

Impact Evaluation and Best Practices Documentation of
**Rato Bangala Partnership in Outreach Program (RBPOP)
Dailekh School Project (DSP)**



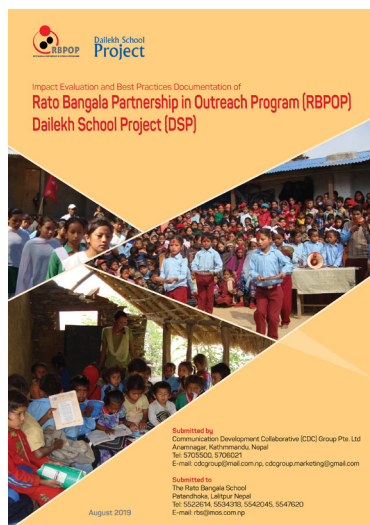
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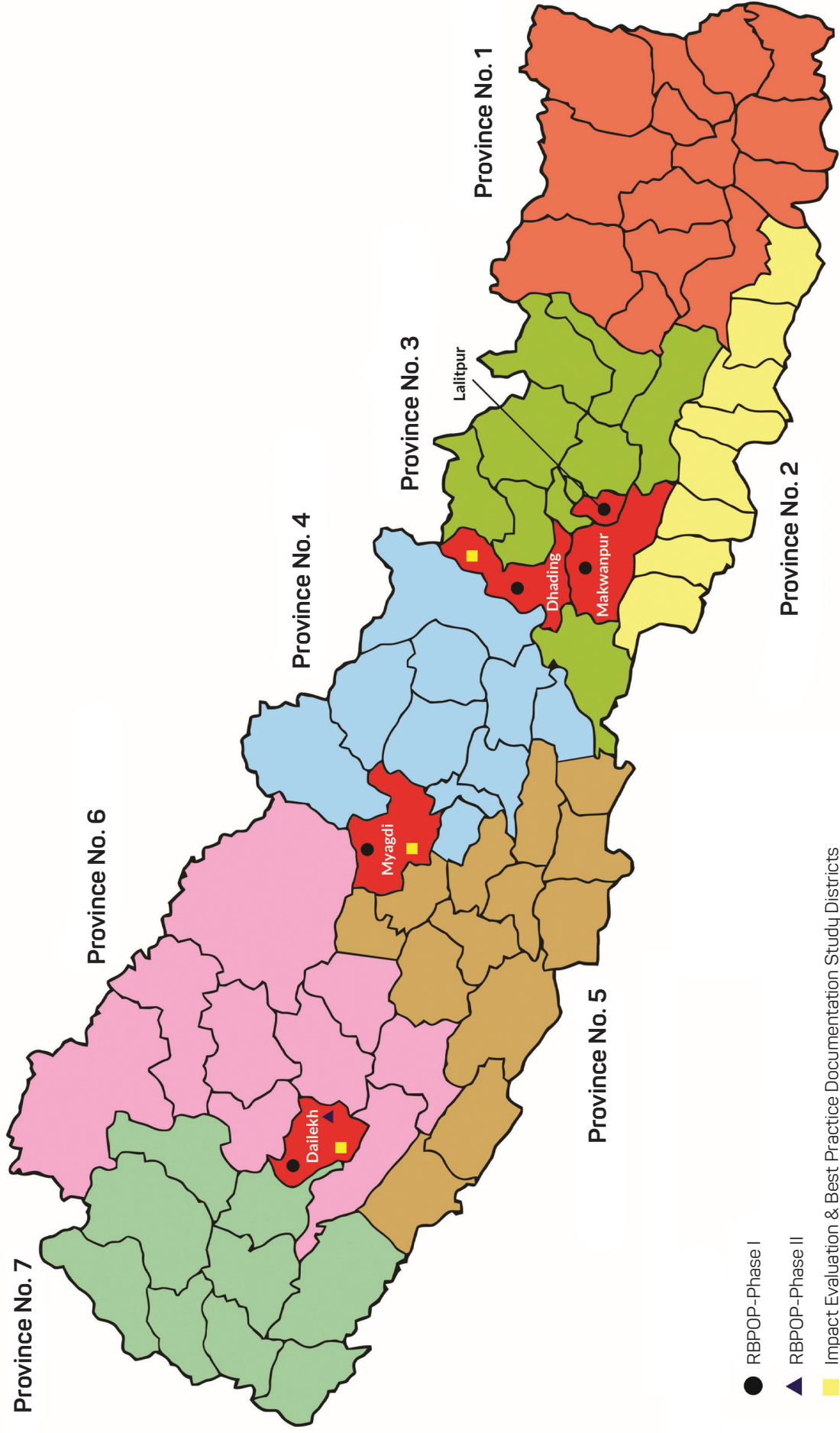
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Map Showing RBPOP and Selected Study Districts



Project Evaluation Team

The evaluation for this study was led by Prof. Dr. Bhimsen Devkota along with other core team members qualified and experience in survey/study in different development projects. as follows:

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Mr. Khagendra Adhikary

President and CEO
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Abbreviation & Acronyms

ASIP	Annual School Improvement Plan	MEC	Minimum Enabling Conditions
CCTL	Child Centered Teaching Learning	MGDs	Millennium Development Goals
CDC	Communication Development Collaborative Group	MOES	Ministry of Education and Science
CFSF	The Child Friendly School Framework	NCED	National Centre for Education Development
CRC	Convention of the Rights of Children	PTA	Parent Teacher Association
DEO	District Education Officer	RP	Resource Persons
DOE	Department of Education	RTI	Research Triangle Institute, International
DSP	Dailekh School Project	RBFS	Rato Bangla Foundation/School
ECD	Early Child Development	RBPOP	Rato Bangala Partnership in Outreach Programme
EFA	Education for All	SDGs	Sustainable Development Goals
FGD	Focused Groups Discussion	SIP	School Improvement Plan
F 2 F	Face to Face	SMC	School Management Committee
FO	Field Officer	SSDP	School Sector Development Plan
IDI	In-depth Interview	VDC	Village Development Committee
KII	Key Informant Interviews	VEC	Village Education Committee

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Executive Summary

During the commencement of the Project, the national context of education was indeed challenging. It was the year 2003 and the whole nation was facing the Maoist insurgency. Most of development projects in the Districts had closed with I/NGO shifting to Kathmandu or to the regional or district headquarters for safety and security. The same held for government projects, which failed to be implemented as planned at the community level. There were no elected bodies and bureaucrats working in the Village Development Committees and Municipalities were moved to the district headquarter. All services such as provision of recommendations, allowances, references were provided at the district headquarter. During that time, the police stations and army camps were also shifted to the district headquarter. Schools opened only irregularly, while the teachers were threatened and bullied to join the Maoist Whole Timer Cadre. The overall situation was tense and dangerous.

The Consolidated Report published in 2010 by Ministry of Education, using the data for 2006, shows the average national promotion rate as 46.8%, 73.9%, 77.1%, 76.1% and 74.1% respectively for Grades One through Five. The statistics for 2003 then could only be worse. The reports further explains that the participation of students in the teaching and learning process as well as use of teaching materials in schools were poor so teacher motivation and training was essential. There was a dire need for projects that boosted teacher morale and helped schools become better for the overall development of students.

It was around this time that Rato Bangala School set up a fund to contribute to the improvement of community schools. Rato Bangala Partnership in Outreach Program (RBPOP) the social wing of the school was tasked with working with the community schools in the remote districts such as Dailekh, Makawanpur and Myagdi, besides Lalitpur and Dhadhing. A Public Private Partnership (PPP) model in education was established with Rato Bangala signing a MoU with the government. In its initial years, Rato Bangala conducted two projects. The first five year project worked in five districts with 10 schools

each. The second one for seven years in Dailekh covering all the schools in the district.

The first phase was launched at the height of Maoist insurgency, where many adjustments had to be made in order to be able to conduct the initial training because the Maoists would not let the teachers leave the District. However, everyone worked hard and the project was conducted smoothly overcoming challenges at all levels.

Mid Term evaluation report conducted by a team led by Prof. Dr. Bidya Nath Koirala showed that the project was relevant and had made a positive impact in education. It encouraged the PPP initiators. After the initial five years, Rato Bangala family felt duty bound to address the needs in the community schools at a larger scale and decided to launch a mega project covering all the 500 schools in Dailekh district. Thus the Dailekh School Project (DSP) was the second phase of RBPOP's work in community schools. This became a joint project between Rato Bangala School and Rato Bangala Foundation and a MoU was signed with the Department of Education (DoE) in 2008.

This study has used both qualitative and quantitative techniques to obtain field data. The information related to student's learning achievements, drop out rate, class repetition and promotion were collected using the school records while information on extra curricular activities, child clubs, news sharing, parents meetings, exhibitions, use of local resources and plans in the monthly calendar were collected using the survey tools. Triangulation of information from observations, interviews and focus group discussion and key informant interview were performed during the analysis. Study findings were also compared with baseline, mid term and project monitoring data where applicable.

As the nature and activities of both the projects were similar, project design and activities were guided by the common principles of sharing knowledge, involving each and every stakeholder in the school activities and following public private partnership practices. The focus on academic areas in-

cluded activities that enabled teachers, empowered students, resourced schools, supported classroom management and helped create child friendly environment in the school and in the classroom. Project plans were developed in line with the government master plan of education and annual plans.

Evaluation of these projects (RBPOP Phase One and DSP) was focused on outcome and impact evaluation with a standard framework. An independent consultancy, Communication Development Collaborative (CDC) Group selected for evaluation formed a team, developed tools and visited field to conduct the evaluation study.

Findings indicate that the project was a good initiative. The basic conditions set by the Prioritized/Minimum Enabling Condition (MEC and P MEC) are addressed in the project schools. Schools are cleaner, classrooms are organized, print rich, with book corner and library in use, students' participation is increased and there is active learning, teachers are motivated and use materials to teach their classes. They spend quality time with the students and apply different ideas and methods for effective teaching and learning. Output indicators such as promotion rate, drop out, repetition and average learning achievement are increased in the project schools as prescribed in the project Logical Frame Analysis (LFA).

There are some important insights to be learnt from this project. One, a motivated principal can make changes in the school by taking teachers, parents

and students along with him/her and use local resources and mobilize people in the community to support the school. Two, working with the whole 'education community' in a given geographical area better supports project implementation and leads to encouraging results, as no one feels left out. Three, mobilizing students and creating active roles for students fosters their overall development getting them interested in schoolwork as well as extra curricular activities thus building various skills. Finally, the practical and student centered training given to teachers helped them change their classroom into interactive spaces where students learnt without fear.

Many of the teaching practices learnt during the project still continue in the district schools. However the extent of continuation of such activities varies between districts and from one school to another. This can be attributed mainly to differing levels of monitoring and follow up from the education authorities in the districts.

Implementable recommendations made in this report include making a strategy to work with the changed federal structure; capacity building of Rural and Urban Municipalities on child centered teaching learning practices, customizing teacher training to the need and situation, accreditation of RBPOP training, developing an exit plan of the project and instituting a sustained mechanism for regular follow up on child centered teaching learning practices.



Chapter

1

Background and Context

This chapter covers the national scenario of education both at the present and at the time of project implementation. It also introduces the organizations that implemented the project and describes the projects affiliated with.

1.1 National Educational Context of Nepal

Nepal's commitments to ensuring access to and quality of education through its various multi-sectoral education projects such as the Education for All (EFA), Convention of the Rights on the Children (CRC), School Sector Reform Program (SSRP), and now the School Sector Development Plan (SSDP), as well as the spirit of its 2015 Constitution has ensured access to education and now the majority of young children attend schools with good gender parity. The Child-Friendly School Framework (CFS) endorsed by the Ministry of Education, Science and Technology (MOEST) in 2010 set minimum indicators for child-friendly schools. According to the CFS, a child-friendly school provides a safe and enabling learning environment where students can learn happily and at their own pace and capability. In addition, the MOEST has focused on improving 25 minimum enabling conditions (MECs) for schools, including those related to the provision of physical facilities, curricula, textbooks and educational materials, teaching-learning activities, school environment, co-curricular activities, community/parental involvement and much more. The development partners, however, decided to condense the 25 items into five P/MECs—1) a classroom for each grade 2) separate toilets for girls and boys 3) textbooks to arrive on time 4) learning materials and book corners and 5) adequate teachers— due to there being minimal funds and many capacity constraints.

The evaluation of Output 2 of the SSRP, enhanced student outcomes, consisted of four performance indicators. The government did poorly in three out of four. NASA test results in grades 3, 5 and 8 in Nepali and Mathematics as well as the School-Leaving Certificate exams were worse than expected. The P/MECs were unsatisfactory, and the government has now moved to supporting “model schools”, an approach which does not bode well for a republic because not everyone gets the same opportunities. A joint monitoring report on the SSRP claims that Nepal succeeded in providing access to primary education, with equal gender parity (MoEST, 2017). However, the provision of good-quality education has been very elusive. Given a certain amount of budget, it is easy to build, hire teachers, purchase furniture and books, and set up a school. However, physical infrastructure alone is not enough to make a working education system.

In its brief history of education, Nepal has tried both centralized and decentralized school governance. Until the establishment of the National Education System Plan (NESP) in 1972, it was communities that initiated and managed schools. In such a situation, it was only communities and people who valued education that received education. In 1972, the government took over as the exclusive provider of education through the NESP. This system worked to bring access to those previously marginalized. However, the improvement in the quality and efficiency of school education did not match the expectations of the public, particularly those who valued education, and thousands of children were sent to India and even further abroad to study.

With the advent of democracy in the 1990s, the private sector began to provide good-quality education. Finding options within the country, parents

kept children at home and sent them to private schools within Nepal instead of boarding schools abroad. Government schools, now politicized, could not compete with the private schools and started losing students. With parents realizing the importance of education and the life opportunities education gives their one child or two children, they were unwilling to patronize government schools even though they came free of cost. It is clear that in order to ensure that all children in Nepal get good-quality education, the government has to be serious about providing good-quality education, and must seek help where needed. PPPs need to be reconsidered as an important approach to bridging the gap between the well-resourced schools of the private sector and under-resourced schools of the public sector.

1.2 State of Education During the Projects' Launch Periods (2003/04 and 2009/10)

The education sector in Nepal goes through one mega project after another. In the year 2003/04, it was involved in an Education For All (EFA) program that focused on providing both access to and quality in education. However, according to the Flash Report (DoE, 2010), the quality of education was very weak, with dropout, repetition and promotion rates at 6 percent, 12.1 percent and 81.9 percent respectively.

In 2009/10, the government started the School Sector Reform Plan (SSRP) to provide access to and quality in education. The SSRP did not result in much improvement in education. Enhancing the quality of teaching and learning has remained a challenge. Teachers are not confident as they often do not have the skills they need to teach well. Thus, achieving meaningful changes in learning outcomes is difficult. The evaluation report further pointed out that, without proper teacher training, appropriate curriculum, adaptable textbooks, improved learning environments and proper learning cannot happen. The report stated that the relative lack of progress observed during the SSRP in quality education was attributable to inadequate conceptualization, prioritization and resourcing for quality. School dropouts continued due to four reasons: i) lack of accessibility in terms of both physical and social distance as well as discrimination, ii) lack of affordability, both directly and indirectly in terms of opportunity costs, iii) lack of quality stemming from inadequate infrastructure, facilities, and materials and lack of good teachers and, finally, iv) lack of relevance. The curriculum did not address the needs of the children, values that had to be inculcated, or skills that needed to be developed in order to find

employment and lead a productive life (MoEST, 2004).

Furthermore, the socio-economy of a country has a role to play in educational achievement. A study by Manandhar and Sthapit (2011) showed that the main reasons behind the high dropout rate from schools were the responsibilities that children have in the household (48 percent), economic status (35 percent) and migration (18 percent). Roderic (1994) states that grade repetition might influence school dropout rates, as high dropout rates are found among students who repeat grades. Grade repetition is, therefore, a great hindrance to efficiency in an education system.

Although the Millennium Development Goals (MDG), Education for All (EFA) and SSDP were developed to provide free and compulsory education. However, the education system of Nepal at a nationwide basis is poor at best, lacking minimum facilities and quality delivery in the classroom.

