



PROGRESS INC

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SAFE TO LEARN FINAL EVALUATION REPORT



SUBMITTED TO



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EXECUTIVE SUMMARY

This report presents the findings of the evaluation of the Safe to Learn Project. Safe to Learn (S2L) is being implemented in five districts, Sarlahi and Parsa of Province No. 2, Dhading of Bagmati Province, Lamjung of Gandaki Province, and Surkhet of Karnali Province of Nepal to end violence against children and create school as a safe place for learning with the financial assistance from GPeVAC. There are four major output envisioned by the project:

- 1. Supported school governance and management to be responsive for safe learning environment*
- 2. Trained teachers and educators on gender responsive pedagogy, appreciative inquiry, positive behaviour for implementing learners centered and safeguarding practices*
- 3. Enhanced students' knowledge and skills on violence, bullying and harassment for safe to learning environment*
- 4. Oriented parents on violence, bullying, harassment for child safety.*

This evaluation has assessed the project broadly based on these four outputs. The evaluation was undertaken with the objectives to assess the project in terms of its relevance, efficiency, effectiveness, impact and sustainability.

Methodology

A mixed method of data collection was employed in the study. 405 number of self-administered surveys were administered with students from Grade 7-9. 63 Key Informant Interviews (KII) were carried out with head teachers, SMC members, teachers and local government representatives and sub-set of

students and child club members. Similarly, 10 FGDs were conducted with the child club members in five districts. Classroom observations were made to assess the extent to which learners centered teaching was being adopted and infrastructure observation was made to assess the extent to which school amenities and facilities were disabled-friendly. The study was initiated in the first week of March and completed at the end of March. Primary data collection was done by 10 members (2 in each district) from February, 2021 to March, 2021.

Key findings

Relevance: The project initiated in the areas where VSO were already working in other projects. Sister for Sister II (SfS II) and ENGAGE. Despite the positive impact of these two projects, there were some areas of improvement that were required to be worked on to ensure a holistic safe learning environment for the students. The gap was bridged by S2L project. The focus of S2L project has been on strengthening and establishing the complaint response mechanism, which can be deemed appropriate and contextual. Furthermore, the initiative of S2L in terms of training the SMC and head teachers can be deemed relevant in a context where there engagement is passive and skills are inadequate to provide safe learning environment to the students. Similarly, teachers' skills on providing learners centred classroom teaching is further reinforced by the project by providing them training on appreciative inquiry. The project's initiative in terms of orienting the religious leaders, youths and parents are also contextual where concerns of violations of child rights (in the form of child marriage, early marriage, chaupadi) is still prevalent. The project interventions have

successfully fulfilled pre-existing gaps, strengthen policies and mechanisms already set in place emphasizing on practice. Along with this, they also take local needs, socio-economic context into account. The thought of considering all of the above factors while designing and implementing the project highlights the relevance of the project.

Efficiency: The project has demonstrated to be efficient in terms of mobilization of human resources. The project was implemented by the already existing local partner Non-Government Organization (NGOs) of VSO in its two other projects. This provided an added advantage for smooth operation of the project activities. The project also utilized the existing human resources, which made the project more efficient. The girls designated as Big Sisters were also appointed as GBV champion for this project in some of the municipalities, which not only attributed to the success of the project, but also made it more efficient as the Big Sisters had already won trust in the community as the parents of the students were confident in Big Sisters' suggestions and advice and mostly heeded it. The project commenced on July 2020, and ends on March 2021. The onset of COVID-19 pandemic pushed back some activities, and set back some proposed deliverable dates. Despite the challenge of the pandemic, the project activities have been successfully completed. This showcases a commendable adaptive management of VSO as well as the partner organizations.

Effectiveness: The effectiveness of the project has been widely felt across all four project outputs.

1. Supported school governance and management to be responsive for safe learning environment

One of the key interventions of S2L project has been strengthening Complaint Response Mechanism in schools. Child clubs, students, SMC, teachers and also the parents were also sensitized regarding CRM. In all sampled schools CRM was in place. Complaint boxes were established for the students, parents and teachers to vent out their grievances or suggestions. To examine the level of awareness about the complaint boxes and mechanism in schools, students were asked about their knowledge about complaint mechanism to which 90% of the students had knowledge on where to complaint if their child rights have been violated in school. The findings reveal that students are aware about complaint response mechanism in school. Similarly, 47.5% of the students reported to have made use of complaint box and all reported that their complaints were addressed.

Similarly, head teachers and SMC members were trained about their roles and responsibilities and how it was important to incorporate aspects of safe learning environment in SIP was important for the students and to promote quality learning and safe learning environment. Head teachers and SMC members in the interviews agreed that there was a passive engagement of SMC members in influencing good governance. The school governance measures were being followed merely as a mandatory clause of the government. Before the initiation of the project, School Improvement Plans (SIP) and Annual Strategic Implementation Plans (ASIP) lacked prioritization of components for ensuring safe learning environment. The ASIPs mostly incorporated components of infrastructure development among others. In this context, the support to the SMC members by orienting them about their roles and

responsibilities and facilitating them to develop SIPs and ASIPs prioritizing a holistic approach for ensuring safe learning environment through positive teaching approaches and strengthening complaint response mechanism is in its true sense is commendable and effective.

2. Trained teachers and educators on gender responsive pedagogy, appreciative inquiry, positive behaviour for implementing learners centered and safeguarding practices

The project has contributed in improving the status of classroom pedagogy by providing training on learner centered approach, promoting positive behavior in the classroom through appreciative inquiry. The training has trained the teachers in creating a safe space in classroom to encourage the students to express themselves freely. It has done so by discouraging corporal punishment as well as verbal abuses and being sensitive to students' psychology. Classroom observations reveal that 70.20% of the teachers have been adopting learners centered teaching. The use of respectful language was observed in the classroom. Observation showed that teachers were asking open ended questions (81.25%), and were helping all children in equal and fair way (71.87%). Qualitative findings suggest that teachers trained in appreciative inquiry did not punish the students for getting their answers wrong. Rather they positively reinforced students for trying to resolve the problem. From the class observations carried out in 10 classes, it was seen that none of the teachers were physically punishing the students, nor were detaining the students for getting their answers wrong.

Survey with the students further revealed that two third of the students had never

experienced any kind of bad touch from the teachers. 86.2% students reported that teachers behave properly and respectfully with them.

3. Enhanced students' knowledge and skills on violence, bullying and harassment for safe to learning environment

In schools, child clubs were formed, revitalized and sensitized on different issues. The schools and child clubs unanimously shared that the project played an important role in formation or revitalization of already existing child clubs. Despite child clubs existing in some of the schools, they were reported to be obsolete or non-functioning. After S2L's sensitization event, there was a resurgence in the child club committee formation, activities, and engagement and active participation in the CRM and school governance. Positively, in schools where child club was active and school management were supportive, child clubs had organized various events such as debates, extempore speech competition, street dramas etc. However, as the schools had to face the brunt of lockdown due to the COVID-19 pandemic, and had just resumed physical classes with some degrees of normalcy, some schools did not want any form of setback in their academia, and prevented the child club members from organizing such events after their training. The self-efficacy of the students were assessed through the survey. On average the sampled students scored 3.4 out of 4 in self-efficacy index. Boys scored slightly higher (3.45) than girl students (3.38) in self-efficacy index.

Similarly, self-defense trainings were provided to students in the intervention schools, where students of grade 6 to 10 were provided the training. The girls were provided three-day long training, whereas for boys, it was a day

long. Safe to learn seemed quite effective in promoting the confidence of students as 92.3% of the total respondents reported that it has helped them to face difficult situations. The increased confidence can also be attributed to Fight Back training. The survey has assessed the level of empowerment that students experienced as a result of the training. Students were asked series of questions regarding the direct impact the project has made in empowerment status. On average, students have scored 3.59 out of 4 (87%). Boy students have scored 3.60 whereas girl students have score 3.58 in the empowerment index.

