

Parent Teacher Motivation Project

Third Phase (PTM III)

Implemented By

Centre for Educational Policies and Practices (CEPP)

Evaluation Team Members

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End-Term Review
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List of Abbreviations

CBS: Central Bureau of Statistics

CSO: Civil Society Organization

ECD: Early Childhood Development

ECED: Early Childhood Education and Development

FGD: Focused Group Discussion

GON: Government of Nepal

MoEST: Ministry of Education, Science, and Technology

PTM: Parent Teacher Motivation

RM: Rural Municipality

TGs: Target Groups

1. Background

Education is a fundamental right of children. It is understandable that the government has the primary responsibility to ensure the right to education. And the government is implementing free and compulsory education. However, the quality of the education is always in question. The concept of quality school education covers the overall development of learners, and required multi-dimensional interventions. At present the attention given to quality education is not sufficient and there is a need of providing intentional efforts to address the issues related to quality education for all.

Given that the focus of the project is on the Madhesh Province, it is necessary to contextualize the existing situation of education indicators province-wise. For instance, this province is the second most populous province (20.4%) in Nepal and it has the lowest literacy rate of all provinces (63%) in Nepal (CBS, 2011). Almost 6 out of 10 least literate districts in 2011 were situated in the Madhesh Province. However, only two districts were in 2001 and only one district in 1991 (Sharma 2014). This shows the dilapidated situation of education in Madhesh Province. Similarly, 8 out of 10 districts with the highest number of children out of school are also in the Madhesh Province. Moreover, school-student ratio and student-teacher ratio in the Madhesh Province are also the lowest of all seven provinces (GoN/MoEST 2018). These statistics and others are cause for concern about the quality of education in the province and urge elected representatives and education stakeholders to counter these downward trends. Quality education suffers due to rote learning, lack of relevant study materials and books, lack of accountability and motivation in teachers, and the lack of confidence of the parents from the marginalized community to voice, debate, and raise concerns to school authorities to improve school functioning. Such issues are not easy to solve and it needs sustained advocacy from the parents, teachers, and the local government.

Due to this, for instance, about 86.8 percent of children who start primary school reach Grade 5, and only three quarters, 74.6 percent of children are retained up to Grade 8 in Nepal (MoE, 2016). An unpublished report by a high-level education commission revealed that 10% of children up to grade 8 are still out of school. Further, Madhesh Province has the lowest Net Enrollment Rate (i.e. 95.7% in grade 1-5, 62.8% in grade 6-8, and 56.3% in grade 9-10) while the Bagmati Province has the highest NER (97.1%, 92.5% and 71.8% respectively). A total of 19.5%, out of the total student population attending community schools in Nepal are from the Madhesh Province. It is the highest among the 7 provinces of the country. However, even though Madhesh Province has the highest number of students it ranks only fifth in the number of teachers (12.2 %) (GoN/MoEST 2018).

In this context, CEPP implemented the 'Parent Teacher Motivation project (PTMIII)' with niche-focused objectives at Chandranagar, Madhesh Province. The major objectives of the projects are to improve the quality of the education by increasing

parents' involvement and enhancing teachers' motivation and competencies. Improvement of the school environment both indoor and outdoor and sitting arrangements were the priorities of the project.

Description of the Project

PTMIII project is part of a PTM project series being implemented in different locations ranging from Bagmati RM at Makwanpur district (PTM II) to Chandranagar RM at Sarlahi district (PTMIII). There are two primary goals of CEPP with the PTM project series. First, at the macro level, the advocacy in a social, political, and thereby influence the policy landscape to enhance the quality education of community schools focusing on primary level grades (ECD to grade 5). While doing so, CEPP uniquely positioned itself to intervene in the RMs instead of urban municipalities. Second, at the micro level, their key focus is to improve the learning outcomes of children in the community/public schools. The major activities of PTM projects are broadly classified into three thematic areas: (a) School-level intervention (mostly, with teachers to improve schools); (b) Community-level intervention (mostly, with parents to make a school accountable for their children to access quality education); (c) Policy-level interventions (mostly working with CSOs, journalists, federal/provincial/local governments, etc.)

A decade-long experience of CEPP as a not-for-profit advocacy organization is well known among the CSOs community in Nepal. There are at least 10 staff at the Kathmandu office. Whereas, CEPP also have established local offices wherever they implement the project. Four full-time staff were stationed at Chandranagar RM.

2. Purpose

The objectives of the evaluation are reflected in the three key research questions, which underpin the findings of this evaluation:

1. Was the project relevant and what were the most significant changes that project made in the schools and communities?
2. How effective and efficient are the interventions made through the project?
3. Was the project model replicable and sustainable?

The purposes of this evaluation, as per the TOR, are as follow:

- a. Identify and enumerate main achievements made so far in terms of relevance, effectiveness in cognizance with the disturbance caused by Covid -19.
- b. Assess the suitability of the content and process of the project: determine if it was the right thing to do in the given context and if it was done in the right way.
- c. Recommend a future course of action for the project for the next phase.

A pdf copy of ToR is presented as Annex 4 at the end of this report for reference.

3. Methodology

The evaluation questions have been addressed through primary qualitative research, complemented by an analysis of existing documents. We have used a qualitative approach to consolidate the findings. The evidence gathered from multiple sources such as FGD, interviews, and observations to cover the breadth and depth of the evaluation in a comprehensive and rigorous manner.

Selection of respondents: Head teachers and teachers, school management committee members, and parents were selected as respondents for the evaluation purpose.

