveness:* The effectiveness of the tin trunk distribution can be reflected in the use of tin trunk materials by schools basically student and teachers of primary level. The materials within the tin trunk, especially the story and poem books, are being used by the schools. The schools were found to have made use of consumable materials like pens, pencils, papers, color pens etc. This has contributed in strengthening the teaching learning process, motivating students to use library and reference materials, and increasing the use of teaching learning materials. However in the context of the overlapping, support from the other donors like Room to Read etc, the schools in the program areas were found to have made only a limited use of the trunk materials.

78. *Achievements:* In the context where the supply of additional educational materials to school does not fall under Government's priority area and Government has not been able to provide substantial support to individual primary schools for quality improvement, the distribution of the tin trunk with education materials of various natures to all primary schools of targeted areas is a praiseworthy effort. Moreover, all of the activities within QEP interventions started from the distribution of tin trunk and development of QERP. The key achievements of the tin trunk development and distribution can be specified as this: (i) the tin trunks have reached most of the schools, (ii) the stories and poems are used by schools to a certain extent, (iii) the posters and pamphlets are being used by the schools and are pasted on the walls, (iv) the reference materials are being used by the students on a rotation basis, and (v) the distribution of the materials has sensitized the schools (especially teachers) about need to use additional resource materials and manage a library. All of the schools included in the sample of the evaluation were found to have received tin trunks. The primary schools with limited financial resources benefited much from the program as the materials kept in the trunk provided them the benefit of library and teaching learning materials. The QERP kept within the tin trunk also provided technical support for school improvement. The **success drivers** for the achievements included (i) diverse nature of materials within tin trunk, (ii) prioritization by UNICEF with mobilization of adequate financial resources, and (iii) mobilization of DEO for trunk distribution. The status of the tin trunk distribution by districts is attached in Annex – XI.

> **Who is responsible for tin trunk distribution?**
>
> The tin trunk supplied by WE to DEO Nawalparasi were kept at local NGO partners of WE, 'Women Protection and Rehabilitation Center' for months. The NGO asked DEO to come and take the trunks but the response from Government was too slow. Later, the trunks were sent to nearby Resource Center and then distributed to schools. The trunk remained in the building of NGO and RC while schools were demanding for the trunk and WE had already sent it to the district.

79. *Implementation   gaps:* Conceptualization of the idea of tin trunk, identification of the materials to be kept in it, and distribution in large scale, are strong aspects of this component. The interventions also observed some weaknesses in areas of its use for school improvement. Despite some of the best performing schools like Nawadurga PS of Nawalparasi, Shishu Kalyan PS, Bharatpokhari of Kaski, other schools were not able to use the materials up to the expected level. Though all of the schools included in the sample visits were

found to have received the tin trunk, the receiving date was different[13] (significant difference of 1-2 years was also observed). The key implementation gaps included (i) unavailability of training/orientation on time to all schools through the resource centers, (ii) limited use of the radio in absence of Distance Education Program, (iii) unclear logistic management arrangement (i.e. schools are not clear about the management of tin trunk and the materials kept within it; some schools have put the materials in library, some have kept it within tin trunk and some have demonstrated the document even though there were clear modules on this in the trunks), and (iv) the sustainability part of tin trunk is questionable as most of the schools included in sample visits (except the model schools) were reluctant to purchase the materials on their own. The level of materials use differed among the schools based on activeness of school stakeholders especially HTs, teachers, SMCs and parents. The materials provided in tin trunk are same for all of the schools regardless of their status, motivation towards accepting the innovations and fulfillment of minimum requirements. The key **deterrence factors** contributing to limited achievements included (i) inability of Government to continue distance education program, (ii) lack of support from resource persons[14], and (iii) lower motivation level of schools to accept and utilize the innovations.

80.   *Lessons learned:* The use of the materials sent in the tin trunk was observed to depend on individual school characteristics. The schools need orientation, reinforcements, follow up and regular monitoring for ensuring some level of use by the school. The schools with active stakeholders have made use of tin trunk materials and they are also arranging additional materials on their own.

81.   *Recommendations:* The follow up actions that the QEP partnership need to take include (i) to make sure that Resource Centers play their role in re-orienting the schools about use of materials and small library, (ii) to strengthen the partnership and continue distance education program targeting teachers (to make use of radio), and (iii) to make the logistic arrangements clear.

4.3 Quality Education Resource Package

82.   **Interventions:** The Quality Education Resource Package (QERP) was developed under the partnership with the help of experts, specialists and other concerned educationists from within and outside the Ministry of Education. The idea was initiated sensing the need to develop a set of quality targeted reference materials for school stakeholders and observing the similar practices in other countries. A consultative Workshop for Quality Education Resource Package, organized by WE in collaboration with DOE and UNICEF on 22nd October, 2003, contributed to consolidate the idea[15]. The workshop, focused on the issue of Quality Education and its proceedings based on the core document of Education for All program, initially identified five thematic areas. The thematic areas included: Learning Environment/Infrastructure, Inclusion, School Management, Teaching Methodologies and Improvement in Grade 1. These were later categorized as Access, School Management, Learning Achievement and Parental Participation. The topics under thematic areas were explored, identified and elaborated.

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[13] According to WE, no budget was provided to get to the district and schools had to collect from the DEO or RC. Some districts tried to get UNICEF provide additional budget for transporationation.
[14] According to WE
[15] The workshop was represented by the DOE personnel, UNICEF Education Officer, WE, experts and other staff and other concerned educationists.

83.   *Implementation status:* In the first phase, nine modules were developed on the themes recommended by the workshop and were distributed to 1900 schools. Based on the feedbacks from the first round of package distribution, additional twenty one modules were developed. The modules were distributed to selected schools along with library materials, teaching materials, and wind up radio in the form of tin trunk library. Altogether 7,368 schools of 54 districts have received the tin trunks. UNICEF has been providing the financial support to develop, print and distribute the materials. ESAT/DANIDA also supported printing and distribution of QERP materials to an additional 12,000 schools. WE distributed the tin trunks to schools through District Education Offices, and with support from local partner NGOs.

84.   The Training of Trainers (TOT) was organized by WE in which Primary teachers, Resource Persons (RPs) and DEO focal persons participated. It was reported to the team that TOT was not based on cascade model[16]. The trainers were supposed to use their training skills in the meetings with the teachers, in the supervision visits of the schools and in specific activities with schools such as the preparation of School Improvement Plans (SIPs) or in other channels whichever available. The trainer teachers reported that they benefited much of the training they received and that they share their skills with their colleagues whenever they get opportunity. They further clarified that they could not hold any sharing session in an organized way. However, some DEOs organized a proper training for all RPs[17].

85.   **Relevance:** The content of the QERP modules was thoroughly studied (see Annex – XII for details) in order to assess the usefulness of the subject matter. It was observed that the content is rich and supplements the curricula. If carried out as planned the modules related to teaching methodology help the teachers teach effectively even without the text books.   The approach adopted by the writers in writing the modules is activity oriented. The users of the modules can find it interesting. Although the names of the writers are not mentioned in the modules it seems that they are written by different writers and give different flavor.

86.   **Efficiency:** The materials are written, produced and then distributed by the center. Problems were faced in the distribution process. The total budget allocated to produce as well as to disseminate these materials was reported to be around NRs. 41,112,845. If we calculate the unit cost of the module it does not give us an efficient figure. More efficient ways of producing and distributing the materials could be found. For example, the evaluation team found some materials worth reproducing in the school libraries written and prepared by the students themselves. If they could be published with some editing the unit production cost will be far less and ownership of the material would be far more.

87.   **Effectiveness:** It was observed during the visit of the schools that the materials in the tin-trunks were used now and then but not in a systematic way. Few indirect effects were also observed. For example, teachers and parents now pay more attention to strengthening of Grade One teaching. In a similar way, parents are more conscious of their rights and duties towards the functioning of the school.   Students were found being more active in school activities through the formation of Child Clubs.

88.   **Achievements:** The schools have now access to more reading and reference materials. The teachers show concern about raising the quality of education. The community participation in the school activities was found enhanced. Overall, school management was found to be

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[16] Under the cascade model, the orientation on QERP need to reach to school level through follow up training programs at district, Resource Center and school levels after TOT at central and regional levels.
[17] According to WE

satisfactory. The QERP materials and information on activities have been included in tin trunk and distributed to targeted schools. The national level implications of QERP included (i) capacity building of the officials from DOE, NCED and CDC involved in developing the modules, (ii) adaptation of WTS program under regular national program, (iii) sensitization about the need to focus on Grade One, and (iv) strengthening the reform initiatives like SIP, social audit, community mapping etc. One among four schools selected for field study in each district (mostly the model schools of the districts) had done very well in utilizing the QERP. The utilization level is higher in the schools with direct orientation and reinforcement. The **success drivers** for the achievements included (i) use of strong technical expertise in the development process, and (ii) ability to acquire additional financial resources from other sources (like DANIDA).

89. **Implementation Gaps:** Though the availability of QERP modules is in itself an achievement, the most conspicuous gap in the implementation of QERP is the lack of follow up activities by DEO (especially, Resource Persons, School Supervisors). WE, in coordination with DOE, distributed the materials to DEOs and the responsibility of follow up came on the shoulders of DEO. However, many DEOs were found not to have taken the ownership of dissemination. The distribution of the QERP to schools has not been backed up by orientation to schools (i.e. through Resource Persons or any other means). The modality to orient the schools through RPs has not worked well and it seems that the program overestimated the capacity of RPs. Though the modules were envisioned as resource packages, most of them looked like the training manuals. According to DOE, the original idea of a resource package, somehow, deviated as the message was transferred through trainings and the documents were used as training manuals. Because of the contents and their arrangements, the audience for some of the materials is not clear in the sense that schools were found confused on who to make use of the materials for and how. For example, HT of Shahid Smriti PS, Sunsari said he was expecting that someone will come to provide training and these materials will be useful at that time. The contents are designed and put in a way (it mentions about required materials, method, audiences, activities etc.) that it is for the trainer rather than for direct use of school as resource material. QERP modules are not much gender sensitive. Women are shown in pictures with traditional type of job such as distribution of food, cooking, cleaning house, performing household works, fetching water, nursing etc. In case of primary teachers in community schools, the picture of female teachers is included whereas in case of Sanskrit and Madarasha schools, males are portrayed as teachers. In the second phase of material development, they look more like the resource materials. The **deterrence factors** that resulted into limited achievements include (i) lack of feedback mechanism and reinforcement at school level, (ii) limited resources with school to meet basic requirements for module implementation, (iii) lack of committed, energetic and responsible teachers, (iv) lack of close monitoring, supervision and technical support, and (v) low literacy rates in the community.

90. *Lessons Learned:* The evaluation team found that those schools which are motivated did better and those with basic infrastructure benefitted more from QERP. The lessons learned are as follows: (i) people are less likely to own and make use of the materials developed by the top and circulated to bottom, though it is one of the cost effective methods to share best practices, (ii) teacher's commitment and realization is the most important part to implement QERP module, (iii) technical support and frequent monitoring can play vital role to encourage teachers and community, (iv) lack of understanding of school family, (v) even very small resources can enable schools to implement various modules properly in school, and (vi) among the 19 modules, if schools implement at least WTS, classroom management, Ramailo Class room, social mapping, and leadership development of PTA module properly, it can really enhance quality of education.

91.   *Recommendations:* The development of QERP and distribution of a radio, QERP and other resource materials in a tin trunk has been the central component of the partnership. This has also consumed almost 80 per cent of the total resources available. However, the materials are under utilized and schools are not able to take optimum benefit from the QERP. Thus, there is a need to develop a mechanism to ensure full utilization of the materials provided to schools. The evaluation study proposes use of different reinforcement modalities for different schools based on valid school accreditation (either by government, UNICEF or other organizations)[18]. The program has not been able to mobilize resource center as an institution, but has depended on RPs to orient the schools. There is a need to acknowledge the possible role of RC as an institution rather than relying on the RPs. RC, as an institution, can explore the necessary resources (including human and financial resources) and mobilize them to meet the school's demand of technical support. The resources for implementation of suggested modalities can be arranged by district level pooling of resources and attracting financial resource available at VDC/Municipality. The specific follow up actions related to modules include (i) revisit the QERP modules based on audience, gender sensitivity, and study findings (as illustrated in Annex – XII), (ii) enrich the contents by introducing new areas like EMIS, social audit, school grants and school accreditation in two or more modules, (iii) develop suggestion and feedback sharing mechanism, and (iv) promote resource center level discussion and sharing on QERP. There is also a need to explore the resources to expand the QERP (along with other resource materials) for distribution throughout the country, (v) have RPs oriented about QERP through Education Training Centers (ETCs) under NCED in coordination with DEOs, and (vi) make QERPs gender sensitive while developing and re-publishing the documents.

4.4 Welcome to school (WTS) program

92.   *Interventions:* The Welcome to School program started as part of the QEP to augment school enrollment especially at Grade One. The initiation to launch WTS program in schools was found to have taken first by UNICEF and WE from the academic session 2061 BS (2004) to be centered only in the UNICEF DACAW districts where girl's enrollment was comparatively low and in child labor prone VDCs where WE worked. Encouraged by the results, the Government made a decision in November, 2004 to start it as a nationwide campaign. This was enthusiastically supported by different NGOs/INGOs through contributing additional resources. It has since been implemented in the form of an annual campaign to boost enrollment and retention of children at the primary level. A number of activities have been carried out in order to support this effort nationwide. These activities include community mapping in needy school catchments, door to door campaigns, street dramas, welcome seasons at school etc. FM Radios have also been used extensively to broadcast messages through local languages especially during the one month period of student enrollments at the beginning of the school session. Public support of this program has been mobilized mainly through local organizations like SMCs, NGOs, CBOs, PTAs etc.

93.   *Implementation status:* Various activities carried out in support of this program have been instrumental in triggering school enrollment especially at the primary level. Two policy decisions made by the Ministry of Education, i.e. the relaxation of the birth registration regulation in the case of children coming from the conflict affected families and the provision of the booster scholarships to attract poor children also appeared to play a very significant role in the improvement of enrollment in schools.

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[18] The recommendations are elaborated in Chapter - V.

94.   **Relevance:** WTS as a component of QEP was viewed important not simply because it could significantly improve school enrollment, more important in this context was the retention of those children in the education system with increased learning achievement. As such, the relevance of the program has to be examined from a wider perspective even though the enthusiasm that it created among people at the community level in almost all of the priority districts can be taken as a clear indication of success. Therefore, looking from the perspective of improved school enrollments, WTS emerged as a highly relevant program as it successfully attracted out of school children into the formal system of education. It was also evident from the EMIS data that the rates of retention and promotion at the primary level have also slightly improved with improvements in school enrollment. Similarly, self initiated participation of people in WTS campaigns also appeared to prepare a conducive social environment over these years for the acceptance of child's right to education at the community level.
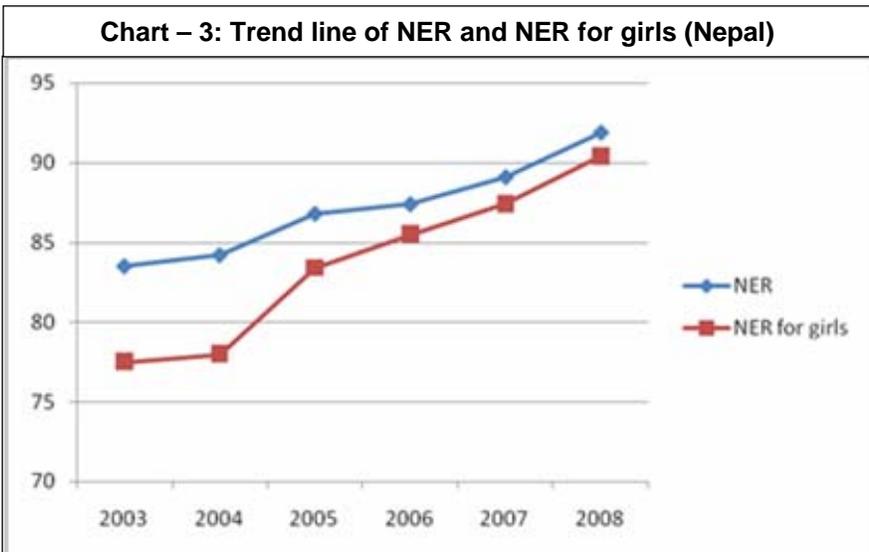
Chart – 3: Trend line of NER and NER for girls (Nepal)

Source: DOE Flash Report (2003-2008)

95.   *Efficiency:* Parents and children of all castes and ethnic groups have been extensively mobilized through WTS as a campaign in the school catchments of different districts. The contributions of local level organizations such as SMCs, PTAs and other CBOs apart from central level organization and teacher unions have been phenomenal. The program could well be rated as efficient in the sense that it has been conducted with the least cost as the participation of parents and other local school stakeholders has been self-initiated.
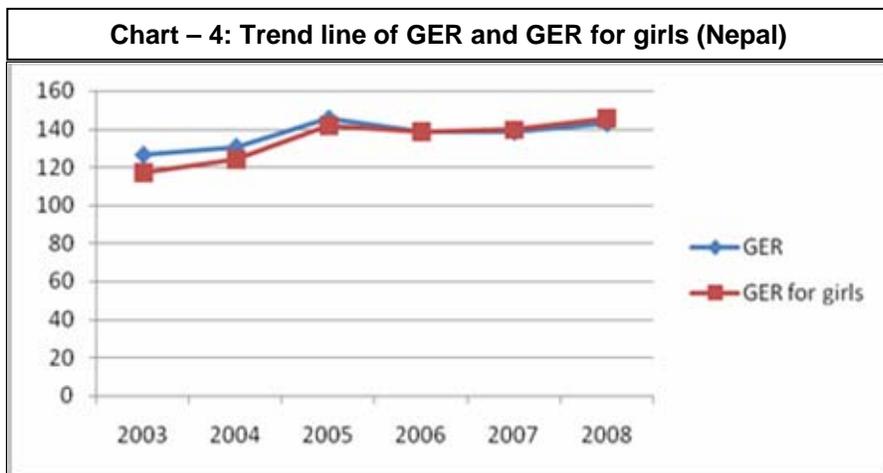
Chart – 4: Trend line of GER and GER for girls (Nepal)

Source: DOE Flash Report (2003-2008)

96.   *Effectiveness:* A number of activities such as door to door campaigns, street dramas, welcome sessions at schools, community mapping etc. have been conducted in many schools of the program districts as part of WTS annually. Obviously, those activities could not have been conducted

meaningfully without the participation of the community. This high level of participation was also clearly reflected through the increased level of enrollment especially in the elementary grades of the schools.

97.   *Achievements:* The WTS as a program to augment school enrollment no longer remains limited to certain low enrollment pocket areas alone. It has been widely accepted as a nationwide campaign. It has become an essential part of the schools annual operational program especially at the primary level.

98.   As such, the achievements of WTS could be categorically specified as follows:

- Encouraged by the effectiveness of the WTS campaign in many program districts, it has been adapted as a part of the primary school's annual program of operation at the national level
- Motivated by the results elsewhere, schools in recent years have been participating enthusiastically in this program.

99.   The **success drivers** for the achievements made by WTS program included (i) continuous follow up and back up support by UNICEF and WE, (ii) encouraging level of parental participation, and (iii) adoptation by Government and other Non-Governmental agencies.

Table – 3: Trend of enrollment indicators

	2003	2004	2005	2006	2007	2008
NER	83.5	84.2	86.8	87.4	89.1	91.9
NER for girls	77.5	78	83.4	85.5	87.4	90.4
GER	126.7	130.7	145.4	138.8	138.5	142.8
GER for girls	117.1	124.2	141.8	138.4	139.6	145.6

Source: DOE Flash Report (2003-2008)

100. *Implementation Gaps:* Despite higher relevance, efficiency, effectiveness and achievements, smooth operation of the program has been affected on account of a number of factors that have been identified as gaps. There appeared little evidence to show that adequate follow up measures have been taken to sustain the enrollment growth spurt observed in the initial stage of WTS campaign. It is more in the area of internal efficiency with regard to the schooling of children because the surge in enrollment growth is not reflected in the retention and promotion of students. One obvious interpretation of this anomaly could be the higher level of drop out at Grade One. Alternate schooling program continued by GON through SSR (2009-2015) contradicts with WTS initiative which aims to bring out of school children into formal system. These gaps may be specifically put as (i) lack of follow up mechanism to keep up momentum created by WTS, (ii) lack of built in program targeted at improving the retention and promotion of students to sustain the enrollment growth, and (iii) alternate schooling mechanism countering WTS attempts to bring out of school children into formal school.

101. The **deterrence factors** included (i) inability of Government to ensure additional financial allocations targeting the additional number of children, and (ii) decreasing level of follow up by UNICEF/WE after adaptation of WTS by GON.