When the project was initiated, there were few who understood that education couldn't be achieved on a piecemeal basis but has to be developed as a network where everyone shares a vision. Large INGOs took charge of several schools in each district and claimed to cover districts, when in fact they covered a dozen schools altogether. According to the Social Welfare Council, 140 I/NGOs, including Rato Bangala, were working in the education sector in Nepal during the project period. However, there was little coordination. Discordance with the government plan and duplication were major problems and reasons for not achieving the stated goals despite all the work that was being done. Rato Bangala, for its part, took a deliberate decision to work with the government and support the government in meeting its targets through the application of a child-centered teaching and learning approach.

1.3 Organizational Background

Rato Bangala School is a school with a difference. From the time of its establishment in 1992, it has not only provided an excellent quality of education to its own students but also worked to improve the status of schooling in Nepal both in the government and the private sectors. Five years after the school was established, Rato Bangala Kitab was set up, to bring quality children's literature to the children of Nepal. Ten years after the school was established, Rato Bangala Foundation was founded in order to change the way teaching and learning was practiced in schools around Nepal. All three institutions are dedicated to improving the quality of education for Nepali children.

1.3.1 The Rato Bangala School

Rato Bangala School opened in Lalitpur, Nepal, in 1992 with a commitment to groom Nepali students to be analytical, independent thinkers aware of both the country's present situation and its potential. To make learning meaningful and relevant, the school works closely with parents and the wider community. It emphasizes cooperative action, community service and critical thinking.

By recognizing individual aptitudes and strengths, Rato Bangala motivates students to be life-long learners. The school believes that academic excellence should go hand in hand with social and emotional growth. With its rigorous and stimulating curriculum, the school helps develop confident and articulate individuals who are committed to justice and development.

In addition to running an excellent program for its own children, RBS believes in serving the community. In order to improve the quality of education in government schools, Rato Bangala set up a charity wing, described below, that works together with the government in order to ensure that Nepali children, no matter who they were and where they live, can exercise their right to acquire a good-quality education.

1.3.2 The Rato Bangala Partnership in Outreach Program (RBPOP)

As part of its institutional philosophy, Rato Bangala has always included an outreach component. In 2003, after several meetings with parents and teachers, Rato Bangala decided to expand and institutionalize its outreach activities. The school put aside 18 percent of the tuition fees in order to improve the quality of education in community schools through the Rato Bangala Partnership in Outreach Program (RBPOP).

RBPOP is a unique programme in PPP. Till date no other program such as this exists, and this fact needs to be understood and reflected upon. Using material resources, technical knowhow, the strength of its parent body, and the financial resources from the fees paid by its parents, RBS embarked on an ambitious program which aimed to change education in government schools for the better. That change was to be accomplished through training that would improve the skills of and change the attitude and behavior of teachers and school leaders rather than providing them with theory and knowledge. It is this skill-based training that changes attitudes and provides energy and excitement to teachers and, for that reasons, that makes this program successful.

1.3.3 The Rato Bangala Foundation (RBF)

Rato Bangala Foundation (RBF) was established in 2002. It is an award-winning non-profit organization which has a vision of transforming communities through good-quality education. Together with Kathmandu University and Bank Street College of Education in New York, RBF runs a premier teacher training program. The founding philosophy of RBF is to take good-quality education to schools all over the country so that Nepali students are equipped with 21st century skills. In order to fulfill its mission, it has worked with a variety of partners, such as UNICEF-Nepal, Save the Children Norway, World Education, World Vision International, USAID, DANIDA, the United Mission to Nepal, the Asian Development Bank, the European Union, and N-Cell. RBF has trained over 10,000 teachers and school leaders to date and believes that the new federal structure requires partnerships to take good-quality education to all seven provinces. The focus of RBF training is on improving classroom practices, particularly in government schools, where there is a profound need for such improvement. RBF received the "Unesco-Hamdan Bin Rashid Al-Maktoum Prize for Outstanding Practice and Performance in Enhancing the Effectiveness of Teachers" in 2012. This prize was an incentive for RBF to start the International Conference in Quality Education (ICQE). The ICQE is now a biennial event, with the conference going to all seven provinces every two years.

1.3.4 Rato Bangala Kitab (RBK) is a publishing house of children's literature that believes in developing a culture of reading by creating attractive, relevant, and enjoyable books for children in Nepal and beyond. Established in 1995 to address the critical shortage of good-quality children's literature in the Nepali language. RBK is pleased to see many other publishing houses now focusing on children's literature.

1.4 Governing Situation and Context

During the time the RBPOP program was being launched, the country was gripped by the Maoist insurgency. Hundreds of schools were turned into military barracks, and teachers and students were kidnapped for recruitment into the "people's army." Citizens were targets of both the Maoists and the Nepal Army and suffered greatly. Between April 1996 and May 2004, many teachers lost their lives in the conflict while others sought safety in urban centers. In 2004, around 7,000 of the 14,500 teachers who passed the examinations conducted by the Teachers' Service Commission (TSC) did not join the teaching profession due to Maoist opposition. The Maoists insisted that teachers be trained

in Janabadi Sikshya (People's Education) and this doctrine be made part of the school curriculum. All Nepal National Free Students Union- Revolutionary (ANNFSU-R), the Maoist's student wing, called for indefinite strikes and closure of schools to press their demands. Although their declared enemy was private schools, they did not allow government schools to function either. The overall scenario for schools as well as for the non-government organizations working with local communities was tense and bleak, and the situation was even more challenging in remote areas.

1.5 RBPOP Projects and Programs

RBS, through its charity wing, RBPOP, designed and implemented various programs to educate children. It provided scholarships to students in neighboring schools in Lalitpur; it established the Pingal Bal Pustakalaya (PBP), a community library in Patan Dhoka; it educated disadvantaged students at Rato Bangala School; and it trained many teachers. However, the largest projects have been RBPOP Phase 1 and Phase II, the DSP.

1.5.1 RBPOP Phase I

RBPOP initiated the first phase of its activities in the year 2003/4. A MoU was signed with five district education offices (DEO) and 50 partner schools. Despite being in the midst of the Maoist insurgency, the project was launched in Dailekh, Dhading, Myagdi, Makawanpur and Lalitpur. With 10 schools in each district, RBPOP's first project had 50 schools, a large number of schools for a novice program. The project's activities were designed to empower stakeholders, particularly parents; enhance school leaders' and teachers' professional skills; make students pro-active; and improve facilities in the project schools. Scholarships for needy students and mini-grants to schools to improve physical facilities were some of the key activities. Monitoring and supportive supervision were provided by field officers in each district. Most of the activities of RBPOP-I, except for the mini-grant and scholarships, were replicated in RBPOP-II. These omissions deserve an explanation.

1.5.2 Mini-Grants

The project encouraged its partner schools to improve their physical infrastructure through a mini-grant with a budget that varied from NPR 15,000 to NPR 20,000 per school. The mini-grants had several purposes. First, they encouraged the members of the school community to come to a common understanding about what the school needed. They then had to decide on one activity that the mini-grant money would be used for. This ensured

transparency. Requests for the funding were sent after finalizing the School Improvement Plan that was developed during the training of school leaders.

The mini-grant also worked as a good attraction for additional resources as the grant without any conditions allowed schools to receive additional funding from other sources. The grant was used to improve the environments of the recipient schools so children would be interested in learning. Some of the things the schools spend the money on were upgrading and building new water and toilet facilities, providing furniture, adding roofing, organizing water tanks, building compound walls, completing school buildings, and establishing libraries and labs. What school management teams realized, basically, was that the onus of improving school facilities was on them. This was a visible change in attitude scarcely seen then in government schools of Nepal.

1.5.3 Scholarships for Students in Project Schools

Deserving students received scholarships in an innovative manner. For each grade, the students were asked which of their friends could not afford the school and was diligent and wanted to learn. The students decided which of their friends deserved a scholarship, and the names of those selected were forwarded to the school management committee. The scholarship covered uniforms, a school bag, books, shoes, socks, a dictionary, and stationery to last a whole year. A total of 250 worthy students received this scholarship and the program followed up with recipient students and their families every year. This program covered 586 students during the project period of five years. The process of scholarship selection provided the students with an opportunity to be honest, to make effective evaluations, and not to be selfish.

1.5.4 Scholarships in Lalitpur Schools

Students whose parents lack the resources to buy uniform and stationery to send them to school attend many of the government schools in Lalitpur. The scholarships provided by RBPOP covered tuition, books, uniforms, stationery and shoes. Every year, since 2002, 30 students from six government schools have been receiving scholarships.

1.5.5 Scholarships at Rato Bangala School

Scholarships are provided to students from disadvantaged communities to attend Rato Bangala School. These scholarships includes housing, food, tuition and extra-curricular activities. While originally co-educational, the hostel now houses only girls. This scholarship, although expensive, is important because it provides children born to ethnic mi-

norities with a good-quality education, something members of their community might not have otherwise received.

1.5.6 Manoram Trasmukta ra Sirjanshil Bidhyalaya

Although the Study Team did not evaluate this project of many years ago, this is something that the report should not miss, and has been added here.

Observing the quality of education in district schools, RBS noted that where students received corporal punishment, learning was neither fun nor creative, and felt unsatisfied working in only 10 schools per district. A district-level campaign to introduce schools as safe, non-threatening and creative (manoram, trasmukta ra sirjanshil) places for children was begun. Although this campaign is a necessity nationwide, RBPOP's limited resources could only cover two districts.

In 2007 RBPOP worked closely with the district education offices and mobilized school supervisors and resource persons to organize training venues, food and lodging and to invite teachers to their respective resource centers for a three-day training. The trainers, in addition to RBF trainers, were those who had themselves received long-term training from the same districts. The district-level team and trainers worked closely and they completed a three-day training program for all teachers in the primary level in the district. A set of story books (15 titles) and teaching materials that could be used in activities across multiple subjects were provided to each school. The three-day training made teachers more friendly towards children and helped them understand children's needs better.

This program covered 12 resource centers, 371 schools and 1,222 teachers in Dailekh District and 11 resource centers, 231 schools, and 1,014 teachers in Myagdi district.

1.5.7 RBPOP Phase II

Dailekh School Project (DSP, 2009/10-2015/16 BS)

The DSP evolved as a collaborative effort of the social wing of Rato Bangala School, the RBPOP, the RBF and the Government of Nepal, Department of Education. Encouraged by the success of RBPOP Phase I. The DSP started in Dailekh in 2009 covering 513 public schools. It trained 1,900 teachers and served 70,000 students at the primary level. The project included community involvement and youth empowerment and provided educational materials to schools.

The DSP was developed as a model program that covered every basic and primary school in Dailekh District and worked through a multi-level partnership that included the Department of Education (DoE), district education office (DEOs), district development committees (DDC), municipalities, village development committees (VDCs) and schools. DSP activities were developed to utilize and work with the government system at the local level. The aim of the DSP was to ensure that local and permanent stakeholders continued to be involved in education standards even after the project was completed. Through MoUs, partnerships with DEOs, DDCs, VDCs, and schools were established, a step that formalized the relationship and made both sides responsible for and assume ownership of the project.

1.6 Scope of the Project

The extent of the coverage that the DSP had in Dailekh is not something anyone besides the government has attempted, and this ambition is laudable for such a small organization. RBF implemented this mega-project in Dailekh by using all of the resources of RBPOP as well as a substantial grant from Mountain-to-Mountain, a Swiss NGO that supports health and education projects in Nepal.



Chapter 2

Study Design and Methodology

This chapter deals with the methodology used in the study. Sections include “Selection of Districts,” “Selection of Schools,” “Selection of Respondents,” “Review of Project Documents,” “Development of Tools,” “Guidelines and Checklists and Training for Field Staff,” “Field Mobilization and Management,” and “Ethical Considerations and Limitations.”

2.1 Study Design and Methodology

2.1.1 Overall Approach

The main purpose of the study was to assess the impact of the RBPOP and DSP projects in sample districts and to uncover best practices. The study attempted to understand the practices of resource persons (RPs), teachers, students, and school management committees (SMCs) as well as parents to record changes in the learning environments and to find out which activities have continued till date.

Based on the review of the study, attempts were made to identify indicators that would connect with the key evaluation criteria (Table 1) of the RBPOP and the DSP. The primary focus of both projects was improving child-centered teaching and

learning (CCTL) through training and other related activities. Hence, the study attempted to learn about the various aspects of CCTL implemented by the project.

Taherdoost (2016) claims that purposive sampling is a strategy used to select persons or events deliberately in order to collect important information that cannot be collected from other sources (Maxwell, 1996). Taherdoost explains the advantages of purposive sampling, including that it is less expensive and less time-consuming than other types of sampling and convenient and ideal for exploratory research design. The disadvantages, according to him, are that it is difficult to generalize, more subjective than other types of sampling, and prone to researcher bias.

Keeping in mind the timing of the project phases and the nature of the study, purposive sampling was applied to select districts, schools and respondents. To achieve the study objective, a combination of quantitative and qualitative methods was used. Information/data were collected using both primary and secondary sources. For instance, the information related to students’ learning achievement and dropout, repetition and promotion rates were col-

Table 1: Evaluation Methods by Type of Tools and Respondents

SN	Method	Tool	Respondents/ Participants	Number
1.	Focus group discussion	FGD guideline	Teachers, SMC/PTA, Students, Parents	2 per district
2.	Key informant interviews	Interview guideline	DEOs, RPs/School supervisors, SMC/PTA	1 2 per district 2 per district
3.	In-depth interviews	Interview guideline	Students graduated from schools, Parents, Teachers	4 per district
4.	School statistics/Observation	Record sheet	Trend of last 3 years (enrollment, dropout, promotion rates, school facilities used)	5 schools; Dhading, Myagdi, Dailekh
5.	Documents study of RBS/F	Record sheet	Cumulative record on different interventions of the project	

lected using school records while information such as extracurricular activities, child club activities, monthly calendar, news sharing, parents meetings, exhibitions, and use of local resources, were collected using survey tools. Triangulation of information from observations, interviews, focus group discussion (FGDs) and key informant interviews (KIIs) was performed during the analysis. Study findings were also compared with baseline, mid-term and project monitoring data where applicable.

2.1.2 Selection of Districts

A total of three districts representing both RBPOP Phase I and the DSP were selected for the study. Dhading and Myagdi districts were selected for RBPOP Phase I activities while Dailekh was selected to cover activities of both projects because Dailekh was part of RBPOP Phase I as well as the DSP, RBPOP Phase II.

2.1.3 Selection of Schools

The study covered a total of 14 public schools from three districts. Of them, nine were primary, three were lower-secondary and two were higher-secondary level. The 14 sample schools were located in a total of five resource centers. All the schools

were selected purposively taking into consideration that the project was interested in finding out the best practices of the projects, the learning of SMCs, teachers' continued practices, and students' and parents' views and attitudes as towards their schools.

2.1.4 Selection of Respondents

The respondents for KIIs were selected using a list of stakeholders (MOEST officials, DEOs, SSs, RPs, ETCs, DDC/VDC representatives, and RBPOP board members) engaged and exposed in the RBPOP Phase I and DSP project periods. A list of trainees was consulted to select SMC members, head teachers, teachers, field officers (FOs), and youth volunteers, whereas parents and students were selected based on the basis of their participation in RBPOP program activities in consultation with respective school authorities and project teams.

