

2023/24

IMPACT REPORT

Project Eliminating
Educational Poverty

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About Social Lab

Social Lab is a think-tank initiative of Samsara Creation; established to address existing social and environmental issues through social entrepreneurship and innovation. Social Lab collaborates with social entrepreneurs, civil societies, academia, corporates, policy researchers, and activists to research and develop innovative solutions in bringing social and environmental reform.

The concept of a social lab is rooted in the principles of design thinking, social entrepreneurship, and participatory approaches. It provides a structured space for stakeholders to engage in a creative and iterative process of problem-solving, where they can understand the root causes of a problem, experiment with potential solutions, and learn from the outcomes.

Thematic Area



Education



Environment



Entrepreneurship

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Abbreviation

ECA - Extra Curricular Activities

ELT - English Language Tutorial

FGD - Focus Group Discussion

FSM - Financial Stimulation Model

KII - Key Informant Interview

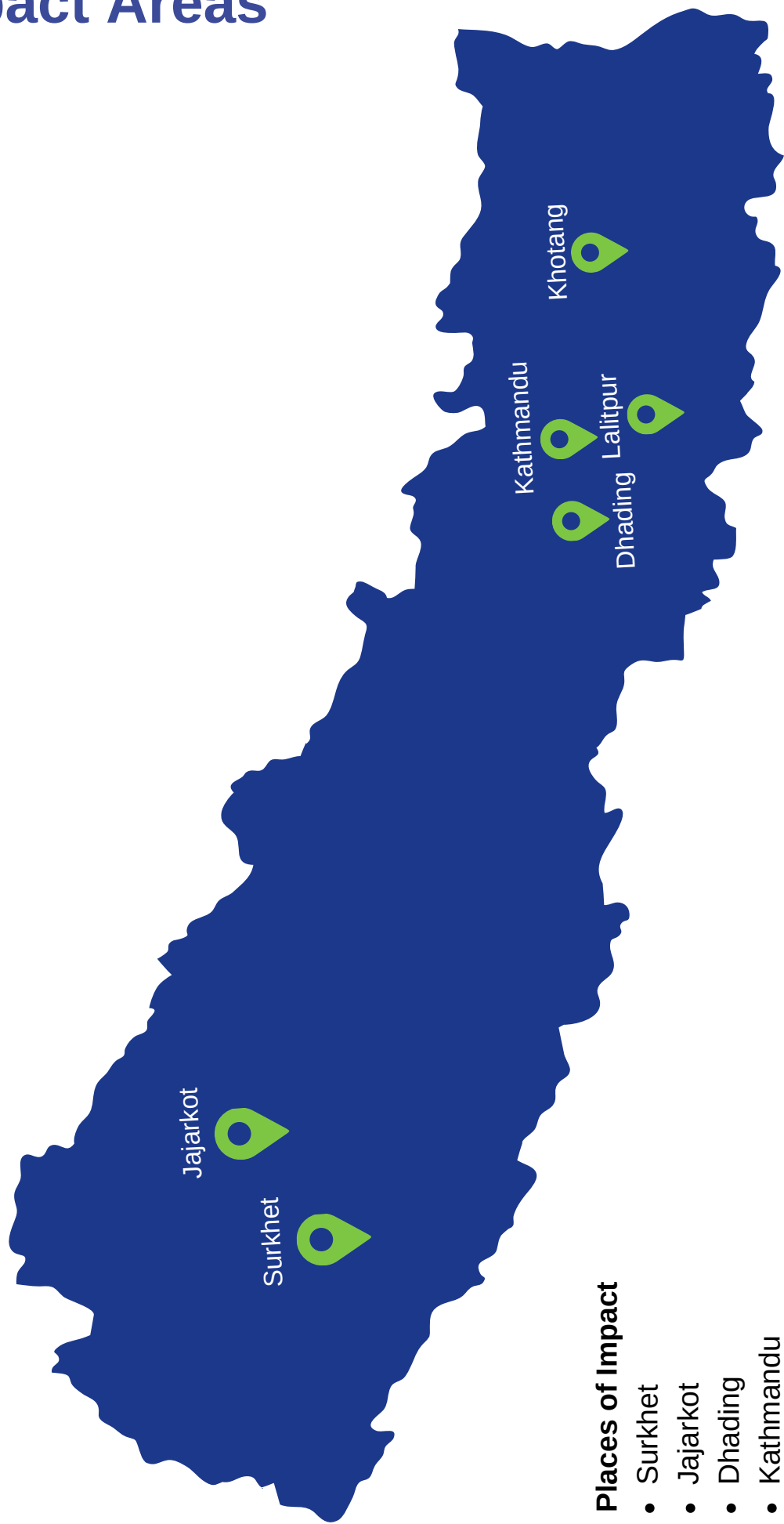
KPI - Key Performance Indicators

PTA - Parents Teacher Association

SIWIG - School Improvement and Innovation Working Group

SMC - School Management Committee

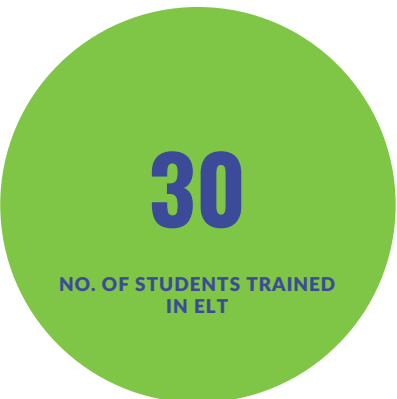
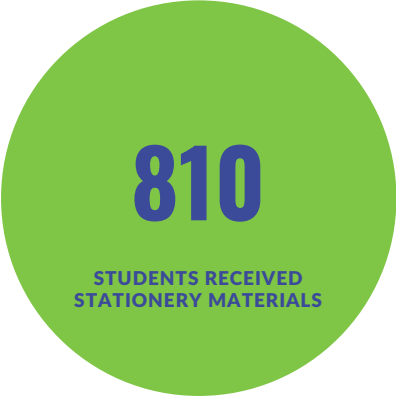
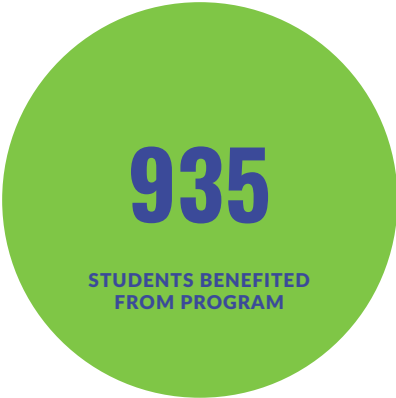
Impact Areas



Places of Impact

- Surkhet
- Jajarkot
- Dhading
- Kathmandu
- Lalitpur
- Khotang

KPIs in General



Key Statistics

58.98 %

increased attendance of children in Jayalkumari Basic School

95%

children maintained hygiene and discipline; and complete assignments regularly in Deurali Basic School

13%

children developed earning mindset

0

health problems related to stomach and digestion encountered

60%

children adapt saving habits

Foreword



On behalf of team Social Lab and Samsara, I would like to express sincere gratitude to the MADEC Australia team for being an incredible supporter of this transformative program to Redefine Nepal's Education. The program itself being more of a piloting project created a space for us to experiment with some innovative interventions that are unlike traditional support practices. The report illustrates how the past 12 months of our interventions have shaped and the impacts that have been measured specifically to our regular project schools.