Table – 4: Trends of efficiency indicators over time

Indicators	2005	2007	2008
Repetition rate (Gr. 1)	29.5	29.5	28.3
Repetition rate (1-5)	17.6	17.2	15.7
Drop out (Gr. 1)	12.7	16.1	11.2
Drop out (1-5)	9.1	12.4	8.0
Promotion Rate (Gr.1)	59.0	54.5	60.5
Promotion Rate (1-5)	75.3	70.0	76.3

Source: DOE Flash Report (2005; 2007; 2008)

102. *Lessons learned:* WTS has been accepted as a part of annual school program nationwide over the last five years. It is organized these days during the first month of academic calendar in most of the schools of the country. This, it clearly provides an example of how the best or result oriented practices can successfully be mainstreamed into the national system if they are carried out with appropriate coordination between the government and the local organizations engaged of education.

103. *Recommendations:* Based on the operational experiences of the program, the following recommendation can be made in view of its sustainability on the long term. There is a need to design and implement WTS program not simply as an enrollment drive, to develop a specifically targeted program in order to address the internal efficiency issues of retention and promotion. One specific way of doing this might be to conduct it as an incentive based PTA targeted campaign.

4.5 Parent Teacher Association (PTA) development

104. *Interventions:* Despite a long history of parental participation and support in the school affairs of the community, PTA as formally organized institutions are a relatively new phenomenon in Nepal. INGOs including WE have contributed significantly in introducing the concept of PTA in this country. It was introduced for the first time during the implementation of BPEP-II. Now, formation of PTAs has been accepted as an important supplementary element to SMCs in the operational part of managing schools. Their primary role is to mobilize all parents, all teachers and the community to support the schools academic and extra-curricular activities and to contribute to the development of the school.

105. Schools have been supported for the formation of PTAs in recent years. Training programs have been conducted to orient the parents and teachers and newly elected executive members regarding their roles and responsibilities in this organization. Financial support for those trainings has been provided by UNICEF and World Education. In addition to orientation trainings, World Education has also attempted to develop PTA networks in recent years with a view to augment the organizational strength of the associations.

106. *Implementation status:* Interactions with the various stakeholders at the local level showed that even though PTAs have been formed in most of the schools, their existence as a viably functioning organization could be seen in only a few schools. PTAs have not received inputs from QERP since they did not receive sufficient technical support from RPs, HTs or other stakeholders about the potential use of QERP to support WTS, carryout school mapping exercise, physical improvement of school, resource collection and mobilization, assist teachers with teaching learning process etc. PTA networking program implemented by WE under a

separate program contributed in mobilization of PTA members in identifying and solving various problems faced by their schools.

107. *Relevance:* Formation of PTAs has been generally accepted as a supporting mechanism to supplement the functioning of the legally instituted SMCs. The experience with this program has shown that PTAs have been used as sharing forums between the two institutions, i.e. the school and the community. In addition, PTAs supporting role in solving school problems has also been widely appreciated. Based on what is explained above, the development of PTAs could be taken as highly relevant in that they have been used to meet the needs of sharing between different stakeholders of the schools and communities. Similarly, PTA's facilitating role observed in solving educational problems in recent years is an indicator of relevance.

108. *Efficiency:* The PTA networking activities carried out with minimum level of financial inputs from WE contributed in solving problems of schools. However, the end of the support from WE has resulted in cost implications for schools as schools tended spent more on welcoming guests from other schools. Since such efforts are complementary to QERP and also cost effective, there is a need to promote such networking among weak performing schools.

109. *Effectiveness:* PTAs, in all schools included in field visits, were not found to have performed specific activities (other than SMC activities) for school improvement. Their activities are mostly integrated with SMC activities. However, the effort of PTA networking (which involves PTA, SMC and HT) has brought changes in schools in terms of improving school environment and solving various problems of schools.

110. *Achievements:* One important achievement of PTA can be seen in terms of its contribution in solving school problems at the local level. As stated above, the PTAs have not been accorded any obligatory status in the management of school affairs. However, experience with the program implementation in a few schools with PTA networking initiatives has demonstrated that PTAs could be conscientiously used to mobilize parental support to solve management problems faced by the school. Similarly, success gained in the PTA

> **PTA Network contributed to form SMC in school.**
>
> Janajagriti LSS, Hansposa, Sunsari was finally able to form a School Management Committee (SMC) and Parent Teacher Association (PTA). The school was running in absence of SMC and PTA for last 3 years and was facing political problems in organizing parent's assembly and selecting the members. This problem was discussed in the meeting of PTA network (which was formed by WE with support from Sahara Nepal). The network members contributed in organizing parent's assembly and selecting the SMC and PTA executive members.

networking activities especially in the Brighter Future program of the World Education provides numerous examples of their achievements[19]. The **success drivers** included (i) mobilization of local partner NGO to facilitate network meeting, and (ii) use of QERP modules during PTA network meetings to solve school problems.

111. *Implementation Gaps:* Formation of PTA has become a part of the school development in recent years. However, it has to go a long way to really develop into an effectively functional organization of school development. There has to be more quantitative improvements in it. Whatever achievement is observed on the part of the PTAs so far, it is because of the motivation primarily for gaining matching grants or funds. Another gap relates with the lack of sharing of achievements gained through implementation of certain activities among the

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[19] For example, in Janajagriti LSS Sunsari, PTA network meeting helped Head Teacher to facilitate the process of school management committee formation after three years.

stakeholders of the program. For example, the progress made by the World Education in PTA networking under the Brighter Future program was not shared adequately even among the QEP partners themselves. The **deterrence factors** included (i) limited coverage and limited budget, (ii) weak reporting by NGOs about the best practices of NGO networking, and (iii) lack of sufficient sharing about PTA networking and exposure visits in QEP partnership meetings.

112. *Lessons learned:* The key lessons learned are as follows: (i) the networking between the schools builds social capital and contributes in solving school specific problems; (ii) exposure visits to schools with best practices motivate school stakeholders for better performance, and (iii) the participation of parents in schools helps good governance in schools.

113. *Recommendations:* The recommendations for PTA development are: (i) specify the definition and work areas of PTA through QERP modules supported by legal and financial provision, (ii) expand the PTA networking activities under the framework of QEP partnership with support from UNICEF, (iii) integrate the exposure visit program under regular framework of QEP partnership, and (iv) incorporate the best practices and lessons learned from PTA networking and PTA development activities in QERP modules.

4.6 Technical support to field level and TOT

114. *Interventions:* The QE partnership envisaged technical support to field level through a number of trainings and follow up activities. Of them, the most important has been the support through the provision of Master TOT which in turn provided training to the selected trainers at the district level. The district level TOTs have been conducted mainly to prepare trainers focusing primarily on child friendly teaching methodologies especially for Grade 1 and Grade 2-5 levels. Technical support to schools at the field level has been expected to come from the Resource Persons, key teachers and trainers prepared through district level TOTs.

115. In order to provide technical support to the field, World Education conducts QERP TOT each year to develop trainers from among local NGO representatives, Resource Persons, and UNICEF as well as DEO staff at the district level. Refresher trainings on QERP were also conducted in selected districts.

116. *Relevance:* Looking from the perspective of the training, technical support to the field level could be considered quite relevant as the TOT, to a large extent, matched the contents of the QERP. However, from the delivery perspective, technical support appeared to be dubious because the intent of conducting TOTs at different levels did not reach the intended level (school and teachers) due to the inability of RPs to disseminate the message to schools with the same spirit.

117. *Efficiency:* Technical support to the field level has not been efficient as training sessions have mostly been delayed and also lacked timely monitoring and follow up.

118. *Effectiveness:* The participants of the TOT program interviewed within the study revealed the TOT program to be interesting and encouraging by nature. The professionals/ trainers were qualified and experienced with necessary technical expertise. However, the technical support to the field level was not effective as the impact of the TOTs has not reached the school level. RPs are not able to orient the schools and make use of the resources and activities in the QERP as expected after the TOT. According to an RP from Kawaswoti, enough budgetary supports were

not made for the RPs to invite schools and have discussions on each module. It shows that RPs anticipated the cascade approach of trainings to schools.

119. **Achievements:** The major achievements of the technical assistance in terms of the trainings and follow up at the field level can be specified as follows:
- Master TOTs have been conducted to prepare a team of master trainers at the central level
- TOTs have been conducted for the UNICEF and DEO staff at the district level
- Some RPs have been successful to convey the main content and support activities at the school level mainly through back stopping teacher's initiatives to address quality issues at school level.

120. **Implementation Gaps:** The major gaps identified in program implementation included the following: (i) the message of TOT has not reached to school level, (ii) the channel of RP to provide technical support to the school level has not been effective, (iii) the monitoring of TOT impacts has been weak, (iv) the process of selection of TOT participants is not clear, and (v) specific follow up efforts to expand the TOT message to school level were not initiated.

121. **Lessons learned:** The important lesson learned in this context is that mere trainings might not be enough to create the expected impact. Equally important is the need to create a built in mechanism of monitoring and feedback, possibly by mobilizing the regular DEO structure. The sharing at DEO level among RPs, School Supervisors and other officials on quality issues helps in reviewing and reinforcing the use of QERP.

122. **Recommendations:** Based on the major findings discussed above, the following recommendations can be made in order to address the gaps identified in program implementation.
- Arrange school based training through NGOs or RPS with additional budget support
- There is a need to be clear on the role of the TOT regarding how the message on QERP use reaches to schools. There is a need to identify ensure that the skills developed of those supporting schools (through teachers, PTAs, SMCs, students and CBOs to make use of resources and activities to address quality and inclusion) such as Resource Persons, School Supervisors, local NGOs or local government reaches to school. There is a need to reconsider the delivery modality.

4.7 Micro-planning and District Education Plan

123. **Interventions:** With a view to improving the flow of resources and technical support to schools, the partnership program was started to implement the interventions targeting establishment of micro-planning mechanism at district level and supplementing it with an effective District Education Plan (DEP). Micro-planning was envisaged as an annual district planning process to (i) inform Annual Strategic Implementation Plan (ASIP) requests and allocation of resources, (ii) mobilize additional resources to fill identified gaps, (iii) target resources and technical assistance to schools most in need, (iv) strengthen district level capacity to develop comprehensive plans, and (v) update or develop new 5-year DEPs. World Education provided the technical support, UNICEF provided financial assistance (in some districts) and the DOE encouraged DEOs to participate in the process (and also supported financially in some districts). The interventions under micro-planning included (i) organizing of workshop by Regional Education Directorate (RED), (ii) facilitation of the workshop by technical

person from DOE and WE, (iii) synthesis of school data, and (iv) preparation of the report. The focus of WE and the partnership over District Education Planning started with documentation of the best and weak practices of DEPs of various districts. The activities to be conducted in preparing DEP included (i) organizing the resource center level meeting, (ii) organizing district level workshop and compilation of resource center level plan, and (iii) discussion on district education plan and finalization. World Education provides technical support in organizing the workshops. WE approach to DEP is participatory, identifying VDC priorities, based on building bloc of micro-planning and creating awareness.

124. *Relevance:* The idea of micro-planning is highly relevant in the current circumstances where the distribution of the resources to schools is not equitable and demand based. Micro-planning contributes in making allocations of teacher, financial support, construction support and other forms of resource distribution systematic and objectively verifiable. It encourages the practice of planned interventions and demand based supply principle. Similarly, DEP interventions are also relevant considering the need to generate commitment and a longer term vision for education at the district level and promote district level resource pooling (in view of the increasing resource gap). DEPs were developed for the first time during the conflict and at a time when local government bodies were not fully functional. Micro-planning was seen as a way of fine tuning and updating those plans on an annual basis. In these conditions DEPs were not able to consolidate Village Education Plans and SIPs in absence of functional Village Education Committees. In the interventions under the partnership, the link between micro-planning and DEP was not as explicit as expected as many of the DEPs were quickly outdated. Some districts (Bajhang, Bajura and Rukum) without micro-planning interventions are working on DEP with support from UNICEF[20].

125. *Efficiency:* The frequent transfer of trained Government officials from one district to other affected the program implementation. The absence of key officials at DEO level and delay in organizing the discussion programs delayed the activities. As a result, none of the districts have so far completed preparation of a DEP with technical support from WE. Moreover, DEP related activities were recent and had not long been underway at the time of evaluation.

126. *Effectiveness:* Though districts developed DEPs in 2060/61, the understanding about the DEP and its use is very much limited. The effectiveness of DEP was also narrowed due to the presence of district ASIP (what should have been based on DEP and detailed annual micro-plan) prepared in line with circulation from DOE and guides district level budget. The Micro-planning exercise, though it has enhanced the capacity of DEO, has not been used up to the expected level. This can be seen in the existing status of unbalanced Student Teacher Ratio (STR) and unavailability of adequate physical facilities in the districts with micro-planning exercise. However, according to WE, some districts like Dhanusa, Mahottari and Rautahat have made efforts in utilizing the micro-plan by providing the extra teacher quota and classroom budget to needy schools.

127. *Achievements:* Though the impact level achievements were not clearly observed (due to the short period after intervention), key achievements made by QEP interventions include (i) sensitization and capacity building of DEO in need assessment and planning, (ii) identification and establishment of participatory process of planning at district level, (iii) statistic based and systematic allocation of teacher quota, construction and other supports, and (iv) micro-planning conducted in 22 districts with technical support from WE. Most of DEOs (Nawalparasi, Sunsari, Kaski) were found to have prepared DEPs with support from UNICEF. The micro-planning

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[20] Based on discussion with WE.

intervention has created a platform and mechanism for school wise need assessment and allocations. The **success drivers** for micro-planning and DEP achievements include (i) cooperation between WE and DOE on DEP, (ii) involvement of RED and DEOs in micro-planning activities, and (iii) UNICEF support to districts in preparing DEPs (planning at district level).

128. **Implementation Gaps:** The effective implementation of DEP and micro-planning depends on the ability and tendency of DEOs to translate the plans into reality. There have been very few interventions made under QEP in preparing DEPs. The DEOs have conducted micro-planning and have developed the report. However, they have not taken ownership of the program as expected. The use of micro-planning is very much limited and the distribution of resources (teacher, construction and other support) has not been in line with micro-planning. The idea of micro-planning does not integrate/consolidate school improvement plan. Though WE technical support is yet to contribute DEP formulation, the present practice of DEP does not generate financial commitment at district level through resource pooling initiative. Moreover, WE, DOE and UNICEF are unable to monitor the use of micro-planning and DEP and make the process mandatory. Some districts (Dhanusha, Nawalparasi) receiving support from UNICEF are preparing DEPs without conducting micro-planning though the partnership has made agreement of implementing micro-planning and DEP in a regular sequence. Under the present circumstances, the major **deterrence factors** included (i) frequent transfer of government employees and unavailability of key officers, (ii) non-mandatory nature of micro-planning, (iii) weak link between micro-planning and DEP, (iv) limited use of DEP to guide the preparation of the ASIP, and (v) absence of VEC and unavailability of VEPs.

129. **Lessons learned:** Key lessons learned in this context are the following: (i) micro-planning if used by DEO can contribute in equitable resource distribution, (ii) the provisions without budgetary implications and mandatory regulations have less chance of being implemented, (iv) DEP needs to be owned by DDC, DEO and local level NGOs to ensure implementation, and (v) DEP process need to be fair and inclusive.

130. **Recommendations:** In view of the findings discussed above, the key recommendations are as follows: (i) make micro-planning mandatory for each district with additional capacity building, (ii) provide additional EMIS support at the district level to track the school information and make use of flash data, (iii) make policy changes whereby ASIP integrates and reflects the spirit of DEP, (iv) develop DEP as a process and a document that promotes district level pooling of financial and technical support, and (v) accelerate the work of DEP with planned programs and mobilization of additional human resources.

4.8 Student tracking

131. **Interventions:** The student tracking activities were conducted as a pilot program in two districts (Tanahun and Sunsari). The activities conducted at district level included (i) selection of surveyor to collect the information from school, (ii) training/orientation to the surveyors, DEO officials and other stakeholders, (iii) collection of information from school, (iv) recording of the information at central level, (v) development of student card, and (vi) circulation of the cards back to school. This piloting initiative was designed in close coordination with DOE and involved active participation of DEO (especially DEO as focal person). An information booklet has been prepared and sent to schools through DEOs. The field surveyors (identified from among the people with qualification above intermediate level) were used in the first year of student tracking as the program was initiated toward the end of the school calendar. From the second year,

Resource Persons and School Supervisors were used to collect the information from schools. The primary objective of the student tracking, as reported by WE, was to develop a student tracking database at district level and build capacity of DEO to analyze the database and make use of the information.

132. **Relevance:** The initiative to student tracking attempts to address the situation where the nation is struggling to initiate national level movement to improve internal efficiency (ultimately quality of primary education). The student tracking system is necessary and relevant to sensitize schools about the need to improve internal efficiency and encourage them to take substantial measures. The initiative also supports the government's recent effort to introduce per child funding (PCF) mechanism. It can support the government in implementing PCF scheme with reduced duplication and double counting. Thus under the given circumstances of high and miscalculated drop out rate and inflated enrollment at grade -1 with lower transition rate from grade – 5 to 6, the piloting intervention can be considered highly relevant.

133. **Efficiency:** Since the program involved collection of data at the center office of WE from school and resending it to schools through DEO, the procedure was time consuming. The data was not processed at the district level since the program was in a piloting stage and the district level agencies/individuals were not capable enough to process the data and make use of it. Additional cost was incurred to the program in the first year as field surveyors, with additional payments, were mobilized in spite of school teachers, RPs and School Supervisors. Due to miscommunication about need of photos, extra cost was incurred upon the schools as the student report card provided from central level does not contain photo. For instance, Head Teacher of Sahid Smriti PS, Sunsari was unaware about the non-mandatory nature of photos and was looking forward to receive some financial support for taking photo of individual student and pasting in the card.

134. **Effectiveness:** There are mixed feedbacks on the effectiveness of the student tracking interventions. The program is much effective from the perspective of tracking system development (forms, cards, database, and result demonstration), piloting of projects and transfer of the developed system to respective government agency. World Education has already transferred the student tracking system to DEO of Tanahun district and is looking forward to do the same in case of Sunsari. The use of the system by DEO, resource mobilization and sustainability can be assessed in coming years. On the other hand, the school level impacts can be taken as less effective due to (i) unaware school stakeholders about the benefits of the tracking system, (ii) limited use of student tracking by the school, and (iii) unavailability of implications of student tracking results over school improvement plan.

135. **Achievements:** The intervention is able to meet its objectives (as described by WE focal person for Student Tracking). The key achievements included (i) student tracking system and mechanism was established and successfully piloted, (ii) the system is evolving through its learning over time, (iii) it has contributed to capacity building of DEO officials in tracking students and making use of EMIS system, (iv) contributed to capacity building of the additional human resources hired for first year of student tracking works, (v) manuals have been developed and distributed to schools, (vi) schools are aware of the need to develop and work on tracking students, and (vii) the system was piloted successfully (though on a small scale) and it is transferred to the district level (for Tanahun and soon for Sunsari). The student tracking mechanism covered all schools of a district, contributed in managing information of all students and is able to track the students from central level. The initiatives at Sunsari district also resulted in identification of a few schools which were not previously recorded in the Government flash system. Though schools know very little about the program, they have sensed the need of

the program and are interested in its full-fledged implementation[21]. One of the features of student tracking program is involvement of private schools along with community schools. The **success drivers** included (i) availability of capable human resources at WE to carry out the implementation activities, (ii) cooperation with DOE and DEO of respective district, (iii) identification of district focal person and involvement of DEO, and (iv) interesting nature of the work.

136. *Implementation Gaps:* The major implementation gap observed was the lack of awareness among schools. The program did not involve orientation to school stakeholders (basically HT) so they have not read the student tracking manual. None of the schools selected for sample visit from Sunsari districts were aware about the activities of interventions, benefits and roles of respective schools. For instance, the HT of Jana Jagriti LSS, Hansposa, Sunsari revealed that he never knew that it was a pilot program and the practices exercised within student tracking activities had no implications over schools of Morang. Though schools have already been practicing some forms of student tracking with the development of student report card, the program did not address the works that schools were already carrying out. During the field visits, schools even complained about many mistakes in processing of the data from central level. This was also because of limited human resources at WE, limited verification measures and incorrect inputs (or data from the field). The program was also affected by the frequent transfer of DEO officials as it required enough support, coordination and responsiveness on the part of DEO. In terms of design, the tracking system could have been more meaningful had it been started from the birth registration (with involvement of VDC) and then track the students to school. Though the intervention is only at piloting stage, the QEP documents do not talk about establishing similar form of system at school level.

137. The **deterrence factors** that limited the achievements include (i) frequent transfer of the government officials, (ii) design, processing and development of tracking system at central level, and (iii) absence of focal person to look after EMIS at school level.

138. *Lessons learned:* The lessons learned from this piloting process are pivotal in expanding and replicating it to other districts. Lessons learned included (i) active involvement of school stakeholders is a key to the success of tracking system, (ii) frequent transfer of trained human resources has negative effect over the program, (iii) the processing of the data and utilization at DEO level can be more efficient and effective than at central level.

