

Final Project Evaluation Report Of



PARENT AND TEACHER MOTIVATION PROGRAM (PTM) BY CENTRE FOR EDUCATIONAL POLICIES AND PRACTICES (CEPP)

**Report Submitted to:
Social Welfare Council
Lalitpur, Nepal**

Evaluation Team

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June 2023

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ACKNOWLEDGEMENT

First of all, the evaluation team would like to thank Social Welfare Council (SWC) for providing an opportunity to conduct the final evaluation of the CEPP project: Parent and Teacher Motivation Program. The evaluation team would like to express its sincere gratitude to Mr. Manoj Bhatta, Member Secretary of SWC, Mrs. Bhagawati Sangraula, Head of the Monitoring and Evaluation Department of SWC, Mr. Rajendra Upreti, Assistant Director, SWC, Mr. Teeka Bhattarai, Program Coordinator, and Mr. Ram Bhattarai, Treasurer and Representative of CEPP for evaluation and his team for their cooperation and logistical support in carrying out the evaluation.

We sincerely appreciate and thank the Chairman, and Members of School Management Committees and Head Master/Miss of Achhewarsingh Basic School and Shree Saraswati Primary School, Mothers Group Members, Field Coordinator Mr. Micheal Rai and Miss. Shova Kumari Sah. Their cooperation and input have greatly helped us to shape this evaluation report. We highly appreciate their cooperation in providing relevant information on their activities with CEPP support. We are indebted to all the respondents who provided valuable information to the evaluation team despite their busy schedules.

Finally, participants were always welcoming, discussions were lively, and they generously provided their time to share valuable information on CEPP activities upon which the report is based.



EXECUTIVE SUMMARY

The evaluation of the CEPP supported project on the “Parent and Teacher Motivation Program” was carried out as per the general scope of works for final evaluation provided by the Social Welfare Council. The project approval (PA) was obtained from Social Welfare Council on 10/19/2077 for a three-year period from 1 March 2020 to 28 February 2023 (It was told that the project was extended at no-cost to two more months). Established in 2009, Centre for Educational Policies and Practices (CEPP) is a local Non-Government Organization registered with Kathmandu District Administration and affiliated with Social Welfare Council.

With the conviction of “Education as the great equalizer”, CEPP with its PTM Program works in Chandranagar Rural Municipality, where access to education remains a challenge for many people. In Chandranagar, CEPP has been working closely with five basic and primary schools with low level of educational attainment.

The literacy rate of the country is slowly increasing. Early enrolment rate has improved significantly in recent decades even though students’ learning is still not adequate. Low motivation of teachers, poor infrastructure, and poverty are major challenges to be addressed to improve retention and students’ learning.

Despite the progress, student retention is a persistent challenge in education. Dropouts are a major problem which has caused reduced enrolment rates in each subsequent higher level of education. It has been found that almost 80% of students leave the education system before completing secondary level. Around two million school age children are not in school across Nepal. Attention to lower grades, in particular, is low.

The evaluation study was a cross-sectional descriptive study using mixed methods for data collection. Desk review of project technical, administrative and financial documents, annual reports, focus group discussions and key informant interviews were utilized for data collection. The study team visited CEPP supported Government run two primary schools in Chandranagar Rural Municipality of Sarlahi District.

CEPP supported the Government's educational endeavors to provide early education through community schools. Program seeks to support the Constitutional Provision of Basic Compulsory

Education for All and the government's plans and policies. This is in line with the government's School Sector Development Plan and the 13th Periodic Plan. The Program is at the heart of the 4th of the SDG goals contributing indirectly to many of them. CEPP supports activities in improving educational attainment of early grade students. It focuses its activities on teacher and parent motivation, carries out community-based motivation efforts through mothers' group, and provides support to schools in terms of physical quality improvement of classrooms for early grade students, capacity building of teachers, and follow-up to reduce dropouts.

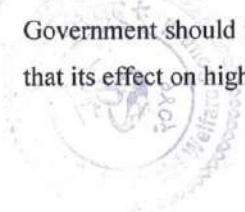
The project approval from the Social Welfare Council came with committed fund NRs. 3,96,00,000 in core activities namely programmatic activities with NRs. 3,27,25,593 (82.64%) and coverage of administrative areas were NRs. 68,74,407 (17.36%). The total grant fund received during the entire project period was Rs. 2,32,25,075.49 as against committed amount of Rs. 3,96,00,000. The discrepancy may be due to COVID 19 which caused closure of schools for about nine months.

Concerning financial discipline and transparency in overall economic transactions, it has been found to be done accordingly. The tax system was complied with according to the prevailing acts, laws, and regulations of Nepal, and tax deduction was related in time.

In the case of the accounting system, it satisfactorily managed the accounts and prepared financial reports within the stipulated time annually and submitted yearly reports to SWC, it can be said that the internal control system was on good terms. Besides, the annual audit had been carried out regularly. Since expenses were managed according to the advanced disbursement policy, all expenses were in accordance with the objectives.

Parent and teacher motivation, and home visits had improved the educational quality and reduced dropouts. The physical improvements in classrooms with weather friendly sitting arrangements and infrastructural improvements for extra-curricular activities have contributed for students' willingness to attain class regularly and reduce dropouts.

Advocacy for reducing stigma and discrimination increases students' attainment of quality education. Thus, it is recommended to scale up such activities throughout the country. The Government should initiate such programs with the budget and plans at primary level education so that its effect on higher education could be felt.



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For the effective operation of the schools, the capacity development of teachers is vital. Regular training is essential for improving all aspects of education. Physical sitting arrangement support to schools has been impressive. It is, therefore, recommended to continue such support as well as logistics for the maintenance of the environment. It is also recommended to scale up such services in other provinces.

Support to disabled child has critical role in the improvement of their educational attainment and thus, enable them to live their future life independence and dignity. Such support should be continued and scaled up. Collaboration with the Government, other donor agencies, and provincial and local agencies is critical for improvement of educational quality. Such collaboration is, therefore, critical in order to avoid duplication and for better utilization of resources.

The sustainability of the program is crucial in the continuation of services to students in the future. The Government despite its efforts of providing free and compulsory education to the children in the country also needs to focus other additional activities for better educational outcome and increase retention to achieve its intended target.

*



सारांश

अभिभावक र शिक्षक उत्प्रेरणा कार्यक्रम (PTM) मा शिक्षा नीति तथा अभ्यास केन्द्र समर्थित परियोजनाको मूल्याङ्कन समाज कल्याण परिषदद्वारा प्रदान गरिएको मूल्याङ्कन निर्देशिका अनुसार गरिएको थियो। परियोजना स्वीकृति समाज कल्याण परिषदबाट बि.सं. १०/१९/ २०७७ मा सन् १ मार्च २०२२ देखि २८ फेब्रुअरी २०२३ सम्म तीन वर्षे अवधिको लागि प्राप्त भएको थियो र पछि दाताद्वारा बजेट नथपी २ महीना थप गरिएको रहेछ ।

सन् २००९ मा स्थापना भएको, शिक्षा नीति तथा अभ्यास केन्द्र (CEPP) काठमाडौं जिल्ला प्रशासन र समाज कल्याण परिषदमा आबद्ध भएको स्थानीय गैर-सरकारी संस्था हो ।

शिक्षा नै समानताको मूल आधार र विभेदको अचुक उपचार हो भन्ने विश्वासका साथ, CEPP ले PTM कार्यक्रम चन्द्रनगर गाउँपालिकामा काम गर्दछ, जहाँ शिक्षामा पहुँच धेरै मानिसहरूका लागि चुनौती बनेको छ। चन्द्रनगरमा, CEPP ले निम्न स्तरको शैक्षिक उपलब्धि भएका पाँच आधारभूत र प्राथमिक विद्यालयहरूसँग काम गरेको थियो ।

देशको साक्षरता दर विस्तारै बढिरहेको छ। प्रारम्भिक भर्ना दर हालैका दशकहरूमा उल्लेखनीय रूपमा सुधार भएको छ यद्यपि विद्यार्थीहरूको सिकाइ अझै पर्याप्त छैन। शिक्षकहरूको न्यून उत्प्रेरणा, कमजोर पूर्वाधार, र गरिबी विद्यार्थीहरूको सिकाइ सुधार गर्न सम्बोधन गर्नुपर्ने प्रमुख चुनौतीहरू हुन् ।

