

PROJECTS EVALUATION REPORT

Of

Lifting Education Program

Implemented by:

Lifting Education, Advancing Rural Nepal (LEARN)

Draft REPORT

Submitted to:



Social Welfare Council (SWC)

Hariharbhawan, Lalitpur, Nepal

Submitted by:

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June, 2023

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We are very much grateful to LEARN for sharing various information and documents related to project design and implementation. This work would not have been possible without the logistic support from them. Special thanks goes to LEARN family and staffs. Mr. Krishana Bahadur Tilija Pun (Executive Director) accompanied us in field visit and arranged various meetings and consultation with beneficiaries and concerned stakeholders. We would also like to extends our regards to all the school teachers, students, beneficiaries, local leaders, municipality officials and those who have contributed directly or indirectly to the completion of the project.

Pramod Bhattarai | Yamuna Wagle

June, 2023

ABBREVIATIONS

| | |
|----------------|--|
| DAO | District Administration Office |
| DCC | District Coordination Committee |
| EB | Executive Board |
| ED | Executive Director |
| FGD | Focus Group Discussion |
| GESI | Gender Equality and Social Inclusion |
| HR | Human Resource |
| IO | Implementing Organization |
| IRO | Inland Revenue Office |
| KII | Key Informant Interview |
| LEARN | Lifting Education, Advancing Rural Nepal |
| M&E | Monitoring and Evaluation |
| PAN | Permanent Account Number |
| RM | Rural Municipality |
| SDGs | Sustainable Development Goals |
| SMC | School Management Committee |
| SWC | Social Welfare Council |
| TDS | Tax Deducted at Source |
| ToR | Terms of Reference |
| WASH | Water, Sanitation and Hygiene |

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CHAPTER – I

INTRODUCTION

I.1 Background

| | |
|--------------------------------|---|
| Implementing Organization (IO) | Lifting Education, Advancing Rural Nepal (LEARN) |
| DAO Registration | Registered in District Administration Office, Kathmandu Registration Number:670 Registration Date:2070/12/20 B.S. (Renewal date : 2079/11/12 B.S.) |
| PAN | PAN No:601990568 Date of registration: 2070/12/26 B.S. |
| Tax Exemption Certificate | Certificate is received but renewal is needed |
| Latest Audit Report | FY 078/79 Attached separately |
| SWC Affiliation | Affiliation Number:39089 Date: 2070/12/28 B.S. |
| SWC Renewal | Latest renewal in 2078/03/31 for till 2080 Asar month |
| NGO's Executive Board (EB) | *Chairperson: Um Bahadur Paija Pun *Vice-Chairperson: Laxmi Pun *Secretary: Yam Bahadur Pun *Treasurer: Salma Limbu Subba *Member: Kailash Tamang *Member: Sujata Tamang *Krishna Bahadur Tilija Pun (Elected board from the AGM of 2078/09/24 B.S) |
| NGO's Description | <p>“समृद्ध ग्रामिण नेपालको लागि शैक्षिक उन्नयन- LEARN (Lifting Education, Advancing Rural Nepal)” is established as a non-profit making organization in 2014 AD aiming to support education in the remote rural villages of Nepal. It is registered in District Administration Office, Kathmandu and affiliated with Social Welfare Council, Kathmandu. LEARN is supporting the school education particularly in the poor and backward societies from remote and needy areas.</p> <p>This organization is established aiming to uplift the rural economy by educating and empowering capacity of school children and youths in long run. LEARN is continuously getting great support and inspiration from the volunteers, Peter Hall and Ronda Hall, who established an organization QEN, Australia. With the financial support of QEN and Rural Municipalities, LEARN has been working with 98 schools of three Rural Municipalities in Myagdi district.</p> |

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|---------------------------------|---|
| NGO's Objective | <ul style="list-style-type: none"> * To enhance the capacity of teachers to deliver quality education outcomes in child-centered learning environments * To foster learning through active participation of children in classroom, non-classroom and community activities * To expand the range of techniques that teachers can bring to their teaching, including the production and use of a wide variety of teaching aids * To make schools more attractive and resourceful by providing learning materials to give the children access and opportunities for effective learning. * To increase involvement of parents and community members in school development activities * To develop the capacity of the stakeholders, including members of School Management Committees (SMCs) and Parent Teacher Associations (PTAs), ECED teachers, head teachers and lead teachers for the betterment of education in their community. |
| Projects Titles (with Duration) | Lifting Education Project (FY 2078/79 to FY 2080/81) – 3 years |
| Project Objectives | <ul style="list-style-type: none"> * Develop child friendly teaching learning environment by innovative teaching skills and strategies * Increase involvement of parents and communities in school activities * Increase active participation of child clubs in school and community activities * Provide need-based support to schools, such as instructional, IT and Science, ECED, library resources * Ensure equitable access to appropriate teaching learning resources * Develop a dynamic Lead Teachers' Network for assisting in training and monitoring activities and sustainable in-school support activities to impart quality education |
| Project Locations | Annapurna RM, Raghuganga RM and Dhawalagiri RM, Myagdi |
| Funding Partner(s) | <ul style="list-style-type: none"> * Quality Education Nepal, Australia (QEN) * Raghuganga Rural Municipality, Myagdi * Dhawalagiri Rural Municipality, Myagdi |
| Target Group(s) | <ul style="list-style-type: none"> *schools (providing teaching learning materials) *teachers (training including ECED centres) *SMC/PTA (orientation) *Parents (community orientation program) *Students (child clubs activities) |
| Location of Document | Kathmandu (Tokha Municipality 3, Dhapasi) |
| Project Contact Person | Krishna Bahadur Tilija Pun (Executive Director) 9849289685, krishnatpun@gmail.com |

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|-------------------------------|---|
| NGO's Staffs | 4 regular staff and 1 consultant *Executive Director: Krishna Bahadur Tilija Pun *Program Specialist: Toya Prasad Ammai *Program Specialist: Khadga Kumar Shrestha * Accountant: Manista Serbuja *Consultant: Kailash Tamang |
| Currency of Financial Records | Nepalese Rupee (NPR) |
| Pre-Meeting (Collective) | May 15, 2023 |
| IO's Office Visit | Entry: May 15, 2023 |
| Field Visit | Tentative Plan (June 31-3, 2023) |
| Draft Report Submission | June 25 |
| Final Report Submission | |

The team including Pramod Bhattarai (Program Expert) and Yamuna Dahal (Team Member) was assigned this task of monitoring and evaluation of Lifting Education Project (FY 2078/79 to FY 2080/81), implemented by Lifting Education, Advancing Rural Nepal (LEARN) by Social Welfare Council (SWC).

Monitoring and Evaluation of the projects started with the collective pre-meeting which was held on May 15, 2023 in SWC. It was succeeded by office visit at Lifting Education, Advancing Rural Nepal (LEARN) as well as field visit at Various (6) Public Schools of Annapurna and Raghuganga Rural Municipality, Myagdi. The team has put an extraordinary effort to reflect the actual scenario of the field in this report.

1.2 Objectives of the study

The purpose of this assignment is to conduct monitoring and evaluation of Lifting Education Project with the objectives:

1. Develop child friendly teaching learning environment by innovative teaching skills and strategies.
2. Increase involvement of parents and communities in school activities.
3. Increase active participation of child clubs in school and community activities.
4. Provide need-based support to schools, such as instructional, IT and Science, ECED, library resources.
5. Ensure equitable access to appropriate teaching learning resources.
6. Develop a dynamic Lead Teachers' Network for assisting in training and monitoring activities and sustainable in-school support activities to impart quality education

I.3 Study design and methodology

The team conducted the final M&E of the projects as per ToR provided by SWC. A pre-meeting was held in SWC which briefed about the purpose and methodology of the assignment. A succeeding meeting was held with the core management of IO and a detailed roadmap of M&E was discussed. Project documents including contracts, progress reports, audit reports, supporting documents were reviewed at the office of IO as well as in locations preferred by team members in consultation with the IO. Issues of prevailing practices, procedures, strengths, weaknesses, opportunity, challenges etc. were discussed with the senior officers of IO. Responses on different issues were received from the IO and incorporated in the report as relevant. The M&E team followed the steps mentioned below during the assignment:

- I. **Developed, reviewed and received consent on the tools and techniques:** Generally accepted M&E tools have been used for this assignment. The techniques were refined and finalized through discussions.
- II. **Prepared detailed work plan with timeline:** The monitoring and evaluation team and IO agreed on the tentative activity schedule planned for conducting assignment during pre-meeting. This was discussed in detail during the meeting in the office of the IO.
- III. **Reviewed the documents:** The team received copies (hard copies and soft copies as relevant) of major documents related to the organization including focus on project information. The team, rigorously, reviewed the documents before the field visit.
- IV. **Conducted the field visit:** The team executed physical verification of outputs of the project in Myagdi. The team implemented group discussion (FGDs) as well as key informant interviews (KIIs) during the field visit. As requested by M&E team, the IO consulted with the school and the school coordinated with the SMC, local government representatives as well as parents for their presence in the group discussion.
- V. **Clarifications received from the IO:** Based on the review of documents as well as field study, clarifications and explanations were received from the IO. The IO's representatives also shared about perception and experience in relation to the project activities.
- VI. **Analysed data and prepared draft report:** The M&E team analysed the data and presented the findings that has been incorporated in the draft report. The team focused on the result to know whether the LEARN has provided the committed materials and services to the targeted beneficiaries. The draft report will be submitted to SWC for comments/ feedback as relevant. Presentation will be held in SWC in presence of LEARN's representatives for sharing and collecting feedback/ suggestions.
- VII. **Incorporated feedback and prepared final report:** Final report will be prepared and submitted to SWC after incorporating necessary modifications/update in the draft report based on the comments/feedback obtained from SWC and LEARN after the presentation held in SWC.