139. *Recommendations:* This evaluation study considers the need to replicate and expand the student tracking initiative with (i) changes in operation modality (involving VDC, schools, and DEO), (ii) higher involvement of school level together with capacity building (schools can be directly involved in collecting the necessary information), (iii) development of SIP, micro-planning and DEP with respect to the tracking, (iv) expansion of the tracking scope from birth registration to transition to grade - 6, (v) additional human resource mobilization, and (vi) additional financial resource mobilization by DOE and UNICEF. There is a need to involve VDC in the process of student tracking. In this way, student tracking initiative can also contribute in increasing the birth registration rate, ensuring the vaccination and reducing the inflation of the numbers. School stakeholders (SMCs, PTAs, HTs and teachers) need to be oriented about the best use of student tracking information for improving educational quality. There is also a need to develop specific module of QERP on EMIS that includes student tracking initiatives, school report cards, flash system, record keeping, EMIS for SIP and Social audit relations etc. Since the student tracking system piloted in Tanahun is already handed over to DEO and the system

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[21] Based on discussion with HTs of four schools in Sunsari district.

in Sunsari will also be handed over soon, WE with support from two other partners should monitor the level of use, provide technical backstopping, support them in handling the data problems, and ensure the use of the system in planning process.

4.9 Schools in conflict

140. Two programs, (i) Quick Impact Program (QIP), and (ii) School as Zone of Peace program (SZOP), can be discussed under schools in conflict interventions under partnership among WE, UNICEF and DOE.

4.9.1 Quick Impact Program

141. *Interventions:* UNICEF in coordination with World Food Program (WFP) developed and implemented Quick Impact Program (QIP) to minimize the possible negative implications of the conflict in schools. The key activities under QIP[22] included (i) school building support, (ii) construction of school toilets, (iii) providing roofs to schools, (iv) tin trunk, radio and library support, (v) distribution of QERP, (vi) out of school children program (OSP), and (vii) improving classroom attractiveness (carpeting, wall painting, low blackboard). Besides, this formation of child clubs and facilitation of club activities was also a part of schools in conflict program.

142. *Relevance:* Both programs (QEP and SZOP) were highly relevant. QEP was implemented during the period when the conflict was heading towards its climax (2003-2004) and the impacts were visible in schools. There were no interventions whatsoever at school level neither from Government nor from other agencies. The working environment was not even friendly for the local NGOs. Thus, the initiation of a program innovative enough to address the existing problems was the need of the situation. The approach to mobilize local NGOs with focal persons was also relevant.

143. *Efficiency:* The program was delayed due to the obstacles from the rebel group. The integration of the program by UNICEF with WFP reduced the cost with increase in the common benefits. The mobilization of local NGO contributed in accelerating the program implementation and the program met the set targets each year. Though the construction support under QIP incurred some level of cost as a share of commission, the participation of the rebel groups increased the pace of the construction works and the activities were completed on time.

144. *Effectiveness:* The immediate impacts of QIP were visible at school level. The planned activities were carried out with minimal level of hesitations and teaching learning environment was created in targeted schools (especially primary schools) along with enhanced parental participation.

145. *Achievements:* Almost all of the targets set under QIP and School as Zones of Peace program were met during the conflict period. The reporting and monitoring mechanism was also developed and operated. This program was implemented without direct interventions of DEO officials, RPs and SSs. Some key achievements included (i) orientation of QERP modules (especially school mapping, WTS, SIP, school snacks program, library management) was

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[22] The construction support also included mobilization of local mason with additional training and payment. The local people were also provided with food and snacks through WFP. The rebel groups also benefited from the food supplied and it build the understanding between school and the rebels. The idea significantly contributed in promoting peace in schools.

carried out and implemented, (ii) construction works including school building, school roofs, toilets, drinking water supply, furniture etc. were completed, (iii) code of conduct identified and hoarding boards were kept in schools, (iv) increased number of SMC and PTA meetings, and (v) formation and activity of child clubs. The program also contributed in making people feel secure through additional supply of food in remote regions and increased co-operation of rebel groups. The **success drivers** included (i) large financial commitment of UNICEF, (ii) integrated mechanism involving WE, UNICEF and WFP, (iii) indirect involvement of DEO, and (iv) mobilization of local NGO.

146. *Implementation Gaps:* Since DEO officials including SSs and RPs were not directly involved in the implementation of the program as NGOs were oriented and involved in taking the messages to school level. This resulted into capacity gap at field level and the program suffered in terms of mainstreaming and sustainability. The program could not acquire enough support and involvement of various other stakeholders of education at district level. The reinforcement measures were not taken even after the end of conflict period. The **deterrence factors** included (i) conflict situation limiting movement of DEO officials, teachers and other agencies, and (ii) less priority to the district immediately after the end of the conflict period.

147. *Lessons learned:* The key lessons learned during the program implementation included: (i) continuation and reinforcement of the interventions is necessary to ensure long term effect and sustainability of the impacts, and (ii) innovative interventions with adequate level of community support involving the conflicting groups can be beneficial in implementing programs during the period of conflict.

148. *Recommendations:* The interventions and working modalities within the program are also applicable even today. The lessons learned during the program implementation need to be documented and shared with national and international stakeholders. Some parts of the model can still be applicable in the current situation.

4.9.2 School as a Zone of Peace Program (SZOP)

149. *Interventions:* UNICEF initiated SZOP program during the insurgency period in mid-west and far west region. At present, SZOP activities are being implemented in eight Terai districts and one hill district (Kavre) with mobilization of local NGOs. The activities under Schools as Zones of Peace program included (i) selection of and orientation to PNGOs about SZOP approach, (ii) identification of VDCs/Schools, (iii) public hearing/advocacy at district level, (iv) development of code of conducts, (v) student rallies, (vi) joint rally of SMC and PTA, (vii) school level meeting, and (viii) promotion of learning with dignity concept. During SZOP implementation in Terai districts, the district level public hearing programs were organized by Child Workers in Nepal (CWIN) in coordination with WE and local NGO.

150. *Relevancy:* Considering the volatile security situation of the Terai region (with presence of numerous political and criminal groups), the decision to implement SZOP program targeting the most vulnerable Terai districts was highly relevant. The approach to bring community people (political parties, social workers, general public, conflicting groups) together and develop consensus among them in declaring school as peace zone through mobilization of capable local NGOs[23] was also relevant.

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[23] NGO selection criteria are (i) registered and renewed in the district and Social Welfare Council, (ii) capacity to work with DEO, DDC, VDC, (iii) work experience in formal education, (iv) have human resources with child

151. *Efficiency:* Though the project got off to a slow start due to the extreme political environment and sensitivities around conducting a fair selection process for NGOs[24], the overall program was efficient. SZOP activities (discussion programs, developing code of conduct, and putting hoarding boards in schools and public places) were of simple nature and incurred a small budget. In comparison to the cost incurred, the outcomes sought for are considerably good.

152. *Effectiveness:* The program was effective in refining the idea of SZOP, raising the agenda of school as a peace zone in wider mass and declaring some districts as SZOP districts. The political parties and local communities were sensitized. The code of conducts has been developed and the status of its adherence is being monitored. However, the program was unable to involve all conflicting groups in the region and integrate SZOP approach in school activities like SIP, social audit, parent's assembly, SMC meeting etc.

153. *Achievements:* With successful first phase implementation in the far and mid-west regions, the SZOP program was expanded and replicated to seven Terai districts and one hill district. The program activities were successfully implemented in 364 schools in 108 VDCs and five municipalities with mobilization of eight local NGOs. Key achievements of SZOP included: (i) SZOP program conceptualized and implemented in the period of its intense need, (ii) school stakeholders, political parties and general public sensitized, (iii) capacity of PNGOs enhanced, (iv) code of conducts prepared, agreed and disseminated, (v) districts declared as SZOP districts, and (vi) improved school opening days[25].

154. *Implementation gaps:* The program faced some difficulties because of the conflict situation. Key implementation gaps observed include (i) limited involvement and ownership by government agencies (including DEO), (ii) limited reflection of SZOP in school level planning, social audit, SMC and PTA meetings, agendas for parents assembly etc., (ii) limited linkage established with CFSI and QEP activities, (iv) limited capacity building and orientation to school stakeholders, (v) absence of national level political commitment on school as peace zone, (vi) silent about after conflict scenario (no further activities in mid and far west region), and (vii) unavailability of supporting mechanisms to sustain the SZOP activities and their impacts. During program implementation in Terai region, some of the small political factions refused to sign the code of conduct until they had clear commitment from the centre and district levels.

155. *Lessons learned:* Since the program was effectively implemented even during the conflict, one of the lessons learned was that the program implementation in partnership with local NGOs and involvement of school stakeholders can be beneficial in conflict situation.

156. *Recommendation:* There is a need to establish the idea of school as peace zone through out the country by acquiring higher level political commitment. Some key recommendations are: (i) develop a separate QERP module comprising of various best practices of school as zone of peace program[26], (ii) take an initiative to establish central level political commitments among political parties, (iii) enhance reflection of SZOP approach in school activities through capacity building of SMC/PTA, (iv) ensure ownership of government agencies over SZOP by involving

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issue/rights experiences, (v) able to work at the local level, community level and district level, and (vi) not affiliated politically with any organization.
[24] As reported in Final Report on SZOP submitted by WE to UNICEF on January, 2009.
[25] As reported in Final Report of SZOP (2009)
[26] Original SZOP module was intended to be part of the QERP.

DEO in implementation, and (v) refine the program activities based on lessons learned and expand its coverage to all schools.

157. The above mentioned component based analysis is summarized and presented in the table format attached in Annex – XIII.

4.10 Assessment of Diverse Interventions

158. During the field visits, three different implementation modalities were observed in implementing the QE partnership interventions. The modalities included (i) DEO implementing the program under direct monitoring and supervision of UNICEF in CAP VDCs, (ii) WE implementing through its partner NGO in selected schools (up to 25 schools in a district), (iii) UNICEF implementing with support from its partner NGO. Besides these interventions, DEO, on its own, has also implemented some of the components of the partnership in remaining schools of a district.

159. All three modalities have their own strengths, weaknesses, achievements and implementation gaps. Although the interventions implemented in partnership with DEO have been successful in sending the tin trunks to schools and contributed in capacity building of government officials, they are comparatively weak in terms of tangible impacts upon school performance. Under NGO modalities (UNICEF as well as WE), PNGOs mobilized have frequently visited the schools and have supported schools to conduct WTS campaign, form and orient PTAs, use QERP modules, form child club etc. For example: PNGOs involved in QIP implementation have oriented schools about each module sequentially, and supported them in carrying out the activities suggested by the module. The performance was found dependent on activeness, capability and human resources of partner NGOs implementing the program. In WE and PNGO partnership program (for example: Brighter Futures program), key program activities[27] were PTA networking, and school income generation program and thus, the primary focus was not on the tin trunk library and QERP related orientations. Though PNGOs were oriented on QERP, the school level reinforcements were not rigorous compared to QIP interventions. Though DEO partnership approach is comparatively weak, there are many potential benefits of this modality in future in terms of coverage, adaptation by national education system, and resource mobilization possibilities. The assessment of the effectiveness, achievements and implementation gaps within each modality are interpreted in Table - 5.

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[27] Frequently reported and discussed by schools and PNGOs.

Table – 5: Summary of the differences between modalities

	DEO with support from UNICEF and WE	WE with mobilization of NGOs	UNICEF with support from PNGOs
Implementation strengths	• Higher level of coverage • Higher chances of replication • Cost effective	• Reinforcement mechanism in place • Strong monitoring	• Selection of strong PNGOs • Effective monitoring • Timely reinforcement
Achievements	• Successful in mobilizing DEO resources • Contributed in capacity building of DEO • Schools with active HT and teachers are improving.	• PNGOs have oriented the schools to some extent • QERP integrated with activities like PTA networking and school income generation program • Regular school visit by PNGOs	• Schools are enabled to use the modules based on their need • CFSI interventions, in few schools, have contributed to enhance the education quality • Regular school visit by PNGOs
Implementation gaps	• Limited orientation to schools • No financial support for RPs to orient schools • Overestimation of capacity of RPs	• High cost implications • Less sharing and coordination with government	• High cost implications • Limited ownership by government
Lessons learned	• The training at central level will not be enough for change at school level since transfer of message to schools is a key.	• Innovative programs like school income generation program and parental networking enhance parental participation.	• The reinforced interventions enhance us of QERP by schools. • Selection of strong local NGO contributes to program effectiveness.
Recommendations	• Continue the approach with mobilization of Resource Center instead of RP, and provision of financial support to RCs	• Work towards capacity building of partner NGOs • Incorporate the best practices on QERP	• Promote sharing of the program findings to government • Incorporate best practices about use of QERP in regular program structure

160. ***DEO implementing the program with direct support from UNICEF:*** UNICEF has been implementing various programs in selected VDCs of 32 districts. The VDCs included those selected for UNICEF's Decentralized Action for Children and Women (DACAW) program using Community Action Process (CAP). The interventions under the QEP partnership covered all schools of these CAP VDCs. Besides QEP interventions, the schools have received various forms of other supports like child friendly schooling initiative, school self assessment, infrastructure support etc. The effectiveness of the program implemented under this modality differs by district and by schools. The schools with active stakeholders (like LSS Rampur – Sunsari, Shishu Kalyan PS – Kaski, Shree LSS Majuriya – Dhanusha) were found to have used the QERP materials whereas the performance of other schools was weak. The designed modality to mobilize RPs (receiving Mater TOT or District TOT) to orient schools about QERP and tin trunk was found ineffective as even best performing schools hardly remember such orientation. Moreover, RPs were not provided with additional financial support to organize

simple orientations to schools at RC. The program interventions under this modality seem to have lost the spirit of QEP partnership in recent years. The recent programs like CFSI and SSA were introduced to schools as being different to previous ones. The link has not been established between tin trunk/QERP with CFSI as well as School Self Assessment (SSA), though there are various areas where they could have made use of the QERP as resources. In case of schools involved in CFSI, the stakeholders have considered the QERP materials to be outdated and more teachers centered. Since CFSI involved school level reinforcements (teacher training, financial support), the importance of tin trunk and QERP was overshadowed in absence of reference by recent programs. There is a need to strengthen RC based delivery mechanism through additional technical, financial and logistic support. Moreover, there is a need to identify the complementary areas between overlapping programs and communicate to schools about available resources.

161. *WE implementing the program with help of partner NGOs:* Under Brighter Future program, WE has been carrying out some of the activities related to Quality Education Partnership like tin trunk distribution, QERP orientation, PTA networking and orientation, and WTS activities. The other activities included school income generation program, child labor related interventions and exposure visits. The inputs to make best use of QERP were provided through Master TOT to NGOs. The key actor for field level implementation is the Program Coordinator appointed by PNGO and oriented/trained by WE. The job of program coordinator is to visit schools, monitor and supervise their activities and report the progress. These schools have received relatively higher level of technical inputs on QERP than the schools with first modality (UNICEF-DEO partnership). However, the level of use still differs from one school to another. For instance, Nawadurga PS of Nawalparasi has brought best outcomes of the intervention whereas there is no improvement observed in Janajagriti LSS of Sunsari district. The contribution of Brighter Future program in PTA formation, networking and activeness is praiseworthy and needs to be expanded to other areas under the QE partnership. The performance level of NGOs is also different. While Women Awareness and Preservation Center (WAPC) for Nawalparasi was active enough to continue the support, the presence of organizations from Kaski (Pokhara Chamber of Commerce) and Sunsari (Sahara Nepal) was not acknowledged by schools. There is a need to replicate the best practices of Brighter Future program and integrate some components (school income generation program, PTA networking, exposure visits) to the QE partnership.

162. *UNICEF with the support from PNGO:* One of the examples of third modality is Quick Impact Program (QIP). QIP was designed to reach the most vulnerable populations of the Mid and Far-Western regions affected by the conflict and includes only a limited number of program components. During the Mid-term Review (March 2004), the Government and UNICEF adopted QIP as a new DACAW strategy. It is program related to humanitarian interventions focused in 9 conflict districts 57 VDCs of Mid and Far Western Regions. The two national level implementing NGO partners were (1) Development Project Service Centre (DEPROSC) (2) Support Activities for Poor Produces of Nepal (SAPPROS). They were assigned to implement activities in collaboration with line agencies in the districts and schools at the community level. Humla is one of the QIP districts and it has covered 21 schools in 6 VDCs. The program included distribution of QERP modules, selected children books and wind-up radio with Tin trunk and TOT training support for DOE, DEO and PNGO staff. Both PNGOs as per the agreement with UNICEF participated in the Master TOT of QERP, assisted to organize District TOT on QERP to DEO, organized QERP orientation at the Project VDCs in coordination with RC/RPs and carried out other activities with support of UNICEF for improving physical environment of schools in the project VDCs. Both PNGOs established field offices in the district to implement QIP and mobilized all schools intensively. After the orientation, schools started to implement the selected

QERP modules like WTS campaign, SIP, PTA formation, Community mapping, Birth registration, Library Management, Classroom management, teaching learning for grade 1, SMC/PTA leadership. Furthermore, they also started to implement modules on (i) new parents orientation, (ii) scholarship, (iii) school management, (iv) fund raising, and (v) snacks management.

163. As per the discussion held with DEPROSC working in Humla, SMC representatives, parents and teachers, there is better management of tin trunk and educational materials, which motivated SMC/PTA members in schools activities to implement other QERP modules in schools under QIP. Technically there are well oriented and competent RPs and other staff in the DEO. But there is a gap in field level technical support to continue the efforts already made in schools and reinforce the technical know how that have once been transplanted in schools/communities in a sustainable way. There is also a gap in understanding among DEO and project base efforts. DEOs have to cover all sorts of efforts to all schools whereas the project intends to put much effort in specific areas and obtain good results to demonstrate to the regular system but in a short period. Such innovative efforts require time to mature and also require a common understanding among implementers about all aspects of implementation and future plan for replicating the tested mechanism. Although QIP was for immediate emergency type support, it has good learning that can be reflected in the government policy to improve quality education in schools even at lower costs.

Chapter - V
Achievements, Gaps, Conclusion and Recommendations

5.1 Introduction

164. This chapter concludes the evaluation study and provides detailed information on implementation strengths/ project features, overall achievements, overall implementation gaps and recommendations.

5.2 Implementation Strengths

165. **The interventions within the partnership were highly relevant to current need of Nepalese education system.** The country is aiming to achieve the Education for All (EFA) goals identified and fixed by EFA: NPA (2001-2015) under the framework of Millennium Development Goals (MDG) to be achieved by 2015. The innovations and interventions within the partnership arrangements are also targeted at achieving those goals and have already contributed in bringing significant improvement in some key indicators including enrollment, GPI and internal efficiency. Table – 6 illustrates the interventions for achieving national goals and relevancy of the program.

Table – 6: Mapping the interventions

National Education Goals	Targets	Related interventions under QEP	Strength of Contribution
Universal primary Education (included under both EFA and MDG)	100%	Welcome to school program (national campaign), Madarasha orientation and enrollment campaign, SMC and PTA related interventions	Encouraging
Gender Parity Index in enrollment (included under both EFA and MDG)	0.98 - 1.03	Girls education program	Satisfactory[28]
Improving internal efficiency (included in EFA goals under quality part)		Introducing Child-friendly Teaching Learning, Student tracking mechanism, Micro-planning, Support to national level capacity building, School Report Card, SMC and PTA related interventions	Not-specific
Improving learning achievement at all levels (especially primary education)		Introducing Child-friendly Teaching Learning, tin trunk distribution, QERP development and distribution, TOT	Satisfactory

166. The partnership has already contributed in bringing significant improvement in school enrollment towards achieving universal primary education through innovations like Welcome to

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[28] The specific impact on quality education was not observed and reported. The evaluation study also did not monitor the performance. However, few school head teachers revealed of improving school quality and internal efficiency indicators.

School (WTS) program. Similarly, other interventions are also relevant to national education goals to contribute in accelerating the pace of development.

167. **Most of the interventions are complementary to Government efforts.** Right from the stage of designing, the activities and intervention areas were identified in a way to complement the Government efforts. The interventions were not designed as a pilot project[29]. The activities were expected to support DOE and DEO to achieve EFA goals. The contribution of the program to GON can be specifically illustrated in terms of: (i) technical support provided by DOE and NCED in developing the QERP, (ii) joint planning between UNICEF and DEO at district level, (iii) technical support provided by WE to DOE in EMIS, micro-planning and DEP activities, (iv) support acquired from DEO in distribution of tin trunk and orientation about QERP, (v) adoption of WTS campaign as a regular program of Government, and (vi) adoption of PTA initiatives as a supportive mechanism to school governance.

168. **WE has been providing strong technical backstopping.** WE possesses strong technical manpower in the areas of teaching learning improvement, teacher training, EMIS support and data management, distance education, child labor education etc. The ability to provide technical support in (i) improving teaching learning process, (ii) strengthening EMIS and data management, (iii) strengthening planning process, and (iv) improving school management and governance, has been one of the strengths of QEP partnership. The mobilization of expatriates from UNICEF and WE along with mobilization of experienced and technically sound human resources by GON also reflects availability of enough technical backstopping.

169. **UNICEF has continuously provided the financial support for the program (2003-2008) and is committed to enhance quality of primary education.** The commitment and contribution of UNICEF in implementing the activities under the partnership can be reflected in its continuous flow of resources and involvement in managing as well as supervising the partnership. Out of its allocations for the program, the contribution by UNICEF amount to 75 per cent. Moreover, the central component of QEP like tin trunk development and distribution including QERP was fully financed by UNICEF support. The commitment of UNICEF can also be reflected in: (i) initiation taken to implement the innovative exercises like WTS, child friendly initiative etc., (ii) continuous process of research and innovation, (iii) district level planning, budgeting and monitoring, and (iii) huge financial support to QEP program.