The evaluation process followed the following methodological approaches:

- a. Desk review: the team members reviewed the existing reports and other project-related documents.
- b. Field visit: the team members visited the project implementation area both for this phase and the previous phase for data collection and verification of information. Field visits were conducted from 11th to 13th Dec 2022 in two locations - Chandranagar RM (Sarlahi) and Bagmati RM (Makwanpur) (refer below for the list of people contacted/interacted with).
- c. Focus group discussions and interviews were conducted with teachers, parents, school management committee members and municipal authorities to gather their understandings and experiences regarding the project (see annex for the focus group discussions).
- d. Observation of the school environment (both outside and inside the classroom) was conducted.

Limitation: Evaluation had to be done in a very short period. It has to be taken in mind although field visit could get reasonable time. The initial idea of making the findings and recommendation to the group of stakeholders was not possible due to this time restriction. This could not give adequate justice to CEPP's engagement in policy aspect of education.

4. Findings: Issues and Achievements

This section is divided into three thematic areas: (a) School-level interventions/achievements; (b) Community-level interventions/achievements; (c) Policy level interventions/achievements.

4.1 School-level interventions/achievements

School level interventions are also further divided into three sections; general, pedagogical and environmental.

4.1.1 General

Despite Covid19 pandemic causing direct and indirect difficulties to implement PTMIII, CEPP staff made significant progress in gaining trust among the key stakeholders such as teachers in all five schools, parents, local influential public intellectuals, government officials at the municipality and community at large in the catchment areas of the schools. This is the first step in the intervention to implement the stated objectives of PTMIII.

The defining aspect of CEPP's working modalities is to adopt a holistic view on education that can foster cohesiveness in the community and believes strongly that education is an 'equalizer' in society. If we see the population composition of Chandranagar RM, Backward caste Madheshi groups, Dalits, indigenous groups, and Muslims constitute over 90% of the population. This is also reflected in the composition of schools and classrooms. These are the groups that are at high risk of either unequal access to school (out-of-school-children proportions are high in the Madhesh Province as compared to the national average that is reflected in almost every rural municipalities) or risk of dropping out of school or not learning what a child supposed to learn in their respective class. These problems are not going to be solved in one or two project cycles but need a sustainable approach to interventions. We find that CEPP steadily learns the complexity of executing the PTMIII. For instance, we found that the CEPP office is uniquely located within the catchment area of the school. In this way, they are nearer to the community and CEPP staff are easily approachable to parents, teachers, and other stakeholders.

When we asked the SMC President, Krishnawati Dhangar, newly elected SMC president from the Dalit community: Are you aware of the CEPP office? Have you ever visited their office? How often do you interact with CEPP staff? She said: "their office is just 5 minutes walking distance from here. They are a part of us. They come. We go." Thus, CEPP's physical office closeness to the community transcends the barrier of being an outsider to the community. This approach makes personnel imitate understanding between CEPP's staff and the community they work with.

The major hurdle to SMC formation depends on the local political dynamics. Madhesh province is disproportionately lagging behind to form SMCs as compared to other provinces. However, the awareness of the community has made a significant difference in forming SMC by consensus. For instance, Krishnawati Dhangar, a Dalit woman from a modest economic background, elected as SMC president, does suggest a positive example of forming SMC. CEPP teams may bring out such stories to the public and the success of their community engagement.

4.1.2. Pedagogical

One of the major problems in the school widely witnessed is the unwelcoming environment in schools in terms of classroom setup, poor infrastructure & maintenance, cleanliness, and the school field/area appears like a barren land. CEPP

has offered unique interventions in both indoor and outdoor environments to make school welcoming.

When we asked SMC President/members, teachers, and parents: Can you list out what CEPP is doing here in your schools? Without a pause, they reply: "they did plantations, they do painting in the class, the classroom looks better, and children enjoy the ambiance of the classroom".

Use of local materials and play methods of teaching is another significant change seen during the visit of the schools in 'Rai Gaon'. Though the floor sitting arrangements and wall painting was started in Chandra Nagar, the transformation in the teaching learning approaches in the teachers is yet to be seen. One of the reasons behind this might be a teacher child ratio.

What is unique here is CEPP's attempt to do a low-cost, creative, and aesthetically rich intervention. Such interventions rarely register in the minds of the NGOs/donors/local politicians until proven an effective intervention in the school/community. On this front, CEPP, albeit partially, successfully demonstrated innovative changes in the classroom (painting, floor sitting arrangement, etc.) and improved the ambiance of the school. While interacting with local authorities, they do recognize and appreciate this part and advocate scaling up with other donor communities to learn and implement CEPP intervention.

The management committee members of Shree Basic School shared that the CEPP program motivated parents, teachers, and the students. As a result, parents support the school with their labour for fencing the school, planting trees, making furniture, and installing outdoor play materials (swing, seesaw, etc.).

As learning begins from ECED in schools, it was found that CEPP has not yet worked on ECED classes. Both teachers' training and classroom management as per the minimum standard of ECED was found lacking in the project schools. We got a response that due to the lack of teachers ECD and grade 1 or even two are combined from time to time.

CEPP's contribution on developing local curriculum in Bagmati RM is also a praiseworthy task. However, not all the schools have used the local curriculum. On the contrary, it was observed that use of English as a subject as well as a medium of instruction increased challenges in teaching-learning approaches and the quality of learning.

During the field visit, however, once CEPP demonstrated it, we were told that CEPP's floor sitting plans, playthings arrangements, and classroom painting ideas were discussed among other NGOs and found worth replicating.

4.1.3 Environmental

The results of the plantation (greening) take time to observe. However, whatever plantation was done in the school was destroyed during the provincial/federal

elections, given that schools are polling stations with overwhelming crowds. However, the CEPP team constantly advocates and intervenes to make schools 'green'.

