
FINAL NARRATIVE REPORT

October 2007 – September 2009

Promoting Inclusive Education in Kalikot

No. DDH/2007/137-233

Nepal

Dalit NGO Federation

April 2010

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Description

1.1. Name of beneficiary of grant contract:

Dalit NGO Federation (DNF)
Sanepa, Lalitpur, Nepal
Tel/Fax: 00977-1-5529079, 2003124
Email: dnf@dnfnepal.org
Website: www.dnfnepal.org

1.2. Name and title of the Contact person:

Tirtha Bahadur Bishwokarma, Executive Director, DNF

1.3. Name of partners in the Action:

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Bakhundole, Lalitpur, Nepal
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1.4. Title of the Action:

Promoting Inclusive Education in Kalikot

1.5. Contract number:

DDH/2007/137-233

1.6. Start date and end date of the reporting period:

Start date: October 2007
End date: September 2009

1.7. Target country(ies) or region(s):

Nepal, Mid-western Region, Kalikot district

1.8. Final beneficiaries &/or target groups¹ (if different) (including numbers of women and men):

1200 students of 10 selected primary schools in 3 Village development Committees (VDCs). A total number of 25000 school-age children in Kalikot district will be benefited from this action directly or and indirectly.

1.9. Country (ies) in which the activities take place (if different from 1.7):

n/a

¹ “Target groups” are the groups/entities who will be directly positively affected by the project at the Project Purpose level, and “final beneficiaries” are those who will benefit from the project in the long term at the level of the society or sector at large.

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2. Assessment of implementation of Action activities

2.1. Activities and results

Please list all the activities in line with Annex 1 of the contract during the reporting period

Activity 0 .Preparation of the project

After the project agreement with EC on 1st of October 2007, the project started formally with the involvement of three organizations namely Dalit NGO Federation (DNF), principle applicant of the project, SNV/Nepal, partner of the project and Aasaman Nepal (ASN), associate partner of the project. One start-up visit was organized at the beginning of the project with the joint initiation of three organizations in Kalikot district to initiate preparatory works for the project implementation. Mr. Jas.Bahadur. Bishwokarma, chairperson DNF-MW, Ms. Masako Tanaka, SNV/Nepal and Mr. Niraj Karanjeet, Project Facilitator, Aasaman Nepal concluded the visit to the project location. The visit had aimed to establish well coordination with district line agencies for sharing the concept of Inclusive quality education program in Kalikot and figure out the prospective working VDCs in the district.

During the visit, a series of meetings was conducted with district line agencies in Kalikot district head quarter. For effective implementation of the project, the team organized coordination meetings with District Education Office (DEO) on 3rd October 2007, DNF-Member organizations (MOs) on 6th October 2007, KIRDAC, an NGO working in the sector of education in the district, on 7th October 2007, District Development Committee (DDC) on 7th October 2007 and DEPROSK (Development Project Service Centre) on 8th October 2007.

After the consultation meeting with several organizations, including GOs & NGOs the prospective VDCs for implementing the program were finalized. According to the coordination meetings, majority of stakeholders recommended the team to select RASKOT area to implement the project activities as there was no any programme implemented before by any government and development organizations. The team was also advised to work and cover the district head quarter Manma for the same.

During the initial phase, especially at the time of project development, related preparatory works were carried out. That included the analysis of secondary information, for instance, consultation with Save the children Norway officials to know about the education status of Kalikot as well as their working modality, Secondary data analysis of Kalikot district in consultation with Department of Education (DOE) and World Education (WE).Series of meetings also were organized among DNF, SNV and ASN for the preparation of the project in an effective way.

Activity 1: Building capacity of the Rights Holders Organizations' Consortium (RHO-C)

Activity 1.1 Set-up of RHO-C

Activity: 1.1.1: Orientation about project for district line agencies and RHOs' members:

An orientation program was organized to share the background and objectives of this project to the concerned stakeholders in the district head quarter on 27th November 2007 at Agriculture training hall, Kalikot. Mr. R.P. Dhakal (Project Coordinator) from DNF, Mr. Niraj Karanjeet (Project Facilitator) from ASN and Mr. Lek Bikram Sah (District Portfolio Advisor) from SNV had facilitated the orientation program. Altogether, there were 32 participants in the program, including GOs, NGOs, political parties and media personnel. The project's strategies, objectives, activities, implementing modality and detail budget were briefed to all participants and concerned stakeholders in the program accordingly.

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The Program was chaired by Mr. Chandraman B.K, chairperson of Dalit Utthan Samaj (DUS) and the chief guest of the program was Mr. Bed Bahadur Karki, Chief District Officer (CDO). During the orientation program a range of questions was raised by the participants regarding the project. The Project coordinator of DNF and the project Facilitator of ASN had jointly responded the queries of each participant for their satisfaction. It helped for team building among the project team

and established good relationship with district level concern stakeholders including DEO, DDC and other government line agencies. This orientation programme contributed to make the concerned stakeholders supportive and cooperative during the entire project implementation period to promoting inclusive education in the district.

Activity 1.1.2. Basic Training to 15 candidates of Education Promoters (EPs) and Team Leader:

Basic training as an introductory course was organized for 17 youths, from the target VDCs on 28-30 November 2007 at Agriculture training hall in Kalikot. Altogether, 8 male and 9 female were the participants in this training. The participants were selected in the consensus of RHOs formed by 6 different organizations. The training covered ASN core value, social mobilization, EFA & inclusive education, basic skills of data collection and report writing. Mr. Dineshor Sah (Program Officer), ASN and Mr. Yogendra Yadav (Block Mobilizer) from Aasaman Nepal had facilitated the whole training sessions. Group works, interaction on successful case studies of ASN and possible challenges for the project were discussed during the training. Similarly, different pictures, posters and discussion had been used to facilitate the sessions of the training.



The training had also aimed to develop some potential Education promoters (EPs) from the participants of this training for the project. The training also emphasized to enhance the capacities of those EPs in their areas of works for the project. Those focused areas; facilitation skills for organizing meetings with CBOs/FGs/SMCs, Parents Teachers Association (PTA) and RHOs. They also benefited from tools and techniques in conducting effective counselling to children targeted for slow learner students.

The training had developed a common understanding on the related subject matters and find possible solutions among the participants. The training had sensitized to the participants on how to mobilize the society for protecting and promoting education rights of children. Likewise, concept and importance of education for all (EFA) and inclusive education also had been discussed in the program. Similarly they also benefited from data collection skills and report writing.

Likewise, the training also finalized prospective candidates for Team leader. The project had envisaged the vital role of TL, particularly for the project implementation. The major roles and responsibilities of TL were to lead the project at district level, coordinate with DEO, Education Promoters (EPs) and other actors working in the education sectors in Kalikot, Similarly, TL was also responsible for frequent liaison with RHO-C, DNF Country Office, ASN, SNV and other stakeholders concerned.

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The selected team leader and EPs have performed their roles and responsibilities satisfactorily for the promotion of inclusive education in the district. They have independently worked with different functional groups i.e. SMC, teachers, DEO personnel, VDCs and NGOs of the district.

Activity 1.1.3. RHO-C Formation

The RHO-C was supposed to be a driving force in the project. Therefore, several activities were planned to make RHO-C well functioning during the project. To set-up the RHO-C, one coordination meeting was organized in District Development Committee (DDC) hall on 28th November 2007. The major agendas of this meeting were; 1) Consortium formation 2) Consortium office 3) Monitoring & supervision committee. DNF, ASN and SNV facilitated the overall meeting. Altogether, 21 participants attended this meeting, including 3 DNF-MOs (DUS, DWEC, and DWO) and RHOs members (Disable Rehabilitation Centre/ Women Jagriti Saman/ Dalit community coordination committee/Nepal Dalit Mukti Morcha/ Dalit Utthan Samaj/ RDN/HUDAS/DEO etc).



Before RHO-C formation, the concept of RHO-C was conceptualized among RHOs' members. The roles and responsibilities of the RHO-C had been discussed and finalized among the members in formation process. Certain guiding principles had been formulated to select the members for RHO-C. After this, RHO-C consisting of 6 organizations was formed by the members of the RHOs. The selected members in RHO-C were as follows:

S.N	Name of members	Position	Organization
1	Mr Chandra Man B.K	Chairperson	Dalit Utthan Samaj
2	Mrs. Chaka Sonar	Vice- Chairperson	Dalit Women Empowerment Centre (DWEC)
3	Mrs. Dharma Shah	Member	Women Jagriti Samaj
4	Mr. Mani Raja Panda	Member	Disable Rehabilitation Centre
5	Mr. Dan Bah. B.K	Member	HUDAS
6	Mr. Rant Tiruwa	Member	Dalit Janautthan Sangthan
7	Mr. Niraj Karanjeet, Project Facilitator	Member Secretary	Aasaman

The meeting also decided to appoint the project facilitator from ASN as Member Secretary of RHO-C with no voting rights.

Similarly, to provide backup and advisory support to the RHO-C, monitoring and supervision committee consisted of three members was also formed by the same meeting. Those members included in the committee were Ms. Dharma Shahi, president of Women Jagriti Samaj, District Education Officer from DEO, Kalikot and Mr. Arjun B.K from District Dalit Coordination Committee, a wing of National Dalit Development which is the authorized body of the government. The office of RHO-C had been decided to set up in Dalit Utthan Samaj.

Activity 1.1.4. Baseline survey for situation analysis:

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Baseline survey was one of the key starts up activities in the project. To understand the situation of the working areas and to identify the needs, baseline survey was conducted after the basic training. The trained personnel under RHOs conducted the baseline survey in 3 selected VDCs (Namely- Syuna, Phukot and Manma) where density of dalit population is very high and these VDCs also were the conflict affected areas during the insurgency. These VDCs had been selected after the consultation with RHO-C.

