

# Evaluation Report

of

## Dalit Girls Education Program, 1998-2021



Submitted by

Suresh Bhattarai, Lead Evaluator  
Samatamulak Bikash Tatha Manaw Sansadhan Pvt. Ltd, Kathmandu, Nepal  
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Cover Picture: Alina BK, one of the girls under the DGEP, aspires to be a cricketer in the future (Photo credit: Alina BK).

# Acronyms

CBS :	Central Bureau of Statistics
CN:	CHILDREN Nepal
DGEP:	Dalit Girl Education Program
GNHA:	German Nepalese Help Association
GoN:	Government of Nepal
IGA:	Income Generating Activities
PMC :	Pokhara Metropolitan City
PTA :	Parents Teacher Association
SBMS :	Samatamulak Bikash Tatha Manaw Sansadhan Pvt. Ltd
SMC :	School Management Committee
SWC:	Social Welfare Council

# Acknowledgments

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# Executive Summary

This document is an evaluation report of the Dalit Girl Education Program (DGEP). The evaluation was conducted by Samatamulak Bikash Tatha Manaw Sansadhan Pvt. Ltd (SBTMS). DGEP is being implemented since 1998 to date and this assessment covers the entire duration of the program. DGEP is being implemented in Pokhara (and has extended to Parbat District for the last two years) by Children Nepal (CN). The program is financially supported by the German Nepalese Help Association (GNHA). CN has been implementing several community-oriented programs for underprivileged children, however, this evaluation focus only on the DGEP and other programs coincide to DGEP. Further, it's worth taking note that the central objective of DGEP is identical to the CN institutional passion. The program and CN evolved together hence understandably one has influenced the other, hence it was a challenge for the study team to put a sharp delineation to credit program or institution for the achievement or the failure. However, the team has tried its best to acknowledge the contribution of the program and organizationally both separately and jointly as appropriate. Finally, the Dalit<sup>1</sup> girls who received support from the program are referred to simply as "girls" throughout the report.

The evaluation was conducted to access to adjudge how far the program has been successful in contributing to the education of socially outclassed and

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<sup>1</sup> The term Dalit is a self-applied concept for those called the "untouchables" and others that were outside of the traditional Hindu Caste hierarchy

financially challenged Dalit girls. Additionally, the assessment also explored the associated risk, sustainability of the program and explored the need for timely readjustments.

The assessment process was started by developing a small database to categorically collate and enlist the details of all the girls supported under the program. The database was the gateway to several other steps. Several girls were chosen using the stratified random sampling method to ensure independent assessment. The initial selection was refined using the additional criteria before the field level assessment.

More than 30 girls, who benefited from the program between the project period, were physically visited or and interviewed using both structured and open questions. Some of the girls who couldn't be visited due to various reasons i.e., out of the country, out of the district, or physically not well were later contacted applying the virtual method. In the aftermath of the field visit, an extensive meeting was conducted with both CN and GNHA officials on the various aspect of the program. Finally, several secondary information from technical and financial reports, formal and informal sharing also contributed to preparing this report.

The salient findings from the impact evaluation revealed the following.

## **Key Findings**

### **Girls**

- All the girls credited the program for their education status.
- Not a single complaint was recorded
- Credited the program beyond the education i.e., personal development



- Several wishes to replicate the help like that they received from other children
- Almost all the girls presented themselves with a credible level of confidence

### **Parents**

- All the parents expressed indebtedness to the program.
- No significant concerns and complaints were recorded.

### **CN / Staff**

- Emotional attachment to the girls and their parents i.e., CN staff knows most of the girls individually and their current address and status
- Structured and regular tracking the progress of the girls i.e., area assigned, school visit, talk with teachers over the status of Dalit girls' education performance.

### **Conclusion**

The program has set up a good precedence of "positive biasness" in limiting the support to a socially outclassed section so understandingly draws a concern of focusing on "caste" and overlooking "class" of equally unprivileged others. However, the program focus is a "class" among the caste i.e., the most underprivileged "class" among the "caste". The program has been highly effective, both CN and GNHA deserve credit for taking timely action to support the girls who otherwise would never go to school. The bondage established between the CN and the girls is quite praiseworthy.

Nevertheless, the support strategy, structure, and mechanism have been very much the same since its beginning, some of them need timely adjustments.

1. Improve the education system by improving the quality in the

classrooms of the schools. Make proactive measures to take the learning at a higher level. Make the "SMC/PTA" a strategic partner. Explore opportunities to contribute to SDG 4

2. The selection process needs timely revisions. Guidelines on higher studies must be revised to avoid potential conflict, periodic review of the financial status of the supported family to adjudge whether they still need financial support.
3. CN policy not to handover cash but support in "kind" working modality should continue
4. Alternative arrangements for girls who struggle or discontinued the formal education
5. Shift focus to report more on impact and less on activity. Develop a mechanism to ensure feedback and learning are recorded and acted upon.
6. Explore for a mechanism to measure impact beyond the target group
7. Invite past graduates to improve the program's reach and effectiveness. Continue capacity development approach, invite inspirational figures
8. Education is a part of "integrated child development". CHILDREN Nepal has excelled in "child development" with activities beyond formal education. Thus, this comprehensive "child development" model should continue
9. Arrange appropriate skills training for staff IT and child development. The digital tracking system, app-based, to monitor the child progress will further contribute to child development

10. Ensure the dignity of the child is respected and maintained at all costs

# CHAPTER 1: INTRODUCTION

## 1.1. Background

The education support to the underprivileged girls started several years before being started as a formal program. Two-decade back, the political-socio-economic landscape of Pokhara and its surroundings were completely different. When the idea was conceived and put into practice the PMC then was a small town, with moderate physical, economic, political, infrastructure. However, the decade of the 1980s saw

Pokhara in general and the city area in specific start growing into mini-cosmopolitan. The multi-dimensional change had both implicit and explicit impacts on the social wellbeing of its inhabitants

including the people of concern i.e., Dalits. The initiative was started in the mid-1990, as a social campaign to educate the children of the poor. In CN executive words the beginning was with "nothing" i.e., no technical know-how, no resource, no external supporting hands, and no infrastructure.

Contact center i.e., open ground and later moderate room, was the first "infrastructure" where the children of the daily wage worker were invited to "learn". Most of the elder children served as a default "guardian" to their sibling hence start attending the contact center with infants. Later, the initiative



*Figure 1: Dalit girls and other underprivileged children attending CN Contact Centre activities at the end of 1997*

was made to build a make-shift room to learn for "grown" one and arrangements for their "young siblings" in the other. Generous people supported the initiative with the occasional support of food items for the children.

## **1.2. Historical Review**

### **Program area, economy, and demography**

Pokhara is the capital of Gandaki Province and headquarters of the Kaski District hence the PMC hosts most of the administrative offices. Located 200 kilometers (120 miles) west of the capital, Kathmandu, the city is best known as the tourism capital of Nepal.

The PMC has been a base for trekkers undertaking the Annapurna Circuit through the Annapurna Conservation Area region of the Annapurna ranges in the Himalayas. The city is also



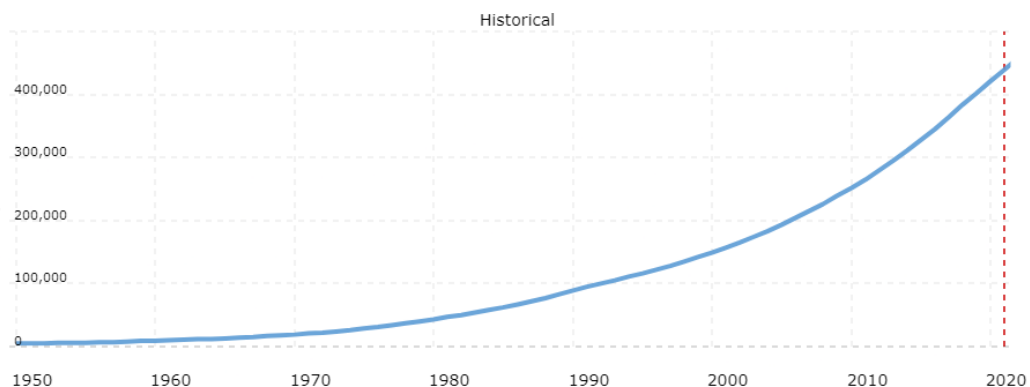
*Figure 2: Children living in slum in Pokhara in 1998.*

home to many of the elite

Gurkha soldiers, soldier's native to South Asia of Nepalese nationality recruited for the British Army, Nepalese Army, Indian Army, Gurkha Contingent Regiment Singapore, Gurkha Reserve Unit Brunei, UN peacekeeping forces, and in war zones around the world.

Pokhara Municipality was established in 1960, a ministerial-level decision in 2018 transformed the municipality into Pokhara Metropolitan City. The

municipality, the largest among the municipalities in Nepal, is administratively divided into 33 wards, again a national record. According to CBS data of 2011 the total population of PMC is 4,13,397, the population has recorded a surge since the 1980s.



*Figure 3: Population of PMC (Source: UN World Population Prospect)*

The surge is attributed to the economic activities i.e., the lucrative tourism industry, and greater road connectivity to adjoining areas. Thousands of economic migrants from the adjoining area and other parts of the country rushed to the PMC, the city of immense economic prospects.

Like the rest of the world, the economic growth across PMC was highly skewed leading to an increase in urban poverty and subsequently the number of poor. The poor families struggled to meet the ends. Food and shelter univocally topped the priority, leaving other requirements like education is something that they can live without.

UNICEF estimates nearly 7,00,500 children, of age 5-12, are out of school in Nepal. Estimates believe the percentage of girls is significantly higher compared to the boys. Generally, the girls are subjected to multiple discriminatory

practices i.e., social, caste, and gender. The girl experiences discriminatory practices from infancy even within the family, they are expected to assist a mother or act as a babysitter at a quite young age. Further, among girls the status of the dalit<sup>2</sup> girls is dismal. They are bottom in nearly every aspect of the social indicator.

### **I.3. Evaluation Objective**

The overall objective of the evaluation was to assess the impact of the program, the specific objective was:

1. To find the accomplishment of the target set by the project for its documentation,
2. To examine the effectiveness of the program implementation to achieve the expected outcome of the project that will focus on shortfalls and deficiencies of the project that emerged during the project implementation,
3. To identify the impacts as changes made by the program on girls, their families, and society as desired results envisioned by the project,
4. To identify the areas of the improvement of the project based on the implementation process and lesson learned from the project,
5. To prepare the recommendation based on the nature of the program, its implementation effectiveness, and impact identified and supported by the case studies.

### **I.4. Scope of Work (SoW)**

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<sup>2</sup> The term Dalit is a self-applied concept for those called the "untouchables" and others that were outside of the traditional Hindu Caste hierarchy

- 1 Review of the project documents i.e., project proposal, contract with a partner organization (NGO), planning framework, needs assessment reports, baseline study reports, progress reports, and project completion report. The review of the project documents will be the basis for improving the evaluation study design.
- 2 Development of the evaluation instruments and their finalization incorporating the comments obtained from the contracting agencies/GNHA and external experts as mentioned in the study proposal,
- 3 Prepare an appropriate working procedure for the study team to complete the work as scheduled.
- 4 Prepare the experience of the project implementation related beneficiaries, communities, and officials of the I/NGO and implementing NGO in coordination with district and central level organizations,
- 5 Carry out the fieldwork to collect data from the project district as scheduled and analyze the field data.
- 6 Prepare the draft evaluation study report based on the review of the documents, field data and share with the contracting agency and external experts to their review,
- 7 Finalize the evaluation study report incorporating the comments received from the contracting agency and external experts.
- 8 Make presentation of the key findings of the evaluation study to the contracting agency and improve the study report incorporating their comments and



- 9 Submit the final evaluation study report to the contracting agency following the guidelines of the contract document.