While the program has supported numerous beneficiaries from different marginalized areas of Nepal, the report derives some empirical data and results from the schools where our regular interventions have taken place. I would like to express my sincere gratitude to the entire team for taking this program further and joining hands together in the shared mission of "Eliminating Educational Poverty".

Ajit Bhatta,
Founder, Social Lab

Background

The Project Eliminating Educational Poverty, which commenced on Feb 01, 2023, in Nepal, has successfully concluded its inaugural year. Implemented by Social Lab, an initiative under Samsara, with support from MADEC Australia, the project aimed to introduce innovative educational interventions in Nepal, including the provision of school meals, uniforms, stationery, and other resources to marginalized students in rural areas. With the overarching goal of creating inclusive and high-quality educational environments in Nepalese public schools, the project was propelled by the campaign "School Support Program".

While the project directly supported three public schools ranging from Kathmandu to remote outskirts near the valley, regularly, its impact extended to five districts in Nepal, benefiting over seven schools through resource provision, capacity building, and institutional support over the 12 months.

The program has been delivering components like Meal Support, Recreational Therapy, English Language Tutorials, SIWIG, and Financial Stimulation Model. The program addresses funding inadequacies in primary-level schools, aiming to enhance infrastructure and promote life-long learning, advanced learning materials, and meal quality, along with fostering confidence, engagement, positive behavior, and financial literacy among students.

The survey, utilizing qualitative research methods, gathered insights from selected teachers and students, emphasizing the impact, learning, and challenges of these components. The Financial Stimulation Model (FSM) showcased significant improvements in hygiene, discipline, and motivation among students. Meanwhile, Recreational Therapy notably enhanced public speaking confidence and piqued students' interest in performing arts, and the Meal Support program substantially increased student enrollment and attendance, positively impacting meal quality.

However, challenges were noted, including teacher-defined evaluation criteria impacting student participation in FSM activities, rigid teacher attitudes, and under utilization of government meal funds due to administrative inactivity. Learning emphasized the necessity of structured monitoring, specific evaluation criteria, and better resource utilization for effective implementation.



Recommendations derived from these findings include the establishment of robust monitoring mechanisms, standardized evaluation criteria, and enhanced resource utilization strategies. Sharing these insights with local authorities, educational bodies, and Civil Society Organizations (CSOs) could inform policy-making and encourage the integration of effective components into schools.

In conclusion, while the implemented components demonstrated positive impacts, addressing identified challenges through comprehensive monitoring, standardized criteria, and resource optimization will further augment their effectiveness, fostering a conducive learning environment and enhancing student well-being.

Methodology



Research Objectives



The primary schools are always neglected in terms of budget. Similarly, the English Language proficiency, corporal punishment, financial literacy and handling students have always been major problems in government schools in rural areas of Nepal. We want to understand the impact of the designed intervention in those schools;



The objective of this evaluation is to assess the efficiency, effectiveness, relevance and sustainability of the project's implementation in relation to its overall objectives and expected results as defined in the project document and, more particularly, to attempt to document some of its preliminary results and impact.



The objective of this evaluation is to assess the areas of improvement of the components of the School Support Program and suggestion to improve the project components

Evaluation Structure

The evaluation structure contained criteria based on which the component's success was measured. It comprised several segments based on which the components were evaluated:

Relevancy

This segment covered whether the interventions addressed were aligned with the priorities or problems faced in the school or not. It also uncovered the degree of relevance of the intervention for the stakeholders and beneficiaries.

Effectiveness

This segment explored whether the desired outputs and outcomes were achieved as intended. It also included what had been achieved and what had not been achieved, along with the deviation from the actual plan.

Efficiency

This segment explored the efficiency of the resources invested (human and materialistic), timeliness of the planned project intervention, supervision efficiency, and cost-benefit analysis of the project.

Sustainability

This segment delved into the capacity development, public relations and coordination, and effectiveness of the sustainable exit plan conducted in the project site to sustain the effects of the project in the area.

Along with these evaluation criteria, the study also covered the things that needed to be done to make the project better, which was directly collected from the beneficiaries and stakeholders of the project.

Data Collection Methods

Through a participatory approach, researchers decided to collect data using various tools to accumulate the information from each stakeholder and beneficiaries. This survey used the qualitative research approach to collect the data as it includes the changes in things like behavior, taste, and experiences which would be not possible to collect through quantitative approach.

Tools



The **Key Informant Interview (KII)** was conducted with the principal of the school.



The study used **Focus Group Discussion** for data collection with the teachers, parents and students



Teacher

1. Direct involvement in the components
2. Teaching in the school at least 6 months before the implementation of components
3. Teaching students in Grade 3-5

Parents

1. Attended at least 3 training sessions of Social Lab
2. Whose children has been studying the school at least 6 months before the School Support Program

