

Move 4 New Horizons

Sport and Play-based
Early Childhood Development,
Non-Formal Education and
Vocational Training
Final Evaluation Report



Swiss Academy for Development

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Executive Summary

The education programme Move 4 New Horizons (M4NH) was implemented in Nepal between 2012 and 2015. It targeted disadvantaged children and youth, especially from Dalit descent (the lowest caste) and indigenous minorities (Janajatis). The programme included three main components, Early Childhood Development (ECD) for preschool children, Non-Formal Education (NFE) for school-aged children and Vocational Training (VT) for young people.

Programme Rationale

M4NH was realised in the Dang district, which is characterised by low productivity, increasingly difficult climatic conditions, low income and a lack of employment opportunities that cause widespread poverty and food insecurity. Of all ethnic and religious groups in Nepal, the Dalit and Janajatis of the region show the lowest score on the Human Development Index.

Rationale ECD: Despite enlargement of ECD services in the past decade, there are still not enough ECD facilities to accommodate all children between three to five years of age, particularly in remote, rural areas. ECD access is further limited by financial barriers.

Rationale NFE: Despite considerable progress in primary education in Nepal in the last decade, almost one out of twenty school-aged children are still out of school. In addition, many of the students who enrol still do not complete primary education. Substantial disparities remain in the education system by region, rural-urban location, gender, caste/ethnic group and income.

Rationale VT: Youth unemployment is a major challenge in Nepal, especially among disadvantaged youth. The high level of youth unemployment is partly due to the low demand of Nepal's economy and partly due to the low qualification level of graduates. Additionally, many barriers exist for ethnic minorities and vulnerable groups to enter existing youth employment programmes.

Project Strategy Adopted to Achieve Outcomes and Impacts

To answer these needs, the Swiss Academy for Development (SAD) and the Dalit Welfare Organization (DWO) jointly implemented the M4NH programme. In all components, sport and play were applied as part of an innovative curriculum to improve the educational and employment prospects of marginalised children and youth. ECD, NFE and VT were supplemented with supporting activities, such as a parental education programme (ECD, NFE), a follow-up of ECD and NFE graduates who had transitioned to mainstream education, child clubs for NFE students and savings and loan groups for their mothers. VT graduates benefited from career counselling and youth clubs that provided a meeting point to exchange employment-related information. The programme adopted a pro-poor targeting approach.

Project Objectives

Programme goal: All children in Nepal, irrespective of their sex, socioeconomic status, caste or ethnicity can successfully access and complete primary basic education and are prepared for secondary education and/or have access to the job market through vocational training.

Overall programme objective: Marginalised children and youth in the project area have access to basic education and the job market through the provision of enhanced and replicable educational programmes.

Direct beneficiaries (main programme components)

760 children were enrolled in the ECD programme, 489 children graduated from the NFE classes and 587 young people attended the VT programme. Out of these 1'836 beneficiaries, 74.5% were from the most disadvantaged groups (i.e. Dalit and Janajatis) and 56.4% were female.

Achievements – ECD

Transition to formal education: All children who completed ECD classes and could be tracked in consecutive home and school visits were successfully integrated into the formal education system.

School readiness: A Developmental Milestones Assessment conducted with a sample of ECD graduates showed that regardless of caste or sex, ECD graduates generally were physically, mentally, emotionally and socially ready and had a very good basis to successfully transition to school.

School performance: With an overall promotion rate of 93.5%, former ECD graduates (batch 1) performed significantly better than the national average. 41% of ECD graduates obtained excellent or even outstanding marks in year-end exams, which shows that M4NH's ECD classes enabled a successful transition to primary education.

Achievements – NFE

Transition to formal education: Of the NFE graduates who could be tracked in consecutive community and school visits, 98.1% were successfully (re-) integrated in the formal education system.

School performance: 93.7% of NFE graduates (batch 1) were promoted to the next grade one year after entering the government school system. 20.2% obtained excellent or even outstanding marks in year-end exams. A comparison with national data showed that in terms of the overall pass rate in year-end exams, former M4NH NFE students scored far better than the national average.

Beneficiary satisfaction: In order to get an insight into the children's perspective on the NFE classes, thematic drawing sessions were conducted. The high share of children depicting positive social interactions in their drawings of their NFE class and the absence of negative interactions suggest that the children felt at ease in their classes and enjoyed interactions with peers as well as their teacher.

Achievements – Mothers' saving and loan groups

The creation of 30 mothers' saving and loan groups was facilitated. Their 407 members collectively amassed a considerable amount of savings. All the groups used their pooled savings as a source for lending investment loans.

Achievements – VT

The dual programme offered practical skills training and training on business knowledge. 25 occupations were selected according to the market demand in the target area. Graduates interested in starting their own business were supported with start-up capital.

Graduates' employment status, average income and living standard: 83.6% of VT graduates have found wage employment or successfully established a micro business. They report an average monthly income of NPR 7'877 (wage employment) and NPR 6'374 (self-employment), excluding part-time professions. This is a success in comparison with similar youth employment programmes. A pre-/ post-intervention study with a sample of VT trainees showed an important increase in the number of personal possessions that reflect a certain living standard.

Programme relevance: Survey respondents rated the VT programme as highly relevant and meaningful and its effectiveness and teaching quality as remarkably high. The variety in teaching techniques was highlighted positively.

Skill development: Graduates' self-perception regarding their entrepreneurial and employability skills improved significantly. After the training, survey respondents thought more positively about their personal situation and valued their previous experiences more. Games and sport activities provided VT participants with a protected environment to practice entrepreneurial and employability skills.

Achievements – Youth Clubs

Ten youth clubs were formed whose 213 members met on a regular basis. M4NH staff conducted capacity building on different topics and provided career counselling. The clubs organised a variety of different activities such as awareness raising campaigns, sports competitions, advocacy events, cultural heritage programmes and activities linked to youth issues.

Impact Statement

Promoting girls' education: A number of strategies were implemented to reduce gender disparity in education, improve young women's access to the job market and women empowerment in general.

Promoting social inclusion: Educational needs of most marginalised children were successfully addressed through the different measures. Aside from targeting the most disadvantaged groups, the project also made a valuable contribution towards addressing caste based stigma and discrimination (including on the policy level).

Monitoring & Evaluation

The M&E system, which formed an integral part of the programme design, adapted a mixed-method approach by combining conventional M&E tools with more participatory tools. The approach to M&E was participatory; it involved the partners in developing context-sensitive, practical and easily applicable M&E tools to collect relevant data regarding achievements on both the output and outcome levels.

Partnerships & Coordination Mechanisms

M4NH was implemented as a cross-sector partnership. Main programme partners represented national and local government entities, community-based organisations, local businesses, media, NGOs and bilateral donors operating in Dang district. M4NH's partnering strategy was based on the understanding that working through partners, strengthening their capacity and jointly developing innovations will provide the basis for long-term change.

Advocacy Strategy and Activities

Advocacy activities were designed to complement and consolidate the achievements of the education services and to strengthen the sustainability of the M4NH programme. The advocacy activities targeted different audiences. At the national level, mainly government institutions were targeted to influence policy formulation. Advocacy efforts in Dang were aimed at local authorities, school management and teaching staff, informal leaders and local communities.

Main Resources Developed

SAD developed two main resources for the M4NH project, the 'Learning through Play' Toolkit for the ECD programme and the 'Business Knowledge & Vision' Manual for the VT programme (available for download at the SAD website for those wishing to replicate the sport and play-based approach).

Challenges Encountered and Actions Taken

In an initial assessment during the project-planning phase, several risks were identified and preventive measures taken, for example regarding child abuse, to assure knowledge dissemination and the desired multiplier effect. Challenges that arose during project implementation, for example regarding political instability or accessibility of target communities, were countered with a management response.

Lessons Learnt and Best Practices

During the project duration, several lessons learnt emerged, such as the added value of local in-kind contributions, the role of youth clubs in community mobilisation or specific training needs related to skill development through sport. In addition, best practices were collected, for example regarding partnerships with Government Organisations (GOs) and joint monitoring of project activities.

Project Sustainability Plan

The main sustainability target was to create strong local communities and authorities. Therefore, the programme focussed on initiating a problem-solving attitude through community participation, the introduction of new skills and capacity building for authorities and community self-help groups. Ownership and sustainability of tangible programme inputs were ensured through assigned operation and maintenance committees and input recovery mechanisms such as contributions from community authorities. SAD heavily invested in capacity development of staff from the local implementing partner.

1. Project Description

Programme Rationale

Move 4 New Horizons (M4NH) was implemented in Dang district, which is situated in the mid-western region of Nepal and is part of the Terai, a narrow strip of flatland extending along Nepal's southern border with India. In the latest population census of 2011, the total population of Dang district was estimated at 552'583¹. Thereof, 11.1% were estimated to be Dalit² and 44% Janajatis³. The population of Dang district lives mainly in rural areas and subsistence agriculture is the most widespread economic activity. Due to landlessness, many Dalit and Janajatis are dependent on landlords or they occupy land owned by the government. Low productivity, increasingly difficult climatic conditions, low income and the lack of employment opportunities cause widespread poverty and food insecurity. Dang was one of the areas most affected by the civil war from 1996 to 2006.

Of all ethnic and religious groups in Nepal, the Terai Dalit show the lowest score on the Human Development Index (HDI), which measures life expectancy, education level, and income. The Janajatis also score very low on the HDI.⁴

Project Rationale Early Childhood Development (ECD)

Despite the Nepalese government's commitment to the Education for All (EFA) goal of "expanding and improving comprehensive early childhood care and education"⁵ across the country, early childhood education is only available to a minority of children and primarily in urban settings. The most recent Multi Indicator Cluster Survey conducted by UNICEF indicates that only 50.7% of children aged 36-59 months were attending an early childhood education programme in 2014.⁶ Government statistics show that there are 34'174 ECD centres across Nepal.⁷ Government-supported ECD centres include school-based pre-primary classes and community-based ECD centres. Despite enlargement of ECD services in the past decade, there are still not enough ECD facilities to accommodate all children between three to five years of age, particularly in remote, rural areas. ECD access is further limited by financial barriers. Although in 1992 the Nepal government declared free education up to grade 10 and that early childhood education should be free of charge, parents are expected to pay some charges for classroom construction, maintenance and school materials, which can make ECD hard to afford, especially for the most vulnerable and disadvantaged children.

Although the Ministry of Education has made some effort to make ECD centres more effective and has organised trainings for ECD facilitators on child-centred learning methods, parents and untrained teachers are more comfortable and have greater faith in the traditional rote learning methods and expect children to read and write even before they enter school. There is also limited understanding of what play means to young children and how it connects to learning.

¹ Central Bureau of Statistics (2012): National Population and Housing Census 2011, p. 102.

² Nepal retains a centuries-old caste system. Economic marginalisation due to caste-based discrimination, unequal distribution of assets and under-representation in the decision-making bodies are still characterising the society – even though the caste system was officially abolished more than 50 years ago and caste-based discrimination is a crime punishable by law. Hence, members of the Dalit caste form one of the most marginalised groups in Nepal.

³ Janajati is the Nepali word for indigenous people (literally 'ethnic'). All through the Nepalese history, the Janajatis have been excluded from the mainstream society and as such, most of these people are living in poverty.

⁴ United Nations Development Programme (2014): Nepal Human Development Report 2014, p. 17.

⁵ Global Campaign for Education (GCE), <http://www.campaignforeducation.org/en/about-us/about-education-for-all>

⁶ Central Bureau of Statistics (2014): Nepal Multiple Indicator Cluster Survey 2014 - Key Findings, p. 11.

⁷ Nepal Ministry of Education (2014): National Early Grade Reading Programme, p. 2.

Project Rationale Non-Formal Education (NFE)

Nepal has made excellent progress in primary education: from just 64% in 1990, the net enrolment rate (NER) at the primary level reached 95.3% in 2013.⁸ However, two key concerns remain. First, 4.7% of all school-aged children are still out of school. Second, many of the students who enrol still do not complete primary education. Due to a lack of awareness, inability of parents to cover schooling costs and the need for children to contribute to their families' income, many children leave school prematurely. The situation of disadvantaged boys and girls is worsened by the fact that primary school teachers generally lack skills and experience in applying interactive teaching in classes. Passive learning, dictation, memorisation, repetition and copying remain the main teaching methodologies applied. Consequently, children from families with underprivileged educational backgrounds only make slow learning progress and eventually fall so far behind that they get discouraged and drop out. According to national statistics, the primary school survival rate in 2013 was estimated at 84.2%.⁹

Furthermore, improvements in the education sector in the past years did not take place at the same pace across different regions and demographic groups. Substantial disparities remain in the education system, by region, rural-urban location, gender, caste/ ethnic group and income.

In Dang district, where multiple disadvantageous factors coincide (e.g. remoteness, poverty, high proportion of lower-caste and ethnic families), the proportion of school-aged children who have never started school or have dropped out is particularly high. 35% of school-aged Terai Dalit have never been to school; for girls this figure is almost 50%. 90% of young Dalit women and 46% of Dalit men have not concluded primary school. At 28%, the rate of young Janajatis who have not completed primary education is above the national average as well.

It does not come as a surprise that the initial project assessment conducted in 2008 identified an enormous need for second-chance options for students who dropped out before completing basic education and youth who have left school without a solid set of basic knowledge and skills for getting decent work or to move into (post-) secondary education.

Project Rationale Vocational Training (VT)

More than a third of Nepal's 30 million people are under 15 years old.¹⁰ Many of the young people entering the labour market possess only limited vocational qualifications.¹¹ Youth unemployment is a major challenge in Nepal, especially among youth who are disadvantaged because of poverty, caste, ethnicity or gender. It is estimated that only 38% of young people have regular, paid employment and of those many are underemployed.¹² The high level of youth unemployment is partly due to the low demand of Nepal's economy and partly due to the low qualification level of graduates.

Available vocational training in Nepal is either entirely theoretical or entirely practical and is often not aligned with the needs of the labour market. The few vocational training programmes that do exist are limited to urban areas and courses are geared to the formal sector of the economy; very few are adapted to the local economy in rural areas. Additionally, many barriers exist for entry of ethnic minorities into these programmes – meaning the poorest and most vulnerable groups are more significantly affected by unemployment and excluded from participation in the economy.

Many young people see the only way out of their situation by seeking work and their fortunes abroad. They hire themselves out as unskilled workers in India or in the Gulf states. Of the approximately

⁸ National Planning Commission (2013): Nepal Millennium Development Goals – Progress Report 2013, p. 19.

⁹ Ibid. p. 21.

¹⁰ United National Data (2015): Summary statistics Nepal.

¹¹ International Labour Organisation (2008): Employment Working Paper No. 10, School-to-work transition: Evidence from Nepal, p. 1.

¹² British Council (2011): Youth Survey of Nepal, 2011, p. 7.

300'000 youth who enter the labour market each year, half leave Nepal in search of work.¹³ Although some are able to send considerable amounts of remittances home, many migrants encounter serious problems abroad such as debt, exploitation, abuse and dependence.

Project Strategy Adopted to Achieve Outcomes and Impacts

To answer these needs, the Swiss Academy for Development (SAD) and the Dalit Welfare Organization (DWO) jointly implemented the Move 4 New Horizons programme in Dang district.

A first phase of M4NH was rolled out in 2008. It housed a Non-Formal Education (NFE) component. This component was conceptualised with the aim of getting out-of-school children from disadvantaged families to (re)enter the public school system. Between 2008 and 2011, 1'094 children completed SAD's nine month NFE programme, allowing them to transition to the public school system.

In the second phase starting in 2012, the M4NH programme was expanded to include pre-school children and young people to ensure an educational continuum for disadvantaged Nepalese children, from their early to their adolescent years (see Figure 1).

All three components were supplemented with supporting activities, such as a parental education programme for ECD and NFE, a follow-up of ECD and NFE graduates who had transitioned to mainstream education¹⁴, child clubs for NFE students and savings and loan groups for their mothers. VT graduates benefited from career counselling through a mentoring programme and youth clubs that provided participants with a meeting point to exchange employment-related information and experiences. The clubs were also envisaged as a means to motivate young people to take on an active role in their communities.

In all components, M4NH applied sport and play as part of an innovative curriculum to improve the educational and employment prospects of marginalised children and youth. The playful teaching approach offered ECD students with opportunities to "learn by doing" and to get actively involved in their lessons – to try new things, solve problems, invent, create, test ideas, explore and develop an understanding of the world around them. Age-appropriate play and sport activities in NFE classes promoted feelings of success and ensured a high degree of participation, with emphasis on inclusion and enjoyment rather than competition, rivalry and victory. Subsequently, NFE students developed a more positive attitude towards learning and the required physical, mental, emotional and social competences to (re-) enter and succeed in public school.

Traditionally, VT courses primarily focus on providing practical and work-orientated occupational skills. However, building vocational skills is not enough. Youth, especially those who come from disadvantaged social and economic backgrounds, also need soft skills that, along with their technical qualifications, enable them to deal effectively with the demands and challenges of everyday life, employment or entrepreneurship. To address this, sport and play activities were systematically integrated into theoretical training units of VT courses as a means to teach personal skills (e.g. problem-solving, decision-making, goal-setting, self-discipline, perseverance), social skills (e.g. teamwork, mutual support, respect, inclusion) and learn values such as respect and fair play. Hence, through sport and play activities youth got an opportunity to develop their own personality.

¹³ International Labour Organisation (2008): Employment Working Paper No. 10, School-to-work transition: Evidence from Nepal, p. 6.

¹⁴ Including case management meetings with parents and teachers, when required.

Move 4 New Horizons

– an educational continuum for disadvantaged children and youth

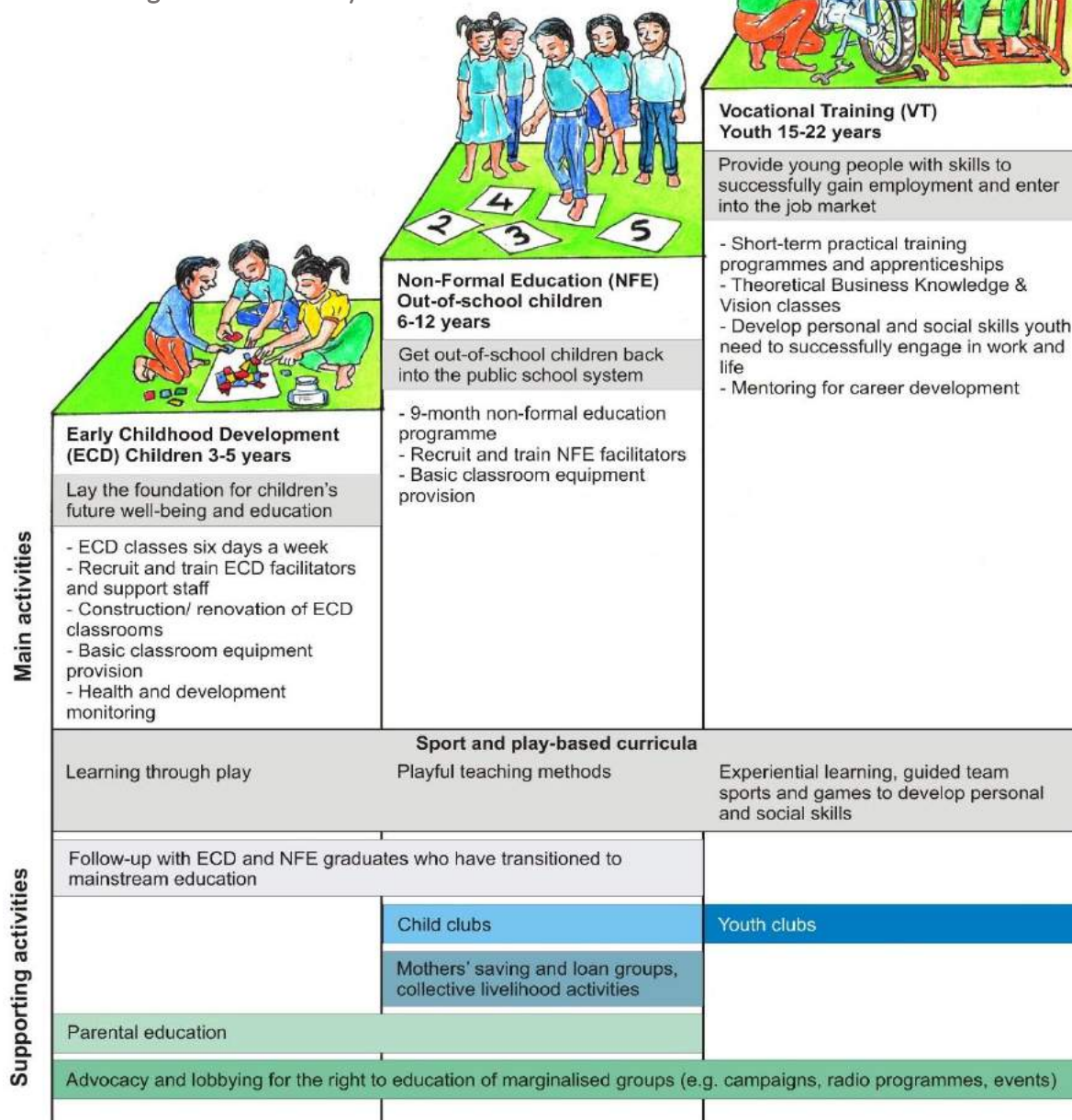


Figure 1: Move 4 New Horizons – an educational continuum for disadvantaged children and youth

Pro-Poor Targeting

M4NH's ECD centres, NFE classes and VT courses were offered in villages with a high proportion of marginalised families. Priority was given to locations with limited access to government, health and/or education services, markets, public transport and employment, as well as villages that are geographically disadvantaged through remoteness and poor agricultural productivity. Based on primary and secondary data analysis, ten Village Development Committees (VDCs) were chosen to conduct the project activities, including: Baghmare, Bijauri, Dharna, Laxmipur, Panchakule, Pawonnagar, Purandhara, Rampur, Shantinagar and Tulsipur (see map below).

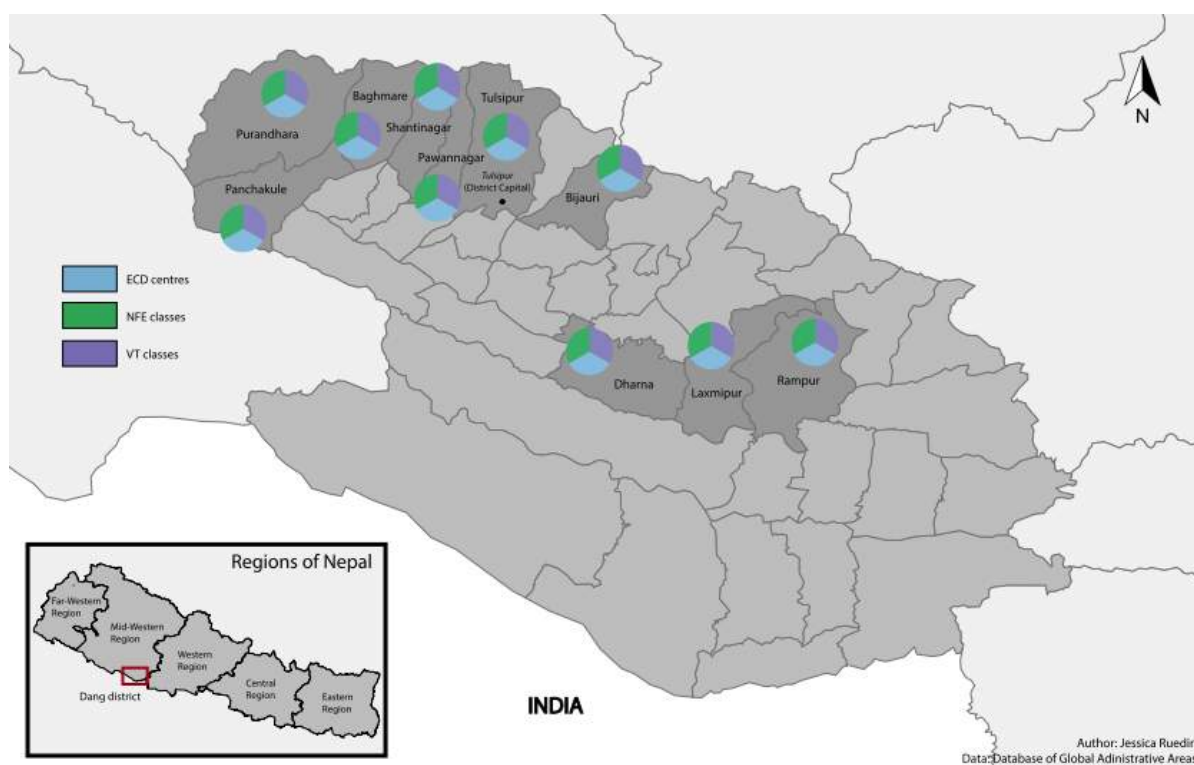


Figure 2: M4NH programme area

Within target villages, children and youth from families marginalised due to caste or ethnic background, from ultra-poor families such as day labourers and landless households, single-headed households as well as orphans were prioritised.

2. Project Objectives

Programme goal

All children in Nepal, irrespective of their sex, socioeconomic status, caste or ethnicity can successfully access and complete primary basic education and are prepared for secondary education and/ or have access to the job market through vocational training (contribution to UN Millennium Development Goal 2 and Education for All (EFA)-goals).

Overall programme objective

Marginalised children and youth in ten VDCs in Dang district have access to basic education and the job market through the provision of enhanced and replicable Early Childhood Development, Non-Formal Education and Vocational Training programmes.

Specific project objectives

1. Children aged three to five from disadvantaged families gain access to, and succeed in, primary school, through the provision of a replicable, interactive, play-based ECD programme.
2. Out-of-school children aged 6-12 from disadvantaged families develop the necessary emotional and social competencies to succeed in school through a replicable playful learning NFE programme.
3. Marginalised youth aged 15-22 develop the necessary skills to earn a moderate income through a replicable VT programme.

3. Project Implementation

Early Childhood Development (ECD)

The primary and overarching objective of M4NH's ECD project was to physically, mentally, emotionally and socially prepare three-to-five-year-old children for entrance into the government school system at the prescribed age. For this purpose, ECD centres were set up in ten VDCs and 15 ECD facilitators, 15 support staff and five social mobilisers were recruited from local communities and trained in holistic child development, the preparation of daily and weekly lesson plans, child-centred teaching methods, setting up learning corners, toy making with locally available materials, the provision of parental education and child protection and child rights.

In all target villages, ECD centre management committees were established to oversee performance of the centres and raise community awareness and support (e.g. community volunteering, financial contributions) to ensure a smooth running of the centres in the long run. They were trained in leading ECD community mobilisation programmes (e.g. door-to-door visit campaigns, parental education), supervising the performance of ECD facilitators and support staff, following up on the attendance and developmental progress of ECD students, as well as managing and maintaining ECD classrooms, playgrounds, toilets, drinking water facilities and teaching aids.

ECD beneficiary profile

A total of 760 children benefited from the M4NH ECD programme; 359 of them were boys (47.2%) and 401 girls (52.8%). With a total of 351 Dalit and 228 Janajati children, accounting for respectively 46.2% and 30% of the total, marginalised groups formed the majority of the children participating in the ECD classes. However, also 76 Chhetri (10.0%) and 102 Brahmin (13.4%) children were admitted because, irrespective of their higher caste, they came from a disadvantaged background.

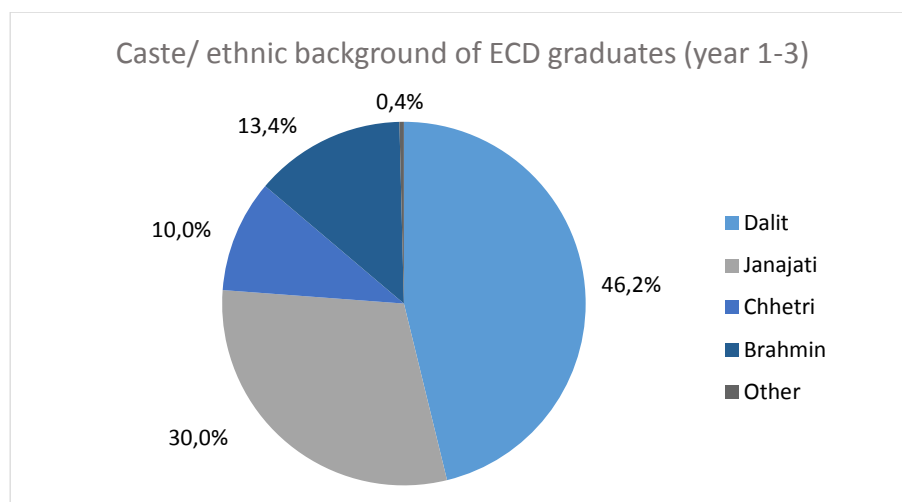


Figure 3: Caste/ ethnic background of ECD graduates (year 1-3)

School transition

All children who completed ECD classes and could be tracked in consecutive home and school visits were successfully integrated into the formal education system. A follow-up assessment conducted in January 2015 visited 157 children who had left ECD classes in 2013 and found that of these children, 3.8% were enrolled in nursery programmes, 39.5% in Lower Kindergarten (LKG), 1.3% in Upper Kindergarten (UKG), 19.1% in grade 1 and 36.3% in grade 2.

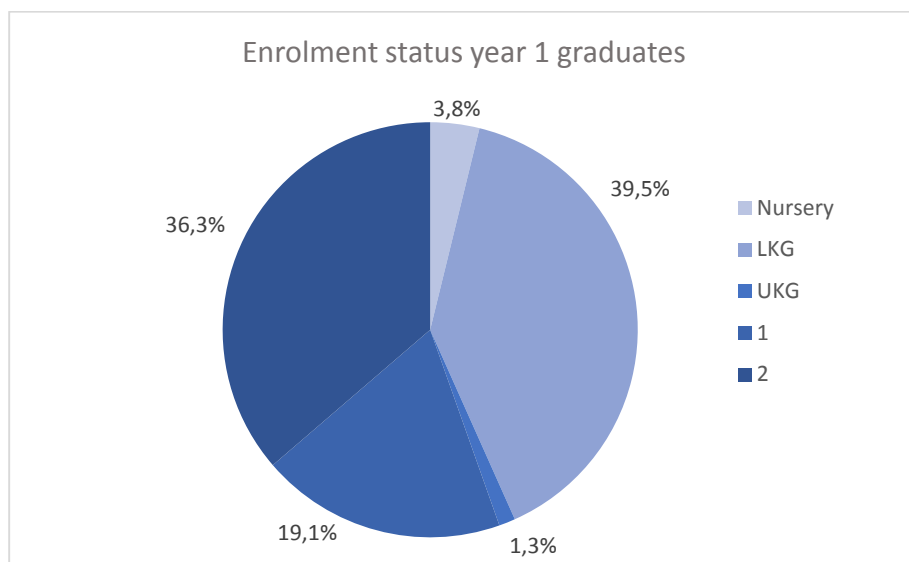


Figure 4: Enrolment status of year 1 graduates as of January 2015

From the 208 children leaving ECD classes in 2014, 46.2% were enrolled in nursery programmes, 1.9% in Lower Kindergarten (LKG), 1.9% in Upper Kindergarten (UKG) and 50% in grade 1.

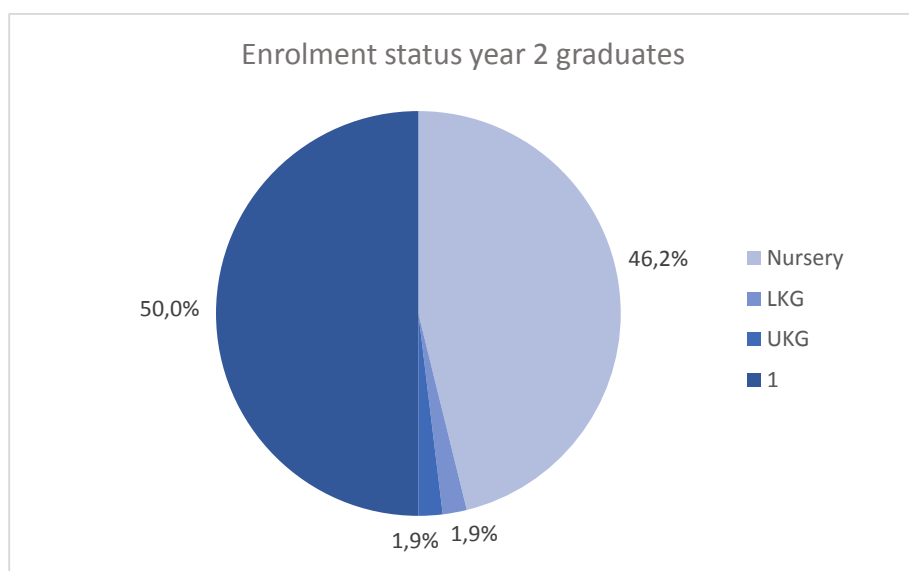


Figure 5: Enrolment status of year 2 graduates as of January 2015

Year three graduates had just left ECD classes in April 2015 so that current data on their enrolment status had not yet been available at the time of the last data collection.