170. **The program has been implemented in 32 districts across the country.** The activities under QEP partnership were implemented in 32 out of 75 districts across the country. The program was implemented in the districts under UNICEF work areas. As this coverage serves districts with higher need of such interventions considering the status of educational indicators, this can be considered as one of the strengths.

5.3 Overall Achievements

171. The partnership covered various areas under quality of education. The idea got initiated with the development of the quality education resource package considering the need of reference materials and promotion of actions/activities that can contribute to quality enhancement through strengthened community participation at the school level.

172. **GON adopted and included some of the programs under its regular program.** Being one of the actors of the partnering intervention, GON has been very much positive towards

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[29] Based on discussion with WE.

taking ownership of the lessons learned and adopting the program on a larger scale. The adoptation generally refers to expanding the program to all 75 districts with defined program activities, circulation to districts and financial allocations. This can be reflected in GON's decision to expand the Welcome to School campaign nationwide acknowledging the encouraging impacts of this program in the piloted districts. Similarly, the efforts under the partnership (implemented with initiation of UNICEF and WE) also supplemented the efforts made to bring the policy level reforms. Over the years some of the policies and programs that were directly as well as indirectly influenced[30] include:

(i)   enrollment campaigns to bring all children in school at the primary level,
(ii)   removal of barriers to enrollment such as birth registration,
(iii)   removal of fees at the primary level in government schools,
(iv)   removal of fees at lower secondary level in government schools,
(v)   liberal promotion in the junior grades,
(vi)   mainstreaming of Madarasha that is ongoing,
(vii)   greater adoption of PTAs,
(viii) allocation of extra ECD – temporary teachers and classrooms based on data to respond to schools with high enrollment,
(ix)   provision of library corners,
(x)   greater community/civil society participation in district education planning,
(xi)   expansion of ECD, and
(xii)   free and compulsory education.

Many of these policies have been articulated and operationalized through the guidelines sent out for the Welcome to School campaign or through the Guidelines for District Education Planning. For example the directive to adhere to the new policy not to charge fees for primary level first went out through Welcome to School guidelines and directives.

173. **QERP developed and distributed to integrate various components of school quality improvement.** One of the biggest achievements of the QE partnership was the development of QERP modules and distribution of those materials to schools to be used as a reference material. In view of the lack of teaching learning resources in schools and difficulty to arrange the reference materials on their own, the development and distribution QERP is highly relevant and has contributed in fulfilling the gaps in quality education. The QERP modules are prepared on four important areas of development in primary education: (i) access to education, (ii) improving school management, (iii) improvement in teaching learning process, and (iv) enhancing parental participation. The best practices made by different schools throughout the country have been documented and presented in the package.

174. **QEP partnership sensitized the needs to focus on improved achievement in Grade One.** QEP partnership, through development of QERP and conduction of WTS campaign, sensitized the central, district, and school level stakeholders about the need to focus on improved achievement in Grade One citing its critical aspects. The QERP module developed in order to increase focus on improved achievement at Grade One level basically included (i) WTS program including social mapping, (ii) new parents orientation at Grade One, (iii) improving teaching learning process in Grade One (subject wise modules), and (iv) school improvement plan. The focus of partnership interventions on Grade One has aimed to attain increasing enrollment, reducing the drop out rate, improving teaching learning and preparing for early childhood education.

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[30] The points are drawn based on discussion with WE.

175. **The program has contributed in sensitization and capacity building at all levels.** The partnership program, through QERP development, TOT program and EMIS support, has contributed in capacity building of DOE officials, NCED officials, DEO officials of various districts, Resource Persons, NGOs and even teachers to some extent. Since QERP development also involved efforts from DOE and NCED officials and curriculum experts, it has contributed in the sensitization of the officials in respective areas of QERP. Similarly, the DEP, micro-planning and student tracking initiatives carried out at the district level can also be considered to have contributed in capacity building of DEO officials in planning, data management and analysis.

176. **The tin trunk with the materials has reached to targeted schools.** One of the significant achievements of the program is that the tin trunk consisting of various educational materials, QERP, charts, maps etc. has been widely distributed to almost all schools covered by the program. For primary schools with meager financial resources getting such materials is obviously a matter of significance in this context. It has sensitized the schools about the need of educational materials and their importance in teaching learning process.

5.4 Implementation Gaps

177. **The understanding on the partnership is different for different partners.** The QE partnership among Government, World Education and UNICEF is of unique nature. The partnership does not possess tripartite agreement but the DOE, as a hub for the program, has separate agreement with both UNICEF and WE. The process is also supplemented by separate agreement between UNICEF and GON as an annual work plan. This has created certain problems regarding the ultimate responsibility and ownership of field level outcomes. While UNICEF and WE consider DEOs responsible for effectiveness of field level implementation, DEOs and community level organizations have considered it as a UNICEF or WE project accruing additional work burden. The unavailability of TOR and specific circulation by DOE to district, RC and school level stakeholders reflects the weak commitment on the part of Government. DOE maintains that it approves the framework developed and sent by WE and UNICEF as partners of the program. UNICEF considers itself responsible only for financial support, monitoring, supervision and participation in central level planning, sharing and discussions. Since the partners have their involvement in the implementation of the same program separately through various modalities[31], it sometimes creates competition among the partners rather than providing a sense of togetherness complementing each other in the attainment of their goals.

178. **Interventions are made only in selected schools.** For a program of partnership involving UNICEF (one of the key EFA donors) and DOE which bears the major burden of implementation at the field level through DEOs, focused interventions in a few schools of selected districts, without clear pathways for replication of interventions, is not enough. Since the partnership intends to complement governmental interventions to address quality issues of universalizing education through regular channel, the partners need to explore additional resources or integrate major components of the partnership within SSRP (2009-2015) rather than continuing the implementation in a project style in CAP VDC schools.

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[31] UNICEF is implementing the program with its NGO, DEO is implementing its mainstream program as directed by DOE and WE is also implementing the program (with QEP components) with support from PNGO

179. **The priorities are shifting and the efforts are not continued till the cycle completion.** In a span of only 3-4 years, QERP interventions have been overlapped and replaced in some cases by new programs. This is mostly because of the shift in the priorities, initiation of new ideas, and lack of cross-pollination (or cross-referencing) among the programs. Considering the level of understanding and ownership of the school level stakeholders over QERP, the cycle completion time as envisaged in design differs from the actual time. For instance, the activities under QIP (which was smoothly running and was yet to bring remarkable improvements) was replaced by new DACAW framework. Similarly, CFSI initiatives (which are producing tangible improvements in schools triggered by financial support to schools for classroom management) were initiated on a time when QERP modules, expected to guide child friendly schooling, were available in schools. The cost effective approach to classroom management as envisaged by QERP was undermined. Even with similar contents[32], the participants of CFSI trainings revealed that the training never referred to QERP. The newly introduced SSA is also overlapped with the SIP related modules of QERP. Moreover, SSA also does not reflect school accreditation system developed by Government. The overlapping was also observed among SIP guidelines circulated by DOE, SSA implemented by DEO and QERP modules.

180. **The objectives of the program are not clear and accurately measurable.** Though the program has broader objective to improve quality of primary education through parental participation, the logical framework consisting of specific objectives, strategies and activities is not available. The programs are scattered and aimed at broader objectives, which could hardly be measured, monitored and evaluated. Moreover, the interventions have not been arranged in a sequence. In such a situation, it become very difficult to know what activities are complementing each other as one does not necessarily refer to other.

181. **The monitoring and documentation part is weak.** Though the program includes diverse interventions in 32 different districts, the monitoring, supervision and follow up part is not adequate. There is no clear division of responsibility for monitoring[33]. WE prepares and submits the progress reports, which basically cover the program outputs and national level outcomes. During the field visits, many cases of best practices and weak practices were observed which could have been documented. Some of the schools (schools under DEO intervention in Sunsari, Dhruba PS, Nawalparasi) reported that the evaluation team members were the first external visitor to ask about the tin trunk and QERP since the material arrived in the school. DEO officials (including SSs and RPs) rarely visited the schools and have not been focused enough to ask about tin trunk and QERP. The documentation of the lessons learned could have contributed in strengthening the interventions.

182. **Roles and responsibilities at the field level are not clear.** Though QEP partnership involves DOE as one among the three partners with roles defined under an MOU between DOE and WE, many DEOs are not aware about the partnership and are not clear about its role as many have transferred or been replaced. In addition, the roles of school supervisors and RPs are also not defined in line with the activities to be implemented under the program.

183. **Uniform inputs for schools with different characteristics resulting into diverse impacts.** Though the QE partnership envisages RPs, School Supervisors and NGOs helping schools to identify priorities and using QERP materials to address specific aspects of school management that affect access or quality, the interventions under QEP are usually the same. The same interventions are not needed in schools differing with (i) socio-economic

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[32] As informed by WE, the CFSI training package has taken many inputs and contents from the QERP.
[33] In our meeting with UNICEF, they revealed monitoring to be their responsibility up to certain extent.

characteristics, (ii) location and geographical distribution, (iii) students speaking different languages, (iv) activeness of HT and relation with parents, and (v) activeness of SMC/PTA and community participation. The high performing schools, active HTs, and active SMC/PTA members in the community were found to have benefited much though the program documents clearly mentioned that the program was targeted to lower performing schools. For instance, with similar interventions under the program, Sishu Kalyan PS of Bharatpokhari, Kaski performed much higher than Dibyajyoti PS of Dip because of the difference in level of community participation, motivation of HT, location and socio-economic characteristics of the school catchments etc. However, school as a zone of peace program and QIP can be considered as need based since they were designed to address the problem created due to the conflict situation. Similarly, there are also special modules only being used for religious schools or schools with mother tongue or multiple language issues.

5.5 Conclusion

184. As discussed in previous chapter, all of the components within the QE partnership are highly relevant. The program should be regarded as efficient except for radio support, if we consider the critical situation of the country in the time of program implementation. Similarly, the interventions can be considered partially effective as some schools (with active school stakeholders) are able to bring changes in school whereas others could not use the inputs as expected. Based on the assessment of relevance, efficiency and effectiveness, this evaluation study rates the overall QE partnership as **successful**.

5.6 Recommendations

185. **Continue the program with shift and clarity in partnership modalities.** There is a need to continue the QEP partnership by (i) arranging the activities into a logical sequence, (ii) identifying the progress indicators and fixing the targets annually, (iv) developing built in monitoring mechanism with district and central level review arrangements, and (v) ensuring enough support from DEO officials (with some form of planning and agreement at field level). There is also a need to strengthen pooling mechanism at district level whereby UNICEF can pool financial resources (which they are doing currently) and WE can pool technical support annually through a common planning process.

186. **Organize reinforcement program for school libraries and QERP use with diverse modalities.** The development of QERP and distribution of radio, QERP, library and other resource materials, has been the central component of the partnership. This has also consumed almost 75 per cent of the total resources available. However, the materials are under utilized and schools are not being able to take optimum benefit from the QERP. Thus, there is a need to develop a mechanism to ensure full utilization of the materials provided to schools. The evaluation study proposes use of different reinforcement modalities for different schools based on valid school accreditation (either by government, UNICEF or other organizations).

187. There is a need to acknowledge the possible role of Resource Center (RC) as an institution rather than RPs. The resources for implementation of suggested modalities can be arranged by district level pooling of resources and attracting financial resource available at VDC/Municipality. The modalities suggested are given in Table – 7.

Table – 7: Suggested modalities of reinforcement

School categories	Proposed Modalities	Description of Activities
Category – 'A' (best performing schools)	Orientation/reinforcement through tin trunk use manual (covering QERP as well)	Prepare manual targeting school level audiences (SMC, PTA, HT, Teacher and others) with content such as introduction to the tin trunk, need of QERP, material within tin trunk, suggested use of each material etc.
Category – 'B' (Moderately performing school)	Orientation and reinforcement through Resource Center (center based orientation)	• Mobilize Resource Center a defined financial support and outcome based agreement • Activate Resource Center with technical support from RPs/other technical persons to organize a orientation program • Provide short orientation on tin trunk as well as QERP and promote visit of schools to RC • Provide incentives to RC based on the performance of the cluster school
Category – 'C' (weak performing school)	School based orientation and reinforcements (through Resource Center)	• Mobilize Resource Center a defined financial support and outcome based agreement • Ensure regular technical support through Resource Person (or technical person appointed by RC) to schools to orient them on tin trunk and QERP modules • Identify school needs with help of RP and refer to QERP accordingly • Provide incentives to RC based on the performance of school

188. **Integrate and refer QERP contents in various other regular activities of DOE and UNICEF to increase the level of use.** The QERP modules cover all key aspects of quality improvement and they are quite rich in contents. The QERP modules are expected to act as reference materials for schools, to be used for various purposes. All partners need to acknowledge the modules and refer to the contents in their relevant publications, trainings, send circulars to schools and guiding documents of other programs. The reproduction of QERP content in the education pages and use radio program on Equal Access greatly expanded access to the resources. For instance, CFSI trainings can refer to teaching learning modules of QERP, SSA trainings can refer to SIP module, WTS guidelines of DOE can refer to WTS and social mapping modules, and social audit guidelines can include reference to financial management module. The use of QERP can also be included as one of the school accreditation indicators and it can also have roles to play in the new mechanism of demand based teacher training through RC (as envisaged by SSR). In this way, the level of use by school can be increased.

189. **Make arrangements for distribution of tin trunks and QERP to other districts.** There is a need to expand the tin trunk distribution (including QERP) to all remaining districts by (i) exploring the additional resources (by DOE and WE), (ii) arranging necessary logistic support to DOE, (iii) reprinting the materials, (iv) arranging tin trunk materials, and (iv) making procurement arrangements. The distribution should be followed by the orientation to school stakeholders through different modalities as suggested earlier. The materials shall be handed over to school after having MOU between DEO and school to make school responsible for its use.

190. **Avoid overlapping.** There is a need to make the activities of all partners complementary to each other by avoiding the existing and possible overlaps in future actions. There is a need to ensure that basic components of CFSI and QERP complement each other by identifying common grounds. QERP can benefit from best practices of CFSI and CFSI can benefit from QERP modules. Similarly, there is also a need to establish complementary relations between SSA initiated by UNICEF, SIP included in QERP module and Guidelines on SIP circulated by Government. The partners should share their plan to introduce new program and find ways to reduce the overlapping through meetings and consultations.

191. **Integrate the successful pilot programs in the national system.** The QE partnership as well as other interventions by partners involved various initiatives like student tracking, micro-planning, PTA networking, school self-assessment etc. There is a need to assess those interventions and document the lessons learned. The evaluation study recommends Government to adopt and expand the student tracking and micro-planning initiatives linked with DEP and school self assessment modality (integrated with school accreditation). Similarly, UNICEF is recommended to provide additional financial support to augment PTA networking and exposure visits under QEP framework. Similarly, WE is recommended to add new modules based on best practices observed in the UNICEF or DOE-led programs like community management of schools, child friendly schooling, EMIS, school self assessment etc.

192. **Design and implement the programs targeting improvement of internal efficiency.** The efforts initiated and developed by the QE partnership to increase access to primary education through WTS program was highly successful. The program received enough momentum as it was conducted as a national campaign. Now, the next level of intervention to continue the momentum of WTS should focus at improvement of internal efficiency (drop out, promotion, repetition, survival and transition). There is a need to initiate similar movement to improve internal efficiency by (i) making school stakeholders aware about internal efficiency, (ii) providing incentives to schools to improve internal efficiency, and (iv) encouraging schools to make their own plans and implement them effectively.

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Annex – I: Summary of the TOR

Background: UNICEF, the Department of Education and World Education have been collaborating for many years in Nepal to promote girl's education and to address the needs of girls not accessing the formal school system. As a result of this initial collaboration and recognizing the common agenda of making schools more child-friendly and with improved quality the organizations entered into a partnership to jointly work to address quality issues. Since July 2003, UNICEF, World Education and the Department of Education have been partnering to improve the quality of education in public schools.

In the first phase (2003-2004), the partnership focused on identifying best practices and "tools" (activities, resource material, ideas and information) to address priority issues. These were brought together in the Quality Education Resource Package (QERP). A second phase (January 2005 – November 2006) was agreed upon in order to expand the use of the materials and to develop additional material, amongst many other activities, including the development and expansion of the Welcome to School (WTS) Campaign into an annual campaign. The rapid expansion of the education system created new challenges to the improvement of the quality of education. Therefore, a third phase of the partnership was launched (November 2006 – March 2008) to carry forward the work undertaken in the first and second phases.

Each of the partners put time and effort into this partnership. The government has provided staff time at both the central and district levels, resources at the school level and other support. UNICEF has supported direct programming in project districts, printed materials and provided other resources directly. It also provided limited funding through the Red Book to the government and through World Education to support production of the Quality Education Resource Package and to provide technical support at the field level. World Education has provided staff and intensively supported 811 schools in project districts as well as non-formal education and vocational education with special groups and working children not in school.

Over the past five years, the major activities have included:
- o   Development of a Quality Education Resource Package
- o   Training District Education Office and NGO staff and other stakeholders to use QERP to address quality issues
- o   National Welcome to School enrollment campaign
- o   Development of Parent Teacher Associations
- o   Improved use of data for district level planning through District Microplanning, development of a Student Tracking System and District Education Planning
- o   Technical assistance to DEOs/NCED, UNICEF and World Education NGO partners to address quality issues in schools in priority districts
- o   Provision of materials to support Quality Education – libraries (8,900) and radios to access distance education (7000 schools)
- o   Supporting schools in conflict environment

Scope and Purpose of the evaluation: During last year's planning meetings, it was agreed by all three partners that an independent evaluation would be done in 2008. Therefore, it is proposed here to mobilize an evaluation team to determine the effectiveness of the work accomplished through this partnership over the past five years (July 2003 to March 2008) aiming at the improvement of the quality of education in public schools.

The scope of the evaluation includes a review and assessment of activities carried out and the results achieved under the Partnership for Quality Education through Parental Participation. The evaluation should consider all activities that have been implemented under the partnership.

The purpose of this evaluation is to assess overall effectiveness, impact and sustainability of the activities carried out under the partnership, to identify lessons learned and to provide guidance to the partners to draft the partnership's future strategies. Specifically, the evaluation should answer the following key evaluation questions:

Effectiveness, relevance and efficiency:
- Did the partnership achieve its objectives as stated in the partnership documents?
- Determine the effectiveness, relevance and efficiency of the activities being supported under the quality education partnership.
- Determine the effectiveness, relevance and efficiency of the diverse planning strategies / implementation methodologies, in terms of inputs, process and outputs.
- What is the level of coverage of the diverse interventions at the field level with regards to the objectives as stated in the partnership documents?
- What specific factors contributed to delays or difficulties and how might these be addressed in the future?

Lessons learned:
- What can be learned from the partnership's greatest successes and challenges faced?
- Comment on the impact of external factors (such as the civil conflict) on project implementation and progress.
- Are there any examples of good practices or especially innovative approaches developed under the partnership that should be highlighted?
- Provide recommendations for future ways of monitoring the interventions and the results of the interventions undertaken under the partnership for Quality Education?

Sustainability and impact:
- What is the level of impact of the interventions in terms of sustained improvements?
- What mechanisms are in place to promote government and local ownership and longterm sustainability?
- Evaluate the partnership's approach for sharing of lessons learned with appropriate stakeholders.

Products: The deliverables include a draft evaluation report, to be submitted to the responsible staff from all three partners latest by the beginning of November 2008 and a final evaluation report, to be submitted electronically and in three printed copies to all three partners by the end of November. All reports including drafts will be written in English.