Children

1. Students from Grade 3-5
2. Who has been studying the school at least 6 months before the implementation of components

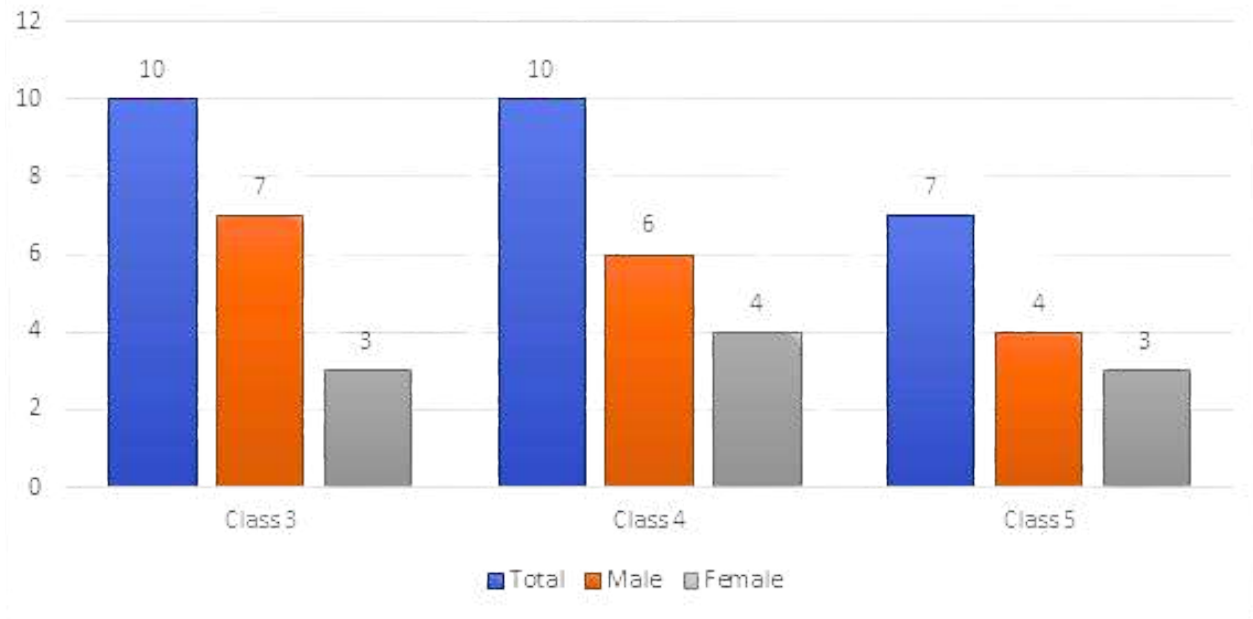


Survey Participants



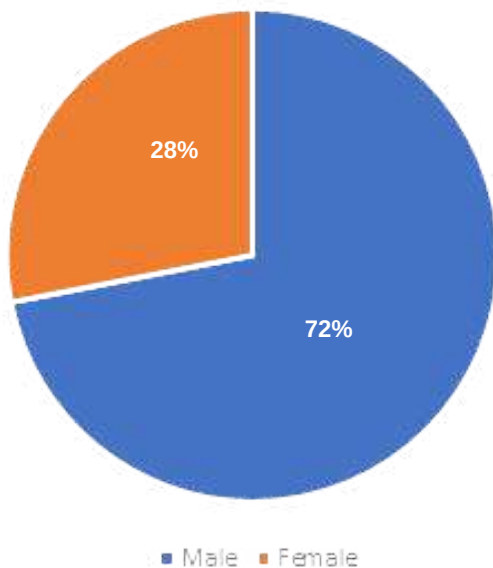
Jayalkumari Basic School

Number of Students participated in Survey



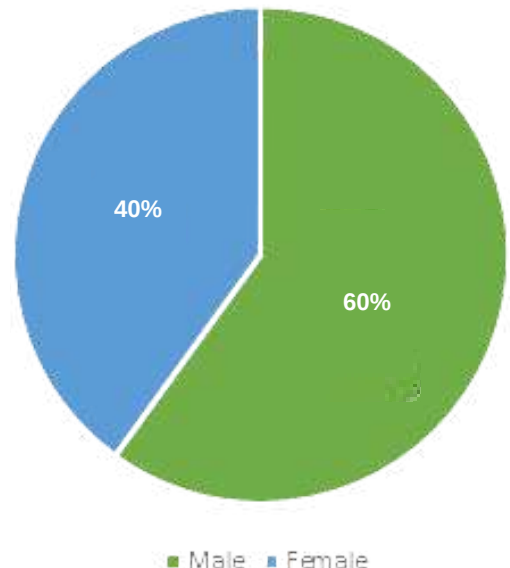
Total Number of Students: 27

Number of Parents participated in Survey



Total Number of Parents: 5

Number of Teachers participated in Survey



Total Number of Teachers: 8

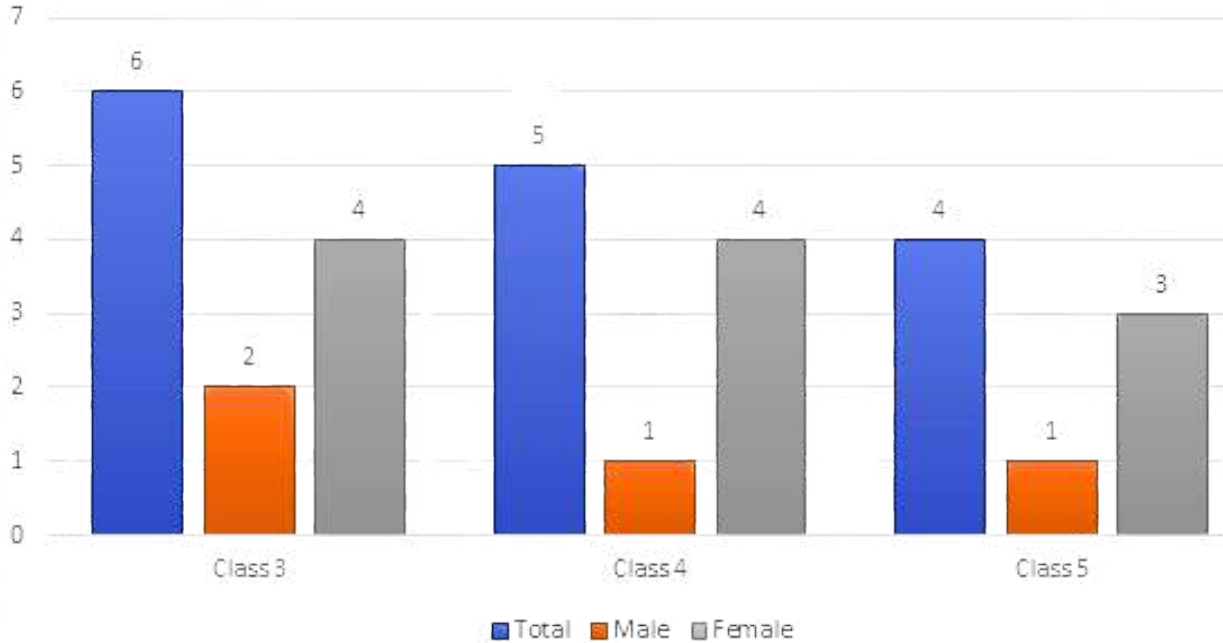


Survey Participants



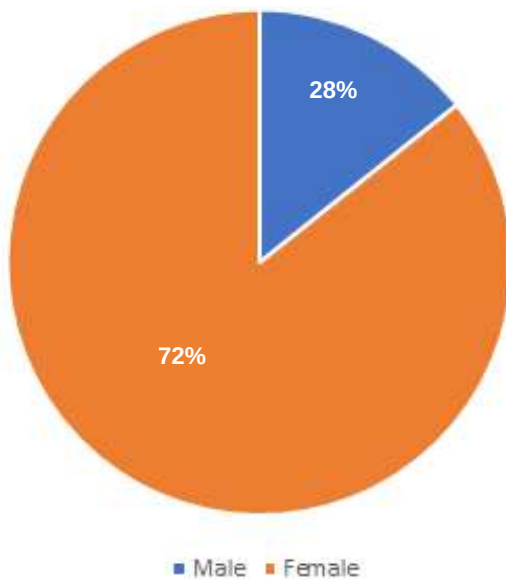
Deurali Basic School

Number of Students participated in Survey



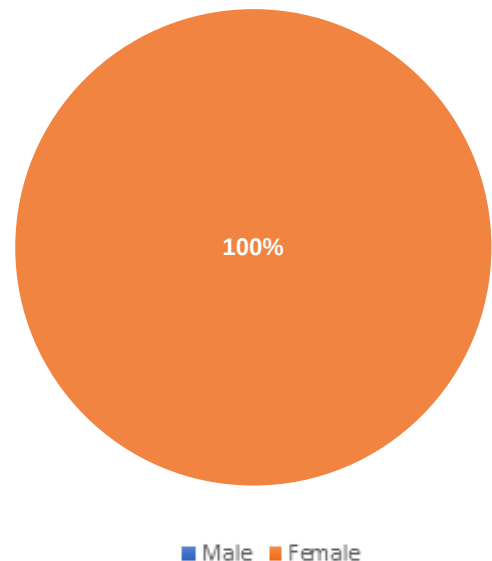
Total Number of Students: 15

Number of Parents participated in Survey



Total Number of Parents: 7

Number of Teachers participated in Survey



Total Number of Teachers: 6

No In-Depth Interviews:

The research methodology did not include in-depth interviews, limiting the depth of insights that could have been gathered from participants. In-depth interviews could have provided a more nuanced understanding of the perceptions and experiences of stakeholders.

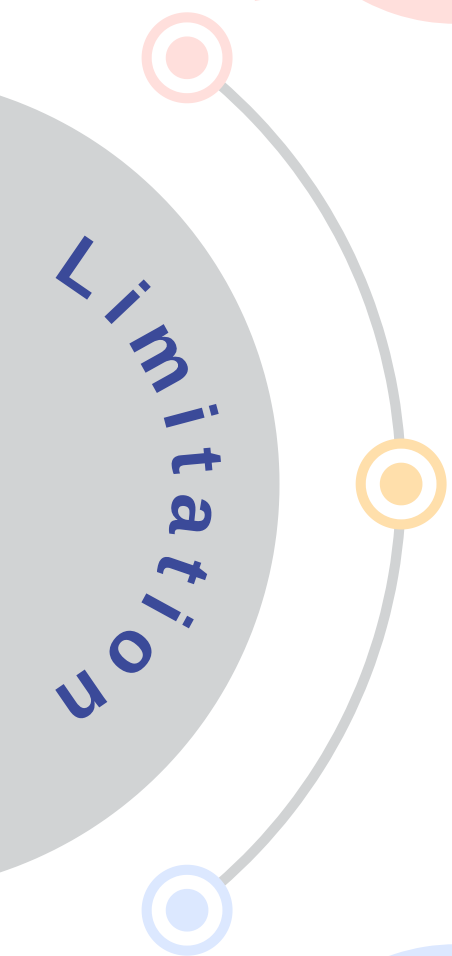
Temporal and Geographical Limitations:

The outcomes and perceptions documented in the research are time and location-specific. The findings might not be applicable to different time frames or regions due to evolving circumstances or variations in educational contexts.

Limited Number of Participants:

The number of participants in the research may not be representative of the diverse perspectives within the community. The findings are based on a specific set of schools (Jayalkumari and Deurali) and may not be generalizable to other locations.

Limitation



Source Dependency:

The research heavily relies on information from the school, teachers, parents, and students without incorporating external validation or cross-verification from independent sources. This could potentially introduce bias or limit the reliability of the findings.

Generalization Challenges:

Since the research is conducted in specific schools and community in rural areas of Nepal, caution should be exercised when generalizing the findings to different settings, such as urban areas or schools with distinct socioeconomic conditions.

Single-Source Data:

The information collected for the research is solely based on the perspectives of participants from Jayalkumari and Deurali School which has not been validated through existing data due to lack of updated data. This single-source data may not capture the diversity of experiences and opinions that could exist in different geographical or cultural contexts.

Key Findings

Meal Support

1.1 Relevance