Development Milestones Assessment

Data collection

In order to determine the impact of ECD services on children's early physical, cognitive, emotional and social development and to systematically assess school readiness of children graduating from the ECD programme, the project developed and implemented a Developmental Milestones Assessment. The assessment was conducted with 36 boys and 47 girls who had graduated from the ECD programme in 2014. A majority of 54% of the children participating in the assessment were four years old, 28% were three years old and 18% were five years old¹⁵. The sample included seven children from Brahmin, 12 children from Chhetri, 31 children from Janajati and 33 children from Dalit families.

The Milestones Assessment was divided in four sections, each including a variety of tools to assess different aspects of early child development.

Physical Development	Mental Development	Emotional Development	Social Development
<i>Gross Motor Skills Development</i> - Running, hop on one foot, horizontal jump, slide, stationary dribble, catching a ball <i>Fine Motor Skills Development</i> - Colouring/ tracing letters, stacking objects	- Draw-a-person test - Picture matching exercises - Visual discrimination of size, number and location - Talking about a picture	- Recognising and describing one's own feelings - Recognising emotional content of a facial expression - Recognising emotional content of body language	- Structured observation form for teachers to assess the social behaviour of ECD graduates (e.g. concentration, perseverance, attentiveness, sincerity, independence, mutual helpfulness)
Max. score: 16	Max. score: 26	Max. score: 3	Max. score: 30
Highest overall score possible: 75			

Figure 6: Tools included in the Developmental Milestones Assessment

The first part measured physical development through eight physical exercises. For those exercises, a child could either attempt to do the exercise, master it or could be unable to do it. The maximum score was 16 points. The second part of the tool tested mental development with the draw-a-person test and seven additional exercises. This section amounted to a total of 26 points. The third part measured emotional development with three exercises of one point each. Finally, the fourth part assessed social development through 15 observations of behaviour and character provided by the facilitators, and amounted to 30 points. The highest overall score possible to achieve was 75.

Data was collected from five purposively selected ECD centres to ensure representation of urban and rural communities, VDCs with a comparable low and high proportion of Dalit families and children from ethnic groups and ECD centres with average and above-average performing facilitators.

The sample was composed with the assumption that in the Bijauri centre, located in a remote, rural village with a comparable high share of disadvantaged families and an average performing ECD facilitator, children will achieve lower physical, cognitive, emotional and social development scores than in the urban Tulsipur-5 ward where the presence of Dalit and ethnic groups is low and the ECD centre is run by an outstanding ECD facilitator.¹⁶ It was also assumed that the average scores of the other VDCs would be in between the Bijauri and Tulsipur-5 ones according to the following ranking:

¹⁵ School in Nepal officially starts at age five

¹⁶ The quality of ECD facilitators was determined through classroom observations by the social mobilisers

Name of target village/ ward	Characteristics	Number of children included in the sample
Bijauri	Rural	16 children
	High % of Dalit/ ethnic groups	
	Average performing ECD facilitator	
Rampur - 6	Rural	18 children
	High % of Dalit/ ethnic groups	
	Outstanding ECD facilitator	
Baghmare	Rural	13 children
	Mixed community (Dalit/ ethnic groups/ higher caste families)	
	Outstanding ECD facilitator	
Shantinagar	Rural	20 children
	Low % of Dalit/ ethnic groups	
	Outstanding ECD facilitator	
Tulsipur - 5	Urban	16 children
	Low % of Dalit/ ethnic groups	
	Outstanding ECD facilitator	
TOTAL		83 children

Figure 7: Sampling framework

Overall results

For the entire sample, a little more than 75% of the total score was reached. Emotional development, although only evaluated through three short tools, showed the best results with an average of 86.3% achieved of the total achievable score. Physical development exercises were generally well passed and showed an average of 82.1%. Mental and social development exercises had slightly lower scores with a respective average of 74.5% and 73.3% of the total score. On average, the entire sample scored more than 70% of the total score for each section.

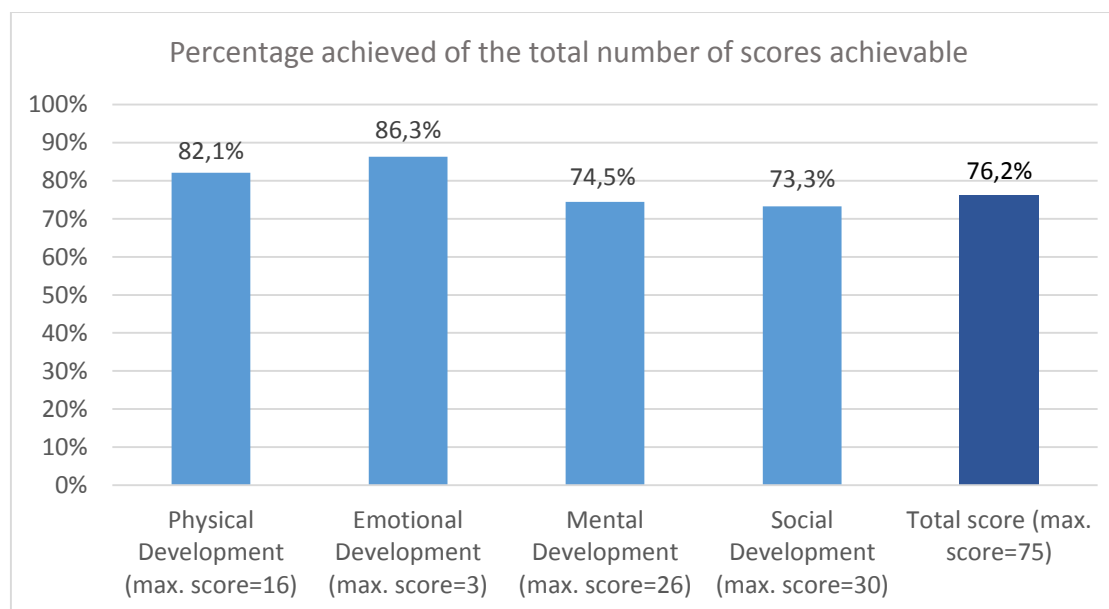


Figure 8: Percentage achieved of the total score achievable, broken down by development domain

Results according to caste (and indigenous group) were relatively similar and results broken down by sex only indicated negligible differences between the means of female and male results.

The sample only partially supported the underlying hypothesis for the selection of target VDCs. Children in Tulsipur – the VDC with the highest expected score – received low or average scores for all development dimension. Close examination revealed that most of the children of the respective ECD centre are from very poor backgrounds (e.g. migrant families, day labourer), which might even have a

higher impact on child development dimensions than caste affiliation, remoteness and the performance of the ECD facilitator. The best results were achieved by children in Shantinagar, the VDC with the second highest expected score (see table below).

		<i>Baghmare (n=12)</i>	<i>Bijauri (n=16)</i>	<i>Rampur (n=17)</i>	<i>Shantinagar (n=20)</i>	<i>Tulsipur (n=16)</i>
Physical Development (max. score=16) (AM= 13.14; s= 2.59)	<i>mean</i>	12.67	13.38	13.71	13.55	13
	<i>SD</i>	3.87	1.93	2.52	1.23	1.55
Mental Development (max. score=26) (AM=19.41; s=3.73)	<i>mean</i>	18.08	19.75	18.47	21.2	18.81
	<i>SD</i>	5.04	3.17	4.62	2.61	2.66
Emotional Development (max. score=3) (AM=2.65; s=0.64)	<i>mean</i>	2.75	2.38	2.71	2.85	2.56
	<i>SD</i>	0.62	0.96	0.47	0.37	0.63
Social Development (max. score= 30) (AM=22.06; s=5.33)	<i>mean</i>	19.42	20.94	25.29	23.4	20.06
	<i>SD</i>	4.71	3.74	6.53	4.46	4.56
Total score (max. score=75)	<i>mean</i>	50.62	56.44	60.50	61	54.44
	<i>SD</i>	11.51	6.47	8.21	5.96	7.69

Figure 9: Mean total score achieved, broken down by development domain and ECD centre

Despite of differences across ECD centres, the Developmental Milestones Assessment showed that regardless of caste or sex, ECD graduates generally were physically, mentally, emotionally and socially ready and had a very good basis to successfully transition to school.

Detailed findings

Physical Development: Within the evaluation of gross motor skills, the exercise of ‘stationary dribble’ generally shows low scores with an average of 57.5% for the entire sample (N= 80). This result might actually be explained by the material available for this exercise. The lack of appropriate material for this exercise, such as proper bouncing balls, might be a factor in obtaining low scores for this exercise, as it is difficult to dribble with non-elastic balls. Brahmin children scored a lower total average in the running exercise, scoring 70% compared to the sample’s total average of 92.5%. The exercise of ‘hopping on one foot’ also shows a relatively lower average (79.5%) than the rest of the exercises. The most successful gross motor skills exercise was the ‘slide’ (96.5%).

Regarding exercises testing fine motor skills, ‘colouring and tracing letters’ also generally received lower scores with an average of 77.5%. The exercise of ‘stacking objects’ was much more successful with a total average of 96.5% for the entire sample.

For every physical development exercise, girls generally scored a lower total average than boys did, except for ‘tracing and colouring letters’, for which they scored 79% against 76% by boys.

Mental Development: For the exercise Draw-a-Person (DAP) test, some body elements showed different results away from the sample average.

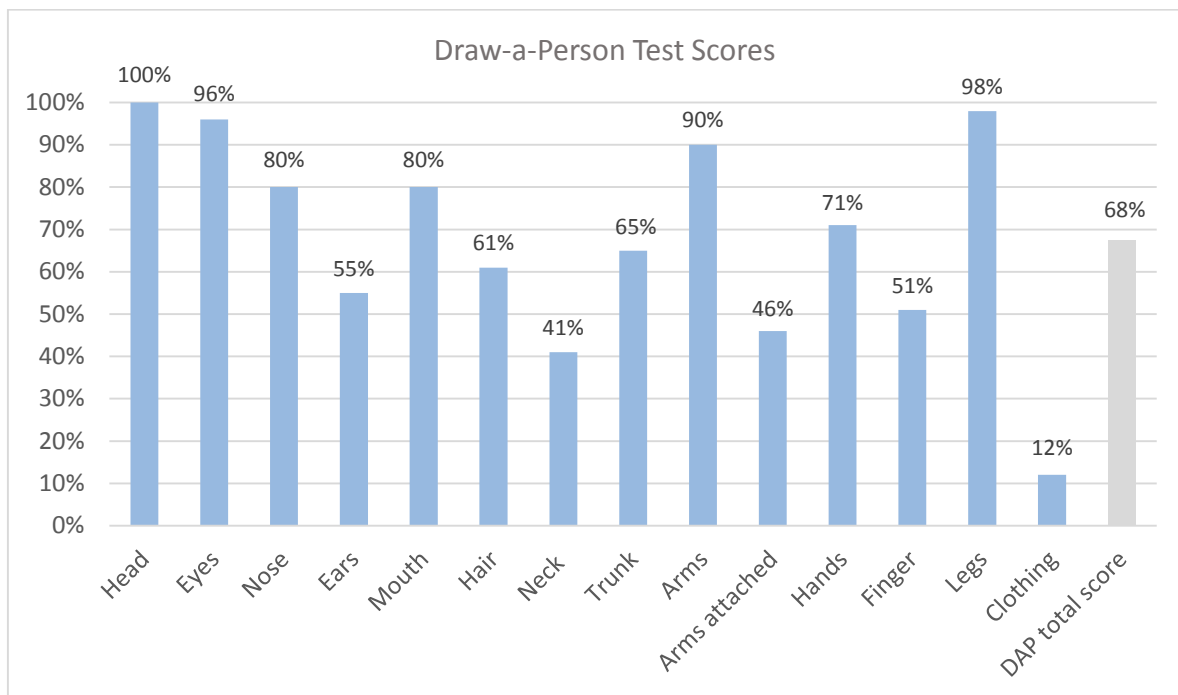


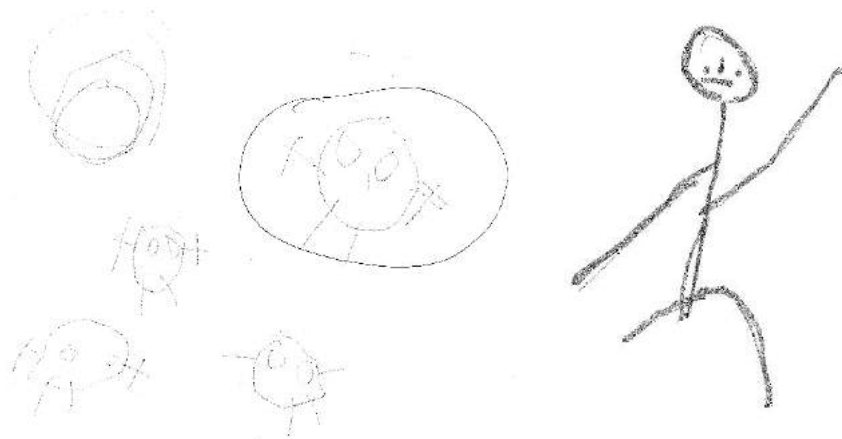
Figure 10: Presence of various body parts/ details on Draw-a-Person test drawings

- **Ears:** Results of the DAP test show that only half (55%) of the children in the sample drew ears. Differences according to caste show that only 30% of Brahmin children drew ears, against 65% of Dalit children. Differences according to VDC show that 33% of children in Rampur scored a point, when 75% children did in Tulsipur. Girls generally (62%) drew more ears than boys (46%) did.
- **Hair:** More than half of Chhetri and Dalit children did not draw hair. Only 19% of the children did in Rampur. More girls (68%) drew hair than boys (51%) did.
- **Neck:** Only 41% of children drew a distinct neck. Differences according castes show that most Brahmin children (67%) did draw a neck but only 36% of Dalit children did. Only 11% did draw a neck in Rampur.
- **Body:** A low 28% of children in Rampur drew a body.
- **Fingers:** Generally, about half of the sample did not draw any fingers and only about 30% of Chhetri children did.
- **Position of arms:** Generally, less than half of the sample (46%) did draw arms at the correct position on their person. However, more than 70% of children did draw arms at the correct position in Baghmare.
- **Clothing:** Clothes rarely (12%) clearly appeared in the drawings. Absolutely none in Tulsipur, but in 25% of the drawings in Shantinagar.

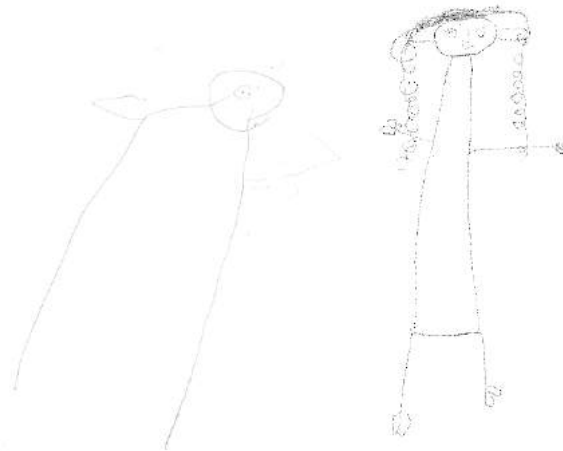
To standardise test results and compare pictures of children of different age groups, the Draw-a-Person Quotient (DAPQ)¹⁷ proposed by Ziler was calculated for all 46 participants. Thereby ECD graduates attained an average DAPQ of 103.36, which represents an age-appropriate mental development of ECD graduates. 69.5% (32/46) of the ECD graduates showed values of more than 100 and managed to slightly exceed the average according to their age.

A selection of six drawings, two per age group, show the difference between a score in the bottom percentile group and a score in the top percentile group.

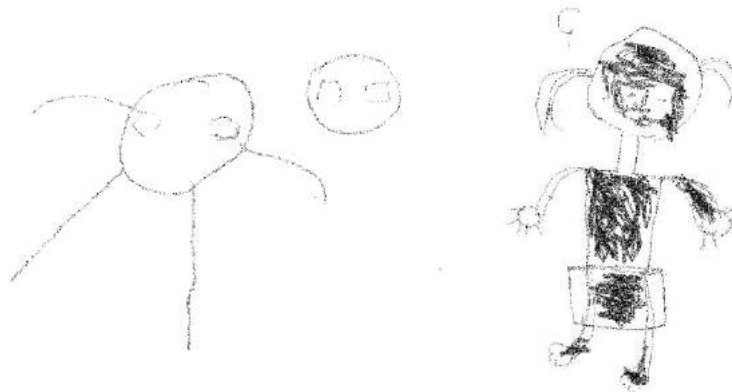
¹⁷ The DAPQ is comparable with the intelligence quotient (IQ); the average DAPQ is by definition 100. Hence, anything above 100 is considered as above average and below 100 as below average.



Picture 1: Left: Female in the bottom percentile group aged four years three months, 7 points, DAPQ = 111, right: female in the top percentile group aged four years three months, 10 points, DAPQ = 122



Picture 2: Left: Male in the bottom percentile group aged four years nine months, 4 points, DAPQ = 80, right: female in the top percentile group aged four years eight months, 11 points, DAPQ = 179



Picture 3: Left: Male in the bottom percentile group aged five years, 4 points, DAPQ = 60, right: female in the top percentile group aged five years one month, 13 points, DAPQ = 122

Regarding other exercises administrated to measure mental development, all children of the sample scored every point for visual discrimination of size when looking at pictures (99% of the total score). Chhetri children scored a lower average than the rest of the sample (78% of the total score) for one of the questions asking to match pictures that belong together. Participants in Rampur also scored lower averages for these questions (83% and 78% of the total scores). Female participants scored a lower average (93%) than male (97%) in discriminating numbers (i.e. recognising the drawing with the most flowers).

Emotional development: Within the entire sample, the exercise to recognise body language was the least successful with an average of 84% of the total score. When examining results according to castes, it was noticed that Janajati children scored a very low average (28% of the total score) in expressing their own emotions (i.e. to point to the face that shows their feeling when they came to the ECD class the morning the assessment took place). Brahmin children were all (100%) capable of recognising sadness and all Chhetri children (100%) were able to recognise body language showing a scared child. Participants in Bijauri had the most difficulties in expressing their own emotion with a total average of 81%. They also scored a low total average of 75% in recognising body language. However, children in Tulsipur scored a lower total average of 69%. There are no significant differences between male and female participants.

Social development: There are few differences within social development traits within the entire sample. The majority of children are truthful and take responsibility for their actions. A bigger share appears to be of a worried nature, distracted and not always calm.

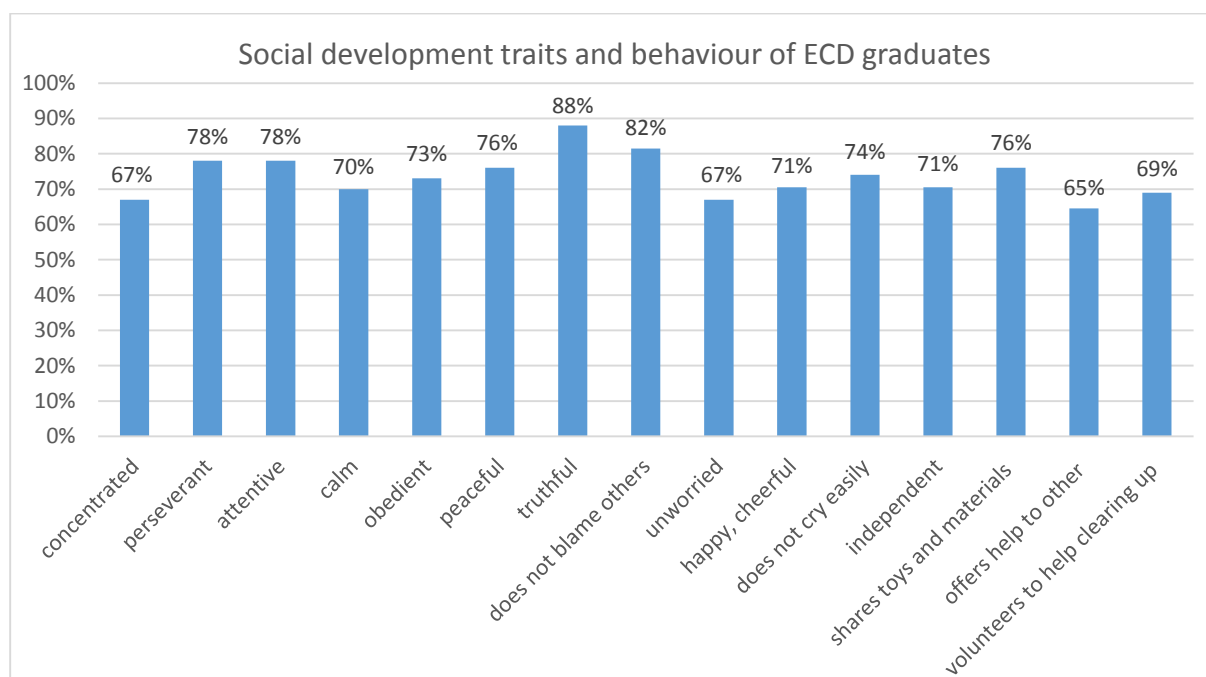


Figure 11: Social development traits and behaviour of ECD graduates

Differences according to caste affiliation are relatively small. It appears that Brahmin children are the most perseverant, cheerful, who very rarely cry. They also offer to help others and volunteer to clean the classroom very often. However, they are the least independent children and often need assistance to complete a task. Chhetri children seem to be the most attentive and almost never lie. Simultaneously, they very often share toys and materials with others. Dalit participants are the most peaceful, yet usually apparently worried. They tend to offer to help others or volunteer to clean the class the least.

ECD graduates' school performance

To gain an overview of ECD graduate's school performance in grade 1, data was collected from year-end exams students in Nepal have to pass in order to be promoted between grades 1 and 2.

Data could be obtained for 139 ECD students who graduated in April 2013. Examination results revealed that 93.5% of M4NH's ECD graduates passed the grade 1 final exam. This is a remarkable achievement, considering that marginalised groups formed the majority of the children participating in the ECD classes

(batch 1: 51% Dalit and 26% Janajati). With an overall promotion rate of 93.5%, former ECD graduates performed significantly better than the national average of 72.5% (Nepal Ministry of Education 2013).¹⁸

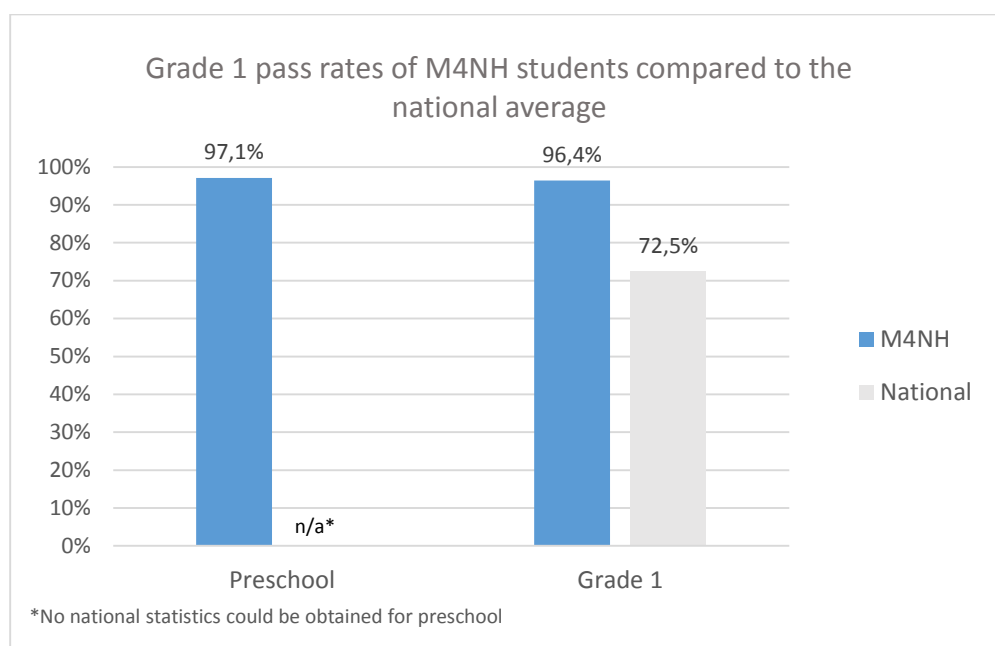


Figure 12: Grade 1 pass rates of M4NH students compared to the national average

A closer analysis of examination results showed that 41% of ECD batch 1 graduates obtained excellent or even outstanding marks in year-end exams.

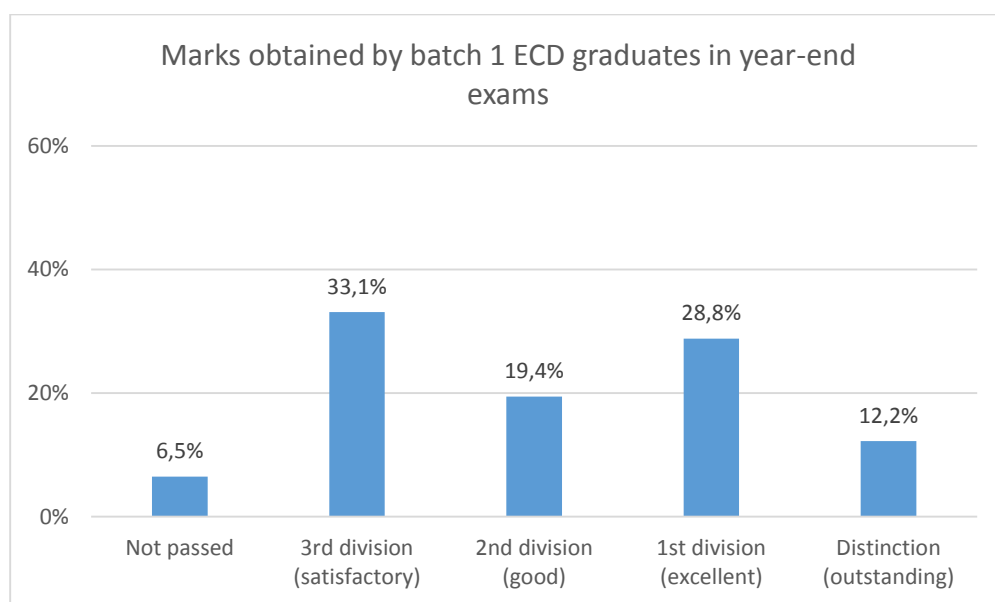


Figure 13: Marks obtained by ECD graduates in year-end exams (at pre-school, grade 1 and 2 levels)

Those results clearly show that M4NH's ECD classes enabled a successful transition to primary education and helped children to arrive at school ready to effectively engage in learning and achieve desired learning outcomes.

¹⁸ In order to compare grade 1 pass rates of M4NH ECD students with the national average, the repetition rate and the dropout rate (as reported by the Ministry of Education in 2013) were added up.

Non-Formal Education (NFE)

Non-Formal Education (NFE) classes were supported as a tool to provide second chance learning opportunities for children aged six to 12 years who had not been to school before or children who dropped out from school before completing their primary education.

To do this, the project emphasised a holistic approach to education responsive to students' physical, cognitive, emotional as well as social needs. Out-of-school children were taught basic reading, writing and mathematical skills in a playful way by systematically incorporating well-guided sport and play activities into daily teaching.

NFE classes lasted for nine months and taught children six days a week, three hours a day. They were led by ten young facilitators the project recruited from target communities in collaboration with community authorities. Over the entire project duration, NFE facilitators were trained in active teaching and learning methods and how best to incorporate sport and play activities into their daily lessons. Specifically, NFE facilitators learned to:

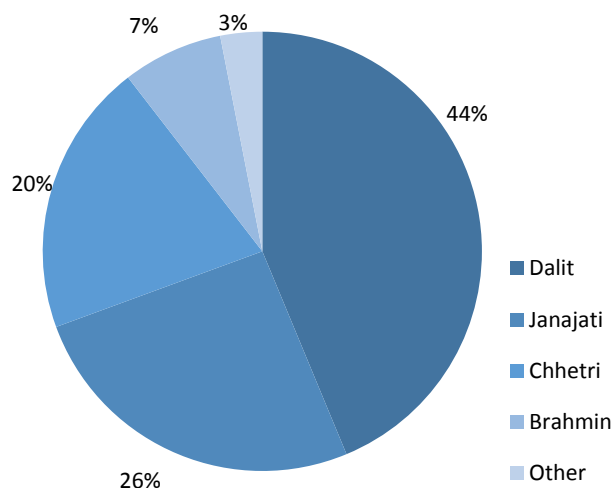
- Develop weekly timetables and daily lesson plans
- Create interactive learning environments by using different learning styles (e.g. verbal, visual, physical), as well as introducing and practicing new play and sports activities suitable for NFE settings
- Adapt playful activities to accommodate children of different age groups and skill levels (differentiation in teaching) and to modify game design and game rules to develop new skills and competencies (variation in teaching)
- Evaluate NFE lessons and whether learning objectives have been fulfilled or not

To expand upon the content of training courses and monitor the application of playful teaching facilitation skills in practice, social mobilisers were recruited and trained to provide on-site coaching and follow-up support. Furthermore, NFE centres were supplied with water and sanitation facilities and supplied with sport materials and teaching aids to carry out playful learning activities.

Along with supporting out-of-school children, the project also raised awareness among disadvantaged families of the importance of education for their children's future and trained mothers of NFE students to form village saving and credit groups – empowering them to support their children's education financially.

Within the framework of the project, NFE classes were offered in 22 different villages and wards across ten VDCs.

NFE beneficiary profile



A total of 489 children completed NFE classes between June 2012 and May 2015; 254 of them being boys (51.9%) and 235 girls (48.1%). The mean age of the children was 7.0 years; with a range from four to 13 years old. With a total of 213 Dalit and 125 Janajati children, accounting for respectively 43.6% and 25.6% of the total, the most marginalised groups formed the vast majority of the children participating in the NFE classes.

Figure 14: Caste/ethnic background of NFE graduates (year 1-3)

Children's perspective on the NFE classes (beneficiary satisfaction)

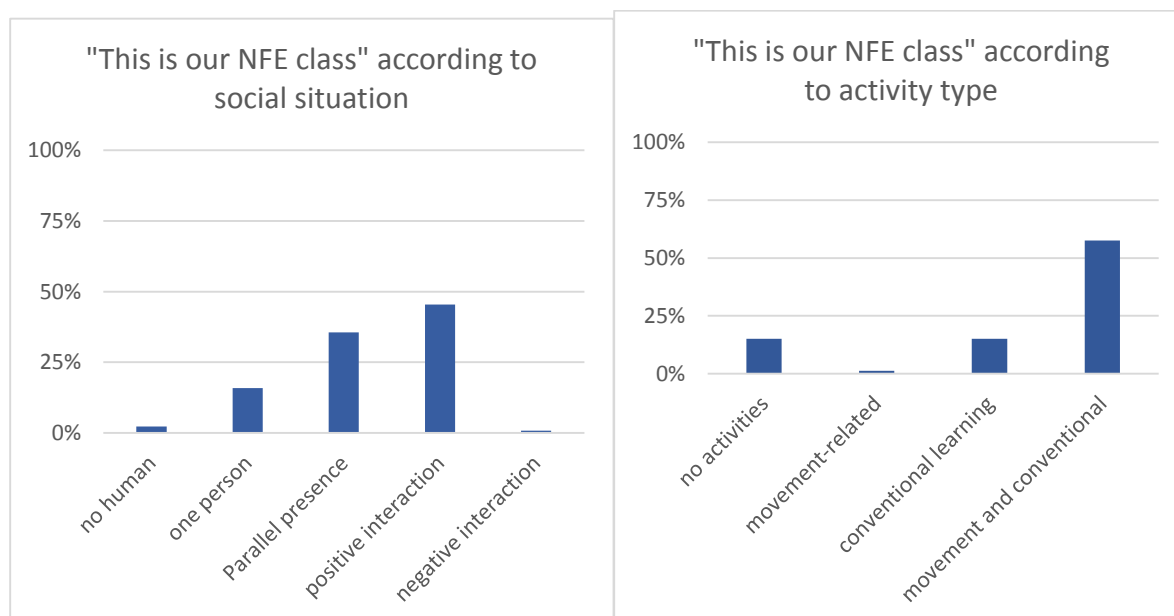
Methodology and data collection

In order to get an insight into the children's perspective on the NFE classes, thematic drawing sessions were conducted with a sample of children. Drawing has been recognised as a form of communication appropriate in child-centred research, especially where children are (semi-) illiterate and not necessarily at ease with expressing themselves in the more formal setting of a survey interview. Drawings allow them to express their feelings, emotions and experiences in a playful manner, which is non-threatening and suppresses the potential bias that a traditional questionnaire can induce.¹⁹ The drawing sessions were conducted at the end of the nine months of NFE class, before the children transitioned to the formal education system. Children were asked to draw a picture depicting the NFE class ("This is our NFE class"). 136 out of the 157 children enrolled in project year 2 participated in the drawing sessions. In order to guarantee the quality of results, a methodologically controlled analysis was applied by using a systematic coding system.²⁰

Findings

The children's drawings of their NFE class covered a wide spectrum. Only very few children (2.3%) did not depict any human being but an empty classroom or playground. 15.9% drew only one person and the great majority (81.9%) a group of people. Some of the latter drawings did not depict any social interaction but a 'parallel presence' (35.6%). The majority of children drew positive interactions (45.5%), for example children playing together or talking to each other. The drawings were also screened for negative interactions such as quarrels, exclusion or scolding. An interaction of this type was only found on one single drawing (accounting for 0.8% of the drawings).

