

**Mid-Term Evaluation of
Children School Rights and Environmental
Conservation Follow-up Programme in Nepal**

**Implemented by
Environmental Camps for Conservation Awareness
(ECCA)**

Commissioned by Taksvärkki ry

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ABBREVIATIONS AND ACRONYMS

CDC	Community Development Centre of the LSMC
CRC	Convention on the Rights of the Child
CTC	Counsellor Training Camp
DDC	District Development Committee
DEO	District Education Office
ECCA	Environmental Camps for Conservation Awareness
EFA	World Declaration on Education For All
FGD	Focus Group Discussion
GDP	Gross Domestic Product
HDI	Human Development Index
LSMC	Lalitpur Sub-Metropolitan City
MDG	Millennium Development Goal
MfFA	Ministry for Foreign Affairs of Finland
MoU	Memorandum of Understanding
NC	Nature Club
NGO	Non-Governmental Organisation
NPC	National Planning Commission
ODW	Operation a Day's Work
PPP	Purchasing Power Parity
Rs.	Nepali Rupees
SADAN	Sustainable Development Agenda for Nepal
SEAM-N	Strengthening of Environmental Administration and Management at the Local Level in Nepal, a project financed by Finland
SMC	School Management Committee
SWOC	Strengths Weaknesses Opportunities Constraints –analysis
USD	US dollar
VAT	Value Added Tax
VDC	Village Development Committee

EXECUTIVE SUMMARY

Taksvärkki ry and its Nepalese partner organisation ECCA (Environmental Camps for Conservation Awareness) have been working together since 2006 in implementing a development cooperation project to promote child rights to education and to raise awareness on environmental issues in Nepal. The project is being implemented by ECCA in Nepal. Funding comes from the Ministry for Foreign Affairs of Finland (MFA) and Finnish school children through Taksvärkki ry. The project started in February 2006 and its first phase is going to end in December 2008. Funding for additional two years has been applied for from the MFA, and the second phase is expected to continue non-stop from the beginning of 2009. The project area includes districts of Siraha, Morang and Jhapa in Eastern Nepal as well as Lalitpur and Bhaktapur in the Metropolitan area. The overall costs of the project in Nepal during its first 3-year phase have been Rs. 37,520,789.97 (Euro 405,285.99).

The project is officially called the 'Children School Rights and Environment Conservation Follow-up Program in Nepal', and in practice dubbed the 'School Environment Improvement Project'. Its objective is to reduce environmental problems and poverty in the project areas in the long run. The direct goals are:

- to increase awareness on the environment,
- to improve hygiene and sanitation, and
- to increase school attendance.

The project targets youth and school children who are expected to function as change agents in their communities and in the whole country. The project activities can be divided into two components, the 'software' component which includes awareness raising and training on environment and hygiene, and the 'hardware' component that improves the physical school environment of the children through renovating and constructing classrooms and toilets, building water supply systems, and fencing school compounds.

According to Taksvärkki practice, a mid-term evaluation of the project was commissioned and carried out in November - December 2008. The evaluation team consisted of one national and one international expert. The purpose of the evaluation was:

- to provide an insight into the activities carried out in the project,
- to evaluate the results so far in order to gain deeper understanding on the progress of the project, and
- to redirect the activities in the second phase of the project if necessary.

Special attention was to be paid to relevance, effectiveness, efficiency, impact and sustainability of the project. The evaluation team added gender equality and social inclusion as a specific evaluation issue.

The evaluation was carried out with the active involvement of the project director. The evaluation team reviewed project documents and other relevant materials and visited 5 schools in Lalitpur and 8 schools in the Eastern part of the country, interviewing Nature Club students, teachers and members of School Management Committees in all of them. Additionally, the evaluation team met with all members of the project team, the ECCA executive committee, several counsellors, the employees of the Community Development Centre of LSMC, and other stakeholders (see Annex 2 for a full list of people met).

Findings and Conclusions

On the whole, while there is room for improvement, the evaluation team found the project a very positive endeavour. It responds to very real informational and physical needs of school children, and steps in to fill the gap in environmental and sanitation awareness apparent among them. The number of direct beneficiaries that could be verified amounted to 12,597 people from 43 schools and 7 community child clubs, and if all students from the participating schools were included, to 28,097. While others have also benefited, their numbers were not available. In the hardware component, classrooms have been renovated and new ones constructed in 13 schools. Toilets have been built in 12 schools, drinking water supply systems in 9 schools, and fencing provided to 5 schools. Furniture support has been given to 8 schools, and books and library furniture to 20 schools. On the software side, 141 young people have been trained to become environmental counsellors at 6 Counsellor Training Camps, and 472 students have participated in ECCA Camps. Small scale activities of 20 Nature Clubs have been supported, and 560 active NC students in 20 schools have been awarded scholarships. Additionally, the project has prepared and published different kinds of guidebooks and other resource materials, and organised outreach programmes and national level competitions that have received much attention.

ECCA's training methodology of transferring knowledge from experts to youth to children is the unique feature and the strong point of the project. It places the young and the children on the driver's seat, and has proved effective in empowering both groups. In the meetings with Nature Club students and Counsellors, the evaluation team was swamped by descriptions of how personal capacities in public speaking, initiative, leadership and organisational skills had developed through involvement in project activities.

Combining the software component with construction activities has clearly helped in creating an environment conducive to learning and improved environmental and sanitation behaviour. The project has resulted in drastic changes in the physical school environment through renovation and construction of classrooms, fencing, and building of toilets and water supply systems, as well as improved cleanliness of the school compounds, new initiatives in waste management, efforts to make the school yard look nice through planting, and improved sanitation practices. On top of these, the Nature Clubs regularly publish wall newspapers to disseminate their thoughts to other children and organise games and cultural programmes. Also some very positive initiatives to reach out to other schools and communities have been taken.

While the hardware component has clearly made a difference and demand for hardware by teachers and School Management Committees is overwhelming, the evaluation team feels that the project should put more emphasis on the software activities. The total projected expenditure on ECCA's side from February 2006 to the end of the project period is Rs. 37,520,789.97 (Euro 405,285.99). Of this, about 70% has gone to hardware activities and only 10% to training and awareness raising. The remaining 20% has gone to personnel and administrative costs. The project should take care to remain primarily an environmental project, in line with the organisational vision of ECCA, and not become a school building project. The budget share of software should be increased, and care should be taken to have a strong software component in every project school.

The contents of ECCA trainings and Nature Club activities are very action oriented and practical, centre on a rather narrow field within ‘the environment’, and encompass much from outside the strictly environmental. This is a good approach to start with, but the project should take care to provide opportunities for the children to broaden their understanding of environmental problems, linking their activities with such issues as conservation of biodiversity, deforestation, climate change, etc. The project should put more emphasis on such issues in the follow up and interaction activities once the Nature Clubs are up and running.

The project, as well as ECCA as a whole, has a very flexible approach to project management and implementation: flexibility is one of the organisational characteristics mentioned in presentations and publications. While flexibility is very good in terms of allowing local initiatives and tailoring of projects to local needs, the review team found the project at times excessively flexible; the vision and mission of the organisation and the objectives of the project should always be kept in mind. This excessive flexibility was also reflected in project management performance. Setting of realistic targets, regular tracking of changes in plans, and systematic monitoring of performance are central areas that need improvement.

Project approach to gender equality and social inclusion could, provocatively, be described as ‘one size fits all’: while girls’ school attendance is particularly targeted in the project document, not much is done to ensure that girls particularly benefit from project activities. Also, there are no women among project staff. In terms of social inclusion, the project has not even been tracking its performance. The project should, at least, be able to track down who are benefiting from its activities.

Linkage and cooperation with government bodies is another area the project needs to improve on. Likewise, inclusion of school staff and SMCs in project activities should be enhanced: at the time of the evaluation, some teachers and SMC members were not even aware of the existence of Nature Clubs in their schools. Also in sustainability there is room for improvement. The project should initiate operation and maintenance funds for hardware constructed, and more emphasis should be put on continuity of Nature Club activities. This includes enlisting the support of all teachers and the SMCs for the software component.

Recommendations

Improve effectiveness of software activities: The project should pay more attention to reaching out to the whole student body of the schools. In some schools, the NC used the assembly as a forum to inform everybody of their activities and of school environment in general. This is one measure that could be adopted also elsewhere. The project team should take care to inform all teachers and SMC members of the project, its purpose and the role and purpose of NCs. An hour-long orientation (for teachers, SMC members, parents) should be organized at every school prior to starting project activities. Short trainings on environmental issues to the schoolteachers and SMC members could also be considered. The project should take measures to broaden the perception on environment of the NC students. One tool could be short thematic trainings and discussions on various locally and nationally significant environmental problems and phenomena.

Strengthen the software component in relation to the hardware component: The budget share of training and awareness raising should be increased from 10%. Also, the

project should not have a single school without a strong software component: the software methodology and NC concept should be adapted to suit also primary school students. When visiting the SEAM-N schools in Dharan, the evaluation team and the project director had a good chance to see how also younger students can actively participate in improving the school environment. Similar methods could be used by ECCA.

Systematize management and monitoring: The project should regularly revisit its long term plans. The cooperation partners should improve mutual communication and their institutional memories on project developments. Monitoring particularly needs to be systematized to assess and improve project performance.

Take steps to enhance sustainability: For the hardware, the project should initiate operation and maintenance funds. To ensure continuity of the NCs, the project should work to enlist the active support of school staff and SMCs. The potential for fund raising from e.g. waste recycling, growing and selling of vegetables etc. should be further studied, and initiative of the NCs in fund raising should be encouraged. Inclusion of Nature Clubs in school rules and regulations could be measure for institutionalisation of the NCs.

Improve cooperation and coordination: The project should share its purpose and activities with all stakeholders, including such government bodies as VDCs, DDCs and DEOs as well as SMCs and the entire staff of the schools.

Ensure gender equality and social inclusion in project activities: The project should start systematically tracking its performance in terms of gender and caste. On the basis of the results, the need for positive discrimination measures should be considered. The review team recommends training on gender and social inclusion to the project team to attain conceptual clarity and latest information on the impacts of positive discrimination measures on equality.

1 Background and description of the project

1.1 Cooperation Partners

Environmental Camps for Conservation Awareness - ECCA

ECCA has worked on raising environmental awareness among youth and school children in Nepal since 1987. The organisation was established on the basis of the perception that people's ignorance of the negative effects of their actions on the environment and their own livelihoods was the main problem on the way to environmental sustainability. Thus, education was chosen as the operational focus of ECCA. Youth and children were chosen as the target group: ECCA believes that children and youth can work as effective change agents in their communities, and investment in them is the best investment in an ecologically sound future. Beginning with small scale nature hikes, camps and tree planting, the organisation has developed into a leading professional volunteer organisation in nature conservation and natural resources management. Its primary objective is to provide youth and children with a broad environmental programme, aimed at educating them about the need for sound resource management and conservation.

Towards the end of the 90s, ECCA realised that while they effectively managed to increase environmental awareness among youth and children, the awareness was not translated into behaviour changes to a similar extent. The problem was partly localised in the physical environment of the children: with no water supply, how can you wash your hands? This, combined with the high demand from communities for construction activities, led to ECCA starting community development work to support environmental education.

According to its latest mission statement, ECCA will:

1. be a model Professional Volunteer Organisation dedicated towards natural resources management,
2. organise programs to secure children's sound ecological future, and
3. support the development of entrepreneurship related to conservation.

The fields of work are environment and natural resources management, culture and heritage, education for sustainable development, appropriate and renewable technology, poverty alleviation, and advocacy. ECCA also engages in research and development activities, and has e.g. initiated a paper recycling unit in Kathmandu. Currently ECCA is testing a new household level water chlorination technology from Switzerland. Major projects and initiatives at the moment include, among others, the School Environment Improvement project under evaluation, Conservation Education and Community Development, Promotion of Alternative Energy, and Kathmandu Participatory River Monitoring. Intra-house synergies are utilised with different projects working in the same areas and complementing each others' activities.

Operation a Day's Work Finland - Taksvärkki ry

Taksvärkki ry (Operation a Day's Work Finland, ODW) is a Finnish NGO whose objective is to improve the living conditions and promote the human rights of children

and young people in the developing countries and to encourage and support Finnish young people towards global collective responsibility. This is achieved by implementing children's and young people's own development cooperation projects around the world and by global education activities in Finland.

ODW Finland has been implementing development cooperation projects since 1967. The funds required have come from the Ministry for Foreign Affairs of Finland and through ODW's own fund raising activities. The annual ODW Workday has become an institution among school children in Finland, who spend one day working and donate their pay to ODW's development projects. This allows them to help their peers in poor countries, to develop an interest in global affairs, and to catch a glimpse of adult working life.

ODW envisions a world where children and young people can have an active role. The criteria for development projects and for partner NGOs supported include that the primary beneficiaries are young people in developing countries, the project includes an educational element, and that the project promotes sustainable development. At the moment, apart from the project under evaluation, ODW Finland works in supporting street children in Kenya, prevention of child abuse and trafficking in Guatemala, health education and information on HIV/AIDS in Tanzania, and education on the rights of the child in Cambodia. Earlier efforts have included e.g. supporting AIDS orphans in Zambia, rehabilitating child soldiers in Sudan and helping to meet the educational needs of the victims of Hurricane Mitch in Nicaragua.

1.2 ECCA methodology

Software programme (Training)

ECCA has used the same training methodology since the beginning. The methodology is often described in the form of a pyramid. It involves a few experts, who train a number of youth, who train school children, who take the information and initiative to the communities.