Indicators	Highly Unsatisfactory	Unsatisfactory	Satisfactory	Highly Satisfactory
Alignment of delivered activities and outputs with the priorities of the targeted school				✓
Alignment of the work programme with the other programme activities				✓
Complementarities and areas of synergy with other work being conducted				✓
Relevance				✓

Finding 1: Meal Support was found to be highly relevant in terms of the priorities of the targeted schools and the objectives of the School Support Program

The government's Meal Support Program, allocating a budget of NPR 15 for the midday meal, has proven insufficient to provide nutritious food for students in Nepal.

This inadequate budget from the government has led to a failure in achieving the program's primary objectives, including improving student enrollment, attendance, and retention. Moreover, the allocated budget for Primary Level schools is also notably low. To address these challenges, a Meal Support initiative was implemented under the Social Support Program, aiming to provide nutritious meals, enhance student enrollment and attendance, improve retention rates, and generate funds for school infrastructure development. This approach was deemed highly relevant by both beneficiaries and stakeholders.



1.2 Efficiency

Indicators	Highly Unsatisfactory	Unsatisfactory	Satisfactory	Highly Satisfactory
Resource Utilization			✓	
Time Management				✓
Cost Effectiveness				✓
Flexibility and Adaptability			✓	
Quality Assurance			✓	
Efficiency			✓	

Finding 2: Resource Utilization and Flexibility and Adaptability was found to be satisfactory and Time Management and Cost Effectiveness was found to be Highly Satisfactory in terms of Meal Support under the School Support Program.

While the resources for the midday meal program were replenished in a timely manner, occasional lapses in quality checks resulted in the distribution of sub-optimal meal materials, leading to concerns about damaged goods. It is essential to prioritize rigorous quality assessments to ensure consistently high standards in the provided meal resources.



Suku Maya Malla (Teacher), Deurali Basic School

The chickpeas which was delivered for midday meal was found to be wet which was not usable for the school; which needs to be checked before delivering

Kamal Shrestha (Principal), Jayalkumari Basic School

The beaten rice which was delivered for midday meal was soft and chewing which was hard to eat for children; which needs to be considered before the buying the materials



The monthly stocking of resources in a uniform quantity resulted in a surplus of unused materials in the initial months, highlighting the need for a more efficient inventory management system. It is crucial to replenish food materials after thorough inventory checks.

