PEAK! (Partnerships for the Equity and Access in Kapilvastu)

(The Perspective of an External Evaluator)

31 January, 2020

PEAK in Kapilvastu: Why Mayadevi and Suddhodhan?

- A district in the Western Tarai region, with lower HDI and GDI ranking
- According to the DCC, there are 471 schools (406 community-based and 65 institution-based), and 528 CDCs, 135 Madrasas, and 8 campuses/ colleges.
- The DEO maintains that around 15% of the total school-going population is yet out of the school in 2018
- A worst condition of out of the school children (OOSC) despite there have been some nation-wide improvements in the education sector.

	Nepal	Kapilvastu	Mayadevi RM	Suddhodhan RM
Population	26,494,504	571,936	42,218	45,201
Literacy rate	65.9	55	49.32	48.17
Male literacy	75.1	65	59.79	60.31
Female literacy	57.4	45	38.81	35.98

Efficiency and sustainability

- Government ownership of the PEAK! Actions (through DEO and RMs)
- **'Welcome to School (WSC)'** campaigns and walk to school campaigns each year
- Implementation of a '**Food in School Program'**
- Community learning centers
- Legal recognition and exposure of the CSOs
- Network of CSOs
- Collaborative works of CC, PTA, SCPC, CECG, and SMC for the reduction of OOSC and dropout rates

# Relevancy, and effectiveness of PEAK! Actions

- The CSOs as changing agents

- Children participation

- Role of mothers and parents

- Out of school children (OOSC)

- CECG women to women empowerment

- Focal teachers to capacitate other teachers in promoting child rights and quality education

- Sister to sister for girls empowerment: Big sisters and little sisters

- Joyful teaching for learning improvement: both for teachers and students

Characteristics of PEAK! Actions

The approaches

- An integrated approach
- Participatory approach
- Multi stakeholder approach
- Empowering local people and civil society as actors of change
- Peer to Peer Approach

The capitalization of 'Good Practices'

Integration	Multi-stakeholder
Collective empowerment	Peer to peer

Good practices
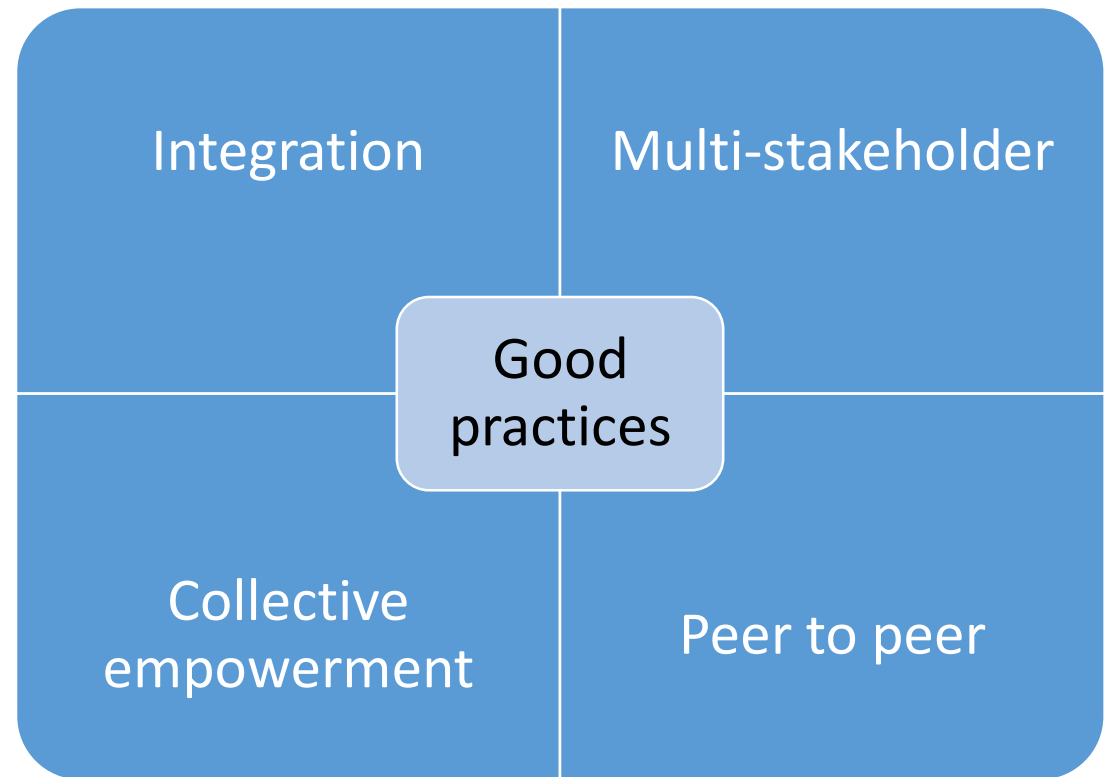
1. Multi-stakeholder approach