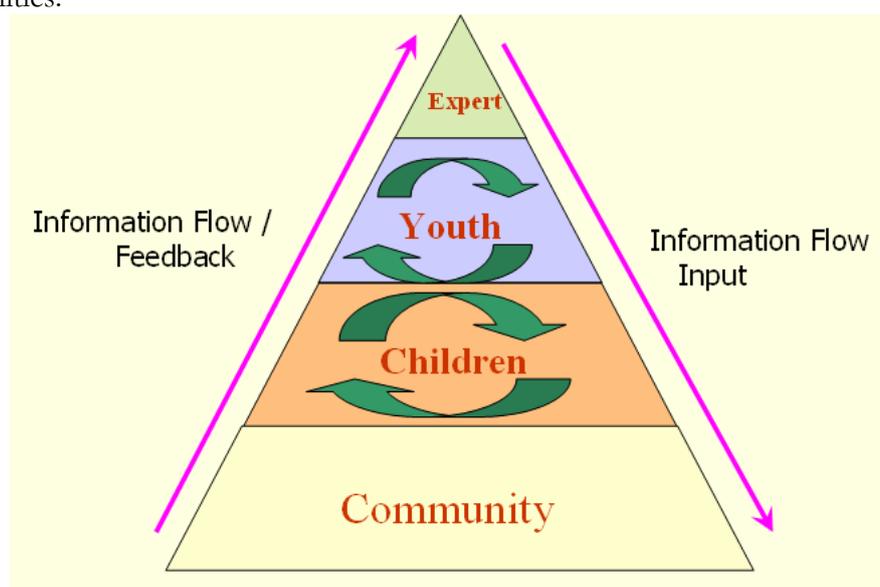


Figure 1. The ECCA pyramid.

The methodology involves five interfaces: The expert-youth interface, the youth-to-youth interface, the youth-children interface, the child-to-child interface, and the children-community interface.

a) The expert-youth interface (CTC)

University level students from various fields and local school teachers are trained at the 3-day Counsellor Training Camps (CTC) to become ECCA Counsellors. Around twenty aspiring counsellors at a time are exposed to various environmental issues by experts representing various ministries, departments and NGOs. The counsellors are also trained in practical skills needed in organising and training children in the ECCA Camps. The volunteer counsellor network is ECCA's strength, and includes about 2600 people in 46 of Nepal's 75 districts.

b) The youth-to-youth interface

The more experienced and trained youth, often of urban background, train local youth in the rural areas. This also gives the urban youth exposure to the rural realities of Nepal.

c) The youth-children interface (ECCA Camp)

The CTC trained counsellors organise 4 to 5 –day ECCA Camps for school children of age 11 to 14. The Camps expose the children to environmental questions and different skills development and confidence building activities.

d) The child-to-child interface

After the ECCA Camp, the children are asked to form a Nature Club (NC) in their school. The NC conducts activities for other students in their own or neighbouring schools.

e) The children – community interface (follow-up programme)

Children, after learning about the importance of environmental conservation, waste management, and hygiene at the ECCA camp or at school, spread their knowledge to their communities, both through their families and through awareness, clean up and other campaigns in their communities.

ECCA's educational approach is non-conventional, encouraging learning through discovery rather than through lectures and texts. Formal as well as informal sessions (hands-on activities, demonstrations, nature hikes etc.) are held. Trainees work in both large and small groups, and emphasis is put on individual participation and development. ECCA training aims at making the participants capable and active.

Many other organisations have adopted ECCA's methodology and the Nature Club concept. Their strength lies in giving a platform to youth and children, and in not restricting their thinking. The idea is to tap the energy of the young for sustainable development of Nepal.

Hardware programme (Construction)

ECCA started to implement community-based construction projects in the mid-90s. The demand for construction is responded to through two channels. ECCA has been conducting various International Work Camps, bringing international volunteers to assist local people in construction. ECCA has also been directly implementing various integrated community development projects, such as renovating and building schools, constructing drinking water supply systems and establishing nurseries, in partnership with different agencies.

1.3 Children, School Rights and Environment Conservation Follow-up Program in Nepal – i.e. the School Environment Improvement Program

Project concept and design

Taksvärkki and ECCA have been working together since 2006 in implementing a development cooperation project to promote child rights to education and to raise awareness on environmental issues in Nepal. The project is being implemented by ECCA in Nepal. The funding comes from the Ministry for Foreign Affairs of Finland (MFA) and Finnish school children through Taksvärkki ry. The project started in January 2006 and its first phase is going to end in December 2008. Funding for additional two years has been applied to from the MFA, and the second phase is expected to continue non-stop from the beginning of 2009. The project area includes districts of Shiraha, Morang and Jhapa in Eastern Nepal as well as Lalitpur and Bhaktapur in the Metropolitan area. The annual project budget in Nepal has been approximately 150 000 euros.

In the project proposal of 2005, the project objective is stated as follows: The project will aim to reduce environmental problems and poverty in the project areas in the long run. They direct goals are:

- to increase awareness on the environment,
- to improve hygiene and sanitation, and
- to increase school attendance.

The current project concept was developed on the basis of ECCA's earlier experiences. It starts from awareness raising using ECCA's training methodology. To this a strong infrastructure component was added. ECCA felt that awareness raising should be supported by physical improvements in the school environment of the children, in order to make it more supportive of learning in general and environmental behaviour in particular, i.e. cleanliness, hygiene, greenery development etc.

Activities in the software component include training of youth and teachers to become environmental counsellors, organising ECCA camps for school children, and supporting the establishment or revival, activities and interaction of Nature Clubs formed by school children. Scholarships in the form of school books, bags and other accessories are also provided to 200 active Nature Club students each year. This component is targeted particularly at teachers, university level students and school children in the age group between 11 and 14 years. The hardware component includes renovation of existing school buildings, adding new classrooms, providing furniture, constructing sanitation and drinking water facilities and fencing school compounds. In renovation and construction of classrooms special emphasis is given to the youngest children – the nursery and

primary school students. These children, while the most vulnerable, are often housed in the worst possible rooms at school. Hardware support to schools is a new tool in the repertory of ECCA.

The project applies a very broad, multi-disciplinary concept of 'environment', which includes also the social environment. For example such things as cultural heritage, hygiene and health, and the ambience of the surroundings are parts of environment, and problems with them are considered environmental problems to be addressed by the project. The operational focus of the project is the concept of 'school environment'. In practice this has meant a concentration on the physical condition, cleanliness and ambience of the school compound, as well as water purification techniques and toilet habits. Environmental distress, i.e. such phenomena as e.g. erosion, pollution of water and atmosphere, climate change or biodiversity, is not the centre of attention as such.

Changes in project design

The project concept was first suggested to Taksvärkki already in 2002. In 2003, it was approved for Taksvärkki support, but did not manage to secure financing from the MfFA yet at the first attempt in 2004. The proposal was slightly modified, and received ministry support on the second round in 2005. The project was finally started in 2006.

The long planning period, combined with ECCA's demand driven approach to project work, has led to some changes in project design. In the original proposal, it is suggested that the hardware component concentrate on rehabilitation of schools damaged in the 2002 and 2003 floods. Much of this work was already done, however, when the project was launched, and flood damage has not been a decisive factor in school selection.

The original plan also included a third component in community development: construction of 110 household toilets, three drinking water supply systems and three water harvesting systems for irrigation in Southern Lalitpur. By the time the project started, however, the toilets had already been built, the proposed water source had dried up, and the alternative was found very expensive. In the end, the community development component was dropped, and the whole construction budget redirected into school improvement activities.

The budget balance has also slightly shifted towards hardware construction. The original budget was revised in 2006 and some money was moved from training and awareness raising to investment and procurement. Another revision in 2008 added to the software component (see below), and in the latest approved budget the shares for hardware and software are about 65% and 14%. Actual expenditure (projected) in these activities has been about 70% and 10%. The original plan did not include building new classrooms, only renovation of existing ones, but in the face of heavy demand from schools, classroom construction has also been supported.

Also monitoring and evaluation costs are much lower than anticipated. A review was originally planned after the first year, but was later cancelled as unnecessary. The unused monitoring funds (Euro 20,000) have been earmarked for software activities by the project in 2008.

With regard to the objectives and goals of the project, while the project activities on the whole support also the stated goals, the activities are in practice geared towards the goal

‘Improvement of the school environment’. This has been the ‘working objective’ of project implantation.

Realization of assumptions and risks

Political instability in the country has sometimes slowed down implementation of activities. Killings and kidnappings particularly in Siraha have also touched the project. On the whole, though, the project has been able to proceed according to plan.

Implementation arrangement

Beneficiaries and stakeholders

The beneficiary groups are the people trained as environmental counsellors, the trained students, other students and teachers in the project schools, and indirectly the families of the students and the communities where the schools are situated. On top of these, important stakeholder groups include the School Management Committees and the Lalitpur Sub-Metropolitan City / Community Development Centre.

Selection of participants

The participants for the Counsellor training are chosen on the basis of ECCA’s selection criteria. They are selected on the basis of applications and interviews of interested college level youth, and in the villages from among the teachers of the schools supported. The teachers are chosen by the school administration, and are often the natural sciences teachers. For ECCA camps, teachers, Nature Clubs or both together choose the participants.

Selection of working area

The selection of working areas is based on demand, on ECCA’s previous experience in the area, and on recommendations from local counsellors. School selection is demand-based, responding to the suggestions from the schools and subsequent assessment of their need and commitment by the project. The project works in Siraha (5 VDCs, 5 schools), Morang (3 VDCs, 18 schools) and Jhapa (3 VDCs, 3 schools) in Eastern Nepal and in Lalitpur (the Municipality, 10 schools) and Bhaktapur (2 VDCs, 2 schools). In addition, the project supports 7 community child clubs in Lalitpur, Nature Clubs from 6 schools in Ilam and 5 from Kathmandu have e.g. participated in NC interaction programmes, and the improvement plans of 3 winning schools from outside the project area (from Dhangadhi, Rasuwa and Dailekh) have been supported as in ECCA’s nation-wide competitions for improving the school environment.¹ (See Annex 4, Table 1.)

Project organisation

The project directly employs 6 full-time and one part-time staff: The Team Leader / Project Director, 3 Field Coordinators / Programme Officers, Account Officer and a part-time Engineer based in Kathmandu, and a Field Assistant based in Morang.

¹The total number of schools / Nature Clubs supported by the project under different support categories was difficult to ascertain, with numbers provided by the project team at different times contradicting each other. The same trend with numbers was apparent at every turn during the evaluation, and serves to underline the need to develop a proper system of managing information in the project. More on management in Chapter 3.5.

The Project Director coordinates and facilitates project activities and the work of the other staff. The Programme Officers implement and monitor works, and help Nature Clubs in developing their programmes. One Programme Officer is particularly responsible for the activities in Lalitpur and Bhaktapur, while the other two frequently visit all project areas. The Field Assistant monitors the schools and project activities, facilitates Nature Clubs, and works to ensure local participation in project activities in Morang. The Engineer makes technical designs and periodically monitors the quality of construction. In addition the project utilises ECCA's network of local counsellors in facilitating, supporting and monitoring implementation.

Project work is directed by ECCA's executive committee, the governing body of the organisation. Consisting of 11 members, a combination of founding members and former ECCA counsellors, the executive committee formulates the policies of the organisation in its monthly meetings. The ECCA executive committee chairman also monitors and oversees the programme, and reports on progress to the executive committee.

2 Background of the evaluation

2.1 Purpose of the evaluation

According to Taksvärkki ry's practice, its co-operation projects are evaluated regularly. More and more emphasis is being put into mid-term evaluations which offer a deeper look into the projects during the implementation period when there is still a chance to redirect or change the course of the project in order to meet the objectives more effectively.

The purpose of the evaluation is to:

- Provide an insight into the activities carried out in the project.
- Evaluate the results so far in order to gain deeper understanding on the progress of the project.
- Redirect the activities in the second phase of the project if necessary.

2.2 Evaluation issues

The three issues below are the main questions in the evaluation:

Relevance:

Are the objectives and results of the project in line with the needs of the beneficiaries and stakeholders? Are the activities relevant in regard to the development problems described in the project plan? Is the project relevant in the context of Finnish and Nepali development policy?

Effectiveness:

Have the results of the project furthered the overall objective of the project? Are there any factors that have hindered the objectives to be reached? Are there objectives and activities that are not achieved or realized and why? Are there other non-planned

activities which have been carried out within the project and have they been relevant to the project purpose?

Efficiency:

How “cost-efficient” has the project been? Are the resources used justified by the quality and quantity of the results? What is the development management performance of the project?

In addition to these the evaluation should, as far as possible, try to evaluate, answer or foresee the following issues:

Sustainability:

How sustainable are the results and impact achieved? Different aspects of sustainability (economic, financial, technical, socio-cultural, institutional, political, ecological) should be taken into consideration.

Impact:

What has happened or is likely to happen because of the project? Are there any visible changes that can lead to the overall objective after having reached the project objectives? What kind of changes has been brought about by the project, intended and unintended?

On top of these questions, the evaluation team also evaluated the performance of the project with regard to gender and social inclusion, something very important in all development interventions and particularly so in the Nepali context, where caste and gender inequalities are deeply ingrained in the society.

2.3 Evaluation methodology

The evaluation was a participatory, forward looking, joint learning exercise consisting of:

- Review of the project documents, reports, ECCA publications and resource materials, and other relevant material.
- Preparation of questionnaires to different stakeholder groups to find answers to the key questions. Questionnaires were prepared for ECCA executive board, project staff, School Management Committees, Teachers/ Counselors, and Nature Clubs (committee and members).
- Interviews and Focus Group Discussions (FGD) with ECCA staff, ECCA executive board members, School Management Committees, teachers, parents, ECCA counselors, Nature Club members, scholarship recipients, Lalitpur Sub-Metropolitan City / Community Development Center, Embassy of Finland and SEAM-N project.
- Strength Weakness Opportunity Constraints (SWOC) analysis with ECCA staff
- Field visit to Letang and Lalitpur: FGDs and direct observation of both software and hardware components
- Preparation of draft report and presentation to Taksvärkki ry and ECCA for comment, and submission of the final report incorporating the inputs received

2.4 Evaluation team

The evaluation team consisted of one Nepali and one international (Finnish) expert. The national expert worked as the team leader.