2.1.5 Competency Areas and Evaluation Questions

One of the major focuses of the study was the competency evaluation areas practiced mostly to evaluate projects within development sectors (see Table 2)

Table 2: Competency Areas and Evaluation Questions

Evaluation Criteria	Key Questions
Need & relevance	<i>How appropriate was the project design?</i> a. Did the design address community needs? b. Were the project interventions the most appropriate way to achieve the intended outcomes? c. Are there other, more efficient or cost-effective ways in which similar outcomes could be achieved? etc.
Effectiveness/ impact of project management and project plan	<i>What sustainable changes have been made because of the project's interventions in the schools?</i> a. Are there visible changes in the project schools at this time? b. Are there positive changes on teaching and learning practices in the classroom and what are their impacts on children's learning? c. What are the lasting impacts, outside of the school community, that can be seen given that DSP covered all the schools and therefore almost all the households in the district? d. What do the people remember about the DSP now that the project has phased out?
Partnership effectiveness	<i>What effect has the project had on the partnership among Rato Bangala, the Department of Education, DEIs, DDCs, municipalities, VDCs, and schools?</i> a. Did the partnership contribute to achieving the project's goal and objectives? b. Did the partnership contribute to the sustainability of the project?
Coordination/Team work	<i>Was the coordination among local and central level stakeholders based on projects need and realities?</i> a. Did coordination among the local stakeholders contribute to achieving the project's target or goals? etc. b. Did resource persons and project staff work as a team on a joint plan?
Beneficiary participation and satisfaction	<i>How was the participation of the beneficiary group in the project implementation?</i> a. In what ways did beneficiaries participate in the design and implementation of the project? b. How satisfied are beneficiaries with project implementation and results?
Sustainability and replicability	<i>How sustainable and replicable is the project model?</i> a. What sorts of interventions are continued by the teachers and students? b. What kinds of activities are adopted in a modified form? c. Is the project model replicable in the future? If yes, what factors contributed to its of the project and if no, why not?
Best practices/lessons learned	<i>What are the lessons learned? What are the best practices of the project?</i>
Management and cost efficiency	<i>How efficiently are projects managed and delivered?</i> a. Are there any noticeable, verifiable instances of waste or inefficiency in the delivery of project activities in terms of resources and time?

2.1.6 Review of Documents, Development of Tools/Guidelines/Checklists and Training

A careful review of the available project documents provided by RBPOP and the DSP was carried out prior to developing tools and checklists. A total of 11 tools, including FGD guidelines and KII interview questionnaires were developed separately for parents; students; teachers; former project staff; both district and central; MOEST officials, RBPOP board members, VDC representatives, journalists, DEOs, SMC representatives and RBS graduate volunteers. In addition, an observation checklist and data entry format was developed for collecting student records from the respective schools. All these tools were shared with the RBF team and finalized before implementing them in the field (See Annex II).

2.1.7 Formation of a Team, Training and Pre-Testing Tools

Upon finalizing the tools, a team of five field researchers was recruited and trained in Kathmandu for three days. The training session included the study objectives, sample size, discussion of and familiarization with the tools, and mock sessions. A pre-test of the tools was conducted in Lalitpur and adjustments made to finalize them.

2.1.8 Field Mobilization and Management

The study team collected data on the evaluations conducted and lessons learned in three districts, namely Dailekh, Dhading and Myagdi. Field data was collected through supervision (face-to-face and by using phone contacts) by the core team members. A five-member team were deployed to a particular district, and further divided into two groups. One group consisting of three members was deputed to collect data on evaluation components and another group of two members was deputed to collect data on lessons learned. All the fieldwork was completed in three weeks' time during September and October 2018. The entire interviews and FGDs were recorded following standard ethical procedures. No KIIs were conducted at the schools where FDGs were conducted in order to avoid repetition of information.

2.1.9 Ethical Considerations

The study followed a standard ethical guideline while administrating the tools. Before conducting each FGD or KII, the participants/respondents were informed about the objectives of the study, the future use of information, equal participation, confidentiality, voluntarily participation and the approximate time it would take. Verbal consent was

secured from each respondent/participant to ensure his or her participation was voluntary and consent was again secured before taking any photographs or using an audio recorder.

2.1.10 Limitations

The evaluation study decided to go to three out of the five districts that RBPOP worked in. The number of schools was much fewer than the number of schools the project worked on. Purposive sampling was used to reach the appropriate respondents and to achieve the required information. The considerable gap (three years) between the phasing out of the DSP and the study and an even longer period since the RBPOP Phase I project was completed might have resulted in some recall bias.

2.1.11 Respondent's Profiles

The study covered quite a wide range of respondents (n=136), including a retired MOEST secretary (n=1), former DDC staff (n=1), former DEOs (n=4), parents (n=3), former RPs (n=5), SSs (n=2) SMC members (n=6), head teachers (n=15), teachers (41), school supervisors (2), journalists (n=1), youth volunteers (n=3), students (n=42), and RBPOP board members (3) among others.

MOEST official (n=1), DEOs (n=4) and DDC staff (n=1): Most government officials had been transferred and/or promoted to higher levels or even retired from the service. The minimum education of the government staff was intermediate (VDC secretary) and reached as high as Ph.Ds.

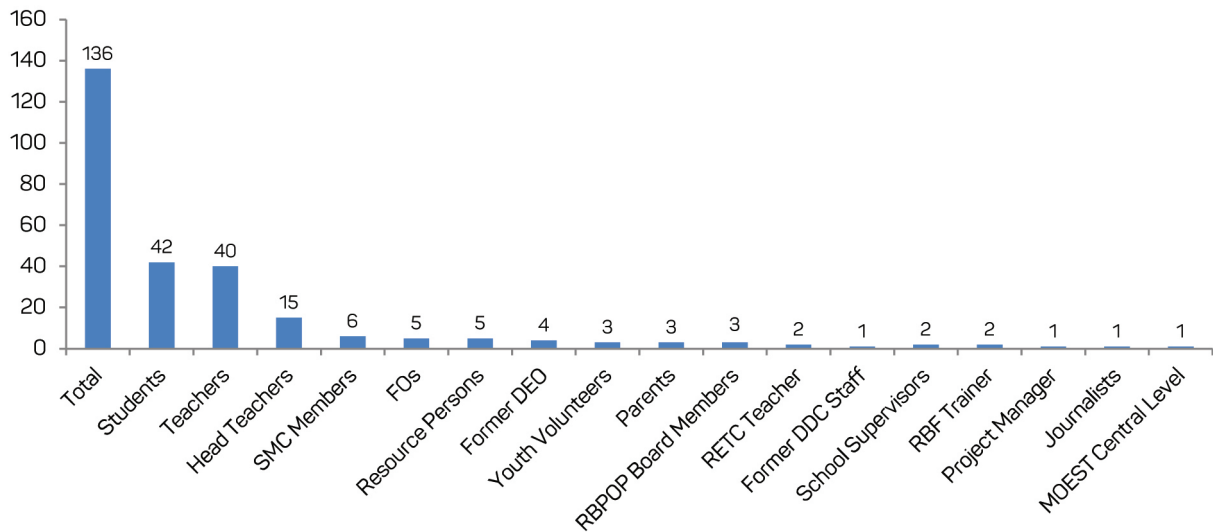
The RBPOP board members (n=3): RBPOP board members are leading different organizations with high-level responsibilities. They are from different backgrounds and contribute to the development of the nation in different ways.

Resource persons (n=5) and school supervisors (n=2): RPs/SSs had experience ranging from nine to 16 years and were educated to the Bachelor's or Master's level.

Head teachers (n=15): The education level of the head teachers varied from the intermediate to master's level and their average age was 46 years. The experience of head teachers also varied from a minimum of 20 to a maximum of 34 years of teaching. Almost half (n=7) of the head teachers interviewed were trained for 2.5 months, while two had received three months of training and one had not received any training.

Teachers (n=41): The average age of teachers was 40 years. Mostly teachers had completed their ed-

Figure 1 Type of Study Respondents/Participants



education level of intermediate level (n=20) followed by graduate level (n=9) and SLC (n=6). Among the teachers, five had completed their master level of education. These teachers had maximum of 33 years and minimum one year of teaching experience while most of them (n=19) had received at least one type of training. Six of them had received 2.5 months training; two teachers received 15 days training and four received 3 days trainings. One teacher had received 150-hour, 180-hour, 10-month, and 14-days training.

SMC members (6): All six respondents were SMC chiefs representing different schools with an average age of 47 years (with a maximum age of 60 and minimum age of 36). Their level of education ranged from grade five to Bachelor's level.

Students (42): The average age of the students was 10.6 years. Out of the total students, most rep-

resented grades five (24) and four (14), while two each participated from grades one and three and one were from grade six.

Parents (3): The average age of the parents was 28 years, one was a grill worker and the other two were farmers.

Youth volunteers (3): Youth volunteers were, on average, 25 years old and their educational level was Bachelor's. Two of them were from the district and one was from Kathmandu but had studied at Rato Bangala School and been a youth volunteer in RBPOP.

Field officers (4): All four field officers were from the study districts. They had completed their Bachelor's level in different subjects and had some experience in teaching as well as working with NGOs.



Chapter 3

Evaluation Findings

This chapter discusses the findings of from study, and it supplements the findings from secondary data/information that RBPOP possessed (baseline, mid-term and RBPOP/DSP reports) as appropriate. The findings are presented in two different ways: the findings are first described according to the project evaluation framework (Chapter 2, Table 2), then presented using the DSP log-frame.

3.1 Evaluation of the RBPOP and the DSP According to the Framework of This Study.

Seven broad areas of evaluation were selected for the current study, and questions were framed to address these seven areas. The section below describes the major findings in the key areas of evaluation (3.21-3.27).

3.1.1 Need and Relevance of the Project

One important fact revealed by the study was the landmark PPP model applied in the DSP. The example of a local private school with a Nepali non-profit organisation supporting the government in its work in the public schools is a unique example in Nepal's history, as other examples of PPP are found only in the construction of roads, hydroelectricity and airports, and not in education. While the RBPOP model of PPP is not as defined as it is in other sectors (where government resources are used by the private sector to complete large, mainly infrastructural tasks), it will be important for Nepal to study the feasibility of the private education sector and the government jointly improving education in Nepal.

Review of available literature and policy documents as well as information obtained from the FGDs and KIIs at different levels indicated that the activities and content delivered through training at several

The training directs the progress in children's development stage, how they interact with the community and what they are learning... what they should learn according to their age, if they can interact."

– Director, RBS, KII

layers in RBPOP Phase I and the DSP were in line with the child-centered philosophy of education that Rato Bangala is trying to promote. In addition, the activities carried out during both RBPOP Phase and the DSP were aligned with Nepal's national legislation, current education policies, strategies and programs and were in line with the spirit of the Constitution of Nepal, 2015.

The study revealed that the CCTL approach embedded in the trainings and the focus on child-friendly methods was aligned with the Child-Friendly School Framework (CFSF) endorsed by the Nepal's Ministry of Education. Overall, the project interventions contributed to the School Sector Development Plan (SSDP-2016-23) of the government of Nepal, particularly in improving the learning outcomes of the children and enhancing the quality of education.

The key informants reported that the project was relevant to addressing their priorities because of its focus on creating a child-friendly learning environment, provision of basic educational materials, and building the capacity of SMCs and teachers. The ultimate result may be to improve internal efficiency but the project was focused on process indicators and creating a child-friendly school environment first and then working on output results.

Building upon RBPOP Phase I experience working with 50 schools in five districts, the management decided that, rather than cherry-picking, it would embrace all the primary schools in a district with the belief that when everyone puts in their con-

certed effort, the impact is greater. Dailekh District was selected from among the five districts in which RBPOP Phase I was implemented. Dailekh was selected because it demonstrated need, the improvement of schools under RBPOP Phase I was better than in other districts, the enthusiasm of the stakeholders, the remoteness of the district, and the absence of other organizations working there.

Discussions with MOEST officials, including former DEOs, RBS board members, staff from education training centres (ETCs) noted that projects such as RBPOP I and the DSP were greatly needed. These projects started when the Maoist insurgency was at its height and not much work was being done in education, particularly in Dailekh. Most of the KII informants stated that RBPOP Phase I and the DSP were welcomed not only by parents, but by DEOs, VDCs and the larger community.

Making parents active stakeholders strengthened the project further.

Findings from the impact study also show that the project served the Sustainable Development Goal (SDG) Target 4.1 of Quality Education. “by 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes,” and Target 4.2, “by 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.”

Analysis of the school data, including KIIs and FGDs with various persons engaged in the project shows that RBPOP Phase I and the DSP contributed significantly to delivering relevant and effective learning outcomes among primary level students in its program districts.

Finally, the fact that Dailekh has the sixth largest disadvantaged population in the country, about 22%; that the teaching-learning practices in the district are not satisfactory; that in 2018 not one student, neither in a public or a private school, received an A+, continues to indicate the need to improve education. The need for educational support was even more pressing when the project started. In order to address these educational shortcomings, a MoU was signed with RBF and the Dailekh DEO and DCC, an action indicating the relevance of the project. The KII report and evaluation notes show that schools are cleaner and more organized, the teaching-and-learning environments in schools are more child friendly, minimum facilities required for a school have been established, and some teachers are using teaching materials in their classrooms. Parent involvement has increased, and teachers are working harder and more effectively.

3.1.2 Effectiveness of the Project (Impact)

The impact of the project was measured using data related to pre- and post-project activities. Thus, both primary and secondary data sources were used to assess the project’s impact. The analysis revealed that the project was instrumental in re-defining the image of public schools and teachers in the study districts and that it provided learning that can be applied, with adaptations, to similar areas. For instance, the projects were able to make each group of stakeholders—SMC members, RPs, DEOs, head teachers, teachers, students and parents—realize the importance of their own role in promoting education. In addition, they understood how a holistic approach to teaching impacts the development of children, particularly at the primary level where it is important to teach them good habits and behavior as well as other skills required to develop into responsible adults. At SMC meetings, SMC members have started discussing issues related to children and their learning, and parents have started getting involved in students’ learning.

In addition, School Improvement Plans (SIPs), which were never before taken seriously, got a real boost. SIPs began to be developed with a view toward implementation; monthly calendars were created around curriculum and planned activities. Thus, stakeholders started seeing schools as places where, with the help of the adults, children grow and develop fully.

The study revealed that the project has provoked a change in the behaviors of teachers, who now realize that they do not just hold the stick and become strict deliverers of lessons but that they can be playful, influence the overall development of the children in their class, become facilitators and enjoy children’s learning. Teachers started planning their lessons and preparing material prior to conducting class. They became friendlier towards children, engaged them in lessons as well as subject-related activities and tried to teach in a more practical manner. They engaged students actively in group work, extracurricular activities, and project work and made classes interactive with activities as well as discussions.

The technique of teaching has been changed since the RBPOP intervention. We used to take stick instead of books, use lecture methods to teach whereas we first prepare ourselves before conducting classes, now we use student-centric educational materials. We re-arranged the seats, now the students have the feeling that they need to teach other students what they have learned and also that others need to know what they know. They work together in groups and sit together in harmony.

– Head Teacher, KII, Dailekh

Researchers also observed changes in classroom management in the schools in the study districts where classes were child-friendly and interactive. This change was also reported during KIIs and FGDs. Face-to-face seating and use of a carpet area was observed. The classrooms were print-rich and decorated with pocket charts and maps. Pictures made by children using local material were displayed. The students were divided into groups and given jobs in the classroom. Child clubs were active and extra-curricular activities were practiced in the schools.

Sanitation and hygiene were maintained in all the sample schools and all had separate toilets for girls and boys. Whether or not there were hand-washing facilities, however, depended on the availability of water. A number of project activities had been continued in the schools even though the project had ended several years earlier.

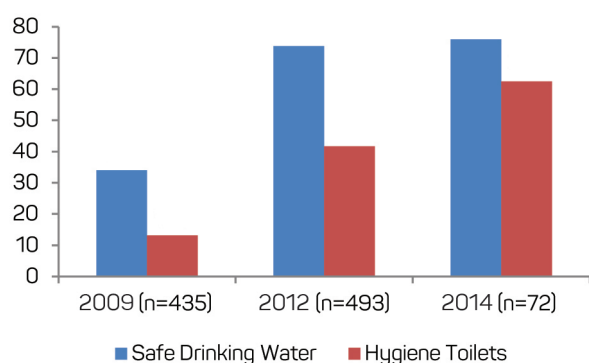
The figures below show the percentage of schools that had maintained a safe drinking water system and managed school toilets over the years. The proportion that provided safe drinking water increased significantly, from 34 percent in 2009 to 73.8 percent in 2012 and then to 76 percent in

2014. Similarly, the percentage of managed toilets has improved over the years from 13 percent to 41.7 percent and then to 62.3 percent in the same period (2009, 2012 and 2014 respectively).

RBPOP's mid-term report and KIIs at various levels show that among other inputs, the mini-grant provided by RBPOP Phase I had made a significant impact in terms of improving school facilities like the fencing of school compounds, construction of school buildings, classroom set-up, toilets, provision of educational materials, establishment of libraries, and the provision of materials for science labs. More than what was created using grant money, the important thing was to have all the stakeholders in school transparently agree upon how to use the money.

