MOVE 4 NEW HORIZONS
A holistic educational programme for disadvantaged children in Nepal

INTERIM EVALUATION REPORT
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The Swiss Academy for Development
(SAD) is a non-profit organisation
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makes a scientifically-grounded
contribution to the creation and
implementation of effective solutions
and sustainable strategies in
international development as well as in
the area of social integration. Through
applied social research, evaluations and
pilot projects in Switzerland and abroad,
SAD applies research evidence and
practice-oriented knowledge to current
topics and aims for a constructive
exchange between theory and practice.
Our focus areas are Intercultural
Dialogue, Youth and Anomie, and Sport
& Development.
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INTRODUCTION

Move 4 New Horizons (M4NH) is an educational programme for disadvantaged out-of-school children. It is implemented by the Swiss Academy for Development (SAD) and the Nepalese grassroots organisation Dalit Welfare Organisation (DWO) in the Dang District, situated in the mid-western region of Nepal.

As a main project activity, 15 non formal education (NFE)-classes are held in different rural villages. NFE-classes last for nine months and are led by trained facilitators who are recruited from the young village population. They teach the participating children basic reading, writing and mathematic skills and provide well-guided sport & play activities. After nine months, efforts are made to integrate the participants into the public school system.

By including sport and play activities into the curriculum, the project has an innovative approach towards education, supporting child development in a holistic way. The aim of the project is not only to facilitate children’s access to public schools, but at the same time to support these children, who have experienced discrimination and conflict in the past, in their psychosocial development.

Due the pilot character of the project, a strong emphasis is placed on monitoring and evaluation of the project activities and their outcomes. A scientifically sound analysis of the experiences made in this project provides the base to formulate best practices and to develop practical tools for replication elsewhere and/or to scale up activities in Nepal.

The project is carried out by SAD and DWO jointly. SAD is responsible for the overall project and in particular for capacity building in the field of sport and development and monitoring and evaluation, as well as for the scientific backing and knowledge transfer of the experiences gathered during the project. DWO is the local implementing organisation that carries out the project activities in the various locations through its district office in Dang.

This interim evaluation was carried out after the first one and a half years of the project in order to provide the first insights into the outputs and outcomes of the project so far. It was carried out by SAD in close collaboration with the project management at DWO and the local project staff. SAD sees evaluations as instruments for internal learning and as a base for the continuous improvement of the project activities. The findings of this evaluation will therefore be integrated into ongoing project planning and will inform future project strategies.

The evaluation report is structured as follows: In a first chapter, the project activities and the project background will be described, including results from a situation assessment, which was carried out prior to the start of the project activities. In a second chapter, the methodology will be explained, based on the monitoring and evaluation concept, which was developed in two workshops, together with the local project staff. In the main part, the evaluation results will be presented. For each of the main project activities, the results of the output, as well as outcome evaluation will be described. The last chapter attempts to summarize the main findings of the interim evaluation and to provide an outlook for the future of the project.
2 BACKGROUND

2.1 Project activities

The interim evaluation refers to a period from the start of the project in June 2008 until December 2009 (one and a half years). The project activities started in October 2008, after a project planning phase and an initial situational assessment. The activities were jointly designed by DWO and SAD in a one-week planning workshop, which took place in June 2008 in Kathmandu and which was facilitated by SAD’s Project Manager with the support of SAD’s Head of Sport & Development. These project activities include:

- **Non formal education (NFE)-classes:**
  
  NFE-classes are conducted for a duration of 9 months (October - June), 6 days a week, 3 hours a day. They are targeted at children between the age of five to ten years, who had not been able to attend school due to poverty, discrimination and/or conflict affectedness before. In total, 15 NFE-classes (each having approximately 20 children participating) are held every year in different villages. Children are taught the basic reading, writing and calculating skills in a child-friendly and non-formal way. The teaching also includes a sport and play component: Sport and play activities are conducted by the facilitators on a playground outdoors for at least three hours per week. The children were involved in games and exercises adapted to their age and designed to support their development in a holistic way. The NFE-classes are taught by facilitators (one for each, so 15 in total) which receive continuous support by social mobilisers (five in total). After nine months, facilitators and social mobilisers make additional efforts to facilitate the transition of participants into public schools, while also closely involving parents and teachers. Additionally, children are provided with the necessary school uniform and educational materials. Each NFE-class is accompanied by an NFE-committee, consisting of parents, teachers, child club representatives and local authorities, which are involved in the planning and monitoring of the NFE-classes. The NFE committee meets once a month to discuss the NFE-activities. The NFE classes are held in public schools, community buildings or rented rooms in the villages. Support for repair and maintenance, as well as equipment with teaching and sport & play materials for these locations is provided. If not yet available, fields are prepared and maintained on which sport- and play activities are held. Toilet facilities are also built, if these are not yet available.

- **Child clubs:**
  
  Graduates of the NFE-classes, together with other children from the communities, are encouraged and supported to form child clubs. These serve as a platform for former NFE participants to continue meeting each other, learn and play together and exchange and develop their own ideas (i.e. organise cultural/sports events, lobby for their interests in the community, etc.). Members of the child clubs are trained in child-rights issues and for building their capacities in planning, managing and implementing their own projects. They also receive financial support to organise events. Moreover, they get the chance to run their own radio programme once a month at a local radio station in order to inform others about their activities and to spread their ideas.

- **Mother’s savings and credit groups:**
  
  Mothers of the children participating in the NFE classes are encouraged and trained to form their own savings and credit group and to set up small businesses. These groups are provided with an initial fund (so-called “seed money”). The groups decide among themselves and on a consensus-base to whom they will lend an amount of money; at which (low) interest rate and how much they will pay “into the pot” regularly at their monthly meetings. In this way, the amount of their savings will rise consistently until after about 18 months, the group will be able to reimburse the entire initial fund so that another group can be founded and their activities can run self-sufficiently.

\(^1\) In this context, “holistic” means that not only the formal learning aspects were emphasised, but that the children’s development was supported on a physical, mental, emotional and social level.
Training for public school teachers:

Two three-day training workshops for public primary school teachers are organised per year. Public school teachers are trained on child rights and child-friendly teaching methods and on anti-discrimination issues. Thereby, a more enjoyable, inclusive and secure learning environment is created for children attending public schools and their chances for longer-term school attendance are increased.

Before the aims, processes and procedures of the monitoring and evaluation (M&E) system of the project were defined in an initial workshop with the local project staff, a situation assessment was carried out in the Dang district. This is briefly presented below.

2.2 Situation assessment

The situation assessment was carried out by the Mid Western Regional office of DWO between July and September 2008. The purpose of the situational assessment was to collect the information necessary for the selection of ten Village Development Committees (VDCs) in Dang, where the project would be active and to plan the project activities according to the specific needs of the target group.

Apart from a literature review (existing reports and statistics from government or NGO sources), primary data was collected during interviews with sample households and key informants (members of the school management committees, teachers, members of the parent-teacher associations, local politicians and mothers groups). Standard questionnaires formed the base for these interviews. After three days of technical training and with continuous support from the social mobilisers, 34 local interviewers were involved in the data collection work.

Due to time constraints, the primary data collection could only be carried out in 13 of the 26 VDCs of Dang district. These 13 VDCs were chosen after a pre-selection using secondary data sources. Additional criteria for selection included accessibility and the absence of similar interventions already existing in the area.

Demographic and socioeconomic information, as well as information on conflict-affectedness; economic status and specific needs of sample households; the number of public primary and secondary schools; school equipment and infrastructure; the number of school drop-outs and the composition of students and teachers (based on caste and gender) in primary and secondary schools was collected.

It is necessary to provide a short overview of the situation: Dang is one of the most conflict-affected districts of Nepal. During the civil war between 1996 and 2006, many schools were destroyed and teachers were threatened or kidnapped, mainly by the Maoists who considered them symbols of the Royal state administration. Nepal is still in the constitution-making process and political tensions persist. Various ethnic, religious and territorial groups claim their rights to be included in the new constitution. They regularly attempt to put pressure on the government by organising street rallies and blockades, as well as by imposing general strikes. Such incidents are still hindering the return to normal life today and the Southern parts of Nepal, including Dang, are particularly affected.

At the same time, Dang is one of the poorest districts of Nepal, with a high share of Dalit and Janajati (indigenous ethnic groups, mainly Tharu and Magar). Whereas Brahmin and Chhetri are historically the dominant castes in Nepal, Janajatis and Dalits have been marginalised, exploited and suppressed. Although recent laws ensure equality for all citizens irrespective of caste, poverty, lacking educational opportunities, lack of political representation, landlessness, illiteracy etc. are still disproportional a problem for Dalits and Janajatis.

In the latest population census of 2001, the total population of Dang district was estimated as 462’380. Thereof, 11.1% were estimated to be Dalit and 44% Janajatis.

The population of Dang district lives mainly in rural areas and subsistence agriculture is the most widespread economic activity. Due to landlessness, many Dalit and Janajati are dependant on landlords or they occupy land owned by the government. Low productivity, increasingly difficult climatic conditions, low income and the lack of employment opportunities cause widespread food insecurity. For the Mid Western region (including Dang district), chronic malnutrition is estimated to affect 54% of the population and compound the 45% poverty rate. Many people migrate to India in search of better employment opportunities, some only seasonally, some for a longer duration. It is estimated that 6.8% of the economically active population in Dang has gone abroad for work. Alcoholism is widespread among the male population, making it even more difficult for many families to break the poverty circle.
Educational figures show the following picture: According to the 2001 Nepal census, the overall literacy rate in the Dang district is 58%, for women it is only 40%. The net enrolment rate to primary school is 87%, with a girl/boy rate of 0.85. Due to the often poor quality of teaching, lack of awareness, inability of parents to cover schooling costs and the need of children to contribute to their families’ income, many children leave school prematurely. National statistics show that out of the total primary school cohort in Nepal, only 38.6% completed primary school in 2006\(^2\). This means that only about half of the children attending primary school remain for the full prescribed five years in primary school\(^3\).

Our situation assessment in Dang covered 184 schools (public and private; primary, lower secondary and secondary levels). Among the students, there were 53% boys and 47% girls. 2% of the students were living with a disability.

The state of facilities at schools was found to differ greatly across different VDCs. Good indicators for minimum standards are the existence of toilet facilities and the availability of drinking water. Although there were toilet facilities at almost all schools in Bijauri and Hapur, less than half of the schools in Bagmare and Panchakule had a toilet. In most cases, toilets were not separated for girls and boys. Similarly, not all schools have drinking water available for their students. In Bagmare, Dharna and Panchakule, the situation was by far the worst, with only approximately half of the schools able to offer drinking water.

In all VDCs, the composition of the teaching staff at schools reflected caste/gender-based discrimination patterns. 72% of teachers were Brahmin or Chhetri (although the two higher castes have together a population share of only 33% in Dang district), 20% Janajati and only 8% Dalit. Only 32% of teachers were female and only 2% living with a disability.

Based on the findings from the primary and secondary data analysis, 10 VDCs were chosen for the project activities to be conducted. These VDCs were: Tulsipur, Pawannagar, Duruwa, Dharna, Rampur, Bagmare, Panchakule, Shantipur, Laxmipur and Purandhara (see map below).

**Illustration 1: Map of Dang district with program area**

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\(^3\) School education in Nepal includes primary level of grades 1-5, lower secondary and secondary levels of grades 6-8 and 9-10 respectively. Six years of age is the prescribed age for admission to grade one.
3 METHODOLOGY

3.1 First monitoring and evaluation workshop

The monitoring and evaluation (M&E) system was designed in a participatory way in an initial three-day workshop facilitated by SAD’s project manager in September 2008, prior to the start of the project activities. The local project management team, as well as the five social mobilisers working on the project participated in this workshop. This was important to create ownership for M&E tasks in the local implementing team: they had to contribute a great deal of time and commitment to obtain meaningful M&E results later in the project and it was therefore essential that they understood the purpose these efforts.

As a first step, the local project team was introduced to the basics of M&E, its definition and purpose. Thereby it was emphasised that M&E should not be seen as an instrument of control imposed by donors, but rather as an essential component of project planning, which facilitates an ongoing internal learning process (as it is reflected in the “Project Cycle Management” concept). By systematically collecting experiences, project activities can continuously be improved and the project can be made more effective. Therefore, M&E should be an integral part of every project.

As a second step, the workshop sought to promote a common understanding of the problems to be addressed in the project and the corresponding aims that had been set. The ‘problem tree’ and ‘objectives tree’ were used as tools to visualise the complexity and to get a better understanding of the core problem and the core objective of our project. The participants developed problem trees in groups, depicting the core problem of “disadvantaged children’s lack of access to schools”. The core problem is visualised as the trunk of the problem tree and the roots stand for the underlying reasons of the problem. The canopy of the tree symbolises the effects of the core problem. The results of the group works are shown in the pictures below.

Illustration 2: Problem trees of workshop participants
The different problem trees were discussed and summarised into a joint one.

**Illustration 3: Summarized problem tree**

The discussion that this exercise generated was very fruitful. On the one hand, project management staff gained interesting new insights into the complexity of the core problem of “disadvantaged children’s lack of access to schools” thanks to the contributions from the social mobilisers. As most of them had years of experience as social workers, this helped to establish them as the local experts on such issues. On the other hand, the feedback from the local project team was very positive as well. The exercise was easy to understand and helped them to become more conscious of the interrelatedness of various social problems and of the multiple negative effects of the lack of education.

To clarify the aims of our project, the problem tree was turned into an objectives tree around the core objective “improved access of disadvantaged children to schools”, with the roots symbolising the preconditions for this objective to become a reality and the canopy of the tree symbolising the positive effects of it. As a next step, we discussed how the planned project activities could help to achieve these preconditions and to finally make the core objective become a reality.
The discussion about the objectives tree made the team more aware about how the project activities are related to the specific aims of the project. At the same time, it highlighted the scope of influence of the project and helped to focus on those aims on which we plan to work.

As a third step, the workshop aimed to define how successes and failures would be measured in the future. Therefore, the concept of indicators was introduced and the criteria for their design were explained. After this, the local project team was asked to think of suitable indicators. In order to make sure that not only project outputs are taken into account (but project outcomes as well), monitoring was separated into...
“process monitoring” on the one hand and “impact monitoring” on the other hand. Process monitoring focuses more on project outputs and its indicators help to measure whether project activities have been fulfilled as they were planned. Impact monitoring focuses on the project outputs and its indicators are designed to measure the direct impact of the project activities on the various target groups (which is called “project outcomes” in standard log frame terms). Since the workshop participants had little previous knowledge about M&E, this simple distinction was chosen instead of using the more differentiated log frame-concept, which would have been more complex to understand and apply for them.

The indicators, which were developed by the local team were put down in two indicator plans, one for process monitoring (see annex 1) and the other one for impact monitoring (see annex 2).

**In a last step,** some example methods for the collection of data were presented to the workshop participants. Besides more conventional methods of data collection (e.g. observation, interview and focus group discussion), more creative and child-friendly methods were introduced (storytelling, photo monitoring, drawings and role play) and their respective advantages and disadvantages were discussed. This enabled the local project team to think of possible methods for data collection for the indicators that had previously been defined. Those methods were added in an additional column in the indicator plans (see annexes 1 and 2).

Not all the suggested methods have been implemented up to now. For the first project year, it was decided to put the most emphasis on the main project activity - the NFE classes. By including a sport and play component, this is also the most innovative activity of the project and hence the one on which further evidence is most needed.