The drawings were also analysed according to the type of activity displayed. Most of the children (57.6%) drew both movement-related actions, such as games or sports, and conventional learning related actions, such as learning in the classroom with a teacher or reading a book. A similar share of students only drew conventional learning related activities (15.2%) or did not illustrate any activity (15.2%). The remaining children only drew movement-related activities.

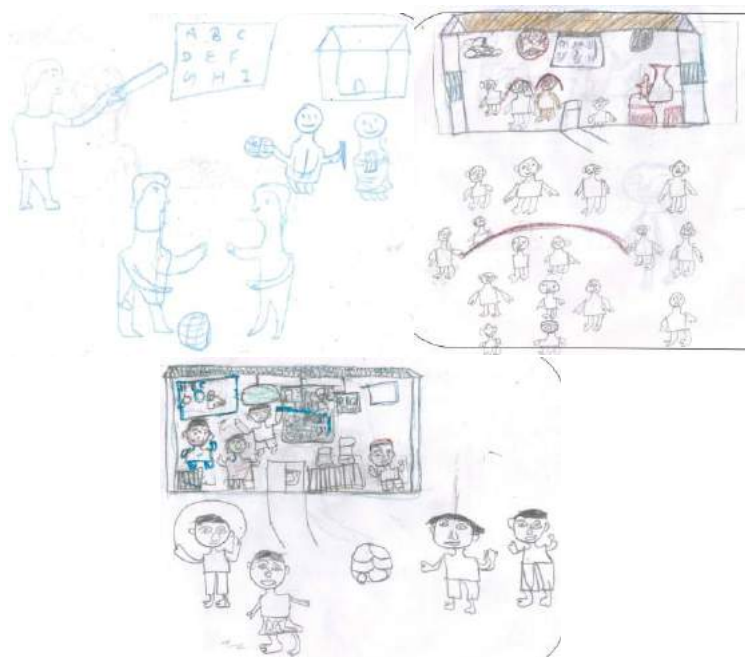


¹⁹ See for example: Kuhn, Peter (2003): Thematic Drawing and Focused, Episodic Interview upon the Drawing – A Method In Order To Approach To The Children's Point Of View On Movement, Play and Sports At School. Forum: Qualitative Social Research, Vol. 4 (1); Pirtle, Jody, and June Maker (2012): A Qualitative Analysis Of Kindergarteners' Open-Ended Drawing And Story Telling Opportunities. Zb Inst Pedagog Istraż (Beogr), Vol. 44 (1): 144-162; Burkitt, Esther, Dawn Watling, and Lucy Murray (2011): Children's Drawings of Significant Figures for a Peer or an Adult Audience. Inf. Child Develop, Vol. 20 (6)

²⁰ Missing information resulted from children not attending on the particular day the drawing session was conducted.

Figure 15: Drawings for “This is our NFE class” according to social situation (left) and activity category (right) displayed

The high share of children depicting positive social interactions in their drawings and the absence of negative interactions (with one exception) suggest that the children felt at ease in their classes and



Picture 4: Examples of drawings showing positive interactions with movement and conventional learning activities; from left to right: (1) boy, nine years old; (2) girl, nine years old; (3) girl, six years old

enjoyed interactions with peers as well as their teacher. It can be assumed that while being at ease and experiencing comfort in social situations, they are better disposed to (re)enter the formal education system.

(Re-) Integration into the public school system

Of the 312 NFE year 1 and year 2 graduates²¹ who could be tracked in consecutive community and school visits, 98.1% (n=306) were successfully integrated in the formal education system and still enrolled in January 2015 when the last follow-up visits took place.

At the time of the follow-up assessment, 28.7% (n= 50) of the year 1 NFE graduates were in grade 3. 18.4% (n=32) were in grade 4, 17.2% (n=30) in grade 2, 9.8% (n=17) in grade 1, 8.6% in grade 5 (n=15) and 4.0% (n=7) in grade 6. Only eight children were still in Upper and Lower Kindergarten to provide them additional time to get ready to enter grade 1.

²¹Year 3 graduates only completed NFE classes in April 2015 so that follow-up assessment data had not been available at the time of the final data collection for NFE. Among the year 1&2 graduates, 19 migrated to other districts and six were untraceable, so that their enrolment status and grade could not be verified.

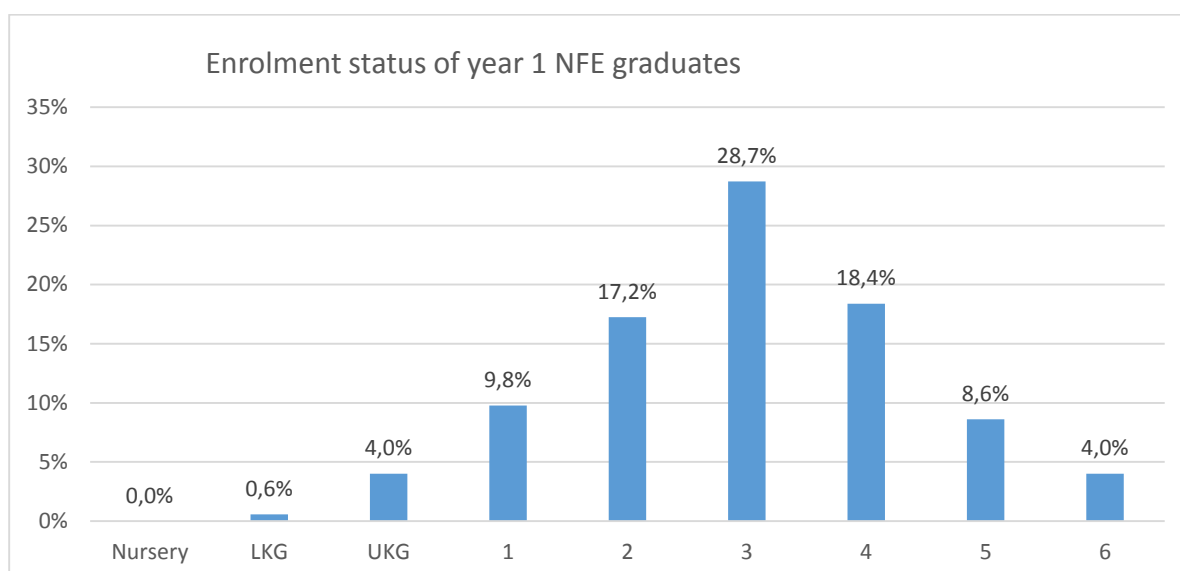


Figure 16: Enrolment status of year 1 NFE graduates as of January 2015

Among the year 2 NFE graduates, 26.0% (n=38) were in grade 2, 19.9% (n=29) in grade 1, 18.5% (n=27) in grade 4, 15.1% (n=22) in grade 3, 13.0% (n=19) in grade 5, and 2.7% (n=4) and 4.8% (n=7) in Upper and Lower Kindergarten respectively.

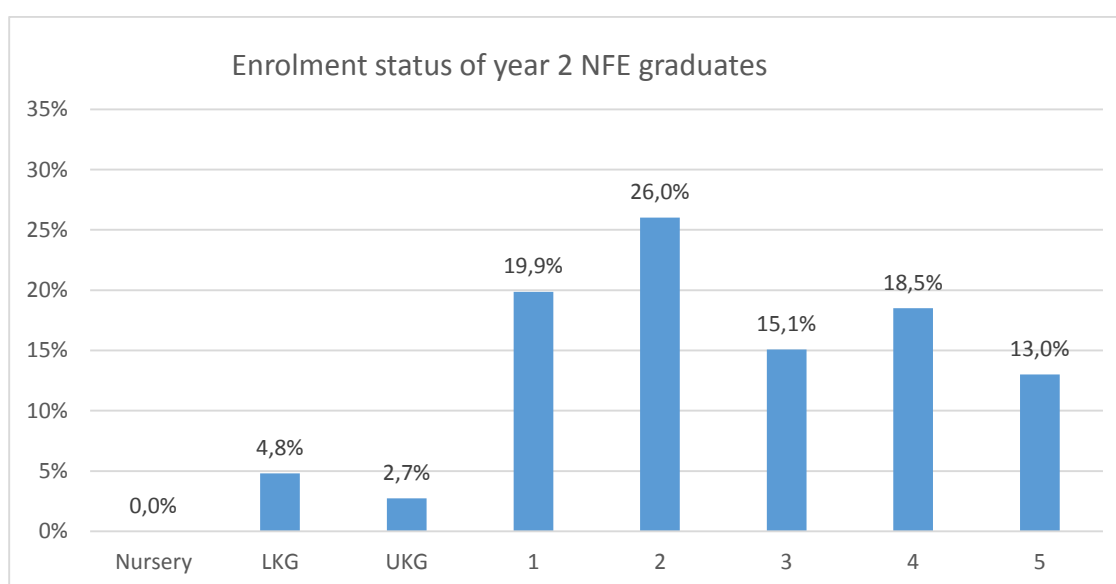


Figure 17: Enrolment status of year 2 NFE graduates as of January 2015

NFE graduates' school performance

To monitor school performance, discuss potential learning challenges and the need for remedial teaching of former NFE students with their teachers, social mobilisers and NFE facilitators undertook regular monitoring visits to primary schools. In the context of such visits, they collected information on NFE graduates' performance in year-end exams one year after (re-) entering public schools.

Analysis revealed that 93.7% of the year 1 NFE graduates were promoted to the next grade one year after entering the government school system.

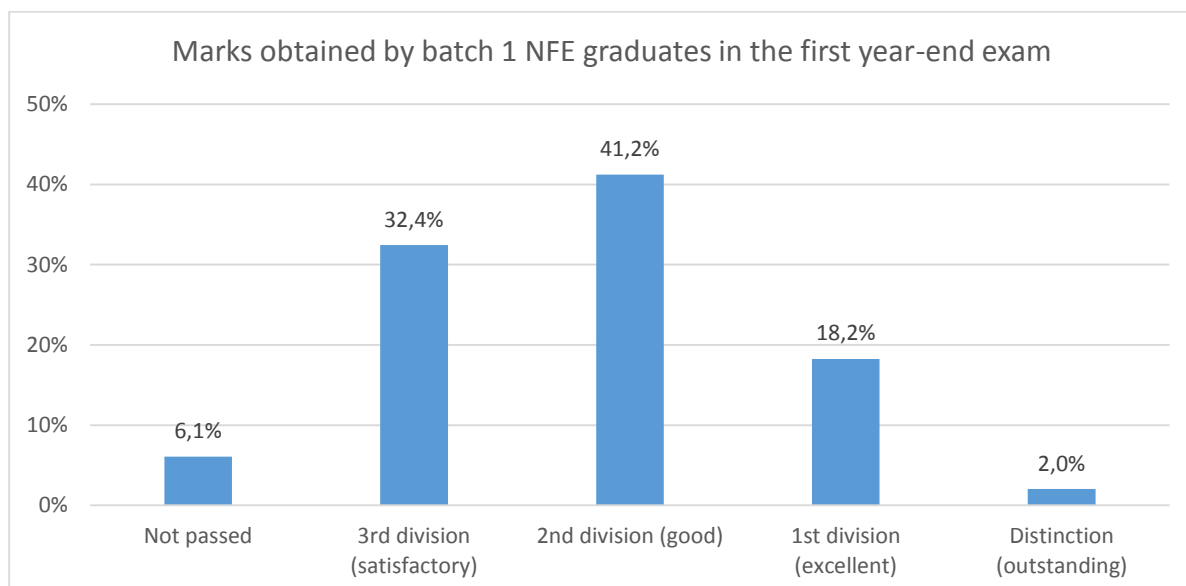


Figure 18: Marks obtained by NFE graduates in the first year-end exam after (re-) entering public schools

Closer analysis of exam results showed that 32.4% of the former NFE students achieved satisfactory results with 32 to 44% of the maximum test score achieved. 41.2% of the students attained good results with 45 to 59% of the total score. Very fortunately, 20.4% of former NFE graduates obtained excellent or even outstanding marks in year-end exams.

A comparison with national data showed that in terms of the overall pass rate in year-end exams, former M4NH NFE students scored far better than the national average, with 97.3% to 99.3% of the grade 1 to grade 5 NFE students being promoted to the next level one year after (re-) entering school.

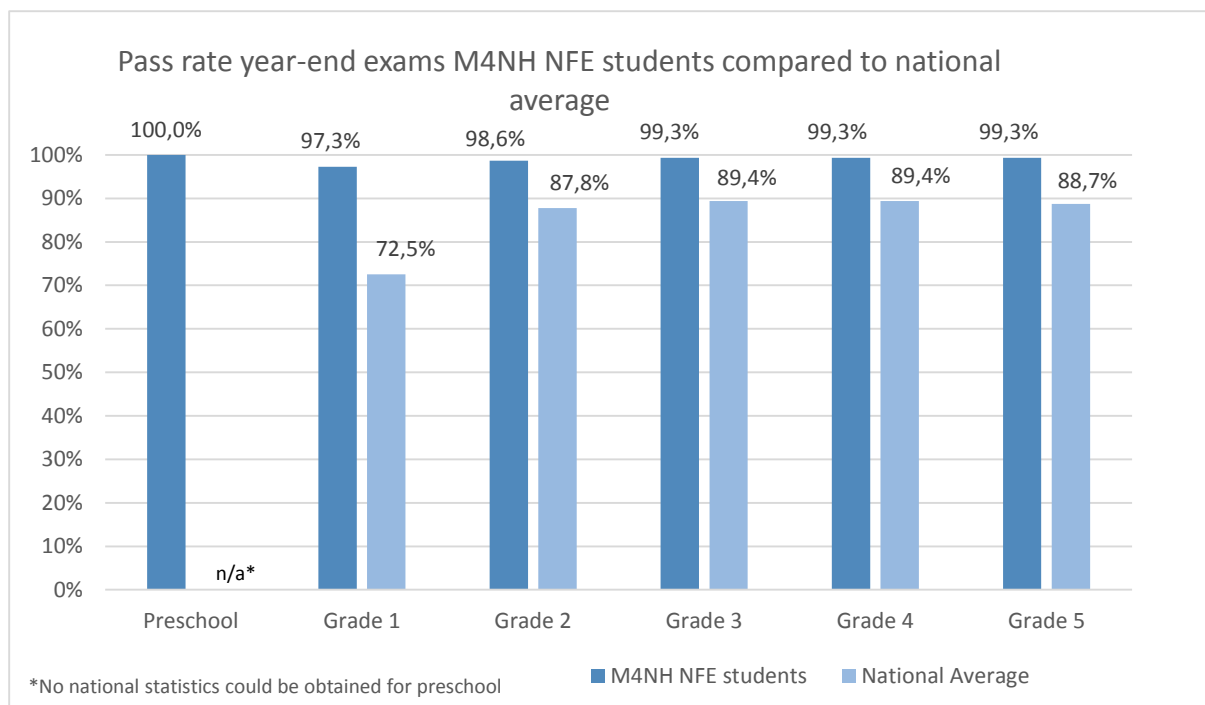


Figure 19: Pass rate in year-end exams of M4NH NFE students compared to the national average

The good performance of the NFE graduates in year-end exams and the high retention rate are a remarkable success and strong indicator of the excellent teaching quality and good learning outcomes achieved in M4NH-supported NFE classes. Even more when it is considered that the large majority of NFE children come from underprivileged backgrounds and were neither able to read nor write and were not used to sitting in a classroom and learning before they joined NFE classes.

Mothers' saving and loan groups

M4NH's NFE component was based on a two-tiered approach that aimed to provide second-chance schooling to children and training and livelihood support to the mothers. To ensure that mothers have the financial ability to pay for their children's education, the concept of self-help savings and loan groups was introduced to mothers of NFE students. Those interested in participating were invited to form groups averaging about 10-25 mothers and received training on:

- The selection of management team members
- Bookkeeping to enable saving and loan groups to track savings and loan liabilities
- The establishment of a loan disbursement framework and internal control mechanisms

All saving and loan groups were operated by a four-person management committee consisting of one chairperson, a vice-chairperson, a treasurer and a bookkeeper and received an initial cash injection of NPR 15'000²² as a loan to be repaid to the project after two years.

In each group, women met at least every month to make saving contributions to a common pool based on each member's ability. At each meeting, members could request a loan from the group to be repaid with interest. Moreover, all saving and loan groups comprised of an emergency fund that provided members with a basic form of self-insurance and a social fund to contribute towards development activities for the entire community. Aside from setting up saving and loan groups, the project also encouraged mothers' groups to start income-generating activities, e.g. livestock raising and vegetable cultivation, to generate additional income and saving capital.

Between May 2012 and June 2015, the M4NH project facilitated the creation of 30 mothers' saving and loan groups with 407 members, collectively amassing NPR 506'792²³ in savings.

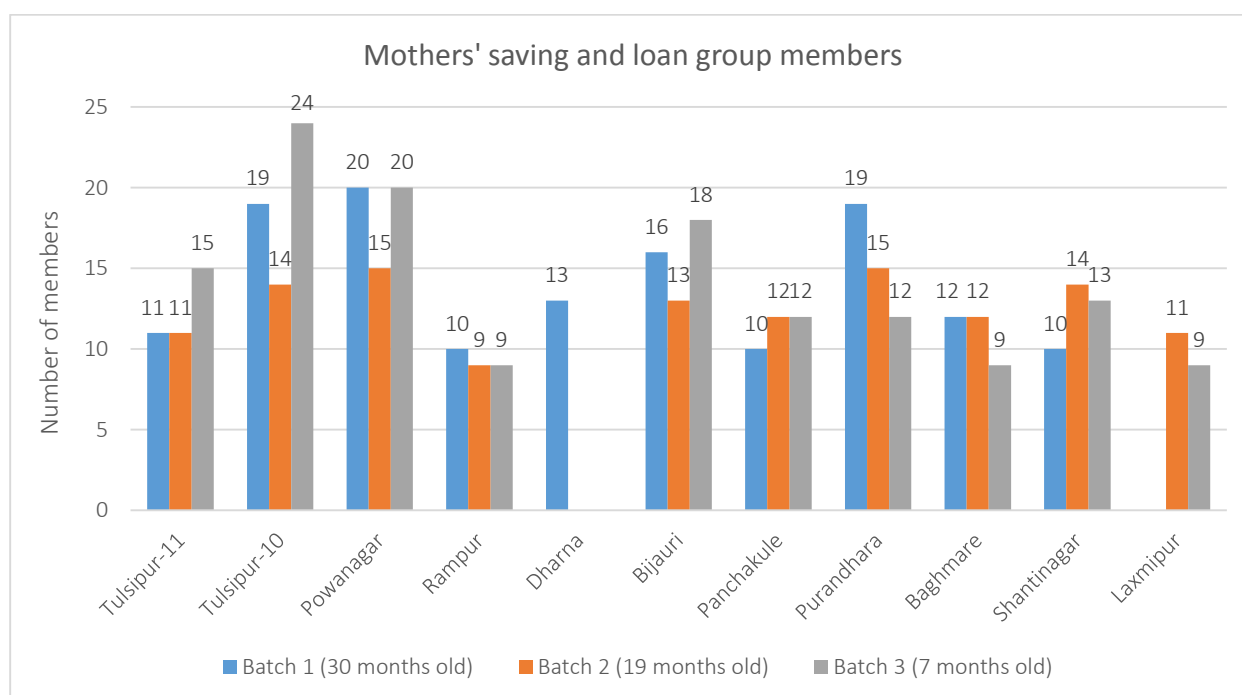


Figure 20: Mothers' saving and loan group members as of March 2015

²² Equivalent to around USD 150

²³ Equivalent to more than USD 5'000

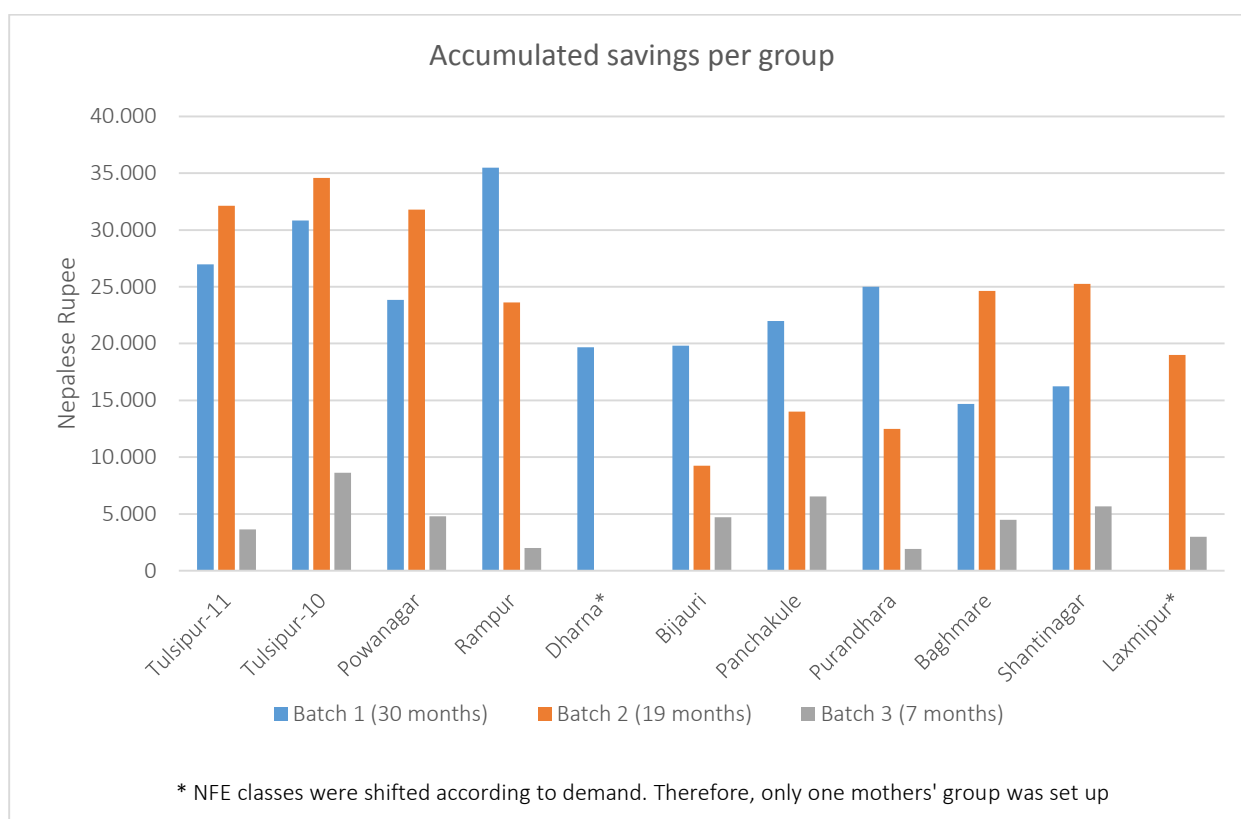


Figure 21: Accumulated savings per group and VDC as of March 2015

As of March 2015, the average capital accumulated of batch 1 group members²⁴, who have been saving for 30 months, was NPR 1'675. In batch 2 saving and loan groups, that have been operating for 19 month, the average capital accumulated per participant was NPR 1'800. Batch 3 group members saved NPR 322 on average, during the 7 months their groups have been running. Saving groups have developed so favourably, that by March 2015, ten out of the 30 groups were able to pay back the initial seed capital provided by the project.

All the groups used their pooled savings as a source for lending investment loans. According to the latest monitoring report, 85% (n=346) of the group members were active borrowers. The most common interest rate that group members established for loans was 2% per month. In the majority of the groups, the interest earned from the loans was added to the group loan capital or used for community projects.

Vocational Training (VT)

The theoretical-practical VT programme was conceptualised with the aim to provide disadvantaged young people aged 15 to 22 with an opportunity to gain employable skills, acquire business knowledge, entrepreneurial and employability skills, to develop a vision for their career, and to unlock their potential.²⁵ To achieve this, a dual VT programme was established, offering practical skills training in selected professions, while at the same time providing classes on business knowledge. The goal was to enable the young people to become qualified members of the job market and to support themselves financially through wage employment or self-employment.

VT classes were set up in 22 wards in ten different VDCs of Dang district: Baghmara, Bijauri, Dharna, Laxmipur, Panchakule, Pawonnagar, Purandhara, Rampur, Shantinagar and Tulsipur municipality. Each

²⁴ Batch 1 group members consist of mothers from year 1 NFE students

²⁵ The curriculum has been published and is available for download: Swiss Academy for Development/ K. Wespi, D. Matter, M. Kons (2015): Business Knowledge & Vision. Promoting Employability and Entrepreneurship through Experiential Learning and Sport

class was equipped with stationery for the theoretical classes on business knowledge and play equipment for the sports sessions. For the latter, an outside playground was prepared.

Facilitators and social mobilisers were trained in capacity building workshops and through on-the-job training (i.e. classroom observations).

To ease the transition into the job market, M4NH staff also provided follow-up support for graduates in the context of a mentoring programme. Mentor and mentee met regularly and discussed issues related to realistic goal-setting, decision-making, networking and developing a vision for their career.

Ten youth clubs were formed whose 213 members met on a regular basis. M4NH staff conducted capacity building on different topics and provided career counselling. The youth clubs organised a variety of different activities such as awareness raising campaigns, sports competitions, advocacy events, cultural heritage programmes and activities linked to youth issues.

VT beneficiary profile

The 587 young people who were enrolled in the VT programme in three batches came from ten different VDCs. 16.4% were from Tulsipur (the district capital) and Tulsipur municipality. The great majority of 83.6% live in rural and very remote communities.

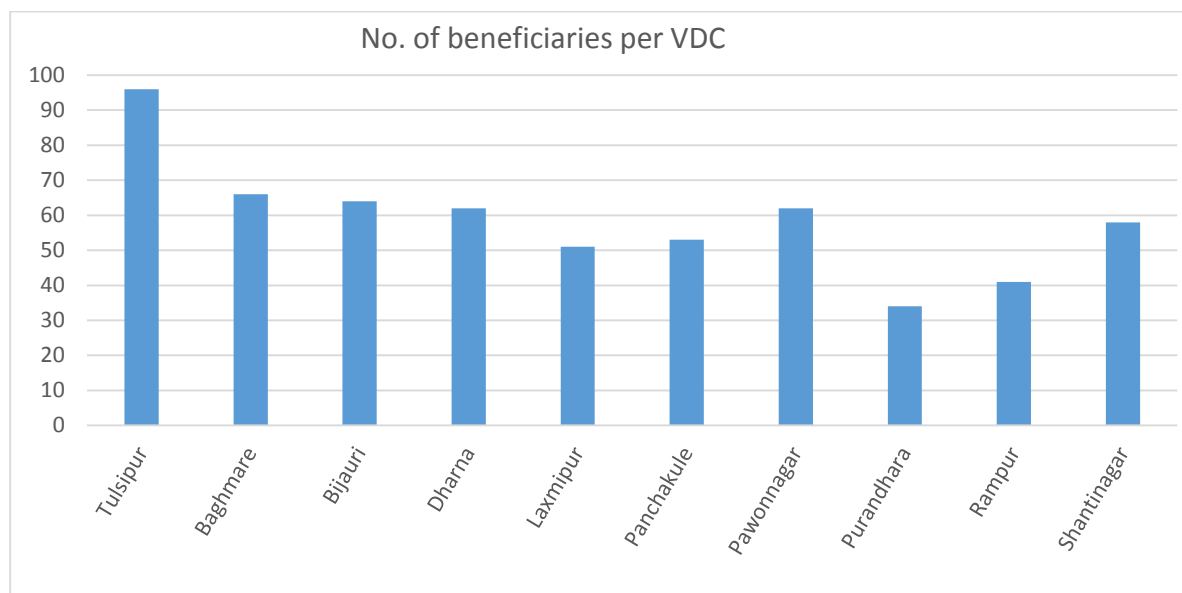


Figure 22: VT participants by place of residence

Young people between the ages of 13 and 24 were accepted into the youth employment programme. On average, they were 18.8 years old (information is missing for 16 participants).

Of the 587 trainees, the majority (68.0%) were young women; 31.7% young men (information is missing for one participant). 58.1% of the young participants were still single at the time of their enrolment in the programme, 40.9% married (80.8% of them being female). Almost two thirds of the young people did not have children yet, 12.4% had one child, 6.8% had two and two young women had three children already. Hence, 159 children depend directly on the 487 VT participants for which information is available (information is missing for 100 participants²⁶).

²⁶ Information on the number of children was not collected for batch 1 participants. Consequently, data is missing for 17.0% of the young people; mostly batch 1 participants.

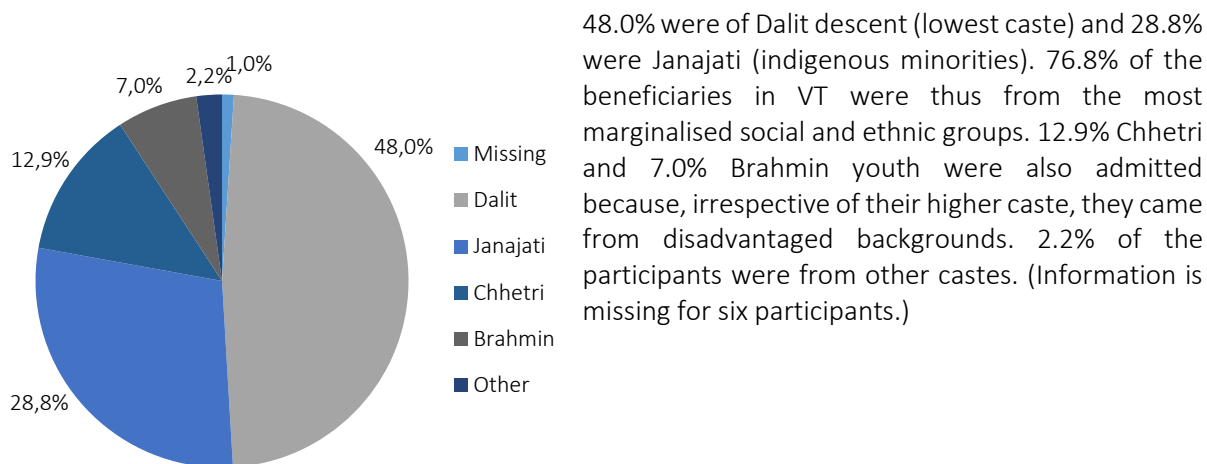


Figure 23: Caste affiliation of young people enrolled in VT

Enrolment in practical skills training courses

The dual VT programme provided practical skills training in a wide range of professions. Training in 25 occupations was offered after identifying the demand for wage and self-employment in the target area: advanced tailoring, barber, beautician, candle making, driving, embroidery, fresh vegetable production (LRP), furniture making, handicrafts (jewellery, decoration items), house painting, house wiring, jewellery (glass beads), jewellery (silversmith), Khukuri making, leather shoe reparation, mobile phone reparation, motorcycle reparation, mushroom cultivation, pig rearing, plumbing, rope making, snack preparation, tailoring, TV reparation and welding. VT trainees were counselled to help them choose the profession that best fitted their interests and competencies.