Schools performed better in child centered teaching and learning indicators; 48% classrooms are print-rich and display students' work, 42% of schools run grade teaching, 17% of schools distribute comprehensive report cards, and 60% of schools use floor seating with foam backing up to grade three. It is hoped that the improving level of basic indicators will foster good-quality outcomes.

Figure 2 Percentage of Schools with Safe Drinking Water and Hygiene Toilets

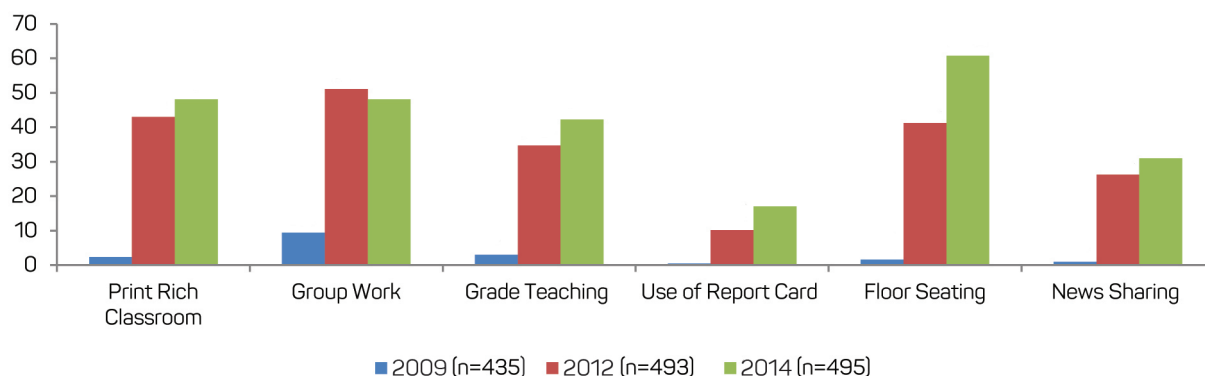


Source: DSP Monitoring Data, 2011

3.1.3 Project Implementation (Effectiveness)

The effectiveness of RBPOP Phase I and the DSP can be viewed from different dimensions such as the pre-project situation, acceptance by local stakeholders and changes that have been retained to date. When the DSP was initiated, there was a realization that resource centers (RCs) had to be subdivided into clusters to ensure the effectiveness of their work. The figure above shows that Naumule RC has been divided into 10 clusters, with one school functioning alone as it was too far from any other school to work in cooperation. The cluster schools had to be within one hour from each other, and teachers in each cluster met once a month to share learning. Subject-specific meetings helped

Figure 3 CCTLA Performance in Project Schools





improve teaching in classrooms. RBPOP-I was initiated in the midst of the Maoist insurgency and implementation was a challenge, but the work went on due to its participatory mode of implementation. When RBPOP started in Dailekh, most district-based I/NGOs were closed or had relocated themselves to the regional headquarter or the center due to security reasons.

KIIs with RBPOP board members emphasized that the both phases of RBPOP (RBPOP-I and DSP) were welcomed by the all the relevant organizations, from the Ministry of Education to DEOs to VDCs and SMCs, as well as by partner schools and parents because all wanted to improve the quality of education in the districts. RBPOP board members underscored that the efforts were made to motivate as well as facilitate the government's educational system. The mission of RBPOP was to support the government system so that all Nepali children, no matter their geographic origin, ethnicity, gender or economic status, would have access to a good-quality education.

"The educational mechanism and system were almost inactive before the RBS intervention and during RBPOP and DSP all those mechanism and system were in place and intact to deliver the service at their best thus improved our overall education quality.
 - Former DEO during KII

It is known that committed collective action can make a positive change in existing systems. It was found that a few partner schools from RBPOP-I and DSP evolved as lead schools in their districts (Myagdi, Dhading and Dailekh) by complying with the CCTL approach and their results showed that students had achieved good academic performances. During KIIs, respondents cited the support they received from the project(s) for teacher training, classroom management, books for libraries, and establishing linkages with other institutions like World Education, Room to Read, Save the Children and Nepal Water for Health.

Information drawn from RBPOP and DSP literature shows that over three dozen activities (See Annex 1) were implemented in the districts (with some differences between RBPOP and DSP activities). These included a series of trainings at different levels, the mobilization of youth, re-forming/re-activating village education centers and developing village education plans (VEPs). Close collaboration between DEOs, RPs and SSs allowed for joint planning with VDCs and joint monthly meetings of DEO and DSP staff. Child clubs were formed and mobilized. The program manager had regularly scheduled meetings with SSs, RPs, and field officers. The project received monitoring and supervision from the National Center for Educational Development (NCED) and Surkeht ETC.

As observed by the study team and reported in KIs and FGs, teacher training was focused on child-centered teaching and learning methodology and the content was based on the curriculum. Field trips, an educational fair, teachers' meeting (Friday and cluster meetings) have made positive changes in teaching practice. Teachers and field officers mentioned that the training that they received has impacted the way they teach. During the KIs, teachers as well as field officers reported that SIPs were previously mostly 'copied and pasted' but later they discussed in groups how to make them more practical and implementable plans. DEOs, RPs, head teachers, and teachers expressed that training without follow up had no meaning. The periodic monitoring and supportive supervision of RBPOP-I and the DSP were cited as their 'strongest' part.

As a result of the intensive inputs, there has been an increase in the number of school days as well as the availability of teachers after 2 pm on Fridays. Teachers held weekly review meetings and made plans for the coming week on Fridays. Besides, the engagement of teachers and students in school activities, the involvement of youth volunteers in teaching, parental engagement, and the use of school libraries were cited as most effective. KIs with field officers noted that parents' involvement in supporting their children's academic activities and encouraging good behavior at home and their involvement in schools increased. Project data shows that the average promotion rate in 12 RCs increased significantly, from 69% in the base year (2009) to 85% in the 2014. Similarly, the data shows that the repetition rate had decreased by almost half in all the RCs in Dailekh.

3.1.4 Management and Cost Efficiency

Project activities were managed and delivered efficiently without any noticeable or verifiable instances of waste or misuse of funds. The management and delivery of the project activities were found strongly embedded in the project design. The study shows that the project was managed well and had the oversight of authorities such as the RBPOP Board, the DOE, DEOs, and other line agencies as required. According to the project documents and KI informants, the entire project was managed by

"First the Project formed a network of 10 schools, which is still functioning. In the network, they still meet once every month and organize different extracurricular activities like reading camps, education fairs and sports among the students. Whatever Rato Bangla taught, whatever lessons were learned, the network has been continuing them all. Now I am transferred, but really happy for what we did and achieved together."

– Former DEO, KI

allocating 18 percent of the tuition fee paid to Rato Bangala School to the project and with funds raised from Mountain to Mountain, a charity in Switzerland. This provision of using 18 percent of the tuition fee for developing government schools was made by a government policy at the DOE (KI, Former Director, DoE), not only for RBS but also for other schools that charged above the minimum agreed for A category schools. The project was implemented with minimal staff from the district to the central level. KI sources mentioned that since the DSP model was designed to be sustainable, the project was deliberate in its design to facilitate the existing government system. The activities were managed with minimum staff, who supported the work of the RPs at the DEO. Information from KIs and FGs indicated that activities such as monthly meetings at the DEO, Friday meetings in schools, cluster meetings in the designated cluster schools, and one-day-one-school visits showed that that teachers received the support they needed to improve their teaching methods and skills. The One Day One School program, where the field officers visited one school for the whole day, making observations and supporting the teachers was very effective. Also effective were the monthly cluster meetings where teachers of a particular subject met to discuss their issues and solve each other's problems.

The KIs and FGs indicated that project activities were cost effective and impactful. Those who received training, collectively cited the management of the training was effective. They described how everything was 'on time', practical teaching methods were used, resources were maximized, and local resources were used effectively. The partnership at different levels, the essence of the project, is what made it cost-effective. The central-level government facilitated by sharing its project plans in circulars issued in a timely fashion to the required offices and participating in monitoring and other activities organized by the project. The DEOs' and the RCs' contributions were the provision of training halls, voluntarily participation, using their network to invite participants to programs, and sharing resources. Teachers contributed by participating in training without receiving any training allowances, either for short- or long-term training, and by coming to training venues on their own. In addition, VDCs provided substantial matching funds to implement project activities in village units and municipalities.

3.1.5 Partnership and Coordination

A review of project-related literature and reports, including KIs with MOEST officials, RBPOP board members, DEOs and VDC officials, shows that project partnership and coordination were one of the

"The DSP project was managed efficiently and strongly coordinated among the stakeholders. Even though it was hard to work in such a situation, the help of the DSP field officers made it possible, and there was good coordination amongst us. We (RPs) and Field Officers would sit together and work on the same plan that we developed together."

– RP, KII, Dailekh

key factors to generate support at all levels. Inclusion of SMCs in the training and observation and involving MOEST officials (DEO, CDC, and ETC staff) in training and field monitoring were instrumental in creating a bond with the government at the central as well as at the district levels, where resource persons, school supervisors and head teachers were positive about and supportive of the project. KIIs with head teachers and local representatives also reiterated that Rato Bangala established good coordination and collaboration with the DOE, DEOs, DDCs, municipalities, VDCs, and schools. Getting support from the DOE and DEOs in project design and implementation made it easy to achieve the project's goals. The KII with the RBF Director revealed that mutual understanding between the district education team and the project team at the district level ensured the smooth running of the project, which in turn made meaningful results from project interventions possible.

3.1.6 Beneficiary Participation and Satisfaction

Review of various tools, plans, and guidelines indicated that the project used participatory methods not only for collecting and analyzing information but also for planning, implementing and monitoring together to get the desired results. As mentioned earlier, the RBPOP and the DSP include a range of partners and stakeholders, such as teachers, SMC members, head teachers, RPs, DEOs and local level authorities involved identifying needs of the school, designing project activities, implementing them and participating in joint monitoring. A number of tools and guidelines were developed, for example, for preparing and using teaching materials, grading schools, conducting Friday meetings, establishing and running child club activities, developing SIPs and so on. The DSP made joint plans with VDCs and received a dedicated budget for several years. The

During the implementation of the RBPOP-I and DSP, I travelled to many places and observed many schools. I felt that the program had great impact because of community participation, practical training packages, relevance of activities, hard work of project team and transparency. All these helped to improve the education quality of the entire community of schools.

– Former DDC Officer, KII

DSP and Narayan Municipality prepared a joint implementation plan to improve the quality of education in the respective schools.

Teachers, head teachers, SMC representatives, former and current DEOs, and representatives of local bodies commended the project for its success in building the capacity of teachers and SMCs in school management and the CCTL approach. They were found to be satisfied with project activities, particularly those designed to transform schools into spaces where child-centered teaching and learning took place.

3.1.7 Sustainability and Scaling

The evaluation findings concluded that both the DSP team and project schools have made considerable efforts to implement project initiatives and will be continued in the future.

Project activities that continued till the time of evaluation were the preparation and use of job charts by teachers and students, the formation and execution of classroom rules, the development and use of annual calendars, news sharing, the preparation of low and no-cost educational materials, the development of annual SIPs with the participation of SMCs and teachers, the incorporation of agendas in SMC meetings, interactive learning in classrooms, child club mobilization and meetings with parents. It was observed that the project's efforts had been directed towards financial sustainability through, for example, joint collaboration with local bodies and allocation of their regular budgets for child-friendly learning in schools. Five schools from Dailekh District reported that engaged in joint planning with VDCs. The best example of partnership was that 46 out of 55 VDCs provided matching fund of NRs 50,000 to the DSP to implement its various project activities in the villages.

With the change brought about by federalism and the empowerment of local authorities, generating local level resources for school improvement should not be difficult. The challenge is to continue the momentum of providing good-quality child-centered education. The evaluation team came to the conclusion that the no-cost, low-cost, and cost-sharing-based best practices of the project should continue. For example, jobs charts and classroom rules reduce teachers' workloads, freeing them from doing busy work and enabling them to do more important work. Students also become self-motivated and responsible. Because students make their own rules for their classrooms, they are more likely to follow the rules. Each classroom becomes a community that functions well. In project schools, parents are sincere about their child's edu-

cation and ready to contribute and come to school as required. The local government is responsible for education up to the secondary level. With local-level involvement, local government officials become more receptive to the needs of the school as they have a stake in their growth. Sustainable education projects such as these provide the way forward to Nepal's development.

One important component in a project plan, however, was missing in the case of the DSP: an exit policy. RBPOP Phase I, however, did have an exit plan: it formed a network of schools and provided them a matching grant as well as a specific guideline to run the network and a follow-up mechanism for a certain amount of time. The assumption in the DSP was that, after seven years of support, the RPs would continue to support schools well. However, in order to ensure the sustainability of results, there must be a project exit plan, and this has not been articulated in the case of the DSP. The KII with the MOEST suggested that the project should have exit plan for ensuring that the good work done gets continued at some level.

During the KII, the MOEST explains: The exit plan was strongly embedded in the project even though it was not documented or referred to in the project core document. The whole project was structured to have the project staff work closely with the DEO team through a monthly planning-and-reporting meeting. The field officers were co-RPs for seven years. They had joint planning meetings and visited schools together and reported together with the RPs. The plan of the project was to initially have field officers lead, and, after several years, once they were comfortable, to follow them as they did their jobs. By the end of the project period, the DEO team should have been able to take over the project. This was the model to ensure the sustainability of the changes.

Unfortunately, the combination of frequent changes of DEOs (six in the seven years of the DSP) and the RPs' need for constant supervision, which the DEOs were not able to provide as they did not all quite understand the DSP, led to questions of sustainability. The government has to take education seriously if it is to improve education. The DEOs were changed every year even after begging the government to let each remain for at least three years.

3.2 Project Indicator-Based Analysis

It is meaningful to describe project outcomes and impacts based on the log-frame analysis (LFA), project plan, MoUs with different partners, and organization by-laws. The detailed analyses are as follows;

3.2.1 Purpose

The purpose of both the RBPOP and the DSP was to improve the quality of education in all primary-level partner schools (50 schools under RBPOP-I and 513 schools in the DSP) in the project districts. As defined in the DSP project log-frame, five performance indicators were developed to meet the purpose. As mentioned in the project document, the promotion rate increased from 68.0 to 86.0 percent in 2014. The project data also shows that the average achievement level in major subjects increased from a baseline of 38 percent to 48 percent at the end of project in 2014. Similarly, tough competitive extracurricular events increased from 2 to 10 per year in 60 percent of the primary schools by December 2014, and 60 percent of primary schools maintained at least 70 percent of prescribed requirements for the CCTL approach by December 2014. The report further shows that SMC members had started to discuss CCTL approach agendas at their meetings rather than focusing only on construction and administrative agendas. Also, reports showed that SMC members and parents had started to visit schools and also to monitor school activities.

Dailekh schools did poorly in comparison to the national average, and still do so. However, the gap has been narrowed by the project. For example, the national average promotion rate was 88.5% and that of Dailekh project schools was 85.3% in the year 2015, a marked increase from its 68.9% average in 2009.

Results

Promotion rates in the schools evaluated: The outcome results of the project are as follows:

The midterm review shows that there was an increase in the overall promotion rate of grades 1 to 5 from 68.9 percent in 2009 to 71.2 percent in 2011. This rate increased further to 99 percent in the evaluation study of 2017. Studies show that the national average promotion rates in 2009 were 85.0 percent, 86.3 percent, 87.5 percent, and 85.9 percent respectively for classes 2, 3, 4 and 5.