### 3.2 Methods for the collection of monitoring data and for data evaluation

#### 3.2.1 Monthly reports by the social mobilisers

The main source of data is the monthly reports completed by the social mobilisers. They are a comprehensive and continuous source of information and contain questions referring to process as well as impact indicators. Each of the five social mobilisers is responsible for two VDCs and in these VDCs for two to four facilitators and locations. Each social mobiliser regularly visits the project locations under his responsibility and provides continuous support to the facilitators. He also accompanies the local child clubs and mothers' savings and credit groups. Besides that, a monthly meeting takes place, in which the social mobiliser gathers all of facilitators working under his guidance. In these meetings, experiences and best practices are shared and problems are discussed among the facilitators. In this way, the social mobiliser has the opportunity to collect relevant information on what is happening “on the ground” and can include this in his monthly report. The monthly report is structured and contains open questions on the NFE classes, the child clubs and the mothers' savings and credit groups. During the monthly meetings of all social mobilisers with the local project coordinator, these monthly reports are discussed and forwarded to the project team leader in Kathmandu and to SAD's project manager. For the evaluation of the social mobilisers’ answers to the open questions, matrixes were created in Excel, into which the answers were inserted using keywords. These tables facilitate a comparison over the time and between the different locations of all relevant process and impact indicators.

#### 3.2.2 Facilitators' questionnaires

The facilitators themselves fill in a questionnaire on a half-yearly base. They respond to questions about their job satisfaction, about successes and challenges in their work and about didactical issues. These questionnaires help the project management in particular to identify areas where the facilitators need further support and to assess the effectiveness of existing support mechanisms, such as the quality of ongoing support provided by social mobilisers, trainings, manuals, etc. The facilitators’ answers to closed questions with given answer categories were analysed with frequency tables and graphs produced with Excel. Answers to open questions were first categorised (to the furthest extent possible) and then analysed quantitatively using Excel.

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4 The logical framework or log frame is an analytical tool used to plan, monitor, and evaluate projects. It uses a 4x4 matrix to structure project aims into inputs, outputs, outcomes and impacts on the vertical axis and to verify these along the strategy of intervention, indicators, means of verification and assumptions on the horizontal axis.
3.2.3 Child interviews

The most comprehensive source of monitoring data are the child interviews, which are conducted with the children participating in the NFE classes upon the start and towards the end of the NFE classes. The first child interview, conducted in October 2008 with all newly-enrolled 300 children contained information on the age, gender, caste/ethnicity, main language, the religion and the family environment of the children. Whereas this information had to be collected and recorded by the facilitators, there was space for the children themselves to express their views by producing two drawings. The children’s task was to draw a picture of himself/herself in the present and another picture of himself/herself in the future. The first drawing provided an insight into current self perceptions of the children and the second one revealed their hopes of where they would stand in the future.

The information about the background of the children was provided with given answer categories and analysed quantitatively using Excel. The drawings were analysed qualitatively. The analysis mainly considered what was in the picture that could give an insight into the children’s self-perceptions and their future hopes. One has to be careful with the interpretation of children’s drawings since it was often difficult to find out what the child wanted to express with this. Nevertheless, this method was very suitable in this context: Drawings are a good means of collecting data directly from children, who cannot read and write very well and who are involved more easily if they can express their views in a way that is also fun for them.

The second child interview, which was conducted in May 2009 towards the end of the NFE classes, again contained space for two drawings. The first drawing was linked to the task “This is our NFE class” and the second one again to “This is me in the future”. Having the children draw a second drawing with the same task after having attended the NFE classes allowed to assess possible changes in future hopes and self perceptions of the participating children. The first picture “This is our NFE class” served to provide the children with the opportunity to express their personal perceptions of the NFE class and for us to see what they find most important about it. In order to reduce wrong interpretations, facilitators had to ask the children what was in the drawings and note this in a caption below the drawings. The second child interview contained also two simple questions that the facilitators asked the children themselves. These questions were: “What were the reasons that you could not go to school before?” and “Do you like coming to the NFE class? What do you like/dislike most about it?”. The children’s answers were noted down by the facilitators. In addition, there was space for an individual assessment by the facilitator herself/himself on the changes in the learning progress and behaviour of the child, as well as of the reactions they got from the families of the children. This assessment was structured along three open questions. Both, the children’s answers and the facilitators’ assessment were categorised and analysed with matrixes, frequency tables and graphs in Excel.

The evaluation of all the monitoring data described above helped us to assess the project activities during the first project year. The collected data was analysed in summer/autumn 2009 and provided the base for this interim evaluation report.

3.3 Second monitoring and evaluation workshop

First evaluation results were also presented and discussed in the framework of the second three-day workshop on monitoring and evaluation for the local project staff, which was conducted in September 2009.

A central part of this workshop was a joint evaluation of the project moderated by SAD’s project manager and with inputs from the local project staff. This joint evaluation was carried out along the indicator plans that had been designed one year ago. Worksheets in the form of outcome journals were developed to structure the discussion and to note results. These outcome journals looked similar to the indicator plans but contained an additional column in which the achievement of the indicator could be assessed and another column in which explanatory notes could be added (see annex 3 and 4).

In groups, the local staff could discuss the achievement of every indicator and rate whether achievement was low, medium or high in their opinion. Their rating and the reasons why they chose low/medium/high were then presented and discussed in the plenary. This discussion allowed the local project staff to share their specific experiences and provided interesting in-depth information about every indicator in addition.

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1 “Outcome journal” is a participatory tool for conducting joint evaluations with the project staff. It is derived from the Outcome Mapping method. See ‘http://www.idrc.ca/en/ev-62408-201-1-DO_TOPIC.html’.
This information was added to the outcome journals in the column “comments”. This joint evaluation provided important in-depth information from the perspective of the local project staff; it filled several gaps in our monitoring data and contributed to a more consistent data base for this interim evaluation.

Since monitoring gaps were mainly identified for the mothers’ savings and credit groups and the child clubs, it was planned to extend the monitoring methods for these two activities in the second and third project year. The last day of the monitoring and evaluation workshop was therefore used to present and practice a variety of participatory group M&E methods, which are easy to understand, require no literacy skills and are interactive and fun to conduct with a group of children or adults. A manual describing these methods (see annex 5) was translated into Nepali and handed out to all participants. They will apply selected methods with the child clubs and the mothers’ savings and credit groups in the next project year.
4 EVALUATION RESULTS

In this chapter, the results of the interim evaluation will be presented. The chapter is structured along the different project activities and will describe our findings for the main process and impact indicators for each of these activities.

4.1 Non formal education (NFE) classes

4.1.1 Process evaluation NFE classes

As a main output of the first project year, a first round of NFE classes was conducted in 15 different villages in the Dang district between October 2008 and June 2009 (nine months). A second round of NFE classes began in August 2009. Since only few monitoring data could be analysed until the date of publication, this report will mainly focus on the NFE classes of the first project year.

Composition of NFE class participants

The selection criteria for participants to our NFE classes were set as follows: Children should be between 5-10 years old, from a disadvantaged background (caste / ethnic / conflict- / poverty affected) and should never have been to school before. Moreover, because access to education is in general more difficult for girls than for boys, at least 50% of participating children had to be girls.

The assessment of the children's background and the selection of those children who would profit most from being enrolled in the NFE classes required a sound knowledge of the situation of the various families in the villages, as well as the responsiveness to make a selection that would be accepted in the villages. This selection was therefore made by the social mobilisers, together with the local facilitators, who were most familiar with the local situation.

Following this assessment, the social mobilisers and facilitators talked to the parents of the selected children, explained the project to them and asked them to let their children participate in the NFE classes. According to the social mobilisers, many parents were sceptical at the beginning and had to be convinced to give their consent. The local project staff took a lot of time to talk to the parents, because not only their consent, but also their support for the project activities was being aimed at. Finally, 20 children could be registered per class. Hence in total, 300 children participated in the NFE classes. Out of these 300 children, 166 (55.3 %) were girls.

Graph 1 shows the age distribution of the NFE class-participants.

Graph 1: Age distribution of NFE class participants (%)
Graph 2 shows the caste / ethnic composition of the NFE class participants.

Graph 2: Caste / ethnic composition of NFE classes

With a total of 141 Dalit children and 97 Janajati children, marginalised caste / ethnic groups form the majority of the NFE class participants. However, it must be emphasised that all NFE participants come from a disadvantaged background. Irrespective of their higher caste / ethnic background, the Brahmin and Chhetri children enrolled into our NFE classes were suffering from poverty and / or had been affected by the conflict and were not able to go to school prior to the project.

Physically and psychologically impaired children also found a place in the NFE class. Unfortunately, we did not collect exact numbers on this, but according to the project staff, there was a considerable number of physically and psychologically impaired children integrated into the NFE classes.

Reasons for not attending school

In the second child interview in May 2009, the NFE participants were asked for the reasons why they had not gone to school before. Most children mentioned several reasons. These reasons were categorised and their distribution is presented in graph 3.

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6 The categories chosen to describe caste / ethnic background reflect the main castes and ethnic groups, found in the Mid Western region of Nepal.

7 According to recently collected data, the share of physically or mentally impaired children in the new NFE classes (which had started in August 2009) amounts to 5.7%, thereof 4% were mentally impaired (traumatized, suffering from neglect of their parents, etc.).
Graph 3: Reasons for being out-of-school

With 40% of the participating children, reasons referring to financial problems in their family ranked highest. Children mentioned that their parents were not able to pay school fees or that they could not afford the necessary school uniform and school materials. Reasons referring to the lack of awareness or the lack of support from their parents ranked second highest with 15%. Explanations indicated that the parents did not want to enrol their children into schools because they did not consider education important enough. Most parents did not get the opportunity to go to school themselves and it was difficult for them to understand the importance of education for their children. 14% of children said that they did not go to school before because they had to work at home or take care of their siblings.

It can be assumed that these three most often mentioned reasons are strongly interrelated: poor parents who have not experienced education themselves and/or have faced discrimination based on their caste/ethnicity at school, often lack the awareness of the importance of education and hence rather profit from the additional work force of their children at home than insist on their school enrolment. It is hence difficult to distinguish between these three answer categories. But the large total share of the three answer categories together highlights the importance of reasons rooted in the socio-economic and caste/ethnic background of these children.

The category “family environment” refers to reasons linked to a disrupted family background (e.g. one or both parents have died or migrated for work, children living at their relative’s house, children having many siblings). Category “age” means that the child was too young to go to school.

Differentiating between girls and boys reveals some interesting insights into the gendered reasons for a child being out-of-school (see graph 4). Girls mentioned much more often than boys that they had to work at home or take care of their siblings. Moreover, lacking awareness and support from parents concerning education seems to be more often an issue for girls than for boys.
Graph 4: Comparison reasons out-of-school girls / boys (%)

Infrastructure and materials at NFE classes

Out of the fifteen NFE classes, three are held in classrooms of public schools, two in public buildings and ten in private (rented) buildings in the villages. The classrooms were equipped with a carpet for the children to sit on, a blackboard, chalk, coloured pens, large papers, water vessels for drinking water, plastic letters of the Nepali alphabet and charts with animals, vegetables, fruits, etc. Efforts are continuously made by the facilitators themselves to create a pleasant and child friendly environment by putting children's drawings on the wall, by using balls, drawings, etc. for teaching and by keeping the classrooms tidy.

Those NFE classes, which are not held at public schools but in other buildings in the villages often lack sufficient space. In the traditional clay houses in the villages, the rooms are usually very small and it is difficult to find larger rooms for our NFE classes. Moreover, these rooms often have only one small window and are hence very dark. Investments are currently being made in building additional windows to have more light in the classrooms. Where there were no toilets near the NFE classes available, simple latrine toilets were built. However, it was missed to provide hand washing facilities at the beginning. It is now ensured that there is at least a bucket with water and soap available in each NFE classroom and that the children learn basic hygiene rules.

In some villages, it was difficult to find a suitable space for the sport and play activities to be conducted, because most of the land around the villages is being used for agriculture. In some cases, local school yards can be used, in other cases, open spaces inside or near the villages are being used. In the case of the NFE class in Laxmipur, the only space available was an unused field a bit further away from the village. This is not ideal, because the children and the facilitator now have to walk for about 10 minutes on a difficult trail and cross a small river to get there. Better options are being searched for and in the meantime, efforts are being made to better maintain the trail. Another NFE class near Tulsipur found only a space next to a road, which is also dangerous for the children. There would be a temple with a big yard on the opposite side of the road, but the (Dalit) facilitator was not allowed to use this space for the sport and play activities.

All NFE classes were equipped with a big bag with basic sport and play materials e.g. small plastic balls, larger soft balls, ropes, etc. It was made sure that the material is adequate for children at this age and that “luxury” sports materials would not be provided, which would be likely to create envy and would be difficult to replace when broken or missing. For the trainings, the facilitators got familiar with many games.
for which they do not need any material and they were also shown how they can use existing materials for games (e.g. using plastic bottles filled with sand as markers or making ribbons to cover eyes / distinguish teams, etc. out of old cloths). Every NFE class also received a first aid box with important first aid materials.

A problem during the first months of the NFE classes was that the educational materials and the sport and play materials arrived late. As a result, the facilitators had to start their teaching without materials. Insufficient availability in the local shops, but also inadequate planning from the project management’s side were the reasons behind this. Efforts are now being made to replace broken or lost materials as soon as possible.

**4.1.2 Impact evaluation NFE classes**

**Integration of NFE participants into schools**

A clear milestone of the first project year was the integration of all NFE class graduates into schools in May/June 2009. In total, 288 children were enrolled into the nearest public primary schools. 12 children had left the NFE classes earlier because their parents had migrated for work and had taken their children with them when they relocated. The integration was facilitated by project staff who sought support from the public schools and the district education office and who accompanied the children during the enrolment process. The children first had to go through a school entry test. This is a common practice in Nepal, because not all children enter school at the same age and the level can be very different. The children who had attended the NFE class before scored comparatively high in the school entry tests and were enrolled between grades one to four. In the case of 12 children, who had psychological problems and a particularly difficult family background, it was decided to first enrol them into preschools, to give them a bit more time to prepare for school. The social mobilisers reported that the public school teachers were very impressed by the level of our NFE graduates and that they saw a clear difference in the performance, motivation and behaviour of these children compared to others. Since the costs of mandatory school uniforms and school materials are a main barrier for parents to enrol their children into schools, the NFE graduates were provided with a school uniform including shoes and socks, school bags, booklets, pencils, colour pencils, erasers and water bottles. Only the school attendance after one, two, three and more years will show how sustainable the preparation in the NFE classes and the awareness raising among the parents really was. After the first half a year (December 2009), all NFE graduates are still regularly attending school. Subsequent evaluations will contain data for a longer period of time. The social mobilisers are conducting regular visits at the public schools, check the performance of the NFE graduates there and visit their parents regularly to support the long term educational success.

**Learning progress of NFE participants**

The good performance of the NFE graduates in the school entry tests is a good indicator for the teaching quality in our NFE classes. Considering that it was exclusively children from underprivileged backgrounds that were not used to read and write and to sit still in a classroom for several hours a day, the admission of all NFE participants into public schools and the positive feedback that was received from the teachers is a remarkable success.