4. Oriented parents on violence, bullying, harassment for child safety

Orientation was provided to parents on issues such as child marriage, violence against children, bullying, gender based discrimination and harassment and also initiated Safe to Learn Campaign. The parents were sensitized on issues such as being sensitive in front of children, not using harsh languages, not getting them married before the age 20, and even on restrictions on mobility and touching male members during menstruation. Similarly, the parents were also oriented on legal provision related to aforementioned child rights related issues, along with teachings on reporting and referral services. Qualitative findings indicate that the parents felt more aware on such issues, but shared that it will take some more time for it to be ingrained in their system.

Additionally, Safe to Learn also provided orientation to religious leaders and power holders. The project successfully managed in reaching out to the relevant stakeholders in the community. Identifying social influencers, power holders such as religious figures, and orienting them on social evils that impact

children makes it not only effective, but also sustainable. The religious leaders have committed to abide by the teachings, taken oath on not to facilitate child marriage or any form of social evils or malpractices related to the teachings.

Impact: The project has adopted holistic approach to provide safe learning environment for the students. By working in all spheres of influence, the project has attempted to ensure that children can grow in an environment free of violence and free from any kind of violations of rights. The system at school is strengthened by establishing or reactivating the complaint response mechanisms. The SMC and head teachers are trained about their roles to ensure safe learning environment for the students. The code of conduct is mandated in all schools. The teachers are trained to respect the children and give positive feedback while teaching. This ensures that child can grow without any kind of inhibition in an environment where they can openly express themselves. The community members, including religious leaders and parents are oriented about child rights and protection. The orientation to these influential people can be expected to better the community environment in which the child grows and nurtures. The children, themselves are trained on social norms and this increase in their awareness can be expected to have a lasting impact. The child clubs, on the other hand, are also sensitized and trained on child rights and protection. The training to child clubs have encouraged them to actively partake in in-school and outside- school activities to transfer their knowledge to wider audience in form of some kind of activities (like school drama, debate, street drama etc.) Lastly, by engaging the local level government bodies through policy dialogues and supporting them

for database management can be expected to bring some form of transformational change to ensure safe learning environment for the students at the policy level. All these activities have worked towards increasing the knowledge, changing their attitude into more desirable attitudes and encouraging them to translate the learning to offer a holistic safe learning environment for the children by strengthening systems and mitigating social and cultural barriers.

Sustainability: The activities supported by the project can be expected to have a sustainable effect. The project ensures institutional sustainability by have trained the SMC and head teachers and established a mechanism for complaint response mechanism at the school level. By enhancing the capacity of the SMC and head teachers, it can be expected that they have more clarity on their roles and responsibilities. The policy dialogues have brought in some attitudinal change among the local government authorities, which can be expected to bring in some positive transformational change at the policy level. The child club activities have helped students be more aware about their rights and social norms. The trainings also aided in providing encouragement to the students in organizing different activities that would be spilled over to wider audience. The sustainability in continuation of child club activities will depend on the support from the management and child focal teacher. The self-defense training can be deemed to have a lasting impact in the lives of the training recipient as it has helped in enhancing their agency by making them well-informed about their choices. The cascading of the same knowledge and skills would further help in having much broader and deeper sustainable impact.

Good Practices

****Self-defense training:*** The self-defense provided to the female and male students was found to be a component that was widely regarded as effective. The training not only equipped them with basic skills they can use in defense, but also greatly enhanced their confidence.

****Child club reactivation:*** The reactivation not only helped in revitalizing the child club, but also ensured the inclusion of students in decision making, enhanced the confidence of the students by equipping them with leadership, managerial skills.

****GBV champions:*** Utilizing the existing human resource from the community as GBV champions has been one of the strengths of this project. The project's success can also be attributed to the GBV champions as they have level of trust with the community and they have done a commendable work in community engagement.

****CRM Strengthening:*** The project helped in developing confidence in the CRM, which led to rise in the number of complaints and suggestions, and eventually them being addressed.

****SIP, code of conduct development and contextualization:*** The orientation on the development of SIP and code of conduct according to the unique needs of the school was one of the laudable practices of the project.

Recommendations

Dissemination of learnings: In order to ensure the practices of appreciative inquiry is followed by all the teachers, a formal measure can be adapted to disseminate the learnings. A training of trainers can be provided to the teachers who received the trainings, who could have passed the learnings to the rest of the students in their schools.

In the upcoming days, local government can partner with the schools and organize trainings in school levels to ensure the learnings from the training gets disseminated on a wider level, and doesn't limit to a selected few.

Ownership of the project: The schools should continue to organize regular meetings with the parents / guardians to discuss whether their wards are regular at school and motivated to learn. PTA should be strengthened. The schools may assign some of the teachers to organize meetings, keep records, and follow-up on any critical incidents. The municipal governments may organize discussion sessions with these teachers taking special responsibility, once a year. At the community level, the municipal government may encourage and or mobilize child clubs or other Community Based Organizations (CBOs) to raise awareness on issues like early marriage or child labor and other forms of child labor.

Continuous encouragement to use complaint boxes: The schools need to regularly orient and encourage students to make use of complaint boxes, as one time orientation would not be motivating enough for students to drop their complaints. The complaint boxes should be placed where it is accessible to the students, and not in head teachers or the administration offices. Child

clubs should also monitor the regular opening of complaint boxes and nudge the SMC and the teachers if they aren't being regularly opened and complaints are not being addressed. Transparency should be insured by logging in the complaints in the register along with the action taken and the status of the issue.

Special attention to students with disabilities: It is essential to strengthen the infrastructure of schools to incorporate students with disabilities to be enrolled in schools. It is recommended that the SIP development committee include representation from people with disability/ children with disability in developing SIPs. Their lived experiences and challenges need to be heard and plans should be developed to address those challenges in the SIP and ASIPs.

Appreciative inquiry translation: Instead of seeing appreciative inquiry as something different requiring additional time and resources, teachers could also have been oriented on adapting it to local context with the resources at their disposal even in limited class hours. This can be embedded as a component and more trainings can be provided for effective translation of its techniques in the days to come. For this, the federal government can come up with nationwide strategies.

Future trainings designed for the teachers: Techniques of appreciative inquiry can be embedded into every teachers' training and TPD courses for mass dissemination of the approach. For this to happen the trainers need to be well prepared to integrate such skills on regular training programs. Thus, developing skills and competence of trainers to deliver such training should receive high priority.

List of Abbreviations

CP	Child Protection
CRM	Complaint Response Mechanism
ENGAGE	Empowering a New Generation of Adolescent Girls with Education
GBV	Gender Based Violence
GoN	Government of Nepal
PTA	Parent Teachers Association
S2L	Safe to Learn
SIP	School Improvement Plan
SMC	School Management Committee
SRGBV	School Related Gender Based Violence
SRH	Sexual and Reproductive Health
TPD	Teachers Professional Development
UN	United Nations
UNICEF	United Nations Children's Emergency Fund
VSO	Voluntary Services Overseas

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CHAPTER 1: INTRODUCTION

1.1 Background



Figure 1: Geographic coverage of the project

In Nepal, violence is seen as a usual practice in a student life. In educational institutions, corporal penalty or negative reinforcement with psychological aggression are widespread in the name of disciplining a child (Thakur et.al, 2010). This tendency is not just limited to educational institutions. In many households, violent discipline, child marriage, child labour, and trafficking are common, mainly in marginalized communities. UNICEF reports

that out of 10, 8 children have experienced some form of violent discipline (UNICEF, 2018). In a society where child violence is seen as a norm rather than anomaly, and is deeply ingrained into social and institutional spheres, its normalization seeps into psyche of even a child, which results in intergenerational violence. Safe learning environment is an enabling factor for physical, mental and psychosocial well-being of a child. Hence, VSO Nepal has been implementing “Safe to Learn” project in five districts, i.e. Sarlahi and Parsa of Province No. 2, Dhading of Bagmati Province, Lamjung of Gandaki Province, and Surkhet of Karnali Province of Nepal to end violence against children, and create school as a safe space for learning with the financial assistance from GPeVAC. The intended outcome of the project is to Strengthen safe and learning environment in 69 schools of five districts of Nepal. The following were outputs of the project:



Figure 2: Outputs of Safe to Learn project

The primary actors of the project are the students of the intervention school. It is anticipated that the project has 29,912 direct beneficiaries including female and male students, teachers, parents and community members and youth, whereas it is projected that the project will reach out to 127,134 individuals. The implementing partners for the project were Aasaman Nepal (ASMN), Divya Youth Club (DYC), Fight Back (FB), Global Action Nepal (GAN), National Campaign for Education (NCE), and Prerana.