Additionally, stakeholders have proposed enhancing flexibility by incorporating diverse food items such as eggs, dairy products, and meat to contribute to the holistic growth of the children.



Maiya Thapaliya (Principal), Deurali Basic School

It could be better if we could add other products like eggs, dairy products, meat which could be beneficial for children in certain duration

1.3 Effectiveness

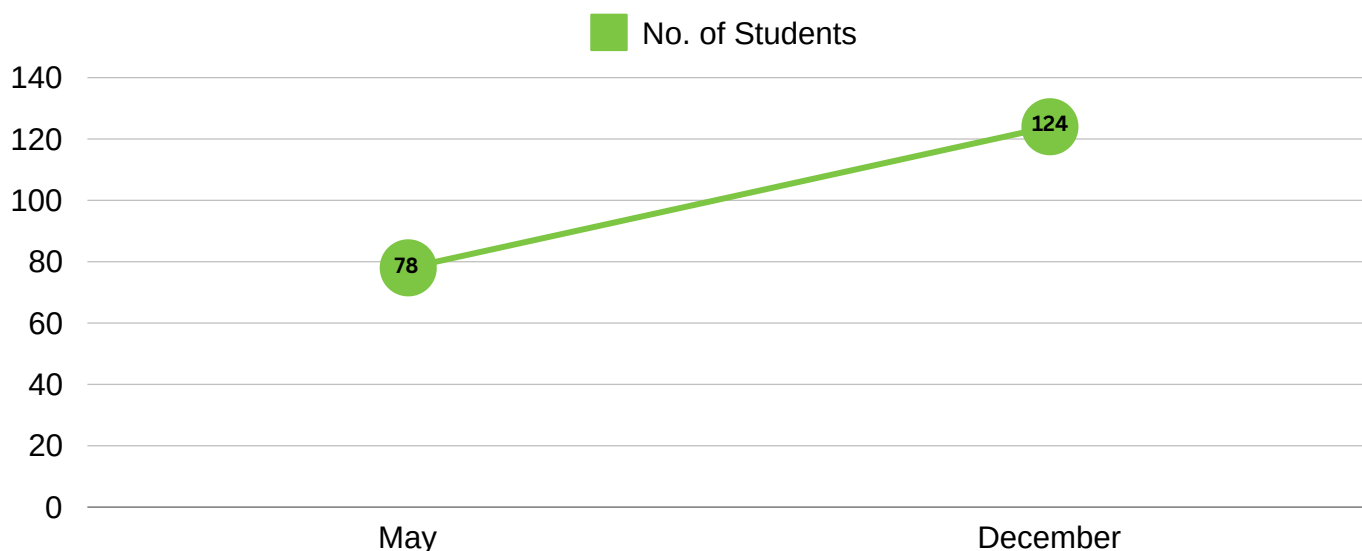
Indicators	Highly Unsatisfactory	Unsatisfactory	Satisfactory	Highly Satisfactory
• Academic Enhancement				
Enrollment, Attendance and Retention				✓
Increased Attention Span and Motivation			✓	
• Availability of Food				
Adequate amount of food served				✓
Nutritious Food availability				✓
Decreased health problem and disturbance				✓
• Utilization of the food funds/ alternative usage				✓
• Quality Assurance			✓	
Effectiveness				✓

Finding 3: Meal Support was found to be highly satisfactory in terms of the quality of food and optimum utilization of budget provided by the government for development of school whereas attention span and motivation were found to be satisfactory.

Increased enrollment and attendance

Following the implementation of Meal Support, the school has observed a notable surge in enrollment and retention rates. The attendance of children post-meal support has witnessed a distinct increase compared to the previous year. Academically, there has been a significant boost in the motivation and attention span of the students, indicating positive outcomes resulting from the support provided.

Average number of students attending Jayalkumari Basic School



Lalita Luitel (Teacher), Jayalkumari Basic School

‘The enrollment of children has increased to some extent whereas the attendance of children has increased tremendously. Before, we used to have many absent children but now more than 90% of children are present on a daily basis. The children has also become attentive in class



Availability of Healthy Food

The school has been serving adequate, good and tasty meals in the midday meals which was not the case before. The school has also started providing varieties of meals in the school which was not the case before. The school has also faced some health problems within children due to lack of good food in the allocated budget by the local government.



Saajan Jimba (Student), Jayalkumari Basic School

Before the school used to serve us food which was not enough and tasty but now it's tasty and we get it in good quantity

Maiya Thapaliya (Principal), Deurali Basic School

'We have also faced many stomach related issues in the past years due to unhealthy foods served to the children in the Midday meal. Even though we know it's not healthy, we are obliged to serve the meal because we can't serve healthy meals within the allocated budget. It is too less.'



Utilization of the food funds

The school was also able to create a better learning environment by creating learning materials and renovating the space for the children utilizing the food budget provided by the government.



Maiya Thapaliya (Principal), Deurali Basic School

We have also painted the school with different pictures to create an interesting place for children whereas we have also renovated the e-learning hall for the children where they could learn differently for now.



1.4 Sustainability

Given the government's provision of Midday Meal Support to schools, the continuity of the Midday Meal program is assured.



However, to uphold the quality and diversity of meals, the school plans to adhere to the meal schedule established during the Meal Support period. This will involve coordinating with the local government and community members to ensure the inclusion of diverse protein sources and fruits in the meals, thereby maintaining nutritional standards.

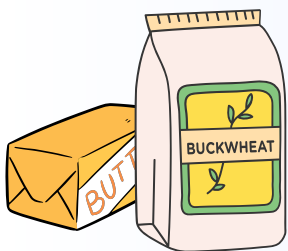
1.5 Area of Improvement and Suggestions



The stakeholders and beneficiaries recommended diversifying the food varieties, emphasizing the importance of catering to the specific dietary needs of lower-grade children compared to their higher-grade counterparts.



They suggested incorporating protein-rich foods such as eggs, meat, and dairy products, alongside fruits, to ensure a well-rounded and nutritious meal.



The proposal included the provision of packaged items, addressing concerns related to quality assurance and the expiration dates of materials. This approach was seen as a practical solution to ensure the quality and integrity of the food items provided, mitigating potential issues with damaged goods.

English Language Tutorial

2.1 Relevance

Indicators	Highly Unsatisfactory	Unsatisfactory	Satisfactory	Highly Satisfactory
Alignment of delivered activities and outputs with the priorities of the targeted school				✓
Alignment of the work programme with the other programme activities				✓
Complementarities and areas of synergy with other work being conducted				✓
Relevance				✓

Finding 4: *English Language Tutorial was found to be highly relevant in terms of the priorities of the targeted schools and the objectives of the School Support Program.*

The English Language Tutorial implemented under the Social Support Program addressed the prevalent issue of students' weak English proficiency in government schools. Recognizing that this deficiency not only hinders academic performance but also limits access to online content, the tutorial aimed to enhance students' English language skills. This initiative was deemed highly relevant by both beneficiaries and stakeholders, emphasizing the importance of improving English proficiency among students in government schools.