The main objectives of survey were:

- In-depth quantitative data collection regarding population status, educational status of both guardians and children age 0-14 years, economic status and birth registration status.
- In-depth data collections of school on exam appear rate, pass rate, promotion rate, repetition rate and drop out rate.
- In-depth data collection of survival rate, primary cycle completion rate and intake rate of school.
- In-depth qualitative information collection regarding perception of stakeholder on inclusive quality education and child protection aspect.

The baseline survey consisted of three main components:

1. Quantitative/community base information collection through Each Child Monitoring (ECM-): Household survey was carried out to collect quantitative information of program implementing VDCs. The quantitative household survey covered 3 VDCs.
2. School base information collection:
School base information was carried out to collect exam appear rate, pass rate, promotion rate, repetition rate, drop out rate, survival rate, primary cycle completion rate, intake rate, STR, SCR and experience of teachers of school. School base information covered all schools of 3 VDCs.
3. Qualitative data collection through Focus Group Discussion (FGD):
Focus group discussion was major tool developed to collect information on qualitative aspects.

Steps/process:

To make common understanding about format and concept of data/information collection meeting was conducted at central level between DNF and ASN. Series of meeting finalized different formats and make common understanding in those.

Before survey ASN conduct orientation on ECM and quality concept to surveyor for familiar about format. After the orientation data/information was collected in community and schools with the help of various formats.

Similarly, for the verification of format filling ASN block mobilizer Mr. Yogendra Yadav was seriously giving his time in VDC level.

Human resources:

In the baseline survey a total of 120 man power (excluding ASN staffs) was mobilized in 3 VDCs for household information collection.

In addition, the major findings of baseline survey have been shared among DNF, SNV and Aasaman and concerned stakeholders, including DEO officials, school management committees of 10 schools.

Community Base Information

- Literacy rate of the three VDCs is 53 % (40% female) in 6 plus year population and 35 % (Female 16%) in 15 plus years population.

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- In three VDCs only 5% households are ranking in upper category by livelihood and 26%, 34% and 34% are medium, low and very low categories respectively.
- Only 3% household is ranking in upper category by level of education and 34% 52% and 11% are medium, low and zero category respectively.
- In three VDCs 69% households have food sufficient for 3 months. In the same way, 24% and 6% households have food sufficient for 6 and 9 months respectively and only 1% household have surplus food and available for selling.
- Only 76% children were school going children from age 5-14 yrs. Among them 78% were boys' children and 73% were girls' children.
- Similarly, only 73% dalit children and 77% others children were school going children from age 5-14 yrs
- School going proportion in dalit and others category at 5-14 yrs age group is 4% difference.
- Only 23% children have birth registered from age 0-14 yrs.

School Base Information

- Only 74% students from grade 1-5 regularly attending schools. Among regular students gender and caste accounts Girls-72%, boys-75% and Dalit-73%.
- Similarly, only 69% (girls-66, boys-72 and dalit-77%) students regularly attending schools in grade 1.
- Only 46% children complete primary cycle compare to FY 2002 enrolment. Among them 50% girls and 43% boys complete primary cycle. Similarly, in dalit only 43% children complete primary cycle.
- Only 35% children are survival in grade 5 compare to FY 2003 enrollment. Among them 35% are girls and 35% boys. Similarly, in dalit only 24% children are in grade 5.
- STR(1 teachers: 56 students) (From government quota)
- Only 85% children (Girls-83%, Dalit-86%) are participated in annual exam.
- The pass (Graduated) rate of children shows that only 77% children (Girls-75%, Dalit-71%) are passing annual exam.
- Pass rate of children comparing with total enrolment shows only 65% (Girls-62%, Dalit-60%) in grade 1-5
- The promotion rate of (grade 1-5) children shows that only 37% children (Girls-38%, Dalit-30%) are promoted from lower grade to upper grade
- The repetition rate of children shows that 20% children (Girls-23%, Dalit-16%) are repeated there class.
- Similarly, drop out rate of children shows that 44% children (Girls-39%, Dalit-54%) are drop out from grade 1-5

Major steps taken by the project after the baseline survey

- The project adopted the plan based on the recommendation of the baseline survey to improve the quality and inclusive education in the district. To increase the enrolment and reduce the dropout ratios, the project run BR campaigns, data collection, mobilization of EPs, continued coordination with government for FSP, information sharing to the community and collaborated with literacy campaign and other relevant programmes of the government such as conducting bridge course etc.
- The project also continued regular attendance monitoring meeting with SMC, youth, child club, parent organizations, FGs, social audits, validation of scholarship for the increased enrolment of students from excluded and marginalized groups. The project had scrutinized the increment in the regular attendance from 73% (baseline) to 87% in the first of year. The project claims that the increment in the regular attendance has been up to 90 percent at the end of the project.

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Activity 1.1.5. Planning workshop

Due to persistent strike and instable political situation at the country prior to the Constituent Assembly election, the planning workshop with all the stakeholders of the district to develop a joint plan of action of the project had been affected in the first year. However, all the planned activities stated in the project in the consultation with RHO-C, DNF, SNV and ASN after modification on the basis of Baseline survey findings had been effectively implemented in the first year. The feedbacks and inputs received from district stakeholders of the district had been considered during the implementation of the project. ASN project facilitator had actively managed the implementation of the project with the support of TL and EPs, at the initial stage in the consultation of RHO-C and concerned stakeholders.

Activity 1.1.6. Organizational assessment of RHOs

An organizational assessment was carried out on 3 October 2007 to assess the existing capacity of secretariat organization of RHO-C. Initially, it was envisaged to carry out the organizational assessment of all potential RHOs. However, this was not possible due to resources constraint. The two organizations led by Dalits namely Dalit Utthan Samaj (DUS) and Dalit Women Empowerment Centre (DWEC) were selected for the assessment as it had good working experiences and physical infrastructure with GOs and other donors.

DNF with the support of SNV/ASN carried out the organizational assessments of these two organizations with the aim of strengthening their capacities for their organizational development.

The strengths, weaknesses, opportunities and threats of these organizations had been assessed for the betterment of the organization as well as the project.

During the implementation of the project, further capacities of the RHO-C had been enhanced. They have significantly increased their organizational strengths and improved their weaknesses. They have also been successfully awarded with new project by other donors of Nepal.

Dalit Utthan Samaj (DUS) has now worked with UNDP on HIV/AIDS issues. Likewise Dalit Women Empowerment Centre (DWEC) has been supported by GTZ for implementing water and sanitation project. Other RHO-C members have also been benefited from the local resources supported by district line agencies of the government.

HUDAS also worked to collect the data of dalit students of the districts and run coaching classes for the student of 9 & 10 grades with support of DDC/DEO.

Activity 1.1.7. Performance assessment EPs/TL

Altogether, three performance assessments were carried out during the project period, ASN in coordination with DNF and SNV carried out the first performance assessment on January 2008 with the support of RHO-C to identify the capacity building areas for the EPs and TL. The performance assessment had clearly identified the present condition of EPs/TL in terms of their skills, competencies, and experiences and recommended the required areas for the improvement of their capacity developments.

EPs had education from grade 6-10 and above SLC. So, their understanding levels were different. They did not have significant working experience in the area of education and child rights. Though it was found that they were, in some way, being involved with youth clubs and CBOs. In the absence of proper understanding and knowledge on child rights issues, EPs and TL had fewer experiences in conducting meetings and interactions independently. According to the assessment report the areas of improvement

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of EPs and TL were leadership skills, facilitation skills, coordination and communication skills, mobilization empowerment skills, reporting and documentation skills for the effective implementation of the project.

So, ASN, DNF, SNV and RHO-C had focussed on these capacity building areas to build up capacity of EPs and TL. TL and EPs were involved in various programmes such as orientation, regular follow ups, interactions, meetings, training and workshops. These activities had further supported EPs and TL to sharpen their skills and knowledge to work in an effective and efficient manners. Now, it is noticeable that EPs and TL has been able to organize, district level, tole (ward) level meetings with child clubs, youth club among others and meeting with SMCs, teacher union and Head Teachers independently. They have identified child right issues the and continued their discussion on education and child rights with SMCs, HTs, Parent Associations, different community level groups, students, representatives of DEO and other concerned stakeholders.

In June 2008, ASN and SNV jointly carried out the assessment of EPs and TL to assess their performance. At that time ASN and SNV had ranked the performance of EPs and TL using standard format developed by SNV. The findings of Performance assessment of EPs and TL had shown a good result however there were some areas needed to improve in their performances such as facilitation and reporting skills of EPs and TL in terms of the project.

Similarly, DNF had carried out the third performance assessment of EPs and TL in Feb 09 jointly with the RHO-C, ASN and SNV. This was a final assessment and the result of the assessment was very satisfactory in terms of their capacity development as they had been independently able to continue their working responsibility with very minimum supervision and direction.

For instance, in the catchments areas, EPs and TL also had successfully organized social audits to make the school authorities to ensure inclusive and quality education. Social audit was one of the challenging activities of the project which had been successfully with the support of the EPs and TL.

Activity 1.1.8. Account keeping training

To improve the financial record keeping update of the schools and to make transparent financial system, one day account keeping training had been organized by ASN on 18th May 2008 at Agriculture development centre, Kalikot Manma. There were altogether 17 participants from HT, DEO, DNF, RHO-C, EPs, TL, SNV and ASN. The training had aimed to enhance the account keeping system of schools and the project. For that, RHO-C members, schools' accountants, DEO accountant, EPs and TL were focused to improve their skills and knowledge in proper accounting system.



RHO-C members, schools' accountants, DEO accountant, EPs and TL were focused to improve their skills and knowledge in proper accounting system.

Main Resource persons for the training were Mr. Smash Raja Achary from District Education Office and Mr. Rajesh Khatiwada from Aasaman both were from financial background. The major tools applied for the training were discussion, group work, interaction and experience sharing.

The training content included managing the School Ledger (Introduction, objective, importance and its application), double entry system and accounting formats, income and expenditure A/C of schools, Government policies and act on finance such as Journal Voucher preparation, ledger entry procedures, Role and responsibilities of HT, accountant of schools, and DEO etc.