The plantations of the trees in the school ground were observed in Chandranagar. The green school with plants and trees in the school campus was observed in another project area in Bagmati Municipality. Sunita Lama, Head teacher of Devahit Basic School proudly shared that the model work of CEPP were, green school, colorful classroom and protection of local skills. She showed the local and low cost playing materials prepared by the parents, accessible in the library.

Training teachers is a core component of the project. CEPP did provide training to teachers but it is too early to assess its impact on the quality of learning. However, we found that teachers were motivated in realizing their role to improve schools.

Life-long training/teaching to students, environmental awareness workshops, eco-club, and locally available skills training activities raises the awareness of the students about their surroundings instead of learning narrowly from a textbook/rote-learning. CEPP attempts to do this in its limited time frame. However, such activities need to scale up.

4.2. Community-level interventions/achievement

Door-to-door visits, cluster mother-parent meetings, cluster parent meetings, class wise mother parents meetings are regular phenomena activities. On this front, CEPP has achieved significantly. At least, we conducted two community-level meetings among Muslims and Dalits, with approximately 12 to 15 participants in both meetings. CEPPs staffs were a familiar face to the community members which indicates their close community-level engagement.

However, we observed that the regular door-to-door visits (with mothers and parents, etc.) by the CEPP staff also help to develop an ethnographic sense to immerse themselves in the community to record/document their behavior and interaction closely to assess social, cultural, political, and, most importantly, behavioral patterns to recognize intersectional complexities in improving the schools. While interacting with the CEPP staff, their engagement in the community does give them an idea about the complexities; but we found them ignorant to document and record properly in the office.

Such a project (PTMIII) is incumbent on the motivated staffs who engage in the community. Therefore, the long-term continuity of the CEPP's PTMIII staff turnover – esp. the Coordinator – adversely affects the outcomes of the project to achieve. Since the CEPP staffs are the link to the community, once this channel is broken, it takes time to recoup the loss. However, we have also observed that such a project needs an activist kind of staff to manage the relationship between schools (teachers/head teachers), the community (parents/mothers with local language

competency), and the municipality officials. Maybe, it is wiser to plan field coordinator who possesses skills like the ability to communicate with different stakeholders, decision-making abilities, the ability to delegate tasks and train the staff within her/his leadership, problem-solving, and, most importantly, a motivated-activists-type approach to "education as the great equalizer" to value it intrinsically.

Given that the CEPPs team made significant achievements in connecting with the community, it is also necessary to document or prepare a comprehensive database to understand 'complete identification' of barriers to achieve the stated objectives of the project and to achieve it sustainably. For instance, Children of pre-primary age (4 years): who are not in pre-primary school (ECD), Children of primary school age (from 5 to 9 years): (i) who are not in primary school; (ii) who attended but are either irregular or gave dropped out; and (iii) who will never enter or will enter late. The comprehensive database may open the possibility of target interventions to focus where it is necessary.

4.3. Policy level intervention/achievements

CEPP signed an MOU with Chandranagar RM to implement the project. This has created an institutional mechanism for them to evaluate and monitor their activities by the municipality officials. While interacting with the Education Officer at the Municipality, we were told that CEPP does regular communication to inform about the interventions they made in school and accordingly facilitates and coordinates with the school and community to implement PTMIII activities. Thus, the Municipality is a bridge between the school, community, and CEPP which makes the project sustainable and institutionalizes everyday practices of policy advocacy with the respective municipal government.

The Education officer of Bagmati RM shared that the support from CEPP made Municipal authorities more responsible for quality education. "The effective training with age and grade-appropriate classroom management was a model program in the community schools. However it is always challenging for the sustainability of such efforts." He further added, "as they haven't prepared an education plan for the RM, they are expecting support from CEPP in this regard. Newly elected municipality's chairperson, vice chairperson and other elected members need orientation so that they can prioritize programs and budget in education".

CEPP staff have also made an attempt to influence the budget by organizing seminars with the presence of municipality officers and elected members, training journalists to report education thematic areas, gaining the sympathy of a social influencer with the Chandranagar Rural Municipality to get assurance from Mayor and Deputy Mayor to prioritize education in the policy and program as well as in the budget.

CEPP has also conducted several policy dialogues at the federal and provincial levels. Such attempts do sensitize the dire need for investment in the Madhesh Province to improve school education.

CEPP also politically attempts to raise awareness through media advocacy to strengthen SMCs' capacity as well as to make a network of SMCs to learn support and coordinate policy advocacy within the respective local and provincial levels of government.

However, CEPP's PTMIII focused on the limited geographical area of Chandranagar RM whereas the policy intervention at the provincial level has a limited scope to influence with some visible impact. It would be wiser to consider expanding the field sites of PTMIII beyond Chandranagar RM to outreach other marginalized spaces of the Madhesh Province to realize the proposed 'theory of change' envisioned under this project.