2.2 Efficiency

Indicators	Highly Unsatisfactory	Unsatisfactory	Satisfactory	Highly Satisfactory
Resource Utilization			✓	
Time Management			✓	
Cost Effectiveness				✓
Flexibility and Adaptability				✓
Efficiency			✓	

***Finding 2:** Resource Utilization and Flexibility and Adaptability was found to be satisfactory and Time Management and Cost Effectiveness was found to be Highly Satisfactory in terms of Meal Support under the School Support Program.*



The human resources used and the productivity of the ELT was considered satisfactory due to deviation from the plan predetermined with mutual agreement with the school which was teaching students about the English Language used in daily lives but as the students were not confident enough the ELT focused on the basics and grammatical's of English Language more than the speaking fluency.

The topics which were planned to be covered during the session were not covered completely as per plan and the timing of the session was also changed several times which considers ELT to be satisfactory by the stakeholders and beneficiary in terms of time management.

The ELT session was considered flexible and adaptable as the facilitator used various teaching styles by using different materials like origami and ICT materials to make students understand and enhance English Language Proficiency by the stakeholders.



2.3 Effectiveness

Indicators	Highly Unsatisfactory	Unsatisfactory	Satisfactory	Highly Satisfactory
• English Language Performance				
Increased Attention			✓	
Increased Participation			✓	
Academic Improvement			✓	
Increased Interest in English Literature			✓	
Effectiveness			✓	

Finding 6: English Language Tutorial was found to be satisfactory in terms of its effectiveness to increase attention, interest and participation and improve their academic performance.

English Language Performance

Children have exhibited heightened attention, increased participation, and a growing interest in English literature, leading to tangible improvements in their academic performance in English subjects.



Shova Bhurtel (Teacher), Deurali Basic School

Before, they used to refuse studying English subjects and were not attentive but now they have started showing interest to learn. They have also performed better in English than before

2.4 Sustainability

To consolidate the impact of the English Language Tutorial, the school has outlined a series of activities. These include the introduction of a weekly Library Day, where students are taken to the library to read English story books, with rewards for those completing a set number of books.

Additionally, teachers are collaborating on the creation of teaching materials to enhance the English learning experience. Bi-weekly dictation sessions are planned to boost language proficiency, while action words will be taught through practical demonstrations in class.



The initiative to have students speak only in English during English class aims to provide an immersive language learning environment. These activities are integral to the School Support Program, designed to fortify English language skills and foster a more engaging educational experience.

2.5 Area of Improvement and Suggestions



The stakeholders and beneficiaries recommended incorporating familiar rhymes or songs to generate interest among the students.



They proposed scheduling the sessions earlier, as the current timing right before lunch might cause hunger and impact students' concentration.



Suggestions were made to extend the session duration and include more practice sessions, aiming to enhance the effectiveness and engagement of the English Language Tutorial program under the School Support Program.

3.1 Relevance

Indicators	Highly Unsatisfactory	Unsatisfactory	Satisfactory	Highly Satisfactory
Alignment of delivered activities and outputs with the priorities of the targeted school				✓
Alignment of the work programme with the other programme activities				✓
Complementarities and areas of synergy with other work being conducted				✓
Relevance				✓

Finding 7: *SIWIG was found to be highly relevant in terms of the priorities of the targeted schools and the objectives of the School Support Program.*

The school faced challenges due to the inactivity of its School Management Committee and Parents Teacher Association, hindering decision-making and strategic planning for school improvement. Additionally, a lack of parental participation and involvement was observed, negatively impacting children's development and academic progress. To address these issues and foster greater parental engagement and support for the school, SIWIG was implemented as a component of the School Support Program.



SIWIG aimed to not only enhance parental involvement but also included livelihood training for parents to promote economic stability within the community. This holistic approach sought to establish a collaborative framework between the school and parents, addressing both educational and socio-economic aspects to improve overall school outcomes and community well-being.



3.2 Efficiency

Indicators	Highly Unsatisfactory	Unsatisfactory	Satisfactory	Highly Satisfactory
Resource Utilization			✓	
Time Management			✓	
Cost Effectiveness				✓
Flexibility and Adaptability				✓
Efficiency			✓	

Finding 8: Flexibility and Adaptability was found to be satisfactory and Human Resources and Productivity, Time Management and Cost Effectiveness was found to be Highly Satisfactory in terms of SIWIG under the School Support Program.

Parents and teachers at the school expressed high satisfaction with all the facilitators engaged during the sessions.

This contentment stems from the facilitators' commendable expertise in their respective fields and their adeptness at tailoring training materials to suit the needs of the community. The sessions were praised for their highly satisfactory time management and cost-effectiveness, utilizing a simplified delivery approach that resonated well with the community. Despite challenges related to the availability of facilitators during morning and evening hours when community members were most comfortable attending, the flexibility and adaptability of the sessions were still regarded as satisfactory.



Overall, the positive feedback underscores the effectiveness and suitability of the facilitators and the session structure for the community.

3.3 Effectiveness

Indicators	Highly Unsatisfactory	Unsatisfactory	Satisfactory	Highly Satisfactory
Use of Acquired Knowledge			✓	
Increased Participation			✓	
Enquiry about such training and children			✓	
Effectiveness			✓	

Finding 9: SIWIG was found to be satisfactory in terms of its effectiveness to increase participation, usages of acquired knowledge and inquiry about children and such training from parents.

Use of Acquired Knowledge and Inquiry about Training

The acquired knowledge from training on animal husbandry has been put into practice by some members of the community, indicating a satisfactory level of effectiveness. Additionally, the fact that inquiries about such training have arisen multiple times reflects the satisfaction among community members with the training provided.



Santa Bahadur Nyasur (Parents), Deurali Basic School

I have been doing animal husbandry for several decades now, I used to face many health problems in my cattle which was costly but now I have been using services through government support program,



Increased Participation

Moreover, there has been an increase in parental participation and inquiries regarding the performance of their children, indicating a satisfactory level of effectiveness in terms of parental engagement. These outcomes highlight the positive impact of the training programs on both the community's practical skills and their involvement in their children's education, underscoring the effectiveness of the initiatives implemented.