Progress Inc. conducted Final Evaluation of the project in all five districts where the Safe to Learn project was implemented i.e. Parsa, Sarlahi, Dhading, Lamjung and Surkhet. The report presents the findings of the study.

1.2 Objectives

The following are the objectives of the final evaluation for Safe to learn project.

- To assess progress and results against the set indicators
- To assess how and to what extent girls and boys took part in program activities and how they have benefited from the program in terms of their learning continuity
- To explore the promising learning and lessons of the project those could be replicated in upcoming projects and mainstreaming into the government system. How well did the project succeed in creating a positive learning environment in schools for children meeting their learning needs?
- To assess how CRM supported in creating school as a safe place for learning through addressing children's safeguarding concerns and issues?
- To document success stories how did the self-defense training empower children, contributed in their education, and learning in a safe environment

CHAPTER 2: METHODOLOGY

2.1 Data Collection Tools

Progress Inc. used mixed method of data collection for the evaluation. The data collection tools used for the evaluation are described below:

Self-administered questionnaire: These questionnaire were administered with students from Grade 7-9. Considering the final examination timing of Grade 10 students, only students up to grade 9 were be considered.

The questions for the self-administered test included factors such as: knowledge, attitude and practice on child rights, child protection, GBV, and Adolescent Sexual and Reproductive Health (ASRH); aspects of Complaint Response Mechanism (CRM), self-efficacy and classroom pedagogy.

Key informant interviews: KIIs were carried out with head teachers, SMC members, teachers, and local government authorities. The interviews with head teachers, SMC and teachers were semi-structured, mostly to assess how school governance has prioritized issues of child protection, safeguarding and gender responsive SIP and School Safety Plan development. Furthermore, the teachers were interviewed to capture the aspect of appreciative inquiry, and gender responsive teaching.

Classroom observation: Interviews with the teachers was cross-validated through classroom teaching observation, where the researchers observed how teachers practice gender responsive pedagogy and appreciative inquiry in classroom. A structured checklist was used to make observations.

Infrastructure observation: The study also assessed how school amenities and facilities have been friendly towards children with disability. A structured checklist will be used to make observations.

In-depth interviews: In-depth interviews were carried out with the sub-set of the survey participants and child club members to understand their understanding on school safety. In-depth conversations allowed the study to explore the extent to which child accountability is practiced, and complaint response mechanism is adopted.

2.2 Sampling Approach

The study proposed the sample size of total 379 students. This number is the minimum sample size required to achieve 95% confidence and 5% margin of error. However, the total number of students surveyed were 405. The proportion of boys and girls for the survey was based on the data of students trained. The total number of students trained are proportionately distributed to calculate the sample proportion to make it representative. Data of trained students show that on average 40% of the boys are trained while 60% of the girls are trained. However considering the fact that intensity of training

was high among girls, the evaluation proposed to take a proportion of 70% girls and 30% boys. In practice, 68.1% (277) girls and 31.6% (128) of boys were interviewed

The qualitative aspect of the study such as IDI, KIIs and FGDs were conducted utilizing purposive quota sampling approach. Different studies quote different saturation level for qualitative data. The number of FGD participants will be determined based on “saturation”.

Table 1: List of study participants

Tools	Participants		Breakdown details	Sampling approach
Survey	Self-administered with training recipient	Boys: 128 Girls: 265	Detailed below	
Key Informant Interviews	VSO project team	1	Program team	Purposive
	Partner organization	5	One representative from each district-first point of contact	Purposive
	Palika representative-education department	3	Randomly selected three districts	Random
	Ward representatives	3	Randomly selected three wards	Convenience based
	Head teacher	5	One from each district	Random
	Teachers (G1-G5)	5	One from each district	Random
	SMC/PTA members	5	One from each district	Random
In-depth interviews	Students	10	2 from each district	Random
	Child Clubs	3	Randomly selected from 5 districts	Random
Classroom observations	Total	5	One from each district	With interviewed teachers
School facilities observation	Total	10	One from each municipality	Random

All five districts were selected for the evaluation. 30% of the total municipalities were selected. In this case, the study has selected the following municipalities under each district.

The selection of schools was done considering three aspects:

- Adequate number of students to be captured for the survey from secondary schools/ or higher secondary schools.
- Preference given to municipalities with more two or more schools.
- School who have been trained within January 2021 are selected.

The field visit for evaluation was conducted from March 2, 2021 to March 5, 2021. Five teams were simultaneously mobilized to the field in all five districts.

2.3 Field Mobilization

- In each district, two member team has been deployed. The qualitative data are collected by Progress Inc. Director and staffs with years of experience and expertise in qualitative data collection. The quantitative data is collection by senior enumerators. To ensure the quality in data collection, the team leader visited sampled field for supervision.
- Since the study had proposed self-administered questions, the role of enumerators is limited to orienting the students about the questions, and facilitate them to self-respond to questions.
- In every school, at least 20 quantitative self-administered survey (14 girls and 6 boys) have been collected.
- Other than that, as specified on the inception report 10 school facilities observation (disability friendly structures), at least 5 classroom observations for practice of gender responsive and appreciative inquiry techniques have been carried out. In all districts Palika level representatives from education unit have been interviewed and in three places additional ward level representatives are interviewed. In 12 school in-depth interview with head teachers have been carried out; and in 6 schools discussions are held with child clubs. At least 8 teachers have been interviewed on appreciative inquiry.

2.4 Quality Assurance Measures

To assure overall quality of the evaluation, following measures were adapted.

- The interviewees, FGD facilitators took field notes, using coding during their field notes as well as recording their sessions, and transcribing them.
- Information obtained under each category was placed under a specific coding. Interviewers and FGD facilitators were required to note their observation. Both verbal and non-verbal details were noted as a part of field notes to gain a rich and deeper understanding of the subject matter.
- Both descriptive and inferential analysis was carried out from the obtained data. Data Triangulation was carried out to gain a deeper understanding and verify the information obtained.
- The team mobilization for data collection ensured proper hierarchical reporting mechanism with division of labor. The quality control mechanism started from orienting the designated team members regarding their roles and responsibilities for this particular assignment.

In order to assure quality of quantitative data collection, the following measures were adapted.

- 1) Questions were translated in simple and easy to comprehend Nepali language.

2) Enumerators hired for facilitation of administration had prior experience in data collection in projects from UN agencies, and most have teaching or volunteering experience from INGOs. Additionally, the enumerators were oriented on the questionnaire, and an in-house pilot testing and practice was done, before the field visit.



Figure 3: Students taking self-administered test in a school in Surkhet

3) The students were provided with a small booklet of questions, where they could choose (tick) their responses. The students were broken into two groups, 10 in each group, and each question was dictated and explained before asking them to respond.

4) Once the self-administration was completed, the designated enumerator was responsible to feed the data in Kobo at the same time from the collected set of questions. While feeding, each individual respondent would be present with the enumerator and enumerator fed the data dictating the answers in the presence of respondent to confirm the choices/ responses of the respondent. This gave an opportunity to rectify and correct any responses from misunderstood questions.