5. Recommendations

- Capacity building of the teachers is one of the activities implemented by CEPP. The teachers need further training to implement an integrated approach of the curriculum in primary grades (Grade 1 to 3) to adapt to new changes brought about by the government. It also needs planning and a framework to train them.
- Classroom environment (floor sitting arrangement and the wall painting) is one of the signature programs of CEPP, however, the display of the learning materials in the classroom and a mini library are required to be added in the classroom.
- Early Childhood Education is the foundation of overall learning; it was observed that the project didn't intervene in the ECED classes in Chandranagar. It is recommended that the project needs to be focused on implementing the minimum standard of the ECED.
- During policy interaction, the municipality officials and elected representatives tend to suggest that the demand for the improvement of schools rarely comes from the community as compared to physical infrastructure demands (roads, buildings, etc.). Given the CEPP has extensive community-level engagement with parents, mothers, SMC members, teachers, and public intellectuals in the municipality, the advocacy to demand improvement with locally elected representatives may be the most sustainable approach instead of the interventions with the short-term projects.
- Orientation is required to the newly elected Municipality's Mayor/Chairperson, Vice-chairperson and other elected members to prioritize programs and budget in education.
- Local curriculum development is one other significant contribution of CEPP in Bagmati RM. However, it has not been observed in CNRM. CEPP support is needed for the implementation of the local curriculum. So CEPP can also support Chandranagar in developing the local curriculum and its implementation.
- CEPP has made significant interventions at the community level. It needs to be properly documented to showcase good practices.

- The PTMIII project site has multiple donor agencies working in the school sector. However, while doing so, there is a wide difference in the working modalities between CEPP and other organizations. For instance, during the interaction with teachers and parents, we were told that: “the CEPP approach is low-cost community engagement contrary to the practices of other NGOs which are mostly distributional”. CEPPs approach is not only sustainable but also creative positive deviance to internalize the improvement of the school in the community and value it. Thus, the motivation of NGOs should not be the distributional strategy to merely ‘tick mark’ so-called activities but to achieve the project objectives with moral ends. As the saying goes: “the means justify the ends”, it is necessary that the practices must be sustainable and do no harm to society. CEPP’s responsibility is even larger to demonstrate fair practices in the improvement of schools in the Chandranagar Municipality.
- Prepare a comprehensive database to understand 'complete identification' of barriers to the improvement of schools. Target the approach where it is necessary. For instance, the field observation suggests that Muslims and Dalits need far more attention to improve their access to school.
- Lobby with the Municipality to allocate at least 20% (also, committed by the Nepali government in international forums to allocate budget nationally) of the internal budget to education.
- The major hurdle to SMC formation depends on the local political dynamics. Madhesh province is disproportionately lagging behind to form SMCs as compared to other provinces. However, the awareness of the community has made a significant difference in forming SMC by consensus. For instance, Krishnawati Dhangar, a Dalit woman from a modest economic background, elected as SMC president, does suggest a positive example of forming SMC. CEPP teams may bring out such stories to the public and the success of their community engagement.
- The majority of students in the five schools are from marginalized communities. Thus, SMC leadership preferably goes to those, especially women whose children enrolled in the school, from marginalized communities. This can be an advocacy priority at the community level. For instance, the leadership of Krishnawati Dhangar needs to be advocated as an exemplary case, and demonstrate the improvement in that respective school story as a benchmark.

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- राष्ट्रिय योजना आयोग । २०१७ (सन्) । दिगो विकास लक्षहरू: वर्तमान अवस्था र भावि मार्गचित्रहरू (२०१६-२०३०) । नेपाल सरकार, राष्ट्रिय योजना आयोग, सिंहदरबार, काठमाडौं, नेपाल ।
- राष्ट्रिय योजना आयोग । २०७५ । दिर्घकालिन सोचसहितको पन्ध्रौं योजना (आ. व. २०७६/७७-२०८०/८१) । नेपाल सरकार, राष्ट्रिय योजना आयोग, सिंहदरबार, काठमाडौं, नेपाल ।

Interaction with different stakeholders

List of key people contacted/interacted

1. Bir Bahadur Rai, Local NGO Activist.
2. Chandra Kishore, Prominent Public Intellectual and Writer, Sarlahi.
3. Devi Lungeli, Chairperson, Mother's group, Rai Gaun.
4. Krishnawati Dhangar, SMC President, Shree Achhewarsing Primary School, Nadhi.
5. Mohan Kumar Shah, Principal, Shree Gyaanjyoti Primary School, Geruka Tol.
6. Pramod Rai, Education officer, Bagmati RM.
7. Ram Kewal Majhi, SMC President, Shree Utapidit Samudaaya School, Kamat.
8. Ram Kumar Raya, Principal, Shree Primary School, Uralo, Ratanpur.
9. Sharan Kaji Shrestha, SMC, Chairperson, Devhit Basic School, Rai Gaun.
10. Sunita Lama, Principal, Shree Devhit Basic School, Rai Gaun.
11. Valmiki Singh, SMC President, Shree Saraswoti Primary School, Danuwari Tol.

*Please note that several other key stakeholders such as SMCs members/teachers/parents etc. participated during the interaction with the evaluation committee along with CEPP field-dedicated and managerial staff. While it was difficult to prepare a checklist in detail for every member, we assume that at least five members did participate in each school (where interventions were made by CEPP) during the field visit.

Community-level interactions

At least two community-level interactions were conducted. First, in the catchment area of Shree Primary Uralo (Ratanpur), we interacted with the Muslim community representing youths, parents/mothers, religious teachers, the head teacher of the school, and senior citizens on 11th December 2022 (see picture 1).

Second, in the catchment area of Shree Utpidit Samudaayik School, we interacted with the Dalit community representing mothers groups, parents, teachers, the SMC president, elected ward members, and others on 12th December 2022 (see Picture 2).