This learning progress was the result of a process, though, which was not unilinear in the course of the 9 month-NFE classes. During the first three months, the learning progress was slower than expected. The monthly reports of the social mobilisers showed that this was partly due to the lack of routine and experience of the facilitators and partly due to the fact that the children were very shy initially; were not used to being outside home or to sit in a classroom with other children; and to concentrate on what the facilitators were saying. The facilitators had to gain their trust first and teach the children how to be disciplined and attentive in class. This entailed basic things such as: that they should wash their face and their hands before coming to the class, how to make sure that they do not loose their school materials repeatedly, how they should handle books, that they should remain seated during the lesson in the classroom, etc. However, after three months, the learning progress was improving rapidly, and most of the facilitators were soon catching up with the teaching plan. The children had learnt to be more disciplined in the classroom and got used to concentrating on what was being taught. In February and March 2009, all social mobilisers reported significant improvements in the learning progress of the children and in the teaching quality of the facilitators.
In spite of a delayed learning progress, the children seemed to have been very motivated from the beginning. The social mobilisers reported of children being very excited to come to the NFE classes, themselves asking for homework and crying when holidays were announced.

According to the facilitators’ individual assessments of the NFE class participants in the child interview in May 2009, the children’s motivation and learning progress was rated as good for 60% of the children in the course of the nine month-NFE class, 10% even excellent, 22% “okay” and only 8% of the children were assessed as having a weak motivation and a slow learning progress (see graph 5).

However, there were significant differences in the learning capacities of the children within the NFE classes. In the facilitators’ questionnaires, the facilitators emphasised this as the main challenge making their teaching difficult. Several factors were causing a difference in the learning capacity of the children: First, there was the age. Some children were apparently too young to participate in the NFE classes. Although all NFE participants had registered as being between five and ten years old and facilitators had accepted them in their classes, some children must have been below the age of 5 and had difficulties to follow due to their young age. Moreover, there was a misunderstanding between SAD and DWO initially about the integration of school drop outs into the NFE classes. Anticipating the difficulties in teaching a class comprising of school drop-outs (having attended school for some years, already) and children that had never been to school before, SAD had pushed for the inclusion of the latter only at this stage. This was not clear to some social mobilisers and facilitators and hence some of the children (about 3%), which were enrolled were school-drop outs. For the following project years, it was jointly agreed on that the NFE classes would only include children who had never been to school before and children who were at least five years old.

Besides the registered children, in some classes, where there was enough space, the facilitators allowed additional children to attend the NFE classes. These children were not registered because the project management had set a limit of 20 children to be registered in each NFE class, in order to ensure a high teaching quality. In spite of efforts to explain that there would be more NFE classes in the future and that children could be enrolled in the following years, the pressure of parents was sometimes (too) difficult to resist for our facilitators. That is why, in some of the classes, a maximum of three additional children were integrated. Since 12 children had to leave the NFE classes in the course of the teaching year, because they had to migrate with their parents, their spaces in the classes were filled by officially registering the children, which had been included from the beginning.
Change in behaviour and self-confidence of NFE participants

With the holistic approach of this educational project, we did not only aim at the formal learning progress of the children, but also at supporting the children’s development of life skills and at increasing their self-confidence and inner strength. Indicators were therefore also designed to assess the progress in these aspects.

The assessments of the facilitators regarding a change in behaviour of the NFE participants were even clearer than the ones for the learning progress. Graph 6 shows that the facilitators have observed a change in behaviour in 192 of the children. 78 of the children have changed their behaviour even significantly, whereas only thirteen showed a slight change in behaviour only and one child did not change. The one child that did not change was psychologically affected and the facilitator reported that it was very difficult to teach this girl in general.

Looking at how the facilitators described the change in behaviour of the children, reports of the children being less shy and more self confident ranked highest, together with reports of better social skills, like the children integrating better into the group and interacting more with other children. Graph 7 shows the whole range of descriptions how the change in behaviour of the children was observed (categorised for quantitative analysis, multiple answers were permitted).
In the monthly reports of the social mobilisers, reports of these changes in behaviour were reported from an early stage on. For example, in Laximpur and Rampur VDCs, the social mobiliser reported in January 2009:

“The children who used to get scared, shy or unable to speak before can now speak clearly in front of everyone.”

And in Duruwa and Dharna VDCs, the social mobiliser reported in April 2009:

“When asked by the facilitator, they can stand up and give the answers confidently. In behaviour, they have learnt to be together with friends, listen to the facilitator curiously and attentively and not to make any noise in the class.”

In both child interviews, the children were asked “How do you see yourself in the future?” and to draw pictures accordingly. The comparison of the drawings they had done in May 2009 with those that they had done at the beginning of the NFE classes in October 2008 provided us with information to assess changes in the self-perceptions of the children and whether the future hopes of the children had changed after they had attended the NFE classes.

Even though this method turned out to be very appropriate to let the children express their perceptions themselves, there were also some methodological difficulties. In some cases it was difficult to interpret the drawings. In the second child interview, the facilitators had to ask the children what they wanted to express with their drawing and note it as captions. This was not yet done in the first child interview, which made the interpretation more ambiguous and less reliable. In cases with unidentifiable or missing information, we categorised the picture as “missing”.

Another problem was that the children made the drawings at the same time in class and some children were influenced by the drawings of their neighbours. There was for example one class where eight children had drawn a picture by using more or less the same symbol for a shop-keeper. Apart from these reservations, the number of missing and invalid cases is comparatively small, which is why the outcomes of the findings can still be considered as valid.

Graph 8 shows that in the first interview at the beginning of the NFE classes almost half of the children considered themselves to be a teacher in the future. There could be different reasons for this high percentage (48%): Experiencing a kind of school setting for the first time in their lives was most likely a very intensive experience for many children. Thus their associations and thoughts could be linked to this new experience. By drawing a teacher or a school class, some children might have simply expressed that they would like to go to school in the future. Their drawings would then rather refer to the near future than
to their future profession. In any case, the large number of the teacher-drawings can be taken as an indicator that many children appreciated the atmosphere within the NFE classes and wished to live in such an environment in the future, as well.

Graph 8 illustrates that the percentage of girls who would like to become a teacher was twice as high as the percentage of boys. However there were almost exclusively boys who wanted to become a driver. Contrary to expected gender-specific distributions, the percentage of girls and boys who wanted to serve in the army or work as policeman/-woman was the same. This reflects the fact that both, men and women were recruited by the Maoist army during the civil war in Nepal and that women working for the police are quite widespread, as well.

**Graph 8: “How do you see yourself in the future?” (%), Drawings in October 2008**

The analysis of the second drawing of the children, conducted at the end of the NFE classes, indicates more or less the same gender-specific distribution (see Graph 9).
However the distribution as such changed significantly. In general, the future hopes of the children are now much more differentiated (see graph 10).

Graph 10: “How do you see yourself in the future?” (%), Comparison October 2008 / May 2009
In the first interview, nearly 60% of the children chose to draw a farmer or a teacher. Considering that most of the children’s parents are working as farmers and the above mentioned influence of the new schooling-experience, this is not very surprising. After nine months, the children got on the one hand more and more used to the new experience of being in a school setting and on the other hand, they developed a lot of new ideas for the future. Accordingly, graph 10 shows that the two professional groups “Farmer” and “Teacher” declined in the second interview, but all other groups increased or stayed the same. There are now twice as many children who would like to become a doctor and the number of children, who would like to become an artist (e.g. dancer, painter or actor), increased even threefold. The category “Other” also increased including children who draw themselves as engineer, politician or Radio DJ.

Apart from the greater variety of the children’s perceptions of themselves in the future at the end of the NFE classes, the comparison also indicates that the future hopes of the children have become more optimistic. Looking at the jobs prestige-wise, it can be argued that the children chose more socially higher ranked jobs and jobs that require a certain educational qualification: There are now fewer farmers, but a greater extent of doctors, pilots and artists.

In summary, two main conclusions can be taken out of analysis of the children’s drawings: First, both the more differentiated and creative spectrum of jobs and the upgrading of jobs, are clear indicators that the nine months NFE classes improved the children’s self-confidence, their creativity and their freedom and courage of expressing themselves. Secondly, the significant high percentage of teachers in the first and also in the second interview is an indicator for the high and positive identification of the children with the NFE classes and for the fact, that they consider the facilitators as positive role models.

Below, two examples are presented in which the perception of the children of themselves in the future had changed in the course of the nine month-NFE class.
One nine year-old boy from a NFE class in Pawannagar made a drawing in October 2008 of himself serving in the army and shooting a man.

In May 2009, the same boy had already a more optimistic and peaceful view of himself in the future: He was drawing himself as a doctor, treating a sick patient.
A similar example is provided by an eight year-old girl from the NFE class in Purandhara. In October 08, she saw herself ploughing the field with two oxen in the future.

In May 09, the same girl saw herself working as a teacher.

Asked by the facilitator to comment her drawing, she said:

“I will be a good teacher in the future and I will provide education to the children in the villages, who are far from getting education.”
The impact of the sport and play activities

 Asked by the facilitators in the child interview in May 2009, all children said that they liked coming to the NFE class. Only one child did not say anything and the facilitator noted “comes to the class regularly” – which could be a discrete way to express that this child likes it less.

 When the children were asked what they would dislike most about the NFE class, 256 of them said “nothing”. The hesitance to mention something that they disliked at all was certainly also due to the fact that it was the facilitators who asked them this question. In the Nepali culture, people are very reluctant to criticise anything or anyone and children learn not to criticise adults and respected persons like teachers in particular. If the children did mention something, it was things related to the other children in the class: eleven children didn’t like if other children made noise, six mentioned disturbances in general, five mentioned fighting with friends, etc. Their answers are presented in graph 11.

 Asked what they would like most about the NFE class, the majority (221) of the children clearly said that they liked the sport and play activities (“play games”) most. 167 children said that they liked to study most. These and further answers are presented in graph 12.

 In addition to the assessment of future hopes and self-perceptions, another drawing was included in the second child interview in May 2009, with the purpose to give the children the opportunity to express their
views of the NFE class. How did the children perceive the NFE class? What were the important elements of it for them? – These were the questions that guided the qualitative analysis of these drawings. Some examples of the drawings are presented below.

An eight year-old girl in a NFE class in Tulsipur made the drawing below. She commented:

“I like to come to the NFE class. I like to study mathematics. I also enjoy to play games like rat and cat, basketball, jumping in the long rope, the fox and the hen, etc.”

An eight year-old girl in a NFE class in Purandhara made the following drawing of her NFE class.
A six year-old girl made the following drawing of her NFE class in Purandhara:

And an eight year-old girl made this colourful drawing of the same NFE class:
The variety in these drawings shows that every child has his or her very individual perception of the NFE class. However, it was noticeable that the sport and play activities were very prominent in these drawings. Many children made a drawing of themselves playing with their friends outside and the classroom was added in a small corner of the drawing or not added at all. The sport and play activities are one component of the NFE classes, only, being conducted by the facilitators on average during three hours a week. But it seems that they are a very important component for the children and their motivation.

In the facilitators’ questionnaire in September 2009, all facilitators answered the question “Does it make sense for you to include the sport and play activities in the NFE classes?” with yes. When they were asked to explain why this makes sense for them, the answers showed that they had made the experience that the children learn more easily and with more fun like this. Some examples of answers are provided below:

“Children like to play. If we include sports in teaching, they learn with fun.”

“Sport motivates children. They would be bored with reading in the class only.”

“Sport helps in the physical, mental, emotional and social development of the children.”

“Sport makes the children attend the class regularly.”

“Children learn to be with friends and follow rules.”

“Sport helps the children to concentrate better.”

“Sport makes the teaching easier.”

When the facilitators were asked to describe the change in behaviour of the children in the child interview in May 2009, many of them underpinned their judgement of an increased self-confidence and a better integration with the other children with the behaviour of the child during the sport and play activities. For example, in Rampur, a facilitator described the change in behaviour of a boy in her class:

“He used to fight with his colleagues and play for himself. Now he has integrated into the group, is more self-confident, less shy and well disciplined.”

A facilitator in Purandhara described the change in behaviour of a girl in her class:

“She integrates with friends and participates actively in games. She used to avoid talking but now she has the behaviour to integrate with her friends.”

The changes in behaviour, the improvements in self-confidence and motivation of the children, which have occurred in this short time and which were reported by all facilitators are tremendous. We cannot conclude that this was due to the use of sport and play because other factors could also have influenced this. But it seems that the sport and play activities facilitated a more relaxed atmosphere in the class and a playful interaction between the children, which let them gain trust into others and feel more at ease in the group. This was particularly important at the beginning of the NFE class, when the situation was very new for the children and when most of them were still very shy and didn’t really open up. It was described above that the learning progress was slow during the first three months, but did improve significantly after two or three months in all NFE classes. Children can only start to learn and concentrate in class if they feel at ease with the situation there, feel as a part of the group of children and if they do not look at the facilitator as somebody they have to be afraid of, but as somebody who wants to help them and whom they can trust. Sport and play activities have the potential to strengthen all these factors and to “break the ice” at an initial stage of the NFE classes.

Sport and play activities proved particularly suitable for the integration of children who were very insecure and shy and which were not used at all to socialize with other children. Sport and play facilitate the interaction with other children and provide a platform for learning social skills and for strengthening social relations in a way that is non-intrusive and fun.

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4 The only scientifically sound way to show a causal relationship between the behavioural changes in the children and the use of sport and play activities would have been to run some NFE classes without sport and play activities and to compare the progress of the children in the intervention groups with these control groups after some time. However, ethical and practical considerations (providing all children the opportunity to participate in these activities, giving all facilitators the opportunity to collect experiences with conducting sport and play activities) were rated higher in this case.
There was the case of a boy in the NFE class in Duruwa, for example. Asked by the facilitator about the reasons why he could not go to school before in the second child interview, he said:

“No one was there to make me aware to go to school. I didn’t know my parents and I was staying at other people’s house to work. So I could not go to school.”

In the first child interview in October 2008, the facilitator described this boy as follows:

“The child has psychosocial problems because of being away from his parents. His mind is not concentrated towards studying. Sometimes he pees in his pants in class. But now when he started to enjoy playing with friends, some changes can be seen in him. The problem of peeing without knowing happens less often.”

In April 2009, the facilitator told about the same boy:

“The child was very quiet and avoided talking. He used to pee in his pants in class without being aware of it. Now he changed this behaviour. He likes more to play than to study.”

In his second drawing, the boy revealed his dreams for the future: He wants to “learn to dance, to sing and to study and become a rich man”.

Another case described by a facilitator was a boy in Purandhara. In October 2008, the facilitator wrote:

“The family is very poor, parents lack the awareness of the importance of education and face many problems, and the child was deprived of education. It is sure that if the opportunity is provided, he will study well and also sports activities help to remember things easily. It seems very practical and effective if children’s psychology is understood and taught through sports; they learn more and remember the things through observation.”

The child said that he could not go to school before, because he had to look after his little brother and because the school was far away. Asked what he liked most about the NFE class, he said “playing ball and French skipping”. The facilitator described the change in behaviour of this boy in April 2009:

“Changes have been observed in the child’s behaviour. He integrates with friends and also actively participates in games. Initially, this boy avoided talking to other children, but now he integrates well with friends.”

Asked about the reaction of the boy’s family towards these changes, the facilitator reported:

“Parents say that the NFE class has provided an important contribution to the development of the child. The child was far from getting education because of their weak economic condition and now he is getting good education along with playing various kinds of games.”