प्रगतिका बाबजुद पनि विद्यार्थी कायम राख्नु शिक्षामा निरन्तर चुनौती हो। विद्यालय बिचमा छाड्नु एक प्रमुख समस्या हो जसले प्रत्येक पछिल्ला उच्च तहको शिक्षामा भर्ना दर घटाएको छ। झण्डै ८० प्रतिशत विद्यार्थीले माध्यमिक तह पूरा गर्नुअघि नै शिक्षा प्रणाली छाड्ने गरेको पाइएको छ। नेपालभर विद्यालय उमेरका करिब २० लाख बालबालिका विद्यालयमा छैनन् । विशेष गरी निम्न तहहरूमा ध्यान कम छ ।

यो अध्ययनमा तथ्याङ्क सङ्कलनका लागि मिश्रित विधिहरू प्रयोग गरी Cross-sectional Descriptive अध्ययन प्रणाली प्रयोग गरिएको थियो। परियोजनाको प्राविधिक, प्रशासनिक र वित्तीय कागजातहरूको अध्ययन, वार्षिक प्रतिवेदन, समूह केन्द्रित छलफल (Focus Group Discussion) र सेवासंग सम्बन्धित प्रमुखहरूसँग अन्तर्वार्ता (Key Informant Interviews) हरू तथ्याङ्क सङ्कलन गर्न प्रयोग गरियो। अध्ययन टोलीले सर्लाही जिल्लाको चन्द्रनगर गाउँपालिकामा रहेका सरकारद्वारा सञ्चालित दुई प्राथमिक विद्यालयको CEPP को सहयोगमा अवलोकन गरेको थियो ।

CEPP ले सामुदायिक विद्यालयहरू मार्फत प्रारम्भिक शिक्षा प्रदान गर्ने सरकारको शैक्षिक प्रयासहरूलाई सहयोग गरेको थियो । CEPP ले प्रारम्भिक कक्षाका विद्यार्थीहरूको शैक्षिक उपलब्धि सुधार गर्ने गतिविधिहरूलाई सहयोग गरेको पाइयो। यसले आफ्ना गतिविधिहरूलाई शिक्षक र अभिभावक उत्प्रेरणा, आमा समूह मार्फत समुदायमा आधारित उत्प्रेरणा र प्रारम्भिक कक्षाका विद्यार्थीहरूको लागि कक्षाकोठाको भौतिक गुणस्तर सुधार, शिक्षकहरूको क्षमता विकास, र अनुगमनका लागि विद्यालयहरूलाई सहयोग प्रदान गरेको पाइयो।

समाज कल्याण परिषदद्वारा आयोजनाको स्वीकृति प्रतिवद्ध कोष रु ३,९६,००,००० कार्यक्रमात्मक गतिविधिहरूमा रु ३,२७,२५,०५९ (८२.६४%) र प्रशासनिक क्षेत्रको कभरेज रु ६८,७४,४०७ (१७.३६%) थियो। आयोजनाको सम्पूर्ण अवधिमा प्राप्त भएको कुल अनुदान रु २,३२,२५,०७५.४९ थियो।

आर्थिक अनुशासन र समग्र आर्थिक कारोवारमा पारदर्शिताका सम्बन्धमा सोही अनुसार काम भएको पाइयो। नेपालको प्रचलित ऐन, कानून र नियम अनुसार कर प्रणालीको पालना गरिएको थियो र समयमै कर कटौती गरिएको थियो।

लेखा प्रणालीको हकमा सन्तोषजनक ढंगले लेखा व्यवस्थापन गरी वार्षिक तोकिएको समयमा वित्तीय प्रतिवेदन तयार गरी SWC मा वार्षिक प्रतिवेदन पेश गरेको देख्दा आन्तरिक नियन्त्रण प्रणाली राम्रो रहेको भन्न सकिन्छ। साथै वार्षिक लेखापरीक्षण पनि नियमित रूपमा भएको थियो। अग्रिम-वित्तरण नीति अनुसार खर्च व्यवस्थापन गरिएको हुनाले, सबै खर्चहरू उद्देश्य अनुरूप थिए।

अभिभावक र शिक्षकको उत्प्रेरणा र घर भ्रमणले शैक्षिक गुणस्तरमा सुधार ल्याएको छ र विद्यालय छाड्ने क्रम घटेको छ। मौसम अनुकूल बस्ने व्यवस्थासहितको कक्षाकोठामा भएको भौतिक सुधार र अतिरिक्त क्रियाकलापका लागि पूर्वाधारमा सुधारले विद्यार्थीहरूको नियमित रूपमा कक्षामा सहभागी हुन र विद्यालय छाड्ने क्रम घटाउन मद्दत गरेको छ।

सामाजिक कलंक र भेदभाव कम गर्नको लागि गरिएको वकालतले विद्यार्थीहरूको गुणस्तरीय शिक्षाको प्राप्तिलाई बढाउँछ। तसर्थ, यस्तो गतिविधिलाई देशभर लागू गर्न अध्ययन टोली सिफारिस गर्दछ। सरकारले प्राथमिक तहको शिक्षामा बजेट र योजनाका साथ यस्ता कार्यक्रमहरूको थालनी गर्नुपर्छ जसले गर्दा त्यसको प्रभाव उच्च शिक्षामा महसुस गर्न सकियोस।

विद्यालयको प्रभावकारी सञ्चालनका लागि शिक्षकको क्षमता विकास अत्यावश्यक छ। शिक्षाका सबै पक्षहरूलाई सुधार गर्न नियमित तालिम आवश्यक छ। मौसम अनुकूल बस्ने व्यवस्थासहितको कक्षाकोठामा भएको भौतिक सुधार प्रशंसनीय छ। तसर्थ, वातावरण संरक्षणको लागि यस्तो सहयोग जारी राख्न सिफारिस गरिन्छ। अन्य प्रदेशमा पनि यस्ता सेवा विस्तार गर्न सिफारिस गरिएको छ। अपाङ्गता भएका बालबालिकाको शैक्षिक उपलब्धिमा सुधार गर्न र उनीहरूलाई आफ्नो भावी जीवन स्वतन्त्र र सम्मानपूर्वक बाँच्न सक्षम बनाउन सहयोगको महत्वपूर्ण भूमिका हुन्छ। यस्तो सहयोगलाई निरन्तरता दिनुपर्छ र बढाउनुपर्छ। शैक्षिक गुणस्तर सुधारका लागि सरकार, अन्य दातृ निकायहरू र प्रदेश तथा स्थानीय निकायहरूसँगको सहकार्य महत्वपूर्ण छ। त्यसकारण, दोहोरोपनबाट बच्न र स्रोतहरूको राम्रो उपयोगको लागि यस्तो सहकार्य महत्वपूर्ण हुन्छ।

कार्यक्रमको दिगोपन भविष्यमा विद्यार्थीहरूलाई दिइने सुबिधाको निरन्तरताको लागि महत्वपूर्ण हुन्छ। सरकारले बालबालिकालाई निःशुल्क र अनिवार्य शिक्षा प्रदान गर्ने प्रयास गरे पनि राम्रो शैक्षिक नतिजाका लागि अन्य थप गतिविधिहरूमा पनि ध्यान केन्द्रित गर्न आवश्यक छ र आफ्नो निर्धारित लक्ष्य हासिल गर्न अझ थप कार्यक्रमहरू लागू गर्न आवश्यक छ।



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ABBREVIATIONS

CEPP: Centre for Educational Policies and Practices
CSO: Civil Society Organization
ECD: Early Childhood Development
ECED: Early Childhood Education and Development
FGD: Focus Group Discussion
GoN: Government of Nepal
KII: Key Informant Interview
MoEST: Ministry of Education, Science, and Technology
NGO: Non-government Organization
PA: Project Approval
PTM: Parent and Teacher Motivation
RM: Rural Municipality
SDG: Sustainable Development Goals
SMC: School Management Committee
SWC: Social Welfare Council
(E) TDS: (Electronic) Tax Deduction at Source
TGs: Target Groups



CHAPTER I

INTRODUCTION

1.1 Background

The right to education is the fundamental human right and is indispensable for exercising other rights. Primary education forms the foundation of overall development of a child. The skills necessary for life, work and to become responsible citizens, primary school education plays a crucial role. Quality education from the earlier stage of life not only enables people later stages to safeguard their health and well-being, and rescue from falling into cycles of poverty. The principal responsibility of imparting basic primary education is bestowed upon the government.