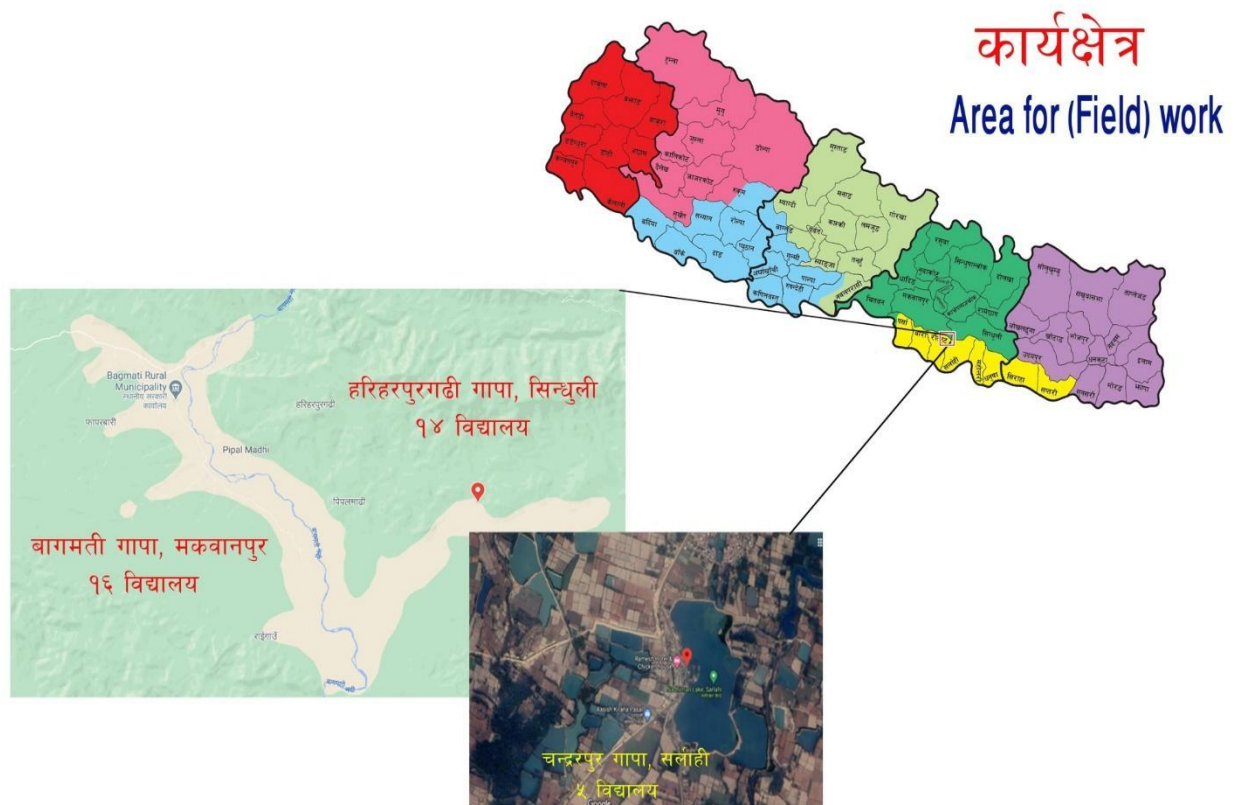
Policy-level interactions

At least one policy-level interaction with the Chief Administrative Office and the Education officer of the Chandranagar Rural Municipality during the field visit on 12th December 2022 (see Picture 3).

Annexes

Annex 1: Map of the file area and the Provinces

Map 1: Evaluation Team visited two field sites [Chandranagar RM of Sarlahi, which is a primary focus where PTM3 is running now and Bagmati RM where PTM2 was running to access comparatively the interventions made by CEPP. Chandranagar (right image below) is in Madhesh Province and Bagmati and Hariharpurgadhi RMs fall in Province 3]



Annex 2: List of Key Questions to the stakeholders

Key Questions and Target groups in the field

(Focusing school and community level intervention)

1.	What most significant change did you see in the schools? Do you know the CEPP staff? Do they visit regularly?	To all the target groups
2.	What do you or don't you like about them?	RM
3.	Do you see the difference between them and other projects/donor driven projects? If so, what?	Teacher, RM
4.	What problem do you see with them?	
5.	Do you recommend them to your relatives or peers to have these people working in your schools/ communities?	Teachers, Parents
6.	How long do you think they have to work here if you recommend them?	RM, Teachers
7.	To what extent this area was affected by Covid? What did children do when school was closed?	To all the target groups
8.	Anything else you like to say?	

Key Questions to target groups in the policy front

1.	Did you know about them? What work do they do?
2.	What part of the work do you find relevant or useful?
3.	To what extent does it help to influence the policy? What is the meaning of their work?
4.	Where do you think they should focus? Level, Area, Theme.
5.	Who else do you think do this kind of work?

Annex 3: Selected Photographs of the Field Visit



Picture 1 Community-level interaction in the Muslim majority area, 11th Dec 2022



Picture 2 Community-level interaction in the Dalit majority area, 12th Dec 2022



Picture 3 with the Chief Administrative Office and the Education officer of the Chandranagar Rural Municipality, 12th Dec 2022



Picture 4 Recognize and Advocate for Madarsha as a feeder school



Picture 5 Improving the experiences of a classroom for children



Picture 6 Krishnawati Dhangar, (Newly elected) SMC President from Dalit Community



Picture 7 Advocating via the US Embassy supported Book Bus to realize the importance of the library and help generate curiosity among students to learn

Annex 4: ToR of the Evaluation

Consultancy ToR for Evaluating Parent-Teacher Motivation Project (PTM3)

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Interested firms or individuals send a plan (Task i. above; this can be claimed as one day of work if the submission is approved) with a cover letter including 2 resumes (max 3 pages/each) to info@schoolingnepal.org Annexes	26
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Prepared by