Another example was a girl in Purandhara, whose change in behaviour was described by the facilitator in April 2009 as follows:

“Initially, she liked to stay alone. Now she integrates with friends, takes part in group discussions, asks questions to the teacher, respects elder ones and loves younger ones. She makes small children being part of the game and brings them to the facilitator when they are hurt.”

In all three cases, the children have apparently found their role in the group through the sport and play activities and this has helped them to feel more self-confident. Many similar cases were reported from the facilitators in the second child interview in May 2009. Even the children with a physical disability were actively involved in the sport and play activities and could thereby gain trust in themselves and in others.

There was a boy in a NFE class in Shantinagar, for example, who had lost one leg. His father had left and his mother is migrating for work, regularly. That’s why he is staying at relative’s house. Asked what he liked most about the NFE class, he said:

“I like mostly to study, to play interesting games and to get booklets, pencils and a schoolbag.”

The facilitator described the progress and the changes in the boy in the child interview in May 2009 as follows:
“The child curiously participates in the lessons and understands the things taught to him. His learning progress is good. [...] I could observe changes in his behaviour: Initially, he was not used to talk to other children a lot, but now he interacts more with his friends while studying and playing games.”

In the future, the boy wants to become a teacher.

Such experiences underpin existing research findings which show that by playing in interaction with other children, the child learns to gain trust, empathy, respect and tolerance for others and to cooperate, to manage conflicts, to obey rules and to act within a team. At the same time, the child's' development is supported on an emotional dimension while playing with others: It learns to cope with fears and frustrations (like loosing a game), to manage aggression, but also to experience joy, fun and motivation together with others. With these characteristics, sport and play activities can complement the more formal teaching in the classroom very well and support the development of the children in a holistic way.

One needs to be keep in mind that sport and play activities can also be an arena for hostilities, selfish displays and of exclusion of weaker children. Much harm can be done, especially to children that have a low self-confidence already, if such behaviours are not prevented from the beginning. In the joint evaluation during the second monitoring and evaluation workshop, the social mobilisers said that they had observed hostilities, fights and selfish behaviour at the beginning of the NFE classes during the sport and play activities. A typical situation was that a child grabbed the ball and wanted to keep it for himself/herself, instead of throwing it to the others or that weaker children were not included into the game.

To prevent such negative dynamics is under the responsibility of the facilitator. SAD has found in evaluations of other projects in this field that sport and play need to be well-guided in order to have the expected social and developmental effects. Therefore, the facilitator himself/herself needs strong personal and social competences, as well as a good methodology and guidance for assuming this role effectively. A first step for this is that the facilitators understand that sport and play activities are not just a fun side activity, but that they are integrated into the project in order to support specific aims. In the case of the evaluated project, this specific aim was to support the development of life skills and to increase the children's self-confidence and inner strength. A simple model was developed for this purpose, which shows how sport and play activities support the development of children on a physical, mental, emotional and social dimension. These dimensions were always taken up again in the half-yearly facilitators' trainings and visualized through symbols in the facilitators' manual on the use of sport and play, which was developed specifically for this project.

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9 See for example: Sport and play for traumatized children and youth. An assessment of a pilot project in Bam, Iran by the Swiss Academy for Development. Available online: http://www.sad.ch/images/stories/Publikationen/bam_report_web.pdf
In a next step, the trainings and the manual emphasised the role of the facilitator, not only as an “activity manager”, but as an “ambassador of values” at the same time. In addition, it is explained how values like respect for others, no violence, no exclusion, etc. can be fostered through rituals, commitments, feedback, etc. All too often, technical sports skills dominate when it is about the selection and the training of facilitators in sport for development projects. However, if the sport and play activities with the children should not serve the purpose of “sport development” (i.e. creating future sports champions), but the social aims of the project (“sport for development”), the social and emotional competences need to be emphasised in the selection and training of staff.

Reactions of parents

In the child interview in May 2009, the facilitators also stated what reactions they got from the families of the children. The question was left very open on purpose in order to be able to grasp the whole variety of reactions. The answers of the facilitators were categorised and summarized in graph 13. Multiple answers were possible. In total, the reactions of 289 parents were captured.

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The parents appreciated the change in the behaviour of their children equally as their learning progress. This is a positive sign that the parents support the holistic approach of the project and are not just looking at the learning achievements of their children.

Parents of a boy in Rampur VDC told the facilitator:

“Before, he spent his days playing in the mud but now he learnt to talk more.”

A father of a physically impaired girl in Purandhara told the facilitator that the other children never liked his daughter due to her disabilities, but that now, after the NFE class, “they all come and go together”. Other descriptions of the change in behaviour of their children, which were mentioned by their parents included: Children would fight less with their siblings, they were interacting more with other children, they were less shy to talk to adults, they were more disciplined towards adults (i.e. greet politely), they would get up in time in the morning, they would care more about their personal hygiene (i.e. wash themselves), they would do their homework before they would start to play, and that they were more helpful with household works.

Many of the parents were surprised by the learning progress of their children. The mother of a boy in Rampur VDC said to the facilitator that she never thought that her son would be clever enough to study at school and was very surprised. Such reactions were often stressed by the facilitators. Since parents were often deprived from educational opportunities themselves and experienced the barriers of poverty and low caste background as insuperable, they did not expect that their children would succeed in studying at school one day. This does not mean that parents do not understand the importance of education, though. Most of them see it as a huge privilege for their children and experience the fact that their children receive an education as a hope for the future for themselves. The facilitator of the NFE class in Baghmure described the reaction of the parents of a girl in his class:

“The parents see the class as a temple. They consider themselves at lower level. Their child acquired good knowledge and discipline.”

60 parents mentioned that they were happy with the NFE class and the way their children are being taught there. 74 parents expressed their satisfaction with the fact that their children had got the opportunity to study, in spite of their difficult living circumstances. A mother of a girl in Duruwa told the facilitator that she never thought that she would be able educate her daughter after the death of her husband and that she was very happy about this chance for her daughter. Another mother in Rampur VDC said that she was
very happy that her daughter could study, because the step father was not willing to support the education of her child. Now, she would owe a lot to this project.

Many parents considered the quality of teaching at the NFE classes better than the one at public schools and therefore wished that the NFE classes would be continued. 58 of them even asked whether the NFE classes could not be extended to upper grades, so that their children would not have to go to the public schools at all. While our social mobilisers and facilitators had to convince the parents at the beginning of the first project year to let their children join the NFE classes, this was not a problem anymore for the second year. When it was about admitting new children for the next round of NFE classes starting in August 2009, many parents came to our project staff themselves asking to include their children.

Some parents mentioned that the children would teach their siblings or even their adult family members at home about what they had learnt in the NFE classes. A grandmother of a girl in Rampur said that the child became very clever and would help her now to recognize Nepali letters. Children from a NFE class in Pawannagar even taught their family at home what they had learnt about hygiene. The boy’s parents can be quoted that he had taught them that it was not good “to eat old food and to stay dirty”. Another boy of the same NFE class asked his parents to dig a hole into the ground near their home, arguing that “urine should be done in the toilet”.

Some parents simply appreciated that the children received education and teaching materials for free thanks to the NFE classes. They said they could never have afforded that.

Negative reactions came from parents of nine children. Most of them were children from a particularly difficult family background that had problems to concentrate and to obey in the NFE class and at home. The parents were disappointed that the children did not progress a lot in spite of having studied in the NFE class. A boy in Tulsipur who had lost his parents and lives with his grandparents was such a case. The grandparents claimed that he would not obey them at home and he could still not read properly. The facilitator also reported that he had mental problems, could not concentrate and was weak in his learning progress.

The category “taking care of the child requested” refers to the fact that parents often felt overstrained with the responsibility to educate their children. Having to work hard and sometimes even having to migrate for work for a longer time, parents do not have enough time to really take care of their children. It can be concluded out of some parent’s reactions that they were relieved that the facilitators were now taking care of the children in the NFE classes. Especially fathers came to the facilitators and requested that they should take good care of their children and teach them properly. Some also told the facilitators to punish their children if they do not listen. They were hence hoping that the facilitators would take over the role of the strict educators which they often could not assume themselves, because they were away from home for work frequently and for a long time, in some cases.

The social mobilisers also commented in the joint evaluation, that there were some parents, which did not care about their children’s education. However, they also added that the majority of parents cared a lot and was really concerned about the well-being of their children. Parents made sure that the children went to the NFE class in time and that they did their homework. The social mobilisers estimated that about 75% of the parents would bring and take their children to and from the NFE classes every day.

Including sport and play activities into the curriculum has been well appreciated by the parents - which is a fact that is not self-evident: Parents could as well have claimed that this is not teaching their children “proper” things (like to read, write and calculate) and hence a waist of time. But the opposite was the case: There were indicators that the sport and play activities had been an important factor, which made the parents perceive the teaching quality in our NFE classes better than the one at public schools. The parents experienced that their children were happier and motivated to learn something, instead of just “sitting there playing in the mud”. This was apparently something that they did not naturally observe with children that went to public schools and was hence related by many parents to the sport and play component of the NFE classes. For example, a facilitator in Tulsipur described the reaction of the parents of a boy in his class:

“Parents said that the child likes to come to the NFE class and they have positive feelings. They are happy for the child that games are included in the class.”

A facilitator in Baghmare received the following feedback from the parents of a girl in his class:

“Parents said that the class played an important role in the development of the child because subject matters as well as games are included.”

And the parents of a boy in Shantinagar told the facilitator:
“Entertainment and studies together work well. It would be even more effective if classes could be extended to higher levels.”

4.2 Child Clubs

After having graduated from the NFE classes, the children are encouraged to form child clubs to continue meeting each other, to play and learn together and to realize their own projects. Since the NFE classes were only started in October 2008 and there were no NFE graduates yet at the beginning of the first project year, existing child clubs at local secondary schools were supported.

4.2.1 Process evaluation child clubs

In total, twelve child clubs were supported: One in every VDC, except in Tulsipur VDC, where three child clubs were supported (more urban area, with higher population and school density).

The average age of the child club members was nine years. 58% of the child club members were female. The caste / ethnic composition is presented in graph 14.

Graph 14: Caste / ethnic composition of child clubs (%)

42% of the child club members were Dalit, 22% Chhetri, 26% Janajati, 7% Brahmin and 3% belonged to other caste / ethnic groups. Compared to the caste / ethnic composition in the NFE classes, the share of Janajati children is lower, whereas the share of Chhetri children is higher. This is probably due to the lower representation of disadvantaged groups at secondary schools in general.

The board of every child club consists of about 9-11 children. These children were mostly a bit older than the average and committed to manage the activities of the child clubs. When the child clubs became more active, many other children wanted to become a member, as well. The social mobilisers were first hesitant to allow them to join the child clubs, because they were not sure whether membership should be open for all. It was then agreed that membership should be open in principle, but that it is left to the child clubs themselves, whether or not they want to set certain rules for membership (participation in meetings, active contribution to activities, etc.).

The child clubs met once a month on average. These meetings were held regularly. However, the attendance was very unsteady. In their monthly reports, the social mobilisers reported of difficulties to attend the meeting, because the child club members lived in different locations, sometimes far away from each other and hence had difficulties to meet during school holidays. They also faced time constraints when they were busy with the preparation of exams or had to contribute to household chores at home.

4.2.2 Impact evaluation child clubs

In the first project year, two training workshops have taken place for child club members in the fields of child rights, child club management and journalism / wall magazine production. Soon after these trainings,
the child clubs started to organise several activities, like cultural/sports events, wall magazines/calendars, etc. for which they received financial support.

In particular the public events gave the child clubs the opportunity to present their talents and their initiative in front of teachers and parents, to make the child clubs known in the communities and to gain an identity and unity within the child clubs.

The events were also used by the child clubs as a platform to raise awareness and to promote their rights and interests in the communities. Events like folk song-, quiz- or poetry competitions that were organised at public schools and performed in front of teachers, parents and local authorities were mostly treating the topic of child rights. In addition the wall magazines, which were put up in central places in the villages covered child rights and educational topics. Many child clubs did actively campaign for an enrolment of all children into schools in their villages. Attending secondary school themselves, they are good role models to motivate the other children in their villages to study. The child clubs did participate in a sports event, which was organised by DWO on district level in May 2009, as well as in a regional child conference in Nepalgunj in September 2009, both of which was widely reported in the media. And the child club in Panchakule did even address the VDC administration, claiming that they should allocate budget to child clubs and other child activities.

However, it could be observed that the child clubs implemented mostly those activities, which were presented to them in the trainings or which were suggested by the social mobilisers and that teachers and parents did strongly support the child clubs in the organisation of their activities. The habit to come up with ideas on their own still has to develop. This habit is hardly promoted in Nepali education – neither at home nor at schools. In the Nepali culture, children are rather considered to be dependent on adult guidance and independent thinking and acting does not receive much emphasis in education.

It can be seen positively, of course, that the project staff, the parents and teachers all supported the child clubs so much. Teachers helped them to organise events at schools, parents encouraged their children to join the meetings and trainings, etc. and in the case of a child club in Tulsipur, the parents did even sponsor a volleyball net for the child club, so that they could play together. But too much support can also be counterproductive if it prevents ownership and autonomy to develop within the child clubs.

A slight mistrust in the children’s capacities was apparent from all stakeholders and did also lead to misunderstandings within the project management. One example was the regular broadcast of DWO in the local radio: SAD thought it was planned to train the child club members in radio anchoring and to let them anchor the weekly radio show on their own. But DWO hired a young woman as a radio anchor, instead, because the district office didn’t trust the child clubs that they could manage this by themselves. The radio anchor reported about the child club activities regularly and this presence at the local radio was very motivating for the child clubs and it helped to spread ideas for activities among them. But the empowering effect of the children running the radio show themselves, as was initially the idea, was lacking, of course. It is now planned to further pursue the active participation of child club members in the radio programme. A first round of child club participant has already taken part in a radio anchoring training, which was conducted in November 2009 at the local radio station.

The other trainings of the next project year will put more emphasis on promoting the technical/methodological skills to manage own projects, as well, instead of providing too many ready-to-use concepts. More space has to be given to promote creativity and ownership for ideas developed by the children themselves.

In spite of this slight mistrust from outside, all social mobilisers have reported of increased capacities of child club members: Thanks to their active participation in the child clubs, they learnt skills like giving a speech or a presentation in front of others, facilitating and writing minutes of a meeting, etc. For example, a social mobiliser wrote in his monthly report in June 2009 about the child clubs in Baghmare and Shantinagar:

“The children have developed the leadership qualities. They also have developed skills in journalism. They can talk confidently and they dare to address their parents for things the child club requires.”

Another social mobiliser wrote in his monthly report in May 2009 about the child clubs in Laximpur and Rampur:

“They discuss in the group and those who felt shy before dare to speak now. They are now able to write small poems, compositions, dramas and to act in public.”
For the future child clubs, which will be initiated among the NFE graduates, it will be important to create ownership and initiative from the beginning. This is especially relevant because these children have taken part in guided activities in the framework of the NFE classes so far, but now had to leave these classes. Although they are now at school, the children have the urge to continue meeting their friends and to do activities with them. Since these children are younger than the members of the first years’ child club members, these activities will look differently, as well. They should hence not be pushed to organise huge events, etc. but rather leave it up to the children what they want to do – and if it is only continuing to meet and play games together. During their school visits, the social mobilisers could observe on several occasions, that the former NFE participants were now teaching the other children at school the sport and play activities they had been taught themselves in the NFE class. The child clubs could be a good institutional framework to further promote the sustainability of joint activities run by the children themselves.