2.5 Limitation

- As the data was being collected concurrently in five districts, it was not possible to provide mobile phones/ tablets for self-administration. As Progress Inc. did not have more than 35-40 tablets for use, each team could only take 6-7 tablets.
- When asked if the students were comfortable using mobile phone for the self-administration, most showed hesitation, and chose the option of paper-based test, upon which paper based self-administered test was conducted.
- In visiting schools for data collection, all three schools in Dhading and one school in Surkhet were having their terminal exam. Hence, data collection was possible only on the second half of the day.
- In Birgunj metropolitan city, a school had to be changed due to some unrest and tension in school. Due to this, an alternative school was selected i.e. Radha Krishna school in Bindyabasini municipality.
- It was observed that since numerous trainings were received by the students as well as the teachers from previous projects (i.e. ENGAGE and SfS II), there was some confusion amongst students and teachers while talking about the trainings. The information provided them frequently overlapped from previous trainings. While there was awareness on issues, at times there was confusion on the behalf of key informants while answering where they had learnt about certain issues.

CHAPTER 3: FINDINGS OF THE EVALUATION

3.1 Demographic Characteristics of the Respondents

A total of 405 respondents have been reached by the survey, of which 68.2% are girls and 31.8% are boys. The mean age of the respondents is 15. The majority of the respondents belonged to Brahmin/Chettri and Dalits, each ethnicity constituting of 24.4% of the total respondents. Janajati comprised of 19.3%, Madhesi's as 20.5%, Muslims and Tharu's as 5.4% each and 0.5% were from Sanyasi ethnicity. Similarly, five districts were taken into account for the study. As the sample schools varied from one district to another, the sample size of the students also differ. As Parsa had the most schools from the sample size, 30.5% of the students were from Parsa. Similarly, 27.3% and 18.8% of the respondents were taken from Lamjung and Surkhet, while 15.8% were from Dhading and 11.9% were from Sarlahi, reflecting the proportion of students reached by the project.

Table 2: Demographic characteristics of the students

		Gender		
		Female %	Male %	Total %
Ethnicity	Brahmin/Chettri	21.7%	30.5%	24.4%
	Dalit	23.6%	25.8%	24.4%
	Janajati	22.8%	11.7%	19.3%
	Madhesi	19.9%	21.9%	20.5%
	Muslim	5.4%	5.5%	5.4%
	Others	0.4%	0.8%	0.5%
	Tharu	6.2%	3.9%	5.4%
District	Dhading	17.0%	13.3%	15.8%
	Lamjung	20.7%	27.3%	23.0%
	Parsa	29.0%	30.5%	29.4%
	Sarlahi	12.7%	10.2%	11.9%
	Surkhet	20.7%	18.8%	20.0%
Marital Status	Married	1.4%	0.0%	1.0%
	Unmarried	98.6%	100.0%	99.0%
Grade	7	17.0%	13.3%	15.8%
	8	31.8%	28.1%	30.6%
	9	30.7%	41.4%	34.1%
	10	20.6%	17.2%	19.5%

3.2 Disability Status of the Respondents

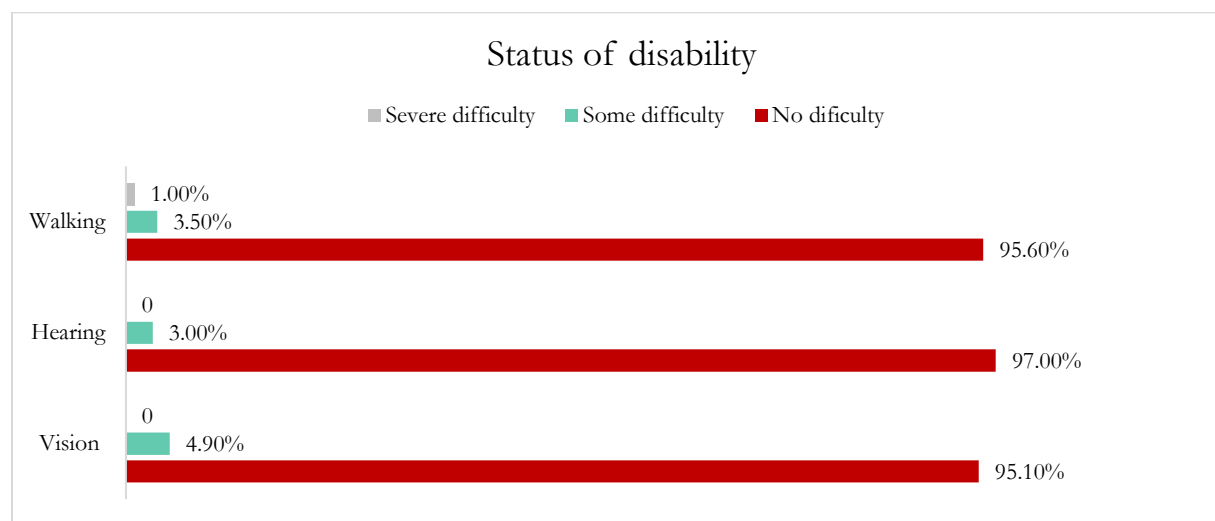


Figure 4: Disability status of respondents (if any)

To assess the disability status of the students, short set of Washington Group of Questions was administered. Findings revealed there were 90.0% of students with no disability while 10% with some form of disability.

The detailed breakdown of disability status shows that 95.1% of the respondents reported that they have no difficulty in vision, with or without glasses whereas 4.9% reported they have some kind of difficulty. When asked if the respondents have difficulty in hearing, 97% reported that they do not have any kind of hearing problem. Only 3.00% reported they have some kind of difficulty compared to 3% who reported they have a lot of some difficulty in hearing. Similarly, 95.6% of the total students reported that they have no difficulty in walking whereas, 3.5% reported they have some difficulty and only 1% reported that because of the difficulty, it is problematic for them to do anything.

3.3 Relevance

Safe to Learn project was commenced with the objective to ensure children could learn safe in safe learning environment. It was intended to do so through a holistic approach i.e. orienting parents on harassment, violence and bullying, training teachers on learner centered pedagogy, and appreciative inquiry, supporting school as well as overall governance for safe learning environment, sensitization and orientation of religious leaders and local power holders on GBV issues, and finally enhancing children's knowledge and skills against violence of different nature to thrive in a safe learning environment.

VSO had carried out Sister for Sister II (SfS II) and ENGAGE Project in the intervention areas, of which SfS II will be phased out in March 2021, and ENGAGE is still being carried out. SfS II project aimed to improve the learning achievement of the girls by increasing their access, participation, achievement, and transition, while ENGAGE is working to address socio-cultural norms that don't

prioritize girls' education, raising awareness of the support available for girls with disabilities, and building the skills and capacity of teachers and students through training and ongoing mentoring. Despite the success of the aforementioned projects, there were gaps identified by these projects that needed to be addressed. The focus of the two ongoing project lacked specific focus on creating comprehensive safe learning environment for the students. Taking this into account, the interventions designed by VSO for Safe to Learn project in providing a holistically designed safe learning environment for the students is appropriate and relevant to the context.

Child protection issues were discussed under SfS II and ENGAGE project, and consideration was given to child safeguarding and child protection, but focus being more on increasing the learning achievement through mentoring (for SfS II project) and improving the disability friendly structure (for ENGAGE project) being discussed. Complaint boxes were installed in many of the project schools due to the former two projects as well as from the mandate of the government, but the utilization of complaint boxes was not effective. There was still a need to further delve into the matter for a sustainable behavioral modification through awareness and sensitization. Safe to Learn was initiated to bring in the sustainable behavioral change.