### **I.5. Major Component of the study**

The evaluation study of the project was within the framework of project design, implementation process, impact, and future direction for empowering Dalit girls and mainstreaming in the formal education system. The main components of the evaluation study based on the project design are the following:

<b>SN</b>	<b>Study Component</b>	<b>Subcomponents of the project</b>
1.	Project district	Pokhara Metropolitan City of Kaski district
2.	Target group	Dalit, Sukumbashi children of Disadvantaged Group (DAG), helpless children of the community
3.	Coordination and networking	Development organizations, local-based organization (CBO), Education Development and Coordination Unit (EDCU), participation in meeting organized by EDCU, I/NGOs, Development Organizations
4.	Project management	Conduct the meeting of District Level Project Advisory Committee (DPAC), report preparation and sharing of the progress, improvement of the project implementation using the suggestions provided
<b>5.</b>	<b>Education to Dalit Girls</b>	
5.1	Education support to Dalit girls up to grade 10	Education to Dalit girls from grade 1 to 10 provided since 1998 to date and continuing to 2020. The specific project activities include the following: <ol style="list-style-type: none"> <li>(a) School/college admission and re-admission and school fee payment, School admission and re-admission and school fee payment,</li> <li>(b) Provide school uniform and educational materials and medical/nutrition supplies,</li> <li>(c) Organize creative activity, education tours, mobilization of child club,</li> <li>(d) Facilitate parents' meetings and conferences,</li> </ol>

		<p>social training/ orientation, education exposure</p> <p>(e) Tours. Facilitate family income generation and Co-operative's activities,</p> <p>(f) Organize Goal setting workshops such as career counseling, different kinds of girls,????</p> <p>(g) Empowerment camps, life skill workshops for capacity building, Teacher training and school support for classroom management,</p> <p>(h) Organize health education and health check-up and counseling to girls and their families, and</p> <p>(i) Other unexpected aspects if any</p>
5.2	Higher education to Dalit girls	Support provided to Dalit girls to get higher education since 2010 to date: continuing to 2020. This support ranges from 10+2 to master's degree though varies the quantity of enrolment and success rate.
6.	Capacity building of Dalit girls	The fields of the capacity building were tailoring, waitress, health assistant (HA), computer education/training, community medical assistant (CMA), trekking guide, and beautician.
7.	Dalit outreach (Income Generation) project	This program includes fruit & vegetable, metal shop, tailoring, poultry farming, electronic repair, meat shop, Kirana Shop, tea shop, clothe shop, electronic shop, and pig raising.
8.	Suryamukhi Agriculture Cooperative	This project includes running a cooperative for the Sukumbashi family as an agriculture cooperative to improve their livelihood.
9.	Capacity building of disadvantaged women	This program encompasses technical education support to disadvantaged women. The areas of technical education (AG, HA, ANM, staff nurse, Lab, veterinary)
10.	Education materials distribution	Distribution of educational materials to Dalit girls in the project area and usage of the reading materials.

### 1.6. Limitation of the Study

DGEP is being implemented in the Pokhara Metropolitan City, Kaski, hence the study is confined to the pre-defined geographic boundary. The study focuses on the data collection in the project area based on the sample size under the framework of the project design and implementation. The following are the key limitation of the study:

- If some of the beneficiaries sampled for the study could not meet during the field visit that will be replaced by other informants of the same location.
- The project staff of implementing partner (NGO) might have left the organization so that the staff who are available in the NGO and knowledgeable about this project accepted as informants for data collection of this study.
- The study will be within the framework of project design (objective, implementation process, and desired results), its implementation process, and impact level based on qualitative and quantitative generated data that will be secondary and primary information.

### **I.7. Study Period**

The total duration of the evaluation study was set at four months from the date of signing the contract. The original agreement required the assessment be completed by the 15<sup>th</sup> of July, coinciding with the end of the fiscal year.

However, at the signing moment, the threat of COVID-19 disruption to the study period was anticipated, hence, a provision was included for possible time readjustments. As anticipated, the COVID-related travel restriction disrupted the plan, and the assessment was temporarily suspended. When the situation improved and restrictions on the field movement eased, GNHA and SBMS

mutually agreed to revise the study period till 31<sup>st</sup> August 2021.

### **1.8. Privacy & Safety**

During the entire evaluation process, the study team demonstrated a high degree of professionalism to all respondents that were visited or requested for the contribution. Before the interview, to ensure optimum sensitivity of each respondent were shared the purpose of the visit. Verbal consent was taken to take the photograph and quote them in the report as appropriate. Further, each respondent was explained that they have all the right to choose to deny answering any question without stating the reason. Further, amid COVID 19, the team abide by the health protocol set up by local administration during the travel, interactive discussion workshop, etc.

# CHAPTER 2: STUDY METHODOLOGY

## 2.1. Study Design

The DGEP program has been an unconventional undertaking, it started as an informal social initiative hence is both distinct and different from the conventional community-orientated projects. Unlike the regular social development project, this program doesn't have a formal proposal, log frame, no long-term target, etc. The entire program is shaped by an incremental evolutionary process of realization, learning, and periodic improvement. The formal assessment won't have done justice to this program hence the assessment methodology was customized to ensure personal/institutional passion, social perception, technical/financial input, perception of beneficiaries, accomplishments, failures, oversight, and shortcomings are appropriately assessed, measured, analyzed, and documented.

Though no sharp delineation was set for the assessment, however, the entire study can be broadly discussed into four stages

1. Initial Phase
2. Interview Phase
3. Discussion
4. Validation and Valediction

### **Initial phase**

The early part of the process started with the interaction between the GNHA

and the study team. GNHA explained about the organization and their expectation from the evaluation, explained about the implementing partner i.e., Children Nepal. Additionally, the lead evaluator was invited to have a meeting with Mr. Andreas Falk, the president of GNHA, who shared some historical recollection and expectations from the study. GNHA arranged and facilitated a virtual meeting to introduce the study team to CN and vice versa. CN team, led by the executive director, shared a comprehensive overview of the organization and DGEP. The initial meeting agreed to develop a database of the beneficiaries' girls. A data collecting format was designed and was shared with CN, the format proposed to collect the current status of the girls on several parameters. The form was designed to provide instruction to collect information using multiple options. After several rounds of consultation, using various means of communication, a final database format was agreed upon between GNHA, CN, and the study team. An orientation was conducted for the people on making entries to the database and submission. Some technical issues with the collection format were sorted out.

The CN staff collected all the information, made a digital entry, and shared it with the study team. Once the database was completed, the entries were checked for missing information and errors. Some of the information couldn't be found, however, they didn't have much impact on the overall study purpose.

### **Interview Phase**

The database compiled the information on 19 different parameters of 528 girls who were supported under the program. Using stratified random sampling, 111 girls from all parameters were selected, apart from that 4 case studies were selected from different fiscal years. The list was shared with both GNHA and CN

Nepal.

Before the commencement of the interview, an interaction meeting was conducted with the Youth and Family Welfare Section of CN for the final selection of the girls to be interviewed, further, the section was provided with an opportunity to showcase any outstanding case that they would like to be part of the assessment. A series of criteria was agreed between the study team and Youth and Family Welfare Section of CN to avoid homogeneity, ensure geographical spread, availability in Pokhara, could be visited during the pandemic, be willing to talk with the study team, benefited in different timeframes, those who are currently in school and now in higher studies, professionally successful and professionally moderate or failed, supported for long and short time support, different socio-economic status, bright and challenges, currently abroad, etc. Finally, a final list of 30 girls was selected, most of the girls were physically visited, some were contacted via phone and other social media.

- [Questionnaire to the girls:](#)

A set of checklists and questions was used to have an interactive discussion with the girls, the questions were both structured and open. Each session lasted for 15-20 minutes, and the family member was invited to join & compliment the response. To avoid any type of influence, the CN colleagues were requested to stay away physically during the interview.

The closed question focused on how they came in contact with the program, the selection process, how long they were supported for, what support did they received, how they did / or doing with their studies, what are the other support they received from the program, their communication status with the CN, their experience currently with the digital education, etc.

The open discussion was on the family setting, their future aspiration, and where they would have been without the support of the program. Further, the study team randomly requested the student to show their exercise book and note copies.

- **Observation checklist:**

During the interaction, observations were also made on the physical surrounding i.e., sanitation and household condition.

- **Informal interaction with the CN staff:**

During the travel and lunch break, the study team also had informal talks with the CN staff on their experience with the program, girls, and their parents. Several exciting, frustrating, and new ideas were shared also contributed to the assessment and shaping of the recommendation.

## **Discussion**

Series of discussions were conducted on the different aspects of the program with both CN and GNHA. An exclusive discussion was arranged soon after the field visit with the CN executive director and the staff of the youth program. The objective of the discussion was to understand the whole program from the CN perspective. The study team was shared the evolution story of both program and the organization. Further, the study team was helped with clarification on the issues identified and overheard during the field visit. Finally, two extended virtual meetings were conducted with a focus on CN working relation with GNHA, accolades and concern, mechanism of feedback practices and way forward of CN as a whole, and the nature of the program in particular. An extensive meeting with the GNHA country representative was conducted to understand the program from the donor representative. The meeting focused on GNHA's overall impression and future thoughts on similar programs.





## **Validation and Valediction**

The draft report was shared with both GNHA and CN for feedback, comment anything that they deem that adds value to the report. In light of the comment received the report was edited to address the concern or add clarity. Both GNHA and CN validated the information included in this report.

### **2.2. Limitations of the Study**

Apart from the anticipated limitation at the beginning, a few other limitations also surfaced

- (a) Due to the pandemic, the field movement and interview were conducted in a cautious setting, so a normal sharing environment was compromised.
- (b) The schools couldn't be visited due to the government enforced lockdown hence teacher perception couldn't be taken
- (c) The "control group" would have been ideal to establish a comparison however clustered settlements of the underprivileged that was completely overlooked by government and development agencies couldn't be found.
- (d) The discreet number of girls supported don't add up to the same to the one compiled in the data base. The reason being the annual surpluses, in consent with GNHA, has been used to support beyond originally planned.

# CHAPTER 3: STUDY FINDINGS

## 3.1. Background of information source

The finding presented in this section is collected from various sources i.e., database, interview with DGEP supported girls and their families, annual reports, series of formal and informal interaction with CN and GNHA officials. The finding has been kept in line with the study objective however new section or sub-section has been added to add clarity.

## 3.2. Implementation, phase, highlights, and learnings

The children Nepal and the DGEP program grew together, the growing phase can be viewed in multiple phases. In its journey of more than two decades, the program has seen changes, much of those changes were minor nevertheless there are being few notable moments.

### 1998 August – 2000 July

During the two years, 30 girls were supported under the program. The highlights of the phase were

- The savings program started with the collection of Rs. 20 per person/per month
- Parent meeting and interaction, consultation
- Teacher meeting and interaction
- Additional classrooms were put on operations



*Figure 4: Dalit girls members with other Child Self Help Group members performing drama in street of Pokhara in 2001*

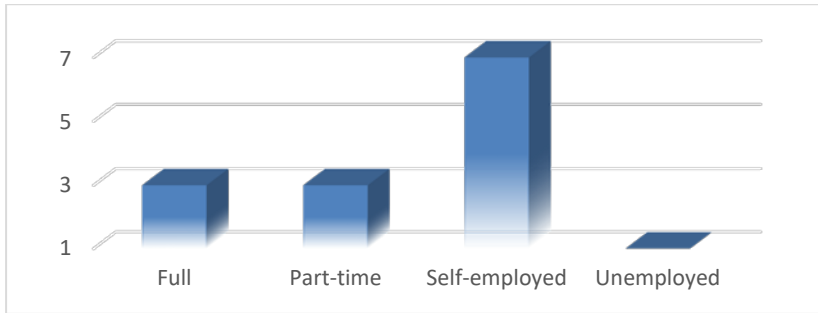
- Girls meeting and interaction
- Psychosocial counseling for girls and families
- Health camp for general treatment, emergency assistance
- Excursion to exciting and the places of historical importance
- Creative activities such as dancing and painting
- Educational materials, fees, dress distribution
- School enrollment campaign
- Home and school visits

### **The learning of the phase**

- Apart from supporting the needy girls for education, it is equally important to support income-generating and business-oriented skills training for the whole family.
- Motivation to the girls through creative activities empowers them in revealing their inner talents.
- Facilitation towards enabling in accessing credit is an effective method for families with skills but insufficient funds to run their business.
- To reduce various kinds of violence and problems including corporal punishment of children in the name of discipline, children's groups should be formed and mobilized. They need to be empowered to increase their self-confidence

Though 30 girls were support during the period, however information about the employment status was found of only 14 of them. The following table illustrates the current employment status of the girls who could be reached. It

was reported that 8 of them own their business.



*Figure 5: Current employment status of the girls supported between 1998-2000*

### **August 2000 – July 2005**

During phase 45 girls were supported under the program. The highlights of the phase were

- Children trained for drama and performance
- Children participated in the folk dance competition
- Religious platform *Bhailo* was used to raise awareness and fund
- Girl's self-reliance group formed and mobilized
- IGA support extended to 15 families



*Figure 6: First 30 girls who were admitted in public schools in 1998*

### **The learning of the phase**

- The awareness among the girls must be complemented with

technological advancement with technical and vocational education.