Figure 4 Promotion Rates by Grade

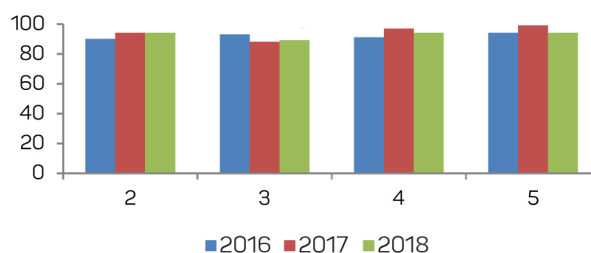
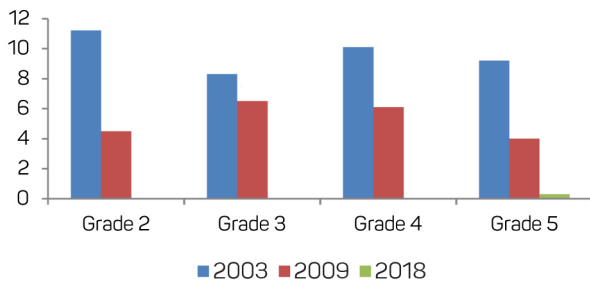


Figure 5 Dropout Rates in the Project-Evaluated Schools



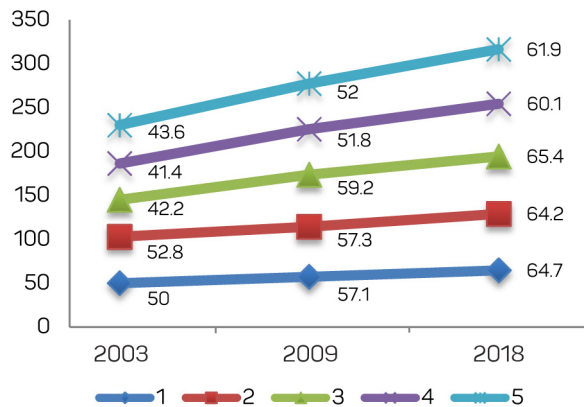
Dropout Rate in the Project-Evaluated Schools

The above bar graph shows that the dropout rate has declined in project schools. The 11.2 percent repetition rate in grade two came down to zero percent in the year 2018 in the evaluation schools. Similarly, there was a remarkable decrease in the other grades up to five. A nominal dropout percent (0.3) is seen in grade five alone.

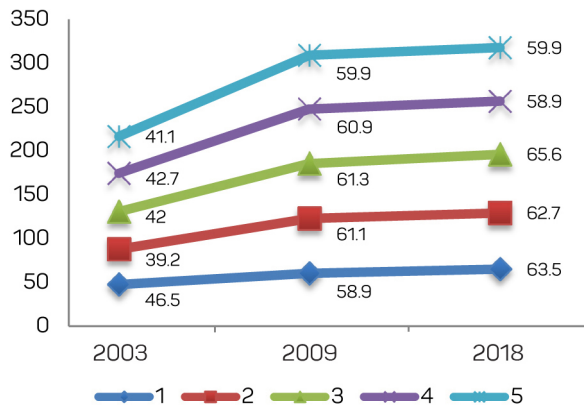
Students' Average Achievement in Major Subjects in the Project Schools

Figure 6 Average Achievement in Major Subjects in RBPOP Schools

Boy's Average Achievement



Girl's Average Achievement



Students' grade-wise average learning achievement scores assessed in 2017 were better than the scores recorded by previous project assessments in the 2003 baseline of RBPOP schools and the 2009 baseline of DSP schools. In 2009, students' average learning achievement was 38 percent. That score increased to 62.7 percent in 2017. In 2017, the average achievement scores of grade three in Nepali and Mathematics were higher than the national average achievement scores in those subjects in the NASA study of 2015 that 52 and 45 percentages respectively.

Achievement scores in 2017 indicate that students' average scores in all five main subjects ranged from 60 percent to 65 percent. In all main subjects, girls outperformed boys by a small margin. For both boys and girls, the lowest achievement scores were obtained in math and the highest in social studies.

The evaluation team concluded that the promotion rate and average achievement rate had increased in the project schools while repetition and dropout rates had decreased. Similarly, students' involvement in extracurricular activities and the focus of SMC meetings on CCTL approach-related agenda increased. In short, schools are creating better teaching and learning environment and students' enrollment has increased also.

Output 1: Interactive and Child-Friendly Facilities are in Place in All Classrooms of All Schools.

To meet the above objective related to a child-friendly classroom teaching and learning environment, the project had declared the following CCTLA indicators;

- 1. Face-to-face (F2F) seating arrangements:** It is important to replace large attached furniture and to create F2F seating arrangements in small groups for interactive teaching and improving the learning environment. F2F seating helps students learn from one another and is very helpful also for slow-paced students.
- 2. Space for moving around during teaching:** Rooms were organized with enough space where the teacher can move around and reach each student. Also students can move around and conduct hands-on activities effectively. Thus classroom have to be wide rather than long.
- 3. Carpeted floor with styrofoam:** Since sitting on a carpeted floor is not very comfortable and children can suffer from cold, Styrofoam should be placed under carpeting. Grade IV children, as a part of their local curriculum, with the help of their parents, made chakatis for younger students so they could sit more comfortably.

4. **Print-rich and attractive classroom:** The appropriate display of student's activity in the classroom indicates that children's work is respected. Students get motivated and encouraged to perform well when they see their work. Classroom instructions, classroom rules, and job charts must also be displayed in the room. Students' work must be updated regularly so every student has an opportunity to display his work in the classroom. Such exhibitions motivate students and allows supervisors to find out what is being covered in the classroom, and how the students write and express themselves.
5. **Group work:** Children generally are not interested in and do not focus when a teacher lectures from the front of the classroom. However, if the children are assigned work and asked to work with small groups of friends to fulfill a task, their learning improves markedly. Teachers who have learnt to use group work effectively will not return to seating students in rows and teaching individually.
6. **Grade teaching up to grade three:** When teachers teach different subjects in primary grades, teaching becomes difficult for teachers as well as students. Students do not get to bond with their teacher, and the teacher does not get to know the children. When grade teaching is practiced, the teacher is in the same classroom all day. This means that the teacher can use his or her time flexibly and make the classroom more productive. Teachers who grade-teach get the opportunity to understand their students better and discover their individual differences and treat them accordingly. Classroom teachers assume overall responsibility for a class and create an environment to foster the students holistically.
7. **Jobs chart and classroom rules:** Preparing responsible citizen is one of the main tasks of education. Children who are assigned age-appropriate jobs for the classroom become eager to come to class because they are given specific responsibilities and feel good about being a participating member. The teacher then is free to do more important teacher-centred work. Children used to doing jobs in the classrooms like to do chores at home too. When the teacher and the students sit together to make rules (classroom agreements), students are more likely to understand the rules and their consequences and are more likely to follow the rules. Students' participation in rule-making makes them disciplined, and the teacher can focus on developing lessons that will ensure their growth and learning. A teacher cannot teach in a rowdy, disorganized classroom. Establishing rules and giving children jobs makes the work of the teacher easier, and the learning of the children more meaningful and relevant.
8. **Use of progress reports:** Teachers were trained to evaluate students in a variety of ways. Evaluation through a continuous assessment system (CAS), assessing portfolios of children's work as well as classroom work and participation, together with end-of-term exams gives teachers rich insight into each child. A report card based on the above data is a true reflection of the progress of the child. Such a report card captures the development of each child and is an honest assessment of their work and their abilities. It is shared with parents so that they, too, can understand their children better and give appropriate support.
9. **Functioning child clubs:** In order to provide children with many other learning opportunities besides the opportunities provided in the classrooms, the project established various interest clubs for children. At least four different child clubs were expected at each school, and students got involved in the clubs every week. Child clubs have annual plans and work in an organized manner. Students in the higher grades become the club leaders, and teachers are generally the mentors.
10. **Library and resource corner:** In a district where there was very little reading material, and where most had no concept of a library or a resource corner, the project encouraged schools to establish libraries and resource corners in the classroom if there was no space for a separate library room. Libraries with scheduled periods for each student were in practice in the project schools. In some schools, students had the opportunity to borrow books every week. The importance of the existence and proper running of a library cannot be over-emphasized for the academic improvement of students. The project encouraged libraries to have a sustainability plan, a way to continue to get books every year even when the project is over.
11. **News sharing and morning meeting:** Typically teachers talk and students listen. This practice occurs all across Nepal and the developing world. However, in order to make students comfortable in speaking, they must be given the opportunity to speak. Throughout the week, students took turns sharing their news. In addition, morning meetings gave them the opportunity to share their burning issues and for the teacher to share important messages with the students. Students develop listening skills and

learn to speak in turn, something many adults have yet to learn.

12. Project work: Project work contributed greatly to helping children to develop the skills they need to work together in a group on a topic of their interest. Teachers presented a variety of topics and grouped the students and then allowed students to select a topic of their choice. Projects varied according to the location of the school, the level of the students, and the interests of the teachers and students. However, in each case, students got the opportunity to engage inactive learning and become proud of the product they created whether it was a trip book, a presentation, a song or a letter to the district administrator about a certain issue. One group of children in grade four, for example, conducted a household survey. They concluded that each household has to keep its toilet clean so that all children and family members can be disease-free. They led a rally in their village for clean toilets.

13. Management of students' belongings: Students do not generally have space to hang their bags and water bottles and generally hold them as they sit and write on cramped desks. The project supported the management of their belonging by assigning corners where their belongings could be kept or by installing hooks where they could be hung. In addition to making it more comfortable for students to do their work, this practice made students more honest. Things did not get lost as they had before because teachers started talking to students about honesty and expecting them to behave at a high standard.

Results

It is interesting that findings in the evaluation schools and the official record of Rato Bangala showed that the schools had introduced positive changes regarding CCTLA. As official statistics demonstrated, most CCTLA indicators were in place in the schools studied.

The study revealed that teachers were generally overburdened and that students were not involved in managing the classrooms or interested in study-

Training we received opened our eyes to involve students in the teaching and learning process and to use teaching materials. These things really helped to prepare proactive and responsible students. Finally it reduces the teachers' stress to manage the class and to control students.

– Head Teacher, KII, Dailekh

The use of job chart taught to us by RBPOP has been replicated by other schools in Myagdi. The scholarship program was an additional dynamic of as it attracted parents towards community school. The library set up and management instilled reading habit among the students.

– Field Officer, KII

ing. The teacher training in child-centered teaching-and-learning processes helped to improve the learning environment of schools and make them more relevant for students. The students, together with the teachers, became pro-active and began taking their responsibility seriously. Out of the 65 classrooms observed, 57 percent of the classrooms had F2F seating arrangements, 49.2 percent of the classrooms had age-appropriate furniture, 67.6 percent had carpets and floor seating, and 47.6 percent had bag-hanging spaces. A little more than one-third of the classes observed showed that teachers used individual (64.6%), pair (35.3%) and group learning activities (38.4%) in the classroom. Almost all the teachers interviewed claimed that they use interactive learning methods in the classroom such as discussion and observation. Teacher interviews indicated that they had become more sensitive to using creative methods while teaching.

All 14 schools observed had separate toilets for boys and girls but only 69.2 percent and 61.5 percent schools had urinals for boys and girls respectively. Only four out of ten schools in Dailekh and one school in Dhading (out of two) had hand-washing stations with soap. No Myagdi schools had such stations. The lack of a regular water supply meant that the toilets at a few schools were dirty during the time of observation.

The study team observed that monthly as well as annual work calendars were prepared and used in most schools. Former DEOs and RPs from the study districts and Kathmandu (due to their having been transferred) also highlighted that there was a practice of developing annual calendars engaging DEOs, RPs, teachers and parents.

Eight out of ten schools in Dailekh and two schools each in Dhading and Myagdi had carpet corners for

"Now-a-days, teachers are habituated to interact in the classrooms to ensure students achievement. Parent's visits to schools has increased, they come to collect progress reports and check school activities. Students are more regular, take proactive role in school and classroom cleaning, are more interested in extracurricular activities. There is a feeling of competition among students. Finally, school has become a learning center, student enrollment is increased while the dropout and repetition rates are decreased due to the RBPOP project."

– Head Teacher, KII, Dhading

Figure 7 CCTLA Progress in Schools



news-sharing and conducting meetings. In those schools, practice of news-sharing during assembly had been continued till the time of the evaluation.

The annual SIPs were, as reported, developed jointly by the SMCs and teachers. They covered a wide range of activities such as creating child-friendly learning opportunities, making classroom learning more interactive, mobilizing child clubs and engaging parents in different activities. Schools authorities in Dhading, Myagdi and Dailekh districts said that they prepare SIPs with the participation of SMCs, PTAs and teachers. SIPs were also physically found in many of the schools visited during the evaluation. All schools in Dailekh and two schools each in Myagdi and Dhading had developed annual SIPs for the year 2018.

According to field officers, the RBPOP took the initiative to re-form/restructure and activate VECs in all working VDCs. Most VECs incorporated some CCTLA activities and budget is allocated each year, thus making this a regular program of VDCs (now rural municipalities/municipalities).

The official record was proved by field findings. CCTLA became the turning point for each teacher to involve students in the learning process and to follow interactive ways to improve the learning of students. CCTLA was also helpful for school principals to motivate and to facilitate teachers in their respective subjects and duties.

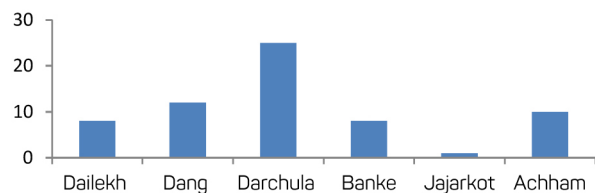
The above bar graph also shows that the schools had improved their engagement in CCTLA activities in the year 2014 in comparison with the baseline year of 2009. Similarly teachers and school families understood the importance of wide classrooms and seating arrangement. They improved F2F seating arrangements to 69.7% and space for moving around to 87.9% in 2014. Another important intervention, following classroom rules and jobs charts by students, increased to 54.5% during the project period.

Library Use and Book Corners

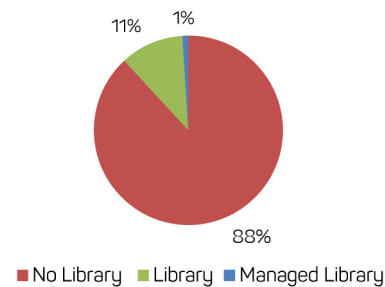
The evaluation team was impressed with the use of libraries in the sample schools. Schools either take each class to the library once a day or the teacher takes relevant books to the classroom and lets children read and discuss them. This practice is fulfilling the ideas of a P/MEC book corner since schools in Dailekh have a good situation when it comes to book corners in reality.

Figure 8 Use of Library

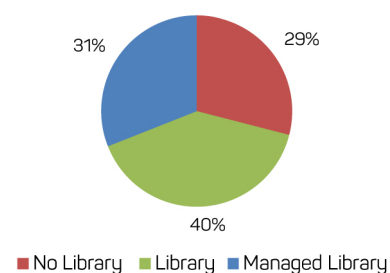
% of Having Book Corner in PMEC Report (2013)



% of Schools Having Library (2009)



% of Schools Having Managed Library (2014)



Analysis

The government evaluation report shows that performance with respect to the P/MEC indicator book corner is poor. Among six districts, one district is performing at 25% and the rest of are very poor. Only 8% of schools in Dailekh have book corners. However, this figure shows a lack of understanding in the government's processing of data. A class has a book corner if there is no library. However, 71% of schools in Daliekh have libraries and 31% have properly managed libraries. A managed library is defined as one which has a book record, management committee, book borrowing system, and every class has access as given in a schedule. In this instance, then, the government data on P/MEC is not accurate and is very narrowly defined. We can conclude that the RBPOP project did contribute to improving reading habits in the project schools even without following the government policy on book corners. The idea of a book corner is quite new in community schools and they do not have the training or support to manage it properly. A good library with adequate books of all kinds serves the students and the teachers better.

Initiating Local Curriculum and Project Work

The RBPOP project executed the ideas of local curriculum or interesting project work in primary grades. To cite an example, grade four students, with the support of skilled community members made mats from corn husks (chakati) and provided them as gifts to grade one and then used the rest for themselves. Parents, students and teachers were involved in preparing these mats. Similarly, grade five students conducted a community survey in a systematic way, covering all the households in the school catchment area. Basic and essential information, such as the number of family members, their education, water supply, food, vegetable and fruits grown, whether or not they have a toilet and whether or not it was clean were some of the information collected. Data collection, processing, analysis and presentation kept both students and teachers very busy, and students as well as teachers learned a lot about their local community. Students learned to interview and learn from real experience. The data from the various schools in the village can be combined to provide data for the whole village, and this data gives important information about the community, exposes children to the processes of research, analysis and presentation, and empowers them to take appropriate action. Both the chakati program and the household survey were developed as a part of curriculum of social studies where 20% can be designed by schools themselves.