Annex – II: List of people involved in consultation and meetings

A. Central level

Name	Organization	Position
Mr. Mahashram Sharma	DOE	Director General
Mr. Chitra Devkota	DOE	Director
Mr. Hari Lamsal	DOE	Deputy Director
Mr. Neeva Raj Joshi	DOE	Deputy Director
Ms. Devina Pradhananga	DOE	Deputy Director
Mr. Cheej Kumar Shrestha	World Education	Country Director
Ms. Helen Sherpa	World Education	Activity Manager
Mr. Rishi Bhattarai	World Education	Program Officer
Ms. Minerwa Raj Bhandari	World Education	Program Officer
Mr. Sambedan Koirala	World Education	EMIS Consultant
Ms. Radha Koirala	World Education	Program Officer
Mr. Raju Bishwokarma	World Education	
Dr. Sumon Tuladhar	UNICEF	Consultant
Ms. Myriam Blaser	UNICEF	Program Officer
Mr. Ek Raj Joshi	Save the Children	Consultant (Ex-PO in WE)
Mr. Janardan Nepal	MOE	Joint-Secretary
Mr. Keshav Lochan Sharma	UNICEF – RO for MF and FW region	Former Education Consultant

B. Field level

District	Name	Organization	Position
Nawalparasi	Mr. Pradip Shrestha	UNICEF	District Coordinator - Nawalparasi
	Ms. Anu Poudel	UNICEF	District Coordinator - kaski
	Mr. Barakhu Prasad Rajak	DEO	District Education Officer
	Mr. Gopal Kandel	DEO	UNICEF Focal Person (SO)
	Mr. Keshav Kandel	DEO	Resource Person, Kawaswoti
	Ms. Parbati Gurou	PNGO	Chairperson
Sunsari	Mr. Tul Bahadur Baniya	WE	Program Officer
	Mr. Yangya Bhattarai	SAHARA Nepal	Program Coordinator – Sunsari
	Ms. Uma Rai	UNICEF	Education- Regional Office
	Mr. Dilli Adhikari	DEO	Focal Person - UNICEF
Kaski	Mr. Baikuntha Aryal	DEO	District Education Officer
	Mr. Guru Ghimire	DEO	School Supervisor
	Mr. Kedar Koirala	PCCI	Program Coordinator
	Mr. Suresh Manandhar	PCCI	Child labor - coordinator
	Mr. Ramesh Chhetri	PCCI	CLIP
	Ms. Maya Kadayat	DDC	Program Officer
	Mr. Bijaya Nath Sapkota	DEO	Resource Person
	Mr. Dami Pun	UNICEF	Resource Person

District	Name	Organization	Position
Banke	Ms. Radhika Tumhamphe	UNICEF (RO – MW/FW)	Focal Person - Education
	Mr. Ratan Ku. Sharma	SAPPROS	Regional Manager
	Mr. Sanjiv Dhungel	SAPPROS	Education Officer
	Mr. Gagan Gurung	SAPPROS	District Manager – Mugu
	Mr. Khadga Bdr. Kunwar	DEPROSC	Former Regional Education Officer
	Ms. Babita Jha	DEPROSC	Regional Education Officer
	Mr. Govinda Adhikari	DEPROSC	Education Officer - Kalikot
	Mr. Bam Bahadur Chand	BMASS	Program Coordinator
	Mr. Dabal Bahadur BC	DEO	Section Officer
	Mr. Indra Man Shrestha	DEO	Resource Person
	Mr. Sunil Shah	DEO	Resource Person
	Ms. Rosani Shah	DEO	Resource Person
	Mr. JP Shaha	DEO	Resource person
	Mr. Suresh Chandra Shreevastav	HT	NRP school, Gegali
	Ayodhya Prasad BK	AT	NRP school, Gegali
	Anat Prasad Sharma	HT	PS, Gangapur
Humla	Mr. Suya Bahadur Singh	DEO	District Education Officer
	Mr. Man Singh Bista	DEO	Section Officer
	Mr. Tanka Prasad Adhikari	DEO	Resource Person
	Mr. Mum Lal Acharya	DEO	Resource Person
	Mr. Ramji Dhakal	DEO	Resource Person
	Mr. Chhabi Lal Panthi	Malika Secondary School, Lali, Humla	Head Teacher
	Mr. Chandra Bdr. Budha	Melchham, Humla	SMC Member
	Mr. Basanti Kumari Shahi	Mansarobar HSS, Simikot	Teacher
Achham	Ms. Saraswoti Khanal	UNICEF	Program Officer – Achham
	Mr. Jhankar Bdr. Bista	DEO	District Education Officer
	Mr. Mani Ram Budha	DEO	Resource Person
	Mr. Nain Bahadur Kunwar	DEO	Resource Person
	Mr. Rishikesh Dhakal	DEO	Resource Person
	Mr. Gagan Bdr. Thapa	DEO	Resource Person
	Mr. Tilak Kunwar	HT	Rastriya HSS, Babla
Dhanusha	Mr. Nawal Kishor Yadav	Aasman Nepal	Executive Director
	Surit Thakur	Aasman Nepal	Program Coordinator
	Mithilesh Gupta	CFW	Program Coordinator
	Sathrudhan Purbe	CFW	Focal Person
	Bishnu Dev Shah	DEO	District Education Officer
	Rudra Naryan Jha	DEO	Focal Person - UNICEF

Annex – III: List of schools included in the sample

District	School	Address	Intervention
Sunsari	Sahid Smriti PS	Pakali	WE-NGO intervention
	Janajagriti LSS	Hansposa	WE-NGO intervention
	BP Saraswoti PS	Rampura	UNICEF-DEO intervention
	LSS Shivanagar	Jhumka	UNICEF-DEO intervention
Nawalparasi	Dhruba Jyoti PS	Rajahar - 7	UNICE-DEO intervention
	Nawa Durga PS	Chormara	WE + NGO intervention
	Kumarworti PS	Daldale	UNICE-DEO intervention
	Bal Kalyan PS	Agyouli – 8, Danda	WE + NGO intervention
Humla	Bal Mandir LSS	Simikot	UNICEF-DEO intervention
	Kalasilta PS	Simikot	UNICEF-DEO intervention
	Bhimsen PS	Simikot	UNICEF-DEO intervention
	Siddhartha LSS	Baraunchhe	UNICEF-DEO intervention
Achham	Debal PS	Mangalsen	UNICEF-DEO intervention
	Saraswoti PS	Oligaun	UNICEF-DEO intervention
	Chandrodaya PS	Bhageshwor	UNICEF-DEO intervention
	Surya Chandra HSS	Baija Nath, Kalimati	UNICEF-DEO intervention
Dhanusha	Shree LSS	Sohani, Janakpur	Unicef + DEO+Aasman
	Shree SS, Rampur	Kuwa, Rampur	WE-NGO intervention
	Shree Gauri Narayan Ra. PS	Sakuwa – 1	Unicef + DEO
	Shree Adarsha LSS	Lalgadh – 8	WE-NGO intervention
Banke	Rastriya PS	Gharabarti tole – 2, Nepalgunj	
	Nepal Ratriya LSS	Basudepur	UNICEF+DEO
	Nepal Rastriya SS	Mahendra Nagar	UNICEF+DEO
	Saraswoti PS	Kohalpur	
Kaski	Sishu Kalyan LSS	Bharatpokhari	Unicef and DEO intervention
	Dibya Jyoti PS	Dip	WE-NGO intervention
	Patnyari PS	Lekhnath	Unicef – DEO intervention
	Dibya Jyoti PS	Hemja	WE-NGO intervention

Annex – IV: List of QEP districts

SN	Districts	DACAW/ Girls Ed Districts (new-2008-09)	QIP (old)	DACAW (old)	Girls Ed Districts (old)	Student Tracking System (Piloting)	SZOP
1	Bara	✔					✔
2	Parsa	✔		✔			
3	Rautahat	✔			✔		✔
4	Sarlahi	✔			✔		✔
5	Saptari	✔		✔			✔
6	Mahottari	✔			✔		✔
7	Siraha	✔		✔			✔
8	Dhanusha	✔			✔		✔
9	Kapilbastu	✔		✔			
10	Rupandehi	✔			✔		
11	Udaypur			✔			
12	Achcham	✔					
13	Banke				✔		
14	Bajhang	✔	✔				
15	Bajura	✔	✔				
16	Rukum	✔	✔				
17	Jajarkot		✔				
18	Dolpa		✔				
19	Humla		✔	✔			
20	Jumla		✔				
21	Kalikot		✔				
22	Mugu		✔				
23	Chitwan			✔			
24	Dadeldhura	✔		✔			
25	Dang			✔			
26	Kaski			✔			
27	Kavre			✔			✔
28	Nawalparasi			✔			
29	Panchthar			✔			
30	Morang				✔		
31	Sunsari			✔		✔	✔
32	Tanahun			✔		✔	

Annex – V: tracking of the partnership by principles

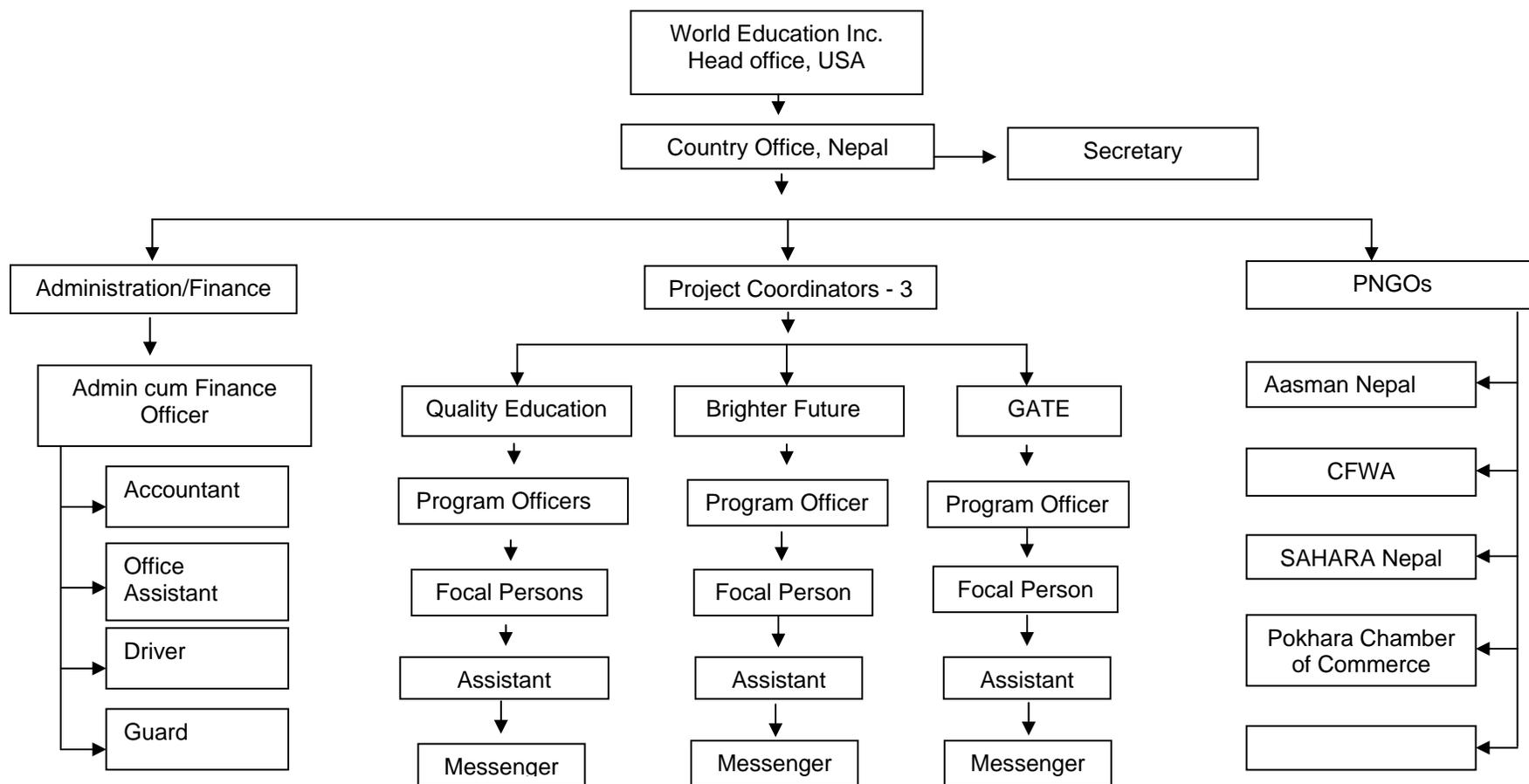| Principles	Rating[34]	Status	Issues	Follow up
1. Recognize and Accept the Need for Partnership	HA	• Partnership started through the workshop in 2003 which involved all partnering parties	• Background works not conducted together	
2. Develop Clarity and Realism of Purpose	LA	• WE has separate agreement with UNICEF and DOE • Broad objective of improving quality education	• Tripatriate MOU does not exist • MOU between DOE and WE does not contain specific objectives	• Organize central level joint planning and specify objectives for a specific year
3. Ensure Commitment and Ownership	LA	• Ownership at central level • Higher involvement of World Education • Ownership of inputs	• No ownership by Government (basically at district level) • There is involvement but weak commitment • Changing priorities • No ownership of outcomes	• District level planning (with pooling of technical and financial support)
4. Develop and Maintain Trust	HA	• Environment of trust among the parties reflected in long term partnership (2003-2008) • Continuous flow of resources • Implementation of program through government	• Weak level of trust at district level (between UNICEF, WE and DEO)	• Promote trust building at district level
5. Create Clear and Robust Partnership Arrangements	PA	• Moral agreement • Financial input by UNICEF, Technical inputs by WE and Implementation by DOE	• Unavailability of a single document explaining roles of all partners • No partner has taken the lead role • Less sensitization about partnership at bottom level	• Directives by DOE to DEO for coordination • Tripartite agreement (if possible) • Design and introduce reward/punishment mechanism
6. Monitor, Measure and Learn	LA	• Progress report prepared by World Education • Meetings organized as per necessity	• No common monitoring mechanism • Unclarity of monitoring responsibility • Unclear outcome indicators for monitoring • Limited documentation of lessons learned and ownership over the lessons	• Organize participatory review meetings at school and DEO • Document the findings • Consolidate the review findings • Discuss at central level

*HA – Highly Applicable, A – Applicable, PA – Partially Applicable, LA – Less Applicable

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[34] The rating is provided by evaluation team based on consultation with each partners.

Annex – VI: SWOT Analysis from the perspective of this intervention

	Government (DOE)	UNICEF	World Education
Strengths	• Network through out the country • Own budget and programs for implementation through DEO • Presence of manpower up to school level • Presence of technical manpower • Community based school management	• Availability of regional office and district contact person • District level planning mechanism with DEO • Ability to provide necessary financial support to the program under its priority area • Availability of technical manpower and expatriates	• Availability of strong technical manpower and expatriates (quality education, EMIS, district planning, distance education and child labor) • Partnership with Government and UNICEF • Availability of partner organizations in some districts
Weaknesses	• Irregular mechanism (frequent transfer of the staff) • Long chain of command from DOE to RC level • Personality driven	• The priorities are shifting very quickly. • Unable to develop strong and effective monitoring mechanism	• Inability to ensure reinforcement at district level • Development of additional materials without checking the actual feedbacks from the field and going for reinforcement
Opportunities	• can identify and expand the areas of coordination and partnership to reinforce QERP • can encourage WE to promote pooling of technical support at district level • Can adapt some of the best practices shown by the program • Make uniformity in QERP, government build materials and other documents • Can explore additional resources	• can ensure integration between child friendly program and the related trainings with QERP • can support in reinforcement of QERP at school level during pooling at district level • can identify the additional work areas (especially in technical areas like DEP, micro-planning, EMIS works) to be associated with WE and DOE and continue to strengthen the existing delivery system.	• can identify additional funding source to expand QERP throughout the country and find out the mechanism to orient the school stakeholders. •
Threats	• The reluctant government structure will affect the implementation. • The transfer of officials (who are already trained) can have negative effect over the program implementation.	• As the program has less effect on schools, lack of reinforcement with additional financial support can ruin the investments made so far.	• Involved only in providing the inputs to the program

Chart – VII: Organization Structure of World Education[35]

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                        ┌─────────────────────┐
                        │ World Education Inc.│
                        │  Head office, USA   │
                        └──────────┬──────────┘
                                   ▼
                        ┌─────────────────────┐      ┌──────────────┐
                        │ Country Office, Nepal├─────▶│  Secretary   │
                        └──────────┬──────────┘      └──────────────┘
            ┌──────────────────────┼────────────────────────────────┐
            ▼                      ▼                                 ▼
  ┌───────────────────┐  ┌─────────────────────┐           ┌──────────────┐
  │Administration/     │  │Project Coordinators-3│          │    PNGOs     │
  │Finance            │  └──────────┬──────────┘           └──────────────┘
  └─────────┬─────────┘      ┌──────┼──────────┬─────────┐
            ▼                ▼      ▼          ▼         ┌──────────────┐
  ┌───────────────────┐ ┌─────────┐┌─────────┐┌──────┐  │ Aasman Nepal │
  │Admin cum Finance  │ │Quality  ││Brighter ││GATE  │  └──────────────┘
  │Officer            │ │Education││Future   ││      │  ┌──────────────┐
  └────┬──────────────┘ └────┬────┘└────┬────┘└──┬───┘  │     CFWA     │
       │  ┌────────────┐     ▼          ▼       ▼       └──────────────┘
       ├─▶│ Accountant │ ┌────────┐┌────────┐┌────────┐ ┌──────────────┐
       │  └────────────┘ │Program ││Program ││Program │ │ SAHARA Nepal │
       │  ┌────────────┐ │Officers││Officer ││Officer │ └──────────────┘
       ├─▶│Office      │ └───┬────┘└───┬────┘└───┬────┘ ┌──────────────┐
       │  │Assistant   │     ▼         ▼        ▼       │Pokhara Chamber│
       │  └────────────┘ ┌────────┐┌────────┐┌────────┐ │of Commerce   │
       │  ┌────────────┐ │Focal   ││Focal   ││Focal   │ └──────────────┘
       ├─▶│  Driver    │ │Persons ││Person  ││Person  │ ┌──────────────┐
       │  └────────────┘ └───┬────┘└───┬────┘└───┬────┘ │              │
       │  ┌────────────┐     ▼         ▼        ▼       └──────────────┘
       └─▶│   Guard    │ ┌────────┐┌────────┐┌────────┐
          └────────────┘ │Assistant││Assistant││Assistant│
                         └───┬────┘└───┬────┘└───┬────┘
                             ▼         ▼        ▼
                         ┌────────┐┌────────┐┌────────┐
                         │Messenger││Messenger││Messenger│
                         └────────┘└────────┘└────────┘
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[35] Based on information collected in discussion with WE

Annex – VIII: Budget analysis of the Quality education program from first to third phase (2003-2008)

		Activities	UNICEF Direct amount	UNICEF/WE amount	WE amount	DANIDA ESAT	Total Amount	Activity Totals	%
1		**Quality Education Resource Package**							
	A	Developing Quality Education Resource Package		15,017,748			15,017,748	41,112,845	29%
	B	Printing QERP, modules/posters/charts, etc	6,409,788				6,409,788		
	C	QERP storage and distribution		3,797,875			3,797,875		
	D	Training Govt./NGO staff to use QERP		3,799,014			3,799,014		
	E	DANIDA ESAT reprinting & distribution all districts				12,088,420	12,088,420		
2		**Radios/ Libraries and Supplies for Schools**							
	A	Free Play Windup Radios	21,742,721				21,742,721	68,146,806	47%
	B	Tin Trunk Library – Children's reading materials sets	35,696,045				35,696,045		
	C	Stationeries sets for Child Friendly classrooms	5,363,589				5,363,589		
	D	Libraries and radio storage and distribution		5,344,451			5,344,451		
3		**Access & Enrollment Campaigns**							
	A	Welcome to School materials & distribution		1,429,314			1,429,314	1,429,314	1%
4		**Addressing Governance & Parental Involvement**							
	A	PTAs, exchange visits, networking & capacity building		3,508,629			3,508,629	15,899,475	11%
	B	BF labor to support public schools in child labor prone communities			9,915,506		9,915,506		
	C	BF Scholarship for PTA school students			725,340		725,340		
	D	KF PTA School Support			1,750,000		1,750,000		
5		**Promoting Schools As Zones of Peace**							
	A	School As Zones of Peace component		1,217,180			1,217,180	1,917,180	1%
	B	JJ PTA / School Support conflict districts			700,000		700,000		

	Activities	UNICEF Direct amount	UNICEF/WE amount	WE amount	DANIDA ESAT	Total Amount	Activity Totals	%
6	**Using Data For Improved District Education Planning**							
A	Data Management / EMIS / Student Tracking/ Micro-planning / DEP etc		3,640,414			3,640,414	3,950,414	3%
B	Equipment – computer sets	310,000				310,000		
7	**Technical Assistance & Management**							
A	Monitoring & Technical Assistance Visits		2,616,614			2,616,614	11,308,286	8%
B	WE Professional staff time for QE Partnership			6,957,258		6,957,258		
C	Project support cost		1,734,414			1,734,414		
	Total Costs / UNICEF National level / WE – Rupees	**69,522,143**	**42,105,653**	**20,048,104**	**12,088,420**	**143,764,320**	**143,764,320**	**100%**
	US $ avg exchange rate 72= US$1	**$ 993,173**	**$ 601,509**	**$ 286,401**	**$ 172,692**	**$ 2,053,776**	**$ 2,053,776**	

Notes
- DOE and NCED staff contribute staff time to meetings, planning and EMIS activities, writing and feedback for materials development and for co-ordination of national WTS campaign. These and district level DEO inputs not reflected here.
- WE matching contributions cannot be exactly calculated –may exceed this amount as work with schools integrated with other child labor related activities.
- UNICEF costs only include central level contributions and not direct district or school le

Annex – IX: Summary report of field visit to districts

9.1 Summary report of field visit to Sunsari district

A. Interventions

Interventions in the district: The activities carried out in the districts under QEP partnership included (i) distribution of tin trunk containing radio, (ii) distribution of QERP, (iii) WTS support, (iv) TOT to RPs and DEO officials, (v) PTA training and orientation, (vi) student tracking initiatives, (vii) orientation to Madarashas, and (vii) micro-planning activities. Besides QEP partnership between WE, DOE and UNICEF, WE has been implementing Brighter Future program through local NGO which includes activities like PTA networking, child labour education, school income generation program and exposure visits. Similarly, UNICEF with DOE has been implementing some additional activities like child friendly schooling program and school self assessment.