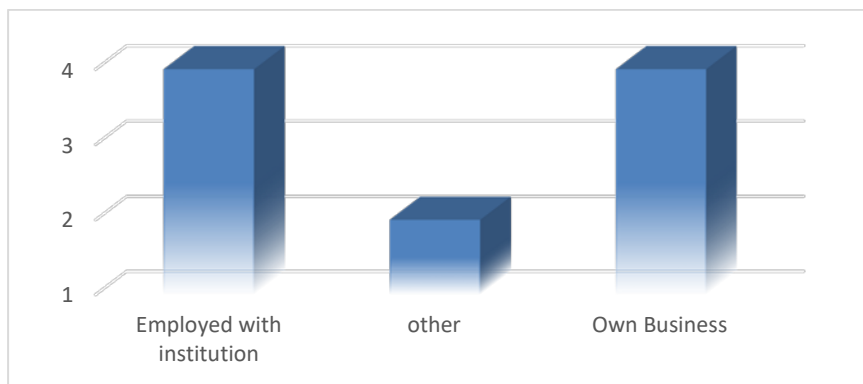
- To ensure child-friendly learning at schools, teachers should be encouraged to engage in participatory teaching and learning.



*Figure 7: psychosocial counseling with family of girls in 1998 to encourage mothers what she wants to do for income generation*

- Children should be encouraged to write success stories to inspire themselves.
- Enforcement may lead adolescent girls in making wrong choices, hence they must be guided according to their interests and abilities.
- Several girls perceive completion of education is over after high school, they must be explained that getting a job would be difficult and further they would remain underqualified. Hence, in addition to continuing with their study, they must be complemented with the English language and working knowledge of computers.
- Skill training would be the best alternative for those who have not been able to attend school regularly due to family problems (being the eldest daughter or other problems) or got married at an early age or were overlooked/abandoned by their parents.
- Girls must be praised for their attainment i.e., securing good marks, cleanliness, attendance, regularity in school and institution, etc.

Though 45 girls were supported during the period, however information about the employment status was found of only 10 of them. The following table illustrates the current employment status of the girls who could be reached. It was reported of them 4 of them own their business.



*Figure 8: Current employment status of the girls who were supported between 2001-2006*

### **August 2005 – July 2010**

During the five years, a total of 85 girls were supported, out of that 75 were then enrolled from 1 to 10 class, whereas 10 girls were enrolled for higher education. The highlight of the five-year phase was

- Teachers, from the school then attended by the girls, were selected, and trained on the participatory teaching at Rato Bangla Foundation, one of the most reputed educational institutions in Nepal. 2 staffs of Children Nepal were trained for a year and further 2 teachers from each school were trained for 3 months.
- 10 girls were supported to higher education and further assistance was extended for professional education
- Computer skill training for girls

- Appreciative activities
- Vocational Skills Training (from January 2005)
- Awareness and engagement in the campaign "The rights of children in the constitution"
- Conducted health camp to raise awareness on reproductive Health
- Life skills training
- Writing and compilation of "Very useful story"
- Court Drama Training and Performance
- Goal setting workshop to ensure every girl's life attainment target is prepared.

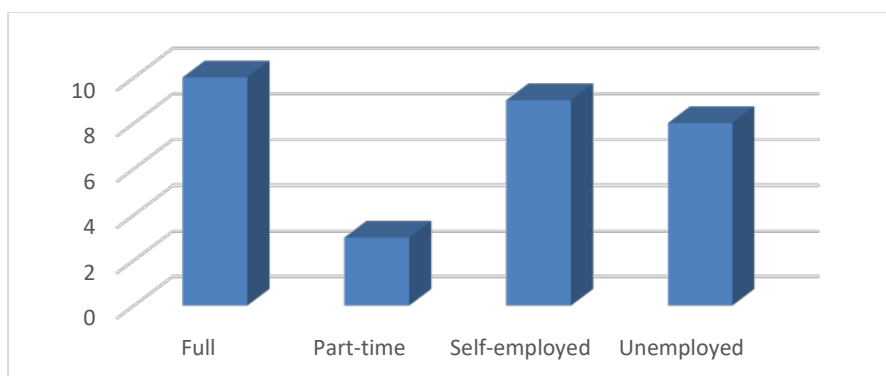
### **The learning of the phase**

- The family arguments are mainly due to financial and other reasons, domestic violence is seen across and nearly all the family is harming girls. To reduce such feuds, the family should be encouraged to cultivate peace in the family through the practice of peaceful culture and activities.
- A written agreement is required for girls, youth, and families, and organizations to have clarity on their responsibilities, roles, obligations, and duties.
- The job availability with a high school degree is quite difficult, hence vocational education to cater to the growing need in the market is a viable option.



- Motivation for girls for high education goals must be built over their desires, interests, and abilities.

All together 85 girls were supported in this phase, however, information regarding the employment is reported 30 of them. The following table illustrates the current employment status of the girls. Further, it was reported that 9 of them own their business.



*Figure 9: Current employment status of the girls who were supported between 2006-2010*

### **August 2010-July 2018**

During the phase, a total of 120 girls were supported under the program, out of that 100 were school students and 20 for higher education. Some of the notable highlights of the phase were

- The saving and credit group of family converted into Suryamukhi Agriculture Cooperative and operationalized
- Career counseling through a training workshop
- Household Accounting Management Training
- Training workshop on peace measures

- Higher education support to 10 more girls for Vocational and technical education
- Conducted anti-gender violence activities and participants in the program
- Agreement with children, youth, and families
- Prepared and distributed sanitary packages among girls

### **Learning of the phase**

- The families of the target groups need to be self-reliant to use their skills and abilities to deal with the dangers of epidemics and disasters at any time. Parents and girls need to be able to cope with such situations. Not only sound education but alertness and dedication are equally important.
- The partner organizations should be updated about the program according to the time situation.

### **August 2018- July 2019**

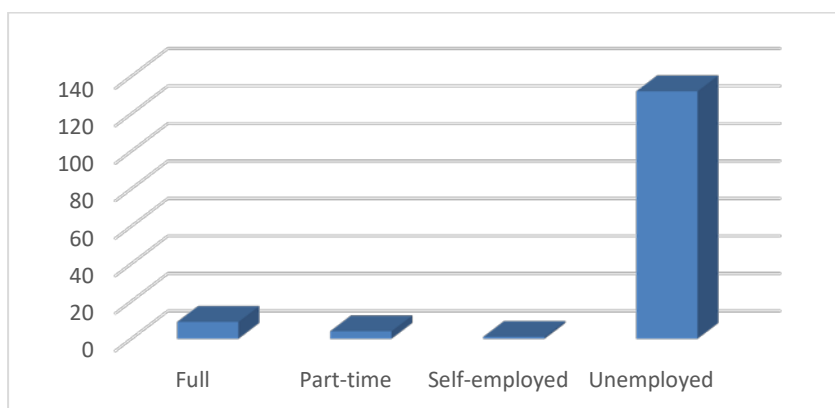
During the phase, a total of 210 girls were supported under the program, out of that 180 were students and 30 for higher education. For of the notable highlights of the phase was

- Sewing machine support to the family
- Computer, mobile, and sports equipment assistance to the girls
- Covid 19 Response relief (food, medicine, and self-study materials for girls)

## Learning

- Inline to change in time and situation, technology-friendly, environment-friendly has grown hence staff must remain updated, consumption food grown without pesticide should be encouraged.
- Success stories and materials must be published periodically for learning and inspiration.

This phase supported 210 girls, out of that majority of the girls are under the education program, students in schools and colleges, however the current employment status reported about 146 of them. The following table illustrates the current employment status of the girls, further it was reported that of 3 them own their business.



*Figure 10: Current employment status of the girls who were supported between 2011-2018*

## 2019 August- 2021 July

During the phase, a total of 260 girls were supported under the program, out of that 220 were students and 40 for higher education. A few of the notable

highlights of the phase was

- Waste and kitchen garden management
- Construction of model classrooms in schools
- Operationalized Learning resource center (art practice, computer, Library)
- Baseline survey of girls and young women and families
- Compilation Publication and distribution of successful case studies and awareness materials

learning

- Discussion on programming for the poorest girls and their families or working to help children through community-centered / school-centered programs

Almost all the girls supported in this period were reported under "not applicable" in employment status.

### 3.3. Target group, selection, and their current status on multiple social indicators

Dalit girls are the sole target of the DGEP program. Starting from 1998 to date,

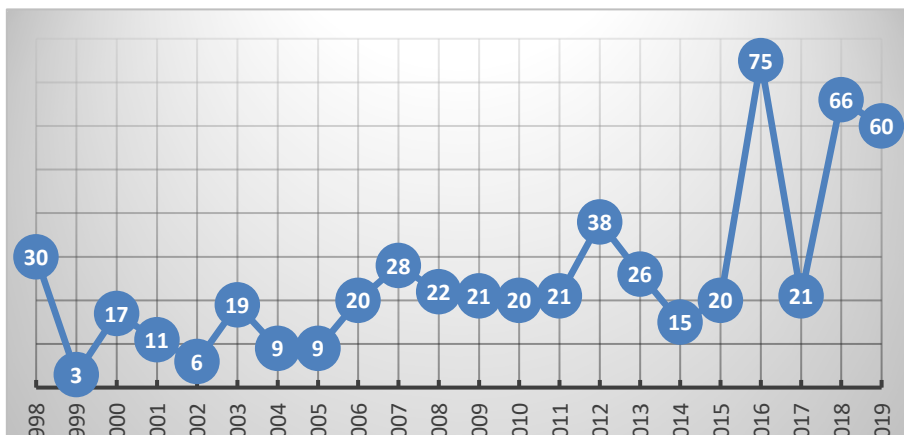


Figure 11 : Graph illustrating the number of girls receiving annual support

528 girls have been extended various support, with education being the prime focus. Many of them are current recipients of the support and are in either school or higher studies. However, several have "graduated" from the program and now are engaged in the next phase of their life. Apart from that family members were also supported with IGA activities. The number of girls changed each year, mainly due to available resources and need.

Annually on average 25 girls were supported, which was a high of 75 in the year 2016.

- Selection process

There is more than one way the girls were selected for the support. In the earlier year, CN with its humble setup was physically closer to the underprivileged children hence initial recruitment used to be quite informal. CN staff persuaded parents to have their children educated, some of them start sending their children. Later on, as the program start growing big and CN assuming a formal organizational setup, the selection process was modified. Many of the girls

The form is titled "CHILDREN-Nepal" and contains the following text in Nepali:
   
श्रीमद बालबालिकाहरूको सामाजिक-एकीकरण मञ्च
   
P.O. Box: 481, Naxos, Pokhara, Nepal. Tel: 031-4210424, Fax: 031-4210422, E-mail: children.nepal@childrennepal.com.np
   
बालबालिकाको व्यक्तिगत विवरण फारम
   
व्यक्तिगत विवरण
   
नाम: \_\_\_\_\_ वर्ष: \_\_\_\_\_ वि.क्र.: \_\_\_\_\_
   
उपनाम: \_\_\_\_\_
   
रुमाकी: \_\_\_\_\_
   
शैक्षिक स्थानको स्थिति: \_\_\_\_\_
   
बालबालिकाले काम गर्ने ठेका: \_\_\_\_\_
   
बालबालिकालाई सप्लाय गर्ने व्यक्तिको नाम: \_\_\_\_\_
   
ठेकाना: \_\_\_\_\_ संसद क्षेत्र: \_\_\_\_\_
   
बालबालिकाको शैक्षिक स्थिति: \_\_\_\_\_
   
सकल सप्लाय गर्ने कारण: \_\_\_\_\_
   
सकल सप्लाय गर्ने ठेका: \_\_\_\_\_
   
पारिवारिक विवरण
   
पति/माता/बाबुको नाम: \_\_\_\_\_
   
आमाको नाम: \_\_\_\_\_
   
शुभको उपासना: \_\_\_\_\_
   
पति/माताको सञ्चालन: \_\_\_\_\_
   
वास्तविकता संख्या: \_\_\_\_\_
   
वर्षको ठाउँ: \_\_\_\_\_
   
आय-माध्यमको मुख्य पेशा/काम: \_\_\_\_\_
   
पारिवारिक स्थिति
   
विवरण प्राप्त गर्ने
   
नाम: \_\_\_\_\_
   
व.क्र.: \_\_\_\_\_
   
पद: \_\_\_\_\_
   
मिति: \_\_\_\_\_
   
बालबालिकाको अभिभावकको उपस्थितिमा प्रमाणित गर्ने
   
Local authority registration (CDD, Kaski), 2019/01-001, Social Welfare Council, Kathmandu Reg. No. 4293

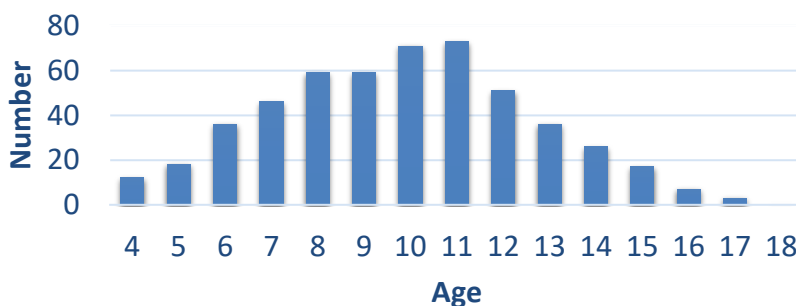
Figure 12 : Individual records of girls

who were interviewed recall hearing about the support program at school. The focal teacher in the school shared the opportunities on behalf of CN. CN has also developed an "agreement" paper to record the status of the children. Once

the request is collected, the Children, youth, and family section verify the claim and the decision made to support it.