Output 2: Participation of SMCs, Parents and Volunteers in the Academic and Management Development of the Schools

To achieve this output, the following activities were implemented by the project.

Empowering School Leaders (Leadership Workshop)

Considering that principals and SMC chair people were key authorities responsible for making changes in their schools, RBPOP focused on empowering them to run better schools. A three-day training was conducted for principals and SMC chairs for 50 schools from RBPOP Project districts. These trainings included information and skills in management, planning, team-building and resource mobilization. The training was designed so that trainees would compose a draft copy of an SIP. The drafted SIP was later shared with other members of their school and finalized before being implemented. In addition, schools in RBPOP-I received mini-grants for the development of the physical infrastructure of their schools. The money, though limited, ensured that the leaders spoke to the rest of the teachers and that they collectively decided how the money would be used. The training also entailed the signing of an MOU by each member school, the RBPOP, and the DEO. A similar process was followed in the case of the DSP, where more than 900 school leaders from 452 schools participated in the three-day workshop in Kathmandu. Developing a draft of an SIP and providing motivation classes to school leaders were major objectives of this workshop.

Parent Education

Rato Bangala believes in holistic intervention and in covering all stakeholders of the school. It values parents as important partners in supporting children while practicing an authoritative parenting style. Since parent education was initiated from

"Now-a-days, teachers are habituated interacting in the classrooms to ensure students understood the lessons and using games in teaching adds value on teaching learning. Parent's visits to school has increased, they Parents come to collect progress reports of their wards, check school activities, make sure student carries required stationary to school and neatly dressed. Students are more regular, take proactive role in school and classroom cleaning, more interested in extracurricular activities, as well as the feeling of competition improved among students. Our cluster improved in test constrictio and all these are due to the RBPOP project, student enrollment increased while the student dropout rate are decreasing."

– Head Teacher, KII, Dhading

the beginning of the project, grade teachers in the project schools in Dailekh were facilitated to use the project's parent education package and were responsible for running classes for the parents of their respective classes. Several two-hour sessions were designed for parent education classes. They took place once every two months and class teachers were responsible for handling the classes. Some motivating stories, sharing about their children, listening to parents' difficulties at home and with their child, and developing an action plan for the coming two months were the main contents of each session. The relationship between teachers and parents improved because of this event and parents also found it easier to handle their children with their limited resources at home.

Empowering SMC Members

An SMC is an important governing body of any school. It is responsible for the school's running properly. The concept of an SMC is wonderful but it is not always effective in practice. The SMC was originally a formality. Because of the lack of exposure, its members and the head teacher enjoyed activities such as construction, teacher recruitment, teacher transfer, and scholarship distribution. No one focused on the teaching-learning process in schools. After the project empowered SMCs by articulating their roles and responsibilities, the involvement of SMC members in the overall activities of schools improved greatly. SMCs started to discuss the quality of education and related agendas such as teaching and learning processes, teacher training, educational materials and evaluation processes. Their support to teachers became much better.

Joint Implementation Plan

This is an excellent tool to motivate local governments and make them more responsible about school education. The project developed joint annual plans with local governments. It helped to release budget, to structure program activities in the respective schools, and, finally, to think about the children in a holistic manner. Local governments started to budget for child club activities, for improving physical facilities in schools, for sports activities and for teaching and learning materials. Also, local governments started to schedule school visits for monitoring on a regular basis. Such joint plans were a simple and effective way to empower local governments to support schools and education.

Results

After the RBPOP's and the DSP's interventions, teachers involved parents in school activities. Parents are now conscious; they send their wards clean, provide nutritious snacks, and actively participate in their children's educational concerns. Parents are informed about ongoing school activities, the scholarship scheme and annual academic sessions. The study found that after the projects' interventions, parents are more interested in their children's education at school and this interest has resulted in establishing a more friendly and supportive environment at children's homes as well. It enhanced parents' motivations regarding their children's education. As reported, parental visits to school have increased tremendously in the study districts. Similarly, children's interest and participation in schools' curricular and extracurricular activities have increased noticeably.

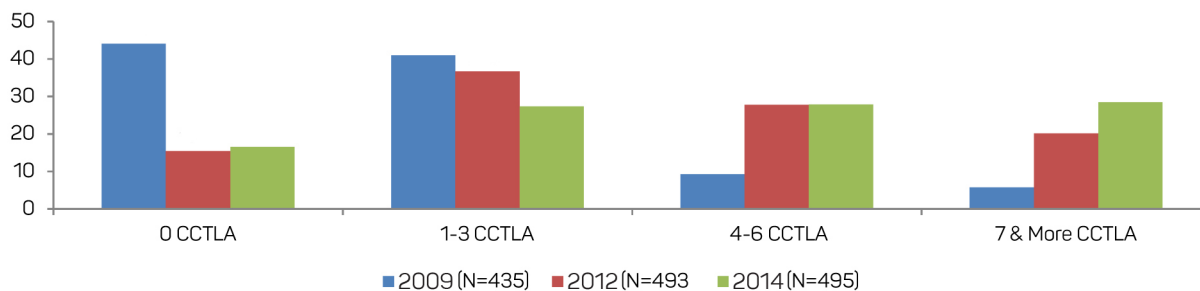
The study found that 10 of the 14 schools visited had organized at least six events such as education fairs and parent-teacher meetings to engage parents in school activities. As reported by parents, teachers and head teachers also visit parents when they collect children's progress report after examinations and discuss their performances on examinations. One head teacher from Myagdi reported that 90-95 percent of parents come to school when they are called. Similarly, one student FGD from Dailekh mentioned that parents' support had increased.

According to the DSP monitoring data, at least four joint action plans were developed and practiced till 2014 to create a CCTL environment in all schools. Primary teachers working in Dailekh were trained in parent education, and attendance in parent education classes was over 50 percent in 60 percent of primary schools. Classes on parent education were held an average four times a year in each grade. Parents are active in the development of an academic environment. Seventy percent of VECs implemented five-year village education plans till December 2013.

During the implementation phase of the RBPOP, I travelled to many places, observed many programs, thus, felt that the program had great impact because we involved the community, took initiatives, conducted programs, travel to conduct trainings in other places, teach the best practices, exchange experiences, and it all helped to improve entire education quality as a whole.

– Former DDC Officer, KIL

Figure 9 Percent of SMC Decisions about CCTLA



The above bar graph shows that SMCs did not discuss or decide to improve CCTLA activities before the project. By the end of the project period, however, there were many CCTLA decisions made in SMCs, with 27-28% of decisions being to implement between 1 and 7 or more CCTLA decisions. This data shows that no matter what the background of the SMC members is, they have the best interests of their children at heart and will make decisions that help children learn better in a child-friendly environment.

Output 3: Pro-Active Role of Students in Curricular and Extracurricular Activities Assured

Leading Curricular Activities

It is the norm to have teachers lecture to students, and students listen to them. Rato Bangala-initiated CCTLA is focused on the overall development of children and on developing their creative learning capacity. Since students were engaged in implementing local curriculum and they made chakati and conducted a household survey, they learnt much more than what is taught in books.

Initiating Education Exhibitions

Teachers and students were responsible for organizing education exhibitions in each project school through Grade V. Students organized exhibitions as a joint activity for the whole school and invited parents to observe their activities and displays that showcased their learning. In some schools, each grade organized exhibitions, and they invited their parents and students of other grades to observe. The education exhibitions provided an important opportunity to motivate students, to empower them and to develop their leadership skills.

Child Clubs

Schools that took child clubs seriously had many different activities for students, and teachers mentored senior students to lead juniors in an organized manner. Children involved in these clubs became

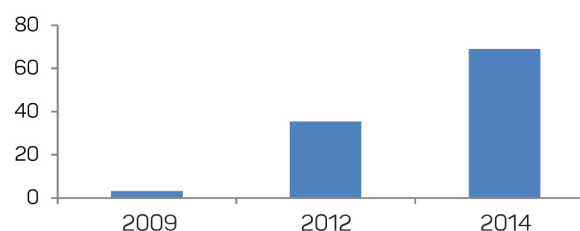
confident speakers and organizers, developed new hobbies, learnt to work together as a team and created friendships and bonds with their schoolmates. Sometimes clubs competed across schools, an activity that provided additional excitement and opportunity to learn and grow.

The clubs provided an excellent opportunity for extracurricular activities, which in turn improved the learning environments of schools. Selecting a club theme, developing an annual calendar and ensuring that the clubs were actively engaged each Friday was the job of the club leader and the teacher mentor. Membership in a club helped develop leadership as well as a sense of community.

Results

Almost all the schools (13 among 14) had child clubs and they were involved in various activities. Students, teachers, and head teachers from all 13 schools reported that schools have been giving continuity to child club activities and are playing a facilitative role in teaching and learning. According to students, the number of child club member ranges from 6 to 13 in different school. Each club selects one leader and organizes different activities such as quiz competitions, telling about child rights, organizing other extracurricular activities and supporting school functions. Similarly, all 14 schools observed by the evaluation team had continued extracurricular activities. It was also reported that teachers work together with students and prepare rules for these activities. As a result, teachers have

Figure 10 % of Schools Having at Least Two Child Clubs



developed confidence in teaching and learning and have established good relationship with the students. Almost all schools had (98.4 percent) space to display students' work.

Of the 14 schools visited, child clubs were active in 13. Participants in most of the FGD discussions with students mentioned that students and teachers used libraries and reported that schools had carried out child club activities till the time of survey (2018). According to teachers, child clubs have encouraged students to conduct various activities and stay busy doing constructive activities. As reported by teachers and students, the project schools have regularly organized extracurricular activities such as games and sports, quiz contests, debates and so on Fridays.

The organizations' 2014 report shows the following record about child clubs in the project schools.

Analysis

The bar graph shows that the schools had hardly any child clubs before the project started. Teacher training and other activities conducted by the project helped to initiate child clubs because teachers realized the importance of child clubs and also learned about child club mentoring and mobilizing ideas.

Output 4: District-Based Teachers and Like-Minded Stakeholders Capacitated to Manage the CCTL Approach in All Schools

Teachers were tasked mainly to achieve this objective. They received different training packages in order to enable them to practice their child-centered teaching skills in the classrooms and schools.

Skill Development Training for Primary Teachers (SDTPT)

The preparation of lead teachers was an important activity of the project. Lead teachers were prepared to facilitate cluster meetings and also to help other teachers in their respective subject areas. The plan was to prepare 350 lead teachers in different subjects so that there would be one such teacher in each cluster. However, the project was only able to train 60 lead teachers in all the clusters in all of Dailekh. The 60-day training at Rato Bangala prepared the lead teachers to use the CCTL approach and implement it properly in the classroom and providing effective support in schools. They were subject specialists and supported their friends in schools and cluster meetings.

Short Term Training for Primary Teachers (STTPT)

RBPOP-I trained two teachers in every school and expected these teachers to effect change in their schools. However, it soon realized that this was not the way to go for two main reasons. The teachers who were trained were impatient with the other teachers' lack of knowhow, and the rest of the teachers felt that since the particular teacher had received training, he or she should do the work and not them. Therefore, it was not possible to have a cascade model in these schools.

The DSP attempted to train all teachers of a particular school at the same time. This was important for team-building and learning from each other. The key focus of this training was to provide the participants with technical know-how on child-centered teaching methods in the classrooms so that students could learn practically. A total of 1965 primary teachers participated in this training and received basic materials such as charts, globes, maps, children's literature, puppets, and some math material to implement the training skills in the classroom. The STTPT package was divided into three parts. The first part was a three-week F2F training with assignments for four months of self-learning and guided implementation. The second section was a seven-day F2F training and assignments for further work and maintaining a portfolio in the classroom. The final phase was a certification program after they completed all their assignments. Those who completed the requirement were certified jointly by Rato Bangala and the DEO. The whole process of content delivery and practical implementation was inspiring for participants. Rato Bangala, in line with its philosophy of child-centered education, ensured that all children received a teacher trained in the five-month STTPT package. Motivated teachers started to implement skills and ideas from the training in the classroom. They started by making job charts, implementing classroom rules and engaging with students in a friendly behavior. They started to involve students in teaching activities that they had designed and used appropriate materials. Better classroom management and cleanliness were initial changes in the schools.

Youth-to-Youth-to-Child Program (YYCP)

Preparing local youths as an alternative teaching force.

To ensure that the teaching calendar was not disrupted when teachers went for face-to-face training for three weeks, a Youth-to-Youth-to-Child Program (YYCP) component was added to the DSP and

implemented within the first year. Eighteen Rato Bangala graduates formed the core of this program. They participated in the training-of-trainers session offered by Rato Bangala Foundation, which comprised developing a training plan as well as a “lesson ideas” booklet to give to local youths in Dailekh. Each school in Dailekh was asked to send a list of volunteers who would teach in schools when their teachers were at the training. The number of volunteers equaled the number of teachers that came to the training. In all, 1,861 youth participated in a three-day training that capacitated them to teach in the classroom for three weeks when the teachers were receiving their training. They were provided with books and lesson ideas.

Friday Meetings

Three times a month, Friday meetings were held at 1 pm in each school. The agenda for this meeting was administrative as well as pedagogic. After taking care of administrative issues, teachers planned their lessons for the following week. The teachers and never had the time to work together before, and this provided a good bonding opportunity for them. Teachers shared difficult situations and received feedback and suggestions from their colleagues. FGD respondents in the DSP explained that they had benefited from the closeness they had developed and were able to plan better for the coming week as well as discuss the special needs of children in the schools.

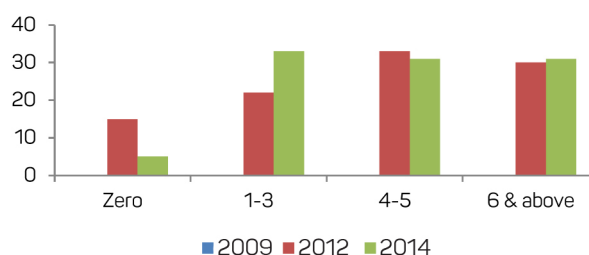
Cluster Meeting

All the schools within a particular RC were divided into clusters for ease of access. There were usually 5-6 schools in a cluster, and they could reach each other within an hour. Cluster meetings, which were held once a month in subject teaching groups, helped teachers get the support they needed in their content area. The agenda of the cluster meetings comprised a brief presentation by the host school followed by the participants’ splitting up into their own subject group meetings. Teachers teaching more than one subject participated in the subject that they were more concerned about. Subject-related problems that were not solved in the cluster meeting were then addressed by an expert teacher upon request.

Results

Lead teachers supported cluster meetings when they were present and helped their colleagues solve any problems they might have had. They were also good ambassadors for creating child-friendly school environments in their schools. They led the Friday meetings in their respective schools.

Figure 11 Percent of Cluster Meetings in the DSP



All the teachers who had received the STTPT training changed their classroom environment from traditional book learning and regular initiation and started involving students in the teaching and learning processes. Kils in Dailekh reported that students love to go school and that they like their teachers. Similarly, teacher informants in Myagdi and Dhading also said that students are act more responsibly, clean their classrooms, wait for their turn to speak and work well in groups. During his KII, one principal in Dailekh explained that teachers are better prepared in their daily plans and that they are more motivated towards their daily duties.

Cluster and Friday meetings helped teachers update their skills, formulate ideas and take initiatives. During his KII, this same principal said that teachers were happy and excited to share their experiences in meetings and were prepared to participate. He added that cluster meetings played a role in refresher training as groups of subject teachers discussed specific topics in their subjects.

During his KII, a lead teacher in Dailekh explained that the cluster meetings were discontinued because of the distances that had to be traveled and lack of budget for snacks. However, teachers agreed that such meetings were effective for sharing their learning. A few teachers shared that continuing the meetings was a challenge as there was no monetary support or incentives of any kind. The DSP, however, feels that the teachers should be motivated enough to have meetings and use their own money to purchase a simple snack. If this does happen, such commitment will then be the success of the DSP, and the success of Nepali education.