**The Centre for Educational Policies and Practices
Kathmandu**

Background and Context

Nepal is categorized as one of the economically least developed countries of the world. Their education indicators correspond to its economic situation. Perhaps, other than the development of hydro-electricity, Nepal's prosperity lies in harnessing the potential of human resources, which is evident from a present high turnover of remittance abroad. Education is the key to unfolding this massive human potential. With education, their quality can be greatly enhanced and perhaps soon they need not depend on going abroad for their wellbeing. And those at home can create adequate provisions for them who choose to come back. However, progress in education combined with weak governance is thwarted by multiple threads of discriminations intertwined with caste, culture, gender and geography collectively manifested as social classes. Additionally, the quality of education is rather poor. Rote teaching is the preferred method. Children copy what is in their books or repeat what the teacher says. The system is exam driven meaning that, the fuller the reproduction the higher the score. Classrooms are often basic: bare walls, dusty floors, not insulated against heat, cold, moisture, little didactic materials to stimulate learning and spark interest of children. For the lack of care, infrastructure is often dilapidated although it is perceived as the prerequisite above all. Infrastructure, nonetheless, has particularly improved in recent years even if the number of children and quality may be dwindling. Those who can afford, take their children to for-profit private schools that are perceived better than the public schools – quality often equated with the knowledge of English. This situation greatly suffers from the low dose of good governance and general awareness about the role of education.

In this backdrop, CEPP has been working with a view to improve the quality of teaching and learning in some of the remotest parts of the country where people are marginalized for several factors starting with geography to social wellbeing including the use of mother tongue. It seeks to feed back the issue of governance at all levels. In the recent past, Nepal has undergone sweeping political changes. Monarchy was abolished and a new constitution was promulgated enshrining a secular federal structure of governance among other things. The constitution however, was not welcomed by Madhesh¹ where CEPP works with a municipality and a few

¹ Madhesh used to be the whole of the southern subtropical belt of Nepal. However, the adjective Madheshi has a different connotation for being a special lingo-cultural community different from hill dwellers. With the change of the structure of governance, Madhesh is now a province in the south-eastern part of the country where people of Madheshi origin inhabit in large numbers. The region is often behind in many socio-economic indicators including the lowest score in educational indicators - even in comparison to the most remote Karnali Province. Their

schools. The new Constitution among many other sweeping changes in the structure of governance enshrined two fundamental provisions related to CEPP's work: it established basic education as the fundamental right of citizens (albeit without keeping for-profit schools under rein) and it gave responsibility of managing school level education to the Municipalities. Subsequently, it has also formulated a free and compulsory education act elaborating the rights mentioned in the constitution. The Theory of Change (which is the part of proposal) of the project is presented in Annex 3 of this document.

Two phases of PTM under the support of Misereor have been undertaken in inner-terai or Shivalik Range geographically upstream of Bagmati River Basin. The third phase of PTM has been started in Chandra Nagar Municipality of Madhesh Province under growing realization of the need for working at the most needy place of the country. (Please refer to the previous evaluation for this change in the project). The project could not advance as planned as the activities were primarily curtailed by Covid – 19 and a no-cost extension of the project for more than 4 months was not feasible administratively. This evaluation has to assess the project as such and indicate the way forward for an improved and/or expanded next phase after the project is over at the end of April 2023.

Like in many other sectors affected by the change of governance, education also suffers from an absence of procedural infrastructure for governance such as rules and regulations. While local governments are jeopardized from the lack of staff and conditioning of centralized mindset, federal authorities also appear not willing to give up the power of controlling schools. For a historic nexus between the teacher unions and the central power centres, the appointment of teachers has remained in federal hands even though issues concerning the management of schools in general should be the prerogative right of local governments. Under a shadow of hidden interest and infrastructure mania, issues such as health and education are not in the priority of local governments. Provincial governments are out of business, particularly on education as their responsibilities are defined limitedly and for the lack of proactive culture and culture of looking up for instructions. For-profit school lobbies continue to take advantage of the lack of clarities and uncertainties. In essence, the changes have little positive influence in education, school education in particular.

participation in statel affairs has remained low as the country has been governed by the hill dwellers for several hundred years.

Purpose of Evaluation

- a) Identify and enumerate main achievements made so far in terms of relevance, effectiveness in cognizance with the disturbance caused by Covid -19.
- b) Assess the suitability of the content and process of the project: determine if it was right thing to do in the given context and if it was done in a right way
- c) Recommend a future course of action for the project for the next phase.

Tasks of the Consultant (Total of 12 days equivalent with tentative time indications)

- i. Prepare a review plan and approaches including principles, key questions, processes, methodology, tools, and checklists. (1 day).
- ii. Review suggested core and relevant documents (1 day) and prepare bibliography for further reviews (Annex 1).
- iii. Read selected key documents in the bibliography (1 day).
- iv. Carry out field visit and interact with concerned individuals and parents including a short visit in the area where previous phases of PTM were undertaken (3-4 days).
- v. Meet key people – jointly/individually as felt necessary from local government agencies, NGOs, CSOs and Groups. (1 day – a special workshop² may be organized on the issue of education in Madhesh Pradesh with reference to the project where a draft of the findings will be presented by the evaluators).
- vi. Present findings– results, process and partnership – their significance and relevance both in and outside the project framework to the concerned. (1 day draft findings and recommendations so far of the project can be presented for reactions).
- vii. Recommend a future course of action with activities to drop, continue or initiate (see deliverables in Annex 02).
- viii. Submit the report incorporating the comments made in the presentation and the draft report. (2 days)
- ix. Give input (equivalent of 2 days) in developing a proposal for the next phase of the project.