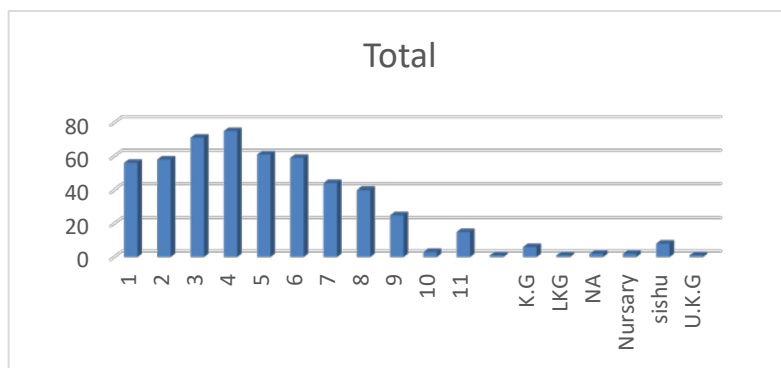
- **Age & Grade at the selection**

Though the range of the age at the point to selection varied, the average age was 10.83, with the youngest being 4 and the eldest being 18. The following table illustrates the age distribution.



*Figure 13 : Age at which girls start receiving support*

Similarly, the range of the grade at the point equally varied. Most of the girls were enrolled in class 4, whereas the support extended to the girls at Sishu, Nursery, LKG, UKG. The following table illustrates the distribution.



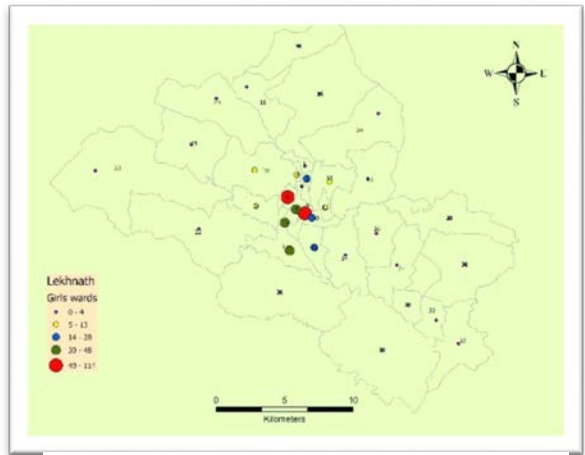
*Figure 14 : Grade at which girls start receiving support*

- **School enrollments**

Subsequently, an agreement is made with the school the girl enrolled stating the financial obligation will remain with the CN. All the girls were from 12 government education institutions across the metropolitan area. Most of the girls supported are from Kalika, Shree Krishna, Kanya, and Sahara secondary.

**Spatial distribution of the girls**

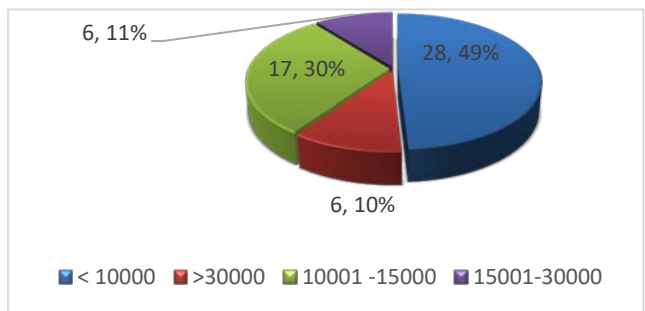
The location of the girls at the point of contact is spread across the PMC. PMC is the largest municipality in Nepal and also the one with a high number of wards. However, the distribution is not uniform, rather concentrated in the middle part of the metropolitan area. The wards in the middle of the PMC are known for economic activities.



*Figure 15: Number of girls from different wards*

- **Employment and Income**

The assessment found 316 girls with different employment statuses. Nearly 12% were reported as "fully employed" and 2% as "partly employed". It was interesting to notice 4% of them are self-employed i.e.,' having



*Figure 16: Income range of the girls*

their own business. Similarly, 57 girls shared the income status, out of that nearly 50% reported having monthly income less than NPR 10000, whereas 10% reported having income more than NPR 30,000.

- **Failures: Early Termination and Expense ledger**

A staggering 198 girls opted for earlier termination of the formal education.

The percentage of the dropout is 38 %, more than one-third of the enrollment.

Some of the notable root causes of the dropout were found to be early marriage, financial stress but the main reason is many of them struggle to get into education with other students with a better education base.

An extremely few families were found making entries on the expense ledger.

Among those who interviewed, only one family was found making entries for a while, unfortunately, that too was found discontinued. Few shared they misplaced the ledger book, and few acknowledged they discontinued after failing to remember to make an entry every day for a long period.

- **Digital divide**

Most of the girls interviewed that they are struggling with their studies since the school turned into digital class during the pandemic-related lockdowns.

There were primarily three types of problems a. not having smartphones b. not being able to afford expensive data packages and poor connectivity and c. failing to understand subject matter virtually. Most of the parents can afford simple mobile phones which do not have internet facilities.

### **3.4. Coordination and networking**

CN is a part of various network and have either taken lead or have assisted in co-working with several institution and networks. The scope of the coordination



and networking goes much beyond the “DGEP” to cover multiple issues surrounding the child-development. The alliance and coordination had and still having both direct and indirect impacts on the DGEP program. To, date CN is linked with 12 different networks or has been a member (annex 2) of various settings. CN has both periodically and actively participated in such settings to explore and influence in making an enabling environment for the children.

### 3.5. Project management

Children Nepal has all set up deemed for a professional organization i.e., Registered with the legal entity, Board, Policies, Plans, Infrastructure, resources,

etc. Further, sections have been formed and entrusted with roles to oversee projects. The DGEP program is placed under the Youth and family welfare section.

The section, led by Senior Program Officer, is entrusted with multiple roles associated with the

project i.e., Technical & financial

planning, technical liaising with donors, selecting eligible girls, taking consent of parents, enrolling the girls to school, ensuring timely allocations i.e., dress, stationary to girls, tracking the progress of girls, arranging the monitoring visits, timely reporting to the donors. The program and the section enjoy a firm backing and backstopping from the executive director who has commendable experience in coaching and training staff on psychosocial counseling, social mobilization, providing quality service to the target group, etc. Finally, the

क्र.सं.	बालिकाको नाम	संकेत	संकेतको स्थान	संकेतको प्रकार	संकेतको मिति	संकेतको स्थिति	संकेतको कारण	संकेतको नतिजा	संकेतको टिप्पणी
1	सुशीला	12	सुशीला	सुशीला	12	सुशीला	सुशीला	सुशीला	सुशीला
2	सुशीला	13	सुशीला	सुशीला	13	सुशीला	सुशीला	सुशीला	सुशीला
3	सुशीला	14	सुशीला	सुशीला	14	सुशीला	सुशीला	सुशीला	सुशीला
4	सुशीला	15	सुशीला	सुशीला	15	सुशीला	सुशीला	सुशीला	सुशीला

Figure 17: Individual girls tracking sheet

finance department supports the financial-related issues to the program.

To ensure the tracking process of the girl's education with school and necessary counseling staffs are assigned

different geography. During

the interview process, all the girls shared that staff members regularly visited their school. In addition to that, the girls confirmed that they were visited physically or contacted through phone.

A tracking sheet has been developed to record the periodic progress of each student. The sheet collects information on the school's name, address, Name of student, current class, attendance, Homework, studying status at home, sanitation, engagement in the child development program, extracurricular activities, friendship, teacher comment, and staff comment. In addition to it, the progress in education is closely followed using a similar track sheet to record the challenges/difficulties the individual girls are facing with different subjects. The CN staff then recommends an appropriate action i.e., supplementary class, counseling, etc.

Most of the parents are the member of the cooperative and meets monthly to collect the monthly installments and loan disbursements. Along with the

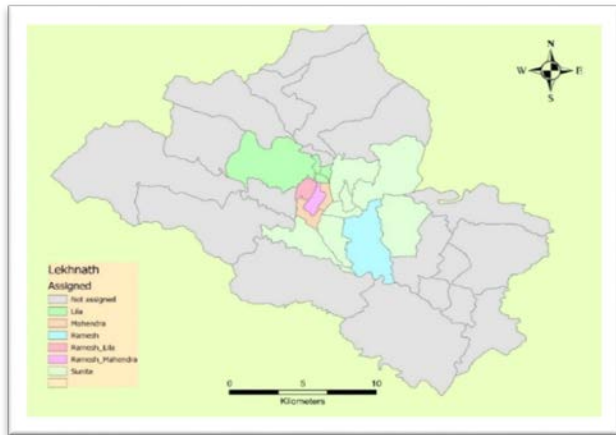


Figure 18 : Geographic allocation to different staff

the

collection, they also discuss the issue surrounding their children. Generally, the parents conduct meetings on their own and forward their concerns if any to CN. Occasionally, the staff also joins such meetings.



**3.6. Education support to Dalit girls up to grade 10** *Figure 19: Parents group meeting in 1999*

The support to the girls mainly includes school fees, dresses, books, and stationary. Annually before the start of the school year, each girl is provided with the above-said items physically and in person. The school fee of each student is deposited or transferred to the

school account. The fee is not the same across all 12 schools, hence, they are covered as charged by individual schools. Currently, girls are enrolled in 12 public (government) schools. Before 2073 BS (2016 AD), students from both government and private were supported



*Figure 20 : One of the girls receiving education material*

however decision was made only to support girls enrolled in the government school. The books and stationery are purchased in bulk directly by CN and handed to the students. No cash is given, the only exception includes disbursement if certain items are not available at the time of distribution and

later purchased by students. During the interview girls and most mothers were asked if they preferred cash, which would have given them the flexibility to speed up purchase or pick the stationary of their choice, however, all were in unison in responding "NO". Justifying their response, they added the "cash" could be misused i.e., buying food, medicine, entertainment, or even alcohol.

### **3.7. Higher education to Dalit girls**

The support to the girls enrolled for the vocational training differed from the student in school as the tuition cost varied across different educational programs. Unlike the schoolgirls, for the girls in higher education, CN covered the initial admission cost and students were required to cover monthly fees on their own. The support also included the dress and students were reimbursed for the book they purchased upon submitting an original invoice. The girls who benefited from the support didn't complain about not receiving full financial cover for their studies. To date, 207 girls are supported for higher education (please refer to Annex 6 for detail)

### **3.8. Capacity building of Dalit girls**

Child development program for the girls has been designed to give a real-time



*Figure 21: Sharada is teaching music with song for Dalit girls at CN Contact Centre in 2000 after school.*

like skill etc. The capacity building is a regular part of the CN, which invites the children beyond the DGEP. Almost all the girls credited the capacity building for their current ability to present themselves with strangers. Some of the notable highlights of the undertaking were group discussion

on the social issue, sharing their story, making presentations on the issue, outing/observation visit, Creative activities, Goal setting workshop, etc.