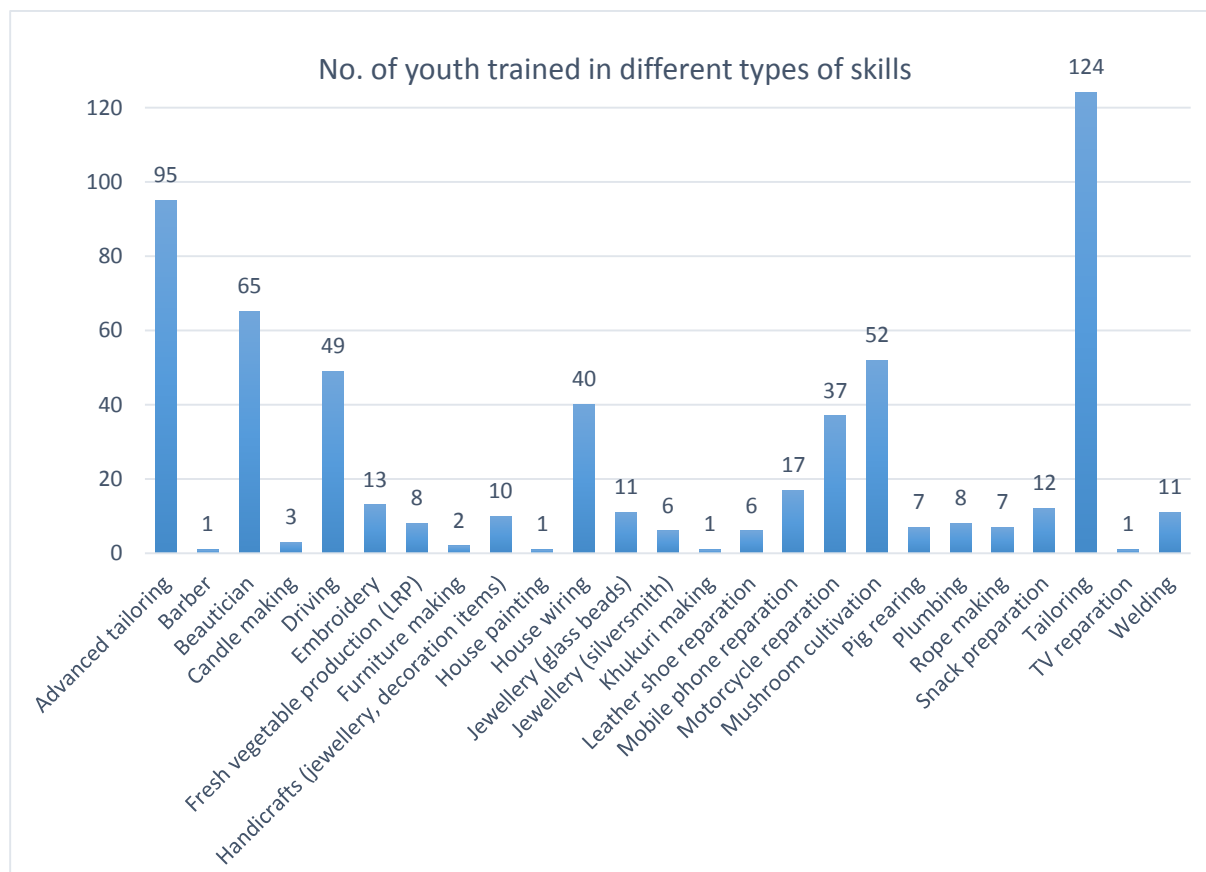


Figure 24: Number of young people enrolled in the VT programme by type of practical skills training

Initial investment of graduates

Graduates interested in starting their own business were assisted by M4NH project staff in elaborating feasible business plans. Start-up capital was provided to those young women and men whose proposition was assessed as being promising. Depending on the nature of the business and the background of the participants, the amount of seed capital needed was determined. Participants were encouraged and supported by M4NH staff to raise additional funds from family members and fellow villagers. Many of them succeeded in doing so. The considerable amount of local funding that VT participants managed to acquire shows not only the trust in their capacities and business ideas but also the confidence in the M4NH VT programme as such. The initial investment oscillated between as low as NPR 313 for house wiring and as high as NPR 59'000 for motorcycle repairation. For the former, only very few, basic tools are needed and graduates typically work in wage employment. For the latter, most graduates launched their own business and needed more (specialised) equipment, for example sets of wrenches/ screwdrivers, spare parts and a workshop space.

Practical skills	Start-up fund			Own investment			Total initial investment		
	Batch 1	Batch 2	Batch 3	Batch 1	Batch 2	Batch 3	Batch 1	Batch 2	Batch 3
Advanced tailoring	n/a	4'168	2'917	n/a	19'308	15'944	n/a	23'476	18'861
Barber	n/a	15'000	n/a	n/a	30'000	n/a	n/a	45'000	n/a
Beautician	4'722	3'000	5'741	9'722	16'250	25'000	14'444	19'250	30'741
Candle making	n/a	11'667	n/a	n/a	0	n/a	n/a	11'667	n/a
Driving	0	0	n/a	27'037	0	n/a	27'037	0	n/a
Embroidery	n/a	n/a	0	n/a	n/a	13'923	n/a	n/a	13'923
Fresh vegetable production (LRP)	n/a	1'875	n/a	n/a	5'125	n/a	n/a	7'000	n/a
Furniture making	n/a	n/a	0	n/a	n/a	0	n/a	n/a	0
Handicrafts (jewellery, decoration items)	n/a	n/a	0	n/a	n/a	0	n/a	n/a	0
House painting	n/a	0	n/a	n/a	0	n/a	n/a	0	n/a
House wiring	0	0	3'500	0	313	7'850	0	313	11'350
Jewellery (glass beads)	n/a	0	n/a	n/a	545	n/a	n/a	545	n/a
Jewellery (silversmith)	n/a	n/a	0	n/a	n/a	0	n/a	n/a	0
Khukuri making	n/a	15'000	0	n/a	30'000	0	n/a	45'000	0
Leather shoe repairation	n/a	20'000	0	n/a	25'000	0	n/a	45'000	0
Mobile phone repairation	1'733	n/a	n/a	10'667	n/a	n/a	12'400	n/a	n/a
Motorcycle repairation	9'000	870	4'286	50'000	435	14'286	59'000	1'304	18'571
Mushroom cultivation	n/a	1'428	0	n/a	3'232	1'957	n/a	4'661	1'957
Pig rearing	n/a	n/a	11'000	n/a	n/a	13'700	n/a	n/a	24'700
Plumbing	n/a	0	0	n/a	0	35'833	n/a	0	35'833
Rope making	n/a	2'850	n/a	n/a	1'000	n/a	n/a	3'850	n/a
Snack preparation	7'500	6'500	n/a	22'500	7'000	n/a	30'000	13'500	n/a
Tailoring	1'389	n/a	n/a	9'561	n/a	n/a	10'950	n/a	n/a
TV repairation	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a
Welding	0	0	0	0	0	0	0	0	0
Average	1'756	2'478	2'848	13'220	8'771	11'979			

n/a = skills training not conducted in respective batch

Figure 25: Average start-up investment of VT graduates, consisting of start-up capital provided by M4NH and own investment

Employment status of graduates

Tracer study: Methodology and data collection

To monitor how graduates of the M4NH VT programme succeed professionally, a tracer study was conducted. Information on the initial investment, employment status and average income was collected at three different points in time. Together with the socio-demographic characteristics of the participants, the tracer study can be used to evaluate whether the programme has reached its intended aims. Graduates of the VT component were followed after their completion of the training during the project implementation period (June 2012 - Nov 2015). Participants of batch 1 were thus followed for two years after they completed the programme, participants of batches 2 and 3 for one year after graduation.

Batch 1 graduates

The number of VT graduates from the first batch having found (self-) employment has gradually risen over time: in December 2013, 47.2% of the 197 graduates were (self-) employed, in November 2014 76.1% had managed to find a job or established themselves as micro-entrepreneurs. In March 2015, this figure had risen to 86.3%: 25.4% had found wage employment and 60.9% established their own business (for 3.5% no data is available as they had migrated to other districts/ abroad or were not reached during the data collection).

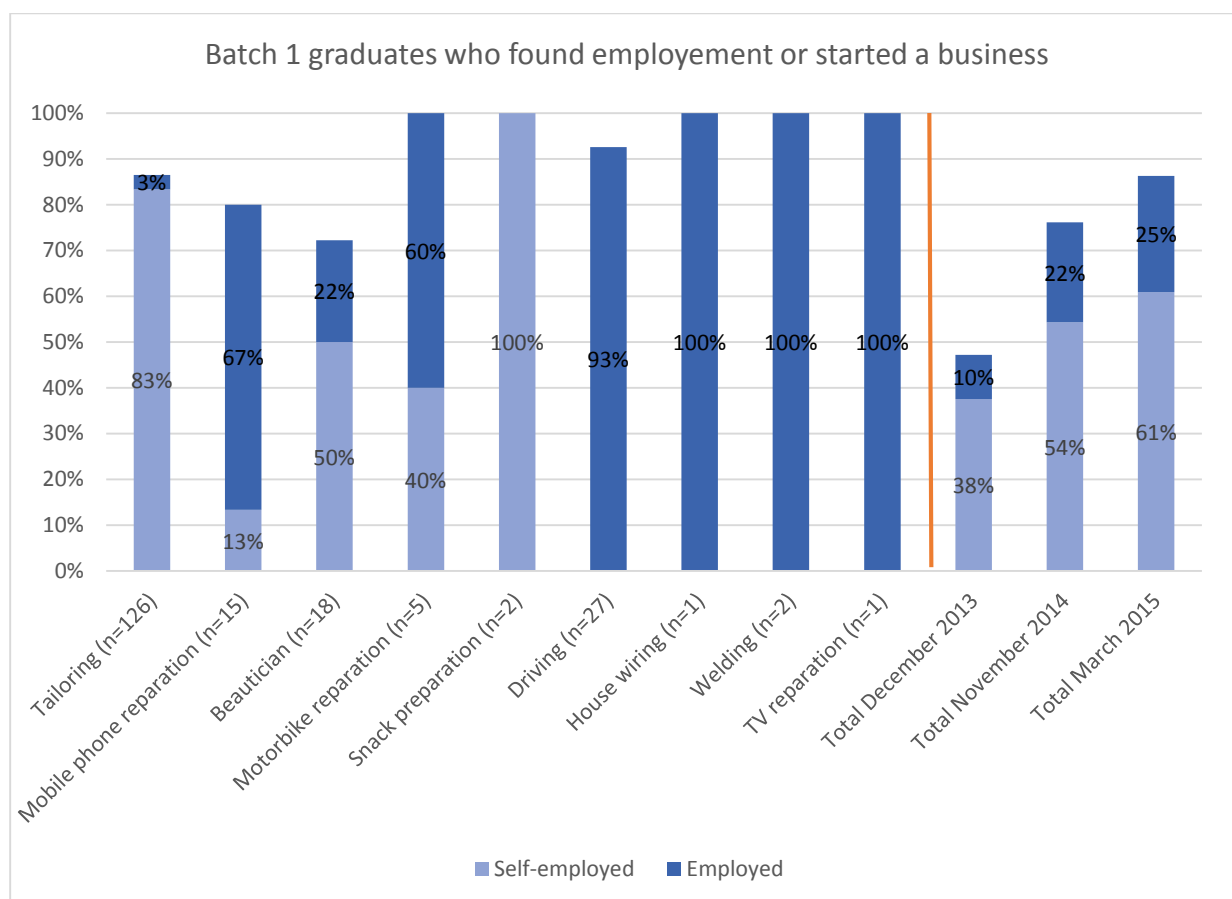


Figure 26: Percentage of graduates from batch 1 who found employment or started their own business

Batch 2 graduates

Likewise, the percentage of the 228 second batch graduates who found wage employment or started their business increased over time: in November 2013, 60.5% were (self-) employed, only a few months later in March 2015 the number had increased to 78.5%. Out of these young people, 119 (52.2%) worked as micro-entrepreneurs and 60 (26.3%) had found wage employment with local businesses (for 11.0% no data is available as they have migrated to other districts/ abroad or were not reached during the data collection).

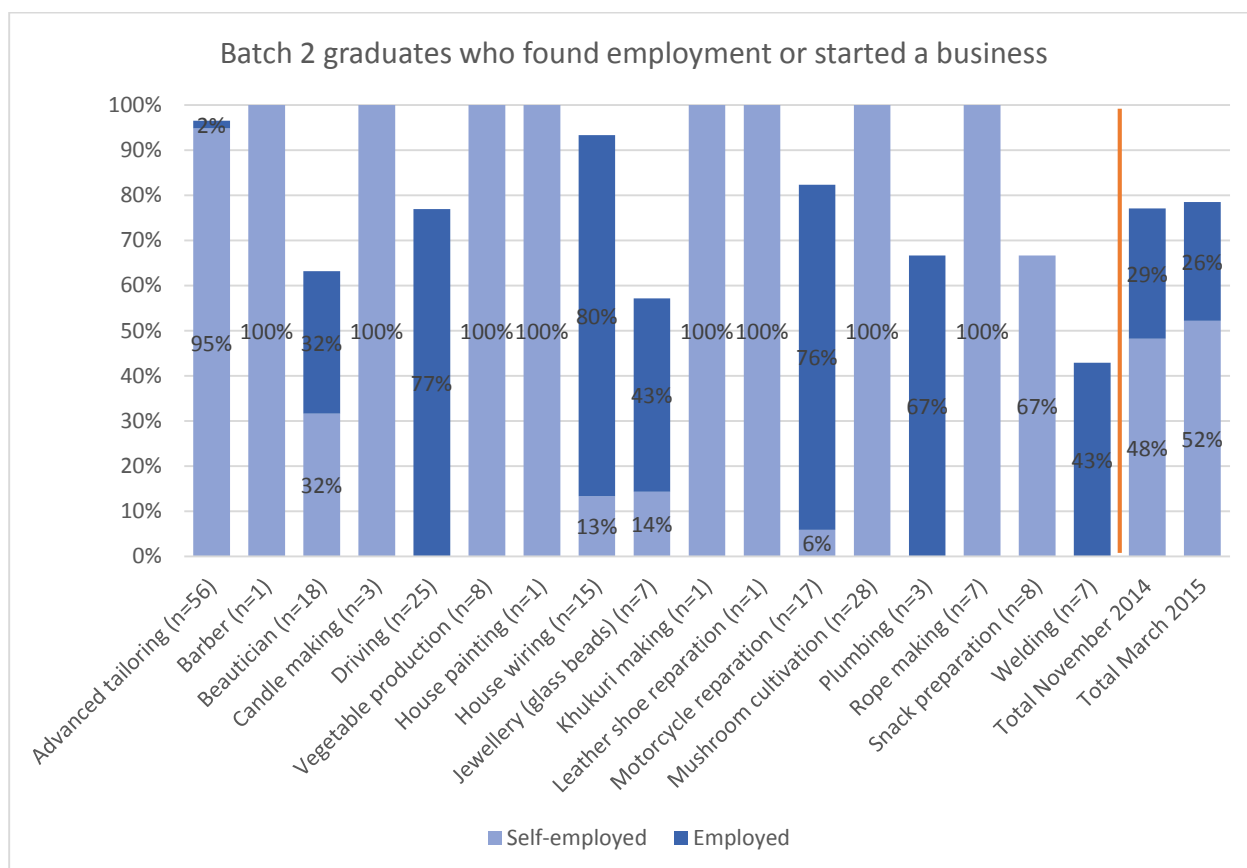


Figure 27: Percentage of graduates from batch 2 who found employment or started their own business

Batch 3 graduates

As of November 2015, 87.6% of the 165 third batch graduates were (self-) employed. Of these, 101 (61.5%) trainees had set up their own micro-entrepreneurial business and 43 (26%) had secured wage employment. The ten graduates who were trained in handicrafts did not find employment after completion of the training programme (as of November 2015). Three main reasons for this negative outcome were identified. First, the demand for such products was lower than expected. Second, necessary raw materials were unavailable on the local markets of Dang district, which resulted in part from the devastating earthquake that hit Nepal in April 2015, just after the completion of the training, and in part from various strikes as well as an unofficial blockade by India that directly affected the Nepalese market. One effect was a scarcity of gas, one raw material required at the handicrafts production stage. Third, transportation of raw materials from the industrial area of Kathmandu to Tulsipur was not available as dealers were not interested in delivering goods for security concerns.

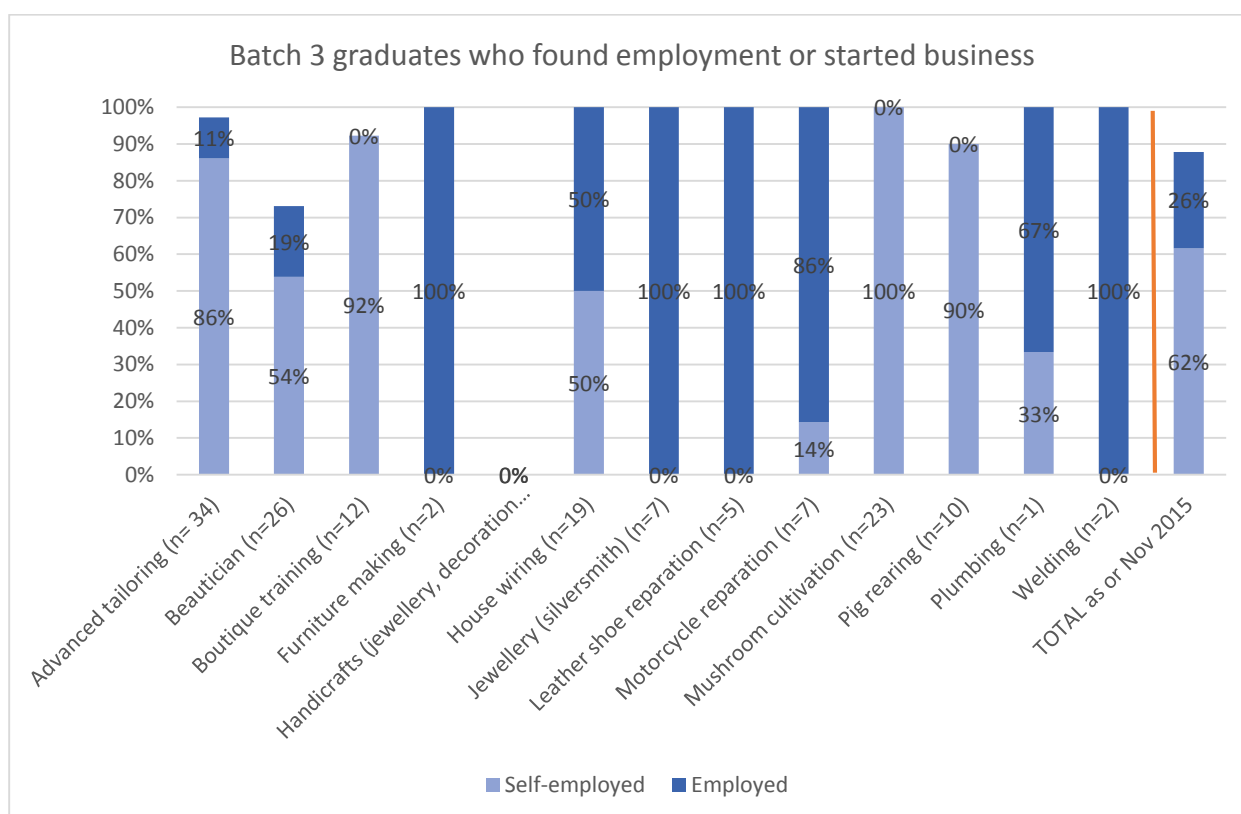


Figure 28: Percentage of graduates from batch 3 who found employment or started their own business

Average income earned by graduates

The monthly average income that VT graduates earn varies according to the professions they have been trained in, according to their gender and according to their place of residence (rural vs. urban). Barbers proved to be the top earners with a monthly income of NPR 18'000. Lowest earners work in part-time professions such as rope making, tailoring and mushroom cultivation. For young single women who are expected to help with household chores and married women (especially those with children) who have to run their own household, part-time employment proved an opportunity to comply with their family duties but at the same time earn money and become increasingly self-reliant. In the case of the young people who established rope making businesses, for example, daily work hours are as little as two to three. As a consequence, with NPR 580, they earn the lowest salaries of all graduates.

Practical skills	Monthly average income		
	Batch 1	Batch 2	Batch 3
Advanced tailoring	n/a	6'295	5'667
Barber	n/a	18'000	n/a
Beautician	5'038	5'285	4'315
Candle making	n/a	5'666	n/a
Driving	9'568	7'400	n/a
Embroidery	n/a	n/a	6'308
Fresh vegetable production (LRP)	n/a	5'625	n/a
Furniture making	n/a	n/a	5'000
House painting	n/a	15'000	n/a
House wiring	7'000	8'500	5'775
Jewellery (glass beads)	n/a	5'000	n/a
Jewellery (silversmith)	n/a	n/a	10'000
Khukuri making	n/a	5'000	n/a
Leather shoe reparation	n/a	10'000	n/a
Mobile Phone Reparation	8'556	n/a	n/a

Motorcycle Repairation	11'875	5'269	8'857
Mushroom cultivation*	n/a	3'321	1'826
Pig rearing	n/a	n/a	3'200
Plumbing	n/a	12'000	15'000
Rope making*	n/a	580	n/a
Snack preparation	8'500	13'000	n/a
Tailoring*	4'617	n/a	n/a
TV Repairation	7'000	n/a	n/a
Welding	13'500	10'200	4'000
Part-time and full-time employment	5'908	6'103	5'778
Full-time employment	8'491	6'912	6'529
Full-time employment (total)	7'034		

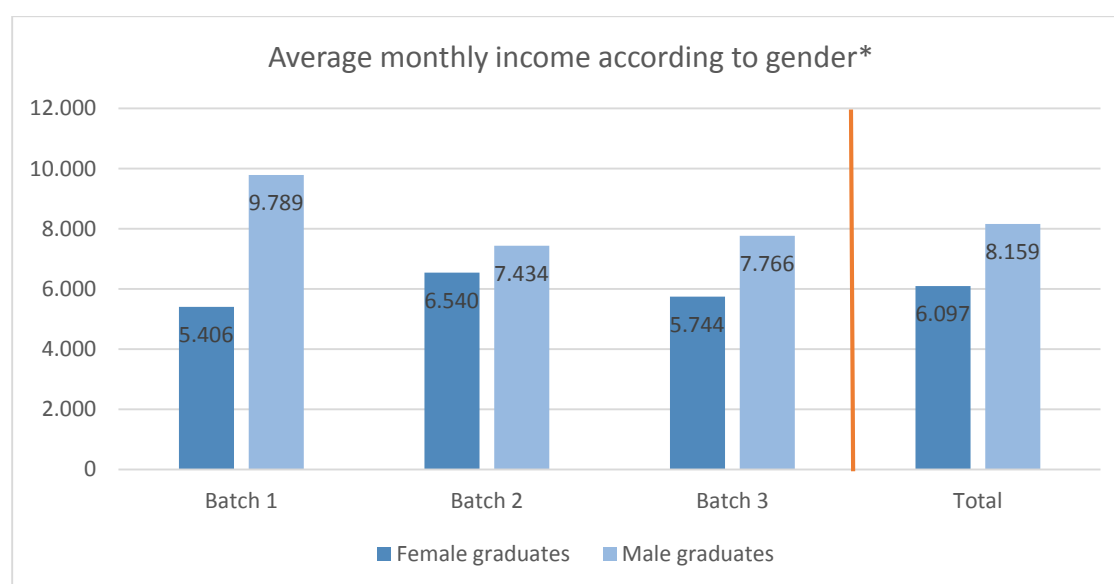
* Many of the graduates, especially women with children, are working part-time. This explains the rather low average income in comparison with other professions.

n/a = skills training not conducted in respective batch

Figure 29: Monthly average income in NRP for (self-) employed graduates

Income according to gender

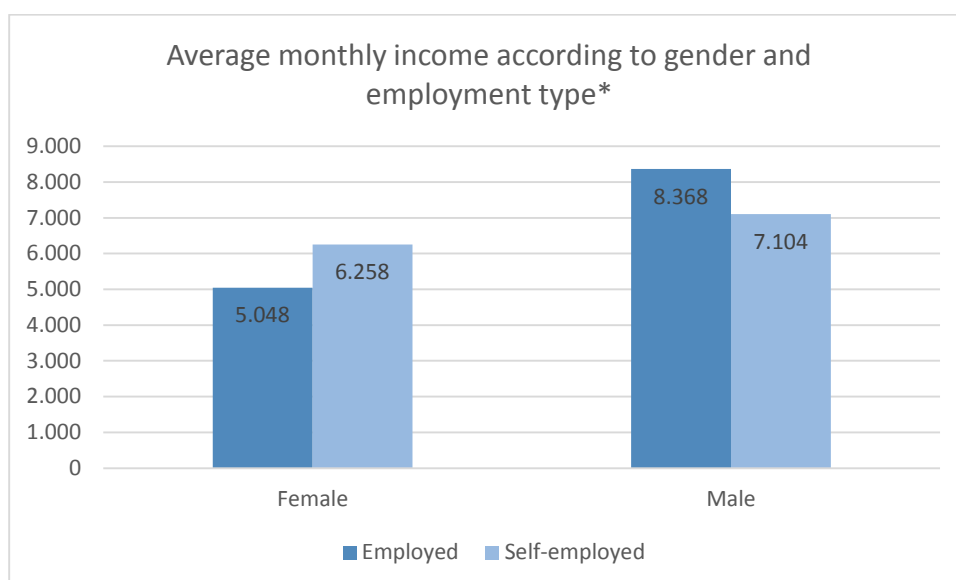
For graduates from all batches, the average income of female trainees was significantly lower than that of their male counterparts; they earned NPR 6,097 on average per month compared to NPR 8,159 for their male counterparts. The disparity in income reflects the gender inequity regarding salaries ('gender pay gap') as well as the higher prestige accorded to male labour in Nepal in general.



*Excluding part-time professions

Figure 30: Monthly average income of female versus male graduates (includes only graduates with income)

A closer look reveals a striking difference in earnings according to employment type: starting their own business has enabled many of those young women who work full time to earn a higher income than their female peers who are working as employees. Male trainees, however, secured a higher salary when in wage employment.

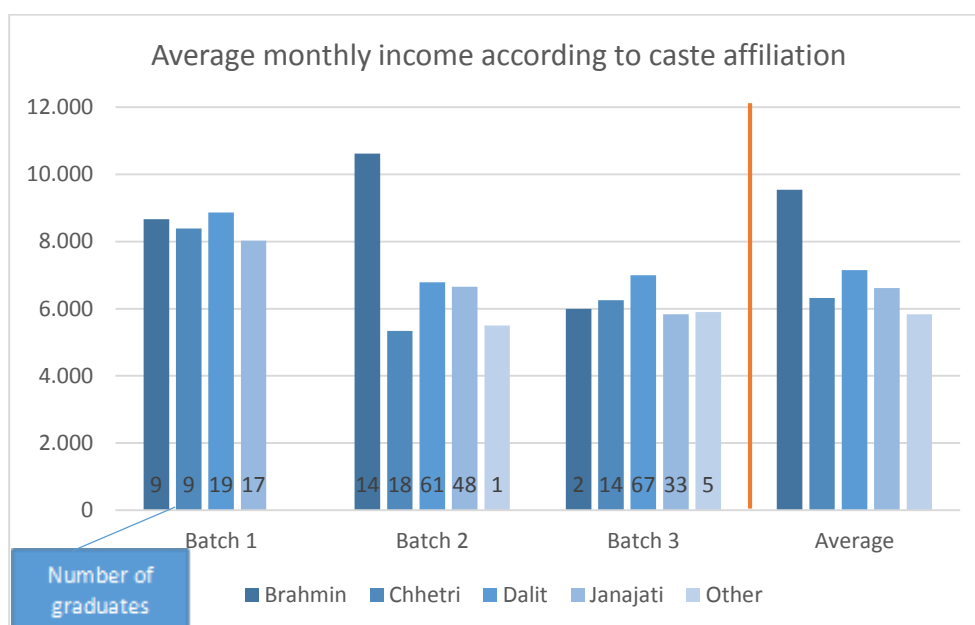


*Excluding part-time professions

Figure 31: Monthly average income according to gender and employment type for all VT graduates (information on employment type missing for two batch 2 participants)

Income according to caste affiliation

Even though all young people participating in the VT programme stem from an underprivileged background, Brahmins (members of the highest caste) reported on average a considerably higher income than those of lower caste affiliation. These differences in income point to the fact that economic marginalisation due to caste-based discrimination and marginalisation still characterises the Nepalese society. A closer examination, however, reveals that income is quite evenly distributed across castes for batch 1 and batch 3 graduates, whereas batch 2 graduates show great differences according to caste affiliation (which cannot be explained by their choice of practical skills training).



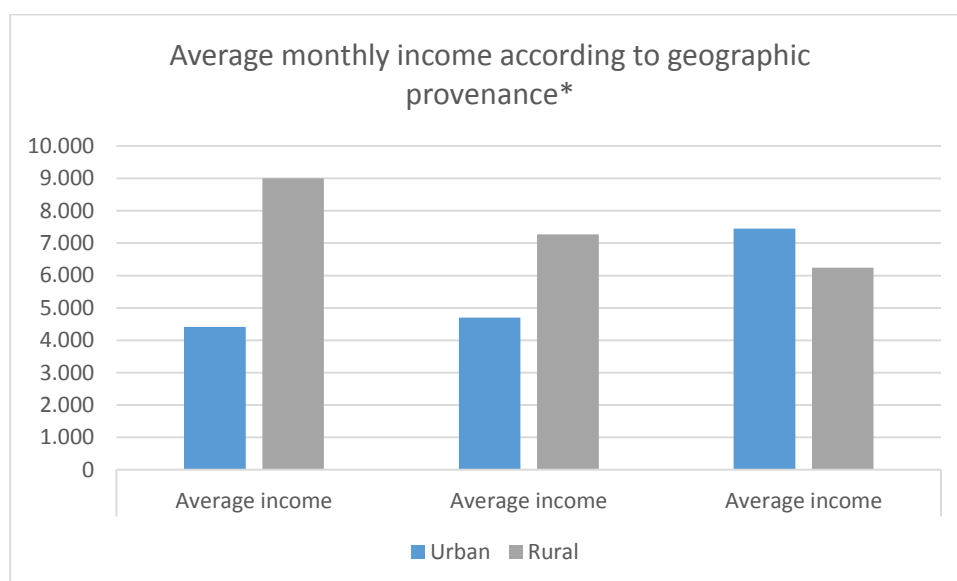
* Excluding part-time professions

Figure 32: Average monthly income according to caste affiliation of graduates; incl. the total number of graduates

Income by regional provenance (rural vs. urban)

The monthly average income also varies according to the place of residence of the young VT trainees. Even though one might expect otherwise, the average income in rural areas (batches 1 and 2) is significantly higher than in Tulsipur municipality, the only urban area covered by the project. According to field level staff, graduates of the Tulsipur class did not show any particular difficulties in following the 'Business Knowledge & Vision' classes or the practical skills training. The discrepancies between urban vs. rural might thus be explained by the fact that the district capital Tulsipur is home to many migrant families and day labourers, which is also reflected by the poor background of many of the Tulsipur graduates. In addition, in the Tulsipur context, competition between businesses but also among potential employees is higher, which is only partly countered by a higher demand for skilled labour.

The income distribution for batch 3 shows a different picture with graduates from the urban area earning a higher income. This can be partly explained by the fact that Tulsipur trainees were overrepresented in professions that secured a higher income.



* Excluding part-time professions

Figure 33: Monthly average income according to geographical provenance

Increase in personal possessions

Pre-/ post-intervention survey: Methodology

A pre-/ post-intervention study without a control group was conducted with a sample of 132 participants of the first batch to measure the changes that the VT programme had induced. The study consisted of a baseline survey administered before the start of the VT programme and an endline survey after the young participants had completed their training course. The questions used in the surveys were carefully chosen on the basis of previous research and practice, and adapted to the local context with the help of inputs by the local implementing partner DWO.

To obtain a more detailed insight into the living standard of VT graduates, a question on personal possessions was included into the pre-/ post-intervention study. Survey respondents were asked if they disposed of several personal possessions that reflect a certain living standard in the project target area: a blanket, a spare set of clothes, a bicycle, a bed, two or more pairs of shoes, a mobile phone, a mosquito net, golden jewellery and a watch.

Findings

The comparison between pre- and post-test showed an important increase in the number of personal possessions owned by survey respondents. With the exception of the spare set of clothes, ownership of all items increased, for some considerably. Hence, after completing the training course, VT graduates were able to invest part of their income into purchasing goods with a longer-term benefit and not just cover costs for essentials such as food. This suggests that the change in employment status directly translated into an increase in living standard – even more so as the survey was conducted only a few months after the end of the training.