2.5 Limitations of the evaluation

Taksvärkki-ECCA partnership evolved in Siraha where the project concentrated during its first year of operation. Many hardware and software activities were implemented there. However, due to the poor security situation in Siraha and the washing out of Koshi Barrage, the evaluation team could not visit Siraha, and had to contend with interviewing two people from one Siraha project school in Kathmandu.

The time at the disposal of the evaluation team did not allow for properly interviewing the students who were not members of the Nature Clubs, nor for meeting with the communities where the schools were situated. This limited the team's ability to assess the effects of the project among the larger student bodies and the communities.

Due to the non- technical background of the evaluation team, technical quality of construction could not be properly analysed.

The project has not systematically monitored its performance nor indicators of impact. The unavailability of monitoring data limited the ability of the team to assess project effectiveness and impact.

3 Evaluation issues

3.1 Activities and results

Overall, the implementation of the programme has proceeded as planned in the software component.

Counsellor Training Camps

Planned: 6 camps with 120 participants

Performance: 6 camps with 141 participants²

ECCA trained 141 young people and local teachers to become ECCA counsellors on six Counsellor Training Camps (2 each year of operation). They participated in 3-day long residential training on environmental issues, particularly those concerning the school

² The figures provided to the evaluation team regarding e.g. the number of participants in each activity were contradictory. For example, the number of participants in CTC training was 141 in one account and 137 in another. More significantly, the number of participants in ECCA Camps was 472 in one account and 610 in another. Such inconsistency was consistent during the evaluation period, and is one indicator of the need to improve the development management performance of the project (see Chapter 3.5). Consequently, the figures used in the report could not be absolutely confirmed.

environment, e.g. hygiene and sanitation and solid waste management. Additionally, they were trained in practical skills needed in organising and training children in the ECCA Camps and in supporting Nature Club activities. They participated in exposure visits, learned environmental and life skill games, and were trained in environmental education.

ECCA camps

Planned: 18 camps with 360 participants

Performance: 17 camps with 472 participants (17 regular ECCA Camps and 2 Nature Club interaction camps)

472 school children participated in the 4 to 5 –day ECCA Camps, and were trained on the school environment and guided in starting Nature Clubs and in planning and implementing NC activities. The issues covered varied from camp to camp, including e.g. waste management and clean up, paper recycling and handicrafts from waste, water purification techniques, toilet and hygiene practices, environmental and life skill games, planning of activities and proposal writing, and preparation of wall magazines.

The NC interaction camps were organised to allow children from different schools to get exposure to each others' activities, to get new ideas and the get motivated by each others' work.

Resource material development

Planned: 6 publications

The project has published a book and poster on the School Environment concept both in English and in Nepali. Environmental and life skills games were published in another book. ECCA organised a national essay competition on school environment and its importance for attaining the 'Education for all' -goal, and the best 35 essays were published in a book. Also a book on wall comics prepared by the NC children has been published, and a second one is planned after the last ECCA Camp concentrating on comics in January 2009. All Nature Clubs regularly prepare wall magazines in their schools, and ECCA edits and prints the best of them in once in every three months. The project has also printed post cards of Nature Club activities.

Supporting small scale Nature Club activities

Planned: support to 15 Nature Clubs

Performance: support to 20 Nature Clubs

The project provides small funds on request for Nature Club activities. These activities have included e.g. clean up rallies, quiz, art and debate competitions, games, cultural programmes, plantation of greenery, environmental rallies, field trips and exposure visits and street drama. Also interaction between NCs has been supported.

Scholarships programme

Planned: 200 students (10 in 20 schools) supported per year = 600 recipients

Performance: 560 recipients supported

To encourage school attendance, ECCA provides scholarships comprising of education material such as school books, other accessories and a school bag for 200 active and poor NC students each year. The implementation of this component is running one year late, so that the last 200 scholarships will be given out in 2009.

Other software activities

Additionally, the project has organised different kinds of competitions and outreach activities to convey the environmental message to a wider audience. A drama show on school environment was organised with a professional theatre in Lalitpur. On the world environment days, the project has organised big events with competitions in Kathmandu. Best proposals for improving the school environment have been awarded and the proposals implemented in 4 schools in different parts of the country. Also NC interaction has been supported, and e.g. a nature hike organised for NC students. The project has also tested the quality of drinking water in all its project schools. Two work camps in gardening and renovation have been conducted in two schools.

In the hardware component, more changes have taken place as reported already in Chapter 1.

Toilet construction at household level (110 toilets) was dropped, as were plans to build 3 **water supply systems** and 3 **rain water harvesting systems** for irrigation purposes in the communities of southern Lalitpur. Instead, toilet construction, water supply and rain water harvesting for drinking water purposes have been supported in the project schools

School renovation and construction

Planned: 17 schools

Performance: 13 schools

School buildings are generally in dismal condition in the project area, and very often the number of classrooms is insufficient. The project supports renovation and construction of classrooms to improve the learning and working environment of the children and the teachers. In Siraha, 4 schools have been supported, in Letang, 7 schools, and in Lalitpur, 2 schools. Of these, new classrooms were built in 6 schools, while renovation was supported in all 13. Construction and renovation activities proved more expensive than expected due to the addition of VAT on NGO activities and the price hike of construction materials.

School toilet construction

Planned: improved toilet facilities in 22 schools

Performance: improved toilet facilities in 12 schools

Many schools lack toilets altogether, or they are in a horrible condition. Open defecation and lack of facilities for washing hands adds to illness, and particularly girls suffer from the lack of privacy. Separate school toilets for boys and girls have been constructed in 4 schools in Siraha, 7 schools in Letang, and 1 school in Lalitpur. Plans to build urinals in one more schools are still underway.

School drinking water supply systems

Performance: 9 drinking water systems constructed

Some schools lack drinking water supply altogether, and children have to bring water from home or get it from outside the school. Often the water is contaminated. Drinking

water systems were built in 7 schools in Lalitpur, one school in Letang and one in Siraha. Three of these systems included a rain water harvesting component.

Fencing

Planned: 18 school compounds fenced

Performance: 5 school compounds fenced³

The project has supported fencing of the school compounds to stop animal encroachment and to provide safe and clean playground for school children. Fencing of the school compounds with brick / concrete walls proved very expensive, and the project started promoting green fencing in schools instead. 11 schools have planted green fencing as part of their own contribution to project work.

School furniture support

School furniture has been supported in 4 schools in Siraha and 4 schools in Letang. Provision of new furniture or renovation of existing ones has been part of many schools' local contribution.

Library furniture and book support

A set of books on environment and many other issues for both children and adults has been provided to 20 schools. Library furniture has been supported in 20 schools.

Office furniture and equipment

The project has purchased furniture for the field offices in Siraha and Letang, computers for the field office and for the counsellors at the Community Development Centre of the Lalitpur Sub-metropolitan City (altogether 5), one camera and one video camera for documentation purposes, and two motor bikes for the field office and for Kathmandu.

Video documentation

ECCA monitoring funds have been used in producing video material of project activities.

Table 1. Hardware activities in schools visited by the evaluation team

SN	Name of school	Construction activities by ECCA	School contribution
1	Lalit Kalyan School	Drinking water supply with rainwater collection, biosand filter; fencing; game materials	Contributed to water supply system, greenery development
2	Min Nath Adarsha Lower Secondary School	Drinking water supply with rain water harvesting, filter; toilet (4-room building); renovation of 4 classrooms; game materials	Promised for greenery and 2 rooms

³ Again, the number was difficult to ascertain. For demonstration, see Annex 4, Tables 3 and 4. One of them counts 5 fences built by the project, the other only mentions one.

3	Yashodhara Secondary School	Construction of 3 rooms; game materials	Built a big garden with a small temple; painting of school; demolition costs of the old building; furniture; promised for one new room
4	Laxmi	Construction of 3 rooms; furniture	Greenery; renovation of 2 classroom blocks; furniture
5	Mahabharat	Renovation of 5 rooms; construction of toilets for girls and boys	Greenery; green fencing; wooden parts for renovated buildings (doors and windows); classroom furniture
6	Sikshya Bikash	Construction of 3 rooms, staircase; two gates	Green fencing; greenery; drinking water supply; renovation or classrooms; furniture
7	Jante Secondary school	Renovation of a 6-room building; construction of 2 toilets	Furniture, roofing materials; promised for fencing and greenery
8	Surya	Renovation of 3 rooms; construction of 2 toilets; gate	Fencing; greenery; renovation of furniture
9	Karmabote primary school	Construction of a 2-room building; construction of 2 toilets	Renovation of furniture; promised for fencing and greenery

The evaluation team's calculation of direct beneficiaries of the project can be seen in table 2. These figures include the counsellors trained, in schools with only software component the members of Nature Clubs, and in schools with hardware support, all students and teachers. This figure comes up to 12,597 people. This is the **minimum** number of beneficiaries reached by the project, and there are likely to be more. The benefits of software activities (awareness raising, training and NC activities) have likely also touched the students who do not actively participate in the NC. Children's awareness has been transferred to many homes, and outreach activities (e.g. clean up rallies) have had some impacts outside of schools. If all students of all participation schools are counted, the figure becomes 28,097. The evaluation team feels that the number of beneficiaries reached is quite impressive.

However, the total number of beneficiaries quoted in the project proposal (71 927) seems exaggerated. Such a large number of beneficiaries could really not be expected from a project like this, especially in three years as reaching out from the schools to the

communities is certain to take time. To achieve such a large number of beneficiaries, such measures as radio programmes etc. should have been actively invested in.

Table 2. Number of direct beneficiaries

SN	Type of support	Number of schools in the support category	Direct beneficiaries	Remarks
1.	Hardware, software, books and scholarship support	9	4897	All
2.	Hardware, software (but no books of scholarships)	10	4797	All
3.	NC support and books and scholarship	11	1378	General Members of NC
4.	Only Software without books (participation in ECCA camps, NC support)	13	511	NC Members
5.	Community Clubs	7	219	NC members
6.	ECCA Councilor	6 camps	141	
7.	Teachers and SMC members	30 schools	654	
	Total	50	12597	50 Schools

For more information on project activities, types of support and numbers of beneficiaries, see Annex 4.

3.2 Project structure: budget shares for hardware and software

ECCA added the hardware component to its activities partly as a result of the realisation that environmental awareness was not translated into action to a sufficient degree. They figured this was partly because the physical environment of the school children did not encourage and allow such action. In light of evaluation findings, does the combination of training and improvements in physical environment make sense? In the opinion of the evaluation team, yes it does. The improvements in the school environment from renovation, new classrooms, toilet building and fencing are quite drastic, and seem to have increased the overall motivation and learning performance of students and teachers alike. This increased overall enthusiasm in the schools with the hardware component, combined with environmental training, has facilitated change in environmental and sanitation behaviour. It is also true that without fencing it is difficult to keep plantations alive, without water supply it is difficult to keep clean, and when the school is in a dismal condition with leaking roofs and muddy classrooms, it is hard to find motivation for waste management.

About 69.1% of ECCA's budget was used (or will be, the figure is calculated from projected expenditure) in investment and procurement. This means largely construction at schools as procurement of equipment for field and head offices comes only up to 1.9% of the total budget. Only 10.4% was used in training and awareness raising

activities. The rest has gone to personnel costs, administrative costs, and monitoring and evaluation (see Table 3).

Table 3. ECCA's revised budget and the projected actual expenditure by component.

	Personnel costs	Training and awareness raising	Investment and procurement	Planning, monitoring and evaluation	Administrative costs
Revised budget (as in 2008)	11.3%	13.6%	64.7%	1.6%	8.8%
Actual expenditure (projected)	10.7%	10.4%	69.1%	1.6%	8.2%

The table also shows a slight tendency of moving money from other components to the hardware component: the approved budget for hardware is 4.4 percentage points lower than actual expenditure, while most other components have used less than their shares. Particularly, 3.2 percentage points less than planned has been used in training and awareness raising. If compared with the budget in the original proposal submitted to the Ministry, the differences seem much bigger. This budget, however, includes also Taksvarkki's expenditure, whereas the other two include only ECCA's budget, and the placement of several cost categories under budget lines has been changed since. With the information available to the evaluation team, it was not possible to calculate comparable figures from the original budget. It seems, however, that quite a lot of money was moved from such software activities as CTC and ECCA camps, support to NC activities and preparation of resource materials to the hardware component in the first budget revision in 2006. These changes could not be properly clarified, and the cooperation partners may want to track down the changes.

Table 4. Allocations for investment and procurement in the original budget, the revised budget and actual expenditure.

	2006	2007	2008	Total
Original budget	83 754	105 244	101 980	290 978
Revised budget (as in 2008)	91 080.19	110 294.12	108169.93	309544.24
Actual expenditure (projected)	84,093.74	108,233.24	124504.08	316831.06

There is a very strong demand for infrastructure: the evaluation team evidenced something of an infrastructure fever during the school visits. The evaluation team also acknowledges that it is always much more difficult to use money in training than in building. Also, ECCA's extensive network of volunteers makes many of the software activities cheap to organize. **However, in the opinion of the evaluation team, the project is currently bending too much towards infrastructure building.** The budget shares are one indication of this.