Further to that to date, 60 girls are provided with the vocation training i.e., Tailoring, Waitress, Health Assistant( HA), computer, Community Medical Assistant(CMA), Trekking Guide, and Beautician. (Please refer to annex 7 for detail)

### **3.9. Dalit outreach general project**

The support to the girl extended beyond the education. The Dalit girls were also supported to establish and run entrepreneurial activities i.e., Fruit & vegetable, Metal shop, Tailoring, Poultry farming, electronic repair, Meat shop, Grocery-Shop, Tea shop, Cloth shop, Electronic shop, Pig Raising (Please refer to Annex 8 for detail). The program staffs are in regular touch with the girls and families hence are generally aware of the household status. Occasionally, CN has extended support for genuine needs when the ability of the family is exhausted. One of the latest and notable support is the "relief" during the COVID-related lockdown. The families in desperate need were contacted and were provided with food items for a month. Few respondents, especially mothers, broke into tears during the interview appreciating the divine assistance. One mother shared "*seeing my children at the brink of going hungry and no one to approach for, I almost had start thinking about committing suicide. Had the relief not arrived. I probably would have done so*".

### **3.10. Suryamukhi Agriculture Cooperative**

The beneficiary girls are from slums, squatters, and rental places. Most of the parents, single or couple, are daily wage laborers with the obligation to earn

food and furnish basic rudimentary needs. They neither had the time nor have the ability to support their children with the study. The Income Generation Program was an approach to support girls, rather indirectly. The family of the girls would be supported with entrepreneurial activity i.e., small-scale businesses nearby their houses and at the same time having some time to look after their children. Accepting it, GNHA provided a revolving fund NRS 200,000.00 and one social mobilizer's remuneration in 2001. The remuneration of social mobilizer was continued until 16th July 2007.

The initiative led to having a practical realization of issues surrounding the repayment of loans i.e., form cooperatives for saving and credit among small-scale entrepreneurs. The humble beginning now has been established as a successful cooperative having more than 100 members and impressive yearly turnover (Please refer to annex 9 for detail).

A further realization of the emergency social support was the precursor to set up an "emergency fund". Annually, a certain percentage of the annual profit of the cooperative is contributed to the fund. Further, appreciating the noble idea, GNHA supported with special funding to increase equity of the cooperative and to set up an emergency fund

### **3.11. Capacity building of disadvantaged women**

Several girls, especially from the initial year of the program, had difficulty with pursuing formal education. Many of them expressed unwillingness to continue as their basic foundation to education was weak. Hence, a new proposal was developed with a vision to empower those girls with life skills through entrepreneurship in different fields. GNHA agreed for providing funds to enroll

10 girls in each batch for entrepreneurship training with a project named: **Dalit Young Women Entrepreneurship Project from 2004.**

### **3.12. Annual planning, execution, and reporting system**

Adhering to the running agreement between GNHA and CN, in general, two reports are submitted annually i.e., technical, and financial. Previously, the agreement between the CN and GNHA used to be of 5-year, however, following the new requirement of SWC now the agreement is made for 3 years. Before the commencement of the academic year, an annual plan, that includes a budget, is prepared, and submitted to the donor organization i.e., GNHA. Generally, the annual program is divided into three categories i. Support for school education (1-10 class), support for higher education (+2/undergraduate), and capacity building for youth (Vocational skill).

The annual budget is prepared following the GNHA finance guidance. The average cost of individual expense i.e., fee, dress, books & stationary is calculated and multiplied by the total number. There is not fixed annual budget shared in advance, nevertheless, an indicative amount from GNHA serves as a guide while preparing the budget.

The school fee is transferred directly to the school account, out of the 12 school agreements that have been made 7 schools pay the fee annually, and for the other 5, the fee is transferred quarterly. The dress and stationery are purchased following the CN procurement policy, vendors are required to submit their offer through a tender process and a small team at CN assess the submission to select vendor against the pre-set criteria. Nonetheless, in an emergency to speed up the action, certain requirements are waived. In some exceptional

cases, a student is reimbursed for their purchase however the receipt is verified by the staff.

The technical part of the report enlists the status against the planning. The status includes the activities that were completed, stalled, suspended, or remain incomplete. The financial reporting system is different, until 2018 they used to follow the Gregorian calendar, and the expenses were reported quarterly. From 2018 onwards, the Nepali fiscal calendar is in practice and now CN reports every three months. FINPRO software is used to record all the financial transactions, Annually, the GNHA finance team visit to ensure proper reporting and backstopping.

### 3.13. Funding Support

The beginning was with no external or formal financial support, some generous people donated food for children. The formal funding process started in 1998

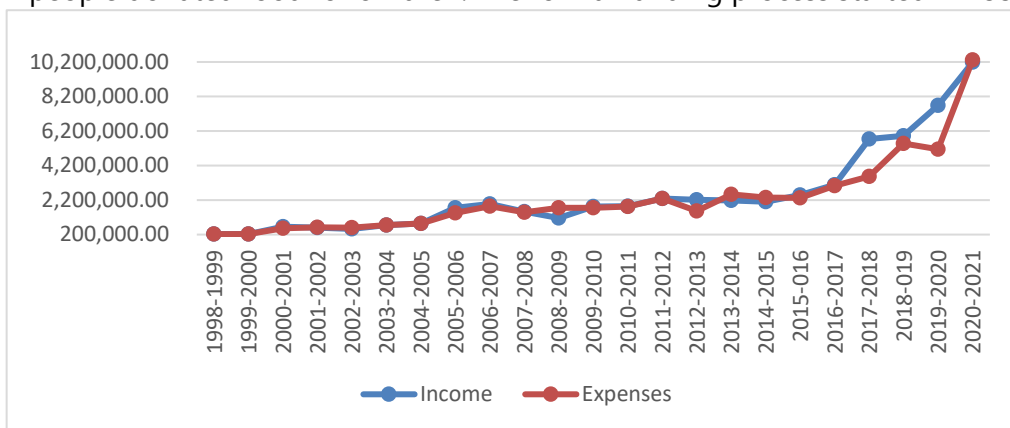


Figure 22: Financial support to the program

when CN agreed with GNHA. To date, GNHA has been the sole financial contributor to the program and since the start of the program, GNHA has contributed.67 NPR 57,816,363 (Fifty-seven million eight hundred sixteen



thousand three hundred sixty-three). Throughout twenty-year, the support amount increased by almost 50 times. The following graph illustrates the trend

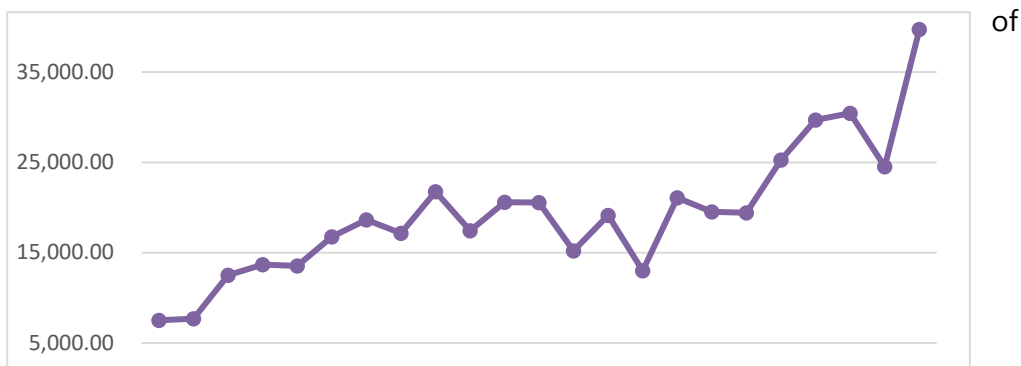


Figure 23 : Average annual support to individual girl

annual financial support (please refer to annex for full financial detail).

Further, the average cost of support for an individual girl is also increased by more than 5 times. The following figure illustrates the annual average cost of support per girl.

### 3.14. Working relation

The overall working relationship between the GNHA and CN is cordial, and no



Figure 24: GNHA president Andreas Folk and board members attending CN house opening and AGM in 2004

side recalls any serious issue other than a small one in 2006, which briefly soured the relation. During the assessment, both CN and GNHA were interviewed separately. Both sides conceded the feedback on the report and observations made during field visits

are shared informally and never document as institutional learning. Neither there is a mechanism to track back how the suggestion, recommendation, and instruction are addressed.

The above-said issue is more of a communication gap or different understanding rather than any intentional act. CN believes it is because GNHA is as familiar with the condition as the CN itself. CN believes GNHA doesn't have any hidden agenda and never recalls having the feeling of "giver" and "taker". The regular visit by GNHA officials and individual donors has been instrumental in keeping the relationship healthy and transparent. CN acknowledged the interaction and suggestions during the visit have been instrumental in improving the program.

The GNHA and its international support have introduced CN in a different forum. GNHA is looking forward to a more productive year ahead with CN.

### **3.15. Way forward**

CN has realized a need to make a timely update on many of these undertakings including the DGEP program. They want to move to the next phase of the social initiative with a "phase-over" approach in 3 to 5 years, the following points illustrated their thoughts

- Move from "Caste-based" to "class-based", to ensure the genuine underprivileged and overlooked children are served
- Move from "school-based" to "community-based" to work more closely to the root cause in a social setting
- Make initiate to engage the SMC as a strategic partner to improve the

quality of the education system

- More technical and technological support to cater to the need of new demands
- Be more active in advocacy

Further, CN has also realized the need to improve the organizational professional competency with capacity building of their staff

- Existing IT skill among the staff is fast proving insufficient hence a periodic upgrading is a must
- Linkages and presence beyond the national platform i.e. international arena
- Developing an information tracking system

# CHAPTER 4: DISCUSSION

- *An overview*

Though the evaluation objective was to assess the impact of DGEP program however the development process of CHILDREN Nepal as an organization is heavily interconnected with the program, hence it would be impossible and at the same time injustice to keep the organization out of the assessment. The DGEP has been a flagship program of the CN, most of CN success is built upon the success of DGEP. The humble beginning i.e., 1998 August – 2000 July with 30 girls without any firm plan and support is unprecedented, the external support from GNHA was instrumental. Nevertheless, DGEP is probably among few, out of thousands of community-oriented projects in Nepal, that has been implemented without having any independent review for more than two decades. The ad-hoc working modality of the program have been instrumental to indoctrinate emotional relationship with underprivileged girls and their family, however the approach also has seriously undermined both the opportunity and need to "institutionalize" the issue for long term solution. Neither GNHA nor CN could share the roadmap on where they see DGEP program in 5 years' time. However, both agencies have some wishful thought to "continue".

"Group Saving" has now been established as a permanent feature of any developmental undertakings. The relevance of such a platform goes much beyond the financial undertaking. The members once gathered to deposit the monthly installment often discuss the issue of social interest. Such platforms

have been very effective in providing greater exposure more opportunities. The saving activities within this program are undoubtedly one of the indirect contributors to strengthen the DGEP program. The outcome of the meeting and interaction, consultation of parents and teachers add value to complement the need of the girls.

Another interesting part of the phase was psychosocial counseling for girls and families. Most of the girls and families have had experienced hard times i.e., financial stress, abuse, discrimination, domestic violence, family fragmentation, etc. hence psychosocial counseling under the program has been a commendable act. Many of the girls interviewed credited the "enabling



*Figure 25 : First Education tour at Lumle Agriculture Research Centre in 1999*

environment" through psychological counseling from trained people for their ability to overcome fear and express their views to a wider audience. Other child development undertakings

i.e., dancing, painting, and excursion deserve an appreciation

for their long-term impact on the girls. However, excursion could have been more impactful with visiting places keeping the "child development" in mind. Those visits were recalled as also "picnic" and not much was shared about what they learnt from the places they visited.

Further to that, in addition to direct support to the education material and fee, the school enrollment campaign, and periodic visits to the school and home of

the girls and health camp for general treatment, emergency assistance has been instrumental in realization of the objective of the program. The support keeps both girls and their parents of "financial anxiety", so the girls could focus on their education and growth.

It is worth taking note that CN realized quite early the impactful support to the girls can only be sustainable if the pressing financial need to the family could be addressed through appropriate income-generating and business-oriented skills training to the relevant member of the family and improving access to the finance.

Further, CN's realization of motivation to the girls through creative activities empowers them in revealing their inner talents is equally commendable.

Further, it's pretty praiseworthy of CN venturing into alternative and unconventional approaches to reduce violence through empowering children.

Some innovative initiative during the August 2000 – July 2005 phase has contributed to strengthening the foundation of the program. Taking the opportunity in using the religious platform *Bhailo* was to raise awareness and fund have multiple benefits. Further, the formation of girl's self-reliance group and mobilization has increased the confidence among the girls. Apart from the direct support to the girls, the IGA support to 15 families has contributed to easing the economic stress to the families, subsequently allowing girls to focus more on their education.