“There was a complaint box already present in our school. However, we were afraid to use it. There was a fear that if we complained against some teachers, they would take some action against us, and even deduct our scores in our practical exams. Now, after taking part in further orientation and discussion events organized by the Safe to Learn Project, we are very much confident that our complaints will be addressed, without any intended consequences. Our class has complained or raised issues on several matters, and the school has also taken action. – A student in Grade 8, Parsagadi Municipality, Parsa

Similarly, teachers have been trained on appreciative inquiry and learners' centered teaching. The practice of teachers' centered teaching approaches is widespread as shown by many research works. The baseline study of ENGAGE project showed that only 38.46% of the teachers have adopted learners centered teaching practices. Corporal punishment on the other hand is a harsh reality for students enrolled in schools in Nepal (Thakur et.al, 2010). Studying in a safe learning environment is a basic right of every child. However, this right is still being violated, and children enrolled in educational institutions bearing the burden of mental, physical tortures, and even abuses of sexual nature. Safe to Learn project has made an attempt to ensure a safe learning environment, where students can openly express their queries and concerns with the teachers, and teachers positively encourage students to learn from mistake rather than punishing them for mistakes.

Through Safe to Learn Project, each project schools are supported in developing gender responsive and gender friendly infrastructural support for modification and/or construction of girls' toilets as well as WASH facilities. The schools are made to identify their need and submit a proposal based on

their own need identification. By offering a scope for the school themselves to identify their needs, Safe to Learn project presents another good example of being relevant to the needs of the community.

The interventions of Safe to Learn are tailor-made and contextualized for each of the intervention districts. In Terai i.e. the southern belt of Nepal, issues pertaining to dowry are a cause of worry to most families with female child. Similarly, forced child marriages are also grim truth in some communities. To address this, the project has taken a holistic approach and engaged not only parents, but also social and religious leaders and power holders in the community. In Parsa and Sarlahi, Muslim religious leaders were oriented alongside Hindu leaders. In some areas, it was also found that traditional healers, shamans (*jhankri*) were oriented. It appears that the design of the intervention is sensitive to the local context in each of the intervention districts. It has taken a holistic approach and identified beneficiaries and stakeholders of all levels and engaged them in dialogues and trainings of various nature.

The project also adapted to the local demands and needs and adapted accordingly. In the Sister for Sister Project, a training on database management regarding CRM was provided in municipality level. However, the municipality level staff presented difficulties regarding the lack of hardware, due to which they were having issues in database management. Hence, through this project, laptop and supporting equipment such as hard drives, printer etc. were provided to the education department in municipal governments so that the database regarding the complaints made in, their management and mitigation techniques were regularly updated.

As discussed above, the project interventions fulfill pre-existing gaps, strengthen policies and mechanisms already set in place, and add extra emphasis on its practices. Along with this, they also take local needs, socio-economic context into account. The thought of considering all of the above factors while designing and implementing the project highlights the relevance of the project.

Head teachers and SMC members were trained about their roles and responsibilities and how it was important to incorporate aspects of safe learning environment in SIP to promote quality learning, create safe learning space and increase their school attendance. Head teachers and SMC members in the interviews agreed that there was a passive engagement of SMC members in influencing good governance. The engagement of PTA was even more passive. This was mostly because of the lack of sensitization and awareness on their part regarding the importance of frequent meetings, active involvement in the committees. The school governance measures were being followed merely as a mandatory clause of the government. Before the initiation of the project, School Improvement Plans (SIP) and Annual Strategic Implementation Plans (ASIP) lacked prioritization of components for ensuring safe learning environment. The ASIPs mostly incorporated components of infrastructure development among others. The participation of SMC and PTA lacked the spirit that is required to make positive changes in the learning environment of the school. It was revealed in most schools that in SMC meetings, the members did not participate because of their other priorities. In this context, the support to the SMC members by orienting them about their roles and responsibilities and facilitating them to develop SIPs and ASIPs prioritizing a holistic approach for ensuring safe learning

environment through positive teaching approaches and strengthening complaint response mechanism is in its true sense is appropriate.

Fight Back training has a lot of relevance in the contemporary Nepali society, especially in the rural and marginalized setting. A study suggests that public transport, public places and school area are the most common places where instances of sexual harassment occur for Nepali girls. The same study also highlighted the experiences of girls facing sexual harassment in their own homes from their relatives (Gyawali, 2020). The incorporation of elements such as good touch and bad touch, how sexual harassment can occur between family, friends, relatives and neighbors was very much relevant to the intervention areas. Additionally, the girls faced difficulty commuting to and back from schools and also felt uneasy walking alone other times even in their own community. As the Fight Back training equipped the girls, and also boys with physical skills to protect themselves from attack, incidences of sexual harassment and violent behaviors, the project was relevant.



Around five minutes away from our school, there used to be some hooligans who would sit around tea shop and call us names and tease us while we were returning to our homes from school. We used to feel very unsafe, and we could only walk back in groups and we did not have the courage to walk alone. Now, after the training, I can confidently walk alone, look at them in the eyes and ask them to back off if needed. – A female student from Surkhet

These experiences demonstrate that the trainings provided were very contextual and relevant to the local needs. Additionally, the Constitution of Nepal 2015 Article 39 clearly specifies that every child has right to elementary child development, and participation, no child shall be subjected to child marriage, transported illegally, no child shall be subjected, in the name of cultural or religious traditions, to abuse, exclusion or physical, mental, sexual or other form of exploitation or improper use by any means or in any manner. Also, it mentions that no child shall be subjected to physical, mental or any other form of torture in home, school or other place and situation whatsoever. Nepal School Sector Development Plan (2016-2023) is also in line with the constitution of Nepal and plans on creating safe space for children and developing their physical, socio-emotional, cognitive and moral potential in school buildings. As Safe to Learn was also in line with the government mandates, this is very relevant to the context. Furthermore, Local Government Operation Act (2074) has described the rights of the Municipalities under Article 11. The rights relating to the education are mentioned under clause is where it is mentioned that local government has right to develop educational plan relating to the school education. Also, municipalities are mandated to take actions for improving teaching learning process through different activities including capacity building of teachers and staffs. Since, the project Safe to Learn also incorporates the elements of capacity building, teachers training and also works closely with the local government abiding by the local government mandates, the project is very relevant.

3.4 Efficiency

3.4.1 Intervention areas

The selected intervention areas i.e. Surkhet, Dhading, Lamjung, Sarlahi and Parsa were areas where Sister for Sister and ENGAGE projects were already being carried out. The local implementing partners selected for the project were also the same as those implementing Sisters for Sisters' and ENGAGE in the intervention districts. As the intervention areas as well as working partners were same for Safe to Learn, the contextual understanding of the working areas was high. The partners already had good coordination with local government, schools as well as the community. The work previously carried out set a strong foundation, and had earned appreciation and trust for this project, which definitely saved time for coordination, rapport building, and it was easier for the local partners to dive into the project implementation in a short time span.



Figure 5: Current GBV Champions who have been engaged in Sisters for Sisters Project

The project also utilized the existing human resources, which made the project more efficient. The girls designated as big sisters were also appointed as GBV champion for this project in some of the municipalities, which not only attributed to the success of the project, but also made it more efficient. The GBV champions had were from the community itself. Due to this, there was a trust factor, and they had an advantage in terms of coordination with the community. Also, having previously worked with VSO's Sfs II project, they also had good rapport with the SMC, local government, which made it easy to carry out the project in stipulated time frame, and made it efficient.

3.4.2 Timeline of the project

The project commenced on July 2020, and ends on March 2021, which gives this project a time span of 9 months. The onset of COVID-19 pandemic pushed back some activities, and set back some proposed deliverable dates. However, it was observed that the implementing partner quickly took lead and despite of the pandemic moved some of the activities online, so as to not delay and extend the project timeline. Later, special attention and Duty of care compliance was adhered to and trainings were held in person applying security measures such as social distancing, wearing masks and applying sanitizers. Duty of care commits that the community can expect the organizations, and the people associated with them, to protect and ensure no harm will come to anyone in the community in which they operate, whether volunteers or local community members.