Finally, DEO had committed to address account related problems in the schools in coming days. Also, participants were encouraged for managing vouchers and ledger book to keep account systematically in

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schools. Due to unsystematic accounting system, scholarship distribution and its recoding had not been recorded properly. The training had emphasized to systematically record and distribution of scholarship information in DEO and schools of every year.

Now schools of the catchments area have started to maintain their accounts using standard format and accounting guidelines of the government. During the social audit schools have disclosed their transactions through accounting reports which was one of the outcomes of training.

Activity 1.1. 9 Refresher training for RHOc/EP/TL

During the capacity assessment, DNF, ASN and SNV realized that RHO-C members, TL and EPs should be benefited from the experiences of similar nature of the project/programme implementation in other districts of Nepal. DNF and ASN had jointly organized an exposure visit for RHO-C members and other staff of the project in Dhanusha and Mahottari to equip them with relevant learning and experiences on inclusive education of the respective districts. The ASN had provided the refresher training on Janakpur 20, February 2008 to the project team at ASN training hall. Mr. Nawal Kishor Yadav, Executive Director of ASN had facilitated the training. ASN had invited their working groups of the district in education matters. The project team had interaction with ASN group members to exchange mutual experiences and learnings. The project team had benefited from significant experiences of ASN working on education issues in other districts of Nepal.

The participants in the visit were EPs-1, TL-1, RHO-C member-3, DNF Program Coordinator-1, DNF Central Chairperson-1. The visit aim was to impart knowledge and skills to the RHO-C members, TL and EPs for successful running of the project and sustaining the project outcome. During the visit, the project team had observed the two types of the programme activities. For this, the team had visited the two strategic locations: one is that location where ASN programme activities were continuing similar to the project; second one is that location of ASN where the project had been already phased out before 3 years ago. In the first location, the team observed ASN working modality to intervene on educational issues supported by different donors. In the second location, it observed phased out programme of ASN where some outcome of their previous project interventions were being continued with the community groups initiation.

The team had several interaction meetings with District level CRPF (Child Rights Protection Forum), also observed Kanya Pra. Vi (Primary School), Balwa, Mahottari. During the meeting interaction was carried out with SMC, teachers of the same school along with VDC level CRPF, SMs (Social Mobilizers) and BM (Block Mobilizer) in unit office, Balwa.

The project believes that this exposure visit in Dhanusha and Mahottari district has made the Kalikot project team more conceptual clear on quality inclusive education and the team had acquired relevant experiences and learning of other districts of Nepal in terms of quality and inclusive education for children.

Activity 1.1.10 Annual/Final Review Workshop

At the beginning of 2nd year Review and Planning workshop was organized on 12th -13th Feb '09. Total 25 (Female-3, Dalit-9) were participated in the workshop. The major objectives of the workshop were to share the best practices, achievement, weakness/problems, and learning of the project, roles and responsibility of EPs, TL, DNF, ASN, SNV, RHOc and develop a plan of action for the second year. Natures of the participants were DEO representatives (RPs), local leaders, different NGOs, DNF, RHOc, SNV, EPs, and TL. In the workshop, a team consisting of DNF, ASN and SNV had jointly reviewed the progress against the plan of action developed at the beginning of the project. The representatives of DEO had also appreciated the interventions of the project. The project team had

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received suggestions from DEP representatives to continue for longer period to promote quality and inclusive education in Kalikot district with the support of funding organizations.

The review team had assessed the satisfactory performance of the project though the project team faced several ups and down during the implementation period. The team had reviewed the challenges and threats for the project during the project implementation.

After reviewing progress of the project, the team had jointly developed the plan of action for the rest of period. The review and planning workshop had been facilitated by DNF, ASN, SNV and RHO-C respectively. The team had concluded that all the planned activities have been successfully implemented during the project.

Activity 1.2 Action Research and advocacy

Activity 1.2.1. Validation of recipients of Scholarship

The Validation of scholarships was carried out in all the ten schools from 3rd to 4th weeks of August 2008 with the involvement of RHO-C, EPs and TL. The validation of scholarships had aimed to figured out the trend of fund release process by DEO, scholarship distribution by schools and use of the scholarship by students and their parents.

In Karnali, two types of scholarship are provisioned by the government such as girls scholarship NRs. 1000/- and dalit scholarship NRs. 350/-.

First of all, consultation with DEO was carried out for the validation of the scholarship. The date of Fund release for scholarship on different time period and related data were collected from DEO.

An orientation was given to RHO-C, EP and TL by Mr. Yogendra Yadav, project facilitator of ASN on 24th of August 2008 to organize the validation of scholarships. In the orientation they were educated about the whole process for scholarship validation. They were mobilized in the respective schools of their working areas to find out the recent status of scholarship distribution of schools and its effective utilization by students. During the validation, they verified the data of schools and collected data from DEO and organized Focal Group Discussion with 93 parents (female 1, dalit 48 and others) for the validation.

Noticeably, it was found that scholarship was distributed to 40 students among 44 in Nainal Dev Primary School, Siyanla, Manma. There were no dalit students. So, rest of scholarship amount had been used in physical infrastructure development of the school. Fund release for scholarship by DEO to Jan Jivan Lower Secondary School was for 127 girls but the amount of scholarship was distributed to 181 girls. Jan Jivan Lower Secondary School had also received dalit scholarship for 183 students but the amount was distributed to only 49 students only out of total students. RHO-C made it an issue in the social audit of school on 28th September 2008 then, the school was compelled to refund the misused amount of Rs. 76,000/- and it had been re-distributed to students accordingly. Panchadev Primary School Manma had received scholarship for 129 girls and 55 dalit students respectively. The school had distributed girls scholarship to only 60 students at the rate of Rs 800/- while dalit scholarship was distributed only to 70 students at the rate of Rs.300/- and to 50 students at the rate of Rs.300/-. It was found that girls and dalit scholarship was distributed fairly in Pingala Devi Primary School Talkot-Phukot. School has decided to distribute rest of amount Rs. 39050/- in next year.

DEO must release the scholarship amount to school on time based on school database for the prevention of misuse of the fund. School must distribute the scholarship to the children as per policy. School must also demand additional fund for scholarship to DEO if not enough.

In 2nd year, validation of scholarship was done by RHO-C, EPs and TL in April 09. They had coordinated with HTs and collected the information about scholarship. All the information they received

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about the scholarship distribution had been verified in the consultation of parents and students of the catchments areas. The project team had found the proper utilization of scholarship fund in the year.

1.2.2. Case studies of scholarship delivery and effective usage

Scholarship distribution and effective utilization related case studies were collected by EPs in this year. For this, an orientation on case story writing was organized to EPs on 24th August 2008 along with RHO-C members. EPs and RHO-C members were mobilized in the working area to prepare case studies. It has helped to prevent the misuse of scholarship. Some selective case studies are described as follows.

Case 1

Two years children enrolled into the school

Kalikot district is lies in the Karnali zone of the mid-western region of Nepal. Headquarter of district is 'Manma'. Shree Bhawani Primary School is situated in Manma VDC-2. After the enrolment campaign, the surprising thing was that two years child **Mrs. Madhumala**, daughter of Mr. Jayrup Biswakarma was enrolled in grade one. RHO-C members knew this from participants' experience sharing during SIP training held on 17-18th Sep 2008 at Nepal Teacher Union training Hall, Manma. On fact finding team was formed consisting of EPs ad resource person of DEO and the team met Mr.Jayrup for further information. They consulted with the mother of Madhumala to know real age of her baby. She replied EPs that her baby age is only two years. After that father of Madhumala was asked about why he enrolled her daughter so early age in the school. Initially he didn't wish to share anything because of fear. But finally he accepted that he did so for getting scholarship. He also added the fact that too many children of others having under-age are enrolled in the schools.

During the interaction, Mr. Jayarup Biswhokarma himself went to school on the next day and cut the name of his baby from the school. When the problem was shared with the head teacher, it was said that these types of problems exist across the district of the Karnali zone. He also said that such problem must be solved in the involvement of HT, teachers and SMC.

The government of Nepal has provisioned Nrs.1000 per girl student in all the district of the Karnali zone. It was found that both the under-aged and over aged children are enrolled in the school to get the scholarship. Mr.Thakur Prasad Gyawali, main resource person of the case study, said that the gross enrollment ratio (GER) is very high because of such problem.

Case 2

One child enrolled into three schools

Siuna VDC is situated in the Kalikot district of the mid-western region. Amrit Tiruwa is the permanent residential of siuna VDC-2. He is the father of 14 years Kalo Tiruwa studying in class 3. Kalo Tiruwa was at the same time studying in three schools i.e. Sirupatta lower secondary school, Badarukh Primary school and Shanti ghat Primary School. Studying in three schools turn by turn was not the interest of kalo Tiruwa. However, it was the greed of his father that he wanted to receive more scholarship in the name of his son. The government has made provision to provide scholarship at the rate of Nr.350 to Dalits and Nrs 1000 to girl students annually in all the schools of Karnali. This scholarship is the main reason for the enrolment of the same person in the three schools.

The friends of Kalo shared this outside that he is studying at three schools at the same time for only scholarship. After receiving the scholarship amount from Sirupatta lower secondary school, he had gone to receive additional scholarship in Badarukh Primary school on the scholarship distribution day. On that day, the friend of Kalo told Mr. Pravujit Sahkari, HT of the school that he had already received the

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scholarship from other school. Kalo and his father were asked by the HT about the truth. Then it was accepted by the father of Kalo that he enrolled his son in three schools to only receive the scholarship due to poverty.

HT cut his name from Badarukh Primary school. Also, this information was share to HT of the Shanti ghat Primary School about the case of Kalo and requested to cut his name from the school. It is marked that there are many cases like Kalo across Kalikot district. According to the Resource Person Mr. Thakur Prasad Gyawali, the enrollment of the students is higher than the actual number of the children because of getting more scholarship amount.

Activity 1.2.3. Investigative study on out of School children and their families

To increase the access of the out of the school children to schools in the working areas, one study for out of school children and their families were carried out by EPs in second half of 1st year The study revealed that many of the out of school children were from dalit, girls, disable and Dips.