² This workshop will function as a physical follow up of its previous online webinar on the issue and shall lay a foundation for the next level of advocacy at the provincial level. People from different walks of life who may have influence in formulating policy of Madhesh Province will be invited. This may be undertaken as part of a joint action among Educational Journalists, the Madhesh Foundation and CEPP. It will remain an optional activity as far as the evaluation is concerned but looked up as an opportunity both to share the project and reflect ideas for future action in the Province.

Deliverables

A concise evaluation report in English (as outlined in Annex 2) with recommendations of themes, objectives, approaches and activities specifying:

- a) to be continued/enhanced,
- b) to be abandoned and
- c) new to be reformulated

It should be delivered in 20 days after the commencement of the task. The specification of the report is presented in Annex 2.

Consultants' Qualification

Two consultants are planned. They can apply as an institution or individuals as long as the two agree to cooperate. The Consultants will have significant experience in Nepal's educational context with extensive exposure to the overall condition of Madhesh and Madheshi people. They have a proven history of leading, analyzing, synthesizing and presenting studies in a participatory way. Generally, a person with a higher degree in pedagogy and another person with a political aspect of education with a degree in social sciences can be appropriate but a formal degree is not a limitation if the individuals have suitable reasonable experience. She/he should possess mastery in Nepali and English languages and one out of the two of them have to be from either sex or one atleast from Madhesh with emotional and geographical belonging. Knowledge of one of the main languages in Madhesh would be an asset.

Support

CEPP staff will accompany the Consultants as is convenient depending on the experience of the Consultant. A contract will be prepared setting forth the conditions mentioned in this ToR.

Duration and Timing

The work should begin from December and be concluded by the end of January, 2023. It is expected to be finished in three weeks from the date of commencement.

Budget and Logistics

The consultant will be paid a gross sum of xyz for the entire work described in this ToR. This should cover the consultant's insurance, stationary and

secretarial support, acquisition of personal supplies. Fifteen percent of the tax will be reduced from the above amount at the time of payment and deposited on the consultant's behalf. Photos taken during the travel will be shared including its copyright.

Cost of travel, food, accommodation at modest economic rates will be covered by CEPP.

Process of Submission

Interested firms or individuals send a plan (Task i. above; this can be claimed as one day of work if the submission is approved) with a cover letter and budget (around 3-5 lakhs of Nepali rupees) including 2 resumes (max 3 pages/each) to info@schoolingnepal.org

Process of selection of the organization will be final. Interested candidates may be able to get copies of reports (not the proposal at this stage) electronically.

Annexes

Annex 1: Documents for Reference

Core Documents

Project Proposal

Project Reports (including from the last phase) of the project

Previous Evaluation Report(s) of the Project (Phase 2&3)

Education in Madhesh: Excerpts from the Participants (Report of a Webinar)

Other Publications of CEPP – ICT material

Other Documents for Reference

Chepang ra Shiksha (Chepangs and Education: a report of an action-research on Education-for-all Chepangs – Nepali text).

(To be further elaborated and referred to, by the Consultants)

Annex 2: Details of deliverables: Outline of the Report

Standards

Text Standards: Font Arial 11 points. Page setting in Normal margin on A4 paper.

Length: maximum 10 pages/5k words whichever is less excluding cover page, table of contents, acronyms, references, text boxes/photos/maps (maximum 3) and annexes.

The outline of the expected report is put below. The Consultants can add elements if necessary without making the report too bulky.

Outline of the Report: max 5K words excluding Annexes

Executive Summary max 500 words

- 1. Background max. 500 words**
- 2. Purpose max 200 words**
- 3. Methodology: max 500 words**
- 4. Findings: Issues and Achievements max. 2000 words**
- 5. Recommendations max. 1000 words**