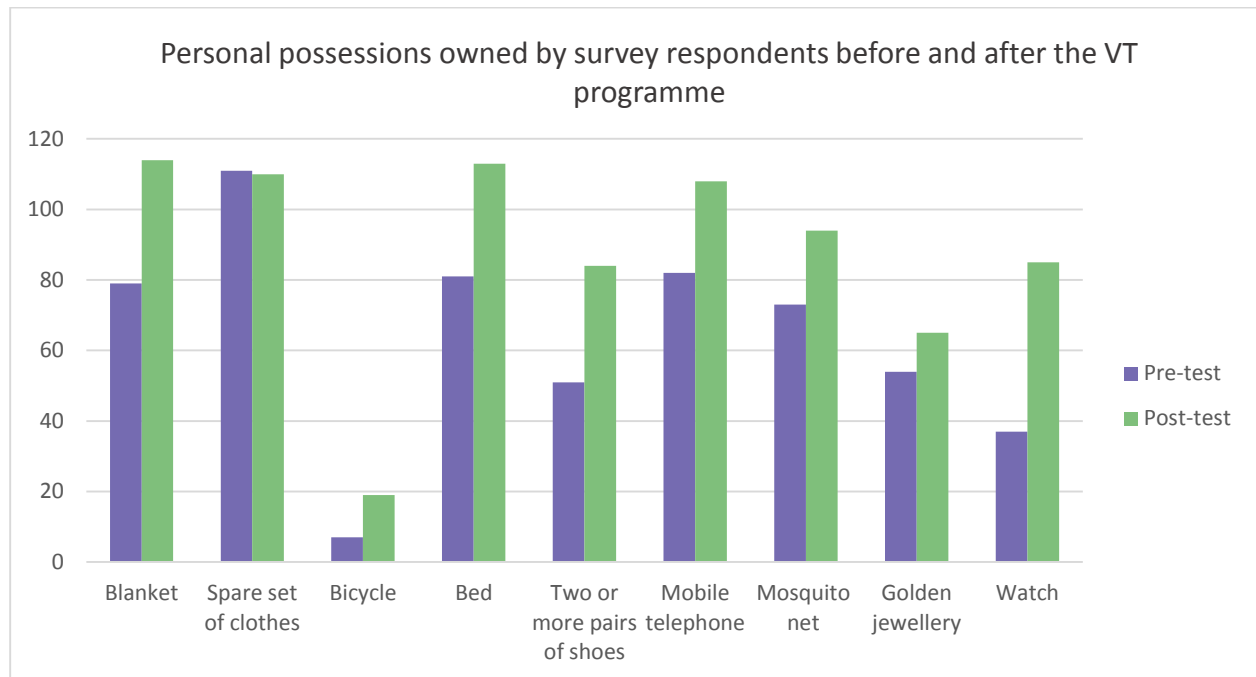


Figure 34: Personal possessions owned by survey respondents before (pre-test) and after (post-test) the VT programme

Beneficiary satisfaction

To assess how VT graduates perceived the relevance, effectiveness and teaching quality of the M4NH programme, respondents of the pre-/ post-intervention survey were asked to rate different characteristics of the training course. The findings highlighted that the young people from batch 1 perceived the VT programme as highly relevant and meaningful. However, it also became apparent that it is essential to provide more detailed information at the beginning of the training course. This particular issue was solved for the second batch of young trainees (see also Chapter 5 “Lessons learnt”).

Further investigation would have to be carried out in order to understand why a third of the respondents would not recommend the programme without any reservation even though most of them said they were satisfied with it. In the analysis, no correlations emerged, neither for socio-demographic characteristics of the respondents, nor for their facilitator or the practical skills training they had attended.

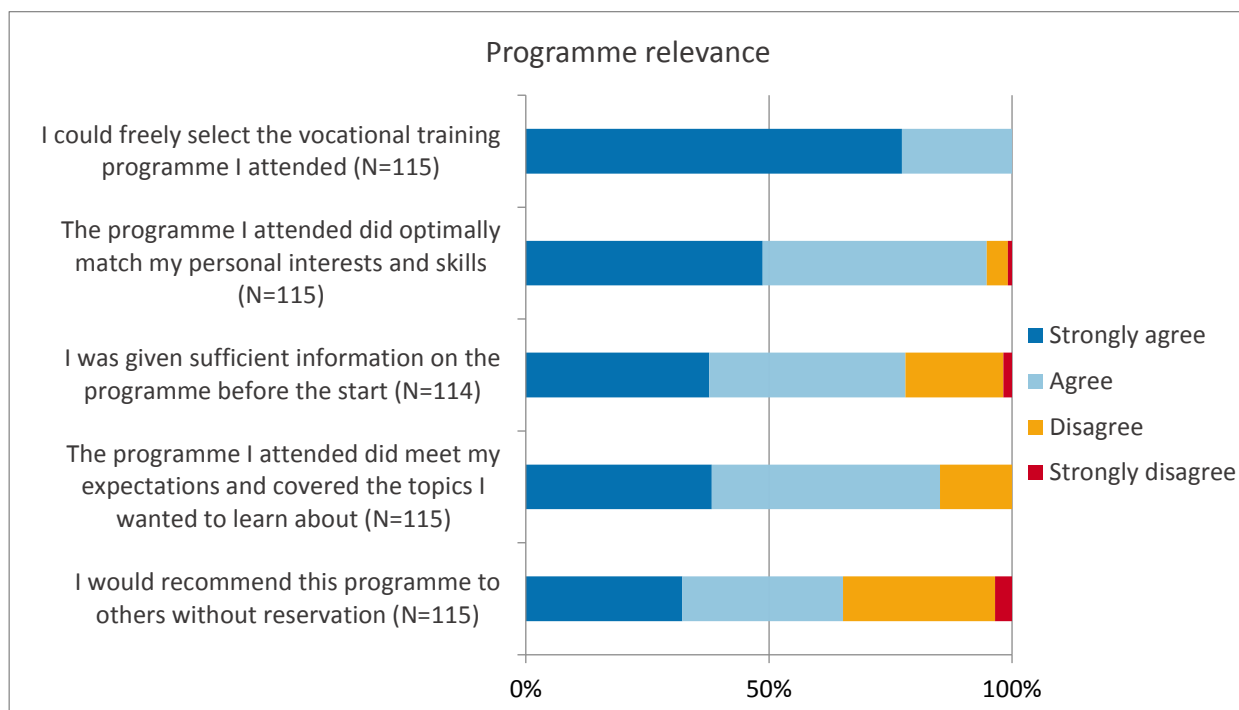


Figure 35: Appraisal of the relevance of the M4NH VT programme by survey respondents

Survey respondents judged the effectiveness of the VT programme and the teaching quality as remarkably high. They felt that M4NH field staff were very accessible and took the time necessary to provide adequate support. Furthermore, the variety in teaching techniques was positively highlighted..

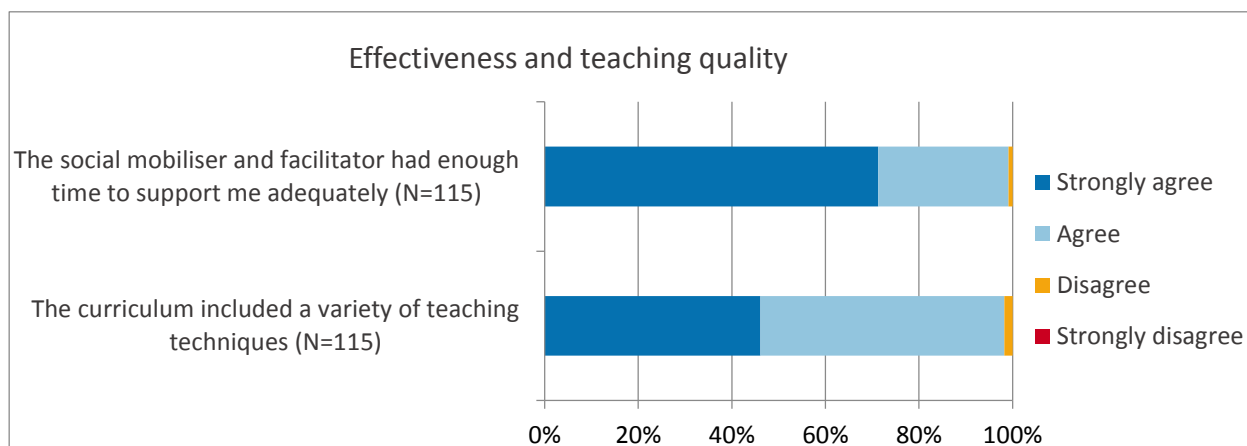


Figure 36: Rating of the effectiveness and the teaching quality of the M4NH VT programme by survey participants

Development of employability and entrepreneurial skills (general)

Entrepreneurial skills

Respondents of the pre-/post-intervention study were presented with several statements related to different entrepreneurial skills. The statements reflect important skills that are closely linked to successfully establishing and maintaining a micro-business and are featured in the 'Business Knowledge & Vision' curriculum.

Survey participants rated themselves higher after completion of the M4NH training course for all statements, for some of them remarkably higher. The findings hence show a significant improvement in the participants' self-perception regarding their entrepreneurial competencies. The average rating was between 'agree' and 'strongly agree' for five out of eight statements. It is revealing that two out of the three statements for which the average rating was between 'disagree' and 'agree' ("I have lots of

ideas in what kind of business I can engage in” and “I know whom to contact to help me running or starting a business”) relate to areas that are partly out of control of the individual. If purchasing power in a community is very low, for example, it is very difficult to come up with a profitable business idea.



Figure 37: Self-perception by survey respondents regarding their entrepreneurial skills before and after attending the VT programme

Employability

Positive change could also be observed in the self-perception reported by survey respondents regarding their employability skills. After the training course, VT graduates were more optimistic about being able to find a job with the skills they possess. Moreover, the percentage of those reporting that they know where to ask for a job increased. Regardless of these improvements, the answers to these two statements show the challenge of finding decent employment in the project target area. Consequently, many young VT graduates had no other option than to start a small business on their own when there was no suitable employer in their area. The satisfaction of VT graduates with their professional skills also increased; on average, they ‘agreed’ or even ‘strongly agreed’ that they were satisfied with their competencies.

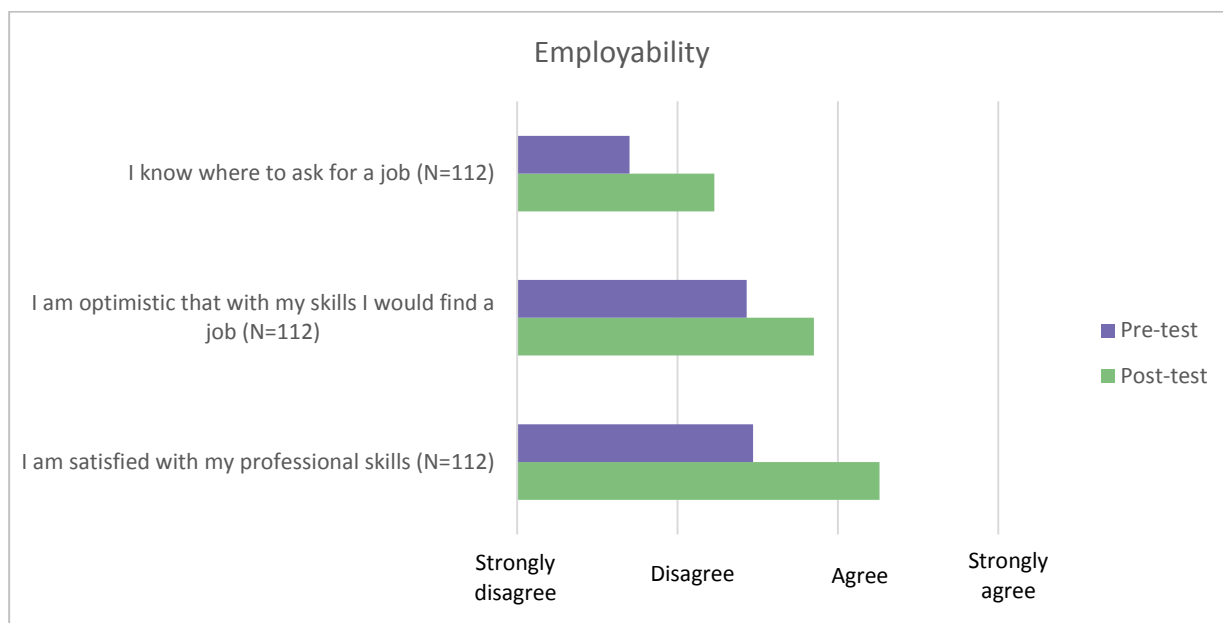


Figure 38: Self-perception by survey respondents on their employability skills before and after the VT programme

Self-confidence and problem-solving

Comparison of the pre- and the post-test revealed that after the M4NH training course, survey respondents thought more positively about their personal situation and valued their previous experiences more. They also rated their abilities to solve problems and to reach goals higher. The most important change could be observed for the statement “I am doing just as well as other people my age”. Before the VT training course, most young people replied ‘seldom’ and ‘sometimes’, which after the training changed to ‘sometimes’ and ‘often’. It can be assumed thus that having graduated from the VT programme, they felt less marginalised and less excluded from society.

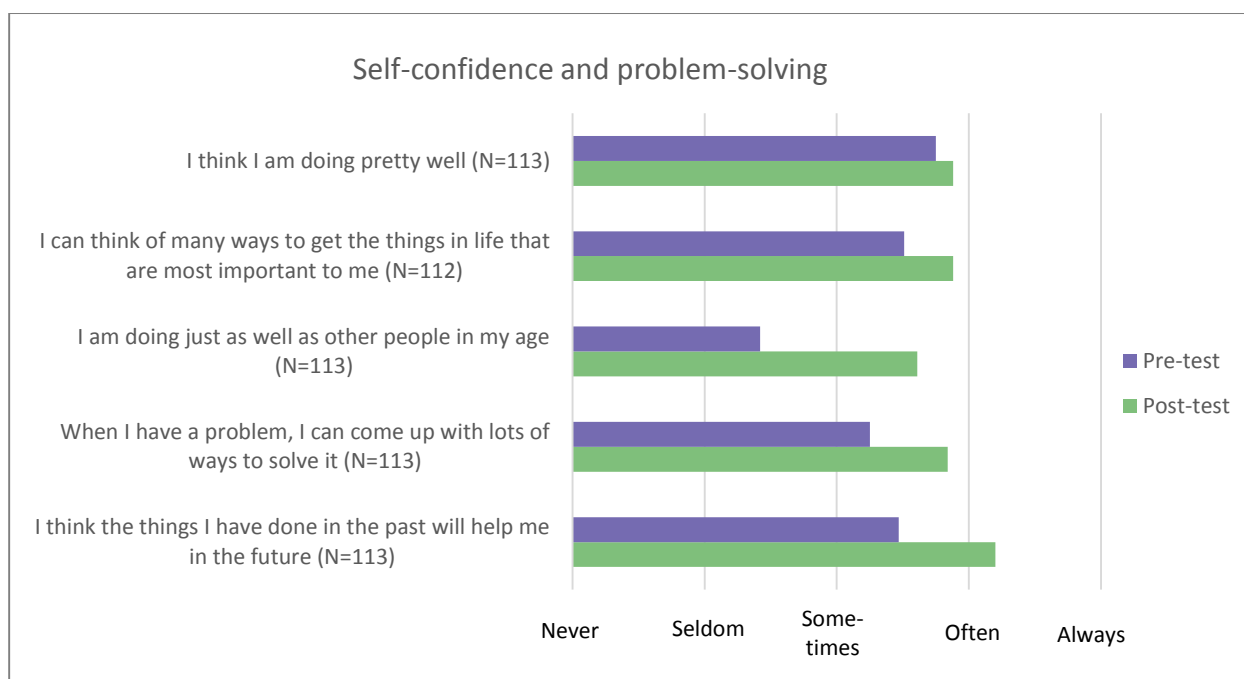


Figure 39: Self-perception of survey respondents regarding their problem-solving capacities and self-confidence before and after the VT programme

Skill development through sport

Sport and play sessions were systematically included into the 'Business Knowledge & Vision' classes as a means to allow for experience-based learning and to impart life skills in an interactive, age-appropriate and fun way.

Effectiveness of sport and play sessions

In the post-intervention survey, survey respondents were asked about their experiences with the sport and games sessions. The results show that they felt that sports activities were well connected to the topics of the 'Business Knowledge & Vision' lessons. They perceived the activities as very relevant and pertinent in enhancing employability and entrepreneurial skills. Soft-skills such as self-confidence and self-discipline, coping with frustration and failure, teamwork, cooperation and communication skills are particularly needed when looking for employment, succeeding at the workplace or successfully running a micro-enterprise.:

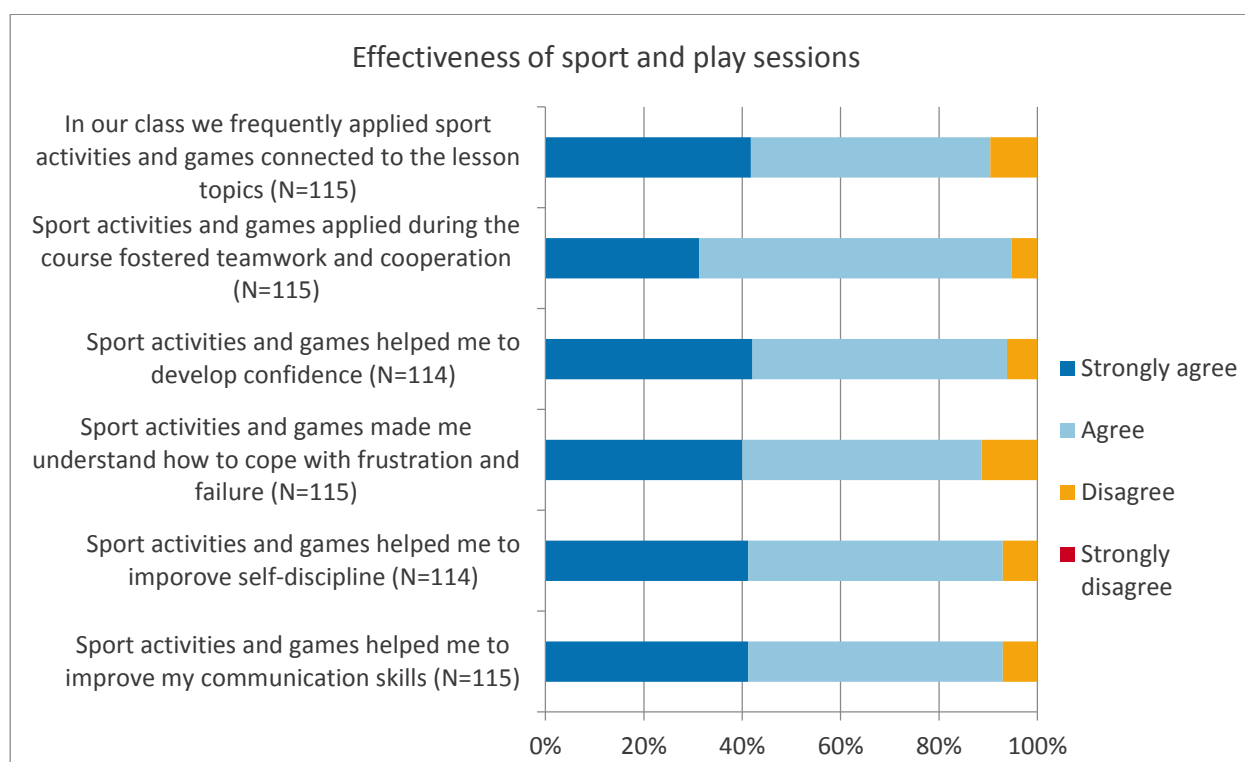


Figure 40: Findings from post-intervention survey (batch 1) regarding sport and play sessions

Most participants disagreeing with the above statements came from the same VDC (Baghmare). This could indicate that the facilitator played a role by failing to properly integrate the sports activities into the training course on business knowledge. As a consequence, capacity building efforts were intensified and additional on-the-job training provided (see Chapter 5 "Lessons learnt").

Benefits of sport sessions and link to skill development

To further examine how sport and play sessions contributed to the development of entrepreneurial and employability skills, a series of Focus Group Discussions (FGDs) were conducted with a sample of participants from all three VT batches.

Focus Group Discussion (FGD): Methodology

FGDs are a qualitative, semi-structured data collection tool in which a purposively selected set of participants gathers to discuss issues and concerns based on a set of open-ended questions prepared beforehand. FGDs are a participatory method that make room for open discussions and encourage participants to express their views freely. In contrast to a standardised questionnaire, in which many questions only allow for a limited choice of answers, preconceived ideas of the interviewer are less likely

to influence the findings. While FGDs do not produce representative data, they contribute to an in-depth understanding of the issue that is being studied. In total, five FGDs were held in which 95 young people enrolled in the M4NH programme took part.

Skill development through sport and play sessions

Asked about tangible benefits of sport and play sessions, FGD participants listed a wide array of different entrepreneurial and employability skills as well as general life skills and transversal competencies that they were able to acquire and develop in the context of the sessions. Skills mentioned can be grouped into (1) goal-setting and planning, (2) leadership (competitiveness), (3) concentration and alertness, (4) perseverance, (5) teamwork and communication, (6) self-confidence and self-reliance and (7) problem-solving and decision-making. These skills enable young people to deal effectively with the demands and challenges of everyday life, especially in the context of a working environment as employees or young entrepreneurs.²⁷

Skill development by way of example of the 'Labyrinth' game

The specific example of the 'Labyrinth'²⁸ game can elucidate how the sport sessions contributed to the skill development of the VT trainees. Many FGD participants made reference to this particular game when asked about gainful sports activities.



Figure 41: Illustration of the 'Labyrinth' game from the 'Business Knowledge & Vision' curriculum

The 'Labyrinth' is designed to make players practice and reflect on problem-solving, decision-making and teamwork. In addition, it is well suited to reflect on how to react to an ever-changing business environment, to be competitive. The rules of the games are as follows: Amongst the players, a 'leader', a 'cat' and a 'mouse' are chosen. The rest of the players form a human grid (i.e. several lines with people standing next to each other) and hold the hands of the person next to them. The 'cat' then tries to catch the 'mouse'. The task of the 'leader' is to protect the 'mouse' from being caught. Upon his/her signal, the grid changes its direction by having each

individual pivoting 90 degrees.

During the FGDs, many young people mentioned that the 'Labyrinth' is a fun game that they did not become tired of playing. As 'cat' and 'mouse', they had to anticipate the behaviour of one another. During the game, they said, they had to be very attentive, to stay focussed and to think in advance. As 'cat', they had to think of ways to catch the 'mouse'. Likewise, being the 'mouse' or the 'leader', they were obliged to develop a strategy to prevent the 'cat' from winning. They kept trying, revising their strategies if necessary. In doing so, the game allowed them to practice and expand problem-solving skills and perseverance. FGD participants also stated that the 'Labyrinth' game allowed them to develop skills such as competitiveness and risk management (foreseeing risks, strategy development and successfully countering risks) as they had to anticipate the behaviour of 'cat' and 'mouse', to react fast and to develop a strategy to save the 'mouse'. Moreover, VT students were able to reflect on what happened during the game and make the transfer to a business environment. In doing so, they gained valuable insights, for example on the need of being patient and not being frustrated easily. As one participant explains: "The cat is trying to catch the mouse but the mouse keeps running and is protected by other participants so that it can take a long time for the cat to finally get it. When starting a small business, we shouldn't expect to make big profit immediately."

²⁷ Swiss Academy for Development, K. Wespi, D. Matter, M. Kons (2015): Business Knowledge & Vision. Promoting Employability and Entrepreneurship through Experiential Learning and Sport, p. 302-5

²⁸ Rules of the game, see *ibid.*, p. 314

Conclusions

The accounts of the FGD participants show that the young people were able to build and strengthen a variety of different employability and entrepreneurial skills. They speak of many diverse experiences during the games and show the ability to connect them with everyday situations. Under the supervision of their facilitator, they were able to apply lessons learnt to their professional lives. The games and sport activities provided them with a deeper understanding of what skills are needed in a business environment while at the same time offering a protected environment to practice them. The sport and game sessions of the 'Business Knowledge & Vision' classes provided a room for experience-based learning, which one participant summed up as follows: "I was encouraged to experience new things in my life during sport and play activities." Hence, the findings from the FGDs support that the incorporation of guided sport and play sessions into the M4NH VT programme was successful and reached its set objectives. (For lessons learnt derived from the FGDs see Chapter 5 "Lessons learnt".)

M4NH achievements compared to benchmarks in youth employment programming

The latest available figures show that 83.6% of the graduates of all batches are wage employed or successfully running a business. In order to interpret these figures, the employment status attained by graduates of other vocational training programmes in Nepal can serve as a comparison. In general, depending on the nature of training, employment of graduates is as low as 30% to 50% in government programmes; for those undergoing formal testing by the Nepal Council for Technical Education and Vocational Training (CTEVT) 60% on average.²⁹ Taking the percentage of 71.7% reported by a comparable youth employment programme³⁰ that is funded by the Swiss Agency for Development and Cooperation (SDC) and implemented by HELVETAS Swiss Intercooperation as a benchmark, for example, M4NH can be considered quite successful.

The reference programme reports NPR 8'216 for wage employment and NPR 9'479 for self-employment; M4NH NPR 7'877 and NPR 6'374 respectively (excluding part-time professions). To appreciate these figures, the socio-demographics of the M4NH participants have to be taken into account:

- (1) The share of young people of indigenous ethnicity and from the Dalit caste was higher in M4NH (approx. 6%).
- (2) M4NH had a higher percentage of female participants (approx. 6%).
- (3) Participants in the M4NH training programme were more than seven years younger than in the reference programme.

These socio-demographics of the M4NH trainees suggest a lower income. It can be concluded therefore that the demand orientation of the M4NH practical skills training, the mentoring programme that supports VT graduates in their efforts to enter the labour market, the practice-oriented entrepreneurship training and the focus on life skills proved to be successful in enabling young people to find gainful wage or self-employment.

Youth clubs

Youth clubs were meeting under the supervision of M4NH staff on a regular basis in all of the ten VDCs of the project area. The clubs were composed of 213 young people; some of them taking part in the M4NH programme and other youth from the villages. Social mobilisers guided the club members in the

²⁹ Asian Development Bank (2014): Innovative strategies in technical and vocational education and training for accelerated human resource development in South Asia

³⁰ The Employment Fund Secretariat (EFS) / HELVETAS Intercooperation (2013): Tracer Study of Employment Fund Supported Training Graduates of 2011

club formation process, in assigning different roles, agreeing on the long-term objectives of the club and setting up an agenda (planning activities to come, etc.). M4NH staff also provided capacity building. They held informal workshops and orientation meetings on different topics, for example fund mobilisation and proposal development, community mobilisation, child rights and child protection, the right to education and how to organise sports, cultural and awareness raising events. Additionally, they carried out career counselling sessions with youth clubs members and moderated the exchange with club members enrolled in the M4NH VT programme and their peers.

With the financial support of M4NH, youth clubs organised many different activities and events such as cultural heritage programmes, street drama on various issues (e.g. child marriage, drug abuse, human trafficking), awareness raising campaigns (e.g. education, sanitation), sports competitions, advocacy events (e.g. caste-based discrimination, untouchability) and enrolment campaigns. They also arranged events linked to youth issues, for example youth empowerment, youth employment, vocational skills development, youth leadership and youth journalism. For a detailed list of youth clubs, events and activities, see Annex 07 “Activities Organised by Youth Clubs”.

Mentoring programme (follow-up support for VT graduates)

Upon completion of the ‘Business Knowledge & Vision’ classes and the practical skills training, VT graduates continued to receive support from M4NH staff through mentoring for career development. Social mobilisers met with them on a regular basis (approx. twice per month) and offered career counselling. They provided support in goal-setting, decision-making and networking. Social mobilisers also supported VT participants to develop a vision on what they would like to achieve in their future. As mentors, they helped VT participants to formulate a specific vision, develop a realistic plan, set milestones and intermediate objectives to move in the right direction and guided them to take actions towards realising their vision instead of waiting for change to be brought to their life by outsiders.

In order to provide specific and hands-on advice, social mobilisers visited VT graduates who were already employed or running a business at their workplaces. They discussed any challenges that might have arisen and assisted in solving them. Graduates who had not yet found employment nor started a business received intensified support. Together with them, social mobilisers explored ways on how to generate income and guided them in developing a roadmap for achieving their goals.

Impact Statement

The overarching goal of the M4NH programme was to ensure that *‘all children in Nepal, irrespective of their sex, socioeconomic status, caste or ethnicity, can successfully access and complete basic education and have access to the job market’*. Therefore, gender equality in education and the inclusion of children from the most disadvantaged backgrounds were at the heart of the anticipated overall impact of the programme.

Promoting girls' and women's education

Despite significant progress towards achieving gender parity in education and a clear upward trend in enrolment rates, evidence from research and practice indicates that girls in Nepal, and particularly those from disadvantaged backgrounds – ultra poor families, socially-disadvantaged lower castes, geographically isolated and disadvantaged villages and wards for example –, continue to have fewer opportunities than boys to gain access to, complete and benefit from education. Girls are still missing out on education, either by staying in school for fewer years than most boys, or by not being allowed to go to school at all.

A number of strategies have been implemented by the M4NH programme to reduce gender disparity in education, improve young women's access to the job market and women's empowerment in general. The section below provides a summary on key gender impact achievements through Early Childhood Development, Non-Formal Education and Vocational Training:

Early Childhood Development (ECD)

- Comprehensive ECD expanded with a focus on ensuring girls' full and equal access to, and achievement in, basic education. 52.8% (n=401) of the M4NH ECD graduates were girls
- A team of 15 female ECD facilitators and 15 support staff qualified to plan, deliver and evaluate holistic early childhood education and care tailored to the physical, mental, emotional and social developmental needs of children aged three to five
- Ongoing parental education emphasised men's shared responsibility in child care and promoting fathers' active involvement in ECD activities
- 15 ECD committees formed, providing women a platform to take on leadership roles in their community

Non-Formal Education (NFE)

- Public awareness raising and parental education were implemented to directly address discriminatory attitudes and demonstrate the benefits of educating girls
- NFE has been an important strategy for reaching girls who never went to school or dropped out before completing primary school with quality education. With support of the M4NH project 235 girls aged 5-12 were mainstreamed into the formal education system
- Three young women trained as NFE facilitators, one female social mobiliser recruited and trained to oversee NFE classes
- 30 mothers' groups established, tailored to specifically benefit mothers of NFE students through livelihood support. Information gathered through saving group records and qualitative interviews show that mothers' groups have significantly contributed to women's empowerment and enabled mothers to accumulate savings for livelihood activities and to cover their children's education expenses

Vocational Training (VT)

- Intentional targeting of young women for vocational training. 68.0% (n=399) of the 587 M4NH VT graduates were girls. Thereby, the project made a significant contribution to facilitate the entrance of women into the labour force
- Gender-responsive teaching and learning: teaching materials developed and introduced show boys and girls, women and men, in a variety of roles (e.g. boys cooking, women driving cars, etc.) and ensure that gender stereotypes are not reinforced
- Social mobilisers provided career counselling that challenges gender biases in job selection and focuses on the interest and capabilities of individual trainees rather than traditional role models and gender ascriptions (e.g. 'Business Knowledge & Vision' sessions # 15,16, 20, 21 & 22). Shanta Gharti's story exemplarily shows how the project succeeded in challenging gender stereotypical career choices for young women:

Driving a car as a young woman – Challenging stereotypes

When 20-year-old Shanta Gharti, who lives in Rampur VDC, joined the VT programme of M4NH, she was immediately thrilled by the thought of being trained as a driver. However, she recalls that her friends did not understand her interest and tried to discourage her. "They told me that driving is only for boys and that I should rather become a beautician, choose snack preparation or mushroom cultivation – occupations that are perceived as 'female'", she says. "They even warned me that my reputation would change for the worse, that I would bring shame to my family. In our community, our fathers and brothers

think that there are certain things that women cannot do. I think this is a very backward thinking. I thought that I can be a good driver even if the community thinks that women cannot be drivers. I thought that I have to enter the field and so I did.” Shanta is convinced that it is much easier to become a driver when living in a city. In her village, she has never seen any other women driving a car, nor have her fellow villagers.

At first, Shanta’s parents were also very reluctant for her to join the driver training. When she told them about the training content, the ‘Business Knowledge & Vision’ classes, little by little, they changed their mind. M4NH staff Kalpana Pariyar, a woman herself, supported her from the beginning through career counselling. She also spoke to Shanta’s parents, which also helped.

After completing the VT programme, she found employment at the Heritage Boarding School, a private education facility that was looking for a person to drive the school van. She was very happy to have found a job that fast and thankful that the school principal trusted her. She now earns NPR 7’000 per month, from which she saves NPR 100 to 200 at a local micro credit facility.



Picture 5: Shanta at the steering wheel of a four-wheel drive vehicle

When she is steering the school van, many people stop and watch her drive by. It happens sometimes that they even make fun of her. However, she also receives very positive reactions and compliments. She enjoys her work as a school driver very much, as she likes to help others. While driving, she meets many different people and takes joy in talking to them. When asked if she would like to continue working as a driver in the future, she says, “I would like to drive my van to every part of Nepal!”

- Young women empowered to make their own reproductive and sexual choices through life skills education sessions related to sexual and reproductive health (‘Business Knowledge & Vision’ Manual, sessions #13.1, 24.1, 24.2)
- Flexible training schemes designed and implemented to target young women with children and offer part-time jobs for mothers preferring to work from home
- Youth clubs advocated against early marriage and the withdrawal of girls from school (e.g. campaign against child marriage in May 2014)
- Young women empowered for entrepreneurship through ‘Business Knowledge & Vision’ classes and mentoring by experienced entrepreneurs. With support of the VT project, 295 young women established a business (see also Annex 02 “Case Studies” Kamala)

All components

- Sex-disaggregated data was collected, analysed and reported for all components in order to track how both girls and boys have been impacted

Promoting social inclusion and crossing caste boundaries

Whilst there have been many efforts and initiatives to address the serious levels of educational inequity that exist in Nepal, the social inclusion challenge remains immense. Many children from the most disadvantaged groups such as Dalit, Janajatis, children displaced by conflict or children living in isolated communities are not yet fully enjoying their right to a good quality education and are either not enrolled, not attending, or not completing a cycle of (even) basic education.