Intervention modalities: The interventions in Sunsari districts were implemented in two modalities: (i) interventions made by DEO in CAP VDCs with support from UNICEF, and (ii) intervention made by a NGO (SAHARA Nepal) with direct support from World Education.

B. Performance by components

Tin trunk and library support: The tin trunks have reached to schools and the materials are used up to certain extent (i.e. small library set up in schools, use of stories and poems by teachers in classroom teaching, use of the educational materials, pasted the posters, pamphlets). While some schools have already received the trunks, the newly opened or the schools missed in precious round are currently being provided with the tin trunks. Three of the schools have kept the tin trunk in office room whereas LSS Rampur has kept the trunk in its library room. The radio is the least used one. Among three of the visited schools, the radio was kept in office room where as the radio provided to Janajagriti LSS, Hansposa was reported to be theft. There is a need to develop a manual to guide optimum use of the tin trunk.

Quality Education Resource Package: The QERP was distributed to individual school by keeping it within the tin trunk. Though the use of QERP is limited and was found used only by teachers for teaching learning (i.e. QERP targeting parental participation was not used), schools with combined intervention of WE and local NGO were found to have been using the QERP till now. However, in case of schools with CFS interventions, the level of use of QERP was conveyed to be replaced by CFS interventions. The use of QERP was observed to be satisfactory. The schools were not provided with specific orientation and the use of materials related to school management affairs like (SIP, auditing, PTA mobilization etc.) was observed to be limited. Head Teachers from two schools (BP Saraswoti PS and Janajagriti LSS) also revealed the existing confusion regarding audience of the modules as most of the modules are written in the format of training modules.

Training of Trainers (TOT): DEO officials, RPs, HTs, NGOs and other stakeholders received MTOT provided by technical experts from WE. Some of the participants interviewed during field visit revealed that the TOT was highly effective and it contributed in their capacity building. MTOT has been followed by DTOT. The TOT has contributed in capacity building of RPs and NGO focal person and they have indirectly used the knowledge that they acquired from QERP. Though they indirectly use the QERP and

provide technical support to school, the incidence of referring school stakeholders about QERP modules in various training programs, using QERP as discussion agenda in RP meeting and adequate orientation about tin trunk and QERP to school stakeholders was not observed in case of the schools included for the field visits.

Welcome to School: The schools have been carrying out WTS program right from 2003/04 academic session. WTS has brought remarkable improvements in access of children to school as reflected in the increasing level of enrollment. However, high student absenteeism was observed in all of the four schools included under field visit. None of the schools were observed to have carried out specific efforts to improve internal efficiency, besides the student tracking initiatives.

PTA development and networking: The orientation and capacity building program was organized for PTAs from selected schools. PTA, in this case, included SMC representative, PTA representative and Head Teacher. Besides orientation, PTA networking activities were carried out in ten selected schools (under BF program implemented by SAHARA Nepal with support from WE). The PTA networking activities were very effective as (i) it contributed to solve problems of schools, (ii) it build mechanism to share best and weak practices of nearby schools, and (iii) schools were ready to continue the activities even after end of the interventions by WE. The PTA networking activities were also found to have implications over school expenditure (as schools tended to make more expenditure to welcome guests from other schools) and tangible improvements in schools on part of teaching learning process (triggered by PTA networking) were not observed.

Micro-planning and DEP: Micro-planning was conducted in Sunsari district with leadership and facilitation of Regional Education Directorate (RED). The micro-planning interventions were carried out in participatory manner and contributed to capacity building of DEO. Similarly, the district has also been developing DEP (this does not involve technical support from WE). However, the use of both micro-planning and DEP is limited where DEO have considered them as reference document (to be used when needed).

Student tracking initiative: Sunsari happens to be one among the two districts with implementation of student tracking initiatives. The piloting program has reached towards its end. Schools have already received the student report cards and WE is planning to handover the system to DEO soon. The data was collected with support from appointed field surveyors, RPs and School Supervisors. Though the program has received extensive support from DEO, the schools are less aware about piloting nature, the rationale, role of schools and possible benefits of the student tracking. There is a need to strengthen the student tracking mechanism by (i) involving school in data collection and making use of the processed information, (ii) starting tracking right from birth registration with involvement of VDC or RC, and (iii) orienting schools and identifying focal person to work on EMIS.

C. Overall observation and rating

The field visit to Sunsari district has mixed findings and impression. The activities implemented by DEO with support from UNICEF were found more effective than the program implemented through SAHARA (partner NGO). The activities conducted with support from UNICEF were not found supplementary to each other rather one activity was found overlapping other. The school stakeholders with additional CFS program has considered tin trunk and QERP distribution program as outdated approach. The schools with active HT and teachers seem to have tried to make best use of the available materials whereas the schools with less absorbing capacity[36] have not used them. The DEO as well as school has not taken expected level of ownership over the quality education interventions (tin trunk, QERP, student tracking) implemented through World Education. However, the technical support provided at DEO level in District Education Plan, Micro-planning and other initiatives was found encouraging.

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[36] Willingness to consider external interventions as useful for school improvement and commitment to perform better even with comparatively less input

9.2 Summary report of field visit to Banke District

A. Field visit team

The field visit team included (i) Mr. Uttam Prasad Upadhyay, (ii) Mr. Uddhab Karki, (iii) Mr. Jeevan Raj Lohani, and (iv) Mr. Dil Bahadur Budha. The team worked in Banke continuously to study the implementation process and effectiveness of QERP in sample schools. The team conducted interaction meeting with school teachers, Resource Persons, District Education Officer and students of grade 1 to 5, members of PTA and SMC and general parents of the schools. The team also observed the classes of the trained teachers in QERP. Based on the information and data collected through these procedures the district report has been prepared.

B. Interventions

Intervention in the district: QERP has been implemented in primary schools in Banke district as a pilot project through District Education Office and two NGOs-- Unesco Club and BMASS. The intervention activities of QERP includes (i) distribution of Tin Trunk including QERP modules and wind up radio (ii) orientation to Personnel of District Education Office (Resource Persons, School Supervisors and Section Officers) (iii) Conduction of Training of Trainers to Resource Persons and Supervisors (iv) training to teachers through DEO management (v) welcome to school (vi) PTA development and networking and (vii) micro-planning and district level planning. It is expected that these interventions would contribute in achieving quality education in primary school.

Intervention modalities: The implementation modality includes government and non-government network. On behalf of government, District Education Office is leading in the QERP implementation in schools. Resource persons of DEO implemented QERP in schools. BMASS and Unesco club as non-government agencies were the partners to implement QERP package in schools.

B. Performance by components

Tin trunk, radio and library support: There are two types of Tin Trunk-- bigger size and smaller size that have different capacity. However, both types of Tin Trunk are in good condition and are properly kept in school. They are in school office room because of lack of library room in the school. The World Education distributed Radio to project schools for educational purpose and the school personnel (head teachers and teachers) understand this purpose well. They stated that the radio was given to listen songs and children programmes. However, they are not using radio for this purpose. Out of 4 sample schools only the teachers of one school knows how to use wind up radio. The books and radio of QERP have been accepted as a mini-library for school personnel and students.

Quality Education Resource Package: The Quality Education Resource Package (2009) consists of 29 different types of books. However, the tin trunk distributed earlier had only 12 to 15 books. The project schools of Banke district also received tin trunk that contains 12 to 15 books that was packed at the starting phase of the project. The books of QERP are mostly in good condition due to quality of paper and binding. Books are kept either hanging in a rope or in a closed trunk. It was found the school teachers frequently use the QERP when they need to prepare teaching learning activities and to mobilze SMC and PTA etc. It means that the use of QERP depends upon the need of teachers. Mostly students of grade 4 to 5 use the books of QERP in their leisure time to study poems, story and drawing whereas the students of 1 to 3 use books for studying pictures. The use of materials of QERP is on need basis. There is not a specific schedule and activities for implementing QERP in school. The use of radio in school is rare for education program though school personnel have been using this for listening news.

Training of Trainers (TOT): Quality education experts of WE in the management of District Education Office conducted ToT in QERP for Resource Persons (RPs). The RPs reported that ToT is adequate to understand about the use of QERP for quality education, especially for primary grades. They are confident that they can conduct ToT in QERP with support of technical staff of WE. They stressed that they need refresher training in QERP to up date their knowledge and skills of QERP. It was found that RPs have been using knowledge and skills of the ToT to improve teaching learning process in school. However, their input on school is low because of work load. The ToT on QERP has been effective for the development of the knowledge of Resource Persons and School Supervisors on quality education and modality to be applied for achieving the objectives of quality education. The teacher training program on

QERP was also found effective to know the use of QERP materials in school. However, they expected additional training in QERP to implement this program effectively at schools.

Welcome to School: With the initiative of DEO, schools have been organizing the Welcome to School (WTS) program each year from 2003/04 academic year. Schools found that this WTS program is effective and attractive to parents and children. WTS program resulted an increment in enrolment in schools though it is difficult to retain or to reduce drop out. To organize WTS there is need of effective educational materials which should be either supplied by DEO or there is need of making budgetary provision. In addition, there is need of some budget to organize WTS activities in school and communities. In this regard schools does not have budget. To resolve this hindrance and to make WTS effective there is need of a budgetary provision in school.

PTA development and networking: DEO has been mobilizing Resource Persons through Resource Centres to form Parent Teacher Association (PTA) in each school. Due to this concerted effort PTA exists in all schools. They have been working with schools for the development of schools. They know their roles and responsibilities in general that are within the defined roles and responsibilities framework in Educational Act. Though PTA exists in schools their network has not been formed at RC level and District Level. There is not any communication mechanism about their works and difficulties between PTAs of neighbouring schools. Regarding the QERP, PTAs know very little though they mentioned they have heard there is a small library in school. At present PTA has been supportive to SMC. They have been assisting school (i) to enroll students in school (ii) to solve educational problems related to parents and students (iii) to assist school to conduct parents meeting and WTS activities. They need proper orientation on QERP to enable them to assist in improving quality of education in school.

Micro-planning and DEP: School Improvement Plan (SIP) is the main document of school that leads them to achieve the mission of school in the context of quality education development. Under this framework it was expected that school management has to develop other educational development activities of schools. Regarding this, the school head teachers and teachers understand the objective of micro-planning. However, they have not developed specifically micro-plan of schools due to the lack of practical knowledge and practice of doing such activity. It was found that they need support on development of micro-plan and to implement such plan in school effectively. The school personnel felt the need of District Education Plan though they are not aware properly how SIP would be helpful to prepare DEP. In this context, there is need of making a linkage between DEP and SIP to improve quality education in school.

Student tracking initiative: School personnel are not familiar with student tracking initiative and this is not practice in school. In order to bring this initiative in practice they need intensive training in this approach.

Technical support to Government: With the implementation of QERP in district the DEO educational personnel (Resource persons, School Supervisors and other technical persons) are aware of the need of developing quality education in school through mobilization of school personnel; SMC and PTA to implement SIP. They felt that there could be a micro-plan under the framework of SIP for quality education development. As DEO conducted TOT in QERP and Training for Teachers the educational personnel of DEO (RP and Supervisors) has developed their capacity to organize training in quality education and their monitoring. However, they felt that there is need of an additional training in quality education and monitoring of QERP for effective implementation. The district educational personnel understand the need of quality education development and the procedures applied by WE/UNICEF for this purpose. These are main achievements made by district regarding of technical support to DEO.

C.   Overall observation and rating

Quality Education Resource Package (QERP) was found relevant to Resource Persons, School Supervisors, Head teachers and Teachers for understanding the modality to be applied for quality education development in primary school. They use these packages to improve their teaching methods, classroom management, developing educational materials, development of micro-planning and dealing with members of SMC and PTA. The QERP is relevant to students of grade 4 and 5. The pictorial types of books containing in QERP are relevant to grade 1 and 2 students who cannot read the words and sentences. QERP is relevant to RP and school supervisors to conduct training in school management,

teaching learning process, school physical facility development, mobilization of SMC and PTA in school development activities. QERP has been successful to develop the concept of need of school library in school personnel and management body. This could be accepted as an effect on school management that would be materialized through a continuous follow up and financial support to start up a library in primary school. However, without continuous monitoring and frequent technical support to implement QERP it would not be effective so that there is need of monitoring of schools to provide technical support school personnel. As the project schools have not received a full set of QERP it would be better to provide a full of QERP materials to schools.

ToT has been useful to school personnel to develop their knowledge and skill of quality education. There is need of refresher training in quality education to school personnel to update their knowledge. WTS has been an attractive activity to pull students from community to schools though there is difficult to retain them due to inadequate school facilities. Micro-planning approach has not been practiced in QERP project schools. They need an intensive training to understand the process of micro-planning and to integrate it with SIP leading to DEP for improving school system to achieve quality education. Since quality education development agenda is a concern of government, private sectors and stakeholders QERP approach should be integrated with regular educational programme for its effective implementation.

9.3 Summary report of field visit to Dhanusha district

A. Team and Activities

A team of consultants including Binod K Guragain, Pankaj Raj Joshi and Narendra Raj Pandey visited Dhanusa district during March 29 to 31, 2009 and interviewed/consulted with various individuals and institutions.

B. Interventions in the district

The activities carried out in Dhanusha district within QEP are (i) tin trunk and radio distribution, (ii) QERP distribution, (ii) district level TOT to DEO officials, RPs and school stakeholders, (iii) welcome to school campaign etc. One day orientation training was provided in 20 schools for 1000 stakeholders including SMC, PTA, HT, Teaches & Parents.

Intervention modalities: There has been two intervention modalities in implementing the QEP program in Dhanusha: (i) through DEO and (ii) through NGO. DEO is implementing the program in CAP VDCs and NGOs (Aaasman Nepal and CFWA) are also implementing similar program directly at school level. DEO has assigned one of its officials as focal person for the program who coordinates with UNICEF local office, other partner NGOs. UNICEF encourages the DEO focal person as well as NGOs to implement the program, arranges necessary technical support and also monitors the activities. So far, DEO has provided QEP related support to 66 schools based on an agreement between DEO and UNICEF.

C. Status of components

Tin Trunk and radio support: Tin trunk and radio were distributed to schools before the TOT. Each school received the materials on time but few schools have made best use of the tin trunk materials by developing library. The radio was liked by teachers and HTs of school but it was not used to support teaching learning process as anticipated.

Quality Education Resource Package: The QERP materials were provided to teachers along with the tin trunk during the training. The availability of materials has encouraged teachers to improve their teaching process. However, the use was found to be limited when it comes to parents and other stakeholders. The QERP materials were found effectively used only in schools where teachers are trained and highly dedicated towards improving their performance.

Training of Trainers (TOT): With support form WE, RPs were provided TOT on QERP. DEO played active role to conduct the training. The trained RPs also gave training to respective school teachers to make sure that the materials are used effectively.

Welcome to school program (WTS): WTS program was found to be very effective. The partner NGOs, DEO support school stakeholders including SMC, PTA, HT, teachers, students, and parents to jointly implement the program in all schools of the district in every first week of first month of Nepali Calendar. The stakeholders consider the WTS program effective to increase the school enrollment.

PTA development: According to DEO, almost all schools in the district have Parent Teacher Association (PTA). The local PNGOs provided necessary support and training to SMC/PTA members to strengthen of PTA. The HT, SMC and teachers appreciated the support by PTA in school improvement.

Micro-planning and DEP: The district level workshops were organized on micro planning along with school level orientation on preparation of school improvement plan. The micro-planning exercise was carried out in the district to support the district level planning and resource distribution. Micro planning was found effective tool for identifying needs and making the plan in the grassroots level.

Technical support to Government: WE and PNGOs oriented DEO focal person regarding the implementation of the program. The DEO officials were involved in almost every technical activity at district level and it has contributed immensely in their capacity building on planning, monitoring and providing technical support. Beside this, RPS also received TOT on QERP. Along with DEO officials, the local PNGOs staffs were also oriented and the program also contributed in enhancing their capacity.

D. Overall observation and rating

Quality Education Resource Package (QERP) was found relevant to Resource Persons, School Supervisors, Head teachers and Teachers to work towards improving the quality of primary education. The package is a nice guiding document for RPs and other individuals involved in providing technical support to schools. However, it was found less relevant to the schools which are struggling to meet minimum standards of physical facilities, teacher availability, less motivated teachers etc. Teachers used QERP materials as resource materials. Though TOT participants revealed that the TOT program as effective, the practical use by teachers was not encouraging. There is a need of refresher trainings to reinforce the use of package.

Key implementation gaps observed in the field included (i) lack of enough human resources at DEO, (ii) not enough knowledge on the use of QERP materials, (iii) no ownership of the program (QERP, Tin Trunk), (iv) most of the trained SMC/PTA's tenure expired and newly coming members are not receiving training, (v) lack of classroom size, materials and teachers, and (vi) lack of supervision by RP. The lessons learned included (i) regular monitoring and supervision of the program activities is required for effective utilization, and (ii) Materials are practical to schools where schools have a good infrastructure especially enough rooms and dedicated teachers. The recommendations are as follows:

- Local based materials should be developed to make the program more effective.
- The application and usefulness of training should be monitored regularly. For this a strong monitoring mechanism should be developed.
- Expand the orientation to school level
- Distribute the Tin Trunk and QERP materials during the training program in the hand of teachers
- Revise and re model QERP as per local base and current time.

9.4 Summary Report of field visit to Humla

A. Interventions in the district

World Education as per MOU with DOE in the central level and in coordination with DEO at the district level (i) distributed tin trunk libraries, QERP modules and wind-up radios to schools, (ii) provided QERP orientations to Resource Persons, School Supervisors and Section Officers of DEO, (ii) supported implementation of WTS campaign (through materials).

Intervention modalities: The program was implemented in two modalities: (i) UNICEF-DEO-WE implementation in DACAW VDCs, and (ii) UNICEF-NGO implementation under QIP. The tin trunks (containing QERP, radio and other teaching learning materials) were also delivered and distributed through tw channels: DEO and UNICEF through DACAW program and NGO based QIP program. It is reported (no record found while visiting DEO) that all schools have received tin trunks. Overall, the achievements are quite satisfactory and modules are comprehensive with regard to improvement of education quality.

B. Overall impression

Tin trunk and radio support: All four schools visited during the study visit have received tin trunks (containing radio and QERP materials) under DACAW (CAP) VDCs programs with very brief orientation about all items. The wind up radios are kept at home by Head Teachers are used for news. Tin Trunks are kept in the rack in the office or kept in the store and all charts and books are kept in the office or in the racks (see the photos below).

Quality Education Resource Package: QERP was distributed to schools along with tin trunk. MTOT and refresher on QERP were provided to (including School Supervisors, Section Officers, RPs, and HT and district level staff of UNICEF's PNGOs) by World Education and NCED experts to DEO officials under old DACAW and QIP. DTOTs were organized in coordination with DEO under DACAW and VDC level orientations were organized under QIP in the schools targeting SMC/PTA, teachers and parents. In general, there are gaps in information delivery and common understanding about QEP. All trainees of QERP (that the study team met during the field visit) revealed that the trainings were effective and objectives of the modules and methods of their use were made clear. RPs and DEO staffs were supposed to support at district and at the schools but they were not able to deliver the message, as they reported, due to lack of financial support (at least operation cost like snacks).

In case of Humla, all QERP modules they received at that time are kept in the racks in the offices. However, all four schools have not received the newly developed modules. Head Teacher who attended QERP orientation training and refresher is aware of the modules but the information is neither updated nor disseminated to other colleagues after he came back from the training. One among four schools visited tried to develop a mechanism to distribute books to children in a rotation basis and it continued for 3 months. The mechanism is not operating since then because Head Teacher has to be involved more in construction of new school building and related activities whereas others were reluctant to take initiation to continue the mechanism. The way the books were kept reflected that they never opened the books since they first kept in the office.

SMC and PTA chair person/members are unaware about the packages and have reported that they have never discussed about the packages. The minutes of SMC/PTA (all most all the time SMC/PTA held joint meeting and with same agenda) did not give clue that they had discussed about QERP modules. However, all of the schools have prepared SIP. SIP does not talk about and allocate cost for materials to enrich child centered /child friendly teaching learning process.

School 1: (Balamandir ss school) better organized but unaware about the use of Tin Trunk and materials. Message is not clear among all teachers or SMC chairperson/members.

School 2: (Kalasilta PS) Teacher made materials hanged never changed. Tin Trunk is empty, materials in the rack. Message is not clear among all teachers and SMC members.

School 3: (Sidhartha LSS) Tin Trunk kept in the store made materials hanged never changed. HT and AT do not know about Tin Trunk and materials but neither SMC members, nor other teachers are clear about these.

School 4(Bhimsen PS) Head Teacher is active, knows better about the use of Tin Trunk and materials and organized all materials and circulated books to children after orientation training. Now bit disorganized and other teachers and SMC members are not clear about the use of these materials.