ECCA's organisational vision and strength lies in training and awareness raising. That is what they, and the project, are good at: The ECCA methodology of transferring

knowledge and skills from experts to local teachers and youth to children is the strong point of ECCA and the project. Mobilization of energetic youth as counsellors gives dynamism to the organization and the project. And the opportunity to participate in the ECCA camps and work with running the NCs and their activities serves as a good forum and platform for both the youth and the children. **This is what the project should always concentrate on.**

Recommendations:

The project should take care not to become a school building project. The staff should be strong in the face of the 'hardware fever' that seems to sweep the SMCs and teachers. They should always take care to have a strong software component at every school, before, during and after the construction activities.

The budget share of training and awareness raising should be increased from 10%.

According to the project methodology, NC members are in the age group from 11 to 14, while in classroom construction the lower classes are particularly targeted. This has led to there being currently 7 primary schools with hardware support but no NCs. In such schools visited the software component seemed quite weak, lying solely on the shoulders of one or two teachers.

Recommendation:

The project should adapt their software methodology / NC concept to suit also younger students. When visiting the SEAM-N schools in Dharan, the evaluation team and the Project Director had a good chance to see how also younger students can actively participate in improving the school environment.

Within the hardware construction component, most of the money (73.4% during the first two years) is reported under renovation and construction of school buildings. This share for classrooms seems quite high. The high number may be partly explained by the fact that all construction activities at a school are tendered together, and project staff reported difficulties in separating the costs for each activity in accounting.

Recommendation:

The project should follow their expenditure in different hardware activities, and think of an appropriate level for classroom renovation and construction.

Within the software component, the project team was left wondering about the scholarship component: it seemed a bit removed from the rest of the activities. How important are the scholarships for the project? How big is their motivating impact for participating in the NC activities?

Another point worth mentioning in the budget is that planning, monitoring and evaluation costs seem very low, particularly when most of the expenses come from making video reports. The need for increased monitoring (e.g. baseline and monitoring studies) is further discussed in chapter 4.5.

3.3 Relevance

With regard to the needs of the beneficiaries

Particularly the hardware component corresponds strongly with the expressed needs of the beneficiaries. The demand for construction of classrooms, toilets and water supply is evidently very high.

While the demand for awareness raising may not initially be as strong as for the hardware component, there is a clear need for increasing environmental awareness and changing environmental and hygiene habits of the school children and the communities at large in Nepal. People are oblivious to the waste problem prevalent in the country, awareness of household level water purification techniques is negligible, washing of hands with sufficient water and soap is still not widely practiced despite many organizations campaigning for it for a long time. Schools can effectively change these behavior patterns in children as they are still at an age where new habits can be learned to the core.

With regard to the development problems described in the project document

The project document (i.e. the project proposal) describes the following development and environmental problems:

- Lack of farming land and forests, and the ensuing problems of overuse, landslides and erosion, and immigration to marginal ecosystems or to the overcrowded plains.
- General poverty.
- Poor school environment, leading to lack of motivation, low enrolment ratios and high drop out rates.
- Low literacy rate.
- Dropout of female students, due to general attitudes, poverty, work roles, and due to lack of water and toilet facilities in schools.

Project activities are highly relevant with regard to improvement of the school environment, and potentially with regard to literacy and attendance of female students. The first group of problems described does not really have much to do with project activities.

What is missing from the project proposal are some of the obvious problems directly addressed by the project, e.g. the trash and waste problem or lack of sanitation awareness and habits. The original proposal could have been reworked and revised a bit more during the years of planning and implementation to improve its internal logic.

With regard to Millennium Development Goals

In terms of MDGs, the project is directly related with the MDGs number 2 and 7, i.e. 'Universal primary education for all' and 'Environmental sustainability'. In the long-term, the project is relevant also in terms of MDG number 1, 'Eradicate extreme poverty and hunger'.

With regard to other international conventions and declarations

The objectives of the project closely correspond with the international Convention on the Rights of the Child of 1989 (CRC) and the World Declaration on Education For All of 1990 (EFA). Both were signed by Nepal in 1990.

With regard to Finnish development policies

The overall objective of the project closely coincides with that of Finnish development policy: eradication of poverty and promotion of sustainable development. The relevance of the project with regard to Millennium Development Goals, one of the central tenets of Finnish policy, is explained above.

The new development policy puts more emphasis on environment than the previous ones. The themes include climate change, access to clean water and sanitation, environmental distress (soil, water, atmosphere, waste), biodiversity and sustainable use of natural resources. Of these the project is most directly relevant to drinking water and sanitation and to waste management. Sustainable use of natural resources is addressed by ECCA more directly through its other projects.

Improvement of the position of women and girls and promoting equality is one of the central cross cutting themes of Finnish policy that all Finnish-funded development activities should implement. The project has a strong potential for having a positive impact in this regard, particularly with regard to equal access to education and to decision making (in NCs). More on gender in chapter 4.7.

Another cross-cutting theme concerns the promotion of the rights of such vulnerable groups as children, persons with disabilities, indigenous people and ethnic minorities. Obviously the project, as it promotes children as active members of the society and as decision makers and takers of responsibility, is very relevant with regard to the rights of the children. In the Nepali context, the 'indigenous people and ethnic minorities' has to be translated into caste groups, and particularly to the rights of the Dalits and Janajatis. The project should improve its performance in social inclusion (see Chapter 4.7).

With regard to the plans and policies of the government of Nepal

The environmental conservation sector in Nepal is regulated by the National Conservation Strategy of 1988, the Nepal Environment Policy and Action plan of 1993 and the Sustainable Development Agenda for Nepal (SADAN) of 2003. Also the 3-year interim plan of Nepal has emphasized sustainable development and reduction of negative environmental impacts of development activities.

Free universal education is included under directive principles and state guidelines in the Interim Constitution of Nepal 2007. The constitution also stipulates the commitment to transfer management of schools to communities. The project supports these goals. Furthermore, the education policy of the interim plan states that the participation of children in academic processes by organising them into youth and child clubs should be increased. This tallies well with project activities in formation and support of NCs.

The 10th plan of Nepal and its poverty reduction strategy correlate well with the overall objective of the project. The same plan recognizes child rights as a cross-cutting issue. There are further links also with the National Plan of Action for Children in Nepal for the years 2004/5 to 2014/15.

3.4 Effectiveness and impact

In terms of increased environmental awareness:

The environmental awareness of the Nature Club members has increased considerably. This seems to be particularly true with regard to concrete 'school environment' issues like waste management, greenery development, the importance and meaning of personal hygiene and water purification techniques. With regard to such 'wider' environmental issues as deforestation, erosion, climate change etc., awareness was less obvious. As one boy put it, many things are talked about on the Camp, but we only remember those that matter to us.

ECCA's primary objective is to provide a broad environmental programme to youth and children. In the school environment improvement programme, the activities concentrate on quite a narrow field, and include much from outside the field of environment.

Comments and recommendations:

The evaluation team feels that the multi-disciplinary, fun-filled approach to training on the ECCA Camps with much emphasis on life skills development and confidence building effectively facilitates the purpose of the Camps, i.e. the establishment of strong and vibrant Nature Clubs. It is also good that the Nature Clubs are free to do things outside the strictly environmental. The evaluation team further feels that it is good to concentrate on ECCA Camps on things that make sense to the children.

The project team should, however, take care to offer opportunities to the children to broaden their perspective on the environment. The project could, for example, organise short, thematic trainings / discussions for interested NC students and teachers, on issues of local and nation-wide interest. For example, deforestation in Nepal, its reasons and impacts; climate change, its reasons and impacts in Nepal; air quality in Kathmandu Valley, etc.

The project / ECCA should also think of ways of offering something to interested youth between the age of leaving the Nature Club and being able to become ECCA counsellors.

How well the increased environmental awareness of NC students is transferred to the rest of the student body is more difficult to ascertain without an in-depth monitoring study on the issue. All Nature Clubs regularly make wall magazines and organise different kinds of competitions and games, reaching out also to other students, but their effectiveness in transferring environmental awareness is hard to assess. In some schools it seemed that most of the student knew about the Nature Club, in others the students we asked did not know about the Club activities or what 'school environment' could mean.

Comments and recommendations:

The project should pay more attention to reaching out to the whole student body. In some schools, the NC used the assembly (organised every morning) as a forum to inform everybody of their activities and of school environment in general. This is one measure that could be adopted also elsewhere.

The project should consider ways of diversifying the activities of the NCs. At the moment, they all clean the school compound, make wall magazines, arrange competitions and games, and plant greenery in the school, and while also other kinds of activities exist, they are much rarer.

There seemed to be much variation in how much the head master, the teachers and the SMCs knew about the NCs and their activities. In all schools with a NC, at least one teacher has been assigned the responsibility to look over and facilitate NC activities. But in some schools visited (2), some teachers even said they had not heard about such a club, and in many others only the NC teacher was involved and interested. In schools where the NCs had strong support of the teachers and the head master, their work was more effective. Several teachers and SMC members also told the evaluation team they would like to have training on environment from ECCA.

Comments and recommendations:

More thorough involvement and support of teachers would likely increase the effectiveness of the NC activities. It would also facilitate the inclusion of the rest of the students in activities. ECCA should take care to inform all teachers and SMC members (as far as possible) of the project, its purpose and the role and purpose of NCs. An hour-long orientation (for teachers, SMC members, parents) should be organised at every school prior to starting the activities. Short trainings to the teacher body and SMC members could also be considered.

With regard to CTC, the counsellor trainees have probably gained more in training and facilitation skills development than in environmental awareness through the CTC, but at least the counsellors in the capital area have other channels to access environmental information through ECCA. Most of them also already possess a lively interest in the environment and are highly aware of the problems faced. The counsellor network is the strength of ECCA. The counsellors met were very enthusiastic and energetic, and full of ideas of how to improve the project.

In terms of improved hygiene and sanitation, i.e. environmental behaviour:

Improving hygiene and sanitation requires not only increasing awareness, but also changes in behaviour on the basis of that awareness. To what extent has the project managed to induce such environmental behaviour and action?

The students have most effectively adopted waste management practices. In every school the class rooms and school compound were regularly cleaned by the students, something that they reported no prior interest in. Many students told that before they never thought of what they did with their trash, but nowadays they no longer throw it around. Many schools separated (or were learning to separate) organic and inorganic waste and did (or were learning to do) composting. In Kathmandu valley, all NCs met with collected plastic and sold it to the LSMC for recycling. Many NCs had also made handicrafts from

separated waste and prepared hand-made paper from used paper. Many NC students also reported that they had initiated such activities also at home.

Also water purification techniques were quite well learned by the NC students who had had training on the issue. Many also practiced them at home. The cleanliness of toilets varied a lot between schools, from very clean with soap for washing hands to very dirty with overflowing toilets. Very few schools had water for washing hands available near the toilet, let alone soap.

Planting had been done in most schools, with varying results. In some, the plants were well taken care of and flourished, in others many had died or disappeared. The reasons included people stealing the plants, animal encroachment, children stamping them while playing, and lack of watering, particularly during the school holidays. The first two reasons can be addressed through fencing the school compound, the third by protective fencing around the plants.

Recommendations:

The potential for fund raising from waste recycling/reuse should be further studied and utilised. The possibilities for selling plastic to India for recycling should be studied also outside the Kathmandu Valley, and compost fertiliser could also be sold.

The project should put more emphasis on toilet management, and in training also the teachers on it. The evaluation team hopes to see more of this in future:



Picture 1. A sink for washing hands inside the toilet building, with hand soap and detergent for washing the toilets. Shree Mahabharat Secondary Shool, Letang.

In terms of increased school attendance

The logic from the activities of the project to this objective lies mostly in the field of hardware improvements. The improvements in the school environment from renovation, new classrooms, toilet building and fencing are quite drastic, and seem to have increased

the overall motivation and learning performance of students and teachers alike. Many expressed pride in their school, whereas before the school was often a cause of shame. It is likely that these improvements may have increased school attendance and some teachers thought so, but without monitoring data it was impossible for the evaluation team to ascertain this. The project is currently planning a follow-up study on the impacts of the project. The format was discussed, and measurements of impact on attendance and health were added to it.

It is also likely that the availability of toilets has contributed to school attendance, particularly to that of girls, but again this could not be ascertained. Also absences due to illness were thought to have decreased because of improvements in health as a result of improved water supply and toilet facilities in some schools.

Recommendation:

The project should regularly collect data on school attendance by gender, as well as on absences due to sickness.

Unintended impacts

One of the major positive impacts of the project is not mentioned in any plans, i.e. the confidence building effects of the ECCA trainings and participation in the NC activities. The first thing the children mentioned everywhere when asked what they have learned from the ECCA camp and their involvement in the Nature Club was that they had gained confidence to express their thoughts in public, when before they had been very shy. Similarly, they have learned much about leadership and organisational skills through taking responsibility and organising different NC activities.

In general, the Nature Clubs seem to have a bigger significance for the members than the name suggests. They are social platforms and forums, through which the children find new friends and new skills. Through Nature Club activities the children get a chance to utilise their creativity and go ahead with their ideas, something that the regular schooling system does not support.

In terms of the overall objectives: reduction of environmental problems and poverty

The impact the project has had, or is likely to have, with respect to these very wide objectives is difficult to assess. On the basis of the meetings with the very energetic, enthusiastic and resourceful ECCA counsellors, one can see them one day (and already) making a difference in environmental conservation in the country.

The project has quite effectively reached the poor segments of the society. In the capital area, the project schools are 'community schools' by name but in practice the communities have very little interest in their management. This is because only about 5 % of the students are actually from the communities: the children of the local people all study in private schools, and the students in the government schools are children of poor immigrants living on the fringes of the capital city, such as street vendors and low-income labourers. Many of the children themselves are employed as domestic workers. This makes it difficult for the schools to reach the parents, as well as to get support from the community. In the rural areas in the East, the project has been working in schools

where the communities are in need. There it is easier to involve the communities in project activities, and the project should do its best to achieve just that.