The educational needs of these marginalised children were successfully addressed through the following measures:

- Intentional targeting of the most disadvantaged groups applied for all three project components:
 - *Early Childhood Development*: Out of 760 children who passed ECD classes, 351 (46.2%) originated from Dalit families and 228 (30.0%) from Janajati families
 - *Non-Formal Education*: Of the 489 boys and girls who completed NFE classes, 213 (43.6%) came from Dalit families and 125 (25.6%) from Janajati families
 - *Vocational Training*: 282 youth from Dalit families and 169 youth from Janajati families finished a vocational training course accounting for 48.0% respectively 28.8% of the project target group

Altogether, children and youth from Dalit and Janajati families represented 74.5% of the M4NH's direct target beneficiaries!
- Aside from targeting disadvantaged groups, the project also made a valuable contribution towards addressing caste based stigma and discrimination as shown by the following two case studies:

Mothers' saving and loan group: sharing more than just group membership

The Hariyali mothers' group in Pawonnagar VDC was established at the start of the second batch of NFE classes in August 2013. The group consists of 16 members from Chhetri, Janajati and Dalit families and implements a credit and savings scheme by having its members mobilise and pool savings and giving out loans to mothers for starting small businesses. On average, group members save 50 NPR per month, with large success: in not even a year (between June 2014 and May 2015), accumulated group savings increased from NPR 7'080 to NPR 31'800 which equals 349%.

Once a month, the Hariyali mothers' group meets at the NFE centre to collect savings, assess loan applications and give out small loans. Once the meeting is finished, the mothers' group members together prepare a meal and enjoy food and fellowship. In the context of Nepal, this is remarkable. Even though the caste system was officially abolished in the 1960's and discrimination due to caste affiliation declared a crime punishable by law in 1990, discriminating practices persist throughout the country. Many members of higher castes continue to refuse food from Dalit until today. Some higher caste people even ritually clean themselves after having been in contact with Dalit as they still consider them to be 'impure' and therefore 'untouchable'.

The case of the Hariyali mothers' group shows exemplarily how the M4NH project succeeded in creating solidarity across caste and social boundaries and bringing women together to sustainably improve their children's education and future prospects.



Picture 6: Hariyali mothers' group members

Candle making business: a ray of hope for a caste free society

In Laxmipur VDC, electricity is still a scarce good and households depend on candle light during power outages. With technical support and a seed grant from the M4NH project, Uma Pokharel, Nisha Chaudhary and Gita Chaudhary started a business producing candles that they sell in their neighbourhood and nearby villages. The three young women opted for candle making mainly because this is an income-generating activity they can do from home at their own speed, once they have completed their regular household tasks.

Their initial investment to set up the business was NPR 39'000, financed with a start-up loan of NPR 35'000 and NPR 4'000 they raised from their families. Right from the beginning, their candle making business has been running smoothly. On average, each group member can earn between NPR 5'000 and 6'000 per month. A more than welcome financial contribution to a modest household budget.

Despite different caste backgrounds – Uma belongs to a Brahmin family, Nisha and Gita originate from Janajati backgrounds – the three young businesswomen jointly work together towards one common goal: to become financially independent and have more money to cover their children's education expenses.



Picture 7: Candle making business in Laxmipur VDC – a start-up by three young women transgresses traditional caste boundaries

- In ECD, NFE as well as VT classes, interactive, sport and play-based teaching methodologies were introduced involving fine and gross motor movements and learning games to assist weaker

students, which in their majority are from a lower caste background, in their learning, physical, mental, emotional and social development

- Social inclusion was also addressed at the policy level: In 2014, DWO organised a workshop concerning the education situation of marginalised groups with District Education Office representatives from all five Development Regions to collect and summarise education needs of the most marginalised groups. On the basis of the workshop results, a memorandum was formulated concerning the education situation of Dalit people and other marginalised groups and submitted to the Ministry of Education
- Apprenticeships and vocational training opportunities were provided in occupations that are in demand in disadvantaged, rural areas, including: tailoring, driving, beautician, mobile phone repairing, TV repairing, grill welding and house wiring
- Vocational training in traditional Dalit occupations were promoted (silversmith, Khukuri making, traditional embroidery) to keep traditional jobs alive, combine them with new technologies and strengthen the identity of Dalit people



Picture 8: A young men being trained in making Khukuri knives. Khukuri making is an old profession performed by the Bishwakarma (blacksmith) tribe that belongs to the Dalit caste and is considered 'untouchable'

Monitoring & Evaluation

Based on the Logical Framework Approach (LFA), SAD developed a comprehensive Monitoring & Evaluation (M&E) system for M4NH as integral part of the programme design. The M&E system adapts a mixed-method approach by combining conventional M&E tools with more participatory tools. The approach to M&E was participatory; it involved the partners in developing context-sensitive, practical, easily applicable and tailor-made M&E tools to collect relevant data to improve programme activities, to measure the effects and to sustainably integrate M&E into the overall project cycle management. M4NH's programme results were monitored and evaluated on both the output and outcome levels for the objectives defined in the project's LogFrame matrix. M&E results are being disseminated for advocacy purposes and good practices shared with other actors in the field with the aim to contribute to evidence-based programming.

Output level	
Process monitoring/ quality assurance of programme activities	<ul style="list-style-type: none"> • Regular classroom observations and meetings with stakeholders by SAD staff, members of DWO's central board, DEO and SWC representatives • Monthly reports prepared by field level staff, discussed with the project coordinator during monthly meetings; summary submitted to SAD • Advocacy activities
Socio-demographic characteristics of beneficiaries	<ul style="list-style-type: none"> • Tracer study
Beneficiary satisfaction	<ul style="list-style-type: none"> • Pre-/ post-intervention survey • Focus Group Discussions
Outcome level	
Beneficiaries' employment status, initial investment, average income, ownership of personal assets	<ul style="list-style-type: none"> • Tracer study • Pre-/ post-intervention survey
Beneficiaries' skill development (entrepreneurial and employability skills)	<ul style="list-style-type: none"> • Pre-/ post-intervention survey • Focus Group Discussions
Youth club activities	<ul style="list-style-type: none"> • Monthly report by social mobilisers

Figure 42: M4NH M&E Plan (Overview)

Partnerships & Coordination Mechanisms

M4NH was implemented as a cross-sector partnership aimed at increasing enrolment, productive employment and self-employment of the most disadvantaged children and youth in Dang district. Main programme partners represented national and local government entities, community-based organisations, local businesses, media, NGOs and bilateral donors operating in Dang district. M4NH's partnering strategy was based on the understanding that working through partners, strengthening their capacity and jointly developing innovations will provide the basis for longer term change.

At the national level, partnerships were established with key government entities such as the Ministry of Education, the Ministry of Women and Children, the National Planning Commission, the Higher Secondary Education Board and the Higher Secondary School Association. The aim of these partnerships was to inform and influence policies tailored more effectively to the specific educational needs of marginalised groups and achieve universal political commitments and true equity in education. Intense lobbying and advocacy efforts³¹ culminated in the submission of the 'Education Act on the situation of Dalit people' to the Ministry of Education in March 2014. The Education Act includes a summary of recommendations from different stakeholders and concrete measures based on experiences from the M4NH project.

At the district level, programme activities were closely coordinated with the District Development Committee (DDC) and the District Education Office (DEO) to harmonise the implementation of programme activities with government development policies and priorities and to avoid duplication of development efforts. Regular information exchange meetings, joint planning and monitoring of project activities formed an integral part of the partnership with the district government.

The successful implementation of VT project activities could not have been achieved without the partnership with the Skills Development Office, the Federation of Nepal Cottage and Small Industries and the Council for Vocational Training and Education. They helped the programme to identify practical skills training options favourable to the fondness of youth and market demand, to mobilise freelance technical trainers and link the programme with local vocational training institutions. Local businesses offering apprenticeships ensured that vocational education and training offered by M4NH was geared to local needs and markets.

³¹ Key advocacy meetings and events are listed in Annex 06 "Main Advocacy Activities"

Key partners at the community level were the Village Development Committees (VDC) who oversaw all the matters pertaining to the development of the village and assumed an important coordinating role. VDC representatives formed an integral part of the local planning process and provided financial support for the construction of ECD centres and carrying out child and youth club activities. VDC-level school management committees played an important role in the implementation of annual school enrolment campaigns and raising community awareness on the value and benefits of education. They successfully mobilised NFE project participants and facilitated the transition of the ECD and NFE graduates into regular schools.

Annex 05 “Partnerships & Coordination Mechanisms” provides a summary of established partnerships and coordination mechanisms, explains the role each partner played in the implementation process, the impact these partnerships had on the project and how M4NH’s contributed to building capacity of different partners.

Advocacy Strategy and Activities

The advocacy activities of M4NH were designed to complement and consolidate the achievements of the ECD, NFE and VT services and to strengthen the sustainability of the education programme. Advocacy efforts were undertaken with the aim to contribute to the realisation of the right to education for all – regardless of caste, ethnicity, gender and economic background. Advocacy activities were conceived to promote the application of Nepalese anti caste-based discrimination laws and to raise awareness of the living conditions of groups who are marginalised in the society, especially Dalit and Janajati. Moreover, the intent was to hold decision-makers accountable and to influence policymaking processes.

DWO has been active in rights-based advocacy for more than two decades and disposes of an established network, both in Kathmandu and Dang District where M4NH was implemented. The advocacy activities targeted different audiences: mainly government institutions such as the Ministry of Education (MOE), the Council for Technical Education and Vocational Training (CTEVT), the Cottage and Small Industries Office, the National Planning Commission (NPC) and the Higher Secondary Education Board (HSEB) as well as DDC and VDC authorities. In addition, advocacy efforts in Dang were aimed at school management and teaching staff, informal leaders and members of local communities.

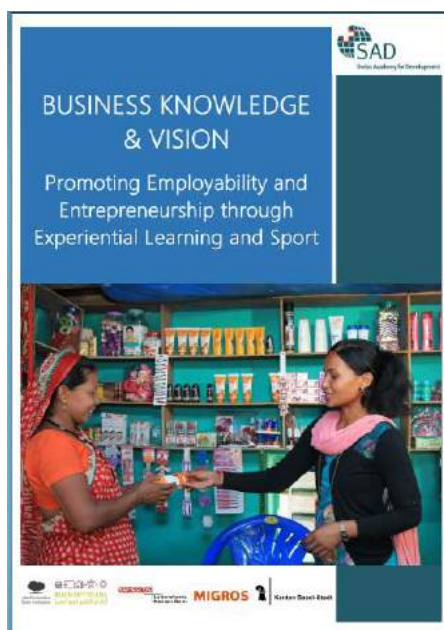
The Kathmandu based DWO Headquarters engaged in advocacy activities at policy level, interacted with decision-making bodies and participated in policy formulation, for example through the preparation of an Education Act, which features recommendations to improve education for the most marginalised groups. DWO staff also engaged in knowledge dissemination; they lobbied for M4NH’s sport and play-based approach, and shared best practices and resources developed for the project (e.g. the ‘Business Knowledge & Vision’ curriculum). The Dang District Office focussed mainly on awareness raising activities at the local level through extensive media relations and through face-to-face meetings with local authorities, rallies and a weekly radio programme. Members of local communities were informed about their rights and encouraged to claim them. The youth clubs established by M4NH also played an important role in raising awareness at the community level (see Annex 07 “Activities Organised by Youth Clubs”). For a detailed account of the advocacy activities conducted within M4NH, see Annex 06 “Main Advocacy Activities”.

Media relations were part of the more encompassing advocacy strategy. The aim was to inform about the M4NH project, the sport and play-based approach and what had been accomplished. SAD and DWO shared responsibility with each of the partners targeting specific audiences through their networks and via specific channels. The DWO Dang office targeted local communities through articles in local newspapers and a weekly radio programme. The efforts of the DWO Kathmandu office were aimed at GOs, Nepalese NGOs and INGOs active in Nepal, which were reached via a quarterly news bulletin and articles in national newspapers (for DWO’s advocacy activities, refer to Annex 06 “Main Advocacy

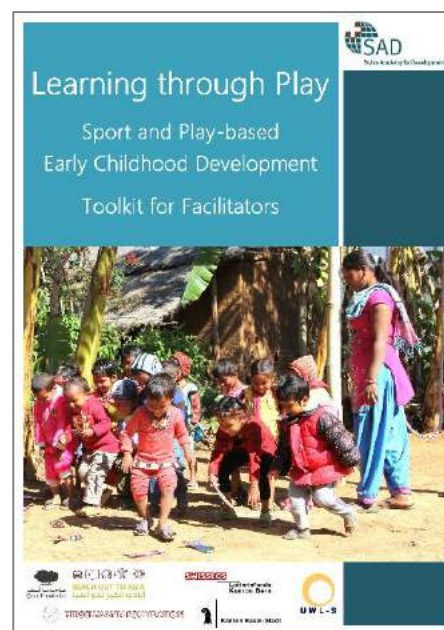
Activities”). SAD targeted INGOs active in the fields of sport and development, education and youth employment at international conferences, via internet profiles highlighting the project approach and achievements and through its bi-monthly newsletter. See Annex 03 “Media Coverage & Knowledge Dissemination” for more details and a compilation of media coverage.

Main Resources Developed

SAD developed two main resources for the M4NH project, the ‘Learning through Play’ Toolkit for the ECD programme and the ‘Business Knowledge & Vision’ Manual for the VT programme. Both documents were shared with relevant actors in Nepal and disseminated internationally through SAD’s network to achieve the desired multiplier effect. The documents were made available for download at the SAD website free of charge to encourage replication by others.



Picture 9: Curriculum developed by SAD for the VT programme. Swiss Academy for Development/ K. Wespi, D. Matter, M. Kons (2015): Business Knowledge & Vision. Promoting Employability and Entrepreneurship through Experiential Learning and Sport



Picture 10: Resource developed by SAD for the ECD programme. Swiss Academy for Development/ M. Kons, D. Matter (2015): Learning through Play: Sport and Play-based Early Childhood Development. Toolkit for Facilitators

4. Challenges Encountered and Actions Taken

Risk Assessment	Preventive Measures
<p><u>Child abuse: physical, emotional or sexual violence against children; neglecting children (threats to safeguarding children)</u></p>	<p>At the beginning of the project, SAD introduced a Child Protection Policy. The framework contained a code of conduct, a self-disclosure form, as well as a rigorously defined procedure, which outlines what needs to be done in case of a presumed or actual incident. Based on feedback from DWO staff, the framework was adapted to the local context. A finalised version was then introduced to ECD, NFE and VT staff by the M4NH project coordinator. The Child Protection Policy formed an integral component of the work contracts und was signed by all project staff.</p> <p>In addition, child rights were frequently discussed in capacity building workshops (especially for ECD and NFE staff). Positive discipline was introduced as an overarching reference for non-violent classroom and behaviour management. The approach teaches the child and guides their behaviour, while respecting their rights.³²</p> <p>No incidents of child abuse were reported by project staff or community members nor witnessed by SAD, DWO, SWC or DEO staff during monitoring visits.</p>
<p><u>Knowledge dissemination and multiplier effect</u></p> <p>The project does not receive the necessary attention required for creating the desired multiplier effect.</p>	<p>M4NH staff were involved in many different awareness raising events (on both the national and the district level); including a weekly radio programme. Especially the Kathmandu office of DWO undertook extensive lobbying efforts with Nepalese GOs and NGOs for the sport and play-based approach of M4NH. SAD staff presented the approach taken on by the programme as well as its achievements at international conferences, in working groups and within its network. For further details, refer to Annex 06 “Main Advocacy Activities”.</p>
<p><u>Sustainability of project achievements</u></p>	<p>Extensive efforts were undertaken to guarantee sustainability of project achievements (see Chapter 7 “Project Sustainability Plan” and Annex 08 “Project Sustainability and Transition Plan”).</p>
<p><u>Political instability</u></p> <p>Political instability continued to be an issue as political parties and other forces frequently organised general strikes in the struggle for their demands. During general strikes public transport services were disrupted which sometimes made it impossible for M4NH staff to reach their workplaces (especially in Kathmandu).</p>	<p>DWO staff monitored the political situation closely and updated staff members about strikes and security issues. Safety for staff and project beneficiaries was considered top priority and project activities adapted accordingly.</p>
<p><u>Load shedding periods</u></p> <p>During the dry season (Dec-May) 12-14 hours of daily power cuts occur in Kathmandu; during rainy season (Jun-Sep) 6 hours. The load-shedding</p>	<p>Project management tasks that cannot be completed without a computer were planned carefully. However, occasionally they were affected when back-up/generator power ran out. Project activities in the field</p>

³² Swiss Academy for Development/ M. Kons, D. Matter (2015): Learning through Play. Sport and Play-based Early Childhood Development Toolkit for Facilitators

schedule is published in advance but may change according to the amount of electricity consumed. The situation in Dang District is even more challenging.	such as VT classes, mentoring visits or youth club meetings could be conducted as planned.
<u>Accessibility of target communities</u> Heavy rains and flooding during the rainy season can make travelling for field-level staff challenging.	Depending on rainfall and landslides during the monsoon season, field staff had to spend more time than planned to travel to remote target areas. The timeline for field visits had to be adjusted or postponed accordingly.
<u>A conducive policy environment for VT graduates to practice their profession</u>	Due to a change in policy and the resulting uncertainty, the Nepalese government stopped issuing driver's licenses nationwide and put on hold all applications in the process of issuance for some months. This also affected VT participants who were trained as drivers. The project undertook efforts to ensure that students still waiting for their driving license could work as assistant drivers.

5. Lessons Learnt and Best Practices

Lessons Learnt
<u>Local in-kind contributions</u> Project staff were quite successful in raising in-kind contributions from regional governmental institutions, communities and other important stakeholders, for example labour and food contributions, the use of community buildings free of charge. These contributions not only eased the project budget but also showed the support and commitment of local stakeholders for M4NH.
<u>Collaboration with GOs and NGOs</u> Close collaboration with government agencies and NGOs involved in providing vocational training helped to identify new practical skills training options of interest to young people and reflecting market demand.
<u>Career counselling for VT participants</u> When recruiting young people for the new VT intake, project staff observed that the job selection of young women and men tended to be influenced by the choices of their peers. Professional counselling was provided by VT facilitators and social mobilisers to help youth identify the job that best suits their skills and interest.
<u>Opposing timelines</u> Some key project activities needed to be implemented in concordance with government bodies (e.g. cooperation with the Cottage and Small Industries Office, Skill Development Office to reduce costs of practical skill trainings in VT). This was sometimes complicated by discrepancies in the timeframe. Consequently, the M4NH project timeline was aligned whenever possible.
<u>Preventing drop-outs in VT</u> To prevent high dropout rates, potential VT participants had to receive comprehensive and accurate information on the timeframe of the training, the 'Business Knowledge & Vision' curriculum, the choice of practical skills trainings and which costs they would have to bear themselves. At the start of the first batch, some matters were not clarified properly which resulted in young people abandoning the training programme. In addition, more formal selection interviews were conducted and the obligations of the VT trainees clarified.

Skill development through sports

Some facilitators needed extra practice to deliver sport and play sessions that benefited children and youth. They were supported with structured feedback during mock sessions and classroom observations. They were also instructed on how to increase time for practice and play by demonstrating more and explaining less.

Youth club members (mostly boys) were very much interested in sports and games. According to DWO, these activities can thus be used as means to bring youth from different castes together. In doing so, social injustices such as untouchability can be tackled. Sports was also shown to be suitable to address gender discrimination. Specific training on how to introduce the use of sports properly is needed (e.g. how to inform different stakeholders – beneficiaries, their parents, community members – about the sport sessions, what kind of games to conduct at the beginning).

In a collectivist society like Nepal where social embarrassment is experienced as ‘losing one’s face’, facilitators need intensified training on how to react to the fear of failure or losing a game that participants may experience.

Scope of the VT ‘Business Knowledge & Vision’ curriculum reduced

In batch 1, VT facilitators were not able to conduct all sessions from the ‘Business Knowledge & Vision’ curriculum due to time constraints. The ‘Business Knowledge & Vision’ curriculum was shortened according to feedback from facilitators, social mobilisers, VT participants and project management staff collected during the field-testing. Out of the 92 sessions in the ‘Business Knowledge & Vision’ curriculum, 35 were prioritised for the second and third batch.

Youth clubs’ role in community mobilisation

Cultural and sports activities organised by youth clubs were instrumental in boosting community participation in M4NH project activities and in mobilising young people to respond to social issues in their communities.

Family and community support

Community support played an important role in assisting VT graduates to establish their own business. Capital to start a business was primarily mobilised from family members or fellow villagers.

Parents concerns in ECD

The ‘learning through play’ approach applied in the M4NH ECD centres was difficult to understand for some parents whose children were newly enrolled in the ECD programme. In the parental education programme, it was explained to them how the different curriculum areas of the daily ECD programme enhance social abilities, pre-mathematical skills, listening comprehension as well as language abilities and therefore increase school readiness. Despite these efforts, some parents continued to demand ‘school learning’ (i.e. learning to read and write, to count and calculate) to increase their children’s academic readiness. To account for the parents’ concerns, it was decided to teach children, who had reached school age, some Nepali and English letters during their last weeks in the ECD centre.

Best Practices
<p><u>Established partnership with the DEO</u></p> <p>Since the beginning of the project, M4NH kept in constant touch with district education officials and gained respect as an innovative education provider for disadvantaged groups. DWO was invited to present an overview of the achievements of the M4NH project during the DEO Annual Meeting. Moreover, a M4NH project overview was published in the annual report of the District Development Committee (DDC). Thereby, the project got an excellent platform to share lessons learnt with potential multipliers and gained a strong basis to replicate M4NH's innovative approach.</p>
<p><u>Involvement of local government staff</u></p> <p>Closely involving government staff at the village-level in the assessment and design of ECD, NFE and VT activities helped to ensure a smooth activity implementation process with strong government support and ownership.</p>
<p><u>Joint monitoring of project activities</u></p> <p>Joint monitoring with representatives from DEO, media, District Development Committee (DDC), Women Development Office (WDO) as well as other stakeholders provided insights into the implementation of the education services. It was equally important to help avoid duplication of services, to improve coordination and to assure cooperation in the phase-out of M4NH.</p>
<p><u>Role of staff in training according to role in project</u></p> <p>Assigning social mobilisers and facilitators different roles according to their job description during capacity building workshops proved to be very beneficial. Facilitators were asked in mock sessions to conduct different lessons from the 'Business Knowledge & Vision' curriculum while social mobilisers provided guidance and feedback under the supervision of SAD resource personnel.</p>
<p><u>Collaboration with local experts in ECD</u></p> <p>Staff from Seto Gurans, a Nepalese NGO that is active in ECD, was consulted in the design stage of the ECD component. Staff members also participated in training workshops by introducing local children's songs and teaching how to craft learning aids, using locally available, low-cost materials. The cooperation proved to be fruitful for both sides; Seto Gurans staff showed special interest in the vivid workshop sessions on brain development.</p>
<p><u>Cooperation with local training providers in VT</u></p> <p>Close collaboration with other VT providers such as the Skill Development Office, the Federation of Nepal Cottage and Small Industries, the Micro-Enterprise Development Programme (MEDP) supported by the United Nations Development Programme (UNDP) and technical training centres has proved extremely important for experience sharing and receiving support during programme planning, implementation and post-training assistance.</p>
<p><u>Exposure visits to successful businesses (experiential learning)</u></p> <p>Visits to successful businesses and interactions with entrepreneurs on the local level proved to fulfil an important role as VT participants learnt through concrete examples and became enthusiastic about developing their own business ideas.</p>
<p><u>Actively involving parents</u></p> <p>Parent involvement in the recruitment of VT participants is crucial, especially in the case of young women. If parents are committed, VT participants receive ongoing support and encouragement to regularly attend theoretical and practical training sessions and financial and technical support from their family and relatives to start a business.</p>
<p><u>Youth clubs enabled to raise funds locally</u></p> <p>Following a proposal writing training that M4NH staff provided to youth clubs, club members raised NPR 50'000 in Rampur, NPR 10'000 in Shantinagar, NPR 17'000 in Pawonnagar and NPR 40'000 in Bijauri to implement club and special interest activities and events.</p>

6. Sustainability Plans

The programmes' main sustainability target was to create strong local communities and authorities who can take care of the education of their children on their own.

To achieve this, the programme presented itself as a partner who wants to work with the communities, and not as a donor who is going to solve the problem for the community. Instead of directly solving problems, the programme focussed on initiating a problem-solving attitude through community participation in programme assessment, design, monitoring and evaluation, the introduction of new skills (e.g. sport and play-based teaching methods) and capacity building for authorities and community self-help groups (i.e. youth clubs, VT graduate groups). Ownership and sustainability of tangible programme inputs was ensured through assigned operation and maintenance committees and input recovery mechanisms such as small user fees and contributions from community authorities. To this end, the programme was designed to be as self-sustaining as possible and to be handed over to the local education authorities and communities.

Over the past six years, SAD heavily invested in capacity development of DWO staff especially in project cycle management, monitoring & evaluation and education programming (ECD, NFE, VT, sport and play-based teaching). With the skills and the experiences acquired through the M4NH programme, DWO positioned itself as a credible implementing organisation for education projects benefiting most marginalised groups in Nepal.

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8. Annexes

Annex 01 List of Acronyms

CTEVT	Council for Technical Education and Vocational Training
DDC	District Development Committee
DEO	District Education Office
DWO	Dalit Welfare Organisation
ECD	Early Childhood Development
GO	Governmental Organisation
HDI	Human Development Index
HISAN	Higher Secondary School Association Nepal
HSEB	Higher Secondary Education Board
M4NH	Move for New Horizons
MOE	Ministry of Education
NFE	Non-Formal Education
NGO	Non-Governmental Organisation
NPC	National Planning Commission
NPR	Nepalese Rupee
SAD	Swiss Academy for Development
SDC	Swiss Agency for Development and Cooperation
SRHR	Sexual and Reproductive Health and Rights
VDC	Village Development Committee
VT	Vocational Training
WDO	Women Development Office

Annex 02 Case Studies

Early Childhood Development

ECD services free parents up to pursue regular employment



Picture 11: Umesh Bishwokarma

Umesh is a three-year-old boy of Dalit descent who was admitted to the Ranijaruwa ECD centre in Tulsipur.

In the past, Umesh's father Tilak and his mother Santi B.K. both worked as stone crushers on daily wages. As they did not have any day care option, they took him with them to their workplace where he spent his days in an environment adverse to the needs of a young child. After the government shut down their mine, they both got the opportunity to work at a chocolate factory and earn a regular income. However, the movement of work from the mine into the factory increased the difficulty of combining work and childcare. Factory work requires regular working hours and is much more disciplined, the consequence being that Santi BK could no longer bring her son to the workplace and take breaks at will. Therefore, Umesh's parents are pleased that there is now an ECD centre in their village providing care to their son from 10 AM to 3 PM, so that they are free to pursue their work. Knowing that their child is in good care during the

day, they say it is easy to concentrate on their work.

Tilak and Santi are very happy with the progress they see in Umesh since he joined the ECD class. Before he was crying quite often and suffered from frequent tantrums. This has changed for the better now: "Apart from getting nutritious food on time our son has learnt about cleanliness. He is now washing his hands before eating. In addition, he became more confident and talks with respect. He really feels proud that he can learn so many new things and is eager to play with children of the same age. Umesh really loves coming here and gets along well with his peers". Moreover, the lunch rich in nutrients that is offered at the centre on a daily basis alleviates some of the financial burden that his parents have to bear.



Picture 12: Umesh involved in a ball game (left); Umesh participating in morning ritual at Ranijaruwa ECD centre (right)

SAD and DWO originally supported the Ranijaruwa ECD centre by renting a building, providing teaching aids, sport and play materials, snacks for the children and salary and training for the ECD facilitator and the support staff. The centre was handed over to the community in May 2015.

Becoming a role model in the community

Four-year-old Priya Oli is enrolled at the ECD centre in her native Rampur. Her father died when she was one and a half years old. Even though she does not have clear memories of him, she still misses his presence. After her husband's death, her mother worked at the local cement factory and has since then struggled hard to take care of the family's wellbeing. She was not always able to provide sufficient food for Priya and her brother. Living with her husbands' family has become harder and harder over time, and frequent quarrels made Priya's mother decide to move back in with her own mother.



Picture 13: ECD facilitator Niru Bishwokarma (right) and assistant Ganga Budha

Before Priya was taken care of in the ECD centre, it was difficult for her mother to arrange for day care. If she did not manage to find anybody to look after her, she was forced to leave her home alone. She therefore was very relieved when she heard about M4NH's ECD services, even more so as they were free of charge.

Priya attends ECD class regularly. She enjoys the different activities of the daily programme, particularly singing, story telling, and sports. According to the ECD facilitator Niru Bishwokarma, she is able to concentrate on an activity, participates actively, and shows good social skills: whenever one of her peer's falls over, she helps them up.

Her mother was pleasantly surprised when she first witnessed Priya practicing the code of conduct she has learnt at the ECD centre at home: she washes her hands before and after eating and greets visitors instead of shying away. Being asked about her career aspirations, Priya reveals that she would like to become a doctor to take care of patients. Proud of her daughter's transformation, her mother says she is now considered a role model in the community, a claim that Niru confirms.

Parental education: Health messages change alcohol consumption patterns



Picture 14: Parental education class

The parental education classes have raised awareness among ECD parents regarding different aspects of child safeguarding, the importance of supporting children in their education and malnutrition. The continuous effort of M4NH's facilitators has convinced parents in Panchakule and Purandhara VDCs of the importance of a well-balanced diet and shown them how they can contribute to it by growing nutritious food on their own fields.

In their effort to provide their children with a healthy diet, parents have also started to question their own habits. In Jhargajhedi, a small village of Panchakule VDC, parents of ECD children have successfully convinced their fellow villagers to

cease to produce alcohol. Consequently, the consumption of alcohol has decreased considerably.

ECD Management Committee – Taking the wellbeing of their children in their own hands



Picture 15: Members of the Rampur ECD Management Committee come together for a meeting, led by Youbraj B.K., a M4NH social mobiliser

The ECD Management Committee looking after the ECD centre in Rampur has 19 members, the majority of them being mothers of the children attending the daily ECD classes. Together with a primary school teacher, a social worker and a child rights activist all from the same area, they meet on a monthly basis. When they come together, they debate issues that are of importance for the smooth and effective operation of the centre.

During their last meetings, the members of the Rampur Management Committee discussed the condition of the playing materials, the attendance rate of the children and the performance of the facilitator. They also thought of ways to make the distribution of tasks between facilitators, support staff and parents more effective, for example regarding the collection of firewood. Since the committee's formation in 2012, they have also approached fellow villagers when they suspected

child abuse and lobbied for child's rights and non-violent forms of behaviour management.

Some of the committee members recall that the first time they heard about "Early Childhood Development" at a community mobilisation meeting conducted by DWO staff members, they did not fully understand what it stood for. They understood it was about giving a good education to their children but could not imagine what kind of activities the children would be doing. They say that it was only when they first observed an ECD class that they came to fully grasp the meaning of a child-friendly way through which children can learn: learning through play. Once they saw how their children changed – improving their manners, expanding their vocabulary – they were determined to continue running the ECD on their own after the end of the project duration of M4NH. Due to the commitment and ownership expressed by the community, Rampur was one of the first VDCs chosen for the construction of an ECD centre to pave the way for an official registration with the District Education Office.

Community-led construction of an ECD centre in Kutichaur village, Bijauri VDC

Despite M4NH efforts to mainly focus on teaching and learning issues and classroom processes rather than infrastructure, the demand for permanent, or even semi-permanent, classrooms for ECD centres is high, and support is acutely needed in many of the target villages. As part of M4NH's sustainability efforts, it was decided to build ECD centre buildings in selected project VDCs.

Looking for a solution to reduce the financial burden of building classrooms while improving the capacity of communities to manage and maintain infrastructure, the M4NH team opted to adopt a community-led approach towards construction.

An important aspect of this approach is the fact that it involves the whole community in the construction process. The approach makes it possible to assist local people to mobilise themselves, initiate a construction, operations and maintenance committee, mobilise locally available resources (e.g. wood, stones, sand, etc.) and assign villagers to be involved in the physical construction work.

During the construction phase, the project's support only consists of purchasing and supplying tools, equipment and construction materials that are locally not available, construction supervision and quality control, and on-the-job training and technical assistance of local workers and member of operation and maintenance committees.



Picture 16: ECD centre in Kutichaur village, Bijauri VDC
construction of the ECD centre in Kutichaur village:

Local Forest User Group	=NPR 168'000
Community labour contribution	=NPR 50'000
M4NH contribution	=NPR 165'000
Total cost	=NPR 383'000

The process of registering the newly built ECD centre with the government is ongoing, once the registration process is concluded, the centre will receive support from the District Education Office (DEO) while the community will run the centre.