There is no schedule seen for the use of all these materials. Teachers made materials (mainly, during REED training, are kept in the office or hung in the class rooms since then and never made change. The reason was given that the materials made during the training were quite expensive and could not bear the same amount cost by the school to prepare further.

All schools have received, as reported, Tin Trunks and materials including QERP modules and participants who attended in the TOT and refreshers were aware of the importance and use of them. There are not, in general, always gaps in dissemination to others in schools initiation nor monitoring and follow up initiated to reinforce by setting agenda in the use of these resource materials. There is also gap in understanding of ownership among partners and so have been taking as a competitive efforts rather supplementary one to enrich the quality in school.

Gaps and issues: The QERP modules with contents are relevant and well appreciated by people attended in the training and orientation for overall improvement of quality in schools. Training also was enough for brief clarification. However, the training would have been much better to focus on each individual module and make more practical as per the need of particular schools. Books provided for children in the Tin Trunks are said more complex for the children of grade 1-3. The class teaching learning is mainly based on lecture and question answer. Minimum use of TL materials, if use, are black board and chalks particularly in math and rarely in Nepali and English.

Lesson learned: It is essential to ensure the efforts to sustain and agreed mechanism to review, revise, continue and reinforce the efforts as a set policy.

Recommendation: Each modules and materials items should be well oriented to concern key stakeholders, HT, Teachers, SMC and PTA and social leaders too and agreed code of conduct of each of

them for ensure quality efforts in quality education in school level education. This sorts of innovative inputs should continue for a bit longer period in districts like Humla to be adapted by schools as there is very limited exposure for learning new modality, process and methods. There also should be a regular mechanism to feed field experiences in the review and revision of such modules and materials to suit to the schools and children. Every visit by DEO staff and particularly RPs should be tied with specific agenda in rotation to discuss about each item that have been provided for quality improvement, at least in a monthly meeting in RCs or in the Friday meeting that is supposed to be held in each RCs. Small efforts in the schools can work much.

9.5 Summary Report of field visit to Achham district

A. Interventions in the district

The QERP activities in Achham were similar to Humla. The activities included (i) distribution of tin trunks and wind up radio, (ii) distribution of QERP modules, (iii) orientation or TOT, and (iv) supported WTS program. In addition to that there were other interventions like 'school as a zone of peace' and bit more emphasis was given for formation of child clubs in school and strengthen their capacity to raise voices for rights to education learning with dignity. The major interventions were QIP and 'school as a zone of peace program'.

B. Present status (by components)

Tin trunk distribution: All inputs including tin trunk with radio and QERP modules and children books were delivered with MTOT for DEO and PNGO by UNICEFs arrangement in coordination with DEO. According to DEO, all schools have received those materials and all RPs have received TOT and refresher. Many of RPs have oriented HTs and teachers, SMC/PTA members either in RCs during Friday meeting or in a monthly meeting. Tin Trunks with radio and children books and charts have been received by four schools we visited during the field visit.

In case of School- I (Chandrodaya PS), children's books and QERPs were kept in the wooden rack separated from the trunk and the Tin Trunk was kept in the office. Radio was with Head Teacher. The children books were never in circulation to children for reading. The modules used in practice were WTS, Social Mapping, SIP, Snacks and Scholarship. Similarly, in case of school – 2 (Saraswoti PS), neither books nor QERP modules were kept in the Tin Trunk. Cement bags were kept on the Tin Trunk instead. The books and charts were scattered, disorganized and even eaten by insects. SIP was not updated since three years. No one in school could explain about the purpose of those materials methods of their use. In School-3 (Dewal PS), Tin Trunk with materials were kept well in an organized way. QERP basically was used while SIP was being prepared. Comparatively the teachers and parents in this school are active and showed concern for quality improvement and effective teaching learning. The radio is with Head Teacher. Children were using books and were encouraged to read books. In School - 4 (Surya Chandra HSS), Tin Trunk with materials was kept comparatively well and systematically. One could find easily the books .Library corner has been established. QERP modules were used particularly while SIP prepared and SMC/PTA formed and WTS campaign. However, SMC/PTA members are not yet aware about QERP and their usefulness.

Child Clubs are active and reactivated in coordination with UNICEF and DEO by schools for strengthening their capacity to raise voices for child rights in education, learning with dignity and against of any sorts of torture and violation of children rights. Further they were encouraged to perform various creative activities within schools and in the community for applying learning in their daily lives.

Gaps and issues: The understanding, in common, is that the well developed QERP packages and Tin Trunk with materials were delivered as a ready made package and training s were organized based on the packages to deliver the messages rather than involvement of key players in all process and the whole process could not encourage the key players to take ownership and sense of responsibility. Different modules have different objectives but require different time frame as per the individual schools needs to deal for implementation. The training for whole modules at a time at a point of contact to limited personnel remained the gap between needy schools and TOT graduates. No link of QERP is yet adequately established with the government training packages there is still gaps in eternalizing the concept and practical use of those modules among TOT participations and very few materials provided to children with Tin Trunk relevant to children of lower grades.

Lesson learned: Development and training are not sufficient for these types of innovative initiatives and require insurance for complementing whole cycle of implementation in a sustainable way. Such modules

or packages should be based on the real needs of schools and community rather a common packages and it requires gradual process to produce rather than preparing a bulk packages at once.

Recommendations

- Field support with technical inputs in a regular basis is needed. There needs a provision for review and revision by involving all key players at all level in a regular basis, agreed upon the TOR by all partners to ensure effectiveness of all efforts and the best practices reflect in policy.

- With specific TOR, RCs can organize on the spot meeting on QERP, identify priority need of each schools within the RCs and prepare action plan to exercise in RCs (during monthly meeting or in individual schools and implement relevant modules, review and feed in for revision as a regular system, save a lot of cost already involved (from development to delivering stages) and utilize good efforts that is already in place.

- A complimentary financial support needs to be allocated and reflected in SIP to the RCs and in the long run to individual schools to carryout these types of innovative efforts.

- Develop new strategy to do the similar work for new modules that are going to be produced (may be modules such as school as zone of peace, learning with dignity, children voices against every kind of violation at school aw well as in communities etc).

- Continue efforts until the cycle of implementing all modules at all schools, and

- No new intervention or shifting or overlapping is placed as a separate program but compliment or supplement for the betterment of current efforts.

9.6 Summary report of field visit to Kaski district

A.   Interventions

The activities carried out in Kaski district under QEP partnership included (i) distribution of tin trunk containing radio, (ii) distribution of QERP, (iii) WTS support, (iv) TOT to RPs and DEO officials, (v) PTA training and orientation, and (vi) micro-planning activities. Besides QEP partnership between WE, DOE and UNICEF, WE has been working with DDC and Child Labor Elimination Project (CLEP) under Pokhara Chamber of commerce and industries (PCCI). Similarly, UNICEF with DOE has been implementing some additional activities like child friendly schooling program and school self assessment. The interventions in Kaski districts were made in two modalities: (i) interventions made by DEO in CAP VDCs with support from UNICEF, and (ii) intervention made by a NGO (PCCI).

B.   Performance by components

Tin trunk and library support: According to the UNICEF focal person at Kaski DEO, the tin trunks have reached to the schools on time. It is found in the field that three schools out of four observed have been received the tin trunk on time and remaining one received after one year. The use of those materials by concerned stakeholders is found satisfactory. The materials are used to set up library in schools, use of stories and poems by teachers in classroom teaching activities, use of the educational materials, pasted the posters and pamphlets. Shishu Kalyan at Bharatpokhari has been using the materials at more than moderate level. Remaining two schools, named Patnyarti at Lekhnath and Dibyajyoti at Hemja have been using those materials at satisfactory level. It is interesting case to know from the Patnyari School at Lekhnath that the PTA was formed when the current PTA president read the module provided on the QERP package . Remaining one school observed could not use the materials as expected level that even they were not displaying the materials effectively whereas the radio was lost.

QERP, Tin Trunk and Radio: Quality Education Resource Package is a bundle of twenty nine different materials prepared by World Education (WE).The books of QERP are printed in high quality paper with nice binding. They are in useable condition. Books are kept either hanging in a rope or in a closed trunk. There are two types of Tin Trunk-- one bigger size and smaller size. However, both types of Tin Trunk are in good condition and are properly kept in school. They are generally in school office room because of lack of library room in the school. Radio has been included in the package expecting to use for educational purpose. All the school personnel (head teachers and teachers) understand it. And all the schools know how to use radio and are doing so. Some of the times, radio at school is the primary source of information for them, as head teacher of Shishu Kalyan reveals.

TOT: The Resource Persons (RPs) have received Training of Trainers in QERP. According to Vijay Sapkota, resource person, Bharatpokhari, the ToT is adequate to understand about the use of QERP for quality education, especially for primary grades. RPs are confident enough that they can conduct ToT in QERP with support of technical staff of WE, as other RPs also revealed on Mr. Sapkota's line. They are of the opinion that they need further refresher training about QERP for further training in QERP for teachers.

WTS: With the initiative of DEO, each school observed has been organizing the Welcome to School (WTS) program yearly. Some school performed rally and some used dance and song with parents, students and teachers to materialize the WTS program. Teachers, students, Parents and head teacher of all the school observed revealed that the WTS program is effective and attractive to bring the children to the school. WTS program significantly played the role for increment in enrolment in schools though some of the schools like Patnyari could not retain or reduce drop out. To organize WTS there is some educational materials related to programs that should be developed and printed to launch the program which seeks some extra expenses.

PTA development: DEO has taken an effective mechanism through Resource Centers by mobilizing Resource Persons to form Parent Teacher Association (PTA) in each school. Due to this effort PTA exists in all school the schools observed. They have been working with schools for the development of schools. They know their roles and responsibilities in general that are within their defined roles and responsibilities

framework in Educational Act. Though PTA exists in schools their network has not been formed at RC level and District Level. There is not communication about their works and difficulties between PTAs of neighboring schools besides Bharatpokhari resource center.

Micro-planning and DEP: School Improvement Plan (SIP) is the main document of schools that leads them to achieve the mission of school in the context of quality education development. All the schools under study prepared the SIP. Under this framework it was expected that school management has to develop other educational development activities of schools. Regarding this the school head teachers and teachers understand the objective of micro-planning. However, they have not developed specifically micro-plan of schools due lacking practical knowledge and practice of doing activity. It was found that they need support on development of micro-plan and to implement such plan effectively. This input would develop practice of doing such activities in schools.

Technical support to Government: With the implementation of QERP in district the DEO educational personal (Resource Persons, School Supervisors and Other Technical Persons) are aware of need of developing quality education in school through mobilization of school personnel, SMC and PTA to implement SIP. There could be micro-plan under the framework of SIP for quality education development. As DEO conducted ToT in QERP and Training for Teachers the educational personnel of DEO (RP and Supervisors) has developed their capacity to organize training in quality education and their monitoring. However, additional training in quality education and monitoring of QERP is strongly needed for effective implementation. The district educational personnel understand the need of quality education development and the procedures applied by WE/UNICEF for this purpose.

C. Overall observation and rating

The observations made during the field visit and interaction with DEO, Focal Persons, Resource Persons, School Personnel (Head Teachers and Teachers), Management Body (SMC and PTA) and General Parents as well are given below:

Relevance: Quality Education Resource Package (QERP) is found relevant to Resource Persons, School Supervisors, Head teachers and Teachers. The QERP seems relevant for grade 4 and 5 students because the materials contain reading stuffs more. The books with relevant and sufficient pictures in QERP seem relevant to grade 1 and 2 students who cannot read the words and sentences perfectly. QERP is relevant to RP and school supervisors to conduct training in school management, teaching learning process, school physical facility development, and mobilization of SMC and PTA in school development activities. It has been source for District Education Personnel for information and learning materials for planning school related activities. It is useful to school head teachers and teachers to improve their teaching methods, classroom management, developing educational materials, development of micro-planning and dealing with members of SMC and PTA. It is relevant to students of grade 4 and 5 to develop their reading habits whereas the students of grade 1 and 2 enjoy by reading the books with pictures and also discuss each others about the pictorial activities given in books.

Efficiency: Regarding the use of materials of QERP the use is on need basis. There is not specific schedule and activities for implementing QERP. The students use materials of QERP in their off period or free time as guided by teachers. The use of radio is rare for education program though school personnel have been using this for listening news.

Effectiveness: The ToT on QERP has been effective for the development of the knowledge of Resource Persons and School Supervisors on quality education and modality to be applied for achieving the objectives of quality education. The teacher training program on QERP was also found effective to know the use of QERP materials in school. However, they expected additional training in QERP to implement this program effectively at schools. The materials contain in QERP are effective to aware the personnel of DEO and school about quality education and need of developing this aspect on gradual basis. The effect of the use of QERP on WTS is observable in terms of increment in enrolment and interaction with parents and schools at the beginning of academic session. Its effects on the improvement in classroom

management, teaching learning in class and micro-planning are on the perception level of head teachers and teachers which should implemented through a follow up support. QERP has been successful to develop the concept of need of school library in school personnel and management body. This could be accepted as an effect on school management that would be materialized through a continuous follow up and financial support to start up library in school.

Issues: The main issues on QERP include the following:
- Schools are heterogeneous and are not performing due to heterogeneous causes, but the interventions made are more or less homogeneous. So, results are found mixed.
- Additional trainings in QERP need to be reoriented for effectively training to teachers.
- The SMC and PTA are less aware of QERP.
- Though teachers have been trained in QERP there has not been follow up.

Lessons learned:
- High performing schools are doing good but low performing not, which is contradictory to the objectives of QERP.
- QERP has been an informative tool for developing the feeling of the need of quality education and modality to be adopted for quality education.
- As school personnel are the fully responsible for implementation of QERP in school they need adequate training in the use of these materials.
- The personnel of DEO need to be responsible to implement QERP.

Recommendations:
- Refresher training is needed to update their knowledge.
- Micro-planning approach within the framework of SIP in the context of quality education development is an effective mechanism.
- QERP approach should be integrated with regular educational programmes for its effective implementation.
- Interaction at local level regarding lessons learnt and constraints of QERP is needed.
- There should be continuous follow up regarding QERP.

9.7 Summary report of field visit to Nawalparasi

A. Team members and activities

The study visit to Nawalparasi was participated by (i) Mr. Hem Raj Lekhak, (ii) Ms. Ram Pyari Shreshtha, (iii) Mr. Rishi Bhattarai Sharma, (iv) Mr. Jeevan Raj Lohani, and (v) Mr. Narendra Raj Pandey. The study was carried out from February 15 – 18, 2009. The field visit included school visit, interview with UNICEF, DEO focal person, RP and other stakeholders, focused group discussion with students and parents, and school as well as classroom observation.

B. Description of Interventions

Interventions: The activities carried out in Kaski district under QEP partnership included (i) distribution of tin trunk containing radio, (ii) distribution of QERP, (iii) WTS support, (iv) Master TOT and district TOT to RPs and DEO officials, (v) PTA training and orientation, and (vii) micro-planning activities. The school accreditation was also conducted and schools were divided in to various groups. Besides QEP partnership between WE, DOE and UNICEF, WE has been working in 10 schools with Women Awareness and Protection Center (under Birghter Future Program).

The district of Nawalparasi is divided into four parts on the basis of its Development Index and 20 VDCS are identified whose NER is below 50% as against the Average NERof 91%. Educational Interventions are primarily focused in these VDCs. These VDCs include both CAP(community Action Process) and non-CAP VDCs. This is a departure in the Unicef's previous policy of selecting VDCS with higher Development Indexes.

Intervention modalities: The interventions in Nawalparasi districts were made in two modalities: (i) interventions made by DEO in CAP VDCs with support from UNICEF, and (ii) intervention made by a NGO (WAPC).

C. Performance by components

Tin trunk distribution, radio and library support: The QERP materials were received in 2063 in 169 Tin Trunks and stored in the office of Women Awareness and Preservation Centre (Partner NGO) in Kawasoti the eastern Part of the district. They were distributed with the consent of the DEO and still about 20 boxes are not picked up by the schools for various reasons. In three of the four schools (except

Nawadurga), the tin trunks were not kept in proper place and materials were found scattered. The use of radio is not being productive in absence of Distance Education Program. Similarly, the library support was overshadowed by the distribution of library by Room to Read with additional financial support for construction. However, the materials have been integrated and used by students. In two of the schools with implementation of UNICEF+DEO program, the child clubs were found to be mobilized to manage the library.

Quality Education Resource Package (QERP): The QERP materials were distributed along with the tin trunk. Due to lack of enough orientation and follow up actions, the use of QERP materials,

basically those related with school management and parental participation was limited. The commitment of teacher, HT and activeness of SMC/PTA was found to be instrumental to the use of such materials. The schools with DEO/UNICEF interventions were not provided with any follow up and reinforcement support, thus, they even hardly remember the distribution and use of QERP. Nawadurga PS of Chormara, with adequate reinforcement through local PNGO, has made enough use and that has also contributed to school improvement. At the same time, the use of QERP in Balkalyan Primary School, Danda, also with

the similar interventions through local NGO, is limited. The high performing schools with active SMC/PTA and fulfillment of basic standards were found to have utilized the materials in presence of reinforcement mechanism. However, the teachers who participated in the DTOT program have used the materials to some extent and have improved their teaching skills and methods. Even Resource Person of Kawaswoti Resource Center reveals his dissatisfaction in use of material by schools. As far as the use of these materials is concerned, the RP mentioned some cases he experienced. In one school even the lock of the trunk was never opened. In another school among 27 teachers no one knew about the materials and when the HT appeared he went to the box and showed the m.

RP emphasized the role of HT pivotal in the implementation and use of QERP materials. He also emphasized that follow up of the use of these modules is much more effective when this is done in the class room.

Training of Trainers (TOT): The stakeholders from Nawalparasi district got opportunity to receive two level of TOT: (i) Master – TOT, and (ii) District – TOT. The message delivered in the TOT has not reached to the field as TOT participants were not able to deliver as expected because of various reasons. However, the teachers who participated in DTOT have got an idea about use of QERP and are making use of the materials (basically for grade -1) up to certain extent. RPs also use the materials while providing technical support to schools.

Welcome to school program (WTS): WTS brought excellent results in Nawalparasi. The overall NER of the district is improving and it has designed program to target the schools with less than 91% of NER.

Based on claim of DEO, there are few schools with out of school children of school going age. This fact was also reflected at the school level in discussion with stakeholders. As reported by RP, WTS is very effective especially in Mujawar, the southern part of Nawalparasi where more than 400 children were enrolled in Grade One. Similarly, all of the schools included in the field visit were found to have conducted social mapping before welcome to school program and the maps were pasted in the walls.

DEP, Micro-planning and EMIS support: Though Nawalparasi district has been preparing DEP with financial support and guidance of UNICEF, it has not received any form of training from World Education for participatory DEP. District Education Plan (DEP) was prepared in 2062. It has not been updated so far. However, plans are underway to update it in 2009 with the assistance of Unicef. The use of the plan in district level education intervention and reflection of it in district development plan is limited. Social Mobilization activities are being carried out and micro-planning is done to address the issues of dropouts, retention, liberal promotion, child friendly classrooms and concerning other areas.

D. Overall observation

The overall observation shows mixed findings. There are chances for schools to improve if regular follow and reinforcement measures are implemented. The modules as well as tin trunk materials were used up to higher level in a school with higher community participation, active SMC and active HT/teachers. The model schools or schools with higher absorbing capacity were found more benefited from the program whereas other schools could not utilize the available materials. This is also because of the homogenous interventions to schools with heterogeneous characteristics. Current efforts to provide supports to school based on their accreditation are a good approach. This should also include the follow up and reinforcement actions for QERP and tin trunk use.