4.3 Mothers’ savings and credit groups

4.3.1 Process evaluation mothers’ savings and credit groups

The mothers of the children in the NFE classes were motivated by the local DWO staff to form savings and credit groups. In the first project year, twelve savings and credit groups were newly established across all ten VDCs. The groups consist of 12 to 34 members (some mothers did not want to join the groups whereas some groups included also women without a child in the NFE class). In total, 249 women had joined the savings and credit groups during the first project year.

The caste / ethnic composition of the mothers’ savings and credit groups is presented in graph 15.

Graph 15: Caste / ethnic composition of the mothers’ savings and credit groups

Each group has a board consisting of a president, a vice president, a secretary and a treasurer. The president and the treasurer of each group were trained in December 2008 in a workshop in Tulsipur explaining the functioning of a savings and credit group and the basics in bookkeeping to them. After this, a bank account was opened for all groups at a local bank.

The women met regularly once per month and paid a jointly agreed on amount into their savings account, which was opened for them at a local bank. The savings amount of each member is between 20 and 50 Nepalese Rupees per month (equals 0.30-0.75 Swiss Francs) on average. Like this, the amount of savings was continuously increased and first credits could be provided to individual members. On average, eight to eleven small credits were given per month and group. The credits had to be paid back with a jointly agreed on small interest rate (usually around 2%) and within an agreed time frame.

The savings and credit groups received a follow up support from the responsible social mobilisers throughout the year. They attended the monthly meetings of the groups from time to time to assess whether the activities were running well or not and to provide support, if necessary.

4.3.2 Impact evaluation mothers’ savings and credit groups

The initial credits were very small in amount and were mainly used to cover urgent household needs. Since the groups decided on a consensus base which women would receive a credit, it was often really those with the most urgent needs. It occurred for example that a group gave a credit to a pregnant woman, so
that she was able to give birth at a hospital. In other cases, credits were given to women to be able to buy a bag of rice in times of food shortage. Like this, the savings and credit groups provided the members with a certain security. According to the monthly reports of the social mobilisers and statements of women during field visits, this was very much appreciated by the women and also by their families. Being able to borrow money from the savings and credit groups, the women noticed that they did not have to rely on credit institutes or on credits from rich people anymore, who charge huge interest rates. The women even hoped that they would not have to migrate for work anymore. Moreover, they felt less dependent on their husbands because they could get money now to cover necessary expenses without having to ask their husbands for their consent first.

During a field visit of SAD in September 2009 in a village in Panchakule, a group member said:

"Before, the money always went away quickly. In the groups, we have got the feeling that we can stand on our own feet, we have learnt a lot. Before, we had to ask our husbands for money."

On the other hand, it was often difficult for the women to pay their credit back. Since they most often spent the credits for urgent needs, instead of investing into something that would generate income in the long run, these small credits proved not to be sustainable in their effect to improve the economic situation of the women. Only in few cases, women bought seeds, for example, which would generate some income in the long run.

Moreover, a widespread insecurity about the purpose and functioning of the savings and credit groups could be observed. It seemed that the initial training was not very effective in explaining the concept. The main problem was probably that only two women per group could participate in this training and they did not sufficiently share what they had learnt back in their groups. Secondly, the majority of the group members is illiterate and even those who could join the training had a hard time to understand the concept. For most of the women, the idea of saving money was something new, as well. Depending on subsistence farming to a large degree and usually having hardly any decision power over finances within the household, most women had to learn this concept from scratch. Some women did not understand what would happen with the money that they had to pay to the group every month. Although all social mobilisers reported that a habit for saving has developed after three to four months, discussions with women during field visits in April and September 2009 revealed that misunderstandings about the purpose of these groups were still widespread. A social mobiliser reported that in the savings and credit groups in Duruwa and Dharina, somebody had spread confusing messages; women were reported to relate that the money saved will have to be paid to the DWO office as a kind of school fee for the NFE class. Such perceptions are very problematic, since they undermine the project's aim. Their dissemination underpins the assessment, that the initial training and the follow up support, which should have been provided by the social mobilisers, were insufficient.

In May and June 2009, trainings were therefore organised on local level which included all group members this time. The aim was to clarify the income generating purpose of the savings and credit activities and to provide practical and easily applicable knowledge on how this could be done. For this purpose, the social mobilisers inquired with all groups beforehand which income generating activity they could imagine to invest in. Since most of them mentioned pig and goat rearing, trainings were provided that explained how income can be generated out of these activities. Moreover, the groups got the opportunity to visit existing women's savings and credit groups in a project by DWO in the neighbouring districts Banke and Bardiya. This allowed for the concept to be explained to the women again directly from women already benefiting from savings and credit groups. To witness successful savings and credit groups and have them explained by other women living under similar circumstances, contributed a lot to a better understanding of the purpose and functioning of such groups among the women from Dang.

After the training and the visits in the neighbouring districts, the DWO district office provided each group with 15’000 Nepalese Rupees as a so called “seed money”. This seed money was meant to facilitate higher credit amounts, which would be sufficient to make an investment into an income generating activity. However, the seed money is not to be understood as a donation, but as a credit itself. Basing on the assumption that the credits given to group members out of the seed money amount are generating income and are repaid with interest, the groups should be able to repay this amount after some time. It was planned that this repayment would be after one and a half years and that a new round of mothers' savings and credit groups could be provided with the same seed money amount.

At an initial stage, larger credits were given to 44 women out of the seed money to buy small pigs and goats. 26 goats and 18 pigs were bought in total; a goat costs normally around 5000 and a pig around 3000
Nepalese Rupees. The problem with these larger credits was that only three to five women per group could be supported at this stage, while the rest can still only profit from small credits. The joint evaluation showed that the project staff have therefore become sceptical whether pig and goat rearing were the ideal activities to be promoted: It is only profitable to sell a pig or a goat after one year, at the earliest. Until then, the women will not profit and hence until then will probably not be able to repay the credit. This means that the other women will have to wait for a long time until it is their turn for a larger credit, which could lead to conflicts and rivalries in the groups and slow down the overall income generating effect. The group members had decided on goat and pig rearing because they were already familiar with this economic activity. Instead of asking them for their suggestions, it would therefore probably have been better to discuss several alternative income generating activities with them and to encourage them to decide on those activities, which lead to some income after a short period of time already.

Another danger with pig and goat rearing is that, when money is urgently needed, the cattle are sold before it is really profitable. Thanks to the training on pig and goat rearing, the group members have understood that it would not be wise to do that. However, some groups expressed a fear that the husbands will take possession of the cattle, sell it too early and take the money. In the joint evaluation, the social mobilisers reported of some good strategies, which were found by the savings and credit groups to prevent this scenario: one group made a kind of contract, stating that the pigs and goats cannot be sold upon an individual decision, but that all group members have to give their consent when they will be sold. A savings and credit group in Laximpur involved the husbands into the meetings and by that made them responsible for paying back the credit, as well.

In addition, data and impressions from field visits revealed a bias in the distribution of larger credits towards those women in the groups that were more privileged, already. It was mostly those three to five women in the group, which were the most educated and / or the most economically proactive, already, who had received a larger credit for pig or goat rearing. Caste patterns must also have played a role in the decision making: Graph 16 shows that although Dalit women received most of the larger credits (36%), Brahmin women received a relatively higher share (14%) in comparison to their overall representation in the groups (4%).

Most often, these women of higher caste and/or literacy did also hold the positions in the board of the savings and credit groups, because they were the ones that could read and write best. It cannot be precluded that the board members used their decision making power to influence the decisions on who would get the first larger credits or not. But it seemed to be a consensus in the group that the poorest and most uneducated women should not receive a larger credit, because the probability that they will be able to repay the credit is low. When such poorer women were asked directly whether they would have liked to receive a credit, as well, they often denied themselves. They were afraid that they would loose the whole money because they didn't feel confident and able enough to manage such a large credit. One of the women in Panchakule said:

“We would take a credit, but we could not pay it back. The money won't work for us, we have to work!”
This is a problem, because the poorest members of the groups are missing out on the main income generating opportunities. It is understandable then, that such women do not understand the purpose of the savings and credit groups. When asked about the reasons for participating in the group, the woman was laughing shyly saying: “Because my children are in the NFE class.”

Of course, these women do still profit from the small credits that they can get from the group. But since these small credits are hardly ever invested into something that is income generating, there will be no improvement in their financial situation in the long run. And the group will at some point not be ready to give them credits anymore, if they can never pay the money back. The poorest women said that they were already facing difficulties to gather the monthly savings amount and if they are not even able to pay this, they will have to leave the groups eventually.

Having to leave the groups or actively benefiting from the program also depends on the support the women get from their husbands, though: Since women rarely have money available for themselves (even if they are earning some), according to the monthly reports of the social mobilisers, they often have to ask their husbands to give them the savings amount every month or they had to save it somehow from the money that they got for household expenses. This is problematic because it provides the husbands with power: They can steer whether their wives can be part of the savings and credit groups or not and they could claim that they have a right to decide over the use of the credits received from the group, as well. This dependence on the husband’s goodwill was a problem for some women. It also occurred quite often that the husbands didn’t let their women join the meetings, arguing that they could not leave their household chores. In a savings and credit group in Tulsipur, a woman came under pressure of her mother in law and almost had to leave the group because of that. According to the monthly reports of the social mobilisers, most husbands and families abandoned their initial scepticism and fears and started to support the activities of the groups when the purpose of the savings and credit groups had become clearer and the first income generating activities had started.

Although the savings and credit activities have not yet translated into a significantly higher income, certain improvements in the living standards could already be observed by the social mobilisers. The social mobilisers related improvements to an increased awareness of the group members for the importance of savings and a more economic behaviour and to the availability of small credits. It seems that the membership in the group led to increased confidence into a brighter future and to a higher sense of responsibility concerning the handling of finances at home, as well. In his monthly report in June 2009, the social mobiliser cited the groups in Laximpur and Rampur:

“They said that the programme has done a good job for the children and women. And the programme has also made women aware of saving and has motivated women to do something. They have succeeded to develop the feeling that they can start a business through a credit from the group savings and increase the income of their family.”

Speaking of an economic empowerment of the women would be too early, since financial dependence on husbands remains to a large degree. However, observations indicating an empowering effect on the social level were reported. The social mobilisers observed that after some months, the women gained unity as a group and they made the experience that their scope of influence can be increased if they work together. Even if conflicts had existed among the women, they also became more polite and respectful towards each other and "developed a habit of talking with others”. The groups were hence an opportunity to meet and share opinions and feelings. In December 2008, for example, a social mobiliser stated in his report for Tulsipur and Pawannagar:

“Women go to take part in interaction, discussion, etc., who had never left their domestic chores before.”

Thereby, many of them became more self confident, more able to speak in front of others and gained convincing power within their families. The same social mobiliser stated in his report in May 2009:

“Self confidence has been built in the women. They have realized that women as well can do work in groups if they are given the chance.”

The savings and credit groups were also a good platform for the social mobilisers to provide additional messages on topics such as education, health and sanitation. Upon their regular visits of the group meetings, they emphasised the importance of providing education to their children or how they can kept themselves and their children healthy by considering basic hygiene rules, for example. The social mobiliser responsible for Baghmare and Shantinagar has summarised the discussion on educational expenses of a group in his monthly report in April 2009:
“There is an awareness that they should send their children to school. Views have come up to raise money to buy stationary like copies and pens for their children. There are people who say that ‘we should rather teach the children ourselves than raising the money’. They prefer buying cigarettes with the little money they have. Some people hold the view that instead of wasting money for festivals, they could save part of it in the group.”

In May 2009, the same social mobiliser reported that the groups under his responsibility “provided public awareness in the communities in sending children to school”. In many places, the savings and credit group members did also encourage other women in their villages to save money regularly and some of these women were interested to join the groups, as well, when they saw what they had achieved. Some groups were also involved in the construction of the toilets for the NFE class in their village. Like this, they learnt about the importance of proper sanitation and were encouraged to use toilets themselves.

From a feminist perspective, Moser’s Triple Roles Framework (TRF) could be used to utter a general critique about the conceptualisation of the mothers’ savings and credit groups: The TRF refers to the distribution of roles in low-income households and to the fact that women, unlike men, often have to balance three roles simultaneously in such contexts. Women have primary responsibility in reproductive activities (children / domestic labour), but are also engaged in productive work, earning incomes in agriculture or in the informal-sector. At the same time, women are often involved in community management works, trying to ensure basic services in the areas of health, education and housing, which are often not or not sufficiently provided by the state and which, according to their gender-ascribed roles as mothers and wives fall under their responsibility, as well. Whereas women’s time and responsibilities are hence tied to three roles, men are mainly seen as breadwinners, have no clearly defined reproductive role and their engagement in community works is often confined to more representative leadership roles in the formal political system. This triple burden on the shoulders of women can be applied to the distribution of roles in the households in most parts of Nepal and in our area of intervention, as well. The widespread alcoholism among the rural male population in Nepal further increases the workload and responsibilities, which rely solely on the women’s contribution.

There is a danger that with the savings and credit groups established in this project, men feel even more relieved from their role as main breadwinners and put this function under women’s responsibility, as well. Therefore, men need to be held responsible for generating income, as well. It was already observed by the social mobilisers: The savings and credit activities can provide a relief for the women in the group, because they know that they can take small credits from their savings to cover urgent household needs. Moreover, the groups seem to have become a platform to manage community management roles more efficiently and thereby providing relief to individual women. But therefore, it needs to be made sure that women have sufficient control over the money and the activities they are initiating in the groups. Otherwise, the burden on the women’s shoulders could become even heavier. This would be detrimental to the empowering aims of the savings and credit activities.

A new strategy for the savings and credit groups is therefore tested from the second project year onwards. The savings and credit groups were encouraged to run more short term income generating activities and to manage these activities jointly as a group. With this model, the seed money amount cannot be used by individual women, but it has to be invested into an income generating activity the group can agree to work on jointly. The profit, which is made from this activity, goes back to the group, which allows them to reinvest into an income generating activity and to extend their small credits to individual members. Consequently, all group members can profit at the same time and there is less danger that individual members “monopolize” the seed money. This encourages the women to cooperate and share knowledge, because they are all "sitting in the same boat”. Like this, less educated women can profit equally and learn from the more educated / more proactive women. Moreover, since the control over the money lies with the whole group, it will be more difficult for individual husbands to take influence on decisions or to take possession of the money. There is also a higher probability that the seed money will be paid back in time, because the responsibility is with the whole group. For the selection of the income generating activities, the shorter term profitability was a main criterion. With such activities, the groups will profit much quicker from their investments and be able to reinvest and to make their revenues more sustainable. To become inspired on alternative income generating activities, the local project team visited a project DWO is running in Rupandehi in November 2009, which is supporting different income generating activities of women.

Back in Dang, the social mobilisers discussed several options with the groups. Five of them have committed to try out the group model. They have started to grow onion, garlic, potato, corn and bean (intercrops), as well as mushrooms to sell on local markets. Technical advice (e.g. on how to irrigate properly or how to prevent possible diseases), training and ongoing support will be provided by local agricultural resource persons. The outcomes the groups working with this new model will be closely monitored and evaluated. If the new model proves more effective, it will be extended to all savings and credit groups.