Maiya Thapaliya (Principal), Deurali Basic School

Some parents have started inquiry about their children's academic performance and behavior in school while dropping them in the school



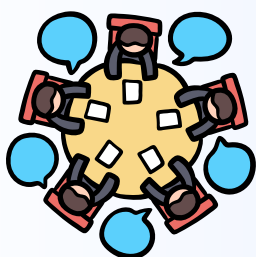
3.4 Sustainability

To ensure the continuity of parental engagement in the school, various initiatives have been implemented. The introduction of the 'Best Parents of the Year Award' recognizes and rewards parents for their active involvement. Criteria for participation include attending school events, accompanying students to and from school, ensuring completion of homework, and providing valuable suggestions to the school. Additionally, the institution has initiated 'Meet and Greet Programs' held periodically and on special occasions like Dashain, fostering a stronger bond between the school and parents.



Furthermore, parents are actively included and invited to participate in various school programs. Notably, home visits are conducted to gain insights into the students' home environments, fostering positive relationships and a deeper understanding between the school and parents. These strategic efforts contribute to the sustainability of parental engagement within the school community.

2.5 Area of Improvement and Suggestions



The stakeholders and beneficiaries suggest conducting more events to capacitate SMC and PTA to enable the school to make strategic plans for development of the school.

Recreational Therapy

4.1 Relevance

Indicators	Highly Unsatisfactory	Unsatisfactory	Satisfactory	Highly Satisfactory
Alignment of delivered activities and outputs with the priorities of the targeted school				✓
Alignment of the work programme with the other programme activities				✓
Complementarities and areas of synergy with other work being conducted				✓
Relevance				✓

Finding 10: *Recreational Therapy was found to be highly relevant in terms of the priorities of the targeted schools and the objectives of the School Support Program.*

Students' shyness and lack of confidence posed barriers to their social interaction and extracurricular involvement, impacting their overall development. To tackle this, Recreational Therapy was integrated into the School Support Program. It aimed to bolster confidence, diminish public speaking fears, and promote participation in diverse activities. Widely praised by beneficiaries and stakeholders, the initiative proved vital in addressing crucial student developmental needs.



4.2 Efficiency

Indicators	Highly Unsatisfactory	Unsatisfactory	Satisfactory	Highly Satisfactory
Resource Utilization				✓
Time Management			✓	
Cost Effectiveness				✓
Flexibility and Adaptability				✓
Efficiency				✓

Finding 11: Time management was found to be satisfactory and Human Resources and Productivity, Flexibility and Adaptability and Cost Effectiveness was found to be Highly Satisfactory in terms of recreational therapy under the School Support Program.



The facilitator for Recreational Therapy received high satisfaction from both students and teachers, attributed to their exceptional productivity and expertise in the field of music. Additionally, the teaching pedagogy and the facilitator's flexibility and adaptability were widely appreciated.



The investment of resources, mainly human resources, was minimal, indicating a significantly positive cost-to-output ratio. While there were some alterations in the timing of the class, overall time management was considered satisfactory. This underscores the effectiveness and efficiency of the Recreational Therapy component in delivering valuable outcomes with minimal resource input.



Dipak Silwal (Teacher)
Jayalkumari Basic School

We greatly appreciate the facilitator's expertise and their effortless ability to engage and open up the children. While occasional scheduling changes posed a minor inconvenience, our primary concern was the frequency of sessions, which was limited to just once a week, proving insufficient for our needs.



Gyanu Rana (Teacher)
Deurali Basic School

We really like the expertise of the facilitator and flexibility and adaptability which seems effortless to engage and open the children. The time was sometimes an issue to changes of schedule but more than that it was conducted just once a week which was insufficient.

4.3 Effectiveness

Indicators	Highly Unsatisfactory	Unsatisfactory	Satisfactory	Highly Satisfactory
• Increase interest in music				
Music learning attitude				✓
Vocal skills			✓	
Enhanced Music Knowledge				✓
• Interest in ECA				
Involvement in dance				✓
Interest in games				✓
• Increased openness towards people				
Increased in confidence			✓	
Enhanced public speaking			✓	
Effectiveness				✓

Finding 12: Recreational Therapy was found to be highly satisfactory in terms of its effectiveness to increase participation in extracurricular activities and interest in music and recreation whereas satisfactory in terms of increased confidence and enhanced public speaking skills.

Increased Interest in Music and ECA

The students have shown great interest in music and musical instruments along with vocal skills. The knowledge of music has also grown. Furthermore, the involvement of children in games, dance and other extra curricular activities has also increased.

Shanta Ghimire (Teacher), Deurali Basic School

I have seen students singing the songs while going home and when in their free time with friends which was taught in the recreational therapy session



Increased Openness towards People

In addition, the children have also enhanced their public speaking skills and confidence. Some shy and reserved students have also started opening up with people and started having conversations with people.



Dipak Silwal (Teacher), Jayalkumari Basic School

Students have started opening up themselves with the people, the students who are not confident to talk to the teacher when question is asked now have started showing willingness to talk and perform their performance in the stage

4.4 Sustainability

The school expressed a request for basic music sessions to be extended to teachers, enabling them to independently continue the recreational sessions. This request has been fulfilled by the organization, which conducted the necessary sessions. Moreover, the school has actively collaborated with the local government to oversee the facilitation of the recreational therapy program, ensuring both the availability of a qualified facilitator and securing funding for its sustained implementation.



This collaborative effort underscores the commitment of the school, organization, and local government to the continuity and success of the Recreational Therapy component within the School Support Program.

4.5 Area of Improvement and Suggestions



Their recommendations include extending the duration of sessions, conducting them more frequently, and incorporating elements such as dance and local songs, particularly Tamang Songs, along with English songs.



They propose a reduction in the duration of vocal exercises and a greater emphasis on the use of musical instruments.

These insights aim to refine and diversify the Recreational Therapy component, aligning it more closely with the preferences and cultural context of the participants, thereby ensuring a more engaging and impactful experience for the students.

Financial Stimulation Model

5.1 Relevance

Indicators	Highly Unsatisfactory	Unsatisfactory	Satisfactory	Highly Satisfactory
Alignment of delivered activities and outputs with the priorities of the targeted school				✓
Alignment of the work programme with the other programme activities				✓
Complementarities and areas of synergy with other work being conducted				✓
Relevance				✓

Finding 13: *Financial Stimulation Model was found to be highly relevant in terms of the priorities of the targeted schools and the objectives of the School Support Program.*

The school encountered significant challenges in maintaining discipline among students following the ban on corporal punishment in 2018. To address this issue, the school initiated further training and capacity-building programs for teachers aimed at enhancing their skills in managing student behavior. Additionally, the children in these areas grappled with educational poverty, and parents exhibited low financial literacy, making it difficult to afford essential educational materials and toys.



In response to these challenges and as part of the School Support Program, the Financial Stimulation Model was introduced. This model was designed not only to foster financial literacy but also to combat educational poverty, offering multifaceted development support. Stakeholders and beneficiaries viewed this component as highly relevant and satisfactory for the school, acknowledging its potential to address complex issues and contribute to holistic student development.