Annex – X: List of materials kept under tin trunk

Tin trunk materials
1. Radio
2. Books

Name of the books under QERP	
गुणस्तरीय शिक्षा स्रोत सामग्री	सामुदायिक नक्सांकन
शिक्षक अभिभावक संघको नेतृत्व विकास	हाम्रो पुस्तकालय
विद्यालयमा लेखा	विद्यार्थी सिकाइको लेखाजोखा
विद्यालयको आम्दानी बढाउने तरिका	शिक्षण सिकाई कक्षा १
विद्यालय सुधार योजना	कक्षाकोठाको व्यवस्थापन कक्षा १
गुणस्तरीय शिक्षाको लागि विद्यालय व्यवस्था	नयाँ अभिभावक अभिमूखिकरण कक्षा १
विद्यालय विकासमा शिक्षक अभिभावक संघ	हामी पढ्छौं यसरी
जन्मदर्ता र विद्यार्थी भर्ना	गणित पढ्छौं यसरी
शैक्षिकवृत्ति	नेपाली पढ्छौं यसरी
सबै बालबालिकालाई विद्यालयमा स्वागत	सेरोफेरो पढ्छौं यसरी
हाम्रो पुस्तकालय (स्पाईरल)	खाजा कार्यक्रम (स्पाईरल)
नेपाल कक्षा २ देखि ५	विज्ञान कक्षा २ देखि ५
गणित कक्षा २ देखि ५	सामाजिक कक्षा २ देखि ५
धार्मिक बिद्यालय मुल प्रवाहमा कसरी	दोस्रो भाषाका रुपमा नेपाली शिक्षण
शिक्षक र पेशागत सीप विकास	अपाङ्ग बालबालिका र बिद्यालय व्यवस्थापन
Charts and Posters	
प्लयास्टिक प्याकिंग १,२,३ कार्ड	हाम्रो बिद्यालय बिबरण
क,ख, ग कार्ड	बिद्यालयमा स्वागत
के हामिले यी सबै सिक्यौं त ?	के बिद्यालय हाम्रो अनुकुल छ ?
अक्षर चिनौ यसरी	बिद्यालय सबैको साफा सम्पती हो ।
बिद्यालय सुधार योजना	यस्तो अवस्था कतिन्जेल हेरेर बस्ने
हामी सबै मिलेर बिद्यालय व्यावस्थापन गरौं	छोरीलाई विद्यालय पठाऔं

Annex – XI: Mapping of Quality Education Resource Package (QERP)

S.N.	Title of the Module	Package	Objective	No. of activities	Target group	Main contents	Pages	Strong points	Weak points	Recommendations
1	Community mapping	1/ Access	Contribute to enrol out of school children to school	5	SMC, Parents, Students of higher grades, NGOs, VDC and female members	Why and how mapping? Steps in mapping Follow up of mapping, some other forms used in mapping	11	• Clear interpretation of material to be used in mapping • Useful material for facilitators • Compliance in line with government policy	• Facilitator not identified	• Revise considering school as audience
2	Welcome all children to school	1/ Access	Contribute to enrol out of school children to school	5	SMC, Parents, Students of higher grades, NGOs, VDC and female members	Reasons behind not attending school, roles to be played by different stakeholders and awareness raising	11	• Illustrate the activities to be carried out for awareness raising • Analyzes the problems hindering children's access to school	• Facilitator and audience is not identified	• Revisit in line with school as audience
3	Birth Registration and Student Enrolment	1/ Access	Help in birth registration and convey the advantages of birth registration	NA	SMC, Parents, Students of higher grades, NGOs, VDC and female members	Awareness campaign with development of pamphlets, posters and forms and carryout related follow up activities	11	• Informative • Gives detailed information about birth registration • Suggest simple and feasible activities to generate people's interest • Take school responsible to promote birth registration	• Process does not comply with recent government policy • This material does not reach to VDC	• As VDC is also conducting the similar campaigns, considering VDC secretary or other officials as facilitator can enhance the use of material.
4	Scholarship	1/ Access	Improving access, participation and attendance, reducing drop outs and informing ways to resource collection for scholarships	9	SMC, Parents, Students of higher grades, NGOs, VDC and female members	How to arrange scholarship for poor students? How to explore resources? Who can provide resources?	7	• Helps to explore the ways to support scholarship • Helps to realize the need for scholarship • Scholarship management (SMC is authorized)	• Theoretical • Less chances of implementation • Not clear about the amount and source	• Need to provide more information about sources • Process of determining amount would have been beneficial
5	Grade -1, New parents orientation	2/ Parental participation	Help teacher to reduce the drop out through parental responsibility and awareness	5	Parents and Teachers of grade -1 students, HT	Initiate networking between parents, realize parents about their roles, and involve them in school activities	11	• Targets on achieving quality through parental participation • Suggest ways to improve internal efficiency • Helps to improve parental networking	• Less chances of application (extra work for HT)	• School level orientation with responsibility assigned to Grade – 1 teacher is necessary.
6	PTA for school development	2/ Parental participation	Inform about formation of PTA and contribute in	3	Teacher, Parents and students	Information about PTA formation, roles and responsibilities of	11	• Helps to form PTA • Helps to develop close relation between school	• PTA activeness not addressed • Clear difference	• Include government provisions

S.N.	Title of the Module	Package	Objective	No. of activities	Target group	Main contents	Pages	Strong points	Weak points	Recommendations
			their planned development			PTA, formation of sub committees and action plan		and guardian	in roles between SMC and PTA not available	about PTA • Include best practices of PTA networking
7	Leadership development of PTA	2/parental participation	Dividing responsibility to physical and education development of school, appraise yearly programs, contribute in solving school problems	6	SMC, PTA, HT and Teachers	Traits of leader, discussion on responsibilities of leaders of Nepal, monitoring of activities and evaluation, annual lesson plan	11	• Beneficial for the parents	• Theoretical • No compliance between name, objective and contents	• Should be targeting overall school not only PTA
8	School Improvement Plan	3/school management	Contribute in raising the quality of education through School Improvement Plan	12	SMC, Parents, HT, Teachers	Identification of problems, their causes and probable solutions, identify who can help in solving the problems, Model SIP included	19	• Contents and areas of SIP are given clearly	• More theoretical	• Best practices of SSA can be incorporated
9	Classroom management for grade -1	3/School management	To contributed in enhancing learning ability of children	7	PTA, SMC, Teacher and Grade -1 students	Identify materials necessary for classroom management, discussion on teaching math and Nepali, examples related to school socialization, library and tiffin program	23	• Explains various methods to make classroom attractive • Useful for teaching learning • Useful for trainers	• Useful only when basic conditions are fulfilled	• Incorporate best practices of CFSI program • Document the best practices of schools using the module
10	School management for quality education	3/ school management	Support in identifying the real status of school and strengthen school management	7	SMC, PTA, Teachers and Students	Management of classroom, office room, school physical facilities, sanitation and cleanliness, school library and task division	19	• Identify various aspects of the school required for quality education • Presentation of case study	• More theoretical • Talks less about community management and its benefits	• Incorporate best practices
11	Ways to increase school income	3/ school management	To contribute in making schools economically strong and increase involvement of parents in school		SMC, Teachers, Students of upper grades	Discussion on various income generating activities	7	• Suggests ways to generate income • Gives example of such schools • Highly relevant	• Adds extra work to school	• Need to include provisions for sharing the responsibilities
12	School account management	3/school management	Contribute in identifying the	9	HT, Teacher responsible	Information about necessary procedures	15	• Highly relevant • Chart illustration is	• Not linking it to social audit related	• Also include cases, practices

S.N.	Title of the Module	Package	Objective	No. of activities	Target group	Main contents	Pages	Strong points	Weak points	Recommendations
			sources of income and budget titles, making the expenses transparent		for account keeping, SMC and PTA	for book keeping, vouchers, bills, and annual accounts and auditing		fine • Compliance with government rules and regulations • Good resource manual	provisions (not compliance with government provision of social audit)	• School report card practice and social audit best practice can be useful
13	My science, health and social studies, Grade 1 : Read and Enjoy	4/Learning Achievement	Teaching my science, health and social studies subject by drama/role-play, games and other interesting methods		Subject teachers	Demonstration of various activities to teach my science, health and social studies by play-way method	17	• Set good example to teach these subjects in a play way method • Good teachers guide	• Applied only when basic standards are met	• Promote local materials in line with the contents
14	We learn maths this way, grade 1 : read and enjoy	4/Learning Achievement	Help to teach Maths in simple and interesting way		Maths Subject teachers	Teaching of grade 1 maths by using songs, pebbles, matchsticks, leafs, pots and other local materials	27	• Good resource books for maths teachers	• Applied depending on teacher's willingness	
15	We learn nepali this way, grade 1 : read and enjoy	4/Learning Achievement	Help to teach letter, word and sentence		Nepali subject teachers	Explain Nepali language teaching methods in a simple and interesting way by using songs and plays		• Good resource books for Nepali language teachers	• Applied on teachers willingness and skills • Difficult for second language teachers	
16	We study , read and enjoy	4/Learning Achievement	How to teach various topics included in primary grades		Teachers of Primary grades	Information abut loud reading, silent reading, project work, writing skills, use of dictionary and maps, drawing skills, book making	Not included	• Good resource book for teachers	• Applied on teachers willingness and skills	
17	Social Studies (grade 2 to 5), read and enjoy	4/Learning Achievement	Help to teach Social Studies subject	33	Social Study subject teachers	Resource package for teacher on how to teach contents of social studies from grade 2 to 5 presenting with examples	110	• Good resource book for teachers	• Applied on teachers willingness and skills • Not gender sensitive	• Need to make the package more gender sensitive
18	Maths (grade 2 to 5), read and enjoy	4/Learning Achievement	Help to teach maths subject	27	Maths subject Teacher	Resource package for teacher on how to teach concept of Maths from grade 2 to 5 presenting with examples	68	• Good resource books for teaching maths concept • Use of local materials highlighted	• Applied on teachers willingness and skills	

S.N.	Title of the Module	Package	Objective	No. of activities	Target group	Main contents	Pages	Strong points	Weak points	Recommendations
19	Nepali (grade 2 to 5), read and enjoy	4/Learning Achievement	Help to teach Nepali subject	13	Nepali subject Teacher	Resource package for teacher on teaching stories, poems, letter, essays etc	112	• Helpful for teachers •	• Applied on teachers motivation and skills	
20	Science (grade 2 to 5), read and enjoy	4/Learning Achievement	Help to teach science subject	36	Science subject Teacher	Resource package for teacher on teaching contents of science from grade 2 to 5 presenting with examples	100	• Helpful for teachers	• Applied on teachers motivation and skills	
21	Teaching Learning : Grade 1	4/Learning Achievement	Help to making teaching joyful and child friendly using local materials		All teachers	Resource package for teachers on use of 9 teaching methods such as game play, picture observation, field trip, question-answer, songs, case study, problem solving and role play	17	• Helpful for teachers on the use of different teaching methods • Helpful for making teaching and learning activity effective	• Applied on teachers motivation and skills	
22	Student Continuous Evaluation	4/Learning Achievement	Help teachers to evaluate academic, physical, behavioural and other aspects of students	4	All primary school teachers	Resource package for teachers on evaluating overall performance of students while teaching in classroom and keeping students record systematically	7	• Helpful for teachers	• Applied on teachers motivation and skills • Not linked with student tracking	• Establish link with EMIS and student tracking • Promote school data management
23	Our Library (Card Board Poster)	4/Learning Achievement	Help to conduct and manage library properly		Teachers and Students	Display of poster related to the use and maintenance of library		• Useful for teachers and students	• The methods to use the material are not clear though the content is good.	• Orientation should supplement the use of poster
24	Our Library	4/Learning Achievement	Help to inform about to keep the library and its uses	6	Teachers and Students	Illustrated on how to establish a library, formation of library management committee and how to procure and maintain library materials		• Simple and easy to understand	• More prescriptive	• Need to focus on ways to develop reading habit among teacher and students
25	Tiffin Program	2/Parental Participation	Rationale for having tiffin program and inform about existing tiffin program	15	SMC, Parents, HT, Students of upper grades	Information about the tiffin program, its needs, and monitoring mechanism of the program	30 (15 posters)	• Informative guidelines	• More theoretical • Prescription does not seem practical	• Need to promote school based decisions and approaches

S.N.	Title of the Module	Package	Objective	No. of activities	Target group	Main contents	Pages	Strong points	Weak points	Recommendations
26	Quality Education Resource Materials	3/School Management	To mobilize community, assist disadvantaged and marginalized community to send children to school, improve management capacity of local community, and introduce child friendly teaching environment		All stakeholders	List of 7 icons used in resource packages and 20 types of resource materials	12	• Summary of resource materials • Gives idea to the beneficiaries	• Document does not mentions about the possible use of the materials	• Need to update • Need to give details about using each documents
27	Nepali teaching as second language	4/Teaching Learning	To help on teaching of Nepali as second language		Subject teachers	Information about multi grade teaching, reference materials, language teaching contents, activities and practise	23	• Helpful for Nepali language teachers	• Relatively new • Not yet used on the field for evaluation	• Need to review the use of the material by school stakeholders
28	Religious Schools : bringing into mainstream	4/Teaching Learning	To bring all schools into mainstream and explore the government policies with regards to such schools		Parents, Teachers	Includes information on current religious schools like Gumba, Madarsasha, and Gurukul and explore whether they wan to come to mainstream or not	15	• Good for religious schools	• TOT not provided	• Need to review the use of the material by school stakeholders
29	Disable children and school management	3/School Management	To identify the condition of disable children and help on their studies	32	SMC, Teachers, Students	Includes the tools to identify physically disable children and how to create conducive teaching learning environment for such children	63	• Good resources books for teachers, SMC and students	• TOT not provided	• Need to review the use of the material by school stakeholders
30	Teachers and professional skills development	3/School Management	To identify the process and various efforts of professional development and show commitment in its implementation		SMC, PTA, RP, Teacher, HT	Include contents such as professional development of teacher, teacher training and roles of different stakeholders		• Teachers are motivated to conduct training • Good resource materials for teachers	• TOT not provided to all stakeholders	• Need to review the use of the material by school stakeholders

Annex – XII: Matrix of findings by intervention components

Components	Activities	Relevance	Efficiency	Effectiveness	Achievements	Gaps	Lessons Learned	Recommendations
1. Tin Trunk Distribution (including radio and library support)	• Preparation of tin trunk • Distribution to DEO and then to schools	• The schools lacking necessary educational materials received the tin trunk containing the teaching learning materials • Radio was relevant only when Distance Education was in practice	• Taking more time (receiving date different for different school) • Comparatively less cost approach	• Contributed in strengthening the teaching learning process and supported teacher	• Tin trunk has reached to many schools • Stories, poems used up to certain level • The poster, pamphlets are used by schools and are pasted in the walls • The materials were also found being used by students on rotation (library management)	• Use is very limited • Trainings / orientation not available at school level • Use of radio is not satisfactory as DEC was discontinued • Logistic management is not clear • Not linked with QERP as expected (though included in same trunk) • The schools have not purchased the materials by their own (even after all materials were used)	• The follow up and monitoring is necessary to ensure the use.	• The list of materials shall be provided to schools in the form of chart. • Re-orient the schools about use of tin trunk and small library • Continue the distance education program targeting teachers (to make use of radio) • Provide specific manual on use of tin trunk • Expand to other districts by exploring resources
2. QERP	• Development of QERP materials • Inclusion of QERP within tin trunk • Distribution to DEOs and then to schools	• Fulfilling the technical gap to quality education • QERP not integrated with child friendly schooling program of UNICEF • Relevant for high performing schools • No link between QERP, CFS and SSA		• The effectiveness differs by schools • The school with committed SMC and HT are able to use it and take benefit.	• The materials are very rich in contents. • Use of strong technical expertise in development of material • Includes documentation of best practices • Has led to changes even at policy level (Availability of documented national level implications)	• Audience of material not clear • Less relevant for weak performing community schools (program targets weak schools) • Overlapping in UNICEF program • Schools have not received materials and training at proper time	• Reinforcement is necessary for schools to make use of the materials • Continuity is necessary to analyze the impacts.	• Revisit QERP based on audience • Design reinforcement program • Develop QERP processing document • Develop calendar or chart about QERP and its use • Include IFCD learning in QERP • RP action plan on QERP and parental participation

Components	Activities	Relevance	Efficiency	Effectiveness	Achievements	Gaps	Lessons Learned	Recommendations
3. Technical support (training) to field on QERP	• Mater TOT on QERP • District level TOT (grade -1) • TOT (grade 2-5)	TOT matches the contents of QERP	Late trainings and follow up	TOT impact has not reached to school level	• Master TOT conducted • District TOT conducted • Some RPs have conveyed the message to schools • TOT to NGO has mixed findings.	• TOT has not reached the school level • The channel of RP is not being effective • Weak monitoring of TOT impacts • Process of selecting TOT participants is not clear • UNICEF focusing only on their part	The training provided at top level does not reach to bottom (at school level) until and unless strong monitoring mechanism is build.	• Arrange school based training through NGOs or RPs with additional budget support • Avoid overlapping or make clear vision in implementing QERP
4. PTA development	• Support in PTA formation • PTA networking • Orientation to PTA	• Meet sharing needs and has contributed in solving the problem	• PTA networking has cost implications over school (Sunsari) • PTA network somehow contributed in solving school problems	• Contributed in formation of PTA in few schools	• Contributed in solving the problems of school • Sensitized the need of PTA activeness	• There is limited sharing of the progress made by WE in PTA networking activities under BF between the QEP partners • The activities of PTA and SMC are overlapped (limited understanding about work areas)	• The involvement of PTA in school management supports SMC and contribute to problem solving.	• Disseminate the sharing of PTA networking activities
5. WTS program	• Initiation of WTS • Development of strategy and idea • School mapping • Door – to – door visit	• Highly relevant in attracting out of school children to school • Proved schooling as right of children	Conducted with least cost in participation of parents and school stakeholders	Huge people participation and increased school enrollment	• Adaptation by government system • Schools enthusiastic to participate in the program • Heavy increase in enrollment (basically Terai region)	• Lack of follow up program to keep spirit of WTS • Areas of internal efficiency are not being targeted (no campaign in this area) • High drop out in Grade -1 • SSR is continuing with alternate schooling	The coordination with Government contributes in adaptation of best practices as soon as possible.	Design and implement programs to improve internal efficiency also as a national level campaign (incentive based PTA targeted campaign)
6. Micro-planning and District Education Plan	• District level workshop organized by RED • EMIS analysis • Report preparation (documentation of school details)	• Beneficial in need identification and equitable resource distribution • Commitment at district level • Not consolidating	• Taking longer time to complete the activities (due to capacity problem and	• Very less use by DEO • Distribution not following the need • Very limited use of DEP	• Sensitization and capacity building of DEO • Capacity building of DEO in micro-planning • Statistic based and systematic allocation of teacher quota,	• Less level of ownership by DEO • Not matching SIP • Less involvement of school • Less use of the plans being prepared • Not contributing to district level financial commitment (DDC,	• Micro-planning if used by DEO can contribute in equitable resource distribution. • DEP needs to be owned	• Micro-planning to be made mandatory for each district with capacity building. • Further EMIS support necessary at DEO level. • DEP can be used

Components	Activities	Relevance	Efficiency	Effectiveness	Achievements	Gaps	Lessons Learned	Recommendations
	• District level discussion • Capacity building of DEO • Preparation of DEP	VEPs and SIPs	frequent transfers)		construction support and other support • Effective technical support	VDC) or resource pooling • Monitoring (by DOE and WE) is not adequate.	by DDC, DEO and local level NGOs to ensure implementation.	for district level pooling of financial and technical support. • Role of DEP and ASIP should be clearly defined in coordination with DOE.
7. Technical support to central level agencies	• School report card of all schools prepared and put in website (with support from ESAT/DANIDA) • Circulated back to school in English	Availability of school by school data for all stakeholders	Less cost but higher benefit	No or limited use by school stakeholders, DEO and other concerned people	• All school data made available • Circulated to district level	• Limited use by the actual beneficiaries • Reporting in English (even to school)		• Update the school information in website • Elaborate the technical support areas
8. Student Tracking (Sunsari and Tanahun)	• Selection of surveyor • Training • Collection of information from school • Recording at central level • Circulation back to school	• Relevant to improvement of internal efficiency • Quality targeted • Relevant for per child funding initiative	• Cost component incurred as additional manpower was used in spite of school stakeholders[37] • Additional cost to school (due to mis-communication about need of photo)	• Student tracking information is not being used by the schools as they were not involved as in the process, as required. • System handed over to DEO in Tanahun	• Tracking system established • The system is evolving through its learning • Capacity building of DEO • Capacity building of trained human resource • Schools feeling the need • System was piloted successfully (though it is of small nature) and it is transferred to district level (for Tanahun and soon for Sunsari)	• Schools are not being involved directly though they have been doing such works • Schools have no idea about the use of data • Central level process has resulted into many mistakes • School less aware about its nature (piloting) • Frequent transfer of government staff receiving the technical support • Private schools did not cooperate at the initial stage	• Active involvement of school stakeholders is a key to the success of tracking system. • Frequent transfer of trained human resources has negative effect over the program.	• Need to develop student tracking from VDC level right from birth registration • Schools should be involved directly in collecting the information and making its use • DEO should be involved in processing rather than bringing to central level

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[37] RPs and SSs were used in spite of additional manpower to collect information from school from the second year.

Components	Activities	Relevance	Efficiency	Effectiveness	Achievements	Gaps	Lessons Learned	Recommendations
9. Schools in conflict interventions	• QIP (including Quality Education Resource Package and TOT) • School as a zone of peace initiatives which included (i) development of code of conduct, (ii)	• Highly relevant in the then existing context of conflict • Government interventions were not reaching to schools	• Additional cost incurred to supply food and carryout construction works • Activities were carried out timely with mobilization of local resources	• The program was implemented even in the situation of conflict at its peak. • Successful to bring outcomes (as schools operated in secured manner)	• Programs implemented in negotiation with rebel groups • Increased community participation • Contributed in mobility of people in the situation where government officials were discarded • Currently replicated and expanded to few districts of Terai region	• Less involvement of government actors (including RPs and SSs) during the implementation created questions in sustainability • The spirit during implementation has lost at present context • Inadequate reinforcements after formal end of conflict	• Continuation and reinforcement of the interventions is necessary to ensure long term effect and sustainability of the impacts • Innovative interventions with adequate level of community support involving the conflicting groups can be beneficial in implementing programs during conflict situation.	• Document the lessons learned during the program implementation and share with national and international stakeholders • Develop separate QERP module comprising of various best practices of school as zone of peace program