I.4 Limitation of the study

The review of documents has been done based on a set of documents as provided by the LEARN. Observations and discussions about the field visit was done in project site and in the school premises. The presentation along with impression incorporated in this report are mainly based on the data shared by the LEARN as well as the field visit findings.

I.5 Organization of the report

The evaluation report is constructed as per the format prescribed by the SWC. This report is divided into five Chapters. The first Chapter is an introductory part providing basic information about the project along with the project objectives, intended outcomes and beneficiary structure, financing mechanism and objective of the final evaluation along with limitations and organization of the report.

The Second chapter of the report discusses on the presentation and analysis of the project including impacts, outcome programs including do not information under study. This section also deals summary of field visit observation as well as target vs achievement of the project. The third chapter deals the financial analysis of the project. Chapter four deals finding of the study with different indicators relevancy, efficiency, effectiveness, coordination, transparency and inclusiveness of the project. Last chapter is the concluding chapter comprise summary, conclusion and recommendations. Necessary references, annexure and appendices are presented at the concluding pages of the report.

CHAPTER – 2

PRESENTATIONS, ANALYSIS AND INTERPRETATION OF DATA AND FACTS

The main objective of the LEARN is to focus on developing child friendly teaching learning environment through innovative teaching skills and strategies to Increase involvement of parents and communities in school activities for quality education.



To fulfil the right to study of children with limited opportunities including, infrastructure, study materials, well trained teacher and provide them with a quality education and wholesome environment to grow up. Lifting Education, Advancing Rural Nepal (LEARN) donated the fund for the projects.

The LEARN has implemented the project titled Lifting Education Project as Project (FY 2078/79 to FY 2080/81) in 69 schools Annapurna and Raghuganga Rural Municipality of Myagdi. The LEARN worked with government bodies including Rural Municipality, District Education Coordination Unit, District Coordination Committee for acquiring permissions, submitting reports and fulfilment of required criteria. The LEARN obtained approval from the SWC as well as the rural municipality for the projects. The LEARN consulted and coordinated with the stakeholders as required by the projects in different stage.

The Project aimed to provide better educational experience in order to prepare the children for the future and to improve education's quality in rural schools. The project also focuses on to improved academic performance by the students in school exams, increased students' attendance in class, growth in academic achievement in school annual assignment and supporting trained teacher to schools in rural communities.



Activities for **Lifting Education Program(LEP)** for the fiscal year (2078/79) include 10 days Classroom management and organization basic training for teachers of 16 schools from Rakhu cluster, 6 days subject specific training for teachers from 18 schools of Pakhapani cluster, 5 days basic training for newly appointed teachers of 36 schools for Annapurna Rural Municipality, In-school support



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program for 16 schools of Rakhu cluster, SMC/PTA orientation program for SMS and PTA members from 16 schools for Rakhu cluster, In-school support program for 14 schools of Tatopani cluster, Community Orientation Program for parents from 14 schools of Tatopani cluster and 5 days computer basic training for the teachers from 36 schools of Annapurna Rural Municipality.

Activities for **Lifting Education Program (LEP)** for fiscal year (2079/80) include 10 days basic second phase training for teachers considering subject focused pedagogy of 16 schools from Rakhu



cluster, 1 day community orientation program for parents from 17 schools of Pakhapani cluster, 5 days ICT teachers training of 16 schools for, Rakhu cluster, Raghuganga Rural Municipality, In-school support program for 16 schools of Rakhu cluster, SMC/PTA orientation program for SMC and PTA members for Rima and Ghara cluster, In-school support program

for 14 schools of Tatopani cluster, Community Orientation Program for parents from 16 schools of Rakhu cluster, 5 days ICT teachers training for the teachers from 17 schools of Pakhapani Cluster, 5 days ECED training for ECED facilitators at Pakhapani Cluster and 5 days Head Teachers and Lead Teachers Capacity Building workshop at Raghuganga RM.

These activities were conducted in a participatory approach. The method and strategies used were discussions, interactions, question and answer, peer and group work, role play, observations and feedbacks, model class demonstrations and individual counseling.



Major concluded events by LERN are as described below:

I. Ten days Basic Training

The objectives of the training program were to review the first phase training along with the delivering subject specific skills of teaching in the class room. The program was technically supported by LEARN and financially supported by Raghuganga RM, Myagdi, and Quality Education Nepal, Australia. The training was held from 20th December 2022 attended by 37 participants for the first shift and concluded in 18th January 2023 attended by 37 participants of second shift. The training program involved Brain gym and team building activities, along with the subject-specific expectations and model lessons.



2. Five days ICT Teacher Training



Five days ICT teacher training focused on using ICT tools to enhance the quality of education for students, with an emphasis on improving teacher proficiency. The appropriate use of ICT tools such as Chat GPT and PowerPoint in the classroom teaching process was discussed. The training activities were concluded by providing each of the 25

teachers from 16 schools and 2 CLC centers with ICT softcopies on a 16 GB pen drive. These teaching materials are very useful to conduct training in accordance with the objectives. The program has been financially supported by QEN Australia and RM with the coordination of the EDCU and the Education Unit of Raghuganga RM

3. In-School Support Program

Before visiting the schools, the program's objectives were identified, analysed, and detailed planning was developed. The major activities conducted during the in-school support program in each school were- Observation of morning assembly, Classroom observation, Updating of 3 years' data, Support in the preparation of teaching materials, Discussions with teachers and support on teaching and learning-related issues. The program includes activities such as helping teachers to prepare instructional materials, sharing innovative teaching methods, observing their classes, and providing constructive feedback.



4. Community Orientation Program



The program mainly aims to aware participants in the importance of school-community relations and increase their involvement in schools' activities. Moreover, it aims to form/ continuation of a functional school monitoring committee in each school to monitor schools' daily curricular and co-curricular activities. Different types of

informative sessions have been designed for the same. a) Pakhapani cluster: The Community Orientation was attended by 331 participants from 17 schools of Pakhapani Cluster from

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20th August to 5th September, 2022. Among 331, 224 participants were female and 107 were male. b) Raku Cluster: The Community Orientation was attended by 449 participants from 16 schools of Pakhapani Cluster from 27th Jan to 12th Feb, 2023. Among 449, 328 participants were female and 121 were male.

5. SMC/PTA workshop

LEARN has been able to successfully conduct SMC/ PTA workshop in Ghara cluster of Myagdi district. Two different events have been organized in two different venues in two different dates, from 11th to 12th January, 2023 in Muktimarga Secondary School, Ghara and 14th to 15th January, 2023 in Shikha Secondary School, Shikha, because of the geographical remoteness. There were four participants from each school, viz. SMC chairperson, PTA chairperson, head teacher and woman member from the SMC. Total 35 participants attended the event out of which 24 were from Ghara area and 11 were from Shikha area. Among these 35 participants, 16 were female and 19 were male participants.

6. Five days ECED Training

Early childhood development is the base stone of school education. With this in mind, LEARN has organized a 5-day ECED teacher capacity building training for who facilitate early childhood development. The training was conducted from 23rd to 27th Sept. 2022 with various activities related to early childhood education development. 17 community School based ECEDs and one community based ECED of Pakhapani area of Raghuganga RM, Myagdi have participated in the training. In the training, activities were focused on the concept of early child development, the importance of early child development, detailed discussion about the curriculum, how to operate daily activities by combining things like songs, poems, stories, acting, pictures, creative, games, etc.