1) The Project Actors (outsiders): WW, EU, and POs (SSDC & GAN)

2) The project intermediaries: DEO and RMs

3) The Project Stakeholders (insiders)
   - ❖ CSOs
   - ❖ SCs, including SMCs, teachers, focal persons etc.
   - ❖ PTA and SCPC
   - ❖ CCs

Involvement of local govt

Action actors

Multi-Stakeholder

Mutual collaboration
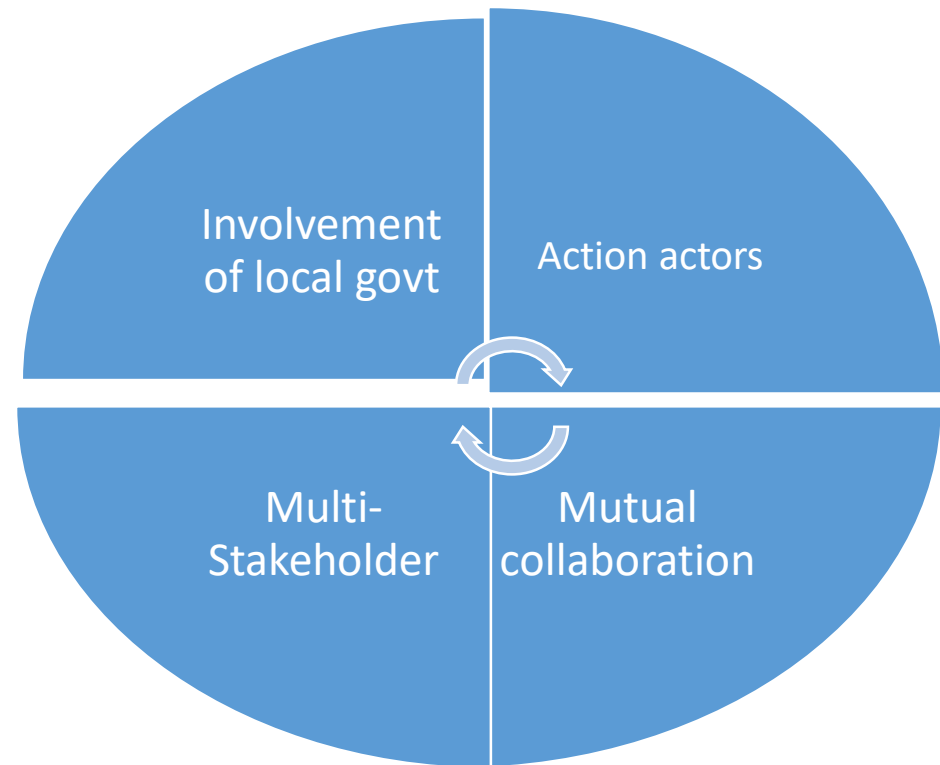
2. Integrated approach

- This approach includes both hardware and software parts of social engineering, i.e. social-cultural, economic, and infrastructural components so as to enhance the quality of basic education.

- Income Generating Activities for families and schools
- Children Education Concern Groups and parents' involvement (CECGs)
- Capitalization in Education
- Inclusion of Girls and the Children with Poor Attainment
- Creating Child Friendly Learning Environment

Integrated approach…

3. Collective empowerment approach

- CSOs have been considered as change agents in the different kinds of social, cultural, economic and political changes in society.
- The role of change agents seems to be vital for structural changes in educational sector.
- This notion has truly articulated and well featured in the PEAK Action. Ideologically, the notion of 'empowering people' has been its core theme.