The overall motivational impact of the project on students and teachers should have a positive impact on learning results and that way indirectly on poverty reduction. Also, if the project would put more emphasis in instilling a feeling of capability and self-sufficiency in the NC students and among the schools in terms of maintenance and improvements (i.e. belief in the capacity to provide and achieve by themselves instead of through the support of some donor), that would make a very valuable contribution towards positive change in an aid dependent country like Nepal.

3.5 Efficiency

Cost efficiency

The overall cost of project implementation has been Rs. 37,520,789.97 (Euro 405,285.99). This divided by the minimum number of beneficiaries (12,597) gives per head cost of about Rs. 2979 (appr. Euro 30). When calculating a similar figure with only implementation costs (i.e. the hardware and software costs, coming up to Rs. 28,359,387.02) divided by the number of beneficiaries when including all students of all participation schools (28,097), the figure becomes Rs. 1009 (appr. Euro 10).

Overall, the evaluation team feels that the software part of the project has been quite cost-effective. The utilisation of the voluntary youth network has contributed towards this. The per capita costs per day of the Counsellor Training Camp are somewhere between Rs. 1100 and 1200 (Euro 11-12). For the ECCA camp the figure is more difficult to calculate as some camps lasted for four and some for five days, and the number of participants is not clear to the evaluation team. The cost range is from Rs. 360 to 590 (Euro 3.6 to 5.9).

In the hardware part, the processes of tendering, signing of MOU, and ensuring commitments from schools seem quite good. According to the stakeholders also the quality is taken care of. However, the evaluation team was left with some questions about the unit costs of construction. The project reported the costs of constructing a two- to three room, concrete one-storey school building with a supporting pillar structure at Rs. 1600 to 1900 (including the 13% VAT) per square foot in Kathmandu Valley. The unit costs of the Yasodhara school building had been even higher, Rs. 1978.76 / sq foot, because the school was planning to build more floors later and the ground floor had to be strong enough for the purpose (see Annex 4, Table 9). For comparison, the evaluation team asked for a unit cost estimate for a similar one-storey school building with two to three rooms and a supporting pillar structure in the Valley from three different professionals: a local contractor, a government engineer, and an architect from a private construction company. The price estimates ranged from Rs. 1,200 to 1,600 / sq foot (excluding the 13% VAT). The VAT alone is not enough to explain this difference in prices. The higher per unit costs reported by the project may have to do with the fact that much of the construction was done during a severe price hike in construction materials; now the prices have already come down.

Recommendation:

The project should look deeper into the reasons behind the differences in unit prices quoted.

Development management performance of the project organisation

The project management team is visionary, innovative, and energetic with professional skills and knowledge required for the implementation of the project. They are dedicated, committed, and competent in leading, coordinating and organizing. The project team is very action oriented. But in terms of systematic management, there is much room for improvement.

Project staff collects baseline information at the stage of school selection, and the director, the programme officers, the field assistant and the counsellors all monitor project activities. This is done on a very ad hoc basis, however. There are no formats for collection of baseline information or for monitoring, and the data collected is not systematically stored. This leads to difficulties in information management, which slowed down also the work of the evaluation team: numerical information on project activities had to be calculated time and again, and the results were often contradictory.

Comment and recommendations:

With no proper system of collecting information on progress and impact at their disposal, the school visits of the project team and the counsellors served more the purposes of supervision, ad hoc problem solving and facilitation than monitoring.

The project should develop systematic tools for monitoring: formats for collecting baseline information on schools, as well as for monitoring. The changes in indicators should be measured through a monitoring study each year. On top of this, day-to-day monitoring of operations should be immediately recorded in electronic format so as to avoid inclarities e.g. in the number of participants in trainings, or the numbers of different hardware items. With little effort, one can go a long way with the help of Microsoft Excel. It can easily serve the data management needs of a small project such as the one under evaluation. Such systematic monitoring tools would increase the efficiency and effectiveness of the project through improving its ability to identify strengths and weaknesses in its performance.

With regard to planning, the evaluation team observed some inconsistencies in the internal logic of the project document (i.e. the project proposal). For example, the development problems quoted did not properly tally with the objectives or the activities. Some refining between the activities and objectives could also have improved the document. The logical framework prepared included only activities with often vague indicators, but not the logic from the activities to results, goals and objectives.

The goals of the project stated in the project document and the 'working goal' as stated by the project team appeared different (see chapter 1.3). The staff did not immediately remember what the stated goals were. It seems that the project document was not much revisited after financing was secured. While this project was still on course with regard to the stated goals, such inattention to the project document can lead to deviation. It may

also be partly responsible for the lack of attention to measuring changes in school attendance.

As reported in chapter 1.3, several changes have been made in the original budget and activities. These changes had been verbally agreed on between ECCA and Taksvarkki, but they had not been otherwise recorded. Now it seemed that neither partner could track down the changes or their reasons.

Recommendations:

The evaluation team recommends that in future the cooperation partners work more thoroughly on the project logic from problems to be addressed to activities to address them, to how the activities lead to result and the results to the attainment of project goals. Also indicators to measure progress in each result and goal should be considered more thoroughly. Shortly put, the whole logical framework exercise should be done with more thought.

The project team should periodically return to the project document to check how they are doing in terms of achieving the stated goals.

The cooperation partners should take care to record all the changes made to the original plans.

Human resources

The evaluation team found the staff committed and competent. As reported in Chapter 1.3, there are six full-time and one part-time project staff. Of these, all but the Field Assistant are based in Lalitpur office. One of the Programme Officers does regular field work with the Lalitpur and Bhaktapur schools and Nature Clubs, while the Director and the other Programme Officers frequently visit all project areas. Morang, Jhapa and Siraha are situated in eastern Nepal where only one Field Assistant is stationed. There are 26 nature clubs in 3 working districts, with one of the districts lying quite far from the other two. The field staff is responsible for surveying of new schools, monitoring of the hardware, monitoring of the all the 26 nature clubs and coordination with head office, SMCs and the contractor. The evaluation team wonders if there is enough project presence in the field in the Eastern project areas.

ECCA Executive Committee

As reported in Chapter 1.3, the ECCA Executive Committee is composed of 11 members (9 male and 2 female). Some of the members have the dual roles of being members of the executive committee while also being members of ECCA staff.

The general assembly meets once in a year. The total number of general members is 36.

Linkage and cooperation with government bodies

The project has been working in Lalitpur with the LSMC Community Development Centre. The evaluation team found that in the rural areas there was much coordination between the project and the School Management Committees where there was a hardware component. But when only software activities were present, the SMCs did not appear interested, and ECCA only coordinated with the NC and NC teacher, the

headmaster and few other interested teachers. The team did not find the project coordinating with VDCs and DDCs⁴.

Comments and recommendations:

In the long run, it is the government that has to be responsible for the education sector and for improvement of the school environment. ECCA needs to coordinate with the government bodies in the district, i.e. the DEO, the DDC and the VDCs, while implementing any software and hardware activities in the area.

3.6 Sustainability

The selection of schemes and schools is demand-driven: it is based on proposals from the schools themselves. In addition, all schools strike a 'bargain' with ECCA, where they commit to contribute to the improvement of the school environment from their own resources in exchange to ECCA activities. Both of these factors are helpful in creating a sense of ownership and thus facilitating the chances for sustainability.

Maintenance of hardware

When the MoU on infrastructure schemes is signed between the school and ECCA, the schools always commit to maintain the built structures. However, no operation and maintenance funds are created. The project collects a deposit of Rs. 25 000 to 50 000 from the schools prior to construction, which is returned after the school has delivered its agreed contribution. **This is not an operation and maintenance fund**, rather a token of faith and a proof of the ability of the school to extract funds when needed.

The evaluation team feels that this is not likely to be enough to guarantee proper maintenance of the built structures. The biggest challenge to any hardware project is almost always maintenance. And in Nepal particularly, there is no culture of maintenance. This shows everywhere, for example in the water supply sector, where official figures of coverage are radically different from reality: figures count all schemes ever built, whereas in actuality several are dysfunctional due to lack of maintenance. When this is true for something that is as high a priority to people as drinking water, what can be expected in maintenance of, say, students' toilets in schools? Some symptoms of this were already visible at the schools visited, for example not replacing the taps that had been broken but cutting the drinking water line instead – and taps are not expensive!

Recommendations:

The project should carefully monitor the developments here and should strive to initiate and ensure a culture of maintenance in the schools. The first step would be to always establish operation and maintenance funds, with clear responsibilities established and training on maintenance provided.

⁴ According to the project team, there is indirect coordination with the VDCs as people from the VDC are included in the SMCs.

Continuity of NC activities

On the software side, the continuity of NC activities is recognised as a challenge by the project team. Problems have been faced particularly during the take-over from one executive committee to another, when leading NC students move onto class 10 and have to give up active NC work. To facilitate continuity, the project has urged NCs to start training new ex com members early on. In many schools, the 10th class students also remain as advisors for the NCs. The NCs are also provided NC manuals prepared by ECCA, where sustainability and ideas for fund raising are discussed.

As regards the continuation of NC activities after project support ends, the project expects the local counsellors to continue visiting the schools and helping the Nature Clubs. In Lalitpur, the Community Development Centre is expected to continue ECCA's work.

Comments and recommendations:

The project team feels that these measures may not be enough to guarantee the continued existence and activity of Nature Clubs after active support from the project ends. One obvious sustainability factor in this regard, i.e. the active support of the teachers, the headmaster and the School Management Committee, was not in evidence in many schools visited. Where such support exists, NC work can be taken forward to new 'generations' with the help of the permanent staff. The project should try to strengthen the institutional existence (i.e. existence regardless of individuals involved) of the NCs. This requires more active involvement of teachers and SMCs in project work. One measure for institutional existence could be the inclusion of Nature Clubs in school rules and regulations.

Fund raising for NCs

Most NCs rely on membership fees, ID card fees, selling of plastic (Lalitpur) and donations in funding their activities.

Comments and recommendations:

The evaluation team feels that the project should promote more innovation in fund raising. The project should try to instil a feeling of self-sufficiency among the members (belief in that they can do for themselves, without outside support). This would be a very valuable contribution to the development of an aid-dependent country like Nepal in the long term. Some forms of fund raising (e.g. planting and selling of vegetables) also require the active support of teachers.

The NC manual prepared by ECCA has a lot of good material on continuation of NC activities. Among other things, it lists many different kinds of fund raising activities. Use of the NC manuals should be promoted.

Continuity for the children involved

Another continuity factor identified particularly by the counsellors interviewed is that there is a gap between the age of involvement in NCs and the age when young people can become councillors. ECCA should think of what it could offer for the children after the NC age.

Cooperation with government bodies

In the long term, it is the government that has to be responsible for the education sector. The project should be very careful not to undermine the capacity of state bodies to control the school sector. That is why the project should strive to run the project through government processes.

The unstable political situation takes some of the control over sustainability out of the hands of the project. The experiences of the project in Siraha are one reason given by the project team for staying away from government bodies in Letang: they wish to remain strictly non-political. Such a position may make sense in the light of the experiences in Siraha, but the project should follow the changing political situation and strive to work with the government bodies as soon and as much as possible.

Ecological sustainability and efficiency

Cooperation with government bodies and their motivation in environmental work is essential for larger scale positive environmental impacts of raised awareness. The scope of what schools can manage in e.g. waste management without supporting structures from the state bodies is limited. It is difficult for the schools alone to organise such activities as recycling of plastic. For increased ecological impacts in the environmental sector, the inclusion of state bodies in environmental awareness raising is very important.

3.7 Gender and social inclusion

The project team's approach to gender equality and social inclusion could be described as follows: they *wish* to promote both principles, but are not really doing anything to ensure it. They expressed the idea that positive discrimination can have negative impacts: they do not want to give people the impression they are given a chance to participate in project activities *because* they are Dalits, Janajatis or girls/women. They claim that they support these groups without such measures, and the project document particularly stresses girls' needs and school attendance. In the opinion of the evaluation team this did not correspond with the gender- and caste – passive working practices of the project. While the project was able to track their performance in terms of gender, they could not do even that in terms of caste.

Gender tracking of project activities produced the following results:

Table 5. Gender tracking of project activities⁵

	ECCA executive committee	Project staff	CTC	ECCA Camp	Nature Club executive Committees
Male	82 % (9)	100 % (6)	54 % (74)	54 % (331)	52 % (110)
Female	18 % (2)	0 %	46 % (63)	46 % (279)	48 % (102)

The numbers are quite acceptable at the project activity level. At the level of project staff and ECCA executive committee, however, the level of participation of women is quite discouraging.

Comments and recommendations:

The review team feels that the project team is confused with the concepts of gender and social inclusion. On the one hand they claim they are particularly targeting girls and other vulnerable groups e.g. through improving toilet facilities, but on the other they are applying a ‘one size fits all’ -approach and are not trying to ensure the participation of such groups or even tracking who is benefiting from their activities. With the approach described above, empowerment of vulnerable groups is impossible to ensure, and depends totally on the good-will of all actors that make any kinds of decisions during the implementation process, e.g. the NC executive committees, teachers, etc. The evaluation team strongly suspects such a loose approach cannot be enough to ensure gender equality and social inclusion in project activities, when women, Dalits and Janajatis are normally always disadvantage in terms of access to resources, opportunities and decision-making power.

The initial step to understand the situation is tracking. The review team strongly recommends that the project should start systematically tracking their performance with regard to gender and social inclusion. Based on the findings, the need for affirmative action / positive discrimination measures should be reconsidered. The review team feels that intensive training to the project team on gender and social inclusion would help to understand the concepts and give them the latest information on the impacts of positive discrimination measures on equality.