First of all check lists were prepared by the joint meeting among RHO-C, SNV, DNF and TL. An orientation on check lists was given to EPs on 3rd week of July 2008. They were mobilized in the working areas and suggested to collect the data of out of school children from each House Holds.

It was found that there were 24 %(997) of 5-14 years children were out of schools from the VDCs. After the welcome campaign to schools, many of the children were enrolled to schools for getting scholarship. Finally, it was found that there were total 36(girls 14, dalit 34) children were out of school from the age group 5-14 years in the working areas. The study further showed that the major causes behind it were the distance of school which is far away from their home. Other reasons were social discrimination, poor economic condition, disability, mentally disorder, illiteracy, over aged and orphans. During the door to door home visits, most of the parents of the out of school children were convinced to send their children into the school to ensure their education rights. EPs, RHO-C members had conducted the preparatory classes for irregular, slow learner children.

EPs had continued their follow up of the out of school children in 2nd year also. It was found that 36 out of school children were enrolled to school this year by enrolment campaign.

Activity 1.2.4. Process documentation about the first generation literate

To find out the knowledge, attitude and practices on education rights of first generation literate people from excluded groups and to replicate it in the working communities as well as out of working communities also, process documentation about the first generation literate was carried by RHO-C from 3rd -4th Week of September 2008. Generally first generation literate are in dalit community but also in others due to poor economic conditions and illiteracy.

First of all check list for process documentation on first generation literate was finalized by ASN and SNV. An orientation on check list was given to RHO-C, EP and youths on 3rd Week of September 2008. They were mobilized in the working areas and the data were collected from minimum 15 first generation literate youths in the catchments area of schools. Monitoring was done by TL and PF. To find out the first generation literate youths discussion interaction with community leaders, teachers and SMC was done. With the support of them data was collected. For the tabulation and entry of data, analysis and interpretation consultant was hired and final report of process documentation was developed. The major findings were given below:

- The population of female respondents was found 11%. Due to illiteracy in female they are not interested to take part in any program.
- 38% of the respondents were from dalit community people i.e. Damai, Bishwakarma, Sarki while rest of respondents were from others i.e. Brahman, Kshetri etc.

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- It was found that 98% of the respondents couldn't able to solve their hand to mouth problem in their daily lives due to the low economic condition and with less land for agriculture and cattle farming.
- It was found from the above figure that 24% of the respondents were illiterate. 76% people were literate while 2% of the respondents had education over SLC. There are 26%, 36 and 12% of the respondents were with having primary , lower secondary and up to SLC level education.
- It was found that 70% of the respondents were expressed that importance of education in their life is very important because education make the human life.
- By realizing the importance of education in their lives 91% of the respondents are sending their children to government school for education. They are doing so for the brightness of the future, to gain knowledge, to diffuse the importance of education in their society, increase awareness on education, to make their children as capable human resource of the country.
- 71% of the first generation literate youth parents were satisfied with their children. They believed on brighter future of their children in coming days, behaviour of the children become changed than the past, children could write, read and do mathematics and used in their daily lives, they could get government service, they could be a well business man in future etc.
- 66% of the youth were become first generation literate by the joint decision of their parent while rest of them was become first literate by the suggestion of their relatives. The main objectives behind it were to have service in future, become educated, self dependent, brighter future, literate to other, for good human being and make easier in agricultural work etc.
- First generation youth were faced various problems during their study i.e. lack of food, school dress, educational materials; discrimination in school, caste based discrimination in community etc. The major causes behind it were low economic condition, become dalit, girls, social discrimination, large family and illiterate parent etc.

The findings were shared to DEO, RHO-C and staffs. They internalized it and decided to mobilize first literate youth in the community to convince the community people on importance of education.

First literate youth were mobilized for the regularity of the children in second year. They organized interaction program with VDC, NGOs and parents. They had supported in the enrolment campaign as well as Birth Registration Campaign also. They are doing door to door home visit of irregular children and convincing their parent to send them on regular basis. As a result, regularity of children seems increasing and parents are sending them to school on regular basis.

Activity 1.2.5. Advocacy by RHO-C

The project has envisaged that RHOC will be engaged with duty bearers to claim their rights and fulfil their responsibilities. For this Right-based approached will be a tool to do so. After the implementation of the project, Advocacy is being carried out on identified issues by RHOC. As usual, participation, discussion and consultation on the project activities with the rights holders have been done to implement the program more effectively and efficiently.

During the first year to identify the advocacy issues, the 5 events of meeting have been organized at DNF office, Kalikot on 30th July, 12th and 26th August and 9th and 21st of September 2008 to collect the child right issues from the community to raise the child issues for advocacy at the district. In the meeting there were total 36(female 10, dalit 9 and others) participants involved from members of RHO-C and SNV. The major agenda of the meetings were strategic planning of RHO-C, monitoring of the EFA program and preparation of action plan on identified advocacy issues.

From the series of meetings based on in-depth discussions and interactions, the meeting had finalized the following issues for the advocacy in next year (2009):

- Birth registration within 35 days
- Underage, overage children were enrolled into the school. Similarly one child enrolled many schools to get the government facilities i.e. scholarship more.

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- Absent of students and teacher in school etc

RHO-C on advocacy involved identified advocacy issues. RHO-C coordinated with EPs, VDC secretaries to encourage parents for BR certificates of the children within 35 days as well as doing door to door home visits of the irregular children more than 7 days. They had also convinced the parents to send their children regularly by organizing community meetings. They facilitated the enrolment of the 3-4 years children into ECD, 5-7 Years children into school, 8-14 years children into flexible schooling program. They lobbied with SMC to overcome the duplication of children enrollment into the many schools. They were also engaged in the welcome campaign for children into the schools. They had also advocated with SMCs and HTs to organize regular staff meetings of the schools.

In the second year five meetings were organized with rights holders at the project office, Kalikot on January, March, April, May and June to collect the child right issues such as elimination of child labour, eradication of child marriage from the community, birth registration and school enrolment campaign, Also meeting with SMC and Head Teachers to support on SIP implementation and progress review meetings with DEO, CBOs/Figs and SMCs etc were carried out respectively to raise the education issues from advocacy perspective. In these meetings there were total 35(female 5, dalit 15) participants involved from members of RHO-C and SNV. The major agenda of the meetings were field visit, lobbying meetings with DEO, SMCs, joint monitoring of the project and action plan.

RHO-C are coordinating with EPs, VDC secretaries and raising awareness campaigns among community people to eliminate child labour, stop child marriage. RHO-C has mobilized EPs to carry out door to door home visits to bring the irregular children into the schools that are absent more than 7 days. They are convincing their parent to send them regularly by organizing community meeting in the presence of different CBOs/Figs such women group; forest group and parent group among others. They are coordinating with SMC and HT to organize regular staff meetings of the schools. During the period, RHOC- were involved in monitoring of the school activities at catchments areas. RHO-C members carried out field visits at 10 schools and met with the SMC members, Head teachers, VDC secretaries with the aim of providing quality education in favour of school children, particularly for marginalized and excluded children. Following members of RHO-C were engaged for monitoring the Schools during the visits as below.

S.N	Particulars	Position in RHO-C	Organization	Name of school and address	VDC
1	Mr. Chandra Man Bishwokarma	President	Dalit Utthan SAMAJ	Kalika Lower Secondary School and Bijayapur Primary School	Syuna
2	Ms. Chhaya Sunar	Vice-president	Mahila Dalit Shasaktikaran Kendra	Panchdev Higher Secondary School and Bhawani Primary School	Manma
3	Mr. Ratna Tiruwa	Member	Dalit Utthan Sangathan	Mangala Primary School, Tingala Devi Primary School	Phukot
4	Ms. Dharma Shahi	Member	Mahila Jagriti Samaj	Panch Primary School	Phukot
5	Mr. Keshav Raj Devkota	Member	Disable Rehabilitation Centre	Janjivan Lower Secondary School and Nainaldev Primary School	Manma

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6	Mr. Santosh Bishwokarma	Member	Human Rights and Dalit awareness Society (HUDAS)	Badaruk School	Primary	Syuna
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The objectives of the visits were to assess the overall situation of schools in terms teachers' availability, student's regularity, teacher-student ratio, status of scholarship distribution and other physical facilities available in the school. During the visits of schools, RHO-C members met SMCs, Head teachers and Teacher Union of the respective schools. RHO-C members observed the physical infrastructure of the schools. The members had also identified the basic needs of the schools.

Also, the members had collected the opinion of students and their parents about the performance of schools to provide quality education. Most complaints received from SMCs and Head teachers were inadequate facilities available in the schools for quality education. Also, the members found the problem in distributing the full scholarship amount to the students according to provision. There was no uniformity in distributing the scholarship among schools.

Some schools had distributed the scholarship amount to all the students dividing the budget into equal number of students meaning that student had deprived to get full scholarship amount as per provision. These schools had received inadequate budget from DEO. RHO-C members had figured out the reason of disparity in receiving the budget. SMCs and Head Teachers had said that actual number of the students cannot be approached to DEO for scholarship budget for the fiscal year due to late enrolment of children. As a result of this, it has caused in receiving inadequate scholarship budget. But, some schools had different problem for not providing full scholarship amount to students. DEO had released only 80 percent budget to those schools assuming rest of children would be irregular in the school.

The RHO-C realized that it would be major challenges for coming period. After returning from the visits, the RHO-C members had consulted with DEO officials to make uniformity in releasing the budget according to actual requirement. DEO had also responded that sometimes Ministry of Education also released inadequate budget to the DEO. DEO had clarified the members for unequal distribution of scholarship sometimes.

However, they had assured the team members for uniformity in scholarship distribution from DEO in future. During the visit, the members had requested the SMC and Head teachers to mobilize local (VDCs) resources to meet minimum requirement of the schools. The members had also met and lobbied with VDC secretaries to give the attention on the schools to improve required situation of the schools. After lobbying with VDCs secretaries, VDCs had assured to allocate the budgets to the schools for quality education. 10 Schools had received the budgets from VDCs as follows: The project also claims its contribution to get this success.