The free and compulsory education of children is a fundamental right under the Constitution of Nepal 2015. The law ensures that all children get free and compulsory education up to class eight and free education from class nine to twelve in government schools. The 2018 Act of Compulsory and Free Education envisions the constitutional provision into practice.

Over the last two decades, Nepal has made significant stride in education. In the academic session 2021, the net enrolment rate in primary level (class 1-5), basic level (class 1-8) and secondary level (class 9-12) has reached 96.9 percent, 95.1 percent and 54.3 percent respectively. The net enrolment rate for the basic level (1-5) decreased by 0.5 percent in this academic session whereas the net enrolment rate of other levels has increased according to national economic survey (2021/22).

However, the country still has many challenges to tackle in the educational sector such as lack of sufficient infrastructure and conducive learning environment. Poor quality and inequity in access, geographical barriers, gender, and socioeconomic and ethnic diversities are issues that still persist and pose challenges to the Government's endeavor. At the same time, poverty, disability, migration, child labor, social exclusion, and gender bias are main barriers to enrolment and attendance. CEPP Program seeks to support the Constitutional Provision of Basic Compulsory Education for All and the government's plans and policies. This is in line with the government's School Sector Development Plan and the 13th Periodic Plan. The Program is at the heart of the 4th of the SDG goals contributing indirectly to many of them.

In Nepal, basic education from pre-primary to grade eight gets over half of total education budget and about a quarter is spent on secondary education 9th grade to 12th grade. Only around 8 per cent is spent on tertiary education and the lowest share of the education budget 3.0 to 3.5 per cent is spent on technical and vocational education and training (TVET).

The main priority of the Nepalese government is to achieve universal basic education with its major focus on enhancing access, equity and quality. There has been continuous improvement on educational access to children and all school levels have also achieved gender parity with equal representation of male and female students.

Although, Nepal has given top priority to education with around 15 per cent of the annual national budget, there are deficiencies particularly in community schools. A large number of public schools lack toilets and other infrastructure, and they also don't provide a conducive learning environment for students, particularly for early grade.

1.2 Early Childhood Education

As it sets the foundation for their future, early childhood education is a critical time in a child's life. It has been shown that investing in quality early childhood education programs can have a positive impact on a child's future academic, social, and emotional development. The benefits of early childhood education is numerous that range from improvement in academic performance, enhancement in social skills, augment emotional development and create strong foundation for overall learning.

In 2021, a total of 36,531 early childhood development (ECD) centers and pre-primary classes, including 30,718 communities and 5,813 institutional were in operation. In the current academic session, there was an increment of 679 child development centers. However, the number of institutionally run child development centers/pre-primary classes had decreased by 598 (Economic Survey, 2021/22).

The total enrolment rate for early childhood development has reached 89.6% that includes both in the Government and private sector. Of the total children enrolled in class 1 in the academic session of 2020, the number of children exposed to early childhood center was 70.2% which had increased to 74.9% in the academic session 2021 (Economic Survey, 2021/22).

1.3 Introduction of Centre for Educational Policies and Practices (CEPP)

Established in 2009, CEPP is a local non-government organization registered with Kathmandu District Administration and affiliated with Social Welfare Council. With the conviction of "Education as the great equalizer", CEPP with its Parent and Teacher Motivation program works in Madhesh province where access to education remains a challenge for many people.


CEPP had envisioned to promote the cause of education in Nepal. Since 2009, CEPP is carrying a legacy of its experience on education and development through series of projects in different parts of the country. The organization has experienced and dedicated leadership with a proven track record in education.

It is involved in promoting quality education endeavor from household to schools to national and international levels. It has implemented activities to improve the quality of some 50 plus public schools and engaged in an array of policy perspectives that range from teaching methods to improving the school environment. It has publications ranging from reading material for parents to policy critique. CEPP has unique experience working with local to international organizations.

The project approval (PA) was obtained from Social Welfare Council on 10/19/2077 for a three-year period from 1 March 2020 to 28 February 2023 with the fund from an international donor organization named MISEREOR, Germany. MISEREOR is the German Catholic Bishops' Organization for Development Cooperation. The organization has been committed to fighting poverty in Africa, Asia and Latin America since last 6 decades. MISEROR support is available to any human being in need regardless of their religion, ethnicity or gender.

1.4 Brief Introduction of project schools

All five project schools are located in Chandranagar Rural Municipality, Sarlahi. Most of the schools catered education to the children from corresponding wards. The number of students ranged from lowest 94 to highest 295 in those schools. Majority of teachers were from local community and speak local language. The composition of Municipality is provided in Annex 3.



1.5 Objectives

1.5.1 General objective

The principal objective of the project was to improve the quality of the education through increasing parents' involvement at school activities and enhancing teachers' motivation and competencies.

1.5.2 Project thematic areas

The project focused its activities on the following thematic areas:

- (a) School-level intervention such as teachers' motivation and improvement in physical improvements of classrooms.
- (b) Community-level intervention focused to parents' motivation to observe schools' activities so that children access quality education;
- (c) Policy-level interventions maintaining network with CSOs, journalists, federal/provincial/ local governments.

1.6 Financial Arrangement

The project approval from Social welfare Council came with committed fund NRS 3,96,00,000 in core activities namely programmatic activities NRs. 3,27,25,593 (82.64%) and coverage of administrative areas were NRs. 68,74,407 (17.36%). See income statement in Annex 5.

1.7 Evaluation Objectives

The objectives of the final evaluation were to

- Explore the level of progress/changes made by the project and analyze the extent to which the achievements have supported the program goals and their objectives,
- Evaluate the project effectiveness of the project activities/services as well as the scope and extent of the institutionalization of the project,
- Explore the cost-effectiveness of the project activities,
- Identify the target and level of achievements as specified in the project agreement,
- Explore the coordination between the concerned line agencies in the project districts,
- Find out the income and expenditure in compliance with the project agreement and the proportion of programmatic and administrative costs incurred by the project,
- Examine the financial regularities\disciplines in accordance with the prevailing Rules and Regulations and fixed assets purchased in duty-free privileges and locally, and
- Assess the good lessons to be replicated in other projects and aspects to be improved in the days ahead.

1.8 Scope and Focus of Final Evaluation

The final evaluation covered all aspects and activities of the project for the period from 1 March 2020 to 28 February 2023. The evaluation especially focused on three levels. At the strategic level, the evaluation focused on analyzing the project context, its planning, partnership, networking, and documentation. At the implementation level, the study team analyzed the sufficiency and quality of resources mobilized, internal reporting, monitoring, and evaluation system, and compliance with the required documents. At the organizational level, the evaluation team focused on the effectiveness of the organizational and program management system.

1.8.1 Scope of the Final Programmatic Evaluation

Social Welfare Council provided the scope of the final evaluation to the evaluation team. The followings were the scope of the final evaluation:

- Project coordination mechanism with local bodies and other line agencies
- NGO's partnership modality with partner schools and its contribution
- Extent of timely completion of project activities
- Project's target and achievements
- Successful stories of the project
- Selection of partner schools and their performance in implementing the project
- Compliance with project agreements
- Managing socio-ethical issues during project implementation
- Sustainability of the project
- Social/public auditing practices in the project sites

1.8.2 Scope of the Final Financial Evaluation

The financial aspects of the final evaluation focused its activities on the following aspects:

- Financial arrangement of the project
- Budgetary compliance as per project agreement
- Efficiency of the project (cost-effectiveness analysis)
- Inventory/assets management system of the project
- Budget and expenditure of the project
- Level of accounting transparency
- Resource flow modality from NGO to partner schools and beneficiaries
- Internal financial control system of the project
- Status of fixed assets/equipment and other goods purchased
- Compliance with tax laws
- Financial reporting system

1.9 Evaluation Team

Social Welfare Council formed an evaluation team as follows:

- Dr. Shyam P Lohani, Program Expert, Team Leader
- Mr. Deependra Pant, Deputy Director, SWC, Team Member

The team leader and members of the team worked under the scope and responsibilities bestowed upon them by Social Welfare Council. The team leader coordinated and led the team, prepared strategies for evaluation, allocated responsibilities to the team members, reviewed and analyzed relevant documents, and prepared the final report. Team members participated in each step of the evaluation process and provided inputs and suggestions as and when needed. Both the members reviewed and analyzed financial documents as per the guidelines provided by the Social Welfare Council. All members of the team contributed to the development of the work plan, visited field sites, and wrote the final report.