According to the organizations’ internal report, Friday meetings are still held in the schools and are effective.

Analysis

The above graph shows that almost all the schools held cluster meetings in the year 2014 BS. The number of meetings ranged from one to over six. The percentage of schools that held cluster meet-

ings was zero in the year the project started. Not schools are not able to hold cluster meetings because of the distances that they have to travel and financial constraints on the purchase snacks. Schools which were motivated and took leadership continued the cluster meetings.

Output 5: Lead Schools Developed for Wider Replication

Another important project component was developing lead schools from which other schools could learn. Lead schools are those that have a strong SIP and follow it properly.

SIPs Applied in All Lead Schools

An SIP is as a major tool to improve a school. All lead schools must develop five-year and one-year SIPs and follow them properly. SIPs deal with school-wide activities and focus on improving the overall situation of a school and students' learning achievements. During the project period, most schools had SIPs and had made their implementation a priority. Most of the schools visited by the evaluation team reported that developing a SIP and following it had made it easier for them to complete their annual plans effectively.

Open-House Exhibitions

According to KIs, lead schools were required to organize at least one open-house exhibition every year but they could organize exhibitions more often if they wanted to. Head teachers said that they had organized grade-wise exhibitions during the year and thus had had up to five or six exhibitions in a year. Such exhibitions were an interesting event to attract parents and even government officials to the schools. The exhibitions helped increase students' creativity and hands-on skills. They developed team spirit and kept them engaged. Class teachers got an added opportunity to shift their traditional ways of teaching to more creative and practical teaching with intense student engagement.

CCTLA Indicators Applied in Schools

Another key requirement for lead schools was to fulfill at least 12 of the total 16 CCTLA requirements. Basic requirements such as clean school premises, drinking water facilities, and toilets for both girls and boys were mandatory. Besides these, lead schools had to be able to run a library meeting the required conditions, mobilize child clubs, involve parents in the activities organized by the school, reduce dropout and repetition rates, and increase student achievement. An engaging and welcoming teaching and learning environment and an improved school

Teachers, SMC members and many other visitors from within and outside the district often visit our school after receiving Lead School award by DEO. Sometimes we have hard time to manage crowd of visitors who want to meet and talk to us. The credit for this goes to RBPOP. Their support in teacher training, classroom management and some support to library and school facilities helped a lot to us."

– Head teacher, KI, Dhading

culture where each stake-holder is respected and empowered is the ultimate goal. Lead schools took the indicators sincerely, prioritized them and worked towards achieving them. They improved the overall school environment, motivated parents and SMC members, and enhanced the physical facilities. Finally, output indicators such as dropout, repetition, and promotion rate and average achievement levels also were to show an improved trend.

Results

One lasting impact of the RBPOP and the DSP is that several schools supported by the project have emerged as lead schools in the districts. One school each in Myagdi, Dhading and Dailekh that the evaluation team visited reported that they had been awarded as lead or best schools in the district by the government because of the child-friendly learning environment and good academic performance of school children.

Schools visited in Dhading, Myagdi and Dailekh informed the evaluation team that they prepare SIPs with the participation of their SMCs, PTAs and teachers. SMC documents were found in the schools visited during the evaluation. All the schools in Dailekh and two schools each in Myagdi and Dhading had developed annual SIPs for the year 2018. In some schools and classrooms (29.2 percent), teachers had used locally made education materials such as charts, pocket charts, maps, pictures and flowers to decorate classrooms. Teacher and student FGDs and head teacher interviews also reported that teachers do prepare and use such educational materials, but that this practice was declining in the study schools.

According to the teachers and head teachers interviewed, the concept of an open-house exhibition excited the students and helped engage them in different activities. Parents were able to enjoy the learning of their children, and themselves learnt through their participation. Through such activities, students became more responsible towards their assigned duties, developed managing skills, learned to lead, and developed organizational skills. The establishment and running of libraries has changed the reading habits of children, it was reported. The RBPOP and the DSP supported the establishment

of libraries and donated many books. The schools had bookcases and library cards, and students from child clubs managed the libraries under the supervision of a teacher.

During their KIs, former RBPOP field officers stated that most of the CCTL activities, along with the required budget, are provisioned for in most of the VDCs. However, local government bodies have not assured the continuation of these activities in the recently changed rural municipalities.

During teacher FGDs in Dhading and Myagdi, school teachers mentioned that some of the activities implemented in their schools were practiced by schools in their surroundings which had not been included in RBPOP Phase I. Activities such as F2F seating arrangements and job charts, they claimed, were activities that were effectively replicated even if the depth of understanding of these practice might not have been the same.

Conclusion

The overall experience provided a set of insightful ideas and knowledge. The project was designed with the focus on process indicators such as improving school and classroom environments, teacher-student relationship, SMC's role in ensuring the quality of education, and parental involvement in supporting their children at home as well as at school. The most important component of the project was the teaching and learning methodology, and the teach-

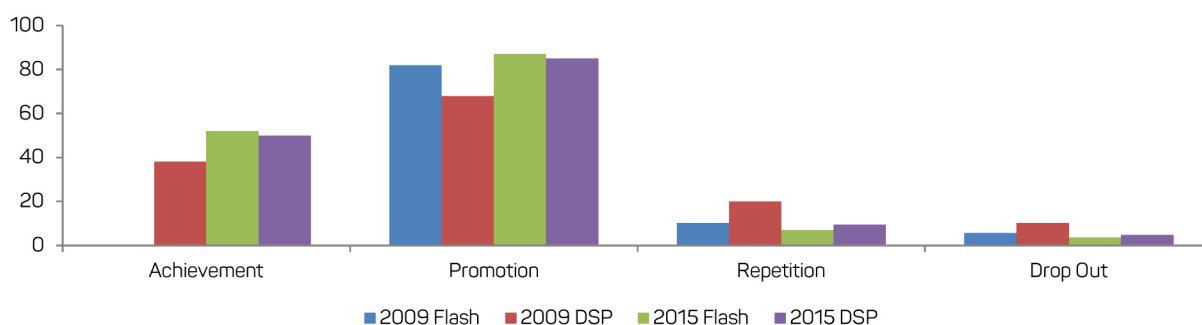
ers were the focus of the training. Child-centered teaching practices helped teachers change their attitudes and work for the benefit of the children.

Dailekh was a poorly performing district before the project was introduced, and its performance is still low compared to the national average. Therefore, comparing the present status of internal efficiency with the national average does not make much sense. But it is encouraging that the gap between the district-level average and the national average is now smaller than it was at the time of project implementation.

In 2009 there was a big difference between the national average and the average of the project district. This difference was smaller in the year 2015 and the district's level of internal efficiency had improved. There was significant improvement from the baseline data collected at the time of project implementation. The national average for promotion rates increased from 81 percent to 88.4 percent while the district average increased from 68.9 percent to 85.3 percent, an increase more than double that of the national average during the same time period.

Finally, schools are cleaner, teachers are aware of their duties and students are responsible about classroom safety, homework and other daily activities. As a result of changes in processes and managerial activities, the internal efficiency and average achievement of students have increased in the project schools.

Figure 12 Comparison of Internal Efficiency





Chapter 4

Discussion, Analysis and Recommendations

4.1 Discussion and Analysis

This chapter discusses the various aspects of field observations that were analyzed and synthesized as major parts of the study.

The current study shows that there is strong evidence which reflects the need for having a program such as this to support the government in achieving its educational goals as laid out in the School Sector Development Plan (SSDP) and the Sustainable Development Goals (SDGs) for Nepal in its bid to achieve middle-income country status by 2030. The design of the project is unique. Indeed, it was the first of its kind in Nepal's education sector.

The project was designed to embrace participation from the entire set of stakeholders in school education. Engaging local leaders and parents and sensitizing them to seek improvement in CCTLA activities as per their local settings was a key success of the program, particularly given that it was accomplished in a fragile political situation.

The DSP built upon experiences drawn from RBPOP-I, working with 50 selected schools in five districts. It learnt in the first phase that the project should concentrate all its efforts and resources in one particular district and cover all the schools in that district in order to have a greater impact.

Project literature, field data and KIs show that the implementation of RBPOP-I and the DSP had very positive impacts in terms of both strengthening the system at the district level as well as improving CCTLA learning outcomes. Forming/re-forming dysfunctional VECs and making them active, sharing progress and planning with DEOs, working with RPs and Ss, and making SMCs more responsive towards child-centered practices in the agendas of their meetings were all great accomplishments.

These projects helped reshape the aspirations and the image of teachers and public schools.

The study showed that teachers became child-friendly and offered to facilitate their learning through interaction, games, practical observation and examples—all activities from which children learn more easily than they do from traditional teaching methods. In brief, teachers started to get students actively engaged in the teaching and learning process. Teachers are now more prepared than they were before and were found to be so also during the survey year. A few teachers mentioned that the Early Grade Reading Program (EGRP) delivered different training, and that this training had created confusion. Thus, they said, they had decided to adopt whichever practice was easier for them. The coordinated and collaborative approach of both phases of the RBPOP brought together all stakeholders, from DEOs to school communities, into a cohesive team. They all struggled to redefining the public education system and re-designing the image of teachers and schools as students learn more if their overall development is the focus rather than a narrow vision of learning which comprise only textbook learning to pass tests. The application of interactive and child-friendly methods in the classrooms of the study districts was effective as this approach motivated everyone. This was the approach taken by both the RBPOP and the DSP in the districts. Most people reported that the intensive approach adopted was very effective and practical. However, a few reported that it was laborious and hard to follow. The cluster meetings of teachers aided by a senior teacher were instrumental in promoting mutual learning and overcoming hurdles.

A positive classroom environment, achieved by measures such as F2F seating, use of job charts, rules made by teachers and students together,

unique ways of taking attendance, and project work have continued till the survey time. The use of carpet areas, classroom libraries, exhibitions and parent gatherings have also continued till date.

Overall, the effectiveness of both the RBPOP and the DSP were also found in a number of achievements.

Students' grade-wise average learning achievement assessed in the 2018 evaluation showed that students' learning achievements had improved compared to the learning achievement scores recorded during previous project assessments, namely the baseline surveys of RBPOP-I and the DSP in 2003 (BS) and 2009 (BS) respectively. In 2009, students' average learning achievement was 38%; that figure increased to 62.7 % in 2017 (BS) in DSP schools. The achievement scores of grade 3 in 2017 (BS) in Nepali and Mathematics were higher than the national achievement scores of the NASA study 2015 (BS), which were 52 percent and 45 percent respectively.

4.1.1 Student Dropout Rate

The student dropout rate showed a declining trend between 2003 and 2009 and continued to decline to 2017. Specifically, student dropouts rate for grades 2, 3, 4 and 5 were 11.2 percent, 8.3 percent, 10.1 percent and 9.2 percent in 2003, and had declined to 4.5 percent, 6.5 percent, 6.1 percent and 4 percent respectively in 2009 during the end-line survey of RBPOP-I project schools. It further declined and came to nil in grades 2, 3 and 4 in 2017. Only in grade 5 was there a small proportion of student dropouts (0.3%) in 2017. According to Flash Report 2009, the national average dropout rate for grades 1 to 5 was 6 percent and it dropped to an average of 3.9 percent in the year 2015. This comparison shows that the evaluation schools in Dailekh District performed better than the national average. In contrast, Dailekh District as a whole had much worse figures than the national average. That said, the gap has been reduced significantly, largely on account of the project's intervention.

4.1.2 Class Repetition Rate

The evaluation team found a meaningful decrease in the repetition rates of the DSP project schools. The national average rate of repetition for grades 1 to 5 was 12.1 percent in the year 2009 and declined to 7.6 in the project phase-out year, 2015. During that same period, the district average repetition rate of grades 1 to 5 declined from 20 percent in 2009 to 9.7 percent in 2015. The additional effort

of the project must have created a positive environment for teaching and learning in the schools.

4.1.3 Class Promotion Rate

The midterm review shows that there an increase in the overall promotion rate of grades 1 to 5 from 68.9 percent in 2009 to 71.2 percent in 2017. This rate rose further to 92.4 percent in the evaluation study conducted in 2017 (2018). The study found that the national average promotion rate was 81 percent in 2009 and that it increased to 88.4 percent in the year 2015. The promotion rate in the project district increased three times more than the same rate did at the national level. It is clear that the project's interventions helped bring about this increment.

4.1.4 Increase in School Days

On average, the project schools that the team evaluated opened for 212 days in 2017. Klls also reported that project recommended that schools run a full day of activities Fridays also. After that some schools did begin to continue classes till 4 p.m. in Friday. The government then took up this issue, and now it has become a policy. The schools that were studied have their morning assembly by 9:45 a.m. and start classes at 10 a.m. Other schools start their morning assemblies at 10.00 a.m. and start classes by 10.20 a.m.

During the evaluation team's observation of the schools it was noted that teachers come before 10 a.m., by 9.30 a.m. or 9.45 a.m. and leave the school much after 4:15 p.m., after a daily review meeting. The mid-term review also showed that teachers taught for the whole period whereas in the past they used to leave the classroom before the period was over.

4.1.5 Engagement of Teachers and Students in School Activities

The RBPOP-I final evaluation report and the DSP year one progress report published in 2016 showed that about 50 percent of schools in Dailekh had formed child clubs. The project LFA (2016-2014) Output 3 has targeted to "form at least two child clubs in each school and functioning at least two activities in their own thematic areas in 90% schools". This drive has been continued in almost all schools (13 out of the 14 schools visited) till the time of this evaluation. Similarly, all 14 schools observed by the evaluation team had continued extracurricular activities. Child club activities are included in annual calendars and calendars are followed sincerely. Senior students take the lead and teachers work as mentors of each club.

4.1.6 Mainstreaming the Project's Interventions

During both phases of the project implementation, data obtained from the project schools were shared and discussed among the team, including DEOs, project teams, RPs and head teachers, to promote further improvements in the schools. Regular field visits to the schools were organized by field officers and RPs. These visits focused on the CCTLA approach to learning. Field officers and RPs then supported teachers in achieving their goal of creating child-friendly classrooms. This modality helped sustain the best practices throughout the project period.

The DSP and the RBPOP were successful in supporting poorly managed community schools as per the RBF's theory of change that hypothesized that supporting poorly managed community schools with low resources would improve their educational performance. The project, despite having exited four years ago, was successful in maintaining some key activities that were effective during the project period. There has been a steady improvement in the education indicators of the project schools, such as reductions in student dropout and failure rates and increased in students' learning achievements and promotion rates. The schools have transformed themselves into fear-free environments through improved interactions among children, teachers and parents. All the KII participants commended the major interventions of the projects and their positive changes in community schools. The activities most lauded in the DSP included CCTLA training for teachers, leadership training, initiating local curriculum, and supportive monitoring in collaboration with RPs. However, respondents said that there was room for further customizing teacher training to provide support to improve the hygiene and sanitation of the schools.

The study team also found evidence of the indirect influences of the project in the communities of the study district. During RBPOP Phase I, some of the schools in the districts were recognized as model schools and other schools from neighboring districts were encouraged to visit those model schools to learn and apply some of the interventions. Teachers and head teachers also reported that other schools in the districts used job charts, classroom rules, F2F seating arrangements and other things they could apply by themselves. The concepts of making schools clean and fun for students were also established in these communities. SMC members, head teachers and teachers also realized that students learn a lot from each other during group work. Having students manage a supply of drinking water by assigning to fetch water from nearby source and maintaining the cleanliness of toilets are now practices well ingrained in the management and students of these schools.

Finally, that fact the project concept is in line with the government's core document and annual plans was a main factor in the mainstreaming of the project. The development of a joint action plan with DEOs supported its effective implementation, as this allowed the DSP team and the DEO team to work together from the beginning of the project. "Doing the doable" in education using local resources also helped mainstreaming project activities within the national curriculum framework. The meaningful space that was provided for government officials in each layer of the project facilitated the incorporation of ideas into the government's plan and the mainstreaming of those ideas into the education framework.