4.4 Teachers’ trainings

4.4.1 Process evaluation teachers’ trainings

One three day-training on child friendly teaching has been conducted in February 2009 with 23 public school teachers attending. A second one was planned for May, but it could not be conducted due to several reasons: On the one hand, not enough participants could be found: The timing of the training was not ideal, because it overlapped with the end of the school term and teachers were busy with the exams. Moreover, the teachers are used to receiving a Daily Support Allowance (DSA) for the days they are spending in trainings. However, since we covered their travel, food and accommodation fees already, no such allowance was provided in addition. Some teachers were not interested to join anymore, when they heard this. Moreover, the District Education Office, which has to give its consent for every teacher’s training, was not very collaborative and did not react towards DWO’s requests.

A second three day-teachers’ training on child friendly teaching methods could finally be organised in December 2009. 24 public school teachers from different primary schools in the project area participated in this training. More than 50% of them were female.

4.4.2 Impact evaluation teacher’s trainings

It was found that the first teacher’s training on child friendly teaching did very much build on the use of different teaching materials (like charts, plastic letters, balls, etc.). Although this might inspire the teachers to use a greater variety of teaching materials, many of the materials are simply not available at an average local primary school and hence the newly acquired methods are not directly applicable by most of the teachers.

That’s why the second teachers’ training put much more emphasis on child friendly teaching methods and on the use of simple materials for teaching and it was more linked to the teaching approach in our NFE classes. Considering that the first NFE graduates are now attending the local public primary schools, it can be assumed that their educational success is significantly enhanced if a more active, child friendly teaching approach is being applied by the public school teachers, as well. That is why Daya Ram Sunar, who had been involved in the training of our facilitators and social mobilisers from the beginning, was selected as a resource person for the second teachers’ training. Besides an introduction and practical exercises on a non-formal and playful teaching approach, the teachers were visiting one of the NFE classes to get an impression of how such a teaching approach could look like in practice and how the children react on it. According to reports from the local project coordinator, the teachers were very impressed by what they witnessed and got inspired to use some of the teaching methods and games for their own teaching, as well.

4.5 Staff issues

Besides the process and impact evaluation of the project activities, which were covered by the preceding chapters, another chapter was added on staff issues. Although such human resources are rather to be located on the project management level, processes and impacts of project activities are closely related to staff issues. This great importance was recognised by closely monitoring and evaluating staff issues and presenting the results in this separate chapter.

4.5.1 Process evaluation staff

Staff composition

The local project staff consisted of one project team leader working at the DWO headquarters in Kathmandu; one project coordinator, one finance and administrative assistant and one office assistant at
the district office of DWO in Tulsipur, Dang; five social mobilisers coordinating the activities two different VDCs each and fifteen facilitators conducting the NFE classes in the villages.

Unfortunately, men clearly dominated on the level of project management and coordination. The project team leader, the project coordinator, the finance and administrative assistant, as well as all five social mobilisers are male. Although SAD had insisted very much on an equal representation of both genders, DWO claimed that no female candidates with sufficient qualifications and experience could be found for these positions. All project staff members at these levels are Dalit.

The composition of the facilitators is more mixed, though: Nine of the fifteen facilitators are female. Ten of them are Dalit, three Chhetri, one Brahmin and one Janajati. They are between 19 and 34 years old. Selection criteria was that the facilitators were living in the villages where they were supposed to teach, they were committed and able to work with children and ideally had aspirations to become a teacher in the future. All facilitators had attended secondary school and most of them had already some experience in working with children in the framework of child clubs, community based organisations or for other NGOs. Ten of them stated in the first facilitators’ questionnaire in October 2008 that they would like to become a teacher once.

The social mobilisers were between 26 and 39 years old. All of them were social workers and had working experience with previous social projects.

**Staff training and working tools**

Facilitators and social mobilisers received a nine-day initial training and are receiving subsequent refresher trainings on a half-yearly base. Training topics include non-formal and child-centred teaching methods and the use of sport & play activities. The refresher trainings are all field-based, with visits in NFE classes and feedback rounds on the ground. They are conducted jointly by Daya Ram Sunar, a Nepalese resource person on child friendly teaching and by an international sports and development expert (Christoph Schwager was involved in two trainings; Willem Vriend in one). The project staff did also receive a manual on the use of sport & play activities, which was developed specifically for this project. A yearly teaching schedule, which was developed during the initial training and gives an overview over the teaching aims, helps the facilitators to plan the teaching curriculum over the nine months (see annex 6). In addition, a format was developed to break these teaching aims down to a weekly schedule (“weekly teaching plan”, see annex 7). The social mobilisers help the facilitators to prepare these weekly teaching plans during their monthly meetings. Besides that, the monthly meetings with the social mobilisers and the other facilitators in their area give them the opportunity to exchange experiences and best practices. A meeting of all facilitators and social mobilisers takes place on a quarterly base. There, the facilitators and social mobilisers can gather and share experiences from the different project areas.

The facilitators attended also an initial and a refresher first aid training to be able to help if one of the children was injured. The social mobilisers and the local project management are participating in monitoring and evaluation workshops on a yearly base. Further external trainings are attended by the project staff depending on their specific needs.

Since the joint evaluation showed that the social mobilisers themselves were often overstrained with supporting the child clubs and mothers' savings and credit groups, it was decided, that they would join the trainings for the respective target groups, as well. In addition, an exposure visit was organised in November 2009 for the social mobilisers and the local project management, in which they could visit existing DWO projects in Rupandehi, Banke, Bardiya and Surkhet districts and learn about their child club and income generating activities.

**Fluctuations**

The young age of the facilitators bears a certain risk that they will leave their job, if other perspectives open up or if they want to pursue a higher education. In order to provide an incentive for the people who were trained and have built more and more experience to stay in the project, their salary is increased on a half-yearly base for 500 Nepalese Rupees per month.

---

12 “Move 4 New Horizons. Sport and play manual for facilitators.” Available online in English

'http://www.sad.ch/images/stories/Publikationen/move4newhorizons_en_web.pdf' and Nepali

'http://www.sad.ch/images/stories/Publikationen/move4newhorizons_nep_web.pdf'
Nevertheless, there were fluctuations: One facilitator teaching a class in Tulsipur left her job after three months, upon the request by the DWO office. It was found that she did not take her job serious enough and did not conduct the NFE class regularly. She was replaced by another young woman, who after half a year quit the job again, because she decided to continue her studies at the college. A male facilitator has replaced her and has started to teach the new NFE class now.

One female facilitator in a class in Purandhara had to quit her job after her marriage. Her husband did not want her to work and her own family supported him to put pressure on her to quit. She was a very committed and qualified facilitator and was very sad when she had to leave her job. Efforts were made by the local project management team to convince her family and husband to let her continue to work, but unfortunately without success. She was replaced in April 2009 with another young woman. This woman faced a similar problem when she got married in December 2009. Her husband lived in another VDC and she had to move to his place and quit her job. A forty year-old woman with teaching experience has replaced her now. The new facilitators were introduced into their job by the responsible social mobilisers and visited other NFE classes to learn about the teaching approach there. Since trainings take place on a half-yearly base, they can all participate in training sessions after a few months.

In order to gain the confidence of husbands, wives and families and to prevent such problems in the future, the partners of our facilitators were invited to join the quarterly meeting of the whole team in December 2009. Like this, they could get to know the project staff and receive background information on the project. Problems upon marriage should not occur anymore, since all facilitators are married now.

In another class in Purandhara, a female facilitator became pregnant and had to pause for some time in late spring 2009. She was replaced by her husband in the meantime, who had also joined the facilitator's training in April 2009 for this purpose.

Developments in the career of the facilitators can also be in line with the aims of our project: Two of our facilitators have received the position of a teacher at local primary schools. Nevertheless, they continue working as facilitator for the project. This is very positive, also regarding the sustainability of our efforts to improve the teaching quality at local primary schools. Even though the parents of the NFE graduates had requested to extend the NFE classes to upper levels, it cannot be the aim of this project to create a kind of parallel school system. The NFE classes serve to prepare the children for school and give them a better start there. This preparation will help them to succeed, even if the teaching style that they encounter at public schools may be a different one. If the facilitators become teachers at public schools, in addition, they can bring in the knowledge from the trainings and their NFE class-teaching experience into the schools. Like this, an important step towards the sustainability of the project's key objective has been achieved: At the public schools, many more children can benefit from a more child-friendly teaching approach and other teachers might get inspired to use sport and play activities for their teaching, as well. The facilitators are therefore encouraged by the project management to apply for positions at local primary schools. Moreover, it is planned that our resource person Daya Ram Sunar will provide a tutorial for those facilitators who are interested to do the exam for the primary school teachers' license in the near future.

One further fluctuation occurred on the level of the project team leader at the DWO office in Kathmandu, as well. The initial project team leader, Prakash Swarnakar, left his position in August 2009 because he had received a scholarship to do a Masters degree in the United States. Shankar Sunar, a development professional with many years of experience working in NGOs on educational and income generating projects, could replace him in this position.

The project management needs to be prepared that fluctuations will also occur in the future. Fluctuations due to changes in the private life or new professional or educational perspectives are normal when working with young and enthusiastic staff. So far, the overall staff turn-over was not very high and if it remains like this, it will be controllable for the project. A lot was already done to provide the basic conditions for a high job satisfaction and perspectives thanks to training opportunities and this will also receive much emphasis in the future.

4.5.2 Impact evaluation staff

According to the questionnaires which are filled in on a half yearly base by the facilitators, staffs are satisfied and motivated with their work. Asked about their general job satisfaction in the facilitators' questionnaires in April and September 2009, most of them ticked “satisfied” or “very satisfied” (see graph 16).
Of the two facilitators who had ticked “unsatisfied” in April 2009, one explained that he considered the salary too low for the responsibility they were bearing and the other one was unsatisfied because the sports and educational materials had arrived late. It is a positive sign that in September 2009, all facilitators were satisfied or very satisfied with their job, although a new round of NFE classes had already started at that date and they had to start from the scratch again with new children.

Asked for the reasons for them to be satisfied or very satisfied with their job, the opportunity to teach children deprived from education, the appreciation from the community for their work, the visible progress of the children thanks to their teaching and the experience they have gained through the trainings and their teaching practice were the most often mentioned arguments.

Thanks to the trainings and the teaching experience, skills were built in the young facilitators. They experienced that they can achieve a progress in the children and succeed to enrol them into the schools after nine months, which made the facilitators more secure and gave them self-confidence. A facilitator explained in the questionnaire in April 2009:

“I am very much proud because it’s my first time to teach children, which I haven’t done before. Second, I got employment. The NFE class is like a parent for these conflict affected people, the marginalised and Dalit children. Parents, community people and educated people are also happy about the NFE class.”

Another facilitator wrote:

“I am satisfied because I became popular in the community after getting this opportunity. I got the opportunity to use and share my knowledge and skills, and moreover I got the chance to perform my skills in front of the children, to play and enjoy with them.”

The fact that the facilitators became recognised in the communities thanks to their position shows the high appreciation for their work and was a significant opportunity for these young people, who were often underestimated in the communities due to their caste, age, gender or economic status.

The facilitators are also very satisfied with the trainings they have received. They argued in the facilitator’s questionnaires in September 2009 that the feedback in the field had helped them to identify areas for improvement and gave them new inputs for their teaching. The field based trainings gave them the opportunity to see other NFE classes and to share experiences with the other facilitators. When they were asked which elements of the capacity building activities were helpful for them, all of them were classified as being “rather helpful” or “very helpful” (see graph 17). The wrap-up at the end of the training was considered most helpful and as the second most helpful tool, the sport and play manual was mentioned.
The facilitators hence seem to be satisfied with the existing capacity building activities.

As mentioned above, the facilitators are very convinced that it makes sense to include the sport and play activities in the NFE class curriculum. In the questionnaire in September 2009, all of the facilitators did also agree with the statement “I feel confident in conducting the sport and play activities”. However, in the first facilitators’ questionnaire in September 2008, when they were asked whether sport is appropriate for adult women, four of the female facilitators answered with “No” (of the other five, one said “Rather yes” and four “Yes”). However, the question whether girls should be involved in sports was answered with “yes” by all facilitators. Moreover, when they were asked about their own involvement into sports activities, four female facilitators said that they were less active in sports now than before, because they were now married. In Nepal, like in many other countries, where traditional norms are still strong, there seem to be social norms restricting female participation in sports activities to the childhood age, only. When a woman becomes adult and this is most often defined with the day of her marriage, sport is not considered an appropriate activity for her, anymore. Although there are five female facilitators who don’t consider this norm to be valid, four of them seem to feel this as a restriction. Although all of them said that they felt confident in conducting the sport and play activities, such gendered notions need to be taken into account for the training on sport and play.
5 CONCLUSIONS AND OUTLOOK

This interim evaluation described the experiences and lessons learnt from the first one and a half years of the 'Move 4 New Horizons'-project. The project has achieved remarkable milestones with its main activity, the non formal education-classes. Although education was a very far perspective for most of them, all children who attended the first round of non formal education-classes could be integrated successfully into the local primary schools. Thanks to the non formal education-class, they were well prepared for school: They have been motivated to learn and have acquired the basics in reading, writing and calculating, which will make their start at school much easier. Moreover, they have become familiar with a classroom setting; They have learnt to be disciplined in class, to concentrate and to build trust into a teacher. And finally, they have learnt to integrate into a class of children, to interact with them and to build their own self-confidence.

There are strong indications that the approach of integrating sport and play into the NFE curriculum was supportive in achieving these outcomes. The sport and play activities supported the project’s aim to promote the holistic development of the children and was very well received by the children, their parents and the local project staff. Thanks to the sport and play activities, a more relaxed atmosphere was created in the classes and a playful interaction between the children was facilitated. Especially at the beginning of the NFE classes, this was very helpful: The sport and play activities contributed to “breaking the ice”, to make the children feel at ease with the new situation, to integrate into the group of children in the class, to gain trust into the facilitator and to abandon their initial shyness. In addition, the sport and play activities proved particularly suitable for the integration of children, who were very insecure and shy and/or who were mentally or physically impaired and not used to socializing with other children. Sport and play provided a good platform for such children, to acquire social skills and to experience joy, fun and motivation together with other children.

These experiences underpin existing research findings, which show that by playing in interaction with other children, not only the motor and cognitive development of the child is supported, but that the child acquires at the same time important social and emotional skills. It can be argued that, with these characteristics, sport and play activities can complement the conventional teaching in the NFE classroom very well and support the development of the children in a more holistic way.

For our other project activities, the child clubs, the mothers’ savings and credit groups and the teachers’ trainings, the outcomes were not yet as visible. First adaptations in the strategies for these activities were already made, though, and intensified monitoring efforts will hopefully help us to find out whether we are on the right track in the future.

Financing of the project is secured for another one and a half years so far. It will be important for the remaining duration of the project to concentrate on the innovative approach of our NFE classes and to make its achievements sustainable. Best-practices from the project’s evaluation need to be spread in Nepal and internationally to provide a sound base for replication. The knowledge transfer to teachers at local public schools, which has already been initiated, has to be further intensified in the future. In addition, DWO is already planning to add the sport and play component to newly launched educational projects. The sport and play manual, which was developed for the facilitators in this project, will be helpful to implement such activities elsewhere. But it will not be sufficient: Our experience shows that only with a good training and ongoing support, the added-value of sport and play can be realised and its potential negative side-effects can be controlled. So far, the sport and play component was brought in by SAD in cooperation with international sports and development resource persons, who conducted the trainings. Now, efforts have to be made to create expertise in this area locally. That is why, for autumn 2010, we have planned to conduct a training of trainers with some of the project staff. It will be accompanied by an adapted trainers’ manual, which will include the most important teaching principles (which apply for inside and outside the classroom), didactical methods and ideas for games, which a future trainer needs to explain to his or her training participants. Consequently, some of our staff will be prepared to share their experience with this teaching approach with other relevant persons (like public school teachers, new facilitators in our project or facilitators of other educational projects).