Despite of the short duration of the project, it aims on addressing different spheres of child safety, protection, safeguarding and safe learning by targeting and engaging different beneficiaries and

stakeholders. There are different components and activities targeting each of these stakeholders. The project duration was already short as deemed by many (including the implementing partners and various stakeholders). On top of this, COVID-19 pandemic caused some rush to complete the activities in projected timeline. Despite of the rush, the partners had confidence that they will be able to adhere to the standards and not compromise on the quality.

“ The project duration was nine months long, and we had been presented with a challenge of reaching out to students, their parents, schools, community and different stakeholders. Then, COVID-19 pandemic set us back, but I feel that through the support of the community, schools and stakeholders we have been able to deliver what we anticipated. Despite the hurry, we are pretty confident that there has been no compromise on the quality of work our organization has set out to do. – Project coordinator, ASMN, Surkhet

3.4.3 Weighing timeline with quality

After the In-depth interviews with local implementing partners, it was gathered that the project activities will complete in projected time duration. The project staff anticipate having sufficient time for follow up support to monitor and ensure quality. The project can only expect that the learning from capacity building of the school management, local government and training to different stakeholders will be translated and implemented as there will be lack of evidence to show that has actually been translated. While the head teachers, SMC and teachers have committed that they will continue implementing the learnings of the project, but the continuous monitoring that is required (to make a behavioral change) was missing because of this short duration.

3.5 Effectiveness

3.5.1 Output 1: Supported school governance and management to be responsive for safe to learn environment

The project aimed in supporting school governance and management to be responsive for safe to learn environment. SMCs, PTAs and governance groups were trained on child protection, safeguarding, gender-responsive SIP and school safety plan development. Similarly, there was orientation on complaint response mechanism.

3.5.1.1 Complaint response mechanism

Safe to Learn project worked in strengthening CRM in the schools in intervention areas. Child clubs, students, SMC, teachers and also the parents were also sensitized regarding CRM. In all sampled schools CRM was in place. Complaint boxes were installed for the students, parents and teachers to vent out their grievances or suggestions. Complaint box was mostly placed in a visible and accessible site- mostly outside the classroom in the ground floor or right out the head teachers or administrative

office. It was clearly marked as complaint box and the writing was easily readable to all. Upon enquiry it was reported that in all the project schools, there was a complaint response committee. All schools had made an attempt to ensure representation from all levels; head teacher, representative from SMC (mostly SMC chairperson), child club members and ward level representative formed the committee along with the CRM focal teacher. In most of the cases CRM focal person was a female teacher. This CRM committee was responsible to open the complaint box and address and resolve the complaints. The project had supported school in strengthening this CRM by facilitating them in developing a system to review and document the complaints. It had set a mandate to make a progress report and share it among the CRM committee members. During evaluation, it was found that all schools in Surkhet had adopted the mechanism to the core; while other schools in other districts were following it in a varying degree. For example, in case of two schools in Sarlahi, complaint box was set up a month back, but it was reported that it had not been of use, since they had not received any complaints. Similarly, in case of schools of Dhading, the head teachers expressed that despite the installment of the box, the students are more comfortable to report their complaints directly and informally to the teachers, rather than dropping their complaints in the box. It was found that schools in Surkhet had demonstrated good practice of using complain boxes and had been successful in strengthening their CRM, while other districts were still in the process of strengthening their system. Learning from Surkhet show that it is essential to regularly orient and encourage the students to file their complaints. In this context, head teacher from Laligurans Secondary School explained that had it not been continuous encouragement from the management to the students, complaints would not have been dropped. In the similar vein, head teacher from Bijeshwori SS said that acknowledging the types of complaints received and actually resolving the same and disseminating the message about it encourages the students as well as parents to complaint more.



There are many instances where we ensure that complaints are resolved. We had a complaint box in place prior to the project, but it was from Safe to Learn we understood that complaint boxes is a good means to identify the problems of the school experienced by the students or parents. Once we get to know the problem, it is easy for us to offer tailor made solutions. This way the students are more confident and happy about the learning environment - Head Teacher, Surkhet

Regarding the complaint response mechanism, 90% of the students had knowledge on where to complaint if their child rights have been violated in school. The findings reveal that students are aware about complaint response mechanism in school. This can be credited to the project as FGD with students suggested that many did not have idea earlier regarding the complaint response mechanism.

Furthermore, they were asked on where they usually complain, 71.9% of them reported to teachers that they trust the most in school. More than half used complain box as reported by 54.4%. During discussions with students it was found that the usage of complain box differed from school to school.

While some refrained from using it as they feared, that it would be taken negatively, some reported that their complaints were heard and solved. Many shared their problem with their family members as well as 47.8% of them reported so.



47.5%

Students had used complaint box in their school

Regarding the use of complaint boxes, 47.5% of the students reported to have made use of complaint box. Out of the 47.5% of the students who have used complaint box in their school, majority of them reported it was due to harassment or teasing (50.3%).

“

Once the students became aware about complaint box, students started complaining about minor things as well, such as littering, need to clean toilets, which does not require a full meeting with committee. For more serious issues such as mistreatment of students, use of corporal punishment, we do take necessary actions involving the entire committee. – Head Teacher of a school in Lamjung

It was found that male students had more practice using the complaint box compared to female students, as 59.2% of the boys had used it compared to 42.9% of the girls.

Table 3: Disaggregated data on practice of using complaint box according to gender

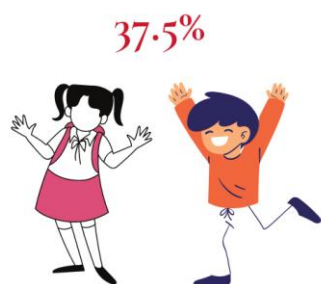
		Gender	
		Male%	Female%
Practice of using complaint box	No	40.8%	57.1%
	Yes	59.2%	42.9%

Similarly, students of Parsa were found to practice of using complaint box as 67.2% had reported to done so, this was followed by the students of Dhading as reported by 43.8%. The practice of using complaint box was found less among the students of Sarlahi as only 29.2% had used it.

Table 4: Disaggregated data on practice of using complaint box according to districts

		Districts				
		Dhading	Lamjung	Parsa	Sarlahi	Surkhet
Practice of using complaint box	No	56.3%	58.7%	32.8%	70.8%	58.5%
	Yes	43.8%	41.3%	67.2%	29.2%	41.5%

Students have also started using complaint box to report frequency of absentees of teachers (28.3%) and regarding the behaviors of teachers in class (26.4%). Having a follow up interview with students, it was found that teachers would use mobile phones inside the class instead of teaching. But this cannot be generalized to all teachers as students had complained about the teachers who were not trained as well. But this reflects that informal sharing by trained teachers to non-trained teachers have not taken place in schools. If it had, the number would have been much lower.



Out of total complaine, 37.5% were happy that their complaints were heard and solved in school.

Out of this, majority of cases were solved from the students of Parsa as 53.8% had reported so. Students of Parsa later disclosed that they were very much satisfied with the handling of their complaints. This practice was followed by Dhading (39.1%) and Surkhet (34.1%).

Table 5: Disaggregated data on problems resolved through complaint box according to districts

Problems resolved through complaint box		Districts				
		Dhading	Lamjung	Parsa	Sarlahi	Surkhet
	Yes	39.1%	27.2%	53.8%	18.8%	34.1
	No	10.9%	14.1%	15.1%	10.4%	8.5%

“ We had received a complaint from a female student in grade 8 regarding seniors in the school who were threatening to sexually harass her. Upon opening the complaint box, we further inquired, identified the male students, called their parents and had a discussion, and the boys realized their mistake and apologized to her. She could not come to the teachers openly, however, through the complaint box installed in the school, she could bring the issue to us, and we were successful in addressing it. – A teacher in a school in Parsagadi, Parsa

“

I along with my friends were harassed by our seniors, who were forcing us to try cannabis. We complained this through the complaint box as we little scared to speak on it verbally. Our teachers called them and their parents and gave them strict warning. They apologized to us and said would not do it again to us or to anybody. – A female student from Surkhet

Safe to learn has been proved effective to make students aware about the complaint box. 53.8% of the students credited Safe to Learn Project’s orientation and sensitization to have helped them to be more aware about the complaint box. The revitalization of child clubs, involvement of child club members can also be attributing factors for this. 58.0% reported their teacher were also a source of information regarding complaint box.