1.10 Organization of Final Evaluation Report

The final evaluation report consisted of four chapters. Chapter I includes background information, the introduction of an NGO, implementing schools, objectives of the project, objectives of the evaluation, and

scope of programmatic and financial evaluation. Chapter II describes the methodology, study approach, study design, study period, selection of project districts and population, study techniques, tools, and study limitations. Chapter III depicts the results and discussion by analyzing both quantitative and qualitative data focusing on technical as well as financial aspects of the project implementation and performance. Chapter IV includes conclusions and recommendations based on the findings of the evaluation.



CHAPTER II

METHODOLOGY

2.1 Study Process

The final evaluation process started with the pre-evaluation meeting organized by Social Welfare Council (SWC) on 31st May 2023 at the SWC office, in Hariharbhawan, Lalitpur. The meeting was attended by SWC officer, team members, and the CEPP representative. An official of M&E, SWC briefed the background and objectives of the project, overall objectives of the evaluation, and general scope of the final evaluation.

The evaluation team developed a work plan for the final evaluation of the CEPP project and prepared study tools and communicated with the head office for arranging field visits to sites in at least two primary schools out of five schools served by the project.

The CEPP field officer presented the project background, objectives, targets, and achievements of the project at the beginning of the field visit. The evaluation team along with a member of CEPP executive committee visited project activities sites at Shree Achhewarsing Primary School and Shree Saraswati Primary Schools at Nadhi, Chandranagar from 3-4 June 2023. In both the sites, the discussion was conducted with parents, school teachers and member of school management committees, carried two key informant interviews with the responsible head of the project sites. Two FGDs were carried out at each visited schools. At the CEPP field office, one KII was conducted.

Finally, the evaluation team visited the CEPP central office on 8 June 2023 and had discussion on various aspects of project implementation, targets, modalities, and financial arrangements. The required documents were made available by the CEPP Central Office. All the field visits were coordinated and logistically supported by the CEPP as per terms of references for evaluation provided by the Social Welfare Council.

All the relevant documents received from the CEPP Central office, data collected during field visits were analyzed and a draft report was prepared for the CEPP project for the period of three years from 1 March 2020 to 28 February 2023.

2.2 Study Design


The descriptive cross-sectional study design was used for the evaluation of the project.

2.3 Study Period

The duration of the final evaluation was 45 days from 31 May 2023 to 15 July 2023.

2.4 Selection of Project Districts and Population

Two out of five of the project schools were visited. Those schools were selected purposively in order to interact with the parents and teacher despite 5 days holidays declared by the municipality all of a sudden for possible heat waves in terai area while evaluation team was already on the move.

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2.5 Study Techniques and Tools

Both quantitative and qualitative techniques were used for the evaluation. Secondary data were obtained from the CEPP office and field for quantitative evaluation of targets and achievement of the project. It was further reviewed and interpreted while preparing the report. Three key informant interviews and two FGDs were carried out during the field visit. Interview questionnaires and FGD guidelines were utilized for the data collection.

The study team reviewed the project documents, project agreement, and annual program progress reports, evaluation report, meeting minutes during the evaluation process and obtained additional programmatic and financial documents from the central office at Kathmandu. The financial evaluation report was made based on the desk review of documents provided by the CEPP central office.

2.6 Ethical Considerations

The short introduction and the objective of the study were briefed to the respective respondents and obtained the necessary verbal consent from the respective respondents before conducting the focus groups and the interviews. Verbal consent was taken before the administration of the tools. In an individual interview as well as in FGD, the anonymous identity was made of the respondents, and they were assured of the confidentiality of the data.

2.7 Data Analysis

Quantitative data were analyzed based on data obtained from CEPP Central office and data from two project schools. The project targets, achievements, and financial evaluations were made using quantitative data. Qualitative data obtained from KIIs and FGDs were analyzed using a content analysis method focused on thematic areas that included school-level intervention; community-level intervention; policy-level interventions.

2.8 Work Plan

The evaluation team developed a work plan for the final evaluation of the CEPP project. The work plan included major activities against the timeline and communicated with the CEPP central office for logistic arrangements for field visits. The activities included the development of tools for data collection, division of responsibilities among team members, site selection, data compilation, analysis, draft report preparation, sharing and feedback incorporation, and final report submission.

2.9 Study Limitation

CEPP with its Parent and Teacher Motivation (PTM) program coordinates with five Government Schools at Chandranagar Rural Municipality, Sarlahi. The study team could not visit other schools (not supported by CEPP) for comparison purposes due to the scope of the evaluation. It could have been even better to compare the educational attainment, improvement in outcome in terms of result and school drop out in different settings with different donor agencies in different modalities. The evaluation team also could not interact with municipality officials owing to students' agitation in front of municipal office on the day of field visit.

There might have been potential response bias while gathering information from respondents where interviewees give the interviewer positive remarks about an activity because they would like to receive future support, which might have affected this final evaluation. All the KII with the school management

committee members, FGDs with parents were arranged by CEPP staff which might have also introduced potential response bias and evaluation team had no option due to logistics constraints.

Since the project was completed in February 2023 and at the time of final evaluation, field office of CEPP, although existed, the evaluation team relied to a certain extent on CEPP professionals to suggest sites to visit and coordinate with the field logistics. Therefore, there might be some selection bias in the evaluation.

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CHAPTER III

RESULTS AND DISCUSSIONS

3.1 Programmatic Findings

3.1.1 General Overview

CEPP obtained the project approval from Social Welfare Council (SWC) on 10/19/2077 for a period of three years. The project came to an end on 28 February 2023 and for which final project evaluation was planned by Social Welfare Council which formed a final evaluation team comprising two professionals.

3.1.2 Name of the Project: Parent and Teacher Motivation Program

3.1.3 Project Duration

The project duration was for three years from 1st March 2020 to 28th February 2023.

3.1.4 Partnership Modality

In collaboration with Chandranagar Rural Municipality, CEPP agreed to support five primary schools as suggested by the local government.

Partners/ Schools

1. Shree Gyanjyoti Primary School
2. Shree Achheswarsing Primary School
3. Shree Saraswati Primary School
4. Shree Utpidit Primary School
5. Shree Primary School

Place in Sarlahi District

- Chandranagar 3
- Chandranagar 7
- Chandranagar 2
- Chandranagar 6
- Chandranagar 1

All collaborative schools were offering primary education to all school going children in the respective wards. At the time of evaluation, schools were providing education to children from their respective coverage areas.

The justification for selecting Sarlahi district in Province 2 for the program was based on its low human development indicators. The selection of the schools was coordinated by the education division of the municipality partly to avoid duplication. Initially, the project site selection was solely based on Human Development Index.

In broad sense, schools were selected with the cooperation with the local government focusing on the pockets of marginal groups such as Dalits and Musahar and the schools that have basic infrastructure and reasonable number of teachers who were suffering from lack of motivation and management. These areas were selected based on the suggestions from concerned municipality and the Province so that first level of building rapport becomes easier and had visibility prospect. It was experienced that the project started in consultation with those schools which had higher level of deficiency of required minimal support from the authorities.

3.1.5 Project Targets and Achievements

The target versus achievement during the project period is presented in the table below.



Table 1: Project Targets vs Achievements

Programmatic Target Vs. Achievement									
Indicators (Output)	Project Target	Achievement				Project Period Total Achievement (2020-2023)	Achievement %	Remarks	
		2020	2021	2022	2023				
A Implementation in the Field (Micro Environment)									
Project Inception: Orientation, Baseline Survey	All Stakeholders	243							
Promoting Parental Engagement	1,000	147	652	2,206	245	3,250	325		
Teacher support and Motivation/ Teacher Reference Center	32		5	37	7	49	153		
Physical Quality Enhancement									
Classroom Upgrading	10		1	6	2	9	90		
Playground Equipment	5			1	1	2	40		
Sanitation and plantation	Plants 10/ school alive		18	37	32	87			
Connecting School and life									
Training Local Youth on Education and Life Skills			40	1,284	396	1,720			
School based kitchen Garden			1	1		2			
Local Knowledge and Workshop				141	47	188			
Support to Disable Children			36			36			
Average score of children Grade 1-5 (%)	68	58	58.5	59.1	61		89.7		
B Implementation out of the field (Macro Environment)									
Participation of Policy and Opinion Makers	25	23	25	78			312		
Monthly coverage by the media on SMCs and parental Issues.	2/ month	1.8/month	1.5/month	1/month					Indicator stopped.