Bibliography/ References / List of key people contacted

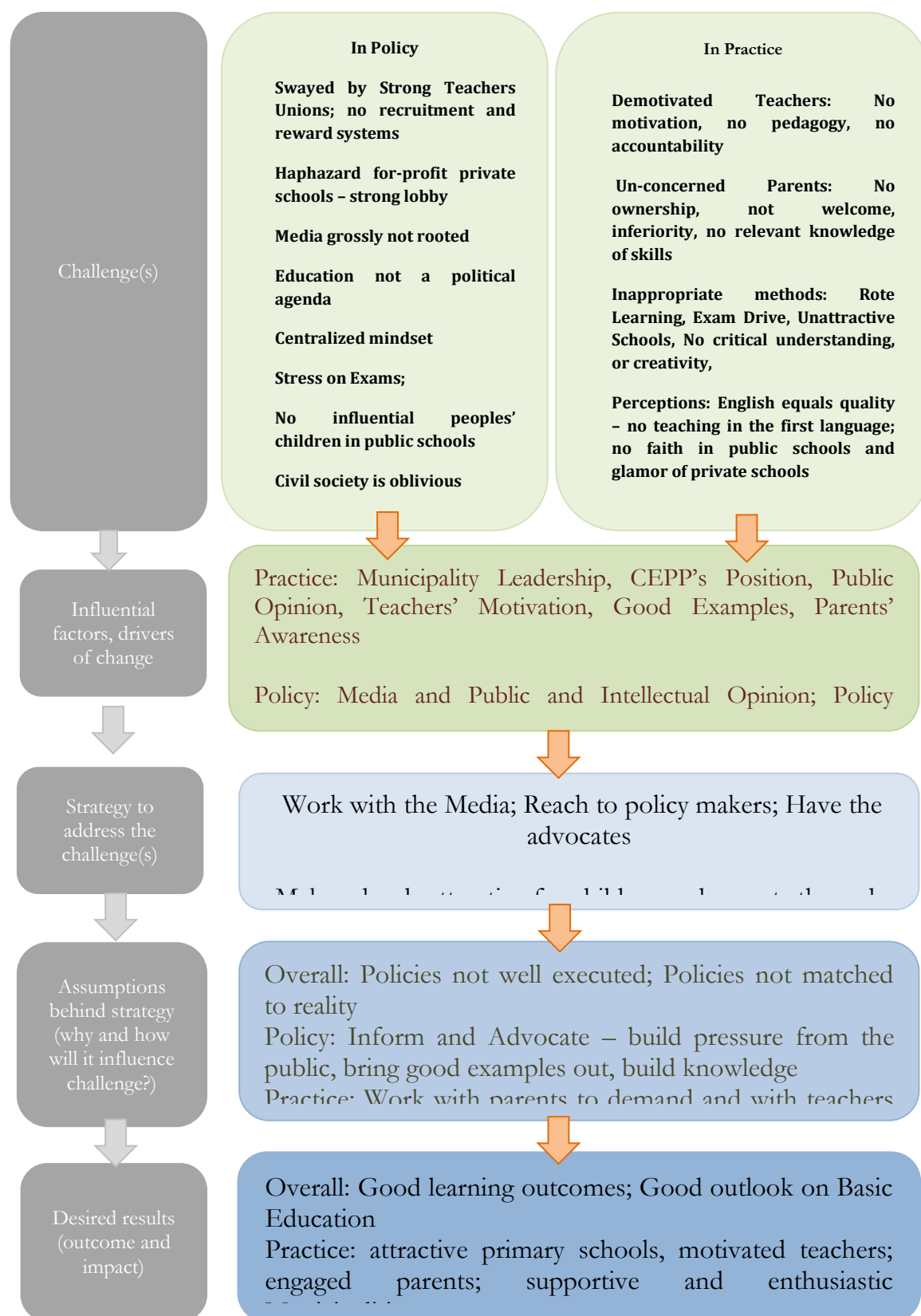
Annexes

Key questions and Checklist(s)

Itinerary of field visit

Any maps and photographs

Annex 3: Theory of Change (part of the proposal)



Annex 4: Introduction to CEPP

CEPP – the Centre for Educational Policies and Practices stands for the popularization of education as a whole viewed from the perspectives of social justice and environment - in the early grades in particular. Taking education as ‘the great equalization tool’ it works in the interface of teachers and parents. It believes that without the community - the users of educational service as a fundamental right guaranteed by the state cannot be realized. It seeks to bring the human dimension over mortar-and-bricks at the forefront of the delivery of education. Without the motivation of teachers, all other efforts are useless.

CEPP is one of few institutions that deal in education comprehensively both in the content and governance – from a parent to the parliament – even beyond as far as sharing of experience is concerned. Its field projects (the practice) function as evidence for advocacy as examples while children benefit from its interventions in the schools. It focuses on lower grades and starts its activities from early childhood upwards. It works in one of the most deprived communities where the language of instruction is different from the first language of children.

It was established in 2009 taking forward the learning of an action-research ‘Education-for-all-Chepangs’ soon after the millennial Education-for-All conference on education in Dakar in 2000. Registered as an NGO with local administration in Kathmandu, it has small field projects in three topographic locations:

Haku Education and Environment Project (HEEP)
Haku, Amachhodingmo Rural Municipality, Rasuwa – 5 schools in Ward no 1 & 2
Since 2021

Parent and Teacher Motivation Project (PTM) 3rd phase
Nadhi, Chandra Nagar Municipality – 5 schools in 5 wards
Since 2019 (previous phases in the locations below since 2012)

Comprehensive Primary School Support Programme (CPSP) since 2016-2021
Hariharpur Gadhi Rural Municipality, Sindhuli - 14 schools in all wards (phased out 2021)
Bagmati Rural Municipality, Makwanpur – 16 schools in all wards until now; to be continued as Enhancing Learning for Sustainable Living (ELSL) since 2023

Parental Education for Children’s Education (PEE) Proposed since 2023

Makwanpur Gadhi Rural Municipality, Ward no 2, Makwanpur - 5-10 schools

PTM3 is CEPP's main project and supports both provincial advocacy and field projects based in Madhesh. Advocacy is done in each municipality where it has field activities by the local team.

Thrust of activities depends on local conditions and contexts. We first seek to make the school run even at the minimum. Then we try to make it interesting for children where our input is in making existing classrooms and compounds attractive for children relating it to the prescribed learning. There are a series of interactions with parents where meetings with mothers have been a hallmark of our activities. Modular trainings are provided to teachers and intensely followed up to support them to take it to the classrooms. Both as a way of improving pedagogy from rote learning and in combining with parental education, kitchen gardens and plantations in the schools are becoming a norm. It also seeks to influence policy and opinion makers through peers and the media.

Few NGOs work on education. Those who work on education mostly focus on short term results. Bringing results through systemic change is rather a slow process. Still, we don't hesitate to claim to be one of the efficient organizations to bring results where effectiveness is in the improvement of learning and change of attitude among the concerned. In the schools where CEPP has been working, pupils' marks have steadily increased – around 30% to around 60% on average. Teachers are relatively more skillful and motivated than before and parents turn around the school more than before. Above all, we in CEPP feel that a ray of hope on the improvement of public schools among the parents is felt. Our effort has broken a taboo that free schooling helps deprived children; rather it is the stewardship of parents of the school that can help children to get educated. We are staunch supporters of the localization of governance of schools and advocate for the prerogative of local levels vis-à-vis a tendency to limit such rights through the backdoors and legal loopholes. Although it is not tempted to go beyond primary grades, CEPP gets marginally engaged when it comes to the issue of teacher training and higher education on pedagogy.