S.N	Name of the schools	Budget to be received from VDCs	Remarks
1	Janjivan Primary School	Rs.1,000,000/-	For the construction of school building
2	Bhawani Primary School	Rs.100,000/-	Repair and Maintenance for school and building play ground for children
3	Animal Dev Primary School	Rs.150,000/-	Repair and Maintenance for school and for necessary arrangement as per SIP

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4	Bijayapur Primary School	Rs.50,000/-	For repair and maintenance of the school and increasing school facilities
5	Panch Dev Higher Secondary School	Rs.200,000/-	Repair and Maintenance for school and building play ground for children
6	Panch Primary School	Rs.50,000/-	For repair and maintenance of the school and increasing school facilities
7	Mangla Devi Primary School	Rs.150,000/-	For repair and maintenance of the school and increasing school facilities
8	Tingala Devi Primary School	Rs.60,000/-	For repair and maintenance of the school and increasing school facilities
9	Kalasilla Lower Secondary School	Rs.150,000/-	For repair and maintenance of the school and increasing school facilities
10	Badaruk Primary School		Badaruk Primary School is in the process to receive the grant
	Total	1,910,000/-	

RHO-C member engagement in other types of advocacy activities were school enrolment campaign, birth registration campaigns, and critical engagement with DEO, CBOs, FGOs and SMC among others.

To advocate on the inclusive quality education issue RHOC had organized 14 times of interaction meetings with RHOC members, EPs and TL from March- September 09 with 126 participants (female 42, dalit 70). They discussed on the supervision and monitoring of schools, formation of FGs, enrolment campaign, BR campaign, attendance of children and teacher etc.

RHOC had coordinated with DEO and finally able to bring 7 flexible school programming quotas to schools.

Activity-2: Linking CBOs/FGs to SMCs

Activity 2.1 Assessment of CBOs/FGs and RHO-C

The project aims to mobilize various groups such as existing CBOs and FGs, instead of forming new ones, one event of assessment of CBOs/FGs and RHO-C was carried out on 1st week of April 2008 to identify the capacity of their members. The ASN, SNV and RHO-C had facilitated the whole process of assessment.

In the process, name list of the members of CBOs/FGs and RHO-C was finalized. One sharing meeting was organized with them. In the meeting, the assessment of CBOs and FGs was carried out on their knowledge on education issues and working experience on promoting education activities..

It was found that CBOs/FGs were not actively functioning. They were not so aware on the educational activities carried out by schools. Similarly, schools had also not participated them for the educational development activities of the schools. They had not enough information on educational policy and programmes of the government. They also had not involved in advocacy of child rights before.

After the assessment, they were committed to participate in the every educational activity of the schools to ensure the child rights. They had decided to organize monthly sharing meeting to be updated on educational activities provision and policy of GO. They were also actively involved in the welcome campaign to school for new students. They had convinced parents and organized door to door home visits of the irregular students to send them into the schools regularly.

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A total 475 members (female 108, dalit 366 and others) from CBOs/FGs and RHO-C were mobilized in the catchments areas of the schools for the better implementation of the program.

The CBOs/FGs have played vital role to increase regularity of the children and teachers in schools and reduce the drop out of children. They continued their support in enrolment campaign and birth registration and engaged with SMCs, parents, teachers and VDCs for the quality education of children during the project.

Activity 2.2 Interaction with selected CBOs/FGs and RHO-C

There were altogether 3 meetings were organized among CBOs/FGs and RHO-C during the project period. The agenda of the meetings were about child friendly teaching training, birth registration campaign, welcome to school campaign, regularity of students in the schools, preparation of SIP. Those parents involved in the CBOs/FGs had been sensitized on the importance of child friendly teaching and learning, regularity of children, timely birth registration. CBOs and FGs were also sensitized on the SIP of schools for making them enable to lobby with the representatives of SMCs and VDCs to create conducive environment for school children while teaching. These meeting were organized on July and August 2008 and April 2009.

The regularity of the students were increased from 84% to 87% this year, low instance of child marriage and people awareness about BR within 35 days were increased.

Activity 2.3 Interaction with selected CBOs/FGs and SMCs

With the aim of increasing the access of members of CBOs, FGs and SMC into the schools and the regularity of the children in the schools to ensure quality education, 23 events of interaction meetings were organized with a total participants of 567(female 142, dalit 392) participants from CBO, FG and SMC in the catchments area of schools during the first year. Similarly, 2 events of meeting were organized with 35 participants (female 7, dalit 24) from these CBOs and FGs at VDC level.

Finally, the tasks were divided among CBOs, FGs and SMC members on tole (ward) basis to monitor the children activities. From this, there access to community was increased. After several interactions, good relationship among community people and CBOs, FGs and SMC members had been established. It has made them accountable to take ownership of the programme. CBOs, FGs had involved in monitoring the attendance of the children as well as teacher for their regular presence in the schools with the coordination of RHO-C. It had helped to increase the regularity of the children and students and create conducive learning environment for the children.

In the second year, 77 events of interaction meetings were organized with 1867(female 689, dalit 1146) participants from CBO, FG and SMC in the catchments area of schools. The main objectives of the interaction were to increase the access of members of CBO, FG and SMC into the schools and increase the regularity of the children in the school and to ensure the quality education.

The main agendas of the interaction meetings were scholarship, birth registration, enrolment, attendance and child friendly environment, active teaching learning, corporal punishment etc. They further discussed on the activeness of the CBO, FG and SMC members on the issue of quality education.

Finally children were distributed to CBOs, FGs and SMC members on tole basis to monitor the children. By this there access to community were increased. There are good relationship between community people and CBOs, FGs and SMC members. They are monitoring the attendance of the children as well as teacher into the school with the coordination of RHO-C. This has further helped to increase the regularity as well as learning achievements of the children. They are actively participating in the activities of schools. Access of the community people to school and capacity of the CBOs have

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increased now and they are mobilized in the community for the child rights and inclusive quality education.

2.4 Raising awareness on birth registration

To make free birth registration certificate of the children within 35 days and enroll the children on the basis of BR to receive the government facilities, awareness rising on birth registration was also carried out by EPs, CBOs, FGs and SMC members in the second half of the project. In Kalikot district, there was lack of awareness on the importance of BR certificates.

For the awareness rising on BR, it was made an agenda in each and every meeting of CBOs, FGOs and RHO-C. As a result, they had convinced the parents of the children with regard to it during their door to door home visits.

It was very difficult to make BR within 35 days due the absence of the VDC secretary in VDC office. Secretaries were generally available at DDC office only at district headquarters. District headquarter was very far from the community people. Many of the parents were unable to arrive in the district headquarter to make BR certificates because of their poor economic condition.

RHO-C had coordinated with EPs, VDC secretary to support birth registration of the children. RHO-C with support of CBOs and FGs organized the birth registration campaign to inform the people of Kailkot about the importance of the BR certificates of the children within 35 days. The campaign included during door to door home visits and several community meetings. RHO-C had lobbied with VDC secretaries for the conduction of BR campaign in the VDCs with their own initiation.

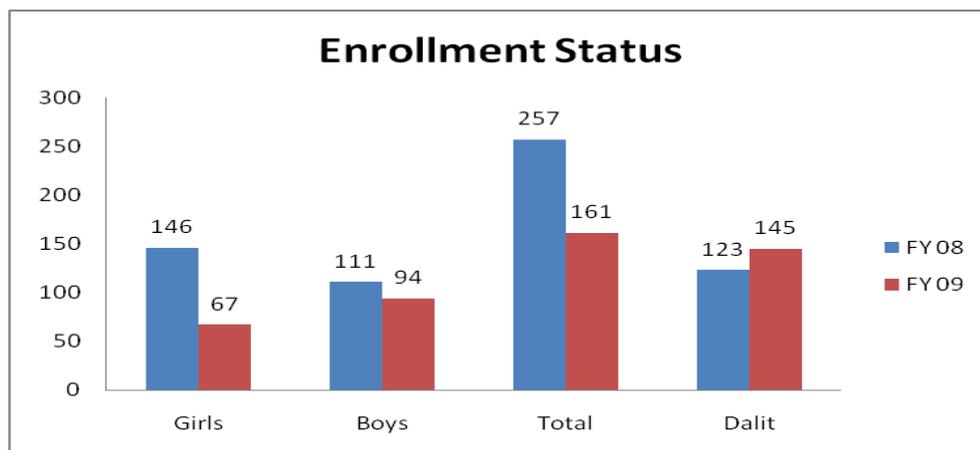
RHO-C members carried out the birth registration campaign in the fiscal year 2066/067. EPs had been mobilized in working VDCs to receive the status of children whose birth registrations were missing in the VDCs and schools. The RHO-C had consulted CBOs, youth club, Head Teachers, School Management Committees and RPs and VDCs to raise awareness on birth registration for children. EPs had found that many of students' birth registration in the schools were missing in the last year. As a result of that, distribution of scholarship had been affected as well. That's why, this year, the importance of birth registration was the major areas of concentration of the project among RHO-C, CBOs, FGs and SMC. In birth registration campaign, the project has emphasized those children's birth registrations whose parents had failed to register their birth date in VDCs. EPs are still mobilized to support birth registration campaign. Birth registration of children in following schools had been successfully carried out with the support of the project. The project facilitated those parents of children in the areas of catchments who were not familiarized on the process.