7. Five days ICT Training



This programme involved 5 days ICT in education Teacher's Training for the Basic level teachers of 17 basic schools of Raghuganga RM. The ICT and basic computer training course was attended 13 male teacher and 11 female teachers and 24 total number of participants had participated. Before the training they did not have

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any idea about the concept of ICT in Education for teaching learning and after the training they had built up confident for use of ICT in Education, which helps to make interactive lesson plan with activities based like use of Tersia, use of video in the classroom with the related to the lesson plan. According to need of the teachers' demand trainers had given clear concept of Traditional ICT and Modern ICT in their classroom teaching.

8. School Supply Materials Support Program

Through this FY, 69 schools of Annapurna RM and Raghuganga RM, Myagdi supported with school supply materials which includes, stationary items and resources to prepare learning materials by school teachers after getting capacity development training. It is crucial to provide resources (not monetary but the material support) to see the use during follow up visits by organizations. The materials included in packet/box are slightly different for the basic school (Grade 1-3) to basic school (Grade 1-8) and secondary school (Grade 1-10) depending upon the number of students. During the field visit, it is found that the resources are used for the classroom organization and management and teachers are encouraged to use more and crafting new ideas too.

9. Child Club Orientation

The objective of the workshop was to raise awareness among the participants about the mobilization of school-based child clubs and provide basic knowledge on child rights. The Orientation was held as part of the in-school support program from February 5th to February 18th, 2023. A total of 67 participants, including 31 males, 36 females, and 5 focal teachers from the five schools, benefited from this program. The program involves subject experts supporting or facilitating school teachers in real classroom situations to implement the knowledge and skills gained from various child orientation program activities.



10. Head Teacher and Lead Teachers Capacity Building training



The event involved 5 days Head Teacher and Lead Teacher's Capacity Building Training for the HTs and LTs of 10 Secondary schools of Raghuganga RM. The training course was attended by 10 male teacher and 6 female teachers. This was the first Capacity Enhancement training

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for Head Teachers and Lead Teachers of Rakhu along with Pakhapani cluster. It was the training for Lead teachers to support to enhance their capacity so that they can visit and support their responsible schools. After completing the training course for head teacher and lead teacher, participant the evaluation of training courses. According to course evaluation the overall training delivered was 63% Excellent, 37% Good.

11. Matrix Mela/Teaching Learning Materials Demonstration



LEARN has planned and implemented an activity considering talent show and identifying hidden talent of school stakeholders especially Teachers, Students and Community to prepare and use innovative Teaching Learning Materials. Annapurna RM fully cooperated for this project

activity and took responsibility of accommodation care of participants. 28 schools out of 33 planned participated in an event with great enthusiasm and innovation. The personnel of Local Government also surprised seeing great works by schools. By evaluating the performance, 3 schools from secondary level and 3 schools from basic ones awarded with cash for the further motivation. The event became a milestone on sharing the different ideas of different schools. Each of participant school expressed their happiness that they learnt from others and try their best in future endeavour.

2.1 Profile and activities of project\program

| | |
|---------------------------|---|
| Projects Titles | Lifting Education Project |
| Project Duration | FY 2078/79 to FY 2080/81-3 years *Since the project is running till the next FY we have indicate the cut-off date of 2080 Baishak* |
| Proposed Budget | NRs. 2,73,58,206.58 |
| Project Objectives | <ul style="list-style-type: none">▪ Develop child friendly teaching learning environment by innovative teaching skills and strategies▪ Increase involvement of parents and communities in school activities▪ Increase active participation of child clubs in school and community activities▪ Provide need-based support to schools, such as instructional, IT and Science, ECED, library resources▪ Ensure equitable access to appropriate teaching learning resources |

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| | |
|---------------------------|---|
| | <ul style="list-style-type: none"> Develop a dynamic Lead Teachers' Network for assisting in training and monitoring activities and sustainable in-school support activities to impart quality education |
| Project Locations | Various 69 Public Schools of Annapurna & Raghuganga Rural Municipality of Myagdi District |
| Funding Partner(s) | <ul style="list-style-type: none"> Quality Education Nepal, Australia (QEN) Raghuganga Rural Municipality, Myagdi |
| Target Group(s) | <p>3795 plus students at 69 various community/Public Schools of Annapurna & Raghuganga Rural Municipality of Myagdi District</p> <ul style="list-style-type: none"> *schools (providing teaching learning materials) *teachers (training including ECED centres) *SMC/PTA (orientation) *Parents (community orientation program) *Students (child clubs activities) |

Lifting Education Project has been launched by Lifting Education, Advancing Rural Nepal (LEARN) to support by providing teachers training, education material to get quality education and arrange multiple skill based teachers training. This has a large impact on the students' learning achievement. Many students have recorded poor performance in their academia.

The Nepal government provides teachers to the public schools based on their number of students. According to the Education Act of Nepal, the government provides a teacher for 40 children in a school. The ratio seems mathematically tangible but in practice is a hurdle



to many schools, which have less number of students in each class. Many public schools in Nepal run proposed lower secondary and secondary grades and have to afford the trained teachers by themselves. So, the schools have the challenge of affording quality trained teachers.

In such cases LEARN supports schools to provide quality education environment and enhance



the academic performance. LEARN identifies similar schools which are in desperate need of quality teaching environment by teacher training, education materials and ICT supports to maintain its regular teaching learning activity at the school.

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2.1.1 Activities:

Schools, Teachers, SMC Members/Parents/PTA, Students Child Clubs Communities, Different government and non-government likeminded organizations (Basic level to secondary school level Students) The major stakeholders and activities of the project are as follows:

| Sectors | Activities done in the project areas | Remarks |
|-----------------|---|---------|
| School | <ul style="list-style-type: none">▪ Educational materials distribution, Child Furniture & White board Support▪ Science Equipment Supports, Reading Books Support▪ Musical Instruments Support, Scholarship program▪ Model School Development Program, ECED materials support▪ CAS & Log Book support | |
| Teacher | <ul style="list-style-type: none">▪ Basic training-II & III for basic education level teachers▪ Refresher Training –I, II & III for basic level teachers▪ Refresher Training- IV for basic level teachers▪ Refresher Training –V for basic level teachers▪ ECED Training for ECED teachers▪ ICT Training for basic level teachers▪ Lead Teacher & RP capacity Building Training▪ Learning Achievement promotion program▪ Resource Support to Lead Teacher & RPs▪ Staff Professional Development Training | |
| SMC/PTA | <ul style="list-style-type: none">▪ SMC/PTA Training▪ Community Orientation program | |
| Students | <ul style="list-style-type: none">▪ Child Club orientation program▪ Dynamic Learning Circle▪ Child Club Mobilization | |

2.1.2 Outputs:

- 373 teachers have been trained at the 69 different community schools
- Necessary training and support have been provided to the teachers
- LEARN trained teachers have used the teaching resources to support their teaching learning activities and implemented the skills acquired during the training in the classroom.
- LEARN raised awareness approaching parents to pay attention for their children's education.

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2.1.3 Outcomes:

- Better performance in the assessments by the trained teacher.
- Active participation of students in teaching learning activities.
- Participants understood the working modality of LEARN
- Child centered teaching learning techniques improved in classroom where children learn with active participation
- The problems faced by the teachers in the teaching learning process identified and solved on the spot
- Participants understood the formulation process of school monitoring committee and its value in the betterment of their schools
- Access to relevant and appropriate teaching materials and resources ensured. Materials used appropriately and creatively.

2.1.4 Impact:

- 69 selected public schools have better and qualitative teaching learning environment.
- More than 50% of targeted school have effective school monitoring mechanism by SMC/PTA/Parents.
- Children have retained in classroom due to well organized classes.

2.2 Summary of field visits and observation

Four days' field visit was conducted on 31 May - 03 June, 2023 in order to assess information from different project sites of Myagdi district. The team observed the 6 school premises in both rural municipalities separately and interacted with SMC, PTA, Head teachers, School Teachers, Municipality Officials, local leaders, politically elected representatives and IO training supported teachers in the field Myagdi. Several



project-related questions were asked them to figure out the overall achievements of the project during the field observation. An observation with transectional-walk were done in assigned projects site to understand and cross check the fact.