Source: CEPP Baseline Survey and update 2023

Most of the indicators for the targets were made despite closure of schools for approximately 9 months due to COVID 19. Achievements for some of the targets were overwhelming such as promotion of parental engagement and teacher support and motivation/ teacher reference center with 325% and 153% respectively. Similarly, plantation was carried out in all schools which was impressive. However, there were low achievements for the targets such as physical improvements of classrooms and maintenance of playground with equipment. In addition, support to disabled children were not carried out for entire project period except in 2021.

3.1.6 Implementing Schools

CEPP worked with five community schools namely Shree Gyanjyoti Primary, Shree Achhewarsing Primary School, Shree Saraswati Primary School, Shree Utpidit Primary Schools and Shree Primary School. Detailed profile of the schools are attached in the Annex 4.

3.1.6.1 Achhewarsing Primary School

Located in Chandranagar 7, Shree Achhewarsing Primary School runs classes from 1-5 with a total of 295 students and 4 teachers. The classrooms at this school were child friendly with comfortable sitting arrangement for lower grade students. This school had sufficient classrooms with a new administrative building under construction. The premises had a playground with equipment. The school had a small kitchen garden on its premises. However, school lacks disabled friendly restroom. For the profile of the school, refer to Annex 4.



Photo: Shree Achhewarsing Primary School

3.1.6.2 Shree Saraswati Primary School

The Shree Saraswati Primary School is located in Chandranagar 2, Sarlahi with 94 students and 3 teachers. It had sufficient classrooms for teaching learning activities. But the school had no space for a playground and also lacks restroom in the premises. Refer to Annex 4 for the profile of the school.



Photo: Shree Saraswati Primary School

3.1.7 Objective-wise Programmatic Findings

3.1.7.1 Parent and Teacher Motivation

During our evaluation visit, it was found that CEPP staff had a close relation and trust among the key stakeholders such as teachers and parents in the implementation sites as evident by the impressive participation in the focus group discussions even during unexpected school closure. The trust and cooperation from parents and teacher are of paramount importance in order to improve learnings and reduce drop-outs.

Verbatim: We, now, realize that our participation and regular visits to school improve learnings of our children- FGD, member SMC, Shree Achheswarsing Primary School

Verbatim: Teachers are regular and better motivated. We do not have problem of Replacement Teacher (Khetala Teacher)- KII, Head Teacher, Nadhi

The overwhelming majority of the people in the communities at project sites were from disadvantage caste and composition of the students in schools showcased as representative. It was found that children from disadvantaged castes remain either out-of-school or had high risk of dropouts owing mainly to poverty. Unlike other NGOs working in the field of education in the same area, only CEPP had a project office at Nadhi making them accessible to the communities. The project office also maintains an organic kitchen garden which has helped them advocate for less use of pesticide in vegetable production.

It had been found that there were a smaller number of school management committees in the Madhesh province in comparison to other provinces in the country. With the continuous encouragement of CEPP, formation of SMC in schools supported by the program was in progress.

Verbatim: The President of our SMC is from disadvantage community, we made her as a president with consensus. She is handling it quite efficiently and we are happy with her work- FGD, a SMC member, Nadhi

3.1.7.2 Community Level Interventions

Door-to-door visits, meetings of mothers group, parent meetings, class wise mother parents' meetings, and community meetings were regular features of CEPP activities. The impressive participation of mothers, parents and SMC members during the visit of the evaluation team clearly showed CEPP staff had close cooperation and coordination with them.

CEPP staffs encourage parents and community members for organic vegetable farming and also promote less use of pesticide through community meeting and had also practiced the same at their field office so that parents visiting their office can replicate the practice. However, the evaluation team could not see the document pertaining to how many parents and/or community members visited their field office.

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Photo: A visit to office and nursery maintained at project field office

Verbatim: We sometime visit NGO office and found kitchen garden being utilized without the use of pesticide that encouraged us to do the same- FGD, Parent, Nadhi

3.1.7.3 Physical Quality Enhancement

Several research had shown that the environment in and around schools play a significant role in enhancing childrens' motivation to attend school regularly and correspondingly reduce the chances of dropouts. CEPP had interventions for improving indoor and outdoor environment friendliness in order to increase willingness among students to attend classes regularly.

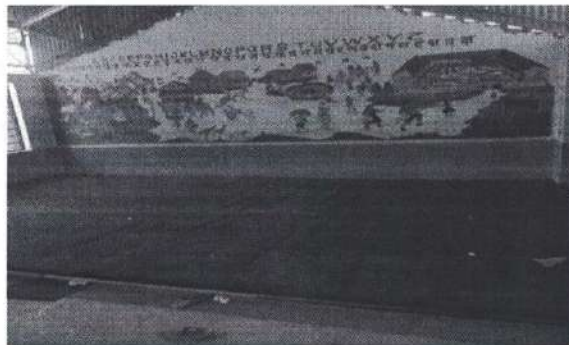


Photo: An improved classroom for Class 1 at Shree Saraswati Primary School.

Verbatim: Now a days, our children want to attend regularly due to improved sitting arrangements and play ground with locally made materials- FGD, a local parent, Nadhi

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Photo: A mini library at Shree Saraswati Primary School.

CEPP had improved nine classrooms in all five schools supported by the project. The wall painting had improved the learning environment, however, the result of such intervention requires considerable time.

The floor sitting arrangements and wall painting was seen in both the schools visited in Chandra Nagar, the transformation in the teaching but it was not possible for the team to evaluate its positive impact on students learning.

Verbatim: Classroom is better now than in the past. It gives positive vibes to our children- FGD, a SMC member, Nadhi

The use of low-cost, and locally available wooden play equipment is usually environment friendly and enables us to play in both seasons unlike other materials commonly in used in seesaw, and swing. We were informed that CEPP's approach for floor sitting plans, playground equipment, and classroom painting ideas were positively acknowledged by other NGOs and started replicating.

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A handwritten signature or set of initials in black ink, appearing to be a stylized 'S' or 'W' with a checkmark-like flourish.



Photo: Natural playground equipment at Shree Achhewarsing Primary School.

Verbatim: Our approach of sitting arrangements and play materials were taken positively and are being replicated- KII, a CEPP staff, Nadhi

Although CEPP did not provide compensation for short time interaction, participation from mothers group, parent and SMC were found to be impressive mainly due to their engagements in parents' motivation, community visits and efforts in the improvement of school environment. Hence, parents were actively involved in fencing the school, planting trees, and making play equipment.

Even though it takes years to make school premises green with the plantation of trees, CEPP started planting trees in all schools under the project. The plantations of the trees in the school ground were observed in both the schools visited by the evaluation team. CEPP had a policy to make school "green" and advocates for the same.

Verbatim: Whatever plantation was done in the school was destroyed during the provincial/federal elections as most of the schools were polling stations with large crowds- KII, Principal, School X, Nadhi

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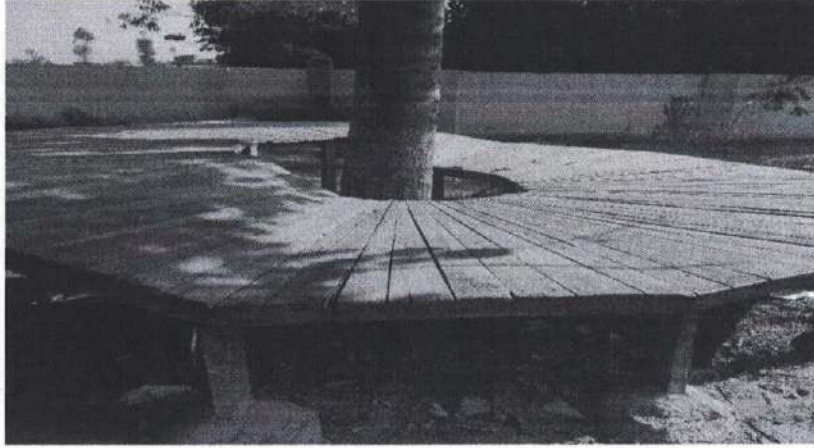


Photo: A natural playing equipment at Shree Achhewarsing Primary School.

3.1.7.4 Connection between School and Life

More than 1700 training for local youth on education and life skills, development in local kitchen garden in two schools and 188 local knowledge and workshops were carried out to connect between school and life. The support to disable children was provided in 2021 and was not continued in subsequent years.