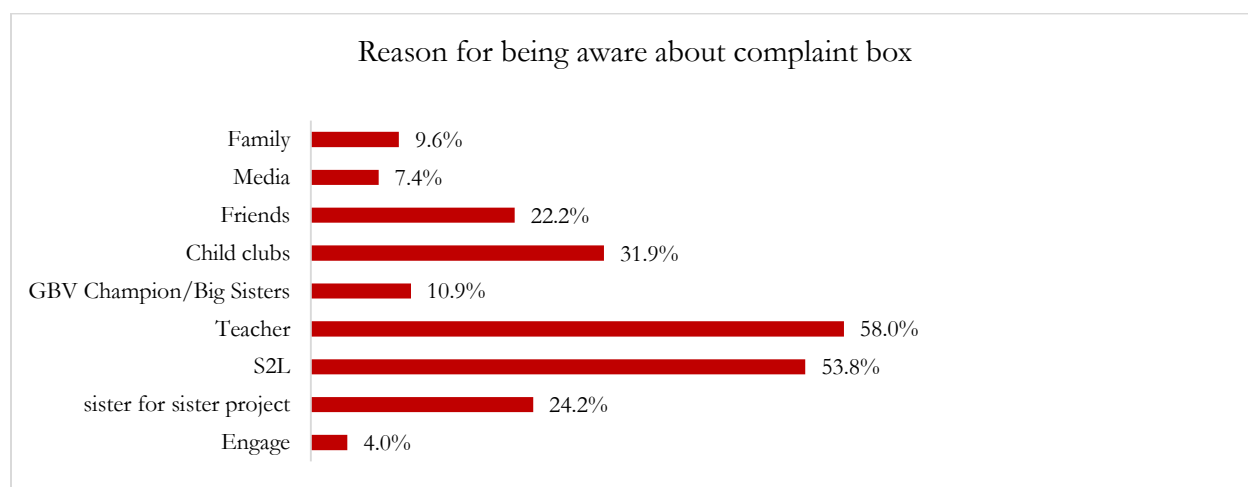


Figure 6: Reason for being aware about complaint box

In order to grasp the level of understanding about the mechanism, students were asked if they knew where and how to report to cases of child rights violations, like early marriage and child labor.

87.5%



Students knew where to report if they witness or experience child marriage or child labor

87.5% of the students reported that they know where to report when they see child marriage and child labor taking place in their community. 47.5% of the students reported that they learnt it from their teachers along with their parents as reported by 40.4%. Without a doubt, this shows that teachers and parents are the first source of information to students. Furthermore, this also suggests that students have been well aware that child labor and child marriage are violation of child rights and can be attributed because of their parents and teachers. Discussions with students revealed that teachers and parents play a very

important role in students' life. For some they are the most trusted people in their life, as students reported that if they experience bad touch or harassment teachers are the first person to be reported so. This was confirmed by 54.7% of the students while 49.2% reported to parents. Moreover, usage of complaint box placed in school has been proven effective for students as 46.9% have reported so. GBV champion and big sisters have also earned the trust of students as 25.60% of the students reported to complain to them.



I was being constantly teased by my classmates for a long time. I gathered some courage and wrote a complaint and kept it in complaint box, with my name in it. The teachers called me and my classmates. They have not teased me ever since. I am glad I used the complaint box and hope others will to. – A ninth grade female student, Sarlahi

Knowledge on where to report cases of child rights violations

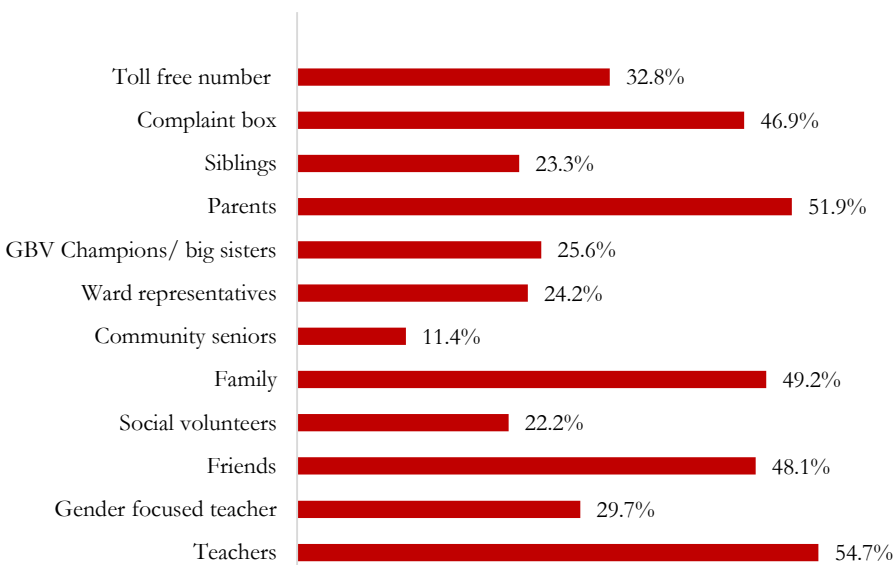


Figure 7: Knowledge on where to report cases of child rights violations



Students were aware about child helpline number

Group discussions with the students later found that students had not been aware not only about the numbers but also such provisions that exist in country to protect them before the training. Because of the training, students were able recite the hotline number in front of the team.

3.5.1.2 Disability Friendly Structures

The project did not directly supporting disability friendly structures, but have encouraged schools to mainstream disability friendly learning environment for the students. In order to assess the minimum level of disability friendly infrastructures, the evaluation observed the school structures to assess their level of disability friendliness.

Findings point out that most of the schools in Terai had a flat road which eased the access for students with disabilities. In some schools there were small rocks and loose stones on the way but no major hindrance would be caused in the movement. The case was completely different in schools in hilly areas. Leveling was not done, and it was quite evident that a student with disability would have to face difficulty before entering the school premises. In all the schools, there was a provision of ramps for students who would require wheelchair. The government has mandated for the provision of ramps in the ground floor as a minimum requirement and all schools were found to have provision of ramps. However, in case of schools with more than a building, it was observed that ramp was present mostly in one building.

Most of the schools were fenced to ensure safety of the students. The quality of fencing differed across schools. In case of Surkhet, the schools were properly fenced, while in case of Dhading, there was no fencing in sampled schools.

In terms of ease of accessibility to students with disability in classroom, the classrooms were moderately accommodating for children with disabilities. The doors were wide enough for the passage of wheelchair, but lacked railed. The placement of furniture was not done to suit easy access to wheelchair. The seating arrangements were such that there was a narrow passage. This was because the classroom sizes were not big enough to ensure a wide space between the rows or columns. In some of the classrooms, it was observed that in each student four or sometimes five students were seated, with around more than eighty students in a classroom which would have occupancy for ideally thirty-fourty students. The head teachers explained that there was no requirement for rails as most of these schools had students who had difficulty with mobility and had slight weak eye sight. In all schools the head teachers acknowledged that if student with severe disability would be enrolled, they would make every effort to accommodate them.

In terms of access to toilets, not many schools had considered to pave or level the way to toilet. These schools expressed their challenge and difficulty in levelling given the terrain. None of the schools had separate toilet for students with disability.