Study Site and Selection of Participants: The geographical area and themes of the project are profoundly considered for the study site and selection of sample. It is mainly considered that the selection of the participants represents the beneficiaries from all categories of LEARN in school Support program.

| SN | Name of Program | Location | Respondents/tools |
|----|-------------------------|----------|---|
| I | Kalika Secondary School | Tiptyang | Interview: teachers, students, local people, SMC chairperson members FGD: Teachers, students |

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| SN | Name of Program | Location | Respondents/tools |
|----|---|--|---|
| 2 | Gyan Prakash Secondary school | Annapurna RM, Dana | Interview: teachers, students, local people, SMC chairperson /Members FGD: Teachers, students |
| 3 | Narchyang Lower Secondary School | Annapurna RM Bhurung Tatopani | Interview: teachers, students, SMC chairperson members FGD: Teachers, students |
| 4 | Nilgiri Primary School | Annapurna RM Tatopani cluster | Interview: FGD: Teachers, students |
| 5 | Prabha Secondary School | Narchyang | Interview: teachers, students, local people, SMC chairperson members FGD: Teachers, students |
| 6 | Amar Secondary School | Raghuganga RM | Interview: teachers, students, local people, SMC chairperson members FGD: Teachers, students |
| 7 | Annapurna Rural Municipality Consultation with Municipality Officials | Annapurna R/M Pokhare Bagar | Interview: Chairperson, Executive officer |
| 8 | Raghuganga Rural Municipality Consultation with representatives of local government, civil society and other stakeholders | Raghuganga Rural Municipality, Mauwaphant | FGD: Chairperson, Elected members Chief executive officer, Education Coordinator, Resource Person |

The Lifting Education Project benefits the school and teachers to support teaching skills and learning environment in remote public schools. It has been highly beneficial to the schools in terms of improving their educational capacity and enhancing their school's academic performances.

In response to the request of concerned SMC and Rural Municipality Office, the LEARN decided to support schools learning environment especially well trained teacher, materials- including Science Lab, Library,

ECD and ICT etc. The LEARN themselves purchase and provide related supporting materials, however the used construction and supported materials are high in quality.



2.3 Target Vs Achievements

The project achieved higher than its target. The major reason behind this achievement was said to be the need of the projects directly touched with real beneficiaries i.e school students which positively enhanced the quality of education with improved school resources and trained and skilled teachers along with learning environment in project area.

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As per their yearly action Plan the following target vs achievements are found:

a) FY 2078/79

| SN | Name of Program | Unit | Target | Achievement | Progress % |
|----|---|----------|--------|-------------|------------|
| 1 | School Supply Materials | School | 35 | 35 | 100 |
| 2 | 5 days Teacher Basic Training (for newly appointed Teachers) | Person | 50 | 45 | 90 |
| 3 | 1 day Community Orientation Program | Person | 250 | 617 | 247 |
| 4 | 5 days ICTin Education Training | Person | 50 | 45 | 90 |
| 5 | In School Support (Follow up) | School | 68 | 35 | 51 |
| 6 | Joint Monitoring & Coordination (District & Central level) | Times | 2 | 1 | 50 |
| 7 | School Supply Materials | School | 33 | 33 | 100 |
| 8 | Child Friendly Furniture & White Board | School | 3 | 1 | 33 |
| 9 | 10 days Basic Teacher Training (I ,II & III Phase) | Teachers | 120 | 135 | 113 |
| 10 | 2 days SMC/PTA Workshop | Person | 64 | 61 | 95 |
| 11 | 6 days Subject wise Teacher Training | person | 75 | 87 | 116 |

b) FY 2079/80

| SN | Name of Program | Unit | Target | ACHIEVEMENT | Progress % |
|------|---|--------|--------|-------------|------------|
| 1 | Teaching Materials | | | | |
| 1.1 | School Supply Materials Raghuganga | School | 33 | 33 | 100.00 |
| 1.2 | School Supply Materials Annapurna | School | 35 | 35 | 100.00 |
| 1.13 | Library Reading Books | School | 3 | 3 | 100.00 |
| 1.14 | Science Equipment | School | 3 | 5 | 166.67 |
| 2 | Teacher Training | | | | |
| 2.1 | 10 days Basic Teacher Training (II Phase) | Person | 120 | 74 | 61.67 |
| 2.7 | 5 days Lead Teacher & HT Capacity Building Workshop (Pakhapani) | Person | 8 | 8 | 100.00 |
| 2.8 | 5 days ECED Training (Pakhapani) | Person | 22 | 18 | 81.82 |
| 2.1 | 5 days ICTin Education Training Rakhu | Person | 25 | 25 | 100.00 |
| 2.11 | 5 days ICTin Education Training Pakhapani | Person | 23 | 24 | 104.35 |
| 5 | Child Club Mobilization Program Annapurna | Person | 280 | 67 | 23.93 |
| 6 | 2 days SMC/PTA Workshop (Rima & Ghara Cluster) | Person | 84 | 71 | 84.52 |
| 8 | 1 day Community Orientation Program (Rakhu Cluster) | Person | 400 | 449 | 112.25 |
| 9 | 1 day Community Orientation Program (Pakhapani Cluster) | Person | 250 | 331 | 132.40 |
| 11 | Lead Teachers and Head Teachers Training | Person | 8 | 8 | 100.00 |
| 14 | Teaching Materials Demonstration Mela Annapurna | School | 36 | 24 | 66.67 |

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| SN | Name of Program | Unit | Target | ACHIEVEMENT | Progress % |
|----|---|--------|--------|-------------|------------|
| 16 | Dynamic Learning Circle | Person | 46 | | 0.00 |
| 19 | In School Support (Follow up) | School | 69 | 69 | 100.00 |
| 21 | Joint Monitoring & Coordination (District & Central level) | time | 2 | 1 | 50.00 |
| 22 | SWC Program Evaluation | time | 1 | 1 | 100.00 |

CHAPTER- 3

FINANCIAL ANALYSIS OF PROGRAM\PROJECTS

The financial analysis is based on sampling test, checking of financial supporting documents to access the efficiency of the project and the cost effectiveness in terms of cost set for program and administrative. Financial analysis is done for review of actual and comparison with standards, identification of areas of cost reduction and economy in procuring goods and services. This analysis is based on audit reports and unaudited reports. The donor agency sends the fund to the bank account of the organization. The financial statements are prepared in Nepalese Rupees and booked in Double entry system based on modified cash accounts. The LEARN has prepared their own computer working application for accounting in tracking by the doner as per their daily project activities expenditure.

3.1 Overall Status of budget

In the proposal submitted to SWC by LEARN, it was expected to receive total amount of NRs. 2,73,58,206.58 from the donor agencies for Lifting Education Program at Annapurna and Raghuganga Rural Municipality of Myagdi (Table 3.1). However, the actual amount received was NRs 1,64,74,645.00 till date. Since the project is for 3 yrs the total expnditure as of Baisak 2080 is Nrs. 1,70,94,440.80. All the received funds were spent in the project.

Table 3.1 over all status of budget

| Total budget approved by SWC | Total budget received | Total expenditure (as of Baishak 2080) | Remaining amount |
|------------------------------|-----------------------------|--|--|
| Nrs.2,73,58,206.58 | FY 2078/79-Nrs.75,16,018.66 | FY2078/79- Nrs.80,58,012.60 | Nrs.1,02,63,765.78 (budget vs expenses) |
| | FY 2079/80-Nrs.89,58,626.31 | FY2079/80- Nrs.90,36,428.20 | |
| | Total-Nrs.1,64,74,645.00 | Total-Nrs.1,70,94,440.80 | |

3.2 Comparative analysis of admin program cost (Approved Vs. Expenses)

It was expected about 9.09% of the total proposed budget, i.e., NRs 24,87,109.69 would be consumed for administrative cost with remaining 90.91 % (NRs 2,48,71,096.9) as program cost (Table 3.2). However, actual administrative cost accounted for 17.64% (NRs 30,16,182.45) with 82.36% (NRs. 1,40,78,258.35) for program expenditure. There was increment of administrative cost by 8.55% and

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decrease in program cost by 8.55% against the approved budget by SWC. (as per the communication with LEARN Executive Board - This year after COVID 19, the recruitment of new staffs Led the more board meetings and expenses. The other is salary provisioned as hiring experienced staffs)

Table 3.2 Comparative analysis of admin program cost

| Total budget approved by SWC (2,73,58,206.58) | | Total expenditure (1,70,94,440.80) | | Variance (±) (1,02,63,765.78) in 2 yrs | |
|--|-------------------------|---------------------------------------|--------------------|---|------------------|
| Admin cost (9.09)% | Program cost(90.91)% | Admin (17.64)% | Program (82.36)% | Admin (18%) (estimated) | Program (82%) |
| Nrs.24,87,109.69 | Nrs.2,48,71,096.9 | Nrs.30,16,182.45 | Nrs.1,40,78,258.35 | Nrs.18,47,477.84 | Nrs.84,16,287.94 |

3.3 Activities-wise budget breakdown (Approved Vs. Expenses)

Though budget was allocated for various activities differentiating administrative and program costs for Lifting Education Projects. Administrative cost generally included office rent, stationary, office staff salary, water and electricity bills, fuel charges, travel and allowance, communication, refreshment and similar expenses (Table 3.3). Similarly, the program conduction cost was distributed over many activities. Among them, school supply materials (includes science laboratory material support and library books support too for some schools causing high budget on this activity).