3.1.7.5 Policy level Interventions

The Memorandum of Understanding between CEPP and Chandranagar RM was signed to implement the project in their municipality, thus establishing mechanism to evaluate and monitor their activities by the municipality. The implementation of the project activities in coordination with the local government made it feasible to implement intervention activities and helped build trust between schools and implementing NGO. Overwhelming over 300% than targets were achieved among policy and opinion makers gatherings at federal level.

CEPP staff had regular interaction with municipal authorities to prioritize education in the policy and program as well as in the local government's annual budget. CEPP had also conducted several policy dialogues at the federal and provincial levels. CEPP carried out advocacy through media to strengthen the capacity of SMCs and also helped form network of SMC for advocacy in different levels of government.

3.2 Financial findings

3.2.1 Approaches of Analysis

All the necessary and relevant documents were reviewed during the course of the evaluation. Some of the documents which we reviewed were Project Proposal with SWC, a tax clearance certificate from Inland Revenue Department, a planning framework. Similarly, documents such as recommendation letters, acknowledgment of return filed with the Government, organizational structure, policy and procedures, minutes, salary sheet, fixed assets register, and bank reconciliation statement, and human resource records were analyzed.

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3.2.2 Actual Support Vs Committed Support

The total committed fund of the project was NRs 3,96,00,000 as per the project agreement. Actual Fund Support (based on the final report) and committed support (based on the project agreement) is presented below. However, there was a variance of 10.75% in program allocation and expenditure.

Table 2: Actual Support Vs Committed Support

Budget Summary	Budget	Expenditure	Variance
Program Cost	3,27,25,593.00	1,66,95,820.93	1,60,29,772.07
% Allocation of Program cost	82.64	71.89	
Administrative Cost	68,74,407.00	65,27,724.59	3,46,682.41
% Allocation of Administrative cost	17.36	28.11	
Total	3,96,00,000.00	2,32,23,545.52	1,63,76,454.48
Actual Expenditure in %		58.65	
Total Budget Received	2,32,25,075.49		

CEPP maintains a current account with Bank of Kathmandu for routing all of its financial transactions. The total grant fund received during the entire project period was Rs. 2,32,25,075.49 as against committed amount of Rs. 3,96,00,000. The discrepancy may be due to COVID 19 which caused closure of schools for about nine months.

3.2.3 Breakdown of Administrative Cost

The amount disbursed for the implementation of the program and staffs cost of CEPP relevant to the project had been recorded as program expenditures and expenditures pertaining for monitoring while the support staff costs, office utilities, and transportation costs were recorded as an administrative expenditure.

The financial report submitted to the SWC was not according to the budget as per the approved budget as only 58.65% of the fund committed was received. During our evaluation the CEPP provided us the breakdown of administrative and program cost which is shown below in the table. Budget Vs Actual had been stated in Table 3.

Table 3: Breakdown of Administrative Cost

Budget Headings	Budget Plan		Actual Expenses		Spent %	Variance (+/-)	Variance %
	Amount	%	Amount	%			
Salary of Admin staffs (Central office) –Program Manager, Logistics Officer, Driver, Office Helper, Cleaner	11,32,560	16.48	7,99,993	11.64	11.64	3,32,566.50	4.84
Salary of Coordinator	7,31,808	10.65	1,70,790	2.48	2.48	5,61,018.00	8.16
Total Salary Cost	18,64,368	27.12	9,70,783	14.12	14.12	8,93,584.00	13.00
Yearly office running cost	44,25,039	64.37	32,93,253.56	47.91	47.91	11,31,785.44	16.46
Capital items for the operations management	5,85,000	8.51	3,54,000.00	5.15	5.15	2,31,000.00	3.36
Total	50,10,039	72.88	36,47,253.56	67.18	67.18	13,62,785.44	19.82

3.2.4 Breakdown of Program Cost

The breakdown of the program cost is shown in the table below:

Table 4: Breakdown of program cost

SN	Budgetary Activities	Budget (Total)	Actual Cost	Variance +/-	Variance %
1	Objective 1	1,36,78,636.00	81,44,736.03	55,33,899.97	16.91
2	Objective 2	1,90,46,957.00	1,04,71,772.43	85,75,185.00	26.20
	Grand Total	3,27,25,593.00	1,86,16,508.03	1,41,09,084.97	43.11

3.2.5 Site-wise Budget Plan and Expenditure

The site-specific budget is shown in the table below:

Table 5: Site Specific Budget

SN	Schools	Program Cost	Budget Ratio	Total Spent	Spent %	Variance	Variance %
1	Micro Environment/ Schools	1,36,78,636	34.54	81,44,736.03	20.57	55,33,899.97	13.97
2	Macro Environment / Head Office	2,59,21,364	65.46	1,50,78,809.06	38.08	1,08,42,554.94	27.38

3.2.6. Year wise Budget Plan and Expenditure

The year wise budget plan and expenditure is depicted in the table below:

Table 6: Year-wise Budget Vs. Expenditure

Year	Committed Budget			Actual Expenditure			Balance	%
	Program Budget	Admin Cost	Total	Program Expenditure	Admin Cost	Total		
2020	87,94,900	23,75,740	1,11,70,640	18,08,083.00	9,88,552	27,96,635.00	83,74,500	21.15
2021	93,40,780	22,58,327	1,15,99,107	37,53,909.51	12,65,113.5	50,19,023.00	65,80,084.70	16.62
2022	1,45,89,913	22,40,339	1,68,30,252	1,30,54,515.96	23,53,371.56	1,54,07,887.52	14,22,364.78	3.59
Total	3,27,25,593	68,74,407	3,96,00,000	1,86,16,508.46	46,07,037.06	2,32,23,545.52	1,63,76,454.48	

3.2.7 Banking Arrangements

CEPP has been operating banking transactions from Bank of Kathmandu Ltd, New Baneshwor which has been merged with Global IME Bank Limited. Funds from donor and fund transfer to field office were carried out as per the requirement basis based on the fund request which was duly signed off by two people either Chairman or Treasurer and Account Chief. In case of transfer of funds to field office, program coordinator signs the request before the fund is released. Bank Details:

Bank: Global IME Bank Limited
Branch: New Baneshwor
Account Name: Center for Education Policy & Practices
Account Number: 32107010005506

Note: Initially the project bank account was Bank of Kathmandu Limited A/C No: 052300001975524 which was later merged with Global IME Bank Limited

3.2.8 Efficiency of Project and Cost Effectiveness

The evaluation team reviewed the standards of cost for the program and administration as well as focused on the actual costs of CEPP and expenditure on selected schools during the project. As per the agreement with SWC, CEPP agrees to spend on hardware and software costs.

3.2.9 Financial Reporting Framework

The Project is audited every six months by a donor-designated Chartered Accountant. CEPP conducts an Annual Audit for the period from January to December and Statutory Audit for the period from Shrawan to Ashad (Mid July to next mid-July). CEPP prepares consolidated annual reports. For budget relevant page (Income and Expenditure Statement) of last Statutory Audit Report attached as Annex 5 of the report.



CEPP prepares and presents all types of reports to the concerned agencies including the Social Welfare Council (Audited report be submitted to SWC within 6 months after the year-end).

3.2.10 Accounting System and Compliance with Nepal Accounting Standards

CEPP recorded all its transactions pertaining to its project through TALLY Software. CEPP followed a double-entry accounting system based on TALLY Accounting Software for recording funds received, bank transactions, and expenditures of the project.

The financial statement prepared by CEPP reveals all the necessary financial information as expected and prescribed by the Nepal Accounting Standards.

3.2.11. Evaluation of Internal Control System

It is summarized the internal control system of CEPP as follows:

- It had its own Financial and Administrative policies to ensure accountability and transparency in the financial and administrative activities of the organization.
- Multiple uses of signatory in the operation of bank accounts represents a good internal control system.
- Bank Reconciliation Statement was prepared on a monthly and quarterly basis.

Consumables inventories were charged off in income and expenditure accounts, as and when purchased. The assets register was maintained for the fixed assets in use while regular physical verification was conducted. Most of the fixed assets were coded and maintained in the assets register. The annual audit was conducted by CA as hired independently by the donor and report was made available to CEPP.

3.2.12 Review of the Project Agreement

While observing the activities regarding the allocation of funds, the team was convinced that the project had been executed as per the agreement between SWC and CEPP.