S.N.	School	Total BR	Male	Female
1	Mangala Devi	124	74	50
2	Panch Prabi	124	54	70
3	Kalasilla	293	163	130
4	Badaruk	124	59	65
5	Bijayapur	202	107	95
6	Nainal	213	136	77
7	Janjivan	114	77	37
8	Bhawani Pravi	58	22	36
9	Panch Dev Higher secondary school	179	42	137
10	Tingla Devi	83	27	56
	Total	1514	761	753

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Activity 2.5 Welcome to school campaign

Child rallies were demonstrated from 16-20th of May 08 in the catchment's areas (10 schools) as educational campaign activity to increase the enrolment of the school aged children into the schools. There were altogether 3291 participants (1899 Dalit) were mobilized from RHO-C, EPs, CBOs, FGs, SNV, DNF, ASN, teacher, students, SMC members, guardian and local clubs during the educational campaign. Enroll all children over five years; Child right is every one's concern; Quality education is our desire; Eradicate the child labour; It is the right of every child to be educated and Children are ornaments of school were the main slogans for the rally.



After the enrolment campaign, total 418 (girls 213 dalit 268 and others) children (5-14 years) were enrolled into the school from the catchments area. Among them 392 (girls 270, dalit 257 and others)

children were enrolled into grade 1.

Activity 2.6 Orientation to guardians of newly enrolled students

To increase regularity of the children into the school and reduce their drop out from the schools in the early age, 11 events of orientation to guardian of newly joined students have been carried out in the second half of the first year. A total of 181 participants (female 49, dalit 132 and others) attended the events of orientation. There were 258 newly enrolled children in this year. The main objectives of orientation were to increase regularity of the children into the school and to reduce their drop out from the schools.

First of all guardian of the newly enrolled children were identified with the help of HTs and SMCs. Guardians were informed through HT and students to participate in the orientation meetings. In the orientation meeting it was discussed on the regularity of the newly enrolled children, send their children into the school regularly and to prevent them from drop out from schools.

Finally, the orientation meetings had increased the responsibility of the SMC and HT and guardians were committed to ensure the quality education for students from the schools. The orientation meetings had also helped to increase the regularity of the students. Awareness on education rights of the children were increased among parents and children. The cases of child labour were significantly reduced after the orientation meetings.

80 events of orientation to guardian of newly enrolled students were done in 2nd year with 3345 (female 1700, dalit 2170) participants. There were 161 newly enrolled children in this semester. The main objectives of orientation were to increase regularity of the children into the school and to prevent them from drop out.

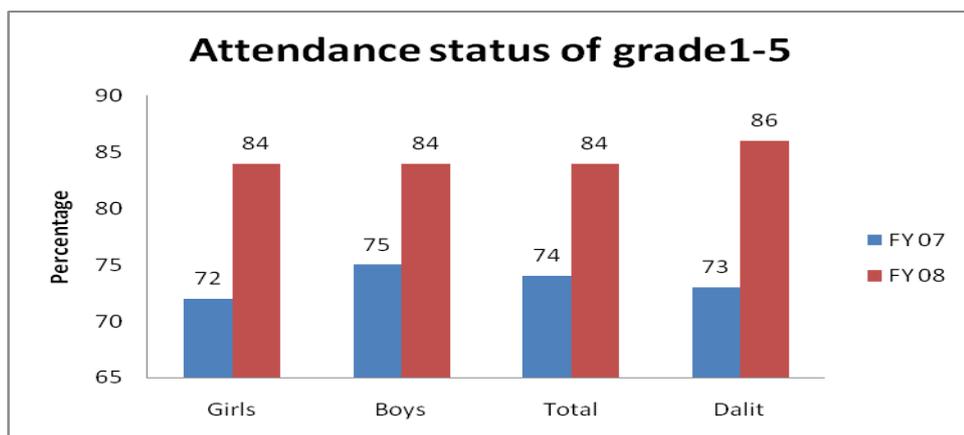
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Finally responsibility of the SMC and HT increased and guardians have also been accountable for this. After the implementation of the program, regularity of the students is increased now. Awareness on education right of the children is increased. The case of child labour is reduced.

Activity 2.7 Regular monitoring of attendance of teacher and students

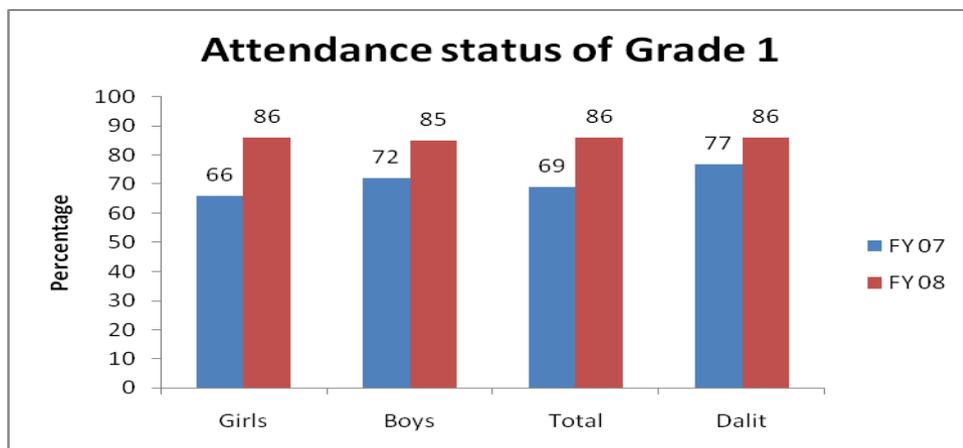
Regular monitoring of attendance of teachers and students has been done by RHO-C, SMCs and EPs in the second half of the year in all the schools of the working areas. The main objective of the regular monitoring was to increase the regularity of the children into the schools. For this, first of all RHO-C,



SMCs and EPs were entered into the classroom, counted the head of attended children on that particular day. It was tally with the attendance register also.

Attendance percentage is calculated and shared it into the

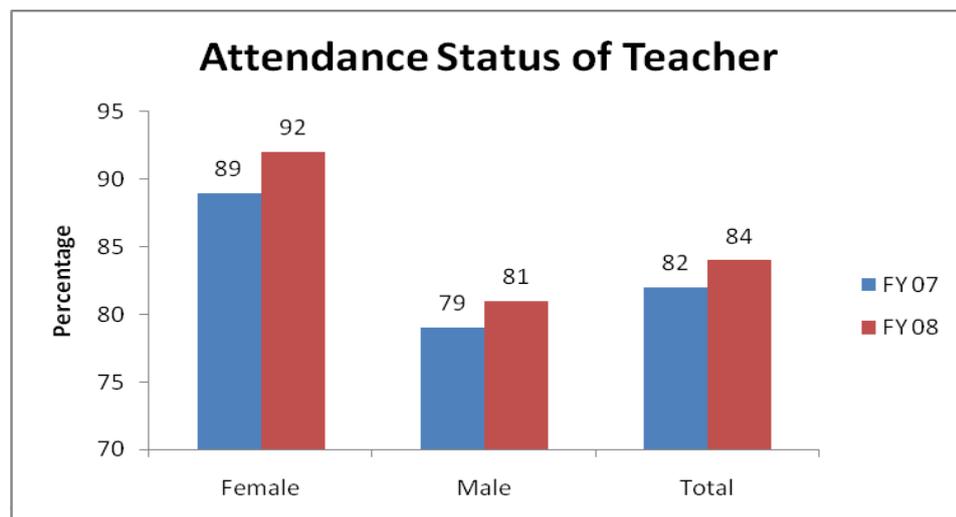
meeting with stakeholders at school as well as at district level. This helps to realize the existing situation and make a strategy to increase the regularity of the children as well as teacher and finally to ensure the quality of education.



In first year, 84% (Girls-84%, dalit-86%) students from grade 1-5 are attending schools regularly.

Similarly, 86% (girls-86, dalit-86%) students are attending in grade 1 regularly. The status shows high attendance in grade

1. After the program implementation regularity in grade 1 seems in progressive order.

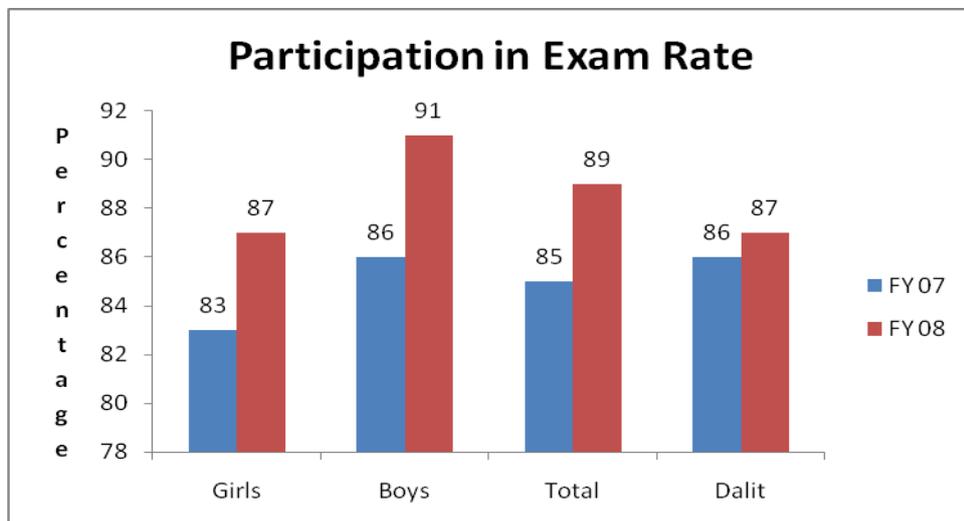


It was found that attendance status of teacher was 82 in baseline but after the intervention of the program it is slightly increased by 2% in 1st year. Attendance of male teacher was increased by 2% than the baseline while attendance of

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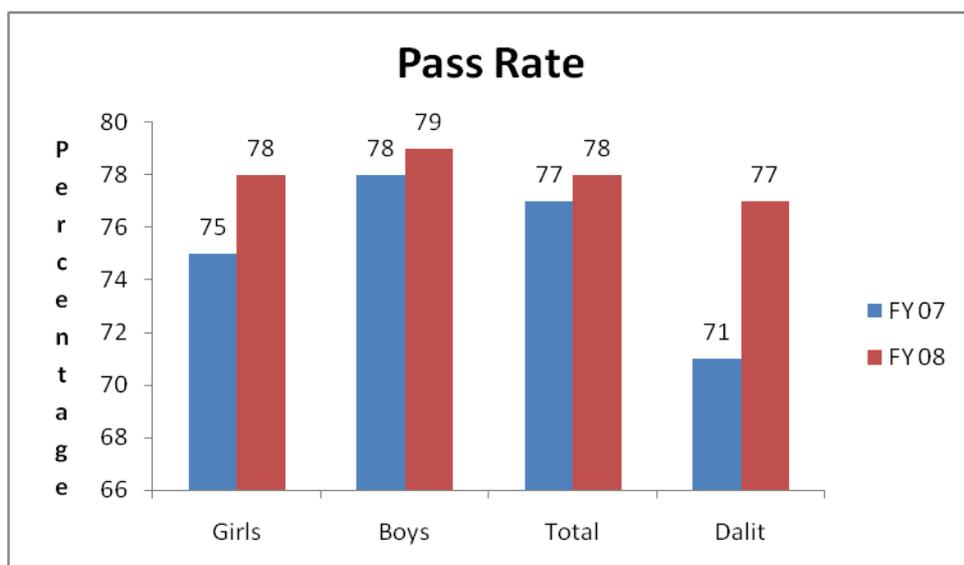
female teacher had increased by 3%.