Table 3 Activities-wise budget breakdown

| Budget Approved vs Actual Expenses | | | | | |
|------------------------------------|---|-------------------|-----------------------|------------|------------------|
| SN | Main Activities | Budget (3 yrs) | Actual (Apx. 2yrs) | Variance | Remarks |
| I | Teaching Materials | | | | |
| 1.1 | School Supply Materials (Cash Support) Raghuganga | 1,909,650.60 | 1,172,205.05 | 737,445.55 | Remaining 3rd yr |
| 1.2 | School Supply Materials (Cash Support) Annapurna | 1,800,344.00 | 1,241,615.00 | 558,729.00 | Remaining 3rd yr |
| 1.2 | 10 days Basic Teacher Training (Rakhu) | 385,788.00 | 276,997.50 | 108,790.50 | Remaining 3rd yr |
| 1.3 | 6 days subject wise Teacher Training (Pakhapani) | 231,472.80 | 96,688.50 | 134,784.30 | Remaining 3rd yr |
| 2.3 | 5 days basic Training (Annapurna) for new appointed teacher | 42,800.00 | 99,687.50 | -56,887.50 | |
| 1.4 | 5 days ICT Training (Annapurna) | 85,796.00 | 32,140.27 | 53,655.73 | |
| 1.5 | English Medium Training (Annapurna) | 30,816.00 | - | 30,816.00 | Remaining 3rd yr |
| 1.6 | Lead Teacher Training | 36,006.88 | - | 36,006.88 | |
| 1.7 | ECED Training (Annapurna) | 41,216.40 | - | 41,216.40 | Remaining 3rd yr |
| 1.8 | ECED Materials Supply (Cash Support) Annapurna | 721,287.00 | - | 721,287.00 | Remaining 3rd yr |

Project Evaluation Report

| Budget Approved vs Actual Expenses | | | | | |
|------------------------------------|---|----------------------|---------------------|---------------------|----------------------------|
| SN | Main Activities | Budget (3 yrs) | Actual (Apx. 2yrs) | Variance | Remarks |
| 1.9 | ECED Materials Supply (Pakhapani) | 677,759.40 | - | 677,759.40 | Going on this yr |
| 1.1 | ECED Materials Supply (Rakhu) | 385,200.00 | - | 385,200.00 | Remaining 3rd yr |
| 1.11 | DLC (Dynamic Learning Circle) | 14,618.34 | - | 14,618.34 | |
| 1.12 | Musical & Sports Instruments (Cash Support) | 578,682.00 | - | 578,682.00 | Switched to Dhawalagiri RM |
| 1.13 | Library Reading Books (Cash Support) | 578,682.00 | 100,500.00 | 478,182.00 | Remaining 3rd yr |
| 1.14 | Science Equipment (Cash Support) | 675,129.00 | 102,754.34 | 572,374.66 | Remaining 3rd yr |
| 1.15 | Child Friendly Furniture & White Board (Annapurna) | 964,470.00 | - | 964,470.00 | Remaining 3rd yr |
| 1.16 | Child Friendly Furniture & White Board (Raghuganga) | 1,205,587.50 | 125,000.00 | 1,080,587.50 | Remaining 3rd yr |
| 1.17 | Resource support to Lead Teacher, Staff and RM (Bag, T-shirt & Cap) | 241,117.50 | - | 241,117.50 | Switched to Dhawalagiri RM |
| 1.18 | Teaching & Training Materials Packing & Transportation (Cash Support) | 208,968.50 | 123,880.00 | 85,088.50 | Remaining 3rd yr |
| 1.19 | CAS & Log Book (Cash Support) | 192,894.00 | - | 192,894.00 | Switched to Dhawalagiri RM |
| | Sub Total | 11,008,285.92 | 3,371,468.16 | 7,636,817.76 | |
| 2 | Teacher Training | | | | |
| 2.1 | 10 days Basic Teacher Training (Rakhu) | 4,460,673.75 | 2,621,651.05 | 1,839,022.70 | Remaining 3rd yr |
| 2.2 | 6 days Subject wise Teacher Training (Pakhapani) | 1,828,747.64 | 608,085.00 | 1,220,662.64 | Remaining 3rd yr |
| 2.3 | 5 days ECED Training (Rakhu) | 237,540.00 | - | 237,540.00 | Remaining 3rd yr |
| 2.4 | 5 days ECED Training (Pakhapani) | 191,744.00 | 166,470.00 | 25,274.00 | |
| 2.5 | 5 days ECED Training (Annapurna) | 393,044.00 | - | 393,044.00 | Remaining 3rd yr |
| 2.6 | 5 days Lead Teacher & HT Capacity Building Workshop | 274,537.00 | 195,036.00 | 79,501.00 | |
| 2.7 | 5 days Basic Training for newly appointed teacher (pakhapani) | 178,200.00 | - | 178,200.00 | Remaining 3rd yr |
| 2.8 | 5 days Basic Training for newly appointed teacher (Annapurna) | 360,162.00 | 245,510.00 | 114,652.00 | |
| 2.9 | 5 days ICT Training (Rakhu) | 254,167.00 | 212,159.00 | 42,008.00 | |
| 2.1 | 5 days ICT Training (Pakhapani) | 194,954.00 | 143,611.75 | 51,342.25 | |
| 2.11 | 5 days ICT Training (Annapurna) | 747,891.00 | 282,150.00 | 465,741.00 | Remaining 3rd yr |
| 2.12 | 5 days English medium Training (Annapurna) | 280,554.00 | - | 280,554.00 | Remaining 3rd yr |
| | Sub Total | 9,402,214.39 | 4,474,672.80 | 4,927,541.59 | |
| 3 | Child Club Mobilization Program (pakhapani) | 79,488.00 | - | 79,488.00 | Remaining 3rd yr |

Project Evaluation Report

| Budget Approved vs Actual Expenses | | | | | |
|------------------------------------|---|----------------------|----------------------|----------------------|----------------------------|
| SN | Main Activities | Budget (3 yrs) | Actual (Apx. 2yrs) | Variance | Remarks |
| 4 | Child Club Mobilization Program (Rakhu) | 96,876.00 | - | 96,876.00 | Remaining 3rd yr |
| 5 | Child Club Mobilization Program (Annapurna) | 574,425.00 | 14,200.00 | 560,225.00 | Remaining 3rd yr |
| 6 | Community Orientation Program (Pakhapani) | 42,500.00 | 41,475.00 | 1,025.00 | |
| 7 | Community Orientation Program (Rakhu) | 68,000.00 | 76,370.00 | -8,370.00 | |
| 8 | Community Orientation Program (Tatopani) | 42,500.00 | 77,870.00 | -35,370.00 | |
| 9 | 2 days SMC/PTA Workshop (Rakhu) | 167,100.00 | 154,625.00 | 12,475.00 | |
| 10 | 2 days SMC/PTA Workshop (Ghara & Rima) | 159,323.00 | 125,757.00 | 33,566.00 | |
| 11 | 2 days Dynamic Learning Circle (Rakhu) | 149,040.00 | - | 149,040.00 | Remaining 3rd yr |
| 12 | Head Teacher Interaction Meeting (Annapurna) | 131,650.16 | - | 131,650.16 | Remaining 3rd yr |
| 13 | Head Teacher Interaction Meeting (Raghuganga) | 85,387.50 | - | 85,387.50 | Remaining 3rd yr |
| 14 | Best School Award (Cash Support) | 642,980.00 | - | 642,980.00 | Switched to Dhawalagiri RM |
| 15 | Scholarship Program (Cash Support) | 482,235.00 | - | 482,235.00 | Switched to Dhawalagiri RM |
| 16 | Teaching Materials Demonstration Mela (Annapurna) | 347,760.00 | 205,740.67 | 142,019.33 | |
| 17 | Teaching Materials Demonstration Mela (Pakhapani) | 84,000.00 | | 84,000.00 | Remaining 3rd yr |
| 18 | Lead Teacher Mobilization | 163,316.92 | - | 163,316.92 | |
| 19 | Lead Teacher Sharing Meeting | 18,800.00 | - | 18,800.00 | |
| 20 | In School Support (Follow up) | 482,235.00 | 355,177.00 | 127,058.00 | Remaining 3rd yr |
| 21 | Joint Monitoring & Coordination (District & Central level) | 321,490.00 | 213,175.00 | 108,315.00 | Remaining 3rd yr |
| 22 | Staff professional Development, salaries & Benefit | 321,490.00 | 2,880,223.34 | -2,558,733.34 | |
| | Sub Total | 4,460,596.58 | 4,144,613.01 | 315,983.57 | |
| # | QEN president's emergency rescue and treatment | | 380,000.00 | -380,000.00 | |
| | Dhawalagiri RM | | | - | |
| 1 | School Supplies(Teaching learning materials) | - | 503,258.00 | -503,258.00 | |
| 2 | Transportation & Packaging | - | 22,700.00 | -22,700.00 | |
| 3 | 10 Days TLM Dev. & Use Training | - | 1,177,546.38 | -1,177,546.38 | |
| | Sub Total | | 1,703,504.38 | -1,703,504.38 | |
| | Program Total | 24,871,096.89 | 14,074,258.35 | 10,796,838.54 | |
| | Admin. Cost (10%) | 2,487,109.69 | 3,016,182.45 | -529,072.76 | |