5.2 Efficiency

Indicators	Highly Unsatisfactory	Unsatisfactory	Satisfactory	Highly Satisfactory
Resource Utilization				✓
Time Management			✓	
Cost Effectiveness				✓
Flexibility and Adaptability				✓
Efficiency				✓

Finding 14: Time management was found to be satisfactory and Human Resources and Productivity, Flexibility and Adaptability and Cost Effectiveness was found to be Highly Satisfactory in terms of Financial Stimulation Model under the School Support Program.

5.3 Effectiveness

Indicators	Highly Unsatisfactory	Unsatisfactory	Satisfactory	Highly Satisfactory
• Behavior Change				
Increased Assignment completion				✓
Uniform and Hygiene maintenance				✓
Increased attention and class participation				✓
Increase Discipline				✓
Increased attendance				✓
Increased Motivation				✓
Enquiry about homework				✓
Submission of assignments in enthusiasm				✓
• Financial Literacy				
Conscious Buying habits				✓
Saving habits				✓

Curiosity to understand saving and banking			✓	
Earning Mindset			✓	
Effectiveness				✓

Finding 14: *Financial Stimulation Model was found to be highly satisfactory in terms of its effectiveness to increase behavior change on their discipline, hygiene, assignments, class participation and motivation and conscious buying habits and saving habits regarding financial literacy. In addition, it was found to be satisfactory in terms of its effectiveness to build financial literacy which includes building earning mindset and making children curious to understand saving and banking processes.*

Behaviour Change

The Financial Stimulation Model has yielded remarkable outcomes in transforming students' behavior. These positive changes encompass improved assignment completion, heightened motivation, enhanced discipline, increased participation and attention during classes, and a notable increase in overall attendance.



Furthermore, the model has contributed to fostering well-groomed and maintained hygiene among students, achieving highly satisfactory results. These significant improvements underscore the efficacy of the Financial Stimulation Model in not only addressing academic aspects but also in positively influencing students' overall conduct and well-being.



Lalita Adhikari (Teacher), Jayalkumari Basic School

The students who never used to do homeworks and wear uniforms have started attending school by completing and wearing uniforms whereas they seem motivated and disciplined as well. They have also started attending school daily so, attendance of children has also increased

Financial Literacy

In terms of financial literacy among children, there has been significant progress observed. Children have acquired conscious buying habits and demonstrated the adoption of saving practices, which is deemed highly satisfactory. Moreover, a notable number of students have embraced an earning mindset, showcasing a keen



interest in understanding concepts related to saving and banking. This development underscores the effectiveness of initiatives aimed at enhancing financial literacy, highlighting the importance of nurturing financial skills from a young age.



Some students came to me to understand about saving and can they do it in real life as well. Whereas some students also stopped asking for money for stationery materials from home as they could buy it from School Store; this is what i have heard from some parents and their neighbors

5.4 Sustainability

The Social Lab has organized knowledge development and training sessions for teachers and utilized the Participatory Learning Appraisal to implement the model, ensuring its sustainability. Collaboratively, the School and Social Lab have engaged with local government authorities to secure budget allocations for the Financial Stimulation Model in the upcoming fiscal year.

Additionally, the school has proactively arranged for the Deusi Bhailo program, leveraging fines from absent teachers and students to generate funds in support of the model's initiatives. These coordinated efforts underscore a commitment to sustaining the impact of the Financial Stimulation Model and fostering ongoing support from various stakeholders.



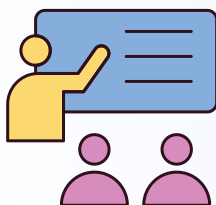
5.5 Area of Improvement and Suggestions



Stakeholders and beneficiaries have recommended increasing the frequency of Market Place sessions and incorporating lower-grade students to address challenges related to patience and excitement within this demographic.



They propose transforming the Market Place into a dedicated stationery space, emphasizing the importance of ensuring product quality.



Another suggestion involves incorporating demonstrations during training sessions, a measure seen as beneficial for enhancing teacher comprehension.

These recommendations aim to refine and optimize the Financial Stimulation Model, reflecting a commitment to continuous improvement and addressing specific needs identified during the evaluation process.

Learning

English Language Tutorial

- Addressed weak English proficiency effectively
- Surge in enrollment, retention, and academic performance
- Increased motivation and attention span observed
- Sustainability efforts through Library Day and dictation sessions

Meal Support

- Highly relevant intervention addressing nutritional needs
- Improved enrollment, attendance, and retention rates
- Enhanced academic performance and positive health impact



SIWIG

- Vital role in fostering parental engagement and community support
- Increased parental participation and inquiries about children
- Sustainability initiatives like 'Best Parents of the Year Award'
- Strengthened school-parent-community relationship

Recreational Therapy

- Highly relevant in addressing confidence and participation issues
- Increased interest in music, extracurricular activities, and public speaking
- Collaborative efforts ensuring sustainability of positive outcomes

Financial Stimulation Model

- Multifaceted intervention addressing behavior change, financial literacy, and educational poverty
- Positive impact on discipline, hygiene, assignment completion, and student motivation
- Financial literacy outcomes include conscious buying habits and an earning mindset
- Sustainability efforts through securing budget allocations and fundraising events

Conclusion

In summary, the evaluation of the School Support Program has shed light on the multifaceted impact of its components on primary schools in rural Nepal. The Meal Support initiative, despite facing challenges in resource quality, has proven highly relevant in addressing nutritional needs, improving attendance, and positively impacting academic performance. The English Language Tutorial has effectively tackled the imperative to enhance English proficiency, displaying areas of efficiency while highlighting the need for flexibility. SIWIG has successfully engaged parents and revitalized school committees, demonstrating efficiency in resource use and offering valuable insights for sustainability.

Recreational Therapy has significantly boosted student confidence and participation, showcasing remarkable effectiveness and potential for ongoing teacher-led initiatives. Lastly, the Financial Stimulation Model has excelled in addressing behavioral issues and fostering financial literacy, with a promising sustainability plan through teacher training and local government collaboration.

These findings collectively emphasize the critical role of collaborative efforts between schools, stakeholders, and implementing organizations in achieving positive outcomes. The success of these interventions lies not only in their initial implementation but also in the sustained commitment to addressing emerging challenges and refining strategies for continuous improvement.

As the schools embark on sustaining the positive changes witnessed through these programs, the need for ongoing support, adaptation, and flexibility becomes evident. The dedication of schools and communities in fostering a holistic learning environment for students is commendable, and the lessons learned from this evaluation provide valuable insights for future endeavors in rural education in Nepal.



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