4.2 Recommendations

The study team found that the RBPOP and the DSP programs were well received by all stakeholders, including parents. All the activities of the project were regarded as "effective, motivational and practical." Many of the activities introduced by the project were continued in the districts even after the project closed. However, the continuation of such activities varies from one school to the next because of frequency of regular monitoring and the enthusiasm and discipline of school leaders.

The following recommendations were made regarding the development and replication the RBPOP project in the future:

- i. The impact of a holistic approach is ultimately seen in the teaching learning outcomes. Given the changed structure of Federal Democratic Nepal, it is recommended that the RBPOP's future programs be designed focusing on good-quality education in partnership with provincial and local governments in order to ensure that changes are sustainable.
- ii. Practical training packages should be designed to ensure that education is holistic and RBPOP should work with rural municipalities and municipalities so that they can take active part in the implementation of that project in coordination with RBS/RBF.
- iii.
 1. The important work done in teacher training and supervision should be included in the government's EMIS.
 2. Making practical SIPs should be used as an exercise to train SSs and elected officials working in education so that they understand the importance of SIPs and are able to train every school to develop a practical SIP focusing on child-centered learning.

- iv. Segmented training packages are practical as they combine theory and practice. It is recommended that the reduced F2F segment be introduced in coordination with an extended period of guided practice teaching. New teachers are more educated and qualified than older teachers and can combine pedagogy with practice in the classroom and thereby become effective teachers.
- v. Empowering local youths as supplementary teachers was a new idea implemented in the DSP, and it is recommended that this approach be continued in partnership with local governments so that youths can be mobilized as “nagar shikshyak” and experience volunteerism and service to the community first-hand.
- vi. The RBS’s approach and modality have proven to be effective in ensuring child-friendly education in project districts. If MOEST were to use this model in pursuing its goal of good-quality school education, there is a great possibility that Nepal would fulfill SDG 4 and that good-quality education could guide the country towards the path of development.
- vii. This model of PPP is laudable. RBS could collaborate with the government and other institutional schools in expanding and replicating this model to other parts of the country.
- viii. The RBPOP should try to get official recognition of the teachers’ training it offers with the CEHRD.
- ix. An exit plan should be designed to lay the groundwork for sustainability after phasing out a project.

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Annexure I

List of activities implemented during the RBPOP and DSP period

1. Empowerment and exposure for school leaders in wider network
2. School leaders' workshop on SIPs
3. Empowering district education family
4. Facilitating school management committee meetings towards CCTLA decisions
5. Informative office set-up
6. F2F seating arrangements and age-appropriate furniture
7. Classroom set-up where teacher and students can move around and work in groups
8. Supporting teaching and learning materials
9. Developing lead schools
10. Establishing school libraries and book corners
11. Supporting science materials for lead schools
12. Establishing resource corners in schools
13. Teacher training short-term (STTPT)
14. Formation of village education committees
15. Providing mini-grants for improving school facilities
16. One-day-one-school program
16. Youth-to-youth-to-child program
17. RBS student volunteer program
18. Teacher training, long-term (SDTPT)
19. Teacher follow-up training (3 days and then one week at the project site)
20. Educational exhibitions in schools
21. Friday meetings of teachers in their own schools
22. Cluster meetings: subject teachers meeting at the cluster level
23. Support for the evaluation and examination systems of schools
24. Developing audio textbooks for all grades, 1-10
25. Supportive monitoring and supervision
26. Child clubs formation and mobilization
27. Parent education classes
28. Classroom rules for interactive teaching and learning in the classroom
29. Job charts for better management of classroom
30. Local curriculum implementation program
 - a. Local community household survey (HHS)
 - b. Chakati program
 - c. Kagati program
31. Network formation and continuity of project work
32. Matching grants for networks
33. Scholarship support for needy students
34. Mobile meetings and students' competition programs in network schools

Statistical Report Prepared by Project Team Internally

Table 1: Promotion Repetition and Dropout by Resource Center

Resource Center	Year														
	2009			2010			2011			2012			2013		
	P	R	D	P	R	D	P	R	D	P	R	D	P	R	D
Naumule	69.1	20.8	10.1	69.5	18.0	12.4	80.9	10.0	9.1	80.3	14.8	4.9	91.1	7.0	1.9
Bestada	60.2	28.8	11.0	65.5	24.1	10.4	72.6	16.2	11.2	68.1	22.7	9.2	69.6	23.4	7.0
Narayan	78.0	12.6	9.4	77.0	13.9	9.1	80.2	11.1	8.7	78.4	13.5	8.1	86.9	5.5	7.6
Tilepata	61.5	18.0	20.5	65.0	21.0	14.0	71.5	15.7	12.9	68.9	26.9	4.1	91.0	4.6	4.5
Jorebanjh	67.6	28.7	3.7	69.7	26.9	3.4	75.1	18.7	6.2	74.9	23.1	2.0	83.8	9.5	6.7
Chamunda	72.6	14.6	12.8	71.8	11.9	16.4	81.0	10.4	8.7	80.8	10.9	8.3	81.0	12.6	6.4
Sermacot	65.8	29.8	4.5	67.2	30.4	2.5	78.7	17.9	3.4	74.7	20.8	4.5	93.5	4.4	2.1
Dullu	73.7	21.0	5.4	75.2	19.0	5.8	79.2	9.8	11.0	89.2	7.8	3.0	94.0	4.5	1.5
Lakandra	62.2	24.3	13.4	69.9	20.4	9.7	74.5	23.7	1.8	70.9	26.1	3.0	78.8	13.7	7.5
Malika	64.8	13.1	22.1	67.2	14.0	18.8	78.1	18.4	3.5	84.0	12.4	3.6	87.0	11.0	2.0
Khorigaira	76.7	19.7	3.6	78.0	18.1	3.9	84.8	12.2	3.0	86.8	8.9	4.3	87.4	5.9	6.7
Ratikhola	62.9	20.2	16.8	67.7	18.4	13.8	74.6	21.4	4.0	77.9	20.6	1.4	75.4	16.2	8.5
Total	68.9	20.0	11.1	70.9	18.6	10.5	77.9	14.5	7.6	78.7	16.3	5.0	85.3	9.7	5.1

Note: P = Promotion Rate; R = Repetition Rate; D = Dropout Rate

Table 2: Average Achievement Level of the Students in Major Subject by Resource Center

Resource Center	Year				
	2009	2010	2011	2012	2013
Naumule	39.0	39.8	45.0	48.5	56.9
Bestada	38.9	40.8	48.5	47.3	50.8
Narayan	40.3	43.1	45.4	44.7	50.0
Tilepata	41.0	43.3	41.5	42.0	44.7
Jorebanjh	38.3	40.8	41.2	43.1	50.0
Chamunda	38.4	41.3	55.0	45.6	42.2
Sermacot	37.4	36.8	44.3	42.6	54.1
Dullu	37.9	40.2	41.7	42.8	51.5
Lakandra	39.0	40.5	41.6	41.5	39.5
Malika	38.6	38.8	43.7	43.0	54.0
Kharigaira	37.0	39.3	46.1	46.5	48.8
Ratikhola	35.5	39.8	44.8	49.8	56.9
Total	38.5	40.5	45.2	44.8	49.9

Table 3: Percentage of School Maintained the CCTL Activities by Year in All School

	Year					
	2009	2010	2011	2012	2013	2014
Print rich and attractive classroom	2.3	28.9	43.0	40.0	48.1	44.4
Group work	9.4	43.4	51.1	55.2	48.1	70.8
Peer work	8.5	37.8	45.6	49.4	39.2	69.4
Individual work	58.9	78.3	80.3	78.5	75.6	81.9
Use of teaching materials	11.5	55.0	59.6	72.3	66.9	77.8
Grade teaching	3.0	21.7	34.7	37.8	42.2	43.1
Use of progress report card	0.5	1.7	10.1	14.7	17.0	12.5
Carpet floor	1.6	28.7	41.2	51.2	60.8	79.2
News sharing and morning meeting	0.9	21.1	26.2	32.7	21.0	29.2
Project work	0.5	9.9	27.0	44.4	42.4	31.9
Long term observation	0.0	2.9	11.2	12.5	7.3	8.3
Face to face sitting arrangement	6.7	53.9	68.6	61.8	69.7	76.4
Space for moving around during teaching	34.3	70.9	81.7	88.0	87.9	97.2
Classroom rules	1.8	30.6	46.0	51.0	54.5	55.6
Functioning child clubs	3.2	52.7	35.3	59.8	61.2	76.4
Use of library	0.5	3.7	6.1	12.0	30.7	75.0
No of schools	435	484	493	502	495	72

Table 4: Percentage of School Follow CCTL Based Classroom Layout by Resource Center

Resource Center	Year					
	2009	2010	2011	2012	2013	2014
Naumule	0.0	21.7	28.9	72.3	77.1	16.7
Bestada	0.0	3.0	12.1	31.3	59.4	66.7
Narayan	7.3	60.5	72.1	93.0	97.7	0.0
Tilepata	0.0	17.8	18.0	28.0	53.1	16.7
Jorebanjh	0.0	3.4	24.1	79.3	93.1	16.7
Chamunda	0.0	4.3	33.3	49.3	79.7	83.3
Sermacot	0.0	65.4	69.2	92.3	100.0	66.7
Dullu	0.0	19.2	13.2	32.7	40.0	100
Lakandra	0.0	22.7	25.0	83.7	63.8	66.7
Malika	0.0	18.8	59.4	100.0	90.6	100
Kharigaira	0.0	30.3	44.1	37.8	55.9	0.0
Ratikhola	0.0	29.0	48.4	83.9	96.8	33.3
Total	0.7	22.9	35.1	62.0	73.1	47.2

Table 5: Percentage of School Having Status of Library

Types of Library	Year					
	2009 (N=48)	2010 (N = 232)	2011 (N=322)	2012 (N=349)	2013 (N=350)	2014 (N=350)
Separate room	6.7	7.9	11.5	26.1	36.5	33.3
Box library	77.8	64.3	60.2	51.3	41.7	19.4
Cartoon library	6.7	5.3	11.2	13.1	11.2	6.9
String library	8.9	24.7	16.8	9.5	7.5	4.2
Other	0.0	2.8	-	-	3.7	12.5
No of schools	45	227	322	337	348	72
Number of books						
1 – 49	53.2	27.0	31.0	36.6	15.7	1.9
50 – 99	14.9	36.3	33.2	28.4	22.1	7.5
100 – 149	10.6	8.4	12.1	12.8	4.8	3.8
150 & more	21.3	28.3	23.6	22.3	57.4	86.8
No of schools	47	226	313	328	331	53
Mean	70	102	115	118	263	299
Library management committee	0.0	8.2	19.2	11.7	16.4	20.0
Having librarian	2.1	1.7	4.3	3.2	3.0	3.8
Daily schedule	4.2	13.4	21.2	46.1	63.9	60.4
Catalog system/complete list	52.1	62.5	68.2	80.2	84.6	79.2
Student borrow books	68.8	73.7	73.9	77.7	80.7	64.8

Table 6: Percentage of SMC Actively Participates in SMC Meeting by Resource Center

Resource Center	Year					
	2009	2010	2011	2012	2013	2014
Naumule	2.3	2.2	35.6	38.3	39.6	50.0
Bestada	3.1	12.1	42.4	43.8	50.0	66.7
Narayan	4.9	16.3	48.8	30.2	37.2	16.7
Tilepata	27.0	46.7	36.0	10.0	4.1	33.3
Jorebanjh	24.1	48.3	0.0	0.0	0.0	16.7
Chamunda	3.6	1.4	26.1	9.9	21.7	83.3
Sermakot	8.0	23.1	69.2	57.7	73.1	50.0
Dullu	4.9	28.8	24.5	0.0	0.0	83.3
Lakandra	30.8	34.1	14.6	28.6	14.9	66.7
Malika	14.3	18.8	53.1	78.1	56.3	66.7
Kharigaira	3.0	18.2	50.0	32.4	17.6	50.0
Ratikhola	6.5	16.1	19.4	9.7	9.7	16.7
Total	10.6	20.9	33.5	25.1	24.4	50.0

Note: The information is not furnished in number of CCTLA based decision and no. of implemented decision In Dullu resource center in year 2012, 2013 and 2014

Table 7: % of School Having at Least 2 Child Clubs Functioning at Least Two Activities in Their Own Thematic Areas

Resource Center	Year					
	2009	2010	2011	2012	2013	2014
Naumule		71.7	68.9	80.9	56.2	83.3
Bestada		81.8	78.8	93.8	96.9	83.3
Narayan		60.5	23.3	90.7	83.7	50.0
Tilepata		42.2	14	32.0	49.0	50.0
Jorebanjh		41.4	3.4	75.9	89.7	66.7
Chamunda		20.0	42.0	43.7	39.1	100.0
Sermacot		84.6	15.4	96.2	92.3	100.0
Dullu		61.5	34	36.4	43.6	100.0
Lakandra		15.9	22.9	22.4	51.1	66.7
Malika		71.9	71.9	78.1	81.2	100.0
Kharigaira		66.7	38.2	48.6	50.0	16.7
Ratikhola		58.1	3.2	80.6	54.8	100.0
Total	3.2	52.7	35.3	59.8	61.2	76.4

Table 8: Percentage of School Follow Classroom Rules and Job Chart Activities of All School by Year

Classroom Rules & Job Chart	Year					
	2009 (N=435)	2010 (N = 484)	2011 (N=493)	2012 (N=502)	2013 (N=495)	2014 (N=72)
Group work	9.4	43.4	51.1	55.2		70.8
Individual work	58.9	78.3	80.3	78.5		81.9
Classroom cleaner	33.3	79.3	86.0	82.5	89.3	68.1
Board cleaner	15.9	53.3	68.0	67.7	74.5	45.8
Homework collection	12.4	67.6	71.4	66.5	69.3	59.7
Monitor	22.5	77.3	74.0	81.5	81.6	76.4
Open and close door & windows	6.7	33.1	63.1	61.6	71.7	40.3
Collection and distribution of assignment	12.2	65.9	60.4	62.5	66.1	56.9
Follow school uniform	25.3	52.1	63.7	68.9	68.5	69.4
Complete homework	24.8	68.8	74.4	72.9	72.7	70.8
Raise hand & wait for turn	1.6	16.9	34.5	45.6	32.9	51.4
Bring necessary materials for class	56.6	83.9	83.8	89.8	87.3	88.9
Helpful to each-others	16.8	33.7	43.4	49.0	38.6	54.2
Listens when other speak	34.5	68.4	72.4	73.7	75.8	69.4

Table 9: Percentage of School Conducting at Least One Exhibition

Resource Center	Year					
	2009	2010	2011	2012	2013	2014
Naumule	0.0	6.5	48.9	53.2	43.8	66.7
Bestada	0.0	0.0	18.2	96.9	56.3	0.0
Narayan	12.2	11.6	7.0	37.2	18.6	0.0
Tilepata	0.0	4.4	22.0	8.0	22.4	0.0
Jorebanjh	0.0	20.7	6.9	72.4	75.9	0.0
Chamunda	0.0	12.9	40.6	42.3	18.8	0.0
Sermacot	0.0	23.1	50.0	61.5	69.2	66.7
Dullu	0.0	48.1	47.2	1.8	7.3	33.3
Lakandra	0.0	6.8	0.0	2.0	6.4	16.7
Malika	0.0	37.5	68.8	59.4	68.8	16.7
Kharigaira	0.0	45.5	64.7	59.5	38.2	0.0
Ratikhola	0.0	0.0	32.3	83.9	48.4	33.3
Total	1.1	17.8	33.3	42.2	33.9	19.4

Photos of Gradual Changes in Schools



Bauddha Basic School, Ratikhola Resource Center, 2009



Same School, 2009



Same School, 2013



Same School, 2013



Nepal Rastriya Basic School, Toli, 2009



Same School, 2012



Same School, 2013



Tripani Basic School, Narayan Resource Center, 2009



Same School, 2010



Same School, 2010



Same School, 2012

Photo Memories (Photos Collected by Project Staff During the Period)



Cluster Meeting, Sermakot Resource Center, 2013



Library Time, Deepshishu Basic School,
Narayan Resource Center, 2013



RBS Volunteers in Project School



Students Attending Farewell
Program of RBS Volunteers



Rato Bangala School

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