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| Budget Approved vs Actual Expenses | | | | | |
|------------------------------------|-----------------|-------------------|-----------------------|---------------|---------|
| SN | Main Activities | Budget (3 yrs) | Actual (Apx. 2yrs) | Variance | Remarks |
| | Grand Total | 27,358,206.58 | 17,090,440.80 | 10,267,765.78 | |

3.4 Financial Administrative Procedure

1. Bank operating procedure: (policy Vs. Practice. at least provision and practice of signatories, account no etc)

A separate bank account is maintained for separate projects. Cheques are issued in the name of the beneficiaries. All payments above Rs.5000 is issued by account payee cheque. All payments are approved by executive director. The executive committee has formed the signatories for bank operation. Below are the signatories;

LEARN is operating the following banks and account numbers for running the various projects.

| S.No. | Account Name | Name of the Bank | Account No. | Signatories | Remarks |
|-------|--|--|---|---|---|
| 1 | LEARN | NMB Bank Limited, Babarmahal (for Annapurna RM, Pakhapani Cluster and Admin expense) | 0010016758100012 Saving Account | 1.Um Bahadur Pajja Pun- Chairperson 2.Salma Limbu Subba- Treasurer 3.Krishna Bahadur Tilija Pun-Executive Director | Salma Limbu Subba's signature is compulsory and both or any one of the other two |
| | LEARN-DAP (Extension account of LEARN) | NMB Bank Limited, Babarmahal (For Dhawalagiri RM) | 0010016758100022 Saving Account | 1.Umed Kumar Pun 2.Salma Limbu Subba- Treasurer 3.Krishna Bahadur Tilija Pun-Executive Director | Salma Limbu Subba's signature is compulsory and both or any one of the other two |
| 2 | LEARN | Prabhu Bank Limited, Gongabu (For Rakhu Cluster) | 0370152014000014 Current Account | 1.Um Bahadur Pajja Pun- Chairperson 2.Salma Limbu Subba- Treasurer 3.Krishna Bahadur Tilija Pun-Executive Director | Salma Limbu Subba's signature is compulsory and both or any one of the other two |

2. Petty Cash:

A separate Petty Cash Book is maintained for all the petty cash expenses on the basis of financial Policy article no.6(b) and is practiced in the imprest system using format of Appendix F.

3. Accounting system:

As per the provision of Financial Policy article no 5.1(a) accounting system is operated on the basis of double entry book keeping system (no accounting software but with excel spread sheet and pivot table) on accrual basis.

4. Audit:

The Annual General Meeting has been appointing the external auditor from an ICAN registered firm for not exceeding two years

5. Internal control system: (policy Vs. Practice)

The field staff is advanced with the event/project expenses after preparing from the finance department verified by Executive Director and then the responsible field staff settles the advance and approve by ED. While purchasing the materials, the procurement committee is involved purchasing from selected firm after the quotation process is finalized for that year. Executive Director is responsible to the Board and he should update the overall reporting to the board in the meetings/sharing meeting/AGM then the board approve the reports.

6. Compliance with Tax Laws - tax registration and submission (including total amount of tax submitted to GoN from this project)

The organization is following the government tax law (income tax act 2058 with amendment in 2078) imposing SST (1%), office rent tax (10%), remuneration tax (10-15% in the organization's case), VAT registered TDS (1.5%), Prizes tax (25%), personal income tax (resource persons/consultant)-15%

The organization has paid Nrs.2,46,918.08 (in FY 2078/79) and paid Nrs 61,227.25 (Till Poush 2079) and payable till Baisakh 2080-Nrs.1,42,299

Being as an nonprofit making organization, LEARN is registered in tax exemption category but need to renew)

7. Procurement process: procurement of good and services (policy Vs. Practice)

The Procurement Committee controls the procurement of all goods including the budget. The Committee collects at least from three quotations with specification and select on the basis of superior quality and most competitive price for each year. (policy article no 7.1)

8. Fixed assets and management:

It is a small organization with a few fix assets which is maintained/listing in fix asset register and are depreciating in the auditing time every year. The organization is not practicing the disposal of non-consumable goods as it doesn't have to go that stage.

The list of fixed assest so far for LEARN are as follows:

| S.N | Asset Category | Items | QTY | Asset model | Date Of Purchase | Purchase Cost | Current Physical Status |
|-----|----------------|-------------|-----|-------------|------------------|---------------|-------------------------|
| 1 | furniture | Big Table | 1 | Wooden | 9th April.2014 | 8,000.00 | Working |
| 2 | furniture | Big Table | 1 | Wooden | " | 8,000.00 | Working |
| 3 | furniture | Small Table | 1 | Wooden | 25th Dec.2017 | 4,250.00 | Working |
| 4 | furniture | Small Table | 1 | Wooden | " | 4,250.00 | Good |
| 5 | furniture | Big Chair | 2 | Steel | 9th April.2014 | 1,500.00 | Good |
| 6 | furniture | Big Chair | 1 | Steel | " | 1,500.00 | Good |

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| S.N | Asset Category | Items | QTY | Asset model | Date Of Purchase | Purchase Cost | Current Physical Status |
|-----|----------------|-----------------|-----|-------------|------------------|---------------|-------------------------|
| 7 | furniture | Small Chair | 1 | Steel | " | 800 | Good |
| 8 | furniture | Small Chair | 1 | Steel | " | 800 | Broken |
| 9 | furniture | Cupboard | 1 | Wooden | | 5,000.00 | Good |
| 10 | furniture | Cubboard | 1 | Wooden | " | 9,000.00 | Good |
| 11 | computer | Laptop | 1 | ProBook | 15th May 2016 | Donated | Good |
| 12 | computer | Laptop | 1 | HP | " | Donated | Good |
| 13 | computer | Monitor | 1 | Benq | | Donated | Good |
| 14 | computer | CPU | 1 | Pentium | 15th March 2014 | Donated | Good |
| 15 | computer | Monitor | 1 | Chimei | " | Donated | Good |
| 16 | computer | CPU | 1 | Intel | | Donated | Working |
| 17 | computer | Laptop | 1 | HP | | Donated | Working |
| 18 | Printer | Printer brother | 1 | Brother | 9th April.2014 | Donated | Good |
| 19 | Projector | Projector ESPN | 1 | ESPN | 22nd March 2017 | 44,000.00 | Working |
| 20 | Camera | Camera | 1 | Canon | " | 37,000.00 | Not Working |
| 21 | Appliance | Water Dispenser | 1 | Electron | 12th Dec.2016 | 5,800.00 | Working |
| 22 | Networking | Router | 1 | Netis | 5th Jan.2018 | 3,000.00 | Working |
| 23 | Appliance | Vaccum Cleaner | 1 | SANSUI | 17 Oct.2019 | 5,500.00 | Working |
| 24 | Appliance | Heater | 1 | WEGA | 18 Nov.2018 | 2,150.00 | Working |
| 25 | Furniture | Tea Table | 2 | Wooden | | | Good |
| 26 | Furniture | Sofa | 2 | Wooden | | | Good |

CHAPTER – 4

FINDINGS OF THE STUDY

The LEARN practices general assembly, periodic election as well as nominations and board meeting as provisioned by constitution of the organization. The staff composition of the LEARN is inclusive based on GESI. The activities conducted by the LEARN have supported the expected final beneficiaries who are inclusive from the community. The outputs generated and the outcomes are in line with those envisioned by the projects proposals.

Quality education and teachers' professional development are supplementary to each other. The SMCs, head teachers and the teachers of Myagdi also identified the need of professional development of teachers as one of the major factors for improving quality of education in their schools. Therefore, to meet the expectation of quality education in Myagdi district, LEARN with the continuous support and funding from Quality Education Nepal, Australia started developing teachers' capacity and supporting schools.

The governing body of the LEARN is independent from the management. As shared by the LEARN, the limitation of the LEARN due to collection of fund from donors based on periodic progress of projects has generated difficulty in implementing open procurement documentation including open bidding. The limitations created due to the poor road condition and seasonal (rainy) effect resulted in delayed delivery of the teaching materials which has affected the action plan/timeline of the projects sometime. Missing materials hand-over information (wall paint or else marked) in science lab, library support, ECD classroom

furniture need to be addressed by the LEARN as it is a basic requirement.