The realization of the need to complement the ongoing education with technological advancement was both timely and appropriate. The vocational training was appreciated by the beneficiaries, especially those who struggle

with formal education.

Though the teachers and school couldn't be reached during the assessment however the realization of engaging teachers on participatory teaching and learning to ensure child-friendly learning is quite commendable. Though the realization was realized through in-house child development where children were encouraged to write success stories to inspire themselves, the realization at the formal school setup is still to be realized.

Another commendable undertaking is the "goal setting" workshop, which has generated multiple outcomes. The girls learned the way to opt for the realistic goal rather than the idealist goal based on their interests and abilities. Further, the exercise also set a precedence of not enforcing to choose.

It was unfortunate that the dire financial condition, inability to cope with the basic education requirements and other social obligations forced several girls to discontinue their education. During the assessment, some of the girls conceded that CN staff did their best to persuade them to keep the education as a priority and offer additional help however, they overheard then. Many of such girls regret their decision as now they are surviving with jobs with lower pay. Few of them were interested in knowing whether they can receive support for skill training.

It was unpleasant to document an innovative thought during the phase of August 2005 – July 2010, failed. The initiative to strengthen the ability of the teacher, with the help of one of the most educational institutions in the country, failed as the "trained returnee" teacher quit the job.

However, the start of the initiative to support few girls in higher education was

a commendable act. Some girls shared that the higher cost at a higher level nearly threatened their education dream and was thankful for the financial help to attend the education at a higher level. Such type of support seems to have encouraged many aspirants.

Probably the notable achievement of the phase or in the history of the program was the engagement of the children supported by CN in campaigning for "The rights of children in the constitution". The girls were also a part of the campaign, ability manifested at the central level where they shared their thought to the President, Prime Minister, President of the constituent assembly.

None of the girls during the interview recall domestic violence, though this doesn't mean there is none and neither there is any evidence however the learning girls i.e., mutual respect, listening to other and peace culture during the child development process might have contributed to managing the conflict to some extent.

The impact of the activities undertaken during the phase August 2010-July 2018 has its highs and lows. The database showed that 132 girls are unemployed from this phase however CN later corrected that the 126 of them were actually student and should have been reported under "not applicable". The fully functional cooperative start having multiple benefits i.e., saving, access to loans, entrepreneurship, etc. Further, several girls recall being benefited from career counseling workshops.

The phase also coincided with the biggest earthquake in the living memory of several people, CN realizing the need to promote self-reliance among the girls and their families against disasters is quite commendable. However, no



evidence or action plan for furthering the realization was noticed.

The phase of August 2018- July 2019 was probably one that will be recalled for unprecedented conditions i.e., the start of the pandemic. The COVID and the



*Figure 26: Child Self Help Group members including Dalit Girls submitting Children Voices to include into New Constitution of Nepal to MR. Subhash Newang, Chairperson, Constituent Assembly (ACA) in 2013*

tough lockdown had a detrimental impact on the girls and their families. Girls couldn't go to school and the income of several families stopped altogether or reduced significantly. The

girls with computer, mobile, and sports equipment assistance during the pandemic is an equally commendable act. Further, at the family level, the action of CN for Covid 19 Response relief (food, medicine, and self-study materials for girls) has left several families indebted to the organization.

CN initiative in making proactive calls to girls and family wellbeing was deeply cherished. The initiative to assist the

Finally, the 2019 August- 2021 July, phase witnessed a phenomenon achievement, many of which was either thought a long back or have been going for a while i.e., construction of model classrooms, Operationalization of Learning resource center (art practice, computer, Library), conduction of baseline survey of girls and young women and families and Compilation Publication and distribution of successful case studies and awareness materials.

The above-said achievement has set up an ideal platform to leverage the program to a new level.

- [Class not a Caste](#)

CN's original objective and passion are to assist underprivileged children. Their passion has always been to assist children regardless of caste, ethnicity, religion, geography, hence the DGEP program is a partial departure from their inner passion. None the less CN has been helping other children that are technically "ineligible" under the DGEP program. Dalits are historically oppressed, and it is a moral obligation of the state and people to amend past human actions, many of them are in a state of economic poverty and still face social discrimination. However, there are children from other castes who are equally deprived and their families in dire economic conditions. Leaving them behind would lead to creating one more underprivileged section in long run. Further, it's worth taking a note that though significant numbers of dalit are poor however not "everyone". Many of the people from the Dalit Caste have worked hard to wrestle out from the vicious cycle of "economic poverty", they know the value and are in a position to support child education on their own.

- [Selection process](#)

The fundamentals of the selection process are very much the same from the beginning. We now have moved to the affordable age of information technology hence the selection program must be made more transparent using the platform. To ensure all the deserving girls from the dalit house, an information system must be developed to keep the record of the social wellbeing of the dalit household. CN may consider working with the organization established to ensure dalit welfare and approach the family through a system.

Further, the current irresponsible practice of announcing the opportunity in classes must be changed. Few girls, when asked who/how they came to know about the opportunity during the interview, shared quite a dismal process. They shared the teacher, announcing the opportunity, asked the "Dalit" girls with difficult financial status to come forward to submit their plea. Whist, the process may sound transparent, but one can feel the embarrassment and humiliation the innocent girl might have felt in unveiling their family financial status in front of their colleagues. This utter derogatory practice in modern society must be completely stopped. The study team would like to urge the concerned parties to make such announcements in the public domain or platform but have a mechanism to apply privately.

- [Age & Grade at the selection](#)

The initial selection has been made from different ages and grades. However, the supporting approach is same. The differential need of girls of different ages and grades has been overlooked. Further, the nature of support beyond education must be handle with utter care. The study team believe that to understand the differentiated need of various age groups CN staff must be trained on psychosocial behavior.

- [Relationship with School](#)

The current relationship with the school is quite mechanical i.e., financial, such practice is suitable among the traders but not in education. Hence, the current practice i.e., meeting, and physical visits must be perfected with aim at improving the overall quality of the school. Though, the teacher capacity improvement program failed to realize its objective in the past however not

making any second attempt with alternative arrangement is equally awful. A mechanism can be explored to identify the existing gaps in school to realize the educational quality. Develop an action plan in participation of SMC, PTA, and CN, and agree on a shared but differentiated responsibility.

- **Spatial distribution of the girls**

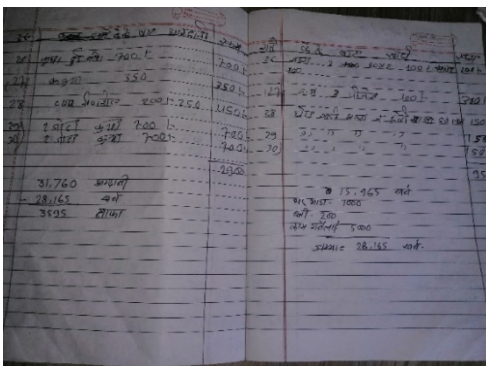
Given the history of the program, it's obvious that the program focuses on the children with the parents busy with daily wages jobs. Due to the economic concentration, the central part is an attractive destination for all types of job seekers, hence it's obvious the distribution of girls is concentrated in the middle part of the metropolitan area. However, the pandemic-related lockdown and new economic opportunities may have had some effect on the economic migrants in the adjoining areas. Hence, CN should widen its catchment to cater to the need of new economic migrants, the decision to expand the program to Kushma Municipality, Parbat District is quite commendable in this regard.

- **Employment and Income**

The assessment found girls with different employment statuses. 194 girls, now young women, are engaged in sewing netting, waiters, beautician, lab assistants, teachers and other. 29 of them are employed full time whereas 102 have part-time employment. An impressive 60 of the girls has grown as a young entrepreneur to own business. 61 girls were reported unemployed. Not all the employed girls are the "bread winner of the house, specially the recent graduate or unmarried, nevertheless the earning has not only hoisted their dignity among family member and society, they have been able to spent on something that they cherished for long but overall and more importantly they

have been making small contribution to the household need. The number of "unemployed" is worrisome. However, the COVID pandemic and its impact for almost 2 years is having a detrimental impact on the job market hence a sizable number of the "unemployment" is attributed to the unprecedented economic environment. Further, the lockdown may have had a disproportionate and different impact on the "Dalit" family. As a lot of people were reluctant to invite any outsider into their home and the hesitation increased in the case of people residing in the area with poor sanitation conditions and taking low or no precaution.

Further, 50% of the employed respondent, reported earning less than NPR 10,000 per month which is a matter of concern. The earning is reasonable for those who are not bread winner but for the one with financial obligation, the ever-increasing cost-of-living condition would mean that the "education" and rudimentary need surrounding child development with understandably be compromised. Hence, the skill training part must be based on the market assessment to adjudge the ever-changing market need and the "decent earning" for the girls. Market assessment, which must be done periodically, will help in identifying the skill in demand and skill that pays higher. The finding will help girls making a "informed choice" over the skill they would like to be trained on.



- **Failures: Early Termination and expense ledger**

The study team was shocked to see the dropout is 198 (38 %), more than one-

Figure 27 : Expense record keeping ledger

third of the enrollment. Hence, CN was reached out to find the reason for such a high percentage of dropouts. The study team was responded that flaws in the recording system led to the wrongful figure. In reality, from 1998 to date only 99 girls are dropped out from the system. 31 girls' support had to be withdrawn as their then school fall beyond the contractual agreement with GNHA. These 31 girls are still being supported under the sponsorship program. The figure also includes 66 girls who opt-out from formal education to short courses of vocational skill training of the project i.e., sewing and knitting, waitress, cooking, beautician, etc. Further, 2 girls are migrated with their parents to other places.

However, among the real dropouts, the notable root causes were found to be early marriage, financial stress but the main reason is many of them struggle to get into education with other students with a better education base. Whilst some of the century-old problems won't have any quick fix and neither is in the ability of programs like DGEP. However, a few issues like financial stress or difficulties with formal education can be addressed through separate class or vocational skills and counseling.

The expense ledger keeping has been a gross failure, only two were reported of keeping the record, whilst 6 reported they kept for a while then discontinued. Interestingly, all the respondent acknowledges the importance and were able to recall being excited with the workshop highlighting "how expense tracking helps a family" and convinced with the theory. However, they find it difficult to remember to make an entry each day.

- **Funding support and financial handling**

Either side i.e., GNHA and CN confirmed that there has been no big problem regarding the financial aspect of the program. Few minor technical problems are sorted over email or even informally over the phone. CN has adhered to all the requirements under their financial policy with the periodic audit. Though CN has been running several programs, the record of the expenses for each program is maintained separately thus avoiding any possibility of funds being used anything other than planned.

The agreement with GNHA allows CN to have reasonable flexibility to address the unanticipated financial issue. However, all the changes are subjected to formal consent from GNHA.

- **Coordination and networking**

CN is one of the pioneer institutions in Pokhara and has earned professional respect within the diaspora of developmental organizations. CN is part of various network and have either taken lead or have assisted in co-working with many institutions and networks. The role has enabled to cover multiple issues surrounding the child-development. DGEP program is one of the clear beneficiaries of the CN alliance and coordination. CN has both periodically and actively participated in such a setting to explore and influence in making an enabling environment for the children.

- **Project management**

DGEP program, placed under the Youth and family welfare section at CN, has a commendable system for project management. The study team found the section assuming multiple roles in quite a satisfactory manner. The working

relationship with the section and finance department is both cordial and synergistic.

Assigning staff geographical areas to track individual girls has been quite

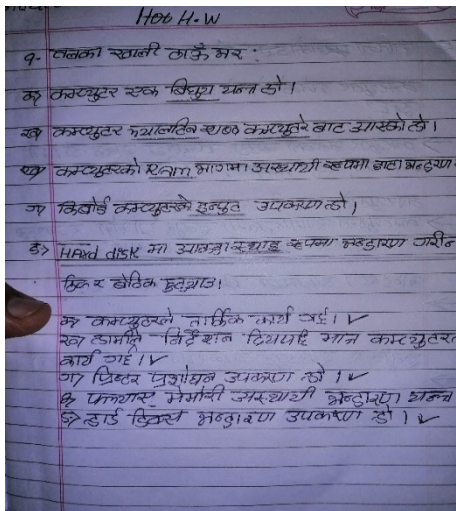


Figure 28 : Class note of one of the girls

effective. During the interview process, all the girls confirmed that staff members regularly visited their school. In addition to that, the girls were also visited physically or contacted through phone, even during the pandemic.