By further working intensively and in close partnership to improve the effectiveness and sustainability of this project, DWO and SAD are fully committed to build on the existing monitoring and evaluation data and to present even more comprehensive and more validated outcomes and best practices after the next one and a half years to come.
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Annexes
## Annex 1: Move 4 New Horizons

### Indicator Plan: Process Monitoring

<table>
<thead>
<tr>
<th>Activities</th>
<th>Indicators</th>
<th>Target Value</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No. of NFE classes</strong></td>
<td>No. of NFE classes</td>
<td>15 per year</td>
<td>Operative report</td>
</tr>
<tr>
<td></td>
<td>No. of locations</td>
<td>15 per year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No. of participants</td>
<td>Around 20 per class</td>
<td>Operative report / Monthly reports SM</td>
</tr>
<tr>
<td><strong>Background</strong></td>
<td>Age of participants</td>
<td>10-15 years</td>
<td></td>
</tr>
<tr>
<td><strong>School infrastructure support</strong></td>
<td>No. of schools supported with</td>
<td>10 over 3 years</td>
<td>Operative report</td>
</tr>
<tr>
<td></td>
<td>- separate toilets for girls/boys</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- drinking water</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- playground</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- fence</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- maintenance</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total amount of financial support</strong></td>
<td>At least 1 in every VDC</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>School material support</strong></td>
<td>No. of schools supported with</td>
<td>10 over 3 years</td>
<td>Operative report</td>
</tr>
<tr>
<td></td>
<td>- books</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- pencils</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- blackboards + chalks</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total amount of financial support</strong></td>
<td>At least 1 in every VDC</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Formation of Child Clubs</strong></td>
<td>No. of Child Clubs newly formed</td>
<td>10 over 3 years</td>
<td>Operative report</td>
</tr>
<tr>
<td></td>
<td>Location of CC</td>
<td>At least 1 in every VDC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No. of members per CC</td>
<td>9 to 12</td>
<td>Monthly reports SM</td>
</tr>
<tr>
<td></td>
<td>No. of meetings</td>
<td>On average 1 per week</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No. of events/projects realized</td>
<td>As many as possible</td>
<td></td>
</tr>
<tr>
<td><strong>Women’s savings/credit-groups</strong></td>
<td>No. of groups newly formed</td>
<td>11 over 3 years</td>
<td>Operative report</td>
</tr>
<tr>
<td></td>
<td>Use of credits</td>
<td>As many as possible</td>
<td>Monthly reports SM</td>
</tr>
<tr>
<td></td>
<td>No. of meetings</td>
<td>At least 1 per month</td>
<td></td>
</tr>
<tr>
<td><strong>Initial fund repaid?</strong></td>
<td>Yes, after 1.5 years on average</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Trainings for</strong></td>
<td>Topics covered</td>
<td>As planned + more if necessary</td>
<td>Training reports</td>
</tr>
<tr>
<td>- Local project staff</td>
<td>No. of participants</td>
<td>As planned</td>
<td></td>
</tr>
<tr>
<td>- Facilitators + social mobilisers</td>
<td>No. of trainings + duration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Teachers</td>
<td>- SM + local project staff: 3 days M&amp;E training per year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Women’s S/C-groups</td>
<td>- SM + facilitators: two 9-day trainings per year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Child Clubs</td>
<td>- Teachers: two 3-day trainings per year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Women’s S/C-groups: initial training</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Child Clubs: initial + refresher</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Monthly meetings of</strong></td>
<td>No. of meetings</td>
<td>At least 1 per month</td>
<td>Monthly reports SM / Operative report</td>
</tr>
<tr>
<td>- Facilitators + social mobilisers</td>
<td>No. of participants</td>
<td>All</td>
<td></td>
</tr>
<tr>
<td>- NFE committee</td>
<td>Every stakeholder represented (NFE committee)?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td><strong>Lobbying with local political authorities / NGOs / INGOs, etc.</strong></td>
<td>Who was met?</td>
<td>All important stakeholders</td>
<td>Operative report</td>
</tr>
<tr>
<td></td>
<td>No. of meetings</td>
<td>As per necessity</td>
<td></td>
</tr>
<tr>
<td><strong>Material support to participants at school entry</strong></td>
<td>No. of students supported</td>
<td>As per necessity</td>
<td>Operative report</td>
</tr>
<tr>
<td></td>
<td>What was provided?</td>
<td>As per necessity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total amount of support</td>
<td>As budgeted</td>
<td></td>
</tr>
</tbody>
</table>

### Notes:
- SM: Social Mobilizers
- NFE: Non-formal Education
<table>
<thead>
<tr>
<th>TARGET GROUP</th>
<th>IMPACT</th>
<th>INDICATORS</th>
<th>SOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHILDREN IN NFE-CLASSES</td>
<td>Integration of participants into schools - long term progress</td>
<td>No. of former NFE participants integrated into schools</td>
<td>Operative report</td>
</tr>
<tr>
<td></td>
<td>Learning progress of children</td>
<td>Observed learning progress</td>
<td>Monthly reports SM / Facilitator's questionnaire / Child interviews</td>
</tr>
<tr>
<td></td>
<td>Increased self-confidence + motivation of children</td>
<td>Ability to speak in front of others</td>
<td>Monthly reports SM / Facilitator's questionnaire / Child interviews</td>
</tr>
<tr>
<td></td>
<td>Empowerment: awareness and promotion of their rights + interests in the community</td>
<td>Knowledge about their rights, ability to raise voice for their interests, participation in relevant decision-making bodies (NFE committee, parent's meetings, etc.)</td>
<td>Participatory group methods</td>
</tr>
<tr>
<td></td>
<td>Capacity building (project/event organisation, creativity, child rights)</td>
<td>No. of projects / events organised, self-made wallpapers, own ideas realized</td>
<td>Operative report / Monthly reports SM</td>
</tr>
<tr>
<td></td>
<td>Strengthen cohesion among children</td>
<td>Joint decision-making</td>
<td>Participatory group methods</td>
</tr>
<tr>
<td></td>
<td>Awareness for importance of education</td>
<td>Knowledge about education</td>
<td>Focus Group Discussions (FGD)</td>
</tr>
<tr>
<td></td>
<td>Awareness for gender equity</td>
<td>Promotion of girls (see indicators above)</td>
<td>FGD</td>
</tr>
<tr>
<td></td>
<td>Economic empowerment of mothers</td>
<td>Improved living standards</td>
<td>Mothers' interviews / FGD</td>
</tr>
<tr>
<td></td>
<td>Better quality education</td>
<td>More child friendly teaching style (no physical punishment, inclusion of marginalized children, application of active teaching learning, use of provided)</td>
<td>Participatory group methods (e.g. students' drama)</td>
</tr>
<tr>
<td></td>
<td>Awareness of discriminatory practices</td>
<td>Good relationships students/teachers</td>
<td>Participatory group methods</td>
</tr>
<tr>
<td></td>
<td>Support for our aims</td>
<td>Good relationships / regular meetings with project staff</td>
<td>Monthly reports SM / Operative report</td>
</tr>
<tr>
<td></td>
<td>Motivated + satisfied with their work</td>
<td>Staff turnover</td>
<td>Operative report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Absences</td>
<td>Monthly reports SM / Facilitator's questionnaire</td>
</tr>
<tr>
<td></td>
<td>Capacity building</td>
<td>Knowledge about issues taught</td>
<td>Facilitator's questionnaire / Monthly reports SM</td>
</tr>
</tbody>
</table>

**SOURCES**

- Operative report
- Requests to schools, visits SM
- Monthly reports SM / Facilitator's questionnaire / Child interviews
- School entry tests
- SM
- Monthly reports SM / Facilitator's questionnaire / Child interviews
- SM
- SM
- Child Interviews
- Child interviews
- Child Interviews
- Child Interviews
- SM
- SM
- SM
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- SM
ANNEX 3:
MOVE 4 NEW HORIZONS
Outcome journal: Process monitoring

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>INDICATORS</th>
<th>TARGET VALUE</th>
<th>ACHIEVEMENT</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NFE classes</td>
<td>No. of NFE classes</td>
<td>15 per year</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No. of locations</td>
<td>15 per year in 10 different VDCs</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No. of participants at beginning of NFE class</td>
<td>Around 20 per class</td>
<td>X</td>
<td>12 drop-outs during the year, some drop-outs were &quot;replaced&quot; (officially enrolled) by children that had been added to the registered ones from the beginning (max. 3 per class, community pressure, only where big rooms) -&gt; this year not anymore.</td>
</tr>
<tr>
<td></td>
<td>Background</td>
<td>Disadvantaged (cast, gender, ethnicity, disability)</td>
<td>X</td>
<td>cast, ethnicity, poverty. Both, mentally and physically disabled in the class (disabled participated in sports, also enrolled into schools).</td>
</tr>
<tr>
<td></td>
<td>Age of participants</td>
<td>5-10 years</td>
<td>X</td>
<td>initially, children younger than 5 were planned to be enrolled, later only 5-10 year old were enrolled.</td>
</tr>
<tr>
<td>School infrastructure support</td>
<td>No. of schools supported with</td>
<td>10 over 3 years</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- separate toilets for girls/boys</td>
<td>10 over 3 years</td>
<td>X</td>
<td>toilets (both separate) were built in two schools. Handwashing facilities lacking -&gt; have to be added!</td>
</tr>
<tr>
<td></td>
<td>- drinking water</td>
<td>10 over 3 years</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- playground</td>
<td>10 over 3 years</td>
<td>X</td>
<td>2 schools (plane ground + sports/edu. Material, schools also contributed)</td>
</tr>
<tr>
<td></td>
<td>- fence</td>
<td>10 over 3 years</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- maintenance</td>
<td>10 over 3 years</td>
<td>X</td>
<td>new building construction</td>
</tr>
<tr>
<td></td>
<td>Location of schools</td>
<td>At least 1 in every VDC</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total amount of financial support</td>
<td>As budgeted</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>School material support</td>
<td>No. of schools supported with</td>
<td>10 over 3 years</td>
<td>X</td>
<td>5 schools: books, pencils, first aid box</td>
</tr>
<tr>
<td></td>
<td>- books</td>
<td>10 over 3 years</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- paper</td>
<td>10 over 3 years</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- pencils</td>
<td>10 over 3 years</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- blackboards + chalks</td>
<td>10 over 3 years</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Location of schools</td>
<td>At least 1 in every VDC</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total amount of financial support</td>
<td>As budgeted</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Formation of Child Clubs</td>
<td>No. of Child Clubs newly formed</td>
<td>10 over 3 years</td>
<td>X</td>
<td>child clubs already existed, were only reformed. Some former NFE participants already participating (min. 3) → this year, new CC will be formed out of the former NFE participants (local level training for new CC, capacity building WS on proposal writing for former CC).</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------------------------</td>
<td>----------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Location of CC</td>
<td>At least 1 in every VDC</td>
<td>X</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>No. of members per CC</td>
<td>9 to 12</td>
<td>X</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>No. of meetings</td>
<td>On average 1 per week</td>
<td>X</td>
<td>monthly, if needed more often</td>
<td>---</td>
</tr>
<tr>
<td>No. of events/projects realized</td>
<td>As many as possible</td>
<td>X</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>No. of events/projects financially supported + amount of support</td>
<td>As budgeted</td>
<td>X</td>
<td>all of them</td>
<td>---</td>
</tr>
<tr>
<td>Location of CC</td>
<td>At least 1 in every VDC</td>
<td>X</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>No. of members per CC</td>
<td>9 to 12</td>
<td>X</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>No. of meetings</td>
<td>On average 1 per week</td>
<td>X</td>
<td>monthly, if needed more often</td>
<td>---</td>
</tr>
<tr>
<td>No. of events/projects realized</td>
<td>As many as possible</td>
<td>X</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>No. of events/projects financially supported + amount of support</td>
<td>As budgeted</td>
<td>X</td>
<td>all of them</td>
<td>---</td>
</tr>
<tr>
<td>Women’s savings/credit-groups</td>
<td>No. of groups newly formed</td>
<td>11 over 3 years</td>
<td>X</td>
<td>12 in 1st year, 12 planned for the 2nd year</td>
</tr>
<tr>
<td>No. of credits</td>
<td>As many as possible</td>
<td>X</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Use of credits</td>
<td>Small businesses</td>
<td>X</td>
<td>see above, small credits not income generating</td>
<td>---</td>
</tr>
<tr>
<td>No. of meetings</td>
<td>At least 1 per month</td>
<td>X</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Initial fund repaid?</td>
<td>Yes, after 1.5 years on average</td>
<td>X</td>
<td>seed money paid back in instalments, probably not within one year. But: pig/goat can only be sold after one year, only long term benefit.</td>
<td>---</td>
</tr>
<tr>
<td>Trainings for</td>
<td>Topics covered</td>
<td>As planned + more if necessary</td>
<td>X</td>
<td>---</td>
</tr>
<tr>
<td>- Local project staff</td>
<td>No. of participants</td>
<td>As planned</td>
<td>X</td>
<td>---</td>
</tr>
<tr>
<td>- Facilitators + social mobilisers</td>
<td>No. of trainings + duration</td>
<td>- SM + local project staff: 3 days M&amp;E training per year</td>
<td>X</td>
<td>---</td>
</tr>
<tr>
<td>- Teachers</td>
<td>- SM + facilitators: two 9-day trainings per year</td>
<td>X</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>- Women’s S/C-groups</td>
<td>- Teachers: two 3-day trainings per year</td>
<td>X</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>- Child Clubs</td>
<td>- Women’s S/C-groups: initial training</td>
<td>X</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>- Child Clubs: initial + refresher</td>
<td>X</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Monthly meetings of</td>
<td>No. of meetings</td>
<td>At least 1 per month</td>
<td>X</td>
<td>capacity building WS (child rights), wall magazine training</td>
</tr>
<tr>
<td>- Facilitators + social mobilisers</td>
<td>No. of participants?</td>
<td>All</td>
<td>X</td>
<td>---</td>
</tr>
<tr>
<td>- NFE committee</td>
<td>Every stakeholder represented (NFE committee)?</td>
<td>Yes</td>
<td>X</td>
<td>---</td>
</tr>
<tr>
<td>Lobbying with local political authorities / NGOs / INGOs, etc.</td>
<td>Who was met?</td>
<td>All important stakeholders</td>
<td>X</td>
<td>done on field level, not on district level (DEO, DDO)(not interested &gt; stronger efforts needed, make them feel they can learn from you, not only that you want sth. from them).</td>
</tr>
<tr>
<td></td>
<td>No. of meetings</td>
<td>As per necessity</td>
<td>X</td>
<td>---</td>
</tr>
<tr>
<td>Material support to participants at school entry</td>
<td>No. of students supported</td>
<td>As per necessity</td>
<td>X</td>
<td>book, copies, pencil, waterbottle, bag</td>
</tr>
<tr>
<td></td>
<td>What was provided?</td>
<td>As per necessity</td>
<td>X</td>
<td>---</td>
</tr>
<tr>
<td>Total amount of support</td>
<td>As budgeted</td>
<td>X</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
## ANNEX 4: MOVE 4 NEW HORIZONS
### Outcome Journal: Impact Monitoring