Since it is a 3 years' project (still 1 year remaining by upcoming FY), it would have better monitoring result after the completion of project. The LEARN has been



suggested to conduct public hearing/social audit before starting the last year project activities.

Project Evaluation Report

4.1 Relevancy

All the projects were highly relevant and timely conceived. The projects are in line with global agenda of SDGs, especially SDG 4 – Quality Education. The supports from LEARN is in line with vision of the government in relation to provide better educational experience in order to prepare the children for the future and to improve education's quality in rural schools and also encourage teacher and parents to give them good environment and quality education.



4.2 Efficiency

The monitoring and evaluation team has observed the wonderful works in the field carried out by LEARN despite its remoteness of working sites and limited number of project staffs.

The LEARN has working to achieve their objectives even with the proper access to electricity and poor road conditions, the organization's work efficiency is seen in convincing local government nad community people, in a remote location using high level of understanding coordination. The LEARN has achieved satisfactorily as per the target set by the project objectives.

4.3 Effectiveness

All the projects have been found effective and were able to make many positive impacts, as revealed by beneficiaries during consultations. The projects activities are effective to support targeted beneficiaries as expected.

| S.N. | Target group | No of beneficiaries |
|------|-------------------------|---------------------|
| 1 | Schools | 69 |
| 2 | Teachers | 614 |
| 3 | SMC Members/Parents/PTA | 345 |
| 4 | Students | 3795 |

With the LEARN supports, the school has received a quality-learning environment especially for the Early Years Children. Now, the children are found to be more regular at school. The school attendance shows the growth in the children's attendance. The school management reports improvement in school's learning environment through the introduction of lesson plan and early grade training that are the additional support on top of the project.

There was a visual impact of the resources being supplied to the school. Classrooms were found decorated with learning materials and displays.



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Student's work was promoted and exhibited on the classroom displays board as well. Teaching and Learning was more fun and engaging, children are found performing better on the subjects with the introduction of the projector in the computer lab. The computer teachers found it very easy to use the big screen of the project to teach the big mass of students rather than through small screen of the computer. The library has been reformed and been open to students.

Training received by the teacher supported the school management overcome the issues of health and safety and to promote female education as well.

The brain gym game during the assembly time has played significant role in students' extra activities and regularities in the school.



TEACHER TRAINING MADE ME EVEN STRONG

I am Sharmila Ruchal. I have been working as a Basic Level Teacher (Private) at Krishna Basic school, Badhuk, Raghuganga RM for the last two years. I have been teaching science and English as major subjects. Creative teaching and learning method is what I believe in, and have been working on it. Must say, the teaching experience has been more of a learning path too. As I gather up memories of myself as a beginner in the teaching field, it was not easy as it seemed.

Time, experience build up confidence and love for the profession. It was a hidden mystery for my skills in art, dance and music until I got here. In this corner, I would like to remember LEARN, as it has supported through its Lifting Education Project (LEP) to build our capacity in different arena.

Today, I am well appreciated for my contribution to the school, for the multi-knowledge I deliver to the children.

4.4 Sustainability

In the case of the sustainability of the LEARN project concern RMs are owned the LEARN project by their annual budget and keenly working with 50 percent of sharing investment so the project has long running future for making a rural model school to provide a learning environment with quality education. Since, Raghuganga Rural Municipality has contributed 50% of the budget for 16 schools in current FY and planed to continue for all the LEARN supported schools in upcoming FY by both RM.

All the teaching materials were handed-over to the school management committees of respective public schools. Also, the school and local government as well as beneficiaries are willing to manage the resources required for maintenance and continuity of smooth operations in a sustainable manner.

4.5 Coordination

LEARN is an implementing organization so it had no working partners while implementing the projects. However, networking and linkages with the local government bodies, SMC, PTA and community people had great supported it to make easier for the interventions. The evaluation team could assess that IO did not process the entire project on its own. LEARN is constantly coordinating with SWC, rural municipality offices, district education coordination unit, district coordination committee Myagdi. It had submitted progress report and financial report to the concern government bodies.



The School Management Committee and the Rural Municipality agreed to the project activities before the implementation of the process since Raghuganga municipality own has 50 percent of budget sharing with LEARN for this running project. Department of Education and its concerned bodies had provided the periodic reporting and the final reports as per the project requirement. LEARN has a very amicable relation with SMC/PTA, schools, teachers, local leaders, youth networks, women groups, ward offices and rural municipality offices.

Rural Municipalities endorsed LEARN projects in their annual planning & budget allocation for all the



LEARN supported schools (50 % investment sharing of project amount).

Neighbouring Municipalities are also very interested with LEARN Project and asking to work on their respective municipality (as LEARN planing to work with Dawalagiri RM by upcoming FY.)

4.6 Transparency

The LEARN has kept its activities and communication transparent with the concerned parties (including donor and beneficiaries). The LEARN has communicated with government bodies since municipality has 50 percent sharing of investment on the project activities and in relation to the projects as required by rules and regulations. Decision on procurements and selection manufacturer was carried out by RM/SMC in consultation with other stakeholders including LEARN. The donor agencies and amount of fund received were submitted to SWC and made it public during consultation.

In case of School material support activities school administration also had a similar copy of records of every received items. Further, the LEARN produce progress reports timely and keeps its organizational and projects information in its website and updates it periodically. Some project events conducted by LEARN are covered by local newspaper as well.

4.7 Participation, GESI

Project designed and implemented based on the consultation with multi-stakeholder including dalit, women, janajatis, govt and civil society stakeholders. Both the employee structure and board membership as well as the beneficiaries are inclusive in terms of gender, ethnic groups, marginalized group, Dalit etc.

It has found that during LEARN activities i.e Community Orientation Program (COP) out of 780 participants 70.77% (552) are of female.

In the executive board member out of 7, 42.8 % are female and 25 % of the employee are of female.

In the SMT/PTA committee formed for school, 4 members were females out of 10 members thus representing 40% of female.

CHAPTER – 5

CONCLUDING REMARKS AND SUGGESTION

The donor community, including Nepalese community staying abroad, has been supporting the development in Nepal in line with SDGs. The LEARN has been working continuously to make education more accessible and effective which ultimately contributes on attaining SDGs, especially SDG 4 – Quality Education. The team conducted the assessment of the projects based on documents review as well as field visits as per ToR provided by SWC. Lifting Education Project supported teachers are well trained and materials provided to the school helps for the better quality learning environment in Myagdi.

The LEARN faced various challenges including lack of skilled HR in the project location and time management capacities of local partners during the execution of project activities. The IO coordinated with government agencies as required during the execution of the projects.

The LEARN has renewed its registration from SWC and District Administration Office. It has cleared the tax and carried out auditing each year.

Based on the critical review of project related documents, field visit and consultation with beneficiaries and concerned stakeholders, the following recommendations have been suggested based on the assessment:

A. Programmatic Recommendations:

- The LEARN has been recommended to conduct public hearing and social audit frequently in project locations.
- The LEARN has been suggested to share the progress report and updates regarding the continue projects with the local bodies in regular basis.
- The proposals as well as other relevant documents (including progress report as applicable) are recommended to include more measurable indicators in future projects so that the M&E will be efficient.
- To enhance the learning achievement, the joint monitoring system in align with donors should be enhanced more in the region.
- Advance level (next steps) training (II phase) should be provided to the teachers who have completed their I phase.
- In order to minimize the irregularities of student in the school, child clubs and community should be mobilized. Special workshops should be given to child clubs time to time so that they can maintain check and balance in schools. Similarly, the frequency of community orientation program and participants' number should be increased.
- The skills learnt in the trainings are somewhat transferred however LEARN should also more focused and continue to provide materials as well.
- ICT related training should be increased as per school demand.
- LEARN should be strictly follow the SWC, LG and other government policy as per ToR/agreements.

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- The Learn has been suggested not to involved board member as a salary staffs (i.e memembr vs ED)

B. Recommendation to Finance and Account:

1. Accounts is to be maintained according to Double Entry Book Keeping System since organization is still not following double entry book keeping system.
2. Vouchers are being maintained but Prepared By, Checked By and Approved By signatures are missing. In absence of such we could not verify whether such vouchers are authorized or not. Thus, it is recommended to sign on all the vouchers.
3. Organization does not maintain Cash Book; thus, it is recommended to Maintain Cash Book.
4. Organization did not have practice of collecting Invoices and keeping adequate supporting documents before making any payments. Thus, it is recommended to collect Invoices before making payment and to collect receipt as the acknowledgement of the payment and not as proof of Purchase or procurement.
5. The LEARN has been suggested to prepare and implement procurement policy in line with the provision of the government.
6. Organization needs to develop policy for procurement as the current procurement policy does not cover a lot of procurement.