3.2.13 Compliance with Tax Laws

CEPP obtained the tax-clearance certificate from Inland Revenue Office. The project mostly adhered to the standard procedures related to the tax law of the country. Tax deduction at source was observed in all of the cases. CEPP central office complied with tax registration and tax deduction at source and compliance of tax laws in the procurement of goods and services.

The tax has been calculated as follows:

- i. Resources Person: 15%
- ii. Rental Tax: 10%
- iii. Basis for Income Tax Calculation

	Assessed as Individual		Assessed as Couple	
Upto	500,000	1%	600,000	1%
Next	200,000	10%	200,000	10%
Next	300,000	20%	300,000	20%
Next	1,000,000	30%	900,000	30%
Balance Exceeding	20,00,000	36%	20,00,000	36%

3.2.14 Fixed Assets

Table 7 depicted the fixed assets at CEPP office. It was found that inventory records of fixed assets had been kept properly by CEPP and verification was done on a yearly basis.

It was found that the financial control system of CEPP was properly maintained. It was observed that the assets had been properly utilized in its project office at Nadhi, Chandranagar, Sarlahi.

To date, no fixed assets had been disposed during the period under review.

Table 7: List of Fixed Assets

Purchase Year	Asset	Purchase Cost	Depreciation rate	Net Total
17 Dec 2020	Pulsar 150 (Bike)	2,59,000	20%	2,59,000
17 Dec 2020	Lenovo 13 (Laptop)	65,000	25%	65,000
25 March 2021	Trinx M136 Elite (Cycle)	30,000	15%	30,000
Grand Total				3,54,000
Total Expenditure				3,54,000

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CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Programmatic Conclusions

4.1.1 Achievements of Targets

Most of the targets were achieved with some deviations. Some of the targets were overwhelmingly achieved, while some had a lower percentage of achievements than targeted.

4.1.2 Project coordination mechanism with local bodies

It had good coordination with the local bodies as all the schools were selected as per the suggestion of the RM at the project district where most of the people reside were from disadvantages caste.

4.1.3 Partnership Modality

CEPP had been supporting five community schools in Chandranagar Rural Municipality at Nadhi, Sarlahi. The Nepal Government provides free and compulsory education to children of Nepal as per the constitutional rights of the country.

CEPP was providing capacity building of teachers, and also to parents for improving educational outcomes and reducing dropouts to targeted population at the areas where those community schools were functioning. Their support for physical improvement of classrooms and structure for extra-curricular activities were highly appreciated, however, the success of such support with students could not be evaluated due to unexpected closure of schools during the visit.

4.1.4 Social Inclusion and Coverage

CEPP supported community schools providing early childhood education to children of marginalized community, however, schools were providing education to all children in the catchment area irrespective of age, sex, and caste. Besides children at the schools, other beneficiaries of the projects were parents and teachers.

4.1.5 Governance

The institution was renewed last year and required meetings of the board and general assembly were found to be regular.

4.1.6 Transparency and Relevancy

Project activities and budget expenditure were maintained as per the PA with relevant recording and reporting. There was no money laundering scenario and terrorist funding had been noted in the CEPP project. All the project activities were carried out as per the target set. The documents and reports were made available to

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relevant Government agencies and SWC as per the agreement. Thus, transparency was satisfactory. CEPP puts reports on its website: www.schoolingnepal.org

4.1.7 Procurement process

For every purchase exceeding NRs 50,000 three quotations were obtained, and purchase was made on the basis of price and quality as directed by their Financial and Administrative Rules.

4.1.8 Effectiveness and Efficiency

The project provided maximum benefits to early grade school children by increasing their motivation to attend schools, thereby reducing school dropouts. The achievements for all objectives were measured based on the indicators and activities set for each objective.

The project of CEPP was found to be effective in terms of increment in marks obtained and reduction of dropouts. It had a positive impact on increasing quality education through infrastructure development, teacher and parents' motivation, improvement of classroom environment and development of play facilities.

4.1.9 Compliance with Project Agreement

The compliance of project agreements was found to be good.

4.1.10 Socio-ethical issues during the project implementation

There were no outstanding socio-cultural issues during the project implementation.

4.1.11 Sustainability of the project

The evaluation team found sustainability/exit plan of an NGO. However, the team found that the schools had no long-term sustainability/exit plan.

4.2 Financial Conclusions

The evaluation team for CEPP after financial evaluation reached the following conclusions.

1. Financial statements prepared by the CEPP reveals all the necessary fundamental financial information as required and prescribed by the Nepal Accounting Standards. This reflects the sound financial recording system and hence can reflect transparency in the financial recording and reporting system.
2. Integrated, internal control mechanism exists in CEPP. Although overall internal audit has been carried out on yearly basis.
3. While making physical verification in sites, the fixed assets were coded and maintained. It is recommended to make the fixed assets register in all of its collaborating schools and the proper coding for assets provided by CEPP.
4. Tax law of government of Nepal had been properly followed by AHF Nepal and its partner organization while procuring goods, services and equipment.
5. TDS and ETDS were timely deposited and submitted.

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4.3 Programmatic Recommendations

Based on the analysis of project documents, field visits, FGDs, and KIIs, the evaluation team recommends CEPP as follows:

1. Motivational training to teachers and parents at collaborating schools can result in a good outcome in terms of student's performance and retention of students. However, it is important to develop a sustainability and exit plan in cooperation with implementing schools before phasing out any support.
2. For the effective operation of the schools, the capacity development of teachers is vital. Regular training is essential for improving all aspects of education and is recommended for future projects.
3. Physical sitting arrangement support to schools has been impressive. It is, therefore, recommended to continue such support as well as logistics for the maintenance of the environment. It is also recommended to scale up such services in other provinces.
4. Support to disabled child has critical role in the improvement of their educational attainment and thus, enable them to live their future life independence and dignity. Such support should be continued and scaled up.
5. Collaboration with the Government, other donor agencies, and provincial and local agencies is critical for improvement of educational quality. Such collaboration is, therefore, critical in order to avoid duplication and for better utilization of resources.

4.4 Financial Recommendations

The evaluation team after analysis of relevant financial documents, project proposal, and field visits recommends the following:

1. It is recommended to bifurcate and submit program and administrative costs and get prior approval from SWC in case of discrepancy in fund received and committed support.
2. Though the actual fund was grossly less than the committed, it led to noncompliance with PA. In such case, it should have sought approval from SWC for making a correction in time. It is also strongly suggested to get approval from SWC for the case of Budget Excess.

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ANNEXES

ANNEX 1: Work Plan

S. No.	Activities	May 2023	June 2023				Remarks
		IV	I	II	III	IV	
1	Introductory Meeting with SWC, CEPP, Team Member and Documents Collection	■					
2	Divide roles and responsibilities among team members	■	■				
3	Site Selection	■					
4	Field Visits	■	■				
5	Meeting with CEPP Office staffs and Additional Documents Collection		■	■			
6	Data Compilation			■	■		
7	Draft Report, Sharing, Presentation and Feedback incorporation			■	■	■	
8	Final Report Submission to SWC					■	




ANNEX 2: Data Collection Tools

2.1 Key Informant Interview Questionnaires

1. How a project is linked to national priorities?
2. What are the capacity-building programs for teachers and school management committee members?
3. What is the support provided to poor students?
4. What are the techniques for increasing access to improvement of education?
5. What are the methods to improve and expand programs?
6. What is the support provided to government education institutions?
7. What is the status of coordination, networking, and advocacy for quality services?
8. How public/community participation is assured in terms of parents?
9. What is the role of counterparts in the project implementation?
10. What are the socio-ethical issues addressed during project implementation?
11. What is the coordination mechanism for project implementation?
12. How local and provincial governments are linked to the project?
13. Do achievements meet the target as per the project agreement?
14. How CEPP monitor and oversee its project?
15. Is programs supported by CEPP sustainable both programmatically and financially?
16. What are the strengths and opportunities of the project and areas for improvement?