4. Conclusions and Recommendations

4.1. Conclusions

On the whole, while there is room for improvement, the evaluation team found the project a very positive endeavour. It responds to very real informational and physical

⁵ The total numbers of participants provided by the project team in connection to gender tracking deviate from the numbers given elsewhere: e.g. in ECCA Camps the total number of participants according to gender tracking data is 610, while elsewhere the figure has been reported at 472. (See also Chapter 3.1; Annex 4).

needs of school children, and steps in to fill the gap in environmental and sanitation awareness apparent among them. ECCA's training methodology of transferring knowledge from experts to youth to children is the unique feature and the strong point of the project. It places the young and the children on the driver's seat, and has proved effective in empowering both groups. In the meetings with Nature Club students and Counsellors, the evaluation team was swamped by descriptions of how personal capacities in public speaking, initiative, leadership and organisational skills had developed through involvement in project activities.

Combining the software component with construction activities has clearly helped in creating an environment conducive to learning and improved environmental and sanitation behaviour. The project has resulted in drastic changes in the physical school environment through renovation and construction of classrooms, fencing, and building of toilets and water supply systems, as well as improved cleanliness of the school compounds, new initiatives in waste management, efforts to make the school yard look nice through planting, and improved sanitation practices. On top of these, the Nature Clubs regularly publish wall newspapers to disseminate their thoughts to other children and organise games and cultural programmes. Also some very positive initiatives to reach out to other schools and communities had been taken.

While the hardware component has clearly made a difference and demand for hardware by school administrations and School Management Committees is overwhelming, the evaluation team feels that the project should put more emphasis on the software activities. The total projected expenditure on ECCA's side from February 2006 to the end of the project period is Rs. 37,520,789.97 (Euro 405,285.99). Of this, about 70% has gone to hardware activities and only 10% to training and awareness raising. The remaining 20% has gone to personnel and administrative costs. The project should take care to remain primarily an environmental project, in line with the organisational vision of ECCA, and not become a school building project. The budget share of software should be increased, and take care should be taken to have a strong software component in every project school.

The contents of ECCA trainings and Nature Club activities are very action oriented and practical, centre on a rather narrow field within 'the environment', and encompass much from outside the strictly environmental. This is a good approach to start with, but the project should take care to provide opportunities for the children to broaden their understanding of environmental problems, linking their activities with such issues as conservation of biodiversity, deforestation, climate change, etc. The project should put more emphasis on such issues in the follow up and interaction activities once the Nature Clubs are up and running.

The project, as well as ECCA as a whole, has a very flexible approach to project management and implementation: flexibility is one of the organisational characteristics mentioned in presentations and publications. While flexibility is very good in terms of allowing local initiatives and tailoring of projects to local needs, the review team found the project at times excessively flexible; the vision and mission of the organisation and the objectives of the project should always be kept in mind. This excessive flexibility was also reflected in project management performance. Setting of realistic targets, regular tracking of changes in plans, and systematic monitoring of performance are central areas that need improvement.

Project approach to gender equality and social inclusion could, provocatively, be described as ‘one size fits all’: while girls’ school attendance is particularly targeted in the project document, not much is done to ensure that girls particularly benefit from project activities. There are no women among project staff. In terms of social inclusion, the project has not even been tracking their performance. The project should be able to track down who are benefiting from its activities.

Linkage and cooperation with government bodies is another area the project needs to improve in. Likewise, inclusion of school staff and SMCs in project activities should be enhanced: currently, some teachers and SMC members were not even aware of the existence of Nature Clubs in their schools. Also in sustainability there is room for improvement. The project should initiate operation and maintenance funds for hardware constructed, and more emphasis should be put on continuity of Nature Club activities. This includes enlisting the support of all teachers and the SMCs for the software component.

4.2. Recommendations

Improve effectiveness of software activities: The project should pay more attention to reaching out to the whole student body of the schools. In some schools, the NC used the assembly as a forum to inform everybody of their activities and of school environment in general. This is one measure that could be adopted also elsewhere. The project team should take care to inform all teachers and SMC members of the project, its purpose and the role and purpose of NCs. An hour-long orientation (for teachers, SMC members, parents) should be organized at every school prior to starting the activities about the purpose and activities of the NCs. Short trainings to the schoolteachers and SMC members could also be considered. The project should take measures to broaden the perception on environment of the NC students. One tool could be short thematic trainings and discussions on various locally and nationally significant environmental problems and phenomena.

Strengthen the software component in relation to the hardware component: The budget share of training and awareness raising should be increased from 10%. The project should not have a single school without a strong software component. The software methodology and NC concept should be adapted to suit also primary school students. When visiting the SEAM-N schools in Dharan, the evaluation team and the project director had a good chance to see how also younger students can actively participate in improving the school environment. Similar methods could be used by ECCA.

Systematize management and monitoring: The project should regularly revisit its long term plans. The cooperation partners should regularly revisit the project plan and improve mutual communication to improve institutional memory. Monitoring particularly needs to be systematized to assess and improve project performance.

Take steps to enhance sustainability: For the hardware, the project should initiate operation and maintenance funds. To ensure continuity of the NCs, the project should work to enlist the active support of school staff and SMCs. The potential for fund raising from e.g. waste recycling, growing and selling of vegetables etc. should be further studied, and initiative of the NCs in fund raising should be encouraged. Inclusion of Nature Clubs in school rules and regulations could be measure for institutionalisation of the NCs.

Improve cooperation and coordination: The project should share its purpose and activities with all stakeholders, including such government bodies as VDCs, DDCs and DEOs as well as SMCs and the entire staff of the schools.

Ensure gender equality and social inclusion in project activities: The project should start systematically tracking its performance in terms of gender and caste. On the basis of the results, the need for positive discrimination measures should be considered. The review team recommends training on gender and social inclusion to the project team to attain conceptual clarity and latest information on the impacts of positive discrimination measures on equality.

Annex 1. Terms of Reference of the Mid-Term Evaluation



TERMS OF REFERENCE November 2008

MID-TERM EVALUATION OF THE PROJECT “CHILDREN SCHOOL RIGHTS AND ENVIRONMENTAL CONSERVATION FOLLOW-UP PROGRAMME” IN NEPAL FUNDED BY TAKSVÄRKKI RY

1. SUBJECT OF THE EVALUATION

Taksvärkki ry and its Nepalese partner organisation ECCA (Environmental Camps for Conservation Awareness) have been working together since 2006 in order to implement a development co-operation project to promote child rights for education and to raise awareness on environmental issues in Nepal. The project activities are being implemented by ECCA in Nepal. The funding comes from the Ministry for Foreign Affairs of Finland (MFA) and Finnish school children through Taksvärkki ry. The project started in January 2006 and its first phase is going to end in December 2008. Funding for additional two years has been applied from MFA and the second phase is planned to get started smoothly in January 2009. The project area includes districts of Shiraha, Morang and Jhapa in Eastern Nepal as well as Lalitpur and Bhaktapur in the Metropolitan area. The annual project budget in Nepal has been appr. 150 000 euros.

The project provides basic support for improving school environment and at the same time raises awareness on environmental issues among the children and youth in Nepal. Activities to improve school environment include renovation of existing school buildings, adding new classrooms, providing furniture, constructing sanitation facilities and fencing school compounds. The required trainings for maintenance etc. are provided to the teachers, youth and children. Environmental awareness raising includes training of youth to become environmental counselors, organising ECCA camps and supporting the establishment, activities and interaction of nature clubs formed by school children.

2. BACKGROUND OF THE EVALUATION

According to Taksvärkki ry's practice the co-operation projects are evaluated regularly. More and more emphasis is being put into midterm evaluations which offer a deeper look into the projects during the project period when there is still a chance to redirect or change the course of the project in order it to meet the objectives even better.

The purpose of this evaluation is to provide an insight into the activities carried out within the project and to evaluate their results so far in order to gain deeper understanding on the progress of the project and to be able to redirect the activities in the second phase of the project if necessary. Special emphasis should be placed on evaluating the effectiveness and efficiency of the activities and the evaluation should give an opinion on these by different activities. At the same time the evaluation should give recommendations on how to improve or correct the activities to better further the objectives of the project.

The evaluation is expected to serve both partners in learning and it will also help the partners in reporting to different stakeholders both in Finland and in Nepal.

3. EVALUATION ISSUES

The evaluators should take into consideration the evaluation guidelines provided by MFA/ Finland. In addition to the evaluation issues listed below, the evaluators are free to evaluate any other issues which they consider relevant for the evaluation of the project.

3.1 Relevance:

Are the objectives and results of the project in line with the needs of the beneficiaries and stakeholders? Are the activities relevant in regard to the development problems described in the project plan? Is the project relevant in the context of Finnish and Nepali development policy?

3.2 Effectiveness:

Have the results of the project furthered the overall objective of the project? Are there any factors that have hindered the objectives to be reached? Are there objectives and activities that are not achieved or realized and why? Are there other non-planned activities which have been carried out within the project and have they been relevant to the project purpose?

3.3 Efficiency:

How "cost-efficient" has the project been? Are the resources used justified by the quality and quantity of the results? What is the development management performance of the project?

These three issues are the main questions in the evaluation. In addition to these the evaluation should, as far as possible, try to evaluate, answer or foresee the following issues:

Sustainability:

How sustainable are the results and impact achieved? Different aspects of sustainability (economic, financial, technical, socio-cultural, institutional, political, ecological) should be taken into consideration.

Impact:

What has happened or is likely to happen because of the project? Are there any visible changes that can lead to the overall objective after having reached the project objectives? What kind of changes has been brought about by the project, intended and unintended?

4. METHODOLOGY

The evaluation includes desk study of project documents, reports and background materials as well as field work. Before the field work evaluators should discuss the methods and the evaluation plan with ECCA and Taksvärkki ry. A written agreement will be made between the evaluators and Taksvärkki ry.

5. EVALUATION TEAM

The evaluation team consists of a Finnish and a Nepalese evaluator. The Nepalese evaluator works as a team leader and carries the final responsibility of the evaluation report. Division of duties between the evaluators will be defined in an evaluation / methodological plan before beginning the field work.

The contact person and coordinator of the evaluation in Taksvärkki ry will be Programme Officer Mari Luosujärvi.

6. TIMETABLE AND REPORTING

The field work (approximately two weeks) will be carried out in November 2008. In addition, there will be few days of desk work both before and after the field trip. Total number of working days of each evaluator for the evaluation assignment will be 21 days.

The draft report should be sent to Taksvärkki ry as soon as possible after the field work. The final evaluation report should be ready by the end of December 2008. The report will be written in English and be sent to Taksvärkki ry electronically. The report shall contain, at least, the following parts: summary, introduction, findings, conclusions and recommendations. The conclusions and recommendations will be discussed with the project partners also in meetings if possible.

Annex 2. Evaluation programme and list of people met

Schedule of work

Dates	Activity	Responsibility	Location
1-7November, 2008	Familiarization with Taksvärkki ry and ECCA programme, literature review, drafting work plan, discussion with Taksvärkki and ECCA (through email)	HT/ TK	Lalitpur, Dhangadhi
10November, 2008	Briefing by ECCA (to understand the programme), signing of agreement, finalization of draft work plan, literature review	HT/RK/ ECCA	Lalitpur
11.November	Designing of methodology and checklist, sharing methodology with Taksavarkyry and ECCA	HT/RK	Lalitpur
12, November, 2008	Interview with project staff, ECCA executive committee; discussion about the resource material ECCA produced.	HT/RK	Lalitpur
13, November, 2008	Field visit to Lalitpur schools, community	All team	Lalitpur
14, November, 2008	Field visit to Lalitpur, schools, community Review the activities of the week	All team	Lalitpur
15, November, 2008	Preparation for field visit	HT/RK	
16, November, 2008	Fly to Jhapa: the flight was very delayed, and school meetings had to be postponed for the next day	All team	KTM/Jhapa
17,November, 2008	Discussion with School children, SMC, teachers, local youth, parents and community.	All team +field staff	Jhapa, Morang
18, November, 2008	Discussion with School children, SMC, teachers, local youth, parents and community	All team + field staff	Morang
19, November, 2008	Go to Letang discussion with ECCA field office staff.	All team + field staff	Morang
20, November, 2008	Discussion with School children, SMC, teachers, local youth, parents and community.	All team + field staff	Morang
21 November, 2008	Visit SEAM-N supported schools in Dharan	All team	Sunsari
22 November, 2008	Back to KTM.	All team	Morang/KTM
23 November, 2008	Meeting with Lalitpur Sub-Metropolitan city / Community Development Centre, City Counsellors and ECCA Counsellors, and a two-member team from one school from Siraha.	HT/RK	Lalitpur
24 November, 2008	Discussions with the project team, meeting with a community child club. Visit to Bhaktapur Schools was cancelled.	HT/RK	Lalitpur
25 November, 2008	Visit the Embassy of Finland, Preliminary analyses of field data	HT/RK	KTM, Lalitpur
26 November, 2008	Sharing the emerging issues with ECCA/ Taksvärkki (through email/phone)	HT/RK	Lalitpur
27 Nov-Dec 5 2008	Preparing draft report and Submit (delayed due to load shedding and slow delivery of certain information)	HT/RK	Lalitpur
6-16Dec	Time reserved for preparing and submitting comments on the draft report Feed Back from ECCA and Taksavarkyry	Taksavarkyry and ECCA	
December 28	Finalizing the Mid term Review Report	HT with inputs from RK	Lalitpur, Helsinki

Below, the list of people met. The names of the NC students met are not listed – not because they are any less important than the staff and SMC members, but because they were so many that the lists would have become impractically long.