<table>
<thead>
<tr>
<th>TARGET GROUP</th>
<th>IMPACT</th>
<th>INDICATORS</th>
<th>ACHIEVEMENT</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHILDREN IN NFE CLASSES</strong></td>
<td>Integration of participants into schools + long term progress</td>
<td>No. of former NFE participants integrated into schools</td>
<td>X</td>
<td>12 children left class due to migration of their parents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School attendance after 1, 2, 3 years</td>
<td></td>
<td>we cannot tell yet. SMs should plan regular school visits</td>
</tr>
<tr>
<td></td>
<td>Learning progress of children</td>
<td>Observed learning progress</td>
<td>X</td>
<td>NFE children brighter than other school children</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Performance in school entry test</td>
<td>X</td>
<td>11 children only enrolled into nursery (mentally disabled)</td>
</tr>
<tr>
<td></td>
<td>Increased self-confidence + motivation of children</td>
<td>Ability to speak in front of others</td>
<td>X</td>
<td>Still learning, not full confidence in themselves, yet. Change: at schools among 50-100 other students, might not be able to talk there, used to smaller class.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Observed change in behaviour</td>
<td>X</td>
<td>Parents reported of change in behaviour, more helpful / attentive / motivated to study / more clean</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Regular attendance</td>
<td>X</td>
<td>Record done, SMs + office check. Reasons for not attending: sickness or visits at relatives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Behaviour in sport and play activities</td>
<td>X</td>
<td>Help each other, cooperate (initially fighting, improvements, more disciplined), former NFE participants new teach other children at school in sports + games. Taj Bahadur and Bal Kumari teaching sports as a public school teacher now. Former NFE students changed to school where Bhal Kumari is teaching, because they wanted to continue with her.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Different perceptions of themselves</td>
<td>X</td>
<td>Developed confidence in themselves, but it remains to be seen how they will succeeded at school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hopes for the future</td>
<td>X</td>
<td>Use drawings CI, hopes have increased, but difficult environment + shortness of programme</td>
</tr>
<tr>
<td></td>
<td>Empowerment: awareness and promotion of their rights + interests in the community</td>
<td>Knowledge about their rights, ability to raise voice for their interests, participation in relevant decision-making bodies (NFE committee, parent’s meetings, etc.)</td>
<td>X</td>
<td>CR training, started to raise voice in wall magazines, poems, do decisions democratically, one CC member in NFE committee. Parents supportive, attend programmes. Uneducated parents don’t understand the sense of it, might be sceptical, would prefer children to work. Few also don’t agree with promotion of CR.</td>
</tr>
<tr>
<td></td>
<td>Capacity building (project/event organisation, creativity, child rights)</td>
<td>No. of projects / events organised, self-made wallpapers, own ideas realized</td>
<td>X</td>
<td>Not able to come up with own ideas, just follow SMs suggestions. Not able to write proposals themselves. Wallpaper runs on its own. Should get support / training in technical issues, instead of giving them content / ideas.</td>
</tr>
<tr>
<td></td>
<td>Strengthen cohesion among children</td>
<td>Joint decision-making</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>New friendships emerging</td>
<td></td>
<td>Want to increase number of CC, many children are interested to join our CC, because they are more active than other CC. Why not include more members in existing CC? Board 9-10 children, membership should be open to other children.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cohesion within CC</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Helping each other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### ACHIEVEMENT / TARGET GROUP IMPACT INDICATORS

<table>
<thead>
<tr>
<th>CHILDREN IN NFE-CLASSES</th>
<th>Strengthen cohesion among children</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACHIEVEMENT</strong></td>
<td><strong>TARGET</strong></td>
</tr>
<tr>
<td>low</td>
<td>medium</td>
</tr>
</tbody>
</table>
| Awareness for importance of education | Knowledge about education | X | All feel that education is important.
| Support for integration into NFE classes/schools | 1st year, it was more difficult. SMs had to convince the parents. This year, they came by themselves to enroll their children. Priority to those from difficult backgrounds, gender and caste as a criteria.
| Cooperation with facilitators / teachers (check attendance, homework, send children well nourished) | X | Some care a lot, others don’t (75% bring and take their children to/from the classes)
| Representation in educational bodies (parents’ / NFE committee) | X | 

### Parents

| Awareness for gender equity | Promotion of girls (see indicators above) | X | Some awareness before already, was increased through the programme.
| Empowerment of S/C group members | With S/C activities running, they get confidence that they can solve problems on their own, less dependent on husbands. But still cannot decide on their own. SMs emphasise in the meeting, women should decide over selling of cattle. Groups have come up with a rule: only if all members in group agree, they can sell the goat/pig earlier (when it is actually not old enough to be sold), afraid that husbands will sell pig / goat too early. In Laximpur, men were also involved in meetings, made them also responsible for paying back the loan.

### Economic empowerment of mothers

| Improved living standards | X | No improvement in living standard, but life styles have become better: build toilets (due to higher awareness SMs do trainings in meetings), not due to more financial means, work together, are in NFE committee. Same for education: matter of awareness, less of financial means! Convince husbands in the main place (they decide on how money is spent!)
| Increased economic independence | X | Awareness has improved, but economic situation not, not so much individually, but as a group. Don’t have to take loan with huge interest rates anymore.
| Newly established small businesses | X | Invested in small household needs only.

### Teachers

| Better quality education | More child friendly teaching style (no physical punishment, inclusion of marginalized children, application of active teaching learning, use of provided) | X | Students’ test results
| Awareness of discriminatory practices | Good relationships students/teachers | 
| | Inclusion within classes | 
| | Good relationships with parents | 

### Local government / community

| Support for our aims | Good relationships / regular meetings with project staff | 
| | Consultation of project staff for decision-making | 
| | Cooperation in project needs (e.g. provision of data) | 
| | Provide funding | 

### Local project staff

| Motivated + satisfied with their work | Staff turn-over | 
| | Absences | 
| | Quality of work | 
| | New ideas brought in | 
| | Accountability | 

### Local capacity building

| Knowledge about issues taught | 
| Application of knowledge | 
| Punctuality of reporting | 

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Monitoring and Evaluation Workshop  
September 2009, Dang
ANNEX 5:

MOVE 4 NEW HORIZONS

Participatory monitoring and evaluation methods
presented in the monitoring and evaluation workshop,
September 21-23, 2009, Tulsipur, Dang

Contents:

Method 1: Most Significant Change (MSC) Technique
Method 2: Focus Group Discussion (FGD)
Method 3: Social map
Method 4: Movement game
Method 5: Activity preferences
Method 6: Freezing role play

Method 1: Most Significant Change (MSC) Technique

Purpose
- To determine which is the most significant change from a programme (activity).
- Using a participatory approach and discover new aspects during the decision-making process.
- Well suited e.g. for mother’s savings and credit groups or child clubs (children should not be too young).

Time needed
- It depends on how many stories you have to discuss, but calculate with least 2 hours in total.

Method
Step 1: Collect stories of significant change.
- Ask two simple questions to the beneficiaries of your programme:
  - What is the most significant change that happened to you since our programme started?
  - Why is this change so important for you?
- Record (tape or video) or note down all stories or let the participants write them down (if they have sufficient writing skills).

Step 2: Invite all participants for a joint meeting.
- Explain the purpose of the meeting (see above).
- Present all change stories to them.

Step 3: Select the most significant change.
- Discuss all the stories in the group. The aim is that the group can agree on one change that they find the most important one.
- Make sure someone takes notes of the discussions.
- The whole process of discussing and choosing the stories is very important. It can enhance dialogue among the participants and make them clearer about the aims of the programme activities. It will also show you the different perspectives of the participants on the aims and outcomes of the programme.
Method 2: Focus group discussion (FGD)

**Purpose**
- To collect in depth information about an issue from a small group of people.
- To promote a discussion among the group members about this issue.
- Opportunity to observe group dynamics, behaviours and attitudes.
- Well suited e.g. for mother’s savings and credit groups or other groups in the communities (e.g. a group of fathers, a group of teachers, etc.)

**Time needed**
- 1-2 hours.

**Method**
- **Broad question**: The focus group facilitator asks a broad question to the group, e.g. “What impact do you think the mother’s savings and credit groups have had on the role of the women in the families and in the community?”
- **Minimal intervention**: The focus group facilitator observes the discussion with minimal intervention. The group members should be allowed to discuss among themselves.
- **Group dynamics**: However, the focus group facilitator has to make sure that everybody has a say and encourage quieter group members to express their opinion, as well. This also requires interrupting if somebody is too dominant in the discussion or talks for too long.
- **Selection of the participants is very important**: A careful planning of the composition of the group can avoid problems in the discussion. Take into account hierarchy, power asymmetries, age, gender, ethnic background (better to hold discussions separately if there have been conflicts and/or if the topics discussed are sensitive etc.). Ideal number of participants: 8-12.
- **Note taking**: An additional person (besides the focus group facilitator) should take notes of what was discussed.

Method 3: Social map

**Purpose**
- Social mapping enables to analyse how inclusive groups are.
- It helps to analyse whether distance is a factor for exclusion / lower participation in the group.
- It can be used to gather demographic information in a playful way.
- Well suited e.g. for NFE classes, child clubs or mother’s savings and credit groups.

**Time needed**
- At least 2 hours.

**Material needed**
- One large sheet of paper.
- Several small pieces of paper in different colours.
- Pens.

**Method**
- **Draw circles** on the big sheet of paper representing 5 minutes walking distance from a centre (where the activities take place, e.g. NFE class, child club meetings).
- Ask the group participants to **draw their home** on a small piece of paper and to place it on the map.
- You can also ask them to make some small cards representing “a child”, “an adult woman”, “an adult man”, “a cow”, “a goat”, “a well”, etc. They can then add cards to their home according to how many children, how many adult women/men, animals, etc. live there that enable you to get demographic information, in addition.
- **Discuss** the result with the group members: e.g. “For some participants, the activities are very far away. Is there another place where you could conduct the activities which would be closer for everybody?”, “There are some children with a lot of siblings. Are they expected to care for their siblings and have therefore no time to attend the meetings regularly? Could they bring their siblings with them next time?”, etc.
Method 4: Movement game

**Purpose**

- To evaluate power structures within groups.
- To make groups aware of "hidden" hierarchies and to encourage them to involve everybody in the decision making.
- Well suited e.g. for child clubs, NFE classes.

**Time needed**

- ½ -1 hour.

**Method**

- Ask the group to form lines according to the degree to which they fulfil certain qualities.
- Start asking about qualities that are easy to understand: "Who is the tallest?", "Who laughs most?"
- Then, go over to more interesting qualities for your evaluation: "Who speaks most during the meetings?", "Who has most influence on what activities are conducted?", etc.
- Like this, you can recognise power structures within the group (e.g. along gender/age lines) and make the group itself aware of such "hidden" hierarchies.

Discuss the results with the group members: e.g. "Did you realize that it is always the young children standing at the end of the line?"; "Why do you think this is the case?"; "How can you involve younger children better?", etc.

Method 5: Activity preferences

**Purpose**

- To make groups aware of "hidden" hierarchies and to encourage them to involve everybody in the decision making.
- The method itself can be used by the groups later on as a more "democratic" way of decision making.
- Well suited e.g. for child clubs, NFE classes.

**Time needed**

- At least 2 hours.

**Material needed**

- Two large sheets of paper.
- Several small sheets of paper in different colours.
- Pens.

**Method**

- On one of the large sheets, draw a graph with one axis standing for the age and the other one for the sex. Ask the participants to draw a portrait of themselves on a small piece of paper and to place it into the adequate position in the graph. Then, four groups are formed according to the distribution in the graph.
- All four groups think of what their favourite activities in the group (e.g. child club) are and of new things that they would like to be added to the activities of the group. After they have gathered some ideas, tell them to present these activities to the others through pantomime.
- When all the groups are ready, they gather again and present their favourite / wished new activities to the others through pantomime. When the other children have guessed the right activities, you note them on a big sheet of paper.
- After that, a discussion should be enhanced among the children. How could the group include the requested activities? How can it make sure that the wishes of all participants (e.g. also young ones, girls) are taken into account in the future?
Method 6: Freezing role play

Purpose

- Evaluate how a group copes with specific situations.
- Can help the group itself to recognise negative behaviour and to think of alternatives.
- Alternative strategies of behaviour can be practiced in the role play.
- Well suited e.g. for child clubs, teacher’s training, mother’s savings and credit groups.

Time needed

- At least 1 hour.

Method

- You describe a specific situation that the group has to deal with in its daily life, e.g. ask child club members: “How do you deal with somebody who does not attend the meetings regularly?”, “How do you select the two children from your club who can attend the training workshop?”. Mother’s savings and credit groups could be asked e.g. “How do you decide who receives a loan?”, “How do you deal with women who cannot repay their loan?”, etc.

- Instead of revealing the answer, 2-4 participants can act the situation in a role play. You and the other participants watch (you are “the audience”).

- Whenever you think that the behaviour of one or several group members is not justified or could be improved, you say “freeze!” and the actors have to “freeze” in their movements. You then ask the other people from the audience for their feedback: “Do you agree with what was said?”, “Do you think this reaction was adequate?”, “How could he/she have been done/said that better?”, etc.

- Then, the actors continue their role play by taking this feedback into account. Now, everybody from the audience can say “freeze!” whenever she/he thinks something could be improved. This person can then take the role of one of the actors and act like he/she would do it. The actors go on acting until the best strategy is found.
# ANNEX 6:
Schedule for the contents of a nine months’ NFE-class

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Oct. 08</th>
<th>Nov. 08</th>
<th>Dec. 08</th>
<th>Jan. 09</th>
<th>Feb. 09</th>
<th>Mar. 09</th>
<th>Apr. 09</th>
<th>May 09</th>
<th>Jun. 09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing and Reading</td>
<td>alphabetic letters Nepali</td>
<td>reading + writing simple words</td>
<td>composing words into simple sentences</td>
<td>reading a text / writing a text / composing sentences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maths</td>
<td>numbers 1 - 10</td>
<td>subtraction + addition between 1-10</td>
<td>2 digit numbers</td>
<td>multiplication and division</td>
<td>calculation between 1-99</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>alphabetic letters English</td>
<td>listening + understanding English words</td>
<td>writing simple English words</td>
<td>composing simple English sentences, listening</td>
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**General guidelines:**
- Minimum 3h sport per week
- The normal sport lesson takes place outdoors, only stay inside when the weather is bad
- Link the sport target as often as you can with contents of the school lesson
- The facilitator is rather a motivator for children’s self-learning than an instructor
- All sport lessons are well prepared and follow an aim
- The games have to be adapted according to the level and age of the children

**Principles:**
- Develop trust and respect among the children and between you and the children
- Ensure that everybody is part of the game
- Develop a team spirit within the class

**What kind of games?**
- Skills with balls and without balls
- Group games
- Small games
- Relays
- Social games

**We want a sport lesson:**
- without-violence,
- with fun and laughter,
- with a good atmosphere,
- with trust and security,
Move 4 New Horizons  
**WEEKLY PREPARATION OF THE NFE-CLASS**

Name of the facilitator: __________________________

Week from _______________ till ____________(Date)

<table>
<thead>
<tr>
<th>Day</th>
<th>Subject</th>
<th>Goal (with verb)</th>
<th>Duration</th>
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