Similarly, annual follow up was also done with the coordination of HT and teachers to find out the participation in exam and pass rate of the students. For this, after the final evaluation of the students, data of students were collected from result sheets with the coordination of HT.



It was found that the participation in exam rate of children from grade 1-5 was found that 89 % (girls-87%, dalit-87%). It was found that participation rate was increased by 4% in girls, 5% in boys, 1% in dalit and 4% in total than the baseline

after the program implementation.



The pass (Graduated) rate of children shows that 78 % (Girls-78%, Dalit-77%) (Pass in annual exam among participated in exam of grade 1-5). It was found that it was increased by 3% in girls, 1% in boys, 6% in dalit and 1% in total than the baseline 07.

Activity 2.8 CBOs/FGs/RHO-C participate in social audit

In first year, 9 events of social audit were organized carried out by 9 schools in the second half of the year. There were 311(female 34, dalit 162 and others) participants involved in the social audit from CBOs, FGs, and RHO-C. The main objectives of the social audit were to make transparent the schools activities and increase the responsibilities of SMC to take ownership of the schools.

First of coordination with DEO was completed. With initiation of the project, DEO had informed to schools to organize the social audit. Schools finalized the date for the social audit and request to DEO, DNF, SNV and ASN for the participation. Schools had also invited SMC, CBOs, FGs members and community leaders for the social.

Schools had presented their educational as well as financial activities of the academic year. It was found that Jan Jivan Lower Secondary School had misused the some amount of scholarship. After the social

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audit (28th Sep 08) misused amount of the scholarship that is NRs. 76000/- had been again distributed to students. Before the project initiation, some of the schools had not done their social audit before. Teachers were also hesitating social audit in the schools at the time of RHO-c request. So, the schools carried out social audit up to 3-5 years at a time.

CBOs, FGs, and RHO-C members were inspired from the initiation of the project and also committed to conduct social audit each and every schools in the schools.

So, in the second year RHO-C started to coordinate with SMC and HTs for the social audit. Finally, Schools were organized social audit at schools level. They called mass gathering and presented the achievements of the fiscal year including administrative, educational, physical and financial aspects of the schools. There were more than thousand community people from parent, students, teachers, EPs, FGs, CBOs, RPs, SMCs, and RHO-C members participated in social audit. There was no any kind of constraints from school authorities for the social audit. There was very good impression on community people for organizing this types of gathering and providing the opportunity to know about the schools achievements/activities through social audit for inclusive and quality education.

It was found that the 10 schools of the catchments areas had received NRs1232800/- in total for 1368(girls 859). Of total, the schools had distributed NRs. 1079800/- to those children and the rest of amount NRs. 153000/- had been planned to utilize in school improvement, school renovation.

So, schools have taken social audit as key tools for transparency. The project has contributed to increase the trust of the community people towards schools and schools have committed to do social audit every year as a regular program.

Activity 2.9 CBOs/FGs/RHO-C participate in SIP meeting

One event of 2 days School Improvement Plan workshop (SIP) was organized at NTU training hall, Manma on 25-26 September 2008 with 16 participants from CBOs, FGs, and RHO-C members. The main objective of the workshop was to make conceptual clarity of the participants on the process of SIP preparation at school level.

Coordination with RP and DEO was carried out to organize the events. There was discussion on the importance of SIP and its related formats. The main facilitators were Mr. Ram Karan Yadav from ASN. Participants benefited on the conceptual clarity on SIP preparation. CBOs, FGs, RHO-C members had committed to facilitate the SIP preparation at all the schools with the coordination of SMCs and HTs.

On the second year, CBOs, FGs, RHO-C members were also participated in the SIP review meeting organized by RHO-C at school levels on August 09. They reviewed the previous SIP preparation and its implementation. Finally, they had been able internalize the existing situation of schools. On the basis of SIP review, RHO-C had committed to monitoring SIPs of the schools on quarterly basis for the effective management of the schools.

Activity-3: Sensitization of duty bearers

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Activity 3.1. Coordination Meeting with District education office (DEO)



District Education Officer (DEO) is a key person for this project to get corporation from duty bearers. So, it is very essential to keep coordination with DEO regularly. ASN facilitated the coordination meeting on 27th November 07 at DEO Kalikot office. A total of 8 participants took part the meeting including DEO, accountant and technical assistant.

The major agenda of this meeting was to share about Inclusive education program of Kalikot and make common understanding with similar activities conducted by DEO in the district. After the brief sharing of the project activities, the meeting had decided to conduct similar activities jointly (like school enrolment campaign, Village Education Plan and Bridge course etc) by making MOU. Furthermore, reanalyzing the need of micro planning in district, the meeting had also decided to submit concept note jointly to UNICEF with regard to micro planning of children development of Kalikot district.

Overall, the coordination meeting was very significant. DEO had very good impression to promote the inclusive quality education program of Kalikot district.

There were some difficulties and challenges, especially coordination with local stakeholders. It was difficult for local stakeholders to understand the concept of RHO-C since they had never worked together for a project through consortium approach. Physical condition of the road was very poor and risky. It was very difficult to negotiate with a sister-organization of Maoist (National Dalit Mukti Morcha) about the project.

Again, ASN had organized one event of coordination meeting with DEO on 21st August 2008 at DEO, Manma in the second half of the project. There were altogether 6 participants from RHO-C, ASN and DEO. The project had raised the issues of social audit at school level, SIP training and meeting and education issue of Kalikot district in the meeting.

It was decided that social audit will be scheduled within the 2nd week of September 2008 and reported to DEO. Related RPs must be compulsory participated in the social audit. SIP training will be provided to HT and SMC within the 3rd week of September 2008 to make SIP of each and every school. Then, the SIP will be implemented in the schools. SIP meeting should be organized within last of September 2008. Finally, it was identified the following education issues;

- Lack of textbooks
- Imbalance STR (Full form)
- Lack of educational/teaching materials in schools
- Lack of school library
- Lack of nutritious food program
- Lack of toilet and safe drinking water supply

Activity 3.2 Training on SIP and inclusive education

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Two days SIP training was organized from 17-18 September 2008 at NTU hall Manma. There were altogether 27(female 1, dalit 8 and others) participants in the training from HT, SMC chair persons. The main objective of the training was to increase their responsibilities in the school development, local resource identification, mobilization for transparency and ownership and to make a database plan of schools for its better implementation.

Coordination with DEO was done and Schools were informed by DEO. The main facilitators of the SIP training were Mr. Dev Narayan Panjiyar from ASN and Mr. Thakur Prasad Gyabali and Mr. Dharma Bahadur Sahi, Resource Persons from DEO. The method of Interaction, discussion and group work were used as major tools of training. It was discussed on the educational, financial, physical and social aspects of the schools. Visioning of the schools was also done.

Participants were conceptually made clear on the SIP. Participants were encouraged and committed to actively participate in the SIP formulation at school level. Practice of resource mapping was helpful for them to mobilize local resources for the development of the schools. Schools had prepared their SIP in a register.

There was not enough resources in the schools for the making SIP (formats). The project had drawn the attention of DEP to allocate SIP preparation cost and recommended DEO to carry out the survey in the schools of Kalikot for this.

Activity 3.3 EMIS Training

To Develop Skill on EMIS, Child Tracking System & Database Management for the effective implementation of EMIS, Aasaman Nepal had organized 3 days district level training on EMIS & Child Tracking at Agriculture Development Centre, Kalikot on 16-18th May 2008 with 24(female 3) participants from teacher, Section Officer, SNV Nepal, Resource Person, DNF, ASN, DWFC, consortium and NNDSWO.

The main facilitators of the workshop were DEO Section Officer Mr. Uttam Prasad Acharya (DEO), Mr. Dilip Kumar Yadav (ASN) and Mr. Thakur Prasad Gyawali, RP of Rarakatiya. The participants had benefited from Child Tracking & Related Format, Flash I/II and EMIS in the workshop. Discussion, interaction, group work and field practice were the major tools applied during the workshop to make common understanding among the participants.

Finally participants were familiar with EMIS & Child Tracking system, use of flash I/II after the workshop. Participants expressed that Child Tracking System was a tough task but interesting. It was very short time and limited teacher for school to fill up the Flash I & II report. Many of the schools filled false data with increased number of students to be benefited by the government grant. Teachers are taking EMIS (Flash I/Flash II) as a work load. Teacher takes EMIS as another work load. So, communication must be faster & clear.

Activity 3.4 Child Friendly Teaching Training



ASN had facilitated a 3 day child friendly teaching learning training organized by DNF at the training hall of district agriculture office from 19-21st of May 2008 with 16 participants (5 female, 2 dalits and others) from schools, representative of DEO, consortium representative, team leader, representative of SNV and ASN. The main objective of the training was to ensure the

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quality education in each school in the project areas through conceptual clarity on Child Friendly School, child right and promoting effective teaching learning methodology such as punishment less teaching method.