4. Peer to peer approach

Description of the Activities

- **IGA for families and schools – economic dimension**
- **CECG and parents involvement – social & cultural capitalization**
- **Capitalization in Education: PTA and SCPC**
- **Inclusion of Girls and the Children with Poor Attainment:**
- **Creating a Child-Friendly Learning Environment**
- **Involvement of Government: DEO and RMs**

Some success stories

Case-1: Social prestige and IGA (Saloon barber, Ramdayal Rayadas, 35, Suddhodhan, Kapilvastu)

Case-2: IGA (Kirana Shop): Most successful IGA type (Shova Mallaha 65, Suddhodhan-5, Kapilvastu)

We are gaining more than the material supports

… I am also a president of CLC Network, Kapilbastu, I feel that the PEAK Action has done very effective works in our community in education sector, as well as sustainability of the organizations like our CLC. We have got training in 5 different topics as well as on proposal writing. We submitted the proposals to Rural Municipality and got funding.

FGD with representatives of Pakadi CLC (Mayadevi RM-1, Pichurkhi)

Case 3: What we can not do?

Previously, there was a tradition where fewer girls were sent to the schools, and we [women] rarely used to come to outside their home but now we can talk to anyone and learn from the society. We have been becoming members of different social organizations such as SCPC and CECG. Eventually, we have learned many things about the value of education, the importance of nutrition and what a child's right is. This is indeed from the PEAK!! (Imita Dhobi and Manju Rayadas; Haribamsha PS, Chakarchauda, Kapilvastu).

FGD with representatives of SCPC and SCEG at Haribamsha PS, Mayadevi, Kapilvastu

Big sisters are changing the life of small sisters

… We frequently visited parents and counsel them to send the girls to schools, then they agreed and started to send girls regularly. In the initial times, the little sisters were weak in study and they used to scare to speak out. Now, they are doing better in their study; couple of them became first in the exam results too. Now, their parents also started to give the reason "why girls should study?" We are happy with the progress they have made.

[Mamta Pandey, Shruti Kumari Pandey and Jatta Kurmi Big Sisters, Nepal Rastriya BS]

FGD with representatives of Big sisters

Empoweremnt, awarenness and learning performance: Achievement of Peer to Peer approach

The story of the OOSC children

- OOSC—as a product of political and socio-economic structure of the project site of PEAK! actions
- The number of OOSC in the target area is reduced significantly, only to 13. Suddhodhan has declared as 100% enrollment RM
- Both the Rural Municipalities don't have separate Education Plans (RMEP), though they have formed committees for formulating the RMEP.
- There is an issue of OOSC and dropout students in both policy as well as project level interventions

The evaluation and capitalization: Summary Result

Performance scoring summary											
Relevance	1.1	1.2	1.3	1.4	1.5	1.6	1.7a	1.7b	1.7c	1.7d	1.7e
	🟩	🟩	🟩	🟧	🟧	🟩	🟩	🟧	🟧	🟩	🟩
Efficiency	2.1	2.2	2.3a	2.3b	2.3c	2.4a	2.4b	2.4c	2.5	2.6	
	🟩	🟩	🟩	🟥	🟧	🟧	🟩	🟩	🟩	🟩	
Effectiveness	3.1	3.2	3.3	3.4							
	🟩	🟩	🟩	🟩							
Sustainability	4.1	4.2	4.3	4.4	4.5	4.6	4.7				
	🟩	🟩	🟩	🟧	🟥	🟥	🟩				

Conclusions and recommendations

- A project enacted in the 'real' field site, i.e. Kapilvastu and its two RMs

- Most of the target indicators have been accessed

- No significant variation in the budget allocation and actual expenses; and can be full balanced till the termination

- Relevant, contextual, efficient and sustainable

- Need to extend or continue, given the availability of resources and sufficient time of project cycle

- Recommendations: General, Strategic and Specific