2.2 FGD questions

1. What is your impression of CEPP project?
 2. How do you evaluate its project from CEPP supported schools?
 3. Do you know about its implementation approach in the project?
 5. What is the support provided by the projects to individual students and their families?
 6. Is a parents/MCM education session provided, if yes, is it effective? If yes, how?
 7. How do you evaluate the project overall?
 8. What are the barriers and facilitators of greater enrollment and retention of students?
 9. What are the areas for improvement in the project?
 10. Do you have anything to add?
- 

ANNEX 3: Population and Ethnic Composition of Chandra Nagar Rural Municipality

Major Ethnic Groupings	Ethnic Groups	HHs	Female	Male	Total Pop	Pop %	Sub Group%
All Groups		5,850	17,206	18,825	36,031	100	100
Ethnic Madhesi Groups	Yadav	473	1,425	1,532	2,957	8.20	
	Teli	641	1,687	1,962	3,649	10.10	
	Kanu	57	170	185	355	1.00	
	Kumhar	96	292	306	598	1.70	
	Sudhi	154	436	487	923	2.60	
	Nuniya	74	211	249	460	1.30	
	Kurmi	38	100	124	224	0.60	
	Sonar	17	44	64	108	0.30	
	Lohar	67	205	235	440	1.20	
	Raut	147	475	531	1,006	2.80	
	Kewat	173	519	573	1,092	3.00	
	Kuswaha	879	2,561	2,852	5,413	15.00	
	Kalwar	36	117	113	230	0.60	
	Badhahi	52	149	160	309	0.90	
	Hajam	120	370	393	763	2.10	
	Kahar	22	50	57	107	0.30	
Halwai	28	89	96	185	0.50		
	Total	3,074	8,900	9,919	18,819		52.20
Madhesi Dalits	Mushahar	561	1,483	1,560	3,043	8.40	
	Chamar	162	489	539	1,028	2.90	
	Tatma	30	95	95	190	0.50	
	Mandal	21	54	60	114	0.30	
	Khatwe	3	9	8	17	0.00	
	Dom	7	23	17	40	0.10	
	Dhobi	19	48	61	109	0.30	
	Paswan	174	489	515	1,004	2.80	
	Total	977	2,690	2,855	5,545		15.40
Madhesi Indigenous Peoples	Tharu	349	1,116	1,155	2,271	6.30	
	Danuwar	304	905	989	1,894	5.30	
	Total	653	2,021	2,144	4,165		11.60
Madhesi Muslims		602	2,051	2,216	4,267	12	11.80
Madhesi Brahmins		22	48	62	110	0.30	0.30
Others		522	1,496	1,629	3,125	8.72	8.70
	Total Percentage					100	100

ANNEX 4: Schools Visited by the Evaluation Team:

A. Shree Achhewarsing Primary School, Nadhi 2077 (2020)

General Admin Info	Estd.: BS 2037 (AD 1980) Grades run : ECD-5 Location: Chandranagar RM Ward No: 7, Nadhi	Principal: Pramod Paswan Ph. No: 9849972351	Educational Admin Info
Catchment Features	No of HHs: 329 No of parents: 180 HHs Enrolling Children: 141 HHs not Enrolling Children: 188 Farthest Walking Distance from School: 40 (min) Majority ethnic Group: Danuwar, Kewat, Sudhi Minority ethnic Group: Dhangar, Kumhar, Paswan, Chaudhary Economic Status of the Majority: <input checked="" type="checkbox"/> Lower	No of Teachers: 3 (Male: 3 Female: 0) ECD Facilitator: 1 (Male: 0 Female: 1), Staff: 1 No of teachers meetings: 6 Students: Total: 235, Girls: 124 Disabled: 2 Attendance: Aver: 61% On Survey Day: 63% Average Marks Obtained Class 1-3: 54, 4-5: 54 Dropout Rate: 9% Repetition Rate: 7% Students Continuing to Grade 2: 83% Retention till Grade 5: 55%	Info on Teachers, Students and Learning
Info about SMCs	SMC Chair: Yogendra Singh Ph.: 9844063871 No of Annual Meetings: 5 No of agenda (quality related): 0 PTA Chair: Not formed Ph.: No of Annual Meetings: 0 No of Parents Meetings: 1 Parents Visiting the School (annually): ..% Representation of Parents in SMC: <input checked="" type="checkbox"/> Medium	Physical Infrastructure : <input checked="" type="checkbox"/> Medium Greenery: <input checked="" type="checkbox"/> Some Condition of Toilet: <input checked="" type="checkbox"/> Satisfactory Maintenance and Cleaning: <input checked="" type="checkbox"/> Satisfactory Improved classrooms: 2	Physical Conditions

B. Shree Saraswati Primary School, Danuwari Tol 2077 (2020)

General Admin Info	Estd.: BS 2055 (AD 1998) Grades run : ECD-5 Location: Chandranagar RM Ward No: 2, Danuwari Tol	Principal: Binita Kumari Chaudhary Ph. No: 9809643689	Educational Admin Info
Catchment Features	No of HHs: 96 No of parents: 61 HHs Enrolling Children: 61 HHs not Enrolling Children: 35 Farthest Walking Distance from School: 15 (min) Majority ethnic Group: Danuwar, Chaudhary Minority ethnic Group: Mushahar, Majhi, Hajam Economic Status of the Majority: <input checked="" type="checkbox"/> Lower	No of Teachers: 2 (Male: 1 Female: 1) ECD Facilitator: 1 (Male: 0 Female: 1), Staff: 1 No of teachers meetings: 3 Students: Total: 89, Girls: 51 Disabled: 2 Attendance: Aver: 59% On Survey Day: 31% Average Marks Obtained Class 1-3: 55, 4-5: 55 Dropout Rate: 12.9% Repetition Rate: 20% Students Continuing to Grade 2: 62% Retention till Grade 5: 60%	Info on Teachers, Students and Learning
Info about SMCs	SMC Chair: Valmiki Singh Ph.: NA No of Annual Meetings: 8 No of agenda (quality related): 4 PTA Chair: NA Ph.: NA No of Annual Meetings: 0 No of Parents Meetings: 2 Parents Visiting the School (annually) : 5% Representation of Parents in SMC: <input checked="" type="checkbox"/> Medium	Physical Infrastructure : <input checked="" type="checkbox"/> Medium Greenery: <input checked="" type="checkbox"/> None Condition of Toilet: <input checked="" type="checkbox"/> Satisfactory Maintenance and Cleaning: <input checked="" type="checkbox"/> So So Improved classrooms: 2	Physical Conditions

Center for Educational Policies and Practices (CEPP)
Kathmandu
Income Statement
For the year ended 32 Ashad 2079 (16 July 2022)

Particular	Sch	32 Ashad 2079	31 Ashad 2078
Income			
Opening Project Grant Balance		3,579,833.02	
Grant Received/Transferred During the Year	0	17,769,388.80	10,910,523.95
Interest and Other Income	4	351,604.36	140,169.35
Total Grant Received		21,700,826.18	11,050,693.30
Less: Balance Grant Amount	5	11,094,006.38	
Net Grant Amount		10,606,819.80	11,050,693.30
Core Fund Income			
Overhead Income from Project			
Income from Depreciation on Granted Assets			
Total Income		10,606,819.80	11,050,693.30
Expenditure			
Project Expenses			
Programme Expenses	7	4,376,365.55	5,698,508.15
Staff Expenses	8	4,224,481.00	6,091,888.00
Administrative Expenses	9	1,654,368.89	1,389,567.88
Depreciation			
Total Expenditure		10,255,215.44	13,179,964.03
Surplus/(Deficit) For the year		351,604.36	(2,129,270.73)
Appropriation/Transfer of Surplus/(Deficit): previous Year			
Surplus/ (Deficit) during the year		351,604.36	(2,129,270.73)
Surplus/(Deficit) Transferred to Unrestricted Funds		351,604.36	(2,129,270.73)

Schedule 1 to 9 form integral parts of the financial statements.

Arati Thapa
Admin and Finance Officer



Teeka Ram Bhattarai
Member Secretary

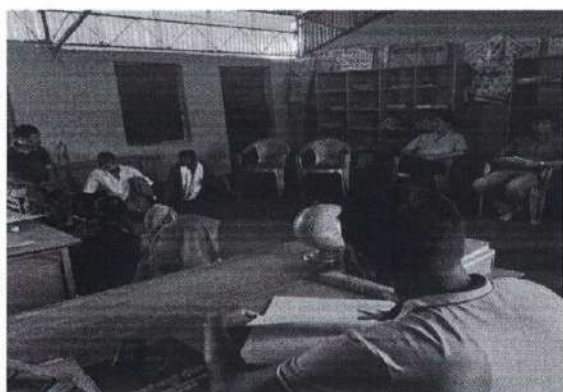
Ram Bhattarai
Treasurer

Basanta Devi Rai
Chairperson

Ishwar Shrestha
I.U. & Company
Auditor



ANNEX 6: Glimpses of Field Visits and Sharing at CEPP central Office



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