3.5.1.3 Service Centered Interventions

Service centered interventions were effective in engaging all the stakeholders in a platform through policy dialogues wherever they took place. In some of the municipalities visited however, they were yet to take place. In the municipalities where the policy dialogues took place, positive response was seen from the stakeholders. It promoted cross-learning, partnership, continuous engagement and also attributes to the sustainability of the project. Additionally, the governments were supported with laptops for database management in municipality for safe learning space. However, upon KIIs, it was found that most of the municipalities only had EMIS, however, separate data on complaints, data related to safe learning were not entered and management. There also seemed to be some degree of confusion in some of the municipalities, as they were not very clear on the specific purpose laptop distribution.

LOCAL GOVERNMENT MANDATES ON CHILD PROTECTION

The Constitution of Nepal, as stated in the schedule 8, has mandated the Municipalities to manage matters relating to the basic and secondary education. Further, the Local Government Operation Act (2074) has described the rights of the Municipalities under Article 11. The rights relating to the education are mentioned under clause ja and there are 23 such areas. The right to develop educational plan relating to the school education have special space under the Article. Further, the Municipalities are mandated to take actions for improving teaching learning process through different activities including capacity building of teachers and staffs.

The Article does not mention specifically on child protection or complaint response mechanism. However, these may come under the school processes and are part of the effective school management. And the Palikas may influence the processes through its rights to form School Management Committees (SMC), and through rights that mandates Palikas to take action for improving the quality of school education.

At the school level, schools prepare School Improvement Plan (SIP) - that may include goals on physical facilities development or improving the school process and quality. When the people involved in planning see the importance of safe learning environment for quality education, certainly they work to design appropriate programs to this ends. Further, there are other instructional plans prepared at the classroom level which focuses on instructional processes and matters relating to classroom management.

3.5.2 Output 2: Trained teachers and educators on gender responsive pedagogy, appreciative inquiry, positive behavior for implementing learner centered and safeguarding practices in school

The project has contributed in improving the status of classroom pedagogy by providing training on learner centered approach, promoting positive behavior in the classroom through appreciative inquiry. The training has trained the teachers in creating a safe space in classroom to encourage the students to express themselves freely.

3.5.2.1 Effect on classroom pedagogy and appreciative inquiry

The project has contributed in improving the status of classroom pedagogy by providing training on learner centered approach, promoting positive behavior in the classroom through appreciative inquiry. The training has trained the teachers in creating a safe space in classroom to encourage the students to express themselves freely. It has done so by discouraging corporal punishment as well as verbal abuses and being sensitive to students' psychology. The project has done work in promoting equal and fair treatment in classroom, promoting remedial teaching, providing attention to each student's unique needs. The KIIs with the teachers suggested that the teachers learnt new techniques and methods on appreciative inquiry. The teachers shared that despite having taught in classroom for quite a long time, and even having attended B.Ed and TPD courses and trainings on learner centered teaching in the past, the learnings were limited to knowledge, but they did not know how to translate these learnings into practice. Contrary to other trainings they had received, majority of the teachers suggested that the training had been an eye-opener for them. They learnt that the encouraging positivity, imagination and creativity in the classroom were the key elements to foster conducive learning environment for the students. The teachers further cited that they needed to be more sensitive regarding the selection of the words they used in the classroom, and how their verbal and non-verbal communication style can make lasting impact in the psyche of their pupils.



After the training, I learnt that I was a 'neutral' teacher, and I needed to be pro-active to engage my pupils in the classroom. I have started using warm-up techniques and start my class with a song. I now break down my classes into segments, engage students in discussion, take questions from them. I have started saying thank you, referring to the students name while appreciating them in front of the classroom, and when someone makes some mistakes, instead of discouraging them, I now correct them, and commend them for their effort. I think the training has definitely made an improvement on my teaching method. – A teacher in Jagarnathpur, Parsa

The team observed 8 teachers in 5 districts who received training on making their classrooms more learner-centric. For this, 15 indicators were identified where teachers were scored on each indicator. The aggregate percentage was then calculated based on the scoring. The details of each indicator are given in the table below. Overall, 70.20% of the teachers were implementing their learnings from the training in their classrooms, using different techniques.

Table 6: Classroom Observation on translation of AI training

S.No	Indicators	Percentage
1	Teacher motivates children to draw attention to lesson	87.5 %
2	Teacher uses games songs stories to encourage active learning	46.87%
3	Teacher engages students in different activities relevant to lessons	40.62%
4	Teacher uses appropriate instructional measures to help students learning	75%
5	Teacher encourages students to express their ideas and opinions	87.5%
6	Girl students are encouraged to participate in classroom activities	75%
7	All students are encouraged to participate in classroom activities	81.25
8	Teacher asks open ended questions	81.25%
9	Teacher give opportunity for children to explore giving positive scenario	75%
10	Children with learning difficulties are given extra time to answer	50%
11	Teacher scolds children when they give wrong answers	25%
12	Teacher helps all children in an equal and fair way, no one is left out	71.87%
13	Girls and boys appear to talk to teachers easily and openly	81.25%
14	Teacher uses positive method to discipline children	78.12%
15	Teacher uses gender sensitive language	96.87%
Total		70.20%

Furthermore, in order to understand the classroom pedagogy, the survey included a set of questions to assess teachers' behavior, teachers' attitude, and teachers' preference towards students.

The survey tried to identify teachers' behavior towards them in terms of 'bad touching'. The project has worked with students to help them identify any cases of violence, and with teachers to sensitize them about the same. Data shows that on average two third of the students had never experienced bad touch from their teachers. This number can be attributed to the fact that they were not initially familiar with the concept of good touch and bad touch. Majority of the students responded never to have experienced bad touch in Dhading (82.8%), and Sarlahi (83.3%). While 67.4% students in Lamjung, 69.7% in Parsa, and 69.5% in Surkhet reported that they had never experienced bad touch from teachers. Across all the districts there are still fraction of students who responded that they have experienced bad touch. 16.3% of the students in Lamjung reported that they have sometimes experienced bad touch from their teachers while 17.6% reported in Parsa, 12.5% in Sarlahi, 7.3% in Surkhet and 3.1% in Dhading asserted the same. There were 6.1% students from Surkhet who reported that they often get bad touch from their teachers.

Table 7: Data on students' experiences on bad touch from teachers disaggregated by Districts

Experienced bad touch from teachers	District				
	Dhading	Lamjung	Parsa	Sarlahi	Surkhet
Don't know	10.9%	12.0%	10.1%	2.1%	13.4%
Never	82.8%	67.4%	69.7%	83.3%	69.5%
Often	1.6%	0.0%	0.8%	0.0%	6.1%
Rarely	0.0%	4.3%	1.7%	0.0%	3.7%
Sometimes	3.1%	16.3%	17.6%	12.5%	7.3%
Can't say	1.6%	0.0%	0.0%	2.1%	0.0%

In the FGDs with the students from these districts, they stressed that the trainings on child protection (social norm) and specifically Fight Back have been instrumental in helping them identify cases of bad touch that have happened to them over the period of years.



Had you asked about experiencing bad touch before the training, we would have said we have never experienced it, since we did not know what constituted a bad touch. Now that we are aware, we were able to reflect the times we actually experienced bad touch.” – A student from Surkhet

Interestingly, the proportion of male students who reported to have experienced bad touch sometimes by the teachers was slightly higher than the girl students. It was found that 14.1% of the male students had reported that they have sometimes experienced bad touch compared to 11.6% of female. Furthermore, 76.1% reported that they have never experienced bad touch while 66.4% of male students reported so. The discussions with boys from the child club revealed that the general assumption in community is that female are more prone towards harassment and bad touches. But the above findings show that male students are as vulnerable as female students. 91.80% male students reported that their perspective and opinions regarding violence and sexual violence has changed after the training and orientation.



Initially we assumed that only girls are more vulnerable to violence and abuse of sexual nature, but now, we are aware on what constitutes as bad touch. After the training, I did some self-reflection as well, and felt that I too have felt bad touch in the past. Prior to this, I wasn't aware on the idea. But now, I can identify and speak out if I face it in future. – A male student in Lamjung