The major contents for the training were concept of child friendly school, child rights; child centred teaching learning process and punishment less teaching method. Mr. Dev Narayan Panjiyar was the main facilitator for the training. Group discussion, interaction, brain storming, ice-breaking and role play were the major tools adopted during the entire training.

Finally participants were familiar with the child rights, child friendly teaching learning methodology without physical punishment. They prepared the action plan followed by Parent/ Guardians Gathering and Teacher's Seminar etc.

The parents/guardians were gathered in Lower Secondary School, Tadi during the training period. After the gathering, management committee for monitoring grade 1 and 2 was formed. It was decided that the committee would be responsible for the regular monitoring of the class and examine test at the end of the month to find out the learning achievements of the students. Due to inadquet physical facilities, so it was difficult to implement in practice.

Activity 3.5 Providing bridge course and coaching

In 1st year, the RHO-C frequently lobbied with DEO to provide bridge course for over aged children who were out of school. In the catchments areas of the project there were no any bridge courses running by DEO whereas other VDCs were benefiting from this. One of the agenda of RHO-C was for bridge course which has been taken seriously by DEO for arranging the courses. The project team including RHO-C has drawn the attention of DEO for arranging the courses at VDCs level.

So, on 2nd year RHO-C had started to coordinate and lobby with DEO to start the Bridge course for over aged children from the working VDCs/Schools. As a result, there are 7 FSP (Flexible Schooling Program) quotas were approved by DEO for the working VDCs. These centres are running smoothly now. For this, 7 FS were selected from the local community. They were trained by DEO with basic FSP training. These centres are at cluster level. The project has recommended following recommendations that include that these centres should be conducted for 3 years, there should be special textbooks used designed by government i.e. 1-3 levels of each subjects Math, Science, Nepali, English and Social Studies, This course should equivalent to grade 5. So, after completing 3 years children should be enrolled to grade 6. Centre management cost was supported by DEO. RHO-C, SMC and mother school are monitoring those centres for better implementation. In total there are 210(Girls 136, dalit 147) children.

Activity 3.6 Preparation of SIP

There is plan to support Rs. 500/- per school to make SIP. There is not enough resources in the schools for the making SIP (formats). DEO is also not supporting for it. The task of SIP preparation has been expensive due to budget limitation. So, it is not completed in 1st year. For the completion, it should be planned for SIP preparation cost also by DEO/ASN for the second year of the project.

On the second year, RHO-C had organized 10 events of SIP preparation meetings at school level with 256 participants (female 43, dalit 69) from SMC, teachers, CBOs, RHO-C, EPs, TL and children in August 09. The main facilitator of the meeting was related RP from DEO. It was discussed on weakness, strength of the schools, problems and opportunities of schools. Similarly, they review the previous SIP also. Finally, they internalize the existing situation of schools. On the basis of it, they revised their SIPs.

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While analyzing revised SIPs, it was found that SIPs are focused on inclusive quality education. Most of the non budgetary but quality education supportive activities were also included in the SIPs. Before SIPs were formed as only for formality. Only physical facilities focused activities were included.

RHO-C and SMC are monitoring SIPs on quarterly basis now. They are taking SIPs as fund raising plan of schools. They realized that SIP has been guiding document for them to improve better management of the schools.

Activity 3.7 Improving school facilities

Project has also supported to 10 schools to improve school facilities based on SIP. The contribution from the project side for each school is NRS.35000/-. Schools have used this support in improving the school facilities for quality education i.e. field management and furnished schools with furniture.

Now, children are freely doing extracurricular activities during tiffin time at schools by using ground. Children are happier with getting the opportunity of sitting on desk. It helped to retain them at schools.

2.2 Please list all contracts (works, supplies, services) above €5000 awarded for the implementation of the action during the reporting period, giving for each contract the amount, the award procedure followed and the name of the contractor

N/A

2.3 Annual Implementation plan ²

N/A

Overall annual Challenges

- It is very hard to manage program properly due to the geographical diversity.
- Due to the remote area EP and TL are not so encouraged by existing incentives.
- Other organizations are providing incentives to participants in various organized meeting. So, they become inactive in the lack of incentives in the meeting.

Overall Learning

- SIP should be updated every year and monitor by RHO-C and SMC on regular basis for the better improvement of the management of schools.
- Social audit should be practiced by schools every year in the presence of community stakeholders for the transparency of school's activities (physical, financial, administrative and educational) and increase community trust.
- First generation literate youth should be mobilized in the community to convince the parent to send their children to schools to ensure their education right.
- RHO-C should be accountable for the sustainability of the program.
- Scholarship fund should be channelized to schools by DEO in time and on database to encourage schools to distribute it fairly to real targeted children.
- District level stakeholders as well as line agencies must start to work together with on inclusive quality education issue to influence on the policy level.

² This plan will cover the financial period between the interim report and the next report

3. Partners and other Co-operation

3.1. How do you assess the relationship between the formal partners of this Action (i.e. those partners which have signed a partnership statement)? Please specify for each partner organisation

Among SNV, Aasaman and DNF, there is very good relationship in terms of communication, information sharing, consultation and participation in the project related decision making processes and other management issues. In the beginning there was some confusion in the jurisdiction of DNF and Aasaman. Now mostly the issues such as role of Aasaman and DNF to implement programme have been settled. With the joint initiation of these partners the project has been concluded successfully. Even after project completion, the further partnership among DNF, SNV and Asaman in other initiatives are being continued. DNF and Aasaman are jointly exploring other opportunities for working on educational issues of marginalized and excluded groups' children of Nepal.

3.2. How would you assess the relationship between your organisation and State authorities in the Action countries? How has this relationship affected the Action?

State authorities have positive attitude towards project and its action because of the present political situation in Nepal. They have shown positive response toward project and its action. The project received crucial support from government authorities during the project implementation. During District level start up workshop, Chief District Officer, District Education Officer, Local Development Officer, District Education Officer had expressed their commitments to implement national laws and provision regarding Education for All (EFA), provide development and scholarship support to the Dalits and other excluded groups students above primary level. The project did not observe any constraint from the state authorities while implementing the project. They had crucial involvement in each activity of the project especially, social audit, BR and school enrolment campaign, flash report preparation. Due to the project support, the significant relationship has been developed among the project implementing partners and government officials. The government officials have always been instrumental to continue the activities to promote quality and inclusive education for those students from excluded and disadvantaged groups.

3.3. Where applicable, describe your relationship with any other organisations involved in implementing the Action:

- Final Beneficiaries and Target groups:
- Other third parties involved:

DNF identified the final beneficiaries through baseline survey. After the completion of baseline survey, a report had been produced, which will, in turn, contribute to develop rapport with beneficiaries and other local stakeholders, e.g. school teachers and members of School Management Committees (SMCs).

In RHO-C, DNF invited women organizations and an organization for disabled people. It is new experience for Dalit NGOs in Kalikot to lead other excluded groups. Although the two lead Dalit NGOs are not yet well equipped to lead other agencies, such arrangement will certainly contribute to develop their leadership and to enrich their understanding on 'inclusion' in broader context.

3.4. Where applicable, outline any links you have developed with other actions

DNF has reached to media people, local Dalit NGOs, political parties, civil society organizations for effective coordination, cooperation and for creating synergy effects. This will help in creating synergy in other projects of DNF.

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3.5. If your organisation has received previous EC grants in view of strengthening the same target group, in how far has this Action been able to build upon/complement the previous one(s)? (List all previous relevant EC grants).

DNF has not received any support in view of strengthening the same target group from EC previously. However, at present, DNF in collaboration of CARE Nepal carried out the project with namely, *Promoting Human Rights and Social Inclusion of Terai Dalits in Nepal* with the support of EC. The project is being implemented in the three Terai Districts located at western region of Nepal, namely, **Rupandehi, Kapilbastu and Nawalparasi**. The project started from 1 January 2007 and ends 31st December 2009. The project includes the education empowerment programme for Terai Dalit Children. Information, other relevant experiences and best practices of the project are shared and exchanged frequently with the new one.

4. Visibility

How is the visibility of the EU contribution being ensured in the Action?

DNF has displayed the logo of EU in the banners of any formal program and the signboard hoarded in the project office with its clear logo of EU and DNF respectively. .

The European Commission may wish to publicise the results of Actions. Do you have any objection to this report being published on Europe Aid Co-operation Office website? If so, please state your objections here.

No Objection at all.

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Date report due:..... 31 October 2009

Date report sent: 6 April 2010

5. Abbreviations

GOs	Government Organizations
NGOs	Non Government Organizations
RHOs	Rights Holders Organizations
CBOs	Community Based Organizations
FGs	Functional Groups
SMCs	School Management Committees
EPs	Education Promoters
IDPs	Internal Disable Peoples
HTs	Head Teachers
RPs	Resources Persons
SNV	Netherlands Development Organization
DNF	Dalit NGO Federation
ASN	Aasaman

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DNF MW	Dalit NGO Federation Mid western
EC	European Commission
DEO	District Education Office
NGOs	Non Governmental Offices
RHO-C	Rights Holder Organizations Consortium
DUS	Dalit Utthan Samaj
EFA	Education For All
CBOs	Community Based Organizations
FGs	Functional Groups
TL	Team Leader
EPs	Education Promoters
SMCs	School Management Committees
DDC	District Development Committee
DWEC	Dalit Empowerment Centre
ECM	Each Child Monitoring
A/C	Account
GER	Group Enrolment Ratio
SIP	School Improvement Plan
NNDSWO	Nepal National Dalit Society Welfare Organizations
BR	Birth Registration
SLC	School Leaving Certificate
FS	Flexible School
PF	Project Facilitator
CDO	Chief District Officer
DDC	District Development Centre
MOU	Memorandum of Understanding
VDCs	Village Development Committees
DEPROSK	Development Project Service Centre
SMs	Social Mobilizers
BM	Block Mobilizer
RDN	Rastriya Dalit Network
BR	Birth Registration

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