Through the development of practical skills (e.g. masonry, carpentry), community mobilisation and management skills during the construction period, target communities are empowered to sustainably manage school infrastructure on their own once project support has been phased out. Moreover, the community-led construction approach also promotes self-help initiatives of the target groups, and contributes to their further empowerment. In Kutichaur village, the community was able to raise 57% of the total budget required to build the new ECD centre.

Details for fund contribution to the

Non-Formal Education

Two brothers embarking on a journey from exclusion to inclusion

Prakash Khadka and his brother Bhim Khadka, respectively ten and eight years old, live together with their siblings in Tulsipur, the district capital of Dang. Their mother Sushila is the sole caretaker for their family of seven since their father died at a young age. The family does not own any land, nor a house. Sushila struggles very hard to fulfil even their basic needs. She works as a daily labourer, collects wood in the nearby forest and sells it to make a living. Due to their destitute living conditions, she is not able to afford school uniforms for her children who therefore are not able to attend school. Bir Bahadur who works as an NFE facilitator for M4NH and lives in the same community, knew about the family's difficulties. He convinced Sushila to send two of her sons to the NFE class.



Picture 16: Prakash and Bhim taking part in a playful activity in NFE class

At first, Bhim and Prakash did not want to come to class, being teased by their peers about their dirty and torn clothes. They were very shy and reserved. In the beginning, both brothers could hardly concentrate; they were reluctant to perform assignments and sometimes skipped class. Moreover, Bhim had difficulties to articulate himself clearly. During sports and games sessions, they argued with their classmates, got into quarrels, and at times even resorted to physical violence. Bir Bahadur recalls that it was quite demanding for him to control the class at such instances. Instead of giving up and expelling them, he visited them at home, spoke with their mother and discussed effective education practices with her. She told him how her children had been insulted by their peers on several occasions. Bir Bahadur who then understood the reasons of the brothers' misbehaviour better, has since then made sure that the other children behaved respectfully towards Bhim and Prakash. He also gave them assignments adapted to their cognitive abilities.

Even though they are still behind in class, Bir Bahadur observes clear improvements. Little by little, Bhim and Prakash are changing their attitude and behaviour: they like coming to class and playing in a group, they are more

open, and struggle less with establishing ties of friendship with their peers. Prakash, the older one can now identify and write Nepali letters and numbers, and has learnt how to count. Bhim is able to read but cannot write yet.

Hoping to break the intergenerational transmission of poverty

Simali Nepali is enrolled in one of M4NH's NFE classes. She is twelve years old and lives in Laxmipur VDC with her three brothers and sisters and her parents. The family neither has access to land that could be cultivated, nor do they own a house. The family relies entirely on income from the parents' work as day labourers. They struggle hard to cover the family's daily expenses. Sometimes, if they do not manage to find employment for the day, the children have to go to bed without a proper supper. As they live hand-to-mouth, there is not enough money to provide the children with school uniforms, shoes and stationery. Even though in Nepal parents are not charged school fees, only children wearing the right attire are admitted to school. Fulmati Nepali, Simali's mother, expresses her gratitude that the family is supported by M4NH: "It makes me very happy to see my child go to class every day. Being part of the mothers' saving and loan group gives me a better outlook on the future. I hope that we will be able to break free from the vicious circle of day labour where we are not able to invest in our children's future and that Simali will continue her education and be able to lead a better life in the future."

Child clubs: Small-scale library serving children in a remote area



Picture 17: Child club members in a coordination meeting

Bijauri VDC is the one of the most remote VDCs of Dang district. The area is difficult to access, above all during the rainy season when roads and bridges are affected quite often by heavy rainfall. In addition, government education and health services are less present than in other, easier accessible areas of the district. Since the start of M4NH, the local child club has been very active. As a consequence of capacity building efforts by local M4NH staff, the children developed leadership skills, learned how to approach authorities with project proposals and received an orientation on child rights. The child club members organised cultural heritage programmes, sport & play tournaments and debates to sensitise villagers about child rights. They also participated in school enrolment campaigns: they produced wall paintings and undertook door-to-door visits to inform parents about the beginning of the enrolment period

and to advocate for the right to education. "Often, funds allocated by VDC authorities for the welfare of children are spent on initiatives that do not benefit them directly such as infrastructure development, for example the construction of a road near a school" says Ganesh Khadka, the chairperson of the Bijauri child club. That is why the club members opted to lobby for the establishment of a library in their native VDC. They feel that this is much needed to encourage reading and to contribute to the literacy development of the children living in the area. Political leaders of the VDC were impressed by the commitment of the children and the dedication to their home VDC. They therefore decided to fund the club's proposal and allocated NPR 60'000. With this funding, the child club set up a small-scale library in ward no. 5 (Hemantpur), consisting of a selection of children's books. To facilitate ownership of the library, the club members informed and involved parents and other community members from the beginning. M4NH's social mobiliser responsible for the VDC guided the children through the whole process.

Vocational Training

Physically impaired young man takes off with a mobile phone reparation business

21-year-old Shankta Bahadru Gharti grew up in a remote village of Baghmare VDC. Shakta has a walking disability and in the past, he often felt humiliated and discouraged due to his impairment.

Unable to find employment after graduating from high school, Shankta applied for a six-month vocational training programme as a mobile phone repairer offered by the M4NH programme in Tulsipur.



Picture 18: Shankta (right) explaining a mobile phone accessory to a customer in his newly established shop

Here, Shankta together with 17 other young people was not only trained on how to disassemble and assemble different types of cell phones, handle tools used for mobile phone repairing and repair different faults, but also acquired valuable life skills to better communicate, negotiate, solve problems and deal effectively with the daily demands and challenges of entrepreneurship.

“The ‘Business Knowledge & Vision’ classes offered along the technical training really opened my eyes. Here I developed the dream to create a small mobile phone repairing shop in my village. The entrepreneurship programme has helped me a lot. I

thought that after the training I would go and look for a job, but then I learned on how to start a small business.”

To further realise his dream, Shankta with support of his social mobiliser and coach G.L. Nepali, an experienced entrepreneur, translated all his ideas into a concrete business plan. After his business plan was evaluated positively, the M4NH programme offered him a start-up loan of NPR 15'000 to buy an initial set of spare parts and mobile phone accessories. He further took a loan of NPR 80'000 from a local moneylender to buy a desktop computer and additional tools.

In his newly established shop, Shankta is serving young and old customers, fixing mobile phones and selling battery rechargers, headset covers, head phones and spare batteries. For two Nepalese Rupees, customers can get one song uploaded on their mobile phone.

In the first year of running his own business, Shankta was able to earn NPR 5'000 a month on average. From the two loans he took, he has already paid back NPR 40'000. The remaining amount he is planning to pay back within one year. He feels that his ability to earn money has positively impacted his self-confidence, increasing not only his financial independence but helping his family as well. “This opportunity has benefited me a lot and reduced some of the financial burden on my family,” Shankta highlighted in a meeting with DWO and SAD staff in June 2014. He also says that community members treat him with more respect now that he is earning his own money and that he is less conscious about his walking disability than before. He is convinced that honesty, good management skills and a hard working attitude will provide him with a good reputation and make his business prosper.

While pleased with his initial achievements, Shankta would like to continue to sharpen his skills and get back to school to obtain a diploma in applied informatics. He is further dreaming of buying a back-up battery for his small shop to be able to continue working during power cuts in his village.

Learning from Nirmala: tailoring skills and perseverance

Nirmala Nepali's father married another woman while her mother was pregnant with her and left the family. Being a single parent, her mother had to assume sole responsibility for herself and the children. They neither own land nor a house. From an early age onwards, Nirmala had to help her mother with household chores to sustain their living. As a consequence, she was forced to leave school before the completion of primary school. Nirmala, who is now 21 years old, recalls that she cried a lot because she liked school very much and had an interest in studying.



Picture 19: Nirmala (left) in her tailoring workshop with her two trainees

After a while, she accepted that she would not have the chance to go to secondary school. She dreamt of becoming a tailor instead. She spoke to her elder sister but due to a lack of financial means to pay for the training, she also found this dream shattered. Working outside the house is not considered decent for a girl her age so she was not able to raise the funds herself. When she heard about the VT programme from M4NH staff Kalpana Pariyar, she knew it was a unique opportunity for her. She was accepted into the training programme and determined to work very hard. She attended 'Business Knowledge & Vision' classes and the practical skills training regularly and was a quick learner.

With a start-up fund and the support of M4NH staff, she opened her own tailor

shop in Rampur VDC. At first, she offered a reduced price to attract customers to her newly established business. This has paid off: she now earns NPR 6'000 per month. With her first earnings, she purchased a mattress for herself to not have to sleep on the floor anymore. And, even more important to her, she was able to buy a woollen sweater for her mother to save her from the cold.

She is very grateful for the opportunity granted to her and says, "In the past my hands were busy with household chores but now, finally, they are busy with keeping the sewing machine running." She also wants to give others the chance of fulfilling their dreams and has accepted two young women as trainees. They compensate her with a monthly fee of NPR 1'500.

Gaining income, respect and self-reliance

Kamala Chaudhary, who is a permanent resident of Rampur VDC, turned 24 this year. Unlike many other young girls living in the area, she did not suffer the fate of becoming a 'Kamalahari', because her parents were able to provide for her with their farming work. The Kamalahari system is a bonded labour system in which young girls are forced to work as domestic slaves in wealthy homes and which is still very common in Nepal.

She was lucky enough to be able to finish grade 10 before her marriage was arranged with Chintu Chaudhary, a young man from the same village. Her husband did not want her to continue her education, so she and their little baby were confined to the four walls of their small house.

Soon after the wedding, Chintu started misbehaving towards her and beat her, especially when he was drunk which happened quite often. At a certain point, she did not want to tolerate his abuse anymore and wanted to revolt against him, she says. However, as she entirely depended on him financially, she did not dare to stand up to him. It was then that she started to look out for employment opportunities. When she heard about the vocational training offered by M4NH, she knew she wanted to seize the opportunity.



Picture 20: Kamala's shop sign

She received NPR 15'000 as start-up capital to start her own snack shop. With the support of the social mobiliser meeting with her on a regular basis in career counselling sessions, she was able to make all the necessary arrangements and open her own restaurant in which she sells sajan chaat, a dish that is typical for the region. Asked how much she earns in a month, she consults her cashbook in which she thoroughly lists expenditures and income and says that on average, she makes NPR 12'000 of profit a month.

During 'Business Knowledge & Vision' classes, she was not only trained on how to become a successful micro-entrepreneur, but also learnt about the difference between sex and gender. This has changed her views about her



Picture 21: Kamala preparing dumplings (left) and serving a customer in her small restaurant (right)

abilities and her position as a woman, she recalls. It empowered her to stand up for her rights and to face her husband. Not being secluded in her house anymore, her social network increased as well. Since she is financially self-reliant, her husband's behaviour has changed considerably. He understands that she no longer depends on him and will take actions if he does not treat her in a more respectful way.

Newspaper Articles



Picture 22: Yugobodha National Daily Newspaper, May 2012 – Report on M4NH mothers' group members attending literacy classes



Picture 23: Articles published in the Goraksha National Daily Newspaper, covering the school enrolment campaign, April 2013



Picture 24: Article about the school enrolment campaign in the Tharkot National Weekly, April 2013



Picture 25: Goraksha National Daily Newspaper, May 2013 – Article on a joint monitoring visit of District Education Office and Women and Dang Child Development Office representatives and journalists to M4NH target areas



Picture 26: Goraksha National Daily Newspaper, May 2013 – Report on M4NH mothers' group members cultivating vegetable on leased land in Shantinagar VDC



Picture 27: Goraksha National Daily Newspaper, March 11, 2014 – Report on the visit of the District Education Office Chief and Chief District Officer to a M4NH target area in Purandhara VDC



Picture 28: Two articles published in the Yugbodh National Daily Newspaper – Left: Case study of a deaf woman supported by the M4NH VT project to open a tailoring shop in Bijauri VDC (May 21, 2014), Right: M4NH education campaign (May 20, 2014)



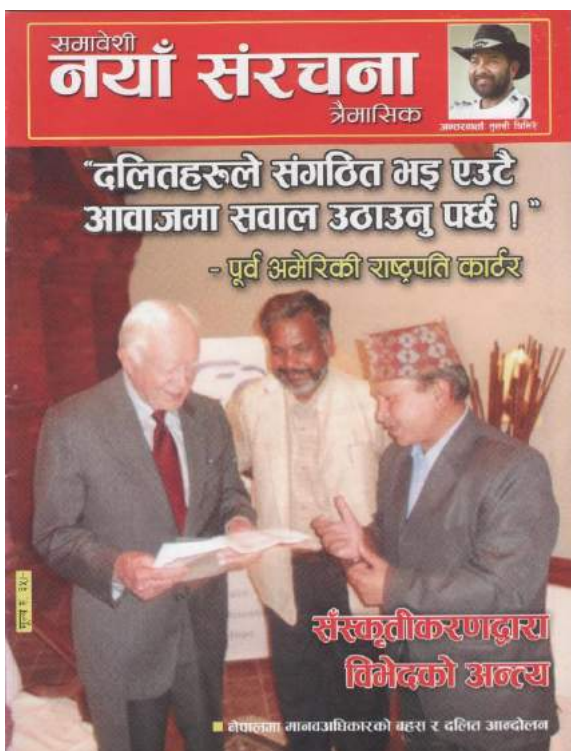
Picture 29: Article published in the Yugbodh National Daily Newspaper about the new ECD centre constructed in Bijauri VDC (May 23, 2014)



Picture 30: Naya Samrachana, monthly magazine, October 2014: Report on a joint monitoring visit conducted to M4NH target areas by the national Social Welfare Council



Picture 31: Same issue as above: Left: Role play - education, a light in a poor man's house, a child reflects on the participation in M4NH child club activities, right: Success story of a deaf VT participant who received vocational training and start-up funding to establish a tailoring business



Picture 32: Naya Samracha, Monthly Magazine, May 2014: Article illustrating how M4NH contributes to poverty reduction and empowerment of Dalit people and marginalised groups through vocational training

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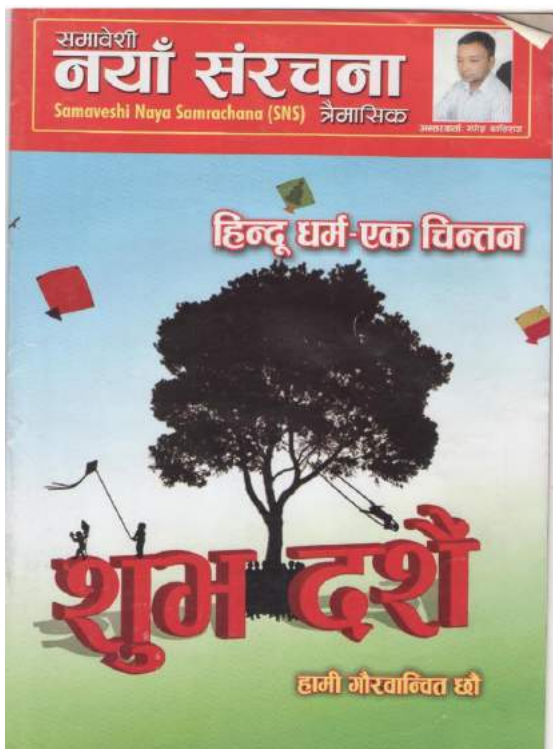
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Picture 35: Continued – Left: Article on the use of playful teaching methods in NFE classes, Right: Behaviour changes observed by caregivers of children attending M4NH NFE classes



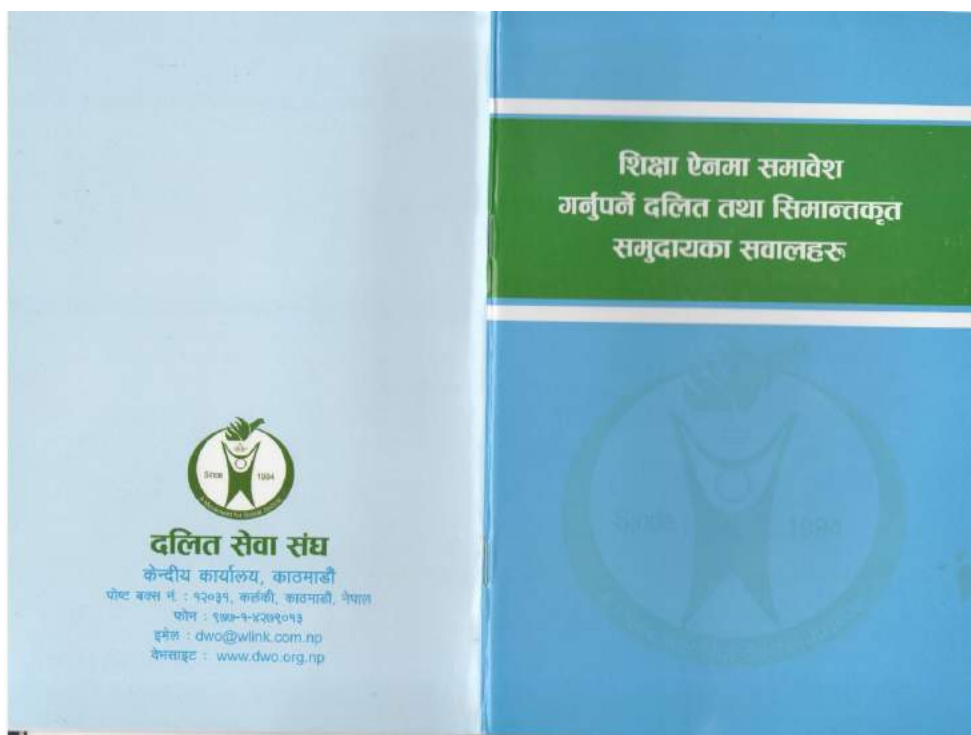
Picture 36: Naya Samracha, Monthly Magazine, December 2013: a) M4NH VT success stories, b) article to show how career prospects of NFE students are assessed using baseline and endline drawings, c) story of a M4NH VT beautician training participant who successfully established a business, d) story of a M4NH youth club participant who was elected into the ward government



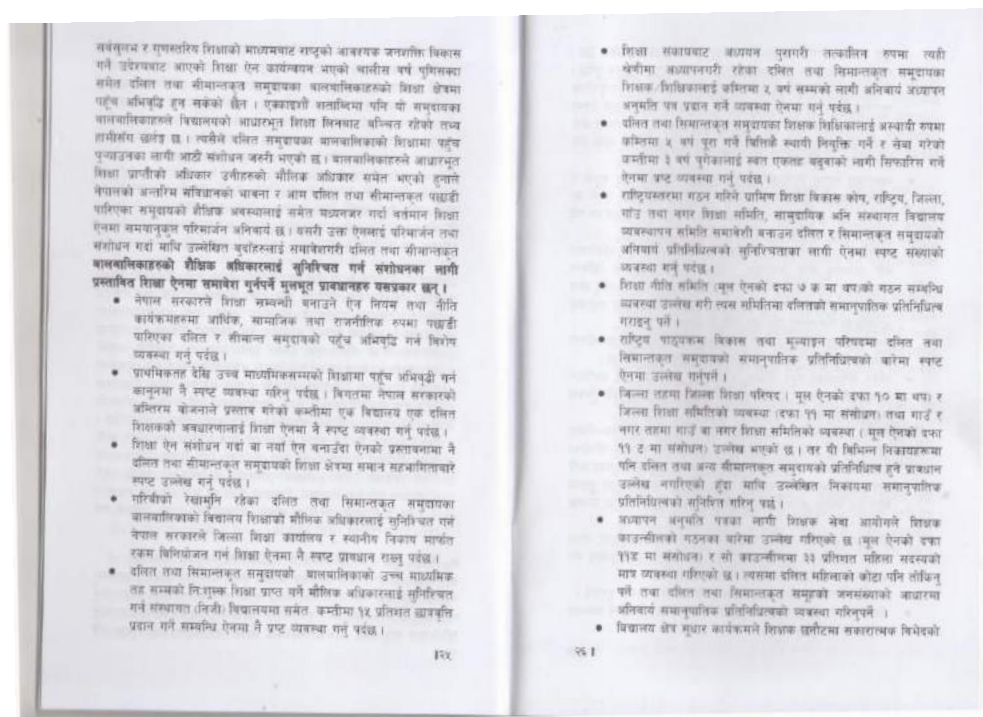
Picture 37: Naya Samracha, Monthly Magazine, September 2014: Success story of a M4NH VT participant who earned NPR 9'000 as tailor within 15 days during the festival season



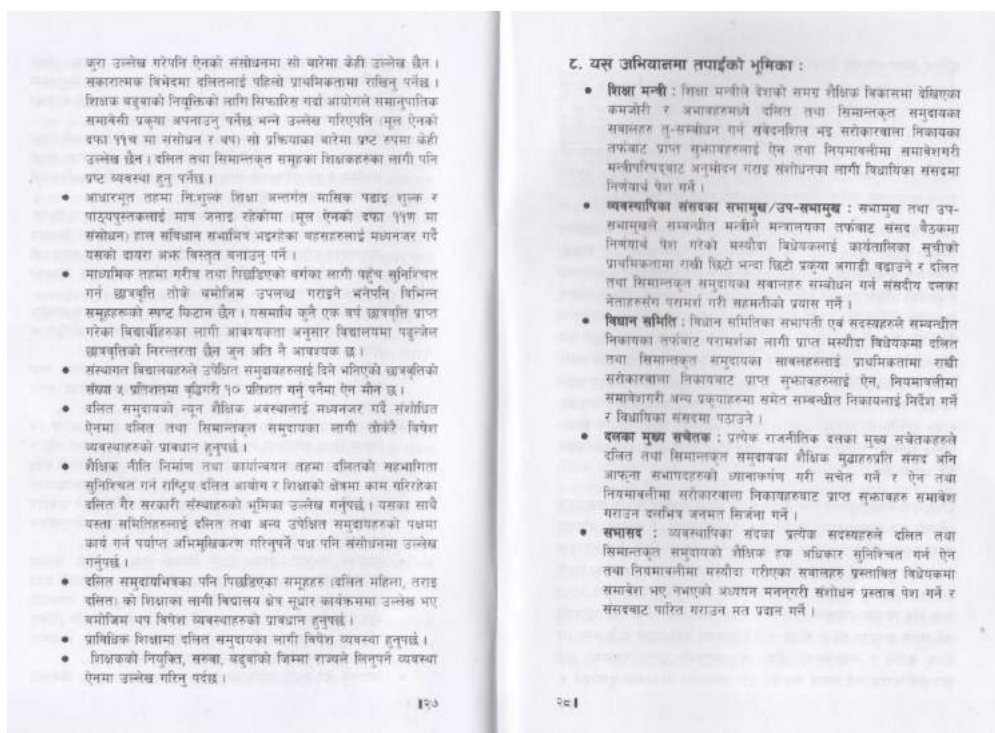
Picture 38: Naya Samracha, Monthly Magazine, September 2014: National consultation meeting on the implementation of the higher education policy of the Nepal Government for Dalit youth. The M4NH project is used as an example to show how through ECD and NFE classes Dalit children can be optimally prepared for higher education



Picture 39: Education Act on the situation of Dalit people and marginalised groups prepared by DWO based on the experiences of the M4NH project



Picture 40: The Education Act includes a summary of recommendations of different stakeholders (e.g. social activists, political party representatives) concerning education improvements for Dalit people and the most marginalised groups



Conferences & Meetings

Picture 42: A M4NH's staff member (pictured on the right) was selected to take part in the Youth Leadership Programme (YLP) of the United Nations Office on Sport for Development and Peace (UNOSDP) in South Korea; in an experience sharing session, he introduced M4NH's approach of using sports to develop employability/ entrepreneurial skills, August 2014.

- Beyond Sport Summit, UK (2012)
- UNICEF Country Office, Nepal (2013)
- UNOSDP Youth Leadership Camp, Switzerland (2013)
- Sport Matters Conference – Celebrating the Impact of Sport for Development, Australia/ online (2013)
- Solutions4Work Conference, Turkey (2014)

- Global Network Education & Youth, Germany (2014)
- UNOSDP Youth Leadership Programme, Germany (2015)

Wall Paintings, Radio Programmes & Video



Picture 43: Wall paintings and billboards were produced to encourage parents to send their children to school. Picture: a wall painting along the main road between Ghorahi and Tulsiपुर



Picture 44: Regular M4NH project updates broadcasted via a weekly radio programme aired on the station “Hamro Pahunch” (“Our achievement”) that reaches 25 Nepalese districts; topics also included children’s rights, the right to education for every child and discriminatory practices resulting from the concept of untouchability. Pictures: radio journalists



Picture 45: Stills from video about the M4NH programme. ECD session (top left), NFE class (top right), VT participant training to become a driver.

Internet Articles & Profiles

Wise Initiative
Wise Summit
Ed. review
Ed. hub

The WISE Awards

Introduction
Network
2015 WISE Awards
2014 WISE Awards
All Projects
Projects by Year

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Move 4 New Horizons

Activity: Providing non-formal education for disadvantaged out-of-school children and youth

Name of the Organization: Swiss Academy for Development (SAD)

Headquarter: Switzerland

Geographical reach: Nepal

Number of beneficiaries: 1,886 children and youth

Project Representative: Mr. Niklaus Eggenberger-Argote

Websites: <http://sad.ch/en/projects/174-move-4-new-horizons-phase-ii>

wise awards
finalist



About the Project

Move 4 New Horizons is an educational program for vulnerable, disadvantaged children who are deprived of education. It is implemented by the Swiss Academy for Development (SAD) and the Nepalese grassroots non-profit Dalit Welfare Organization (DWO). Over a period of three years, an innovative approach to education was piloted in

Picture 46: M4NH update posted on the WISE Best Practice in Education website in May 2014: <http://www.wise-qatar.org/move-4-new-horizons-switzerland>

Move 4 New Horizons

Move 4 New Horizons in Nepal is a holistic education program that consists of an early childhood development component, non-formal education classes, and vocational training. It seeks to ensure that all children, regardless of gender, socioeconomic status, caste, or ethnicity, have access to basic education and can succeed in the job market.



Picture 47: M4NH project profile on the Center for Education Innovations website; <http://www.educationinnovations.org/program/move-4-new-horizons>

NETWORK MOVE 4 NEW HORIZONS

This project's parent organisation is [Swiss Academy For Development \(SAD\)](#)
It operates in [Nepal](#)
It uses [Multiple Sports](#)
Winner of the [UNICEF Sport For Education Award](#)



More about Move 4 New Horizons

As a main project activity, 15 non formal education (NFE)-classes are held in different rural villages, targeting low-caste children between the age of 5-10, who are deprived of education. After nine months, NFE

Picture 48: M4NH project profile on the Beyond Sport website; <http://www.beyondsport.org/project/m/move-4-new-horizons/>



Home » Medias » News » Practical vocational training for young people in Nepal

News

Practical vocational training for young people in Nepal

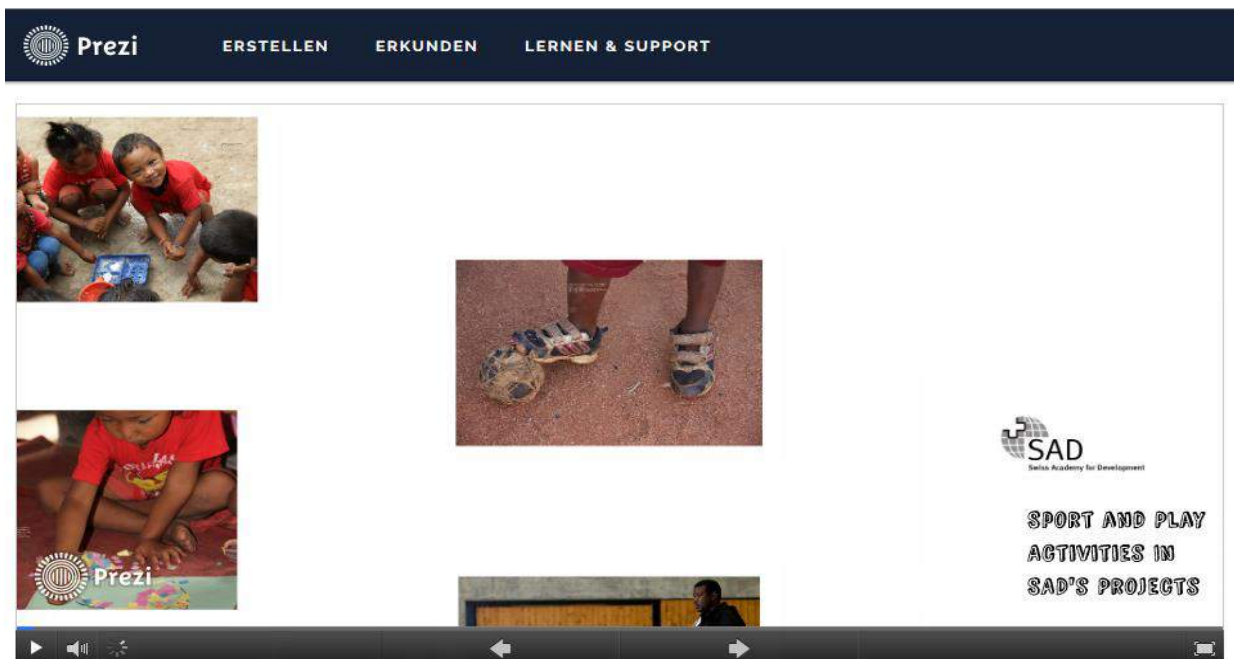
Youth unemployment is still at a record level in the EU. It is particularly young people who have recently finished education who can't find work. Although EU heads of state and government leaders have recognized the problem, measures for dealing with youth unemployment remain thin on the ground – a situation that is only slowly improving. Here at SAD, we are also trying to deal with young people's chances on the job market. We are looking for practical solutions that will facilitate young people's access to their first job. The initial results of a pilot project in Nepal are promising.

Almost one in four young people in the EU is unemployed. In countries such as Greece and Spain, over 50 percent of under-25s are out of work. That's why, a year ago, the EU resolved to get all 5.5 million affected young people into work. With the so-called "Youth Guarantee", the EU member states should have been obliged to implement measures for tackling youth unemployment. They should guarantee that all young people get a good-quality, concrete offer within 4 months of leaving formal education or becoming unemployed – a job, apprenticeship, traineeship, or continued education. "With the Youth Guarantee, young people have a real chance of a better future," announced President of the European Commission José Manuel Barroso jubilantly.

EU summit on youth unemployment cancelled

In mid-July, representatives of the EU member states should have met at a summit on youth unemployment, but the Italian Presidency called the meeting off at short notice, postponing it until the end of the year. At the same time, the "Youth Guarantee" came under fire. Many people saw the measures for young people as nothing more than token politics, which is understandable in light of the promised

Picture 51: SAD Newsletter – Articles on the M4NH programme were published in Newsletters # 1,2,4,9. Newsletter articles can be retrieved from: <http://sad.ch/en/newsroom/newsletter-archive>

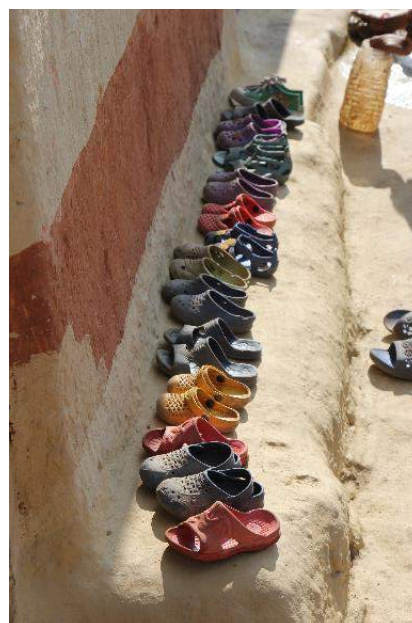


Picture 52: Presentation on the sport and play-based approach (highlighting examples from M4NH); <https://prezi.com/6nk1qajlvyl/sads-sport-and-play-based-approach>

Early Childhood Development



Picture 53: ECD centre with colourful toys and child-friendly learning aids, the great majority self-made by facilitators and parents using low-cost, and locally available materials



Picture 54: Hygiene practices and routines: handwashing routine (upper left); observing hygienic rules through individual washcloths for each child (upper right); shoes in orderly row (lower left)



Picture 55: The daily programme at the M4NH ECD centres facilitates playful learning opportunities in different curriculum areas (story time; singing, dancing and making music; sport activities; painting, drawing and colouring; interacting with the physical world; free play and craft). Age-appropriate sports activities offering child-friendly opportunities to learn to cooperate with peers, to follow instructions, to take turns and share materials



Picture 56: "Let's go on an imaginary journey!" is a game that revolves around a story (e.g. going fishing) and incorporates playful exercises to increase fine/ gross motor skills and coordination, along with following instructions, developing an understanding of spatial orientation, and of concepts related to position and direction such as "up & down", "in & out", "front & back", "over & under", "top, bottom & middle", "beside & next to", "fast & slow". The facilitator asks the children to wake up and brush their teeth (upper left); to jump over a river (upper middle), and to catch fish in a pond (lower left)



Picture 57: Story time sessions are part of the daily programme at the ECD centres. The aim is to give children the opportunity to improve their language, to listen carefully and to concentrate. Their listening comprehension as well as speaking abilities improve and their vocabulary gradually expands. They thereby develop a fundamental reading readiness, while a basis for their literacy development is established.