November 12, 2008

Meeting with Project Staff

1. Mr. Yogendra Chitrakar, Director
2. Mr. Angel Chitrakar, Program Officer
3. Mr. Sushil Anu, Program Officer
4. Mr. Sidhi Bajracharya, Program Officer
5. Mr. Deepak Lama, Field Assistant
6. Mr. Raja Babu Dangol, Engineer (part-time)
7. Mr. Kumar Khatiwada, Account officer

Meeting with ECCA Executive Committee

1. Mr. Prachet Kumar Shrestha, Chairperson
2. Mr. Binod Shrestha, Secretary
3. Mr. Kushal Joshi, Treasurer
4. Mr. Jai Rajbhandari, Member
5. Mr. Yogendra Chitrakar, Member

November 13, 2008

Lalit Kalyan Lower Secondary School, Lalitpur

1. Mr. Ramesh Shrestha, Principal
2. Ms. Sushila Tamrakar, Environment Teacher

Number of NC students met – 9

Minnath Adarsha Lower Secondary School, Lalitpur

1. Mr. Kalyan Kumar Tamarakar, SMC Chairperson
2. Mr. Kedar Tamrakar, SMC Member
3. Bishnu N. Chitrakar, Principal
4. Mithila Amatya, Teacher
5. Shanti Chitrakar, Teacher
6. Kamala Thapa, Teacher
7. Uma Pradhan, Teacher

Number of NC students met – 14

Yashodhara Secondary School, Lalitpur

1. Ms. Ramila Shakya, Principal
2. Ms. Bed Kumari Shakya Assistant Principal
3. Ms. Chandra Shakya, Teacher
4. Mr. Hem Chandra Regmi Environment Teacher
5. Ms. Madhuri Shakya, Founder Principal

Number of NC students met – 11

November 14, 2008

Patan Higher secondary School, Lalitpur

1. Mr. Hom Bahadur Kunwar, Principal
2. Ms Subha Laxmi Bajracharya, Assistant Principal
3. Mr. Dhundi Raj Bhatarai, Teacher
4. Mr. Kedar Prasad Timilsina, Guide Teacher

Number of NC students met – 38

Tika Secondary School Sanepa, Lalitpur

1. Mr. Tej Bahadur Rana, Head Teacher
2. Mr. Uma Bista, Teacher-

Number of NC students met – 26

November 17, 2008

Kabi Siromani Secondary School, Dhulabari, Jhapa

1. Mr. Chandra Mani Paudel, SMC Chairperson
2. Mr. Prem Sombahamphe SMC Member
3. Mr. Ramesh Dahal, SMC Member
4. Mr. Bhupen Kumar Chemjong, SMC Member
5. Mr. Chandra Mani Paudel, SMC Member
6. Mr. Shanker Regmi, SMC Member
7. Mr. Lal Prasad Sapkota, Head Teacher
8. Ms. Lohit Chapagain Assistant Head Teacher
9. Ms. Kamala Karki, ECCA Counselor
10. Mr. Prem Karki, ECCA Counselor

Number of NC students met – 15

Number of parents met – 10

Manohar Higher Secondary School, Madhumalla, Morang

1. Mr. Bhakti Prasad Luitel, SMC, Member
2. Mr. Lila Nath Bhatara, SMC, Member
3. Mr. Soma Nath Adhikari, SMC, Member
4. Mr. Bal Krishna Shrestha, SMC, Member
5. Mr. Khadka Bhadrur Khadka, SMC, Member
6. Mr. Sharada Nepal, Head Teacher
7. Mr. Surya Prasad Dahal, Teacher
8. Mr. Govinda Bhandari, Teacher

Number of NC students met - 11

November 18, 2008

Laxmi Secondary School, Letang, Morang

1. Mr. Chandra Prasad Gautam, SMC Chairperson
2. Mr. Bhagwan Budhthoki, Headmaster
3. Ms. Dilli Kumari Khadka, Teacher
4. Mr. Rajendra Bhandari, Teacher
5. Mr. Narayan Khatiwada, Teacher
6. Ms. Laxmi Khatiwada, Teacher

Number of NC students met – 17

Number of parents met – 6

Sikshya Bikash Secondary School, Letang, Morang

1. Mr. Nanda Lal Dhimal, SMC Chairperson
2. Mr. Surya Bahadur Niraula, SMC Member
3. Mr. Hari Bhadrur Subedi, SMC Member
4. Mr. Rom Nath Luetel, SMC Member
5. Mr. Dilli Ram Ojha Headmaster
6. Mr. Manoj Paudel, Teacher

7. Ms.. Chandra Kala Acharya, Teacher
 8. Ms. Mr. Sita Tamang, Teacher
 9. Ms. Gita Nepal, Teacher
 10. Mr. Padam Bahadur Shrestha, Teacher
 11. Mr. Devi Prasad Ojha, Environment teacher / ECCA Counselor
 12. Ms. Tara Devi Shrestha, Teacher
- Number of NC students met – 16
Number of parents met – 14

November 19, 2008

Mahabharat Secondary School, Letang, Morang

1. Mr. Sher Bahadur Limbu, SMC Chairperson
 2. Mr. Dev Narayan Dhakal, SMC Member
 3. Mr. Kehar Man Limbu, SMC Member
 4. Ms. Tek Maya Limbu, SMC Member
 5. Mr. Krishna Prasad Niraula, Headmaster
 6. Mr. Manoj Kumar Rai, Teacher
 7. Mr. Bikram Rai, Teacher
 8. Mr. Yam Kumar Magar, Teacher
 9. Mr. Birendra Kumar Limbu, Teacher
 10. Ms. Usha Dahal, Teacher
 11. Ms. Kamala Paudel, Teacher
- Number of NC students met – 13
Number of parents met – 14

Surya Primary School, Letang, Morang

1. Mr. Surya Bahadur Niraula, SMC Chairperson
 2. Mr. Nanda Lal Dhungana, SMC Member
 3. Ms. Maiya Bhujel SMC, Member
 4. Ms. Puspa Bishowkarma SMC, Member
 5. Mr. Narendra Bahadur Khadka, Head Teacher
 6. Mr. Chandra Bahadur Magar, Teacher
 7. Mr. Hem Kumari Magar, Teacher
 8. Mr. Bal Kumari Magar, Teacher
 9. Mr. Bhakta Bahadur Magar, Teacher
- Number of parents and other community members met – 39
There was no NC in Surya primary School

November 20, 2008

Jante Secondary School, Jante, Morang

1. Mr. Krishna Bahadur Bista, Head Teacher
2. Ms. Bhawani, Teacher
3. Mr. Krishna Khatiwada, Teacher
4. Ms. Bhumika Rai, Teacher
5. Mr. Yadav Ghimire, Teacher
6. Mr. Bishnu Prasad Ghimire, Teacher
7. Mr. Ghan Shyam Bhatarai, Teacher
8. Mr. Nilkantha Dahal, Teacher
9. Mr. Rajendra Bahadur Maboang, Teacher
10. Mr. Ganesh Prasad Dawadi, Teacher
11. Mr. Uttam Raj Khatiwada, Teacher

Number of NC students met – 23

Karmabote primary School, Letang, Morang

1. Mr. Bhim Bahadur Subba, SMC Chairperson
2. Mr. Bisho Bahadur Nyarwa, SMC Member
3. Ms. Suku Maya Subba, SMC Member
4. Ms Mana Maya Limbu , SMC Member
5. Mr. Umanath Timsina, SMC Member
6. Mr. Sanbhu Rana Magar, Head Teacher
7. MS. Himali Magar, Teacher
8. Ms. Kalpana Kafle, Teacher
9. Mr. Lekhnath Paudel, Teacher
10. Ms. Nirmala Bastola, Teacher
11. Ms. Indira Pandey, Teacher

There was no NC in Karmabote

Number of parents met – 26

November 21, 2008

Meeting with SEAM- N Staff

1. Mr. Mr. Santosh Shrestha, Waste Management Expert
2. Mr. Jagdish Shah, Engineer

Visited Sahid Smarak Secondary School and Samyak Sikshya Primary School in Dharan

November 23, 2008

Meeting with the staff of Community Development Centre of the Lalitpur Sub-Metropolitan City

1. Sabina Maharjan
2. Sarita Maharjan

Meeting with City Counsellors of the CDC

1. Mr. Bikash Maharjan
2. Mr. Subarana Maharjan
3. Ms.Roji Maharjan
4. Mr.Rimon Maharjan
5. Mr.Nabin Maharjan
6. Mr.Sameer Kumar Shrestha
7. Mr.Bijane Byanjankar
8. Ms. Elina Nakarmi
9. Mr.Ratan Maharjan
10. Mr.Rajesh Byanjankar

Meeting with ECCA Counsellors

1. Mr.Santosh Maharjan
2. Mr.Meera Prajapati
3. Mr.Raju Ranjit
4. Mr.Sanjaya Maharjan
5. Mr.Anil Dhungana
6. Mr.abin Aryal
7. Mr.Sabin Babu Maharjan
8. Mr.ushila Khadki

Meeting with the Siraha team

1. Mr. Surya Man Tamang, SMC Member
2. Mr. Amar Pakhrin, Primary School Teacher

November 24, 2008

Shanti Child Club, Lalitpur

Number of children met - 14

November 25, 2008

Meeting with the Staff of Embassy of Finland

1. Ms. Kati Bhose, Programme Coordinator
2. Ms. Jayanti Subba, Programme Coordinator

Annex 3. List of references

Addition to the Project Agreement between ECCA and Taksvärkki ry. March 2008.

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Annex 4. Quantitative data on project activities

The tables below are presented as ECCA presented them to the evaluation team, and provide additional information to the data provided in the report text. A closer reading of the tables also reveals the problems the project is experiencing in information management: the figures provided in different table are somewhat contradictory.

Table 1. Project schools by area.

Region	Districts	VDCs	Number of Schools	Number of students		Support types Remarks
				Boys	Girls	
Eastern Nepal	Shiraha	Sanaitha, Kishanpur, Bishnupur, Belha and Padampur	5	1259	1164	Hardware in 4 schools and software in 2 School.
	Morang	Letang, Kheruwa, Madhumalla	18	5876	6240	Hardware in 9 schools and software in 9 School.
	Jhapa	Kutedangi, Aayabari of Mechinagar VDCs	3	1205	1190	Only software in all Schools.
Central Nepal	Lalitpur	Lalitpur Municipality,	10	2581	2180	Hardware in 6 schools and software in all school.
	Bhaktapur	Shipadol, Bhelukhel	2	209	236	Only software in all Schools.
	Kathmandu		5	1922	1803	
	Community Clubs		7	98	121	
	Ilam		6			
	Others (NC Award winners)		3	587	568	
Total	5		59	13807	13509	

Table 2. Schools by type of support

Schools with both hardware and software, including books and scholarships

SN	Name of Schools	Total numbers of students			Total numbers of general members of NC			Numbers of NC EC		
		Total	Girls	Boys	Total	Girls	Boys	Total St	Girl	Boys
1	Yashodhara Buddha Secondary School, Lalitpur	312	172	140	43	30	13	9	3	6
2	Min Nath Aadarsha sikcha Sadan L. S. S. , Lalitpur	108	54	54	44	21	23	9	5	4
3	Prabhat Secondary School, Lalitpur	848	396	452	418	203	215	13	8	5
4	Bal Binod Secondary School, Lalitpur	300	129	171	21	9	12	11	6	5
5	Lalit Kalyan Kendra Lower Secondary School, Lalitpur	301	159	142	76	44	32	9	7	2
6	Namuna Machhindra Secondary School, Lalitpur	731	345	386	200	54	146	9	3	6
7	Shree Laxmi Secondary School, Letang	845	460	385	143	84	59	13	7	6
8	Shree Shikshya Bikash Secondary School, Letang	1035	609	426	70	34	36	11	6	5
9	Mahabharat Secondary School, Letang	417	213	204	417	213	204	13	7	6

Total Number	4897	2537	2360	1432	692	740	97	52	45
Percent		51.81	48.19		48.32	51.68		53.61	46.39

Schools with both software and hardware, excluding books and scholarships

SN	Name of Schools	Total numbers of students			Total numbers of general members of NC			Numbers of NC EC		
		Total	Girls	Boys	Total	Girls	Boys	Total St	Girl	Boys
1	Shree Jante Secondary School	1225	630	595	20	13	7	7	4	3
2	Shree Secondary School	893	446	447	35	16	19	9	6	3
3	Public Primary School	282	160	122						
4	Surya Primary School	166	88	78						
5	Karambote Lower Secondary School	285	148	137						
6	Him Chuli Primary School	265	123	142						
7	Shree Lower Secondary School	425	223	202	22	5	17	11	3	8
8	Shree Padampur Primary School	395	214	181						
9	Shree Kailash Primary School	386	208	178						
10	Shree Bishnu Charan Shrestha Primary School	475	243	232						
Total Number		4797	2483	2314	77	34	43	27	13	14
Percent			51.76	48.24		44.16	55.84		48.15	51.85

Schools with only software, including books and scholarships

S N	Name of Schools	Total numbers of students			Total numbers of general members of NC			Numbers of NC EC		
		Total	Girls	Boys	Total	Girls	Boys	Total St	Girl	Boys
1	Tika Secondary School	618	268	350	65	42	23	11	6	5
2	Shramjit Kishor Secondary School	516	244	272	25	14	11	9	3	6
3	Patan Secondary School	534	210	324	25	11	14	9	3	6
4	Ganesh Secondary School	373	206	147	13	9	4	13	9	4
5	Shanti Bhagwati Higher secondary school	1990	1054	936	400	214	186	15	9	6
6	Bakhra Lower Secondary School	520	277	243	325	172	153	11	3	4
7	Shree Devkota Lower Secondary School	490	262	228	80	38	42	7	4	3
8	Manohar Janta Higher Secondary School	1263	642	621	250	104	146	9	5	4
9	Shree Bhagwati Secondary School	1065	517	548	80	33	47	11	9	2
10	Jana Jyoti Lower Secondary School	465	229	236	75	36	39	7	3	4
11	Kabi Shiromani Secondary School	965	508	457	40	23	17	11	4	7
Total Number		8799	4417	4362	1378	696	682	113	58	51
Percent			50.20	49.80		50.51	49.49		51.32	48.68