ANNEXES

I. FIELD OBSERVATION-QUESTIONNAIRE AND CHECK-LISTS

A. Key Thematic Questions

1. Performance

- Is necessary resource available with the partner organization?
- How the project office is managed?
- How the local implementing partners equipped to run the project?

2. Relevance

- Does the project team do the right thing?
- How important is the relevance or significance of the intervention regarding local and national requirements and priorities?
- Does the project implement on the base of real need of local people?

3. Effectiveness

- Do the project activities were implemented as per the project's objectives?
- Are the objectives of the project interventions being achieved?
- How big is the effectiveness of the project compared to the objectives planned (Comparison: result – planning)?

4. Efficiency

- Did the allocated budget spent on assigned intervention?
- Are the objectives being achieved economically by the project intervention?
- How big is the efficiency or utilization ratio of the resources used (Comparison: resources applied – results)?

5. Impact

- Does the project intervention contribute to reaching higher level development objectives (preferably, overall objective)?
- What is the impact or effect of the intervention in proportion to the overall situation of the target group or those effected?
- Did the target beneficiaries got advantage from the project intervention?

6. Sustainability

- Are the positive effects or impacts sustainable?
- How is the sustainability or permanence of the intervention and its effects to be assessed?

7. Inclusiveness

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- How the inclusiveness for the selection of beneficiaries and project's staffs be ensured?
- Do the projects have any reservation/quota for the participation of women, people with disability, ethnic minorities and disadvantaged communities?

8. Transparency

- How many times the public/social audit and public hearing were carried out during the project period?
- Do the partner NGOs and other relevant stakeholders were aware about the project's activities transparently?

9. Partnership and coordination

- Is there harmonious relation between the funding partner and implementing partners?
- What was the coordination mechanism within the project team and with the project beneficiaries?

B. Question for general public/beneficiaries

1. How effective and efficient are the infrastructures made by the project?
2. How is the level of knowledge about different activities which are implemented by the project? What is change in their society by the project in qualitatively and quantitatively?
3. How is the support provided? (mechanism of involvement at community level)
4. How does the community support the activities of the project?
5. Which were the stakeholders that project team had coordinated while implementing the project?
6. What are the relationships between beneficiaries and project management?
7. What were the approaches taken by implementing partner organization to support project activities?
8. What are your lessons learned while implementing the project?
9. How is the situation of co-ordination between GoN, partner agencies and community people?
10. Do you have any recommendations or feedback on the activities that were conducted under this project?
11. Do you have any approach to sustain the ongoing activities?
12. Do the beneficiaries are well aware about the activities and support provided by the project at different level?
13. In your opinion, how were activities supported? (contexture and necessary)
14. In your opinion, has the project implemented the services in equitable approach and made it accessible for needy people?
15. Did you ever got chance to monitor the activities and provided feedback to the organization?
16. Do you have any suggestions for the sustainability of the activities that were conducted by the Project?
17. Do you have any suggestions and feedback for the funding organization?

2. ATTENDANCE OF STAKEHOLDERS' MEETINGS

आज तिथि 2020/02/19 मा अरु रघुगंगा गा.का. अन्तर्गत श्री कालिका मा.वि. निम्नोक्तमा समाजसेवामा परिचित कक्षा-पञ्चवार LEARN को कार्यक्रम अनुगमन गर्न हामीको उपस्थिति रहेको थियो थप विद्यालयको तर्फबाट तपस्विको महाशुक्राहको उपस्थितिमा अनुगमन होलीसँग जोडेरको सम्पन्नता निम्न सरोकारवालाहरूको उपस्थिति रहेको।

उपस्थिति

| क्र.सं. | नाम | संस्था | पद | स्थिति |
|---------|---------------------|-----------|------------------------------|---------|
| १. | मिलक पुजा | वि.व्य.व. | अध्यक्ष | उपस्थित |
| २. | सुतिता पुजा | वि.व्य.व. | सदस्य | उपस्थित |
| ३. | शोभा गौतम | वि.व्य.व. | सदस्य | उपस्थित |
| ४. | प्रमोद शेरपा | स.क.प. | अङ्गणशाला प्रमुख | उपस्थित |
| ५. | यमुना बज्र | " | " | उपस्थित |
| ६. | कृष्ण ब.त्रि.पुज | LEARN | कार्यकारी अधिकारी | उपस्थित |
| ७. | शोभा राना मगर | शिक्षक | | उपस्थित |
| ८. | नाल देवी तिमिल्सिना | स.का. | | उपस्थित |
| ९. | धना कुमारी पुजा | शिक्षक | | उपस्थित |
| १०. | निशा क्षेत्री | " | | उपस्थित |
| ११. | पद्मकुला पौडेल | " | | उपस्थित |
| १२. | गोमा पुजा | " | | उपस्थित |
| १३. | नानी गौतम | " | | उपस्थित |
| १४. | कृष्ण कुमारी पुजा | " | | उपस्थित |
| १५. | तन्मान गौतम | वि.व्य.व. | सदस्य | उपस्थित |
| १६. | धन बहादुर फागो | शिक्षक | श्री कालिका मा.वि. निम्नोक्त | उपस्थित |
| १७. | चाम ब.भाषा | " | " | उपस्थित |
| १८. | बनसज कुमारी | " | " | उपस्थित |
| १९. | देउमाया गौतम | " | " | उपस्थित |

हाम्रोपलका निष्कर्षहरू

वीच LEARN को कार्यकर्ताहरू राम्रा पढा, अनुगमन र आगामी दिनहरूमा ठहरी जात सहिद भन्ने बारे चर्चा गरियो।

२. LEARN हो जहाँ आरम्भ कार्यक्रमका अर्थमा पढाएर शुक्रा-उदै प्रत्येक अवधि सहिद पनि यहाँ कार्यकर्ता विरलसमा होस भन्ने माग रहेको।

(Handwritten signatures and notes follow)

आज मिति २०८० जेठ २ गते मंगलवाको दिन यस समूह नेपालका लागि शैक्षिक उद्यम (गर्भ) को वैश्विक कार्यालयमा स्थलाका क्रमका उन लक्ष्य प्राप्त गर्नका उद्देश्यका साथ कल्याण परिषदको अनुदान हेलीको सफलतापूर्वक उपस्थापना गरिने एजेण्डाका क्रममा गरियो।

उपस्थित:

- १- श्री डम लक्ष्मी पौडेल (नेर्से क्रमका) *Ampaign*
- २- श्री डम लक्ष्मी पौडेल (नेर्से सचीव) *अध्यक्ष*
- ३- श्री. सुष्मा लक्ष्मी पौडेल (कार्यालय निर्देशिका) *अध्यक्ष*
- ४- श्री. लोका प्रसाद शर्मा (कार्यालय निर्देशिका) *अध्यक्ष*
- ५- श्री. लक्ष्मी शर्मा (") *अध्यक्ष*
- ६- श्री. मन्दिता शर्मा (नेर्से क्रमका) *अध्यक्ष*

अध्यक्ष:

- ७- श्री. प्रमोद शर्मा - कुलसचिव, समूह कल्याण परिषद *अध्यक्ष*
- ८- श्री. समुला शर्मा, अध्यक्ष, अनुदान हेली, एजेण्डा निर्देशिका *अध्यक्ष*

प्रस्तावहरू:

- १- लक्ष्मीको पोर्टफोलियो share गर्ने सम्बन्धमा
- २- कार्यालय अनुदान गर्ने सम्बन्धमा

निर्णयहरू:

- १- उपस्थित गर्ने सबैको सहमतता जसरी शैक्षिक कार्यको लागि जाने जानकारी गराउने निर्णयसहित कार्यसम्पन्न (परिणत मन्त्रालय सहित अनुदानको लागि)
- २- उपस्थित गर्ने सबैको सहमतता जसरी अनुदानको लागि जानकारी गराउने गरी कार्यसम्पन्न (कार्यालय निर्देशिका सहित एजेण्डा निर्देशिका सहित) एजेण्डा निर्देशिका सहित

अध्यक्ष *Ampaign* *अध्यक्ष*

3. FIELD VIST PHOTOGRAPHS

A. FGDs and Discussion (some snaps)



Project Evaluation Report

B. Interviews (some snaps)



C. Observations (some snaps)



4. REFERENCES

- ❖ LEARN (Lifting Education Advancing Rural Nepal). (2020 AD). Lifting Education Program. Myagdi. Project proposal submitted to Social Welfare Council on 2077.03.30.
- ❖ LEARN (Lifting Education Advancing Rural Nepal). (2022 AD). Annual Progress Report.
- ❖ LEARN (Lifting Education Advancing Rural Nepal). (2023 AD). Annual Progress Report.