Picture 58: A craft session in which children practice their capacity for creative expression, learn to distinguish colours, sizes and shapes. By handling different materials, they develop dexterity and improve fine motor skills. The child learns to follow instructions and acquires a basic ability for task analysis.



Picture 59: ECD Management Committee meeting in front of the ECD centre; committee members are parents and primary caregivers of the children as well as VDC representatives, informal leaders and social workers who, all together monitor the ECD activities to assure quality and community ownership.



Picture 60: As part of the knowledge dissemination efforts, a series of training workshops were held for government teachers on the sport and play-based teaching methodology.



Picture 61: To support ECD and NFE graduates in their transition to formal education, they were provided with school bags, stationery and school uniforms upon their completion of the M4NH education services.

Non-Formal Education



Picture 62: Students leaving the NFE centre after class, which took place six days a week.



Picture 63: NFE facilitator correcting homework in Nepali class



Picture 64: NFE student at the blackboard in Nepali class (left); NFE student introducing himself in front of the class (right)



Picture 65: Playful teaching facilitation methods in Maths, Nepali and English class; “Crossing the river” game to learn numbers or letters (students are only allowed to step on cards displaying a certain number/ letter) (left); in the game “Let’s come together in groups of ...!” students have to hold to each other in groups of a certain number at the signal of the facilitator (middle/ right)



Picture 66: Students engaging in a tag game: age-appropriate and fun sport activities are used to teach life skills in a child-appropriate way. Facilitators follow a systematic guideline during debriefing:

1. Reflect (strictly game-related – “What happened during the game?”)
2. Connect (transfer to ‘real’ life – “Do you face similar challenges in ‘real’ life?”)
3. Apply (learning strategy – “What do we learn from our experience in the game for ‘real’ life?”).

Topics for age-appropriate debriefing of sports activities are for example relations with adult caregivers, peer-to-peer relations, how to handle stressful situations (family life, school), how to cope with emotions such as frustration or anger.



Picture 67: Mother group members, their children and relatives with the offspring of one the first goats they purchased with the seed money provided by M4NH. Social mobiliser Ranju Soni, the woman holding a tray, provided guidance to the group since its formation

Vocational Training



Picture 68: Young people enrolled in M4NH's dual VT programme that consists of theoretical 'Business Knowledge & Vision' classes and practical skills training.



Picture 69: VT participants engaged in a tug of war game. Age-appropriate sport activities were used to enhance entrepreneurial and employability skills in a fun and practice-oriented way.



Picture 70: Human knot – ‘Business Knowledge & Vision’ class participants performing a team-building activity where they learn how in business life, when they make a decision for themselves, they have to think about how this decision affects others.



Picture 71: Young people enrolled in the VT programme at training sites for their practical skills training; embroidery trainee (left); blacksmith apprentice (right).



Picture 72: Young men being trained as shoemakers (left); VT graduate in the motorcycle reparation workshop where he found employment (right)



Picture 73: Young woman in her tailor shop, which she is running successfully together with other M4NH VT graduates. The five young women called their shop “Didi Bahini Silai” – “Older sister, younger sister Tailoring”



Picture 74: VT graduates trained in rope making hold their certificates at their training site

Advocacy



Picture 75: Youth club members performing a theatre play entitled “The candle of education in a poor home” that presents vocational education as an alternative to young people’s migration. The play depicted a poor family obliged to send their son abroad to earn a living. Because he lacked technical skills, he was forced to accept a low paid job and was not able to send any money back to his family. The family was then visited by social mobilisers from the M4NH project who offered him a place in the VT programme. The play concluded with the insight that “the money you earn is just for one or two days but the skills you learn are for a lifetime”.

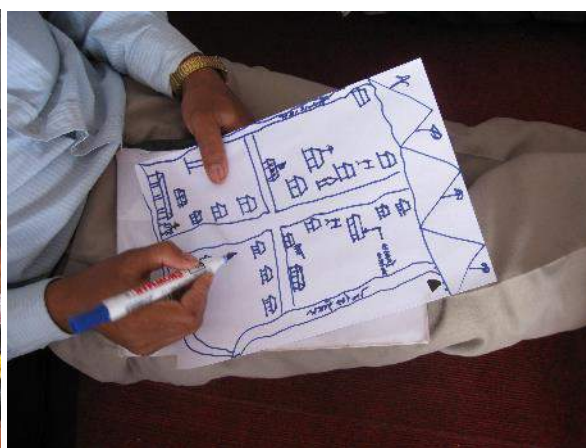


Picture 76: In preparation of the new intake at primary schools, M4NH staff and child club members organised an enrolment campaign in the project target area on an annual basis. It was carried out jointly with staff from the District Education Office. Wall painting at the main road that runs through the district, encouraging parents to send their children to school (left) and rally by M4NH staff (right).

Capacity Development



Picture 77: NFE facilitators learning about playful teaching methods to memorise numbers in a fun way (left); ECD staff getting to know a game, which fosters cooperation between children (right)



Picture 78: VT staff analysing a mock sport session via video footage that they had been conducting as part of their training (left); training participant drawing a community map (right)

Monitoring & Evaluation



Picture 79: VT participants taking part in a Focus Group Discussion conducted by SAD staff in which they discussed the life skills training through sport and play.



Picture 80: Children enrolled in ECD taking part in the Developmental Milestones Assessment administered by project staff.

Annex 05 Partnerships & Coordination Mechanisms

National level: Kathmandu				
	Partner name	Role in project	Impact	M4NH's contributions to capacity building and organisational development
1	Ministry of Education (MoE) Ministry of Women and Children National Planning Commission (NPC) Higher Secondary Education Board (HSEB) Higher Secondary School Association Nepal (HISAN)	- Were lobbied by DWO on the right to education for disadvantaged groups and requested to improve children's and youth's access to basic and higher education	- Increased awareness of national-level decision-makers on the situation of the most disadvantaged groups - Proven solutions presented to effectively address the education needs of children and youth from disadvantaged backgrounds - ultra poor families, socially-disadvantaged lower castes, geographically isolated and disadvantaged villages – based on experiences from the M4NH project	Awareness creation and capacity building on: - Holistic child development of all four dimensions: mental, physical, emotional and social - Learning environments responsive to the specific learning needs of disadvantaged children - Sport and play-based learning and teaching
2	Social Welfare Council (SWC)	- National-level government body responsible for the promotion, facilitation, coordination, monitoring and evaluation of community development activities in Nepal - Organised joint monitoring visits with the District Development Committee and the District Education Office to M4NH target areas to ensure compliance with Nepalese laws and development priorities	- In all the monitoring visits, the Social Welfare Council expressed its utmost satisfaction with the results, the quality and impact of the M4NH programme. Thereby, M4NH set an example of a successful programme ensuring an educational continuum for disadvantaged Nepalese children	M4NH practically showcased: - Prominent advantages of playful approaches to learning and teaching - Effective ways to bring parents of disadvantaged children into the educational process (e.g. ECD management committees, NFE mothers' groups) - Advantages of the dual educational training system

District level: Dang				
	Partner name	Role in project	Impact	M4NH's contributions to capacity building and organisational development
1	District Development Committee (DDC)	<ul style="list-style-type: none"> - District-level coordination body for development activities - Participated in the project planning process, coordinated the implementation with other development actors in the district and participated in joint monitoring visits organised by the SWC 	<ul style="list-style-type: none"> - Successfully connected M4NH with other development partners in Dang district - Harmonised the implementation of project activities in order to avoid duplication of development efforts in Dang district 	N/A
2	District Education Office (DEO)	<ul style="list-style-type: none"> - In charge of the registration of ECD centres and the alignment of the M4NH's ECD approach with government strategies and guidelines for ECD - Joint implementation of district-wide school enrolment campaigns - Facilitated literacy classes which were also attended by mothers' group members - Participated in joint monitoring and supervision visits to ECD, NFE and VT classes organised by the SWC - Coordinated training for government school teachers on the playful teaching and learning approach - Was lobbied by M4NH staff on the expansion of primary schools to remote villages 	<p>Implementation of the Dang District Education strategy supported through:</p> <ul style="list-style-type: none"> - The establishment of ECD centres in all ten target villages - The formation of ECD management committees in all target villages - The (re-) integration of 489 out-of-school children into the public school system - The launch of a dual vocational training programme with 59 freelance technical trainers, 30 local businesses offering on-the-job training opportunities and established partnerships with six local training institutions - The development of a locally adapted curriculum and sample lesson plans for NFE classes and a the creation of a youth entrepreneurship curriculum for VT classes 	- 129 primary school teachers and DEO staff trained on playful teaching and learning approach
3	Skills Development Office Federation of Nepal Cottage and Small Industries Council for Vocational Training and Education	<ul style="list-style-type: none"> - Helped the project identify practical skills training options suitable to the interests of youth and market demand - Identified and mobilised freelance technical trainers, local businesses offering 	<p>Significantly contributed to the success of the VT component:</p> <ul style="list-style-type: none"> - Vocational training offered in 24 different occupations 	- Benefited from the 'Business Knowledge & Vision' manual and teaching aids developed by SAD for youth entrepreneurship classes

	Micro-Enterprise Development Programme (MEDP) supported by the United Nations Development Programme (UNDP) Rapti Technical Institute for Vocational Training	<ul style="list-style-type: none"> apprenticeships and linked the programme with local vocational training institutions - Were regularly consulted to share experience and receive support during programme planning, implementation and post-training assistance - Monitored M4NH's VT activities 	<ul style="list-style-type: none"> - 587 young people benefited from the theoretical-practical training programme - Vocational education and training offered by M4NH was geared to local needs and markets → high percentage of youth found a job or successfully established a business 	
4	Hamro Pahunch ("Our achievement") radio station	<p>A local radio station reaching 25 districts in Mid-Western and Western Development Regions of Nepal</p> <ul style="list-style-type: none"> - Provided weekly radio programmes of 15 minutes about M4NH, the playful teaching approach and major project achievements in Dang District every Thursday from 7:15 PM to 7:30 PM - Assisted the project in raising public awareness of the right to education for all Nepali children regardless of caste, religious affiliation and sex - Announced new intakes for the NFE and VT component - Shared success stories of ECD, NFE and VT participants 	<ul style="list-style-type: none"> - Helped to increase the overall image and recognition of the M4NH programme in Dang district and beyond - Increased awareness on the situation of the most disadvantaged groups and ways to effectively address the education needs of children and youth - Successfully mobilised programme participants 	N/A
5	Family Planning Association of Nepal (FPAN)/ Dang district branch	<ul style="list-style-type: none"> - Provided Training of Trainers (ToT) on family planning and reproductive health for VT facilitators and social mobilisers 	<ul style="list-style-type: none"> - Lessons related to family planning and reproductive health were incorporated into the 'Business Knowledge & Vision' Manual and shared with VT trainees in all target villages 	N/A
6	Village Development Committees (VDC)	<ul style="list-style-type: none"> - Assumed an important coordinating role to ensure that there is a thorough integration of different development activities - Have been providing financial support to Child and Youth Club activities - Financially supported the construction of ECD centres 	<ul style="list-style-type: none"> - Ensure the continuation of ECD centres, child and youth club activities beyond the life of the project 	N/A

7	VDC-level School Management Committees	<ul style="list-style-type: none"> - Organised school enrolment campaigns to raise awareness on the value and benefits of education among parents, caregivers and village officials and help ensure that all school-aged children are attending school - Facilitated the school transition of ECD and NFE children 	- Successfully mobilised NFE programme participants	- Benefited from technical support provided by DWO to plan and implement advocacy activities and enrolment campaigns
8	ECD management committees	<p>Were in charge of:</p> <ul style="list-style-type: none"> - Following up on the developmental progress of ECD students - Monitoring ECD enrolment and attendance rates and facilitating village-level school enrolment campaigns together with primary school teachers, ECD facilitators and ECD support staff - Coordinating parental involvement in ECD activities 	- ECD management committees demonstrate capacity to independently assess, monitor and evaluate ECD centre activities (see M4NH sustainability action plan)	- ECD management committee members and parents of ECD students received training on the key benefits of Early Childhood Education for their children, playful teaching methodologies (e.g. advantages compared to traditional teaching methods), parental involvement in ECD classes, the ECD class timetable and code of conduct.
9	Community forest user groups	<ul style="list-style-type: none"> - Provided wood to construct ECD centres - Made firewood available for mothers and ECD caregivers to prepare snacks for ECD students - Will make a financial contribution to the running of ECD centres beyond the life of the project 	- Have been contributing non-financial and financial resources to ensure the long-term sustainability of ECD centres	N/A

Annex 06 Main Advocacy Activities

National level: Kathmandu					
	Title/ type of activity	Topics covered	Institutions represented	Approx. no. of attendees	Date
1.	Coordination meeting	Discuss partnerships and synergies, lobby for M4NH	Cottage and Small Industries Office, Skill Development Office	5	Annually
2.	Advocacy workshop	Increasing the access of Dalit youth to scholarships for higher education institutions	Ministry of Education (MOE) (speaker and Vice-President of the Department of Education), University Grant Commission and Secondary Education Board	35	January 2013
3.	Lobbying meeting	Sustainability of M4NH's ECD, NFE and VT components	Local government bodies: DDC (District Development Committee), VDC (Village Development Committee)	15	March 2013
4.	Lobbying meeting	Education, scholarships and Dalit rights at the national level	Policy level decision-makers from the MOE, the Ministry of Women and Children, female political leaders, former parliament members, civil society actors, human rights and Dalit rights activists	25	April 2013
5.	Lobbying meeting	Raising concern for Dalit education opportunities	MOE, Nepal Rastra Bank (Central Bank of Nepal), Ministry of Local Development and Federal Affairs, National Planning Commission (NPC)	41	June 2013
6.	Lobbying meeting	Advocating for the right to education for disadvantaged groups	Institutions that award scholarships in Nepal: Higher Secondary Education Board (HSEB), Higher Secondary School Association Nepal (HISAN), NPC, MOE (Department of Education)	38	July 2013
7.	Quarterly newsletter published and distributed to relevant stakeholders	Raising public awareness of the right to education for all Nepalese children regardless of caste, religious affiliation and gender	Distributed at: MOE, District Education Offices (DEOs), authorities active in the area of education and civil society organisations (approx. 1'000 copies each, distributed in 25 Nepalese districts)	--	October 2013
8.	National workshop	Equity and inclusive education issues, caste-based discrimination at schools	Co-organisers: Samanta Foundation, Nepal Dalit Social Welfare Organisation, Professional Development Research Centre, National Campaign for Education	5	April 2014

9.	Education Act on the situation of Dalit people and marginalised groups	The Education Act includes a summary of recommendations of different stakeholders (e.g. social activists, political party representatives) aiming at education improvements for Dalit and most marginalised groups (based on experiences of M4NH)	Act prepared by DWO	105	April 2014
10.	Workshop	Education situation of marginalised groups; summary of expressed needs prepared	DEO representatives from all five Nepalese regions	35	April 2014
11.	Lobbying meeting	Presenting DWO Education Agenda for Dalit communities	Vice-President of the NPC, parliament members	1'250	May 2014
12.	Joint Monitoring Visit	Impact of the M4NH programme in Dang	Representatives of Social Welfare Council (SWC)	12	August 2014
13.	Youth Leadership Programme of the United Nations Office on Sport for Development and Peace UNOSDP (South Korea; Germany)	Introduce M4NH's approach of using sports and games to develop life skills (i.e. employability skills and entrepreneurial skills)	Young professionals from different countries	33 in South Korea; 29 in Germany	August 2014; April 2015
14.	National consultation meeting on the implementation of the higher education policy of the Nepal Government for Dalit youth	M4NH presented as example to show how ECD and NFE services prepare Dalit children for higher education effectively	HSEB, MOE, national intellectuals	35	September 2014
15.	Documentary film	Lobby for M4NH's sport and play-based approach. Film includes: programme components and supporting activities, beneficiary satisfaction, playful teaching methodology, achievements, information on the right to education	The film is distributed via internet and hardcopy in Nepal	--	January/ February 2015
16.	Lobbying meeting	Lobby for M4NH's playful teaching approach, i.e. integration of sports and play activities into daily teaching	UNICEF Country Office Nepal	3	February 2015
17.	Coordination workshops	Four coordination workshops on how to improve access to technical and higher education for Dalit youth	Department of Education of the MOE, Council for Technical Education and Vocational Training (CTEVT), University Grant Commission, National Dalit Commission, Urban Christian Education Fund (UCEF), HSEB Committee	30	July 2015

District level: Dang					
	Title/ type of activity	Topics covered	Institutions represented	Approx. no. of attendees	Date (month & year)
1.	Weekly radio programme	Regular M4NH project updates broadcasted; topics also include children's rights, the right to education for every child and discriminatory practices resulting from the concept of untouchability	Programme aired on the station "Hamro Pahunch" ("Our achievement")	Radio programme reaches 25 Nepalese districts	Weekly
2.	School enrolment campaign	Raising awareness about the importance of education for all	DEO, government school teachers, School Management Committees (SMC), child clubs, community people	5'000	Annually (at the start of new school year in April)
3.	Capacity building workshop by SAD resource persons	GO staff attended the workshops and outlined the government position on ECD services and youth employment programmes	M4NH staff, representatives of DEO and Cottage and Small Industries Office	55	September 2012
4.	Meeting of head teachers from state schools	Achievements of M4NH and the playful teaching approach	DEO Dang	105	September 2013
6.	Annual review meeting of the DDC Dang	The three main components – ECD, NFE, VT – of M4NH and its educational approach	Representatives from district GOs, local NGOs	30	September 2013
7.	Workshop on occasion of the National Child Day	Child rights, preparations for the elaboration of a concept paper leading to a child rights convention	Local authorities, members of the District Child Network	175	September 2013
8.	Workshop for knowledge and experience sharing	Holistic educational approaches using alternative methods (sport & play) as they are applied in M4NH's ECD, NFE and VT components	Workshop participants from 23 Nepalese districts, DEO and DWO staff (including board members)	45	October 2014
9.	Lobbying activities: wall paintings and rallies	Increased participation of young people in policy formulation processes, especially those aimed at creating labour opportunities for young adults	Local authorities, community people	1'250	December 2014
10.	Lobbying campaign	Gender-based violence	Youth clubs, child clubs, local authorities, community people	750	December 2014
11.	Capacity building workshops for government teachers	How to facilitate holistic child development and get to know playful teaching methods (games)	Government teachers employed at primary school level	129	January 2015

Annex 07 Activities Organised by Youth Clubs

	Name of youth club	VDC	Members	Activities
1	Prativasali Youth Club	Baghmare	22	<ul style="list-style-type: none"> - Cultural heritage programme - School-level cultural heritage programme - Street drama/ awareness raising programme on child marriage and drug abuse - VDC-level sanitation programme - Cluster-based sport activities - Youth empowerment programme - Interaction on vocational skills development - Advocacy on caste discrimination and untouchability - Quiz/ competition
2	Shiva Shakti Youth Club	Dharna	9	<ul style="list-style-type: none"> - 'Stop open defecation' campaign - Dance competition - Street drama
3	Sambesi Youth Club	Dharna	9	<ul style="list-style-type: none"> - Enrolment campaign - Awareness training against child marriage - Interaction with stakeholders on youth unemployment - Drug abuse and role of stakeholders - Street drama on human trafficking - Trafficking of women - Youth leadership training
4	Kalika Malika Youth Club	Bijauri	13	<ul style="list-style-type: none"> - Enrolment campaign - 'Stop open defecation' campaign - Organisation of sport activities - Interaction with village stakeholders on the issue of youth unemployment - Youth journalism training - Youth leadership training
5	Chandra Surya Youth Club	Laxmipur	15	<ul style="list-style-type: none"> - Participation in sanitation programme - Interaction with stakeholders on the issue of vocational skills development - Public speech competition
6	Samaj Sudharak Youth Club	Panchakule	39	<ul style="list-style-type: none"> - Cultural heritage programme for the protection of the Tharu (indigenous) culture - Village cleanliness programme - Street drama
7	Panchakule Youth Network	Panchakule	18	<ul style="list-style-type: none"> - VDC-level volleyball competition - VDC-level interaction programme with stakeholders on the issue of vocational skills development

8	Chhara Pragatisil Youth Club	Purandhara	32	<ul style="list-style-type: none"> - Volleyball tournament - Enrolment campaign
9	Purandhara Youth Network	Purandhara	18	<ul style="list-style-type: none"> - Interaction with stakeholders on the issue of vocational skills development - Street drama
10	Laligurans Youth Club	Rampur	15	<ul style="list-style-type: none"> - Interaction with stakeholders on the issue of vocational skills development
11	Shanti Youth Club	Shantinagar	23	<ul style="list-style-type: none"> - Cultural heritage programme - School-level cultural heritage programme - Street drama/ awareness raising programme on child marriage and drug abuse - VDC-level sanitation programme - Cluster-based sport activities - Youth empowerment programme - Interaction with village authorities on the issue of vocational skills development - Advocacy on caste discrimination and untouchability

Annex 08 Project Sustainability and Transition Plan

Early Childhood Development		
Benefits and positive changes to be sustained	Sustainability objective/ target	Achievements
<ul style="list-style-type: none"> - Awareness of the value and benefits of ECD - Ongoing parental education sessions on good parenting practices, hygiene, child nutrition, childhood disease management 	<ul style="list-style-type: none"> - Parents and caregivers are aware of good child care practices and the benefits of ECD on physical, emotional, intellectual and social domains of child development 	<ul style="list-style-type: none"> - Monthly parental education classes in all target villages - Annual awareness raising campaigns conducted in all target villages addressing parents and ECD committees - Training on holistic child development provided to primary school teachers - ECD milestones assessment introduced to assess children's progress against physical, emotional, intellectual and social development milestones before entering school - Meeting with members of the ECD Management Committees to stress the importance of continued ECD awareness raising - ECD Management Committees linked to closest primary school (in order to facilitate access to relevant Information Education and Communication (IEC) materials)
<ul style="list-style-type: none"> - Access to adequate ECD facilities such as classrooms, toilets and playgrounds 	<ul style="list-style-type: none"> - All ECD centres constructed or rehabilitated by the project are adequately operated and maintained by the communities they serve - Newly constructed ECD centres registered with the District Education Office (DEO) 	<ul style="list-style-type: none"> - All ECD centres are operated by local management committees - Management roles and responsibilities defined and documented - Construction of six ECD centres completed and government registration to ensure regular DEO support with ECD facilitator allowances and stationeries submitted
<ul style="list-style-type: none"> - Regular expenses to run ECD classes (e.g. stationeries, teaching aids, snacks for ECD students) - Monthly allowance for ECD facilitators and support staff 	<ul style="list-style-type: none"> - Sufficient funding mobilised to cover regular expenses of ECD classes 	<ul style="list-style-type: none"> - Six target villages supported to build an ECD centre - In five target villages, ECD classes are taking place in buildings rented below prevailing market rates - Two ECD classes supported with District Education Office (DEO) registration - 2/15 ECD classes already receive financial support from VDC authorities - In all 15 M4NH-supported ECD centres, parents prepare snacks and firewood - Training provided to ECD facilitators and parents on how to produce low-cost toys and teaching aids with locally available materials - Conduct meetings with parents and community authorities to discuss options for the continuation of ECD classes (e.g. small school fees)

		<ul style="list-style-type: none"> - ECD Management Committees assisted to approach VDC authorities, Forest User Groups and DEO to allocate budget for ECD operation cost
- Refresher training for ECD facilitators and support staff ensured	- Access to ongoing professional development opportunities for ECD facilitators and support staff	<ul style="list-style-type: none"> - ECD facilitators received training on: <ul style="list-style-type: none"> • Holistic child development • Development of holistic daily and weekly lesson plans • How to set up and effectively use learning corners in ECD centres (language, science, creativity/ crafts, building, Maths, acting/ play) • How to assess developmental milestones of children aged three to five • Positive discipline, ECD centre management and group control • Age-appropriate sports activities • Development of teaching aids and toys with low-cost, locally available materials - Regular mobile meetings among ECD facilitators and ECD support staff organised to exchange on child-centred teaching methodologies, effective classroom management - Ensured that ECD facilitators and support staff are informed about ECD training opportunities offered by the government and private training providers
- ECD management committees	- ECD management committees demonstrate capacity to independently assess, monitor and evaluate ECD centre activities (e.g. monitor student's progress, school readiness)	<ul style="list-style-type: none"> - ECD management committees set up in all ten project target villages - All ECD management committees received training on key benefits of ECD for their children, playful teaching methodologies (e.g. advantages compared to traditional teaching methods), parental involvement in ECD classes, the ECD class timetable and code of conduct - ECD management committees conduct regular monitoring visits

Non-Formal Education		
Benefits and positive changes to be sustained	Sustainability objective/ target	Achievements
School enrolment campaigns	<ul style="list-style-type: none"> - Value and benefits of education are recognised by community members and parents. Children are sent to school. 	<ul style="list-style-type: none"> - Annual school enrolment events supported in all ten target villages in close collaboration with DEO officials - Door-to-door enrolment campaigns facilitated by mothers' groups, youth club and child club members
NFE classes	<ul style="list-style-type: none"> - NFE classes will no longer be required in target villages and children are timely enrolled in government schools 	<ul style="list-style-type: none"> - Number of out-of-school children decreased significantly since the beginning of the project - Tuition classes set up so that students at risk for dropping out have access to supplementary tutoring facilitated by child and youth clubs - NFE classroom equipment (teaching aids, sport materials) handed over to public school
Playful teaching approach	<ul style="list-style-type: none"> - Playful teaching approach introduced to ensure that the learning environment in public primary schools meets the children's needs (including those of disadvantaged children) - Playful learning approach transferred to public schools 	<ul style="list-style-type: none"> - Ten NFE facilitators and five social mobilisers intensively trained on playful teaching approach: <ul style="list-style-type: none"> • Elaboration of monthly and weekly NFE lesson plans fostering holistic physical, mental, social and emotional development • Setting learning objectives and choosing appropriate teaching methods to reach selected objectives • Playful teaching facilitation methods, practical examples of how to use them in NFE lessons, adapting teaching methods to different skill levels (differentiation in teaching) • Incorporating age-appropriate games and sports activities in daily NFE lessons to teach Nepali, English and Maths - 129 primary school teachers trained on playful teaching and learning in ten VDCs → the training was very well received by teachers; teachers showed great interest in sport and play-based teaching methodologies - Guidebook and sample lesson plans developed under the M4NH project provided to primary school teachers
Mothers' groups/ saving and loan groups	<ul style="list-style-type: none"> - Through saving and loan groups (self-help groups) mothers of NFE students can accumulate savings for livelihood activities and to cover their children's education expenses 	<ul style="list-style-type: none"> - All 30 mothers' saving and loan groups accumulated significant saving amounts <ul style="list-style-type: none"> • Average batch 1: NPR 23'400 per group • Average batch 2: NPR 22'700 per group - Until March 2015, 346 members of mother saving and loan groups benefited from individual loans - All saving groups returned their seed money
Child clubs	<ul style="list-style-type: none"> - Through child club activities, children are provided with a safe place to express themselves, to experiment with joint decision-making, planning, action and leadership 	<ul style="list-style-type: none"> - 198 active child club members in ten VDCs - All ten child clubs receive funding from village authorities to implement community development activities - Link up all child clubs with VDC Child Club Networks (→ provision of funding)

Vocational Training		
Benefits and positive changes to be sustained	Sustainability objective/ target	Achievements
Access to vocational skills training for job placement and self-employment	<ul style="list-style-type: none"> - Vocational training programme established with local businesses, where young people can acquire the practical skills required for their field of work 	<ul style="list-style-type: none"> - 59 freelance technical trainers: 20 tailoring, 10 beautician, 1 candle making, 1 rope making, 3 house wiring, 2 embroidery, 1 jewellery (glass beads), 10 mushroom cultivation, 6 snack preparation, 2 fresh vegetable production, 1 pig rearing, 2 jewellery (gold/ silver smith) - 30 local businesses/ on-the-job training opportunities (1 Khukuri making, 1 cabinet maker, 4 plumbing, 12 motorbike repair, 10 welding, 2 leather shoe repair/ production) - 6 training companies (4 driving, 1 mobile phone repair, 1 TV repair) identified and mobilised to offer vocational training for youth - Generic terms of reference developed for vocational training classes - Vocational training offered to 519 youth who are able to generate an income for themselves and can potentially train other youth - Ten groups of VT graduates at VDC-level (M4NH VT Alumni) formed and encouraged to actively share their VT experiences
Access to training on business management and entrepreneurial life skills ('Business Knowledge & Vision' classes)	<ul style="list-style-type: none"> - Youth have access to training where they can acquire essential business management, entrepreneurial and life skills for obtaining employment or starting their own business 	<ul style="list-style-type: none"> - Business training curricula developed and field-tested for youth entrepreneurship training classes - Pool of trainers developed who can effectively implement business start-up training
Access to business start-up funds	<ul style="list-style-type: none"> - Self-sustaining revolving loan fund in place providing young entrepreneurs (individuals or groups) access to business start-up capital 	<ul style="list-style-type: none"> - 120 youth benefited from no-interest loans to start a business (VT pilot phase and batch 2) - 28 start-up loans fully paid back by March 2015 - Separate bank account opened in Dang to deposit returned seed money

Annex 09 Indicator Tracking Table

Early Childhood Development													
Indicator	Life of project target	Life of project actual	% of life of project target	June 2012-May 2013			June 2013-May 2014			June 2014-May 2015			Variance explanation
				Annual target	Annual actual	% achieved	Annual target	Annual actual	% achieved	Annual target	Annual actual	% achieved	
Approx. 800 disadvantaged children between 3-5 participated in the ECD programme over three years	800	760	95%	267	258	97%	267	229	86%	266	273	103%	The children that were admitted to the ECD centres were slightly younger than assumed during the planning phase. This resulted in them attending ECD services longer than expected (149 children attended the centres two years and 14 three years).
	<p><u>Caste affiliation</u>: 46% Dalit, 30% Janajati (indigenous minorities), 10% Chhetri, 13% Brahmin → 76% from the most marginalised groups (i.e. Dalit, Janajati)</p> <p><u>Gender distribution</u>: 53% girls; 47% boys</p> <p><u>Achievements - Enrolment in formal education</u>:</p> <ul style="list-style-type: none">• Batch 1: Considering available data, 99% of the participants were still enrolled in formal education after two years (missing information for 11% of participants mainly because of migration to other districts/abroad)• Batch 2: Considering available data, 99% of the participants were enrolled in formal education after one year (missing information for 2% of participants) <p><u>Achievements - School performance</u>:</p> <ul style="list-style-type: none">• Batch 1: 94% of the children for whom information could be obtained, passed the final exam at the end of their first year in formal education; 12% with distinction, 29% being in the first division												

Vocational Training													
Indicator	Life of project target	Life of project actual	% of life of project target	June 2012-May 2013			June 2013-May 2014			June 2014-May 2015			Variance explanation
				Annual target	Annual actual	% achieved	Annual target	Annual actual	% achieved	Annual target	Annual actual	% achieved	
400 disadvantaged youth between the age of 15 and 22 participated in the VT programme over three years	400	587	147%	200	197	99%	200	228	114%	0	162	--	Intense fundraising efforts were undertaken that helped to secure funds for a third batch of vocational training.
	<u>Caste affiliation</u> : 48% Dalit, 29% Janajati (indigenous minorities), 13% Chhetri, 7% Brahmin, 2% other, 1% missing → 77% from the most marginalised groups (i.e. Dalit, Janajati) <u>Gender distribution</u> : 68% girls; 32% boys												
First year beneficiaries have found gainful (self-) employment	75%	86%	115%	25%	27%	108%	65%	71%	109%	75%	86%	115%	
	<u>Employment status (details)</u> : Of the 197 beneficiaries, 25% are employed and 61% self-employed												
Second year beneficiaries have found gainful (self-) employment	75%	79%	105%	n/a	n/a	n/a	n/a*	n/a*	n/a*	75%	79%	105%	
	<u>Employments status (details)</u> : Of the 228 beneficiaries, 26% are employed and 52% self-employed * The training period had just been concluded at the time of the data collection in May 2014.												
Third year beneficiaries have found gainful (self-) employment	75%	88%	117%	n/a	n/a	n/a	n/a	n/a	n/a	75%*	88%*	117%*	
	<u>Employments status (details)</u> : Of the 165 beneficiaries, 26% are employed and 62% self-employed * Data from November 2015												



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