Schools with only software, excluding books and scholarships

SN	Name of Schools	Total numbers of students			Total numbers of general members of NC			Numbers of NC EC		
		Total	Girl	Boys	Total St	Girl	Boys	Total St	Girl	Boys
1	Shanti Nikunja Ma. Vi	518	256	253	50	17	33	9	4	5
2	Paropakar Adarsha H. School	700	246	456	30	12	18	9	2	7
3	Jagat Sundar Bwonekuthi	317	171	146	9	4	5	9	4	5

4	Geeta Mata Higher secondary school	1346	699	647	198	89	109	9	4	5
5	Nilbarahi Ma. Vi	851	431	420	55	30	25	9	2	7
6	Deula Primary School	92	30	62						
7	Little Flowers Secondary School	329	162	167	25	11	14	11	5	6
8	Shree Mahendra Secondary School	439	183	256	35	13	22	9	3	6
9	Bhogteni Secondary School	362	164	198	7	3	4	7	3	4
10	Shree Sagma Secondary School	245	102	143	22	8	14	9	4	5
11	Shree Shanti Secondary School	493	203	290	9	4	5	9	4	5
12	Himalayan English Boarding School	965	453	512	36	17	19	7	4	3
13	Auri Secondary School	742	276	466	35	8	27	9	2	7
14	Saraswoti Secondary School	Only Participated in interaction Program 2008.								
15	Himalaya Secondary School									
16	Maipokhari Sanskrit Secondary School									
17	Shree Bal Mandal Secondary School									
18	Shree Amar Kalyan Secondary School									
19	Shree Pyang Secondary School									
Total Number		7399	3376	4016	511	216	295	106	41	65
Percent			45.63	54.37		42.27	57.73		38.67	61.33

Community Child Clubs

SN	Name of Communities	Total numbers of general members of Child Club			Numbers of NC EC		
		Total St	Girl	Boys	Total St	Girl	Boys
1	Shree Shanti Child Club	19	14	5	9	6	3
2	Shree Guita Child Club	65	33	32	9	5	4
3	Shree Tanani Child Club	24	15	9	9	7	2
4	Shree Bhyndyo Lachi Child Club	34	20	14	9	5	4
5	Shree Maha Laxmi Child Club	18	10	8	9	2	7
6	Shree Nhyuja Child Club	32	17	15	9	5	4
7	Shree Khapinche Child Club	27	12	15	9	4	5
Total Number		219	121	98	63	34	29
Percent			55.92	44.08		53.97	46.03

Other schools having won NC awards

SN	Name of Schools	Total Number of students			Total numbers of general members of NC			Numbers of NC EC		
		Total	Girl	Boys	Total St	Girl	Boys	Total St	Girl	Boys
1	Bhanu Higher Secondary School, Dhankuta	595	311	284	30	14	16	7	4	3
2	Shree Bhagawati Lower Secondary School, Dhailekh	192	103	89	15	8	7	9	5	4
3	Shree Shyamewangphe Secondary School, Rasuwa	368	173	195	17	8	9	9	5	4
Total Number		1155	587	568	62	30	32	25	14	11

Percent		50.82	49.18		48.39	51.61		56	44
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Table 3. Activities by component

Activities (refer to detail activities)	Quantity	Achievements	What made it effective?	Areas of improvement	Problems / Remarks
School Renovation / Construction	Siraha-4 Letang- 7 Lalitpur-2	- Enough classrooms for students -Upgrade the schools - enrollment and attendance	Made able to accommodate more students Better infrastructure	Monitoring during construction to be made frequent Coordination with the locals to be made strong	Quality of materials High expectations from the SMC and Community
Toilet Construction		NOT DONE! There was no longer need in the community as it was supported other possibilities			
School Toilet Construction	Siraha-4 Letang- 7 Lalitpur-1	Separate blocks for Boys and Girls Improved facilities for the students specially girls	Students get the facility inside the school compound.		
Fencing	Siraha-2 Letang- 2 Lalitpur-1	Protected school boundary from animal encroachment Clean and proper play grounds for the students school themselves initiated for green fencing	Cleaner school complex. Helped in school beautification.	Scale up of Green fencing in the schools	Hard to grow plant during initial plantation period No person to look after the plants during vacation in school School area encroachment by animals and other children for playing
Library furniture and book support	Siraha-4 Letang- 6 Lalitpur-9 Bhaktapur-1	Opportunity for the students to get more knowledge Increase in the membership of Nature Club in the school facilty for teachers and students for reference materials	Knowledgeable books for students beyond the course. Supportive books for their course. Informative posters.	More free publications on Environment should be searched.	
School Furniture Support	Siraha-4 Letang- 4	Safe and comfortable place for the students to study. Books and other materials were preserved. Good Working environment. school initiated to maintain the furnitures	Books can be kept safely and in organized manner. Wooden furniture.	local community supports need to increase for maintenance and renovation as to create partnership and harmonisation among school community	
Drinking Water Supply System		NOT DONE! proposed source dried, and alternate is very expensive , Letang a new possibility			
School drinking Water Supply System	Letang- 2 Lalitpur-7 (6 is under construction)	Provision for safe drinking water facility for the students and teachers Support for the sanitation.	Taps were used instead of water pots. Easily accessible for students.	Regular maintenance of the water filters Use of disinfectant for safe drinking water	Some schools have very little supply of water.
Rain Water Catchments / Harvest	lalitpur -3	availability of water and place to charge ground water	alternative for water shortage as schools are always facing water scarcity		only to prevent from running to drainage and runoff
Office Furniture and Equipment	Equipments in the office of Letang 2 computer at LSMC	Computer facility for the counsellors of CDC/LSMC	Counsellors were able to finish their program reports on time.	Internet facilities could be provided for searching more information	Limited facilities, just for preparing reports.

CTC	2006 – 2 2007 – 2 2008 – 2	25 Youths of Ktm, 06 22 Youths of Eastern, 06 25 Youths of Ktm, 07 22 Youths of Eastern, 07 29 Youths of Ktm, 08 18 Youths of Eastern, 08 Trained Counsellors / Youths in the field for Conservation and school environment	Active participation of youths Effective mobilization of youths after CTC Qualified youth resource team prepared More youths to support NC	Creation of programs for effective mobilization of the youths / counsellors	Few programs to keep all the counsellors mobilized and active
ECCA - Camp	119 Trained students in 06 146 Trained Student in 07 207 Trained students in 08	Revival of Nature Club in Schools Opportunities for the students Capacity build-up of students	Students became more active in conducting conservation activities. Students started sending their activities reports to ECCA.	Additional of Capacity building topics in the training programs Regular Follow-up programs	
Development of resource materials	7 Publications	School Env. Book – English School Env. Book – Nepali Game Book – Nepali Essay Book Wall Magazines Post Cards Wall Comics Book	Very much informative publications to the students and SMC. Articles collected from NC students. Collection of NC voice.	Reprint of the materials and development of new resource books. Increase the distribution	
Nature Clubs a) NC interaction activities • NC regular meetings • b) NC's own activities • Clean Up Rally • Quiz Comp • Art Comp • Cultural Program • Plantation • Water Spout Clean-up • Games Comp • Debate Comp • Environment Rally • Field trip to other places • Adoption of Heritage • Street drama •		Capable of students organizing programs Good relation between the members of Nature Club of Different schools Knowledge enhancement of students Capacity build up of students Clean green school env Good relation with community of Nature Club Community Awareness through nature club programs	Sharing of the ideas and activities reports of the different NC's.	More programs to empower NC students in Environment Conservation bringing and involving teachers and management committee for better understanding and create interest in schools.	
Scholarship programme	160 students – 06 200 students – 07 200 students – 08	Distribution of education materials to the Scholar students Motivation for the students	Needy students were also able to study in school.	Addition of Scholarship need to encourage villagers for providing supports for needy people.	

<p>Other activities:</p> <ul style="list-style-type: none"> • Wall Magazine Competition • One Day Hike for NC • Nature club support kits to all nature club • 3D Env. Model Competition • Life Skill Programs • Orientation class • Nature Club award Competition • Inter NC Speech Comp – 08 • Art Workshop • Green Board Comp – 08 • Green Clean Win Comp – 08 • Work Camps • Drinking Water Testing • Essay Competition • Drama Show 		<p>Capacity build-up of students Skill Development of students Awareness to public Behaviour change in students Competitive feeling in students Knowledge enhancement of students</p>	<p>Active participation of students, teachers, parents and schools Coordination with local CBO's, NGO and GO authorities</p>	<p>Additional Support for NC activities. Involvement of teachers, management committee and other stakeholders should be increased.</p>	
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Table 4. Hardware activities in project schools

SN	Name of Schools	Hardware description	Total Cost (including 13% VAT)	School contribution	Equivalent cost of contribution	Remarks
1	Shree Lower Secondary school, Kishanpur, Shiraha	Renovation works, construction of new one room building, toilet, drinking water and sanitation facilities, fence	1166451.29	school furniture, greenery	50,000	
2	Shree Bishnucharan Shrestha Primary School, Belaha, Shiraha	3 rooms with staircase for 1st floor and B/G toilets with sanitation facilities	2402061.22	green fencing and soil filling in the ground	60,000	
3	Shree Kailaspur Primary School , Varlani, Bishnupur	Renovation of 5 rooms, 2 new rooms and toilet, drinking water and sanitation facilities	1885000.87	green fencing, garden, land	100000	
4	Shree Primary School, Padampur, Shiraha	Renovation works, construction of new building and toilet with sanitation and drinking water facilities	2083402.48	land filling and green fencing, furniture	25000	
5	Shree Shiksha Bikash Secondary School, Kheruwa, Letang Morang	3 rooms building with staircase for 1 st floor	2146369.12	green fencing, garden, drinking water, renovation of two rooms , maintenance of furniture	300000	
6	Shree Public Primary School, Letang	2 new room and renovation of 5 rooms and toilet with sanitation facilities and drinking water	1763776.64	green fencing and garden, land purchase, maintenance of wooden block, roofing	150000	
7	Shree Mahabharat Lower Secondary school, Guwabari, Letang	renovation of 5 rooms classes and construction of B/G toilets with sanitation facilities	994812.64	green fencing and garden , painting , furniture	200000	

8	Shree Laxmi Lower Secondary School , Phadani, Letang	Construction of 3 rooms building	1276393.01	garden, furniture, renovation of all wooden blocks	200000	
9	Shree Surya Primary School , 4-Letang	Renovation Works and Construction of Toilet	758,973.01	furniture, fencing and garden	100000	
10	Shree Yashodhara Boudha Sec. School	Construction of new 3 rooms	2384006.41	garden, school painting, renovation of furniture, demolition cost of old one	150000	
11	Shree Karambote Primary School, Letang -9 Morang	Construction of 2 room classroom and G/B toilet with sanitation facilities	1894208.20	fencing and garden, renovation of furniture	50000	
12	Shree Himchuli Primary School , Dhobi, Morang	Construction of 3 classroom and B/G toilets with sanitation facilities	1892784.52	fencing and garden	50000	
13	Shree Jante Madhyamik Vidhyalaya, Jante , Morang	Construction of toilets with sanitation facilities and renovation of 6 rooms	1446033.12	fencing and garden, furniture, roofing materials	500000	
14	Shree Minnath School	Block paving, soak pit, rain water harvesting, filter for drinking water Renovation of 4 classrooms, truss works for windows and roof Toilets with sanitation facilities	883356.97	garden and renovation of furniture's	50000	
15	Shree Lalit Kalyan Lower Secondary School	drinking water facilities and sanitation facilities with bio-sand treatment plant		greenery and tank	10000	
16	Shree Bal Binod Secondary School	clean drinking water facilities	94,100.00	well construction	30000	just initiated
17	Shree Namuna Machindra Sec. School	drinking water pipeline and filter installation	67,200.00	providing tank	7000	Just initiated
18	Shree Secondary School, jante 2	Toilet with sanitation facilities	492,868.15	fencing and garden ,	100000	Just initiated
19	Shree Shanti Sec. School	water bio sand filter and sanitation pipe line	56825.00	tank	10000	just initiated
20	Shree Prabhat Sec. School	well, pipeline and filter installation for drinking water	193350.00	greenery and tank	10000	Just initiated

Table 5. Examples of classroom construction costs in the project

SN	Name of school	Total cost	Total Square ft	Unit cost for a square ft	Remarks
1	Shree Laxmi Secondary School, Letang	1570090.32	1380.81	1137.079	tender amt 1217529.92 and addition cost for one room (352560.4)
2	Yashodhara Buddha Secondary School, Lalitpur	2384006.41	1204.7958 sq ft	1978.76	3 rooms in ground floor, Veranda, electrification, design of reinforcement as per Municipality guideline for Urban school building, foundation capable for extension of additional floors (market cost of steel and cement price increased by about 50%)
3	Shree Kailashpur Primary School, Varlani, Bishnupur	947287.83	917.78	1032.15	2 room block

Table 6. Examples of toilet construction costs in the project

SN	Name of school	Total cost	Total Square ft	Unit cost for a square ft	Remarks
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	Mahabharat secondary school	337789.47	173.36 sq. ft toilet block and soak pit and plumbing (included)		toilet and sanitary facilities
	Siraha (bishnupur)	350004.57 91558.25	22.1x8.10 toilet size septic tank 9.8 x 6.8 5 ft diameter soak pit		toilet block and sanitary and plumbing work water facilities
	Shree Minnath School , Lalitpur	267133.59	97.2 extended toilet room 37.6' renovation of old toilet		toilet with all sanitation facilities with rain water collection gutter