The progress tracking sheet has kept the record of the individual girls. Some achievement has been made i.e., helping girls on the subject she is struggling with.

However, there is a need to bring those learning into the system. A digital tracking system not only records the status of girls but more importantly, the information can be assessed in figuring out the most frequent "problem" i.e., what are the subject most of the girls struggling with, the status of their social behavior, areas they are excelling on. The digital system can generate a trend that can be used to design and implement an action to overcome the collective challenge.

It was interesting to know the parents discuss various issues of social interest when they meet to deposit their savings. The CN staff occasionally joins such meetings as active listeners. CN probably would find it effective to have staff attending in increased frequency and take the learning to readjust the



programs.

- **Education support**

Regarding the educational support i.e., fee, dress, stationery, book no concern was received from both girls and parents. The system has been set to purchase and distribute; hence all the interviewed children confirm that they received all the information timely.

Similar thoughts were shared by the girls currently in higher education. It was a delight for the study team that the girls acknowledging the responsibility to cover the cost as much as they can

- **Capacity building of Dalit girls**

Capacity building is by far was realized as the "biggest" contributor to girls' education under the DGEP program. Each of the girls interviewed appeared confident in answering. Some of the girls that have been quite successful in their life, beyond the DGEP days, credited the capacity-building part for their current ability (Please refer to case studies). The concept and realization of empowering the girls beyond education roots to the individual expertise in Children Nepal. CN should develop an intentional mechanism to pass on such unparalleled expertise to other staff.

- **Sukumbashi Agriculture Cooperative**

A functioning cooperative, owned and run by the parents, is probably the strong factor that will keep the



*Figure 29: First group of Dalit Girls who attended 6 month long sewing and netting training organized by CN in 2006*

objective of the DGEP. The study team was shared a humble beginning and an ad-hoc setting has been developed into a legal setup. The cooperative platform holds the potential to unleash the potential of the girls. Vocationally trained girls stand in a position to start a business on their own. Further, cooperatives should ensure the loan are used in the productive sector, as the financial rollback will have a detrimental impact on the family

- **Annual planning, execution, and reporting system**

Whist, the study team didn't have much concern is about the planning and execution however the reporting system needs comprehensive overhauling. The success of the DGEP will be realized in the impact and not in activities undertaken.

As of now, the reporting system is limited to activity completion. The study team believes the status of the activities can be placed as an annex. More importantly, it's important to record the immediate and long-term gain of any activities. Moreover, there is not monitoring visit just overseeing. The monitoring plan should be developed before the field visit, which illustrates the status of the indicator the team is interested in having the look at.

Further, ad-hoc approach was found during the visit of external and GNHA officials. Most of the comment and feedback "informally" and "verbally" over the tea or dinner. No institutional record was kept, hence not surprisingly most of such sharing were forgotten by all the concern parties, few of those suggestion could have contributed to overcoming problem or reinforcing the action to improve the impact. Same was found with the annual report, GNHA shared that the report was received passively as a legal requirement and almost

no feedback was provided. Further, the review of the annual report was found without reporting how the learning of last year shaped shaping the plan for the upcoming year.

Hence, study team felt the need of a mechanism to track back over the progress on the suggestion and observation. Develop detail implementation plan (DIP) with indicators to assess the progress,

- **Overall working relation**

The overall working relationship between the two organizations was found to be cordial. It was a delight most of the people in either organization were familiar with each other. Knowing each other in person has been quite essential for this type of program where an unanticipated development remains a recurrent possibility.

- **Way forward**

CN has realized the need for a "phase-over" approach in 3 to 5 years, the following points illustrate their thoughts.

- The study team agrees with CN that it's time to move from "caste-based" to "class-based". However, the children should continue to the central component of the undertakings
- Engagement of social setting is commendable however it is equally important the central objective is not compromised.

In addition to the above said, CN realization for the need to improve the organizational professional competency with capacity building of their staff is both appropriate and already overdue

- The focus on IT as the future of education
- An information tracking system will optimize both the objective of the program

# CHAPTER 5: RECOMMENDATION

The program has been successful in providing an enabling environment for the Dalit girls to "grow". Nevertheless, the study team has come up with the following recommendation

**Influence for the change:** Make proactive measures by sharing the success and like-minded network to influence the people in authority towards the improvement of education at the district level, preferably at the province level. Explore possibilities of being a local "flag-bearer" in realizing SDG 4 at the provincial level. Organize discussion forum on issues surrounding education in general and that of underprivileged children. Be proactive in sharing the success and learning with other like-minded agencies to replicate the program in other districts.

**Work toward fixing the system:** The physical access of girls to the school now needs to elevate to improve the education quality of the school i.e., inf. The improvement in the school system is not only in the better interest of underprivileged dalit girls but the benefits all the students and the community. Consider making the "SMC/PTA" a strategic partner.

**Make holistic Child Development:** There has been a progressive realization on the GoN commitment for "free education" and in near future, the physical target will be attained. However, education is a part of child development, and CN's existing mechanism having exposure to a wide range of professional settings holds an edge. Invite inspirational figures to

start dreaming emulating the iconic figure. Make arrangement CN staff are equipped with the latest and appropriate skills for child development

**Engage past students as Advocacy Ambassador** to improve the program reach and effectiveness and influence. Invite the past graduate to share their stories, both success and those who struggled due to some misstep

**Revisit the selection process:** The selection process of the needy also need to be revised to allow greater transparency and access. Guidelines must be followed while supporting the girls for higher level, though there could be a genuine need to make ad-hoc decisions however such practices must be made transparent to avoid any conflict and optimization of the resource in the future.

**Review support:** Many of the families have worked hard and their financial status improved enough to support the education of their children, if that is so, the family must be encouraged to step back to ensure some needy get the support. Guidelines on higher studies must be revised to avoid conflict in the future. GNHA should consider for a period i.e., 3-to-5-year to review the case of individual girls to appropriate the support level.

**Financial system:** No cash but support in kind should continue as the working modality to avoid misuse of fund

**Promote skill training an equal value:** Skill training is the best alternative for the girls who struggle with education. Whilst education should be the priority, some students won't be able to continue if the financial pressure continues to press the family, hence quickly saleable skill transfer is the best alternatives.

**Reporting:** Shift focuses to report more on impact rather than activity reporting. Have a mechanism to track the progress, impact of each activity, failures, and crucial learnings. Report against the feedback, suggestions received. Develop a mechanism to ensure feedback and learning are recorded and act upon. The Underreporting must be improved with the new format. Activity reporting can be put in the annex with Impact taking the central ideas

**Think beyond the girls:** Explore a mechanism to measure impact beyond the target group to justify the impact of the program.

**Digital Growth:** Plan for a periodic update for the staff to be able to assist children with advanced knowledge. Start exploring for the digital tracking system, app-based, to monitor the individual child. The current paper based tracking system must be replaced by digital system which help analyzing the trend i.e. subject that most of the girls struggling with, most recurrent behavior. Such information underpins in developing a mechanism to provide most needed support in a planned manner.

**Parents engagement :** The impact to the children overall development is subjected to parent active engagements, which will create an enabling environment. Hence, their engagement be made more meaningful through leveraging their current "informal and ad-hoc" discussion on their children to a regular process of discussion on the most pressing issue. Such outcome of such discussion must be tracked though a designated person.

### **Run cooperative as a business entity**

The financial importance of the family of the girls is essential for the overall

sustainability of the objective of the program. As the cooperative member are the parents of the benefiting girls there is a possibility to influence funds being used for support other purposes i.e., higher study support, medical support. The cooperative must run adhering to the norms of a commercial entity, however, should the member feel the need to support the social cause they can set up a "fund" within the cooperative.

**Expense Tracker** : The ledger keeping was an appropriate mechanism for the people who had relatively less experience of handling income. Though, the success rate was found dismal, nevertheless the system must be reactivated and restarted. A mechanism in requiring the submission of ledger as one of the criteria to access loan could be one of the option to explore with.

**Ensure dignity** of the child is maintained at all the cost, all the current practices must be reviewed to ensure individual dignity is respected.



# CHAPTER 6: CONCLUSION

There are some shocking facts from Nepal i.e.

- Gender discrimination is quite rampant, boys enjoy better privilege and priority in every walk of life including the education sector. No wonder the literacy rate is significantly high among the male i.e., 66% to 43%.
- There is a tendency among parents to send boys to a better school and opting for government school for girls. Boys, from the rural areas, are both encouraged, financed, and supported to get higher education in the urban area, girls never are considered for such opportunities.
- The girls from the urban areas are doing significantly better than their rural counterparts, in rural settings, more than 70% of girls have dropped out of school by age 16.
- The deprivation of education leads girls to early marriage. In rural areas, 2 in 5 girls are married by age 14. Further, 41% of Nepali women between the ages of 20 and 24 are married before the age of 18.
- Child marriage is most prevalent among less educated, poor women. Improving female education may improve the childhood marriage rate.
- 30% of girls are engaged in child labor

Studies and experience have shown that the girls having exposure to education develop resilience to several discriminatory practices. The girl equipped with education makes informed choices hence are less likely to marry young. More importantly, have control of their future and lead healthier lives. Several of them now have earned societal repute and present themselves as equal participants and build better futures for themselves and their families. When

supported with some token initiative, an encouraging number of them have strengthened the financial status of the family.

Even though the DGEP program has demonstrated that education for girls is more than having physical access to school. The capacity-building part has been instrumental in making girls feeling safe and supported in classrooms, even if they are underprivileged or from a historically discriminated section of society. Nevertheless, the girls from an underprivileged community, have a long way to overcome several cultural and structural obstacles.

Finally Little sister fund, a social initiative that strives for education for empowerment, appropriately summarizes that "Investing in girls' education transforms communities, countries and the entire world".

# Annexes

**Annex: 1**

Photographs were taken during the assessment









## Annex 2

### Coordination / Network Affiliation and responsibility

SN	Coordination / Network	Role	responsibility
ज्ञ	शिक्षाका लागि राष्ट्रिय अभियान नेपाल	संर, प्रदेश र स्थानिय तहमा शिक्षा नितिमा दलित बालिकाहरुको सेवा सुविधा (पहुँच) लगायतका विषयहरुमा ५ लफल, अन्तरक्रिया, पैरवी	जिल्ला संयोजक र केन्द्रिय सदस्य
द	राष्ट्रिय बाल संरक्षण सञ्जाल नेपाल	समग्र बाल संरक्षण र दलित बालिकाले भोगेका सबालमा अभियान संचालन	केन्द्रिय सदस्य
घ	मानव अधिकार एलाइन्स	दलित समुदाय र दलित बालिकाहरुको मानव अधिकारको सबाल र सामाजिक न्यायका मुषाहरुमा वहस तथा ५ लफल	अध्यक्ष
द्व	महिला मानव अधिकार रक्षक संजाल	दलित महिलाले भोगेका समस्यामा रहेर अभियान संचालन	कार्य समिति सदस्य
छ	शान्तिको निमित्त नागरीक समाजको संजाल	मानव अधिकारका सबालमा तथा दलित महिलाले भोगेका समस्यामा रहेर अभियान संचालन र पैरवी	कार्य समिति सदस्य
ट	स्थानिय तथा राष्ट्रिय अपाङ्कता संजाल(सि वि आर नेटवर्क)	अपाङ्कता भएका ब्यक्तिहरुको सेवा सुविधाका सबालमा अभियान	कार्य समिति सदस्य
ठ	सदक बाल कन्सोर्शियम	सदक बालबालिका उषार, संरक्षण र पुर्नस्थापनाका सबाल	साधारण सदस्य
ड	अन्तराष्ट्रिय स्वच्छ व्यवसाय संगठन		साधारण सदस्य
ढ	अन्तराष्ट्रिय स्वच्छ व्यवसाय संगठन		साधारण सदस्य



	एसिया		
ज्ञ	कन्सोडियम नेपाल	बालबालिका मैत्री निति तथा समाबेसीताका सवालमा अर्थपुर्व सहभागीता सुनिश्चितमा अभियान	साधारण सदस्य
ज्ञ	बालबालिका शान्ति क्षेत्र		साधारण सदस्य
ज्ञ	गैरसरकारी संस्था महासंर		साधारण सदस्य

## Annex 3a

# *Mother's pride*

I am one of the proud graduates of the Children Nepal Dalit Girl Education Program, professional setting and social diaspora knows me i.e., **Kunjani Pariyar Pyasi**, as a human rights lawyer and a social activist. I am a professional lawyer with a strong belief in the "rule of law and access to justice for all". One day, I see myself taking the position of Chief Justice of Nepal.

My relationship with Children Nepal started when I was extended the financial assistance first time to my education, then I was in Class 6.



as a

Kaski for 2067 to 2069 BS and in a child rights movement since 2061 BS (2005/6) as a child club member. I served as a program producer in a maiden child radio program "Chhunumunu" in state-owned Radio Nepal.

I believe that the realization of "rule of law" start with the access, however many people for various reason won't be able to access the entitlements, hence **I provide free legal aid (pro bono service) for cases relating to women's rights violence**. I treasure the people and institutions for priceless support towards my education. Cherishing the support, **I have started sponsoring a girl student for her secondary level education**. I currently am enrolled in MA

The education support extended beyond to support other aspects of "child development", which I credit for helping me in dreaming and persuading professional destiny on my own. The assistance I received from Children Nepal, through the Child self-help group, supplemented my pursuit towards realizing the dream, a rare feat for an underprivileged girl like me. I served president of the District Child Forum

program in Political science.

I am a law graduate and have been practicing as a Human Rights lawyer in Advocacy forum Nepal since 2019. Having a decadal long experience in the Human rights sector, I currently am involved in various organizations and serving as a Board Member of NGO Federation of Nepal – Kaski. I was a Member of the **Federal youth Parliament 2075** (2018 AD) and served as **secretary-general** of the Nepalese Law student Association an Umbrella organization of Law students all over the country. I was awarded **Gandaki Naari Samman Samban** by the Lions Club of Pokhara Gandaki in 2075 BS in recognition of my contribution to the field of Child Rights and Social Justice. . I am one of the youngest "practicing lawyers" in Kaski District with having my own Law firm **Nyayakunja Legal Associates**. Apart from that, I also teach law at a school i.e., +2 level.

My mother is the biggest inspiration and my hero, defying all the unfavorable conditions she always stood tall, firm, and strong in encouraging me to be ambitious and chase the dream. With due respect to the support, I received from elsewhere including children in Nepal, the role of my mother was unparalleled. I can state with confidence "my mother would have done anything and everything to get me educated". I strongly believe **parent active involvement is an unrivaled component** for the holistic development of any child.

## Annex 3b

Namaskar!!

My name is Apikshy BK, I am 27. There are 4 members in my family my brother my sister and me. Me, my brother, and my sisters are married. My father left my mother for other women and left us when we were a child. My mother worked as a daily wages labor to raise us. Due to the financial problem, even basic needs had to be compromised. It was difficult for her to afford school monthly tuition fees. At first, my sister got help from children Nepal, later when I was in class 1, I too start getting educational support from children in Nepal. Children Nepal helped us with school uniforms, school tuition fees, and tiffin. Because of the timely support, I was able to get the proper education and opportunities.

Today whatever I am it is all because of children in Nepal without the support I don't think I would have reached here. If I had not received the support today, I probably would have been working as a daily wage laborer or domestic help similar to my mother. Likewise, I might have to get married at a small age and face many difficulties as my mother did.

I was fortunate to get in contact with Children Nepal, now I can stand on my own feet and make my decisions. I don't have to face humiliation and mental and physical torture. I am very happy being educated. My family is now in the relatively better financial condition of my family. I am living a life that was beyond my imagination and expectation, and this is all because of children in Nepal. I would like to thank them heartily and wish them all the very best.

### **Annex 3c**

#### **Ichhya's Ichhya (Desire of Ichhya)**

My name is Laxmi Priyar (Ichhya). Now I am studying in class 10. Children's Nepal is helping me with my study since I was in class 3. There are 5 members in my family. My father and mother are daily wage laborers. My mother's income is very low; hence the Children's support i.e., copy, pencils, school dress, shoes, and shocks mean a lot to me. Sometimes we were taken on an educational tour which is helpful in learning and gaining knowledge. With the help of this organization, my speaking ability has improved a lot. I got the chance to speak about child rights on radio Safalta, which was an absolute delight for me. I regularly used to participate in extra activities like quiz contests. If the organization had not supported me with my study, I would have been stopped there and I could not think of what I would be doing now. I would like to thank children Nepal for this. In the future, I see myself being able to help others in dire need.

## Annex 3 d

### **Alina: the cricketing girl**

My name is Alina B.K. I was born on Raipur ward no.7 Tanahun on 8 Poush 2062 BS Friday. We are a family of 5 i.e., my mother, younger sister, brother, and me I am staying in Pokhara with my mother since 15 years.

My village is located in a remote area without urbanization and basic infrastructure i.e., roads electricity, and education. My father was addicted to playing cards and drinking alcohol, his bad habit made our life quite difficult. Our financial condition was weak. My mother used to work all day without saying rain, and sun. We used to help our mother with household work and look after small brother and sister. After some time, my father left us because of which my mother face difficulties in running the house. my childhood was full of difficulties and problems

My mother told us there might be some opportunities in Pokhara, so we all migrated to Pokhara. She would take care of our study doing labor works and any kind of works that comes in her way as cleaning others houses, washing clothes, cleaning dishes selling food on footpaths. We were unable to go to school. When our mother was away for her daily works our big sister used to look after us. Staying home and watching other children of our age going to school was very saddening. One day we heard about the SoS program from our neighbor and our big sister took us there and told them about our situation. After that, we got admission to Shree Kalika Secondary. I got admitted classing one my mother take care of my every need from class 1 to 5. When I reach class six one of my teachers shared about children in Nepal that it helps financially challenged children. Now, CN is helping with my education stationery items, food, clothes.

I used to love playing games since I was a child. I used to participate in games being organized by the school. I used to win the games and get medals. I started playing cricket in class 8. Then there were not proper materials, and the playing ground was also not properly managed because this I could not continue. I am left-handed hence all my friends start calling me "China man-girl". I want to develop my playing skills and make myself my country and my mother proud. I would like to thank you for helping me with my overall development and I am expecting your support in the future also. Because of this, I can develop my every skill properly. Thank you

## Annex 4

### Income Expenses Details 1998-2021

S.N	FS Year (BS, AD)	Income	Expenses	No Of Student	Average	Difference
1	2077/078,2020/2021	10,183,793.70	10,325,304.00	260	39712.71	(141,510.30)
2	2076/077,2019/2020	7,682,089.80	5,151,410.55	210	24530.53	2,530,679.25
3	2075/076,2018/019	5,919,432.20	5,481,197.54	180	30451.1	438,234.66
4	2074/075,2017/2018	5,735,275.00	3,564,395.00	120	29703.29	2,170,880.00
5	2073/074,2016/2017	3,087,523.00	3,030,085.00	120	25250.71	57,438.00
6	2072/073,2015/016	2,483,801.00	2,328,965.62	120	19408.05	154,835.38
7	2071/2072,2014/2015	2,100,000.00	2,341,310.31	120	19510.92	(241,310.31)
8	2070/2071,2013/2014	2,176,274.23	2,529,695.28	120	21080.79	(353,421.05)
9	2069/2070,2012/2013	2,216,822.53	1,561,827.97	120	13015.23	654,994.56
10	2068/2069,2011/2012	2,294,136.10	2,297,742.42	120	19147.85	(3,606.32)
11	2067/2068,2010/2011	1,837,666.44	1,823,512.97	120	15195.94	14,153.47
12	2066/067,2009/2010	1,827,383.18	1,746,607.25	85	20548.32	80,775.93
13	2065/066,2008/2009	1,153,193.60	1,750,511.00	85	20594.25	(597,317.40)
14	2064/065,2007/2008	1,529,550.56	1,482,500.00	85	17441.18	47,050.56
15	2063/064,2006/2007	1,972,214.41	1,849,321.00	85	21756.72	122,893.41
16	2062/063,2005/2006	1,758,152.92	1,457,572.22	85	17147.91	300,580.70
17	2061/062,2004/2005	850,100.00	839,612.00	45	18658.04	10,488.00
18	2060/2061,2003/2004	751,100.00	753,814.00	45	16751.42	(2,714.00)
19	2059/060,2002/2003	531,500.00	609,219.00	45	13538.2	(77,719.00)
20	2058/2059,2001/2002	602,195.00	615,174.00	45	13670.53	(12,979.00)
21	2057/2058,2000/2001	661,000.00	562,723.00	45	12504.96	98,277.00
22	2056/20571999/2000	234,220.00	230,462.00	30	7682.067	3,758.00
23	2055/2056 1998/1999	228,940.00	225,548.45	30	7518.282	3,391.55
	<b>Total</b>	<b>57,816,363.67</b>	<b>52,558,510.58</b>		<b>19339.96</b>	<b>5,257,853.09</b>

## Annex 5

### CHILDREN- Nepal

#### Dalit Girls Education (Grade 1 to 10)

Particular	1998-99	099-2000	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2018-19	2019-20	Total
Continue from last year	30	30	30	45	45	45	63	65	77	85	75	77	75	71	75	100	105	105	100	150	151	181	151	181	181	1780
New Girls add This year	0	0	15	3	0	3	2	12	8	9	0	11	2	13	25	5	0	7	50	1	30	0	30	0	0	196
Total Girls	30	30	45	48	45	48	65	77	85	94	75	88	77	84	100	105	105	112	150	151	181	181	181	181	181	1976
No. of Graduate (SLC Passed)	0	0	0	0	0	0	0	2	2	6	4	10	10	6	9	9	9	12	14	16	12	11	0	0	0	109
No. of drop out Girls( Class ECD-SLC)	0	0	0	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	0			0	2	5	



No. of Move out Girls( Class ECD-SLC)	0	0	0	1	1	2	0	2	2	2	3	2	2	3	3	3	2	1	3	2	2		2	0	36
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## Annex 7

### 3. Capacity Building of Young Women

Particular	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	Total
<b>Total Enrollment</b>	10	10	10	10	10	10	0	0	0	0	0	0	0	0	0	<b>60</b>
<b>Trade</b>																
<b>Tailoring</b>	10	10	8	5	7	1	0	0	0	0	0	0	0	0	0	<b>41</b>
<b>Waitress</b>	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	<b>2</b>
<b>Health Assistant(HA)</b>	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	<b>1</b>
<b>computer</b>	0	0	1	4	2	2	0	0	0	0	0	0	0	0	0	<b>9</b>
<b>Community Medical Assistant(CMA)</b>	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	<b>5</b>
<b>Trekking Guide</b>	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	<b>6</b>
<b>Beautician</b>	0	0	1	1	0	4	0	0	0	0	0	0	0	0	0	<b>6</b>
<b>Total</b>	10	10	11	10	10	10	0	0	0	0	0	0	0	0	0	<b>70</b>

## Annex 8

### 4. Dalit Outreach Income Generation Project

Particular	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	Total
<b>Total Family</b>	14	18	23	34	38	39	42	43	42	42	62	62	64	72	68	68	82	82	96	991
Trade																				
Fruit & vegetable	0	0	9	12	13	13	22	22	21	21	41	43	43	44	39	37	38	42	51	511
Metal shop	0	0	0	1	1	1	3	3	3	1	3	3	3	3	3	3	3	3	3	40
Tailoring	0	0	2	4	5	6	6	7	7	8	8	7	8	15	16	16	27	23	28	193
Poultry farming	0	0	1	1	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	19
Electronic repair	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17
Meat shop	0	0	0	2	1	1	2	1	1	2	2	2	2	2	2	2	2	2	2	28
Kirana Shop	0	0	0	0	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	21
Tea shop	0	0	0	0	0	0	1	1	1	1	2	1	1	1	1	1	2	2	2	17
cloth shop	0	0	0	0	0	0	0	1	1	1	1	1	2	1	1	1	2	2	2	16
Electronic shop	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17
Pig Raising	0	0	9	12	13	13	4	4	4	4	1	1	1	1	1	3	3	3	3	80

## Annex 9

### 5. Suryamukhi Agriculture Cooperative

Particular	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	Total
Total members	0	0	0	0	0	0	86	92	100	100	107	107	185	185	962
New Member add this year	0	0	0	0	0	0	6	8	0	7	0	78	0	0	106
Annual Turnovers	0	0	0	0	0	0	0	496368	744321	1155350	1663207	2168281	3066321	4659956	13953804

## Annex 10

### 6. Capacity Building of Disadvantaged Young Women

#### Technical Education Support ( AG, HA, ANM, Staff Nurse, Lab, Vetnery)

Year	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	Total
Number of young women	2	2	3	1	0	1	1	6	6	3	2	2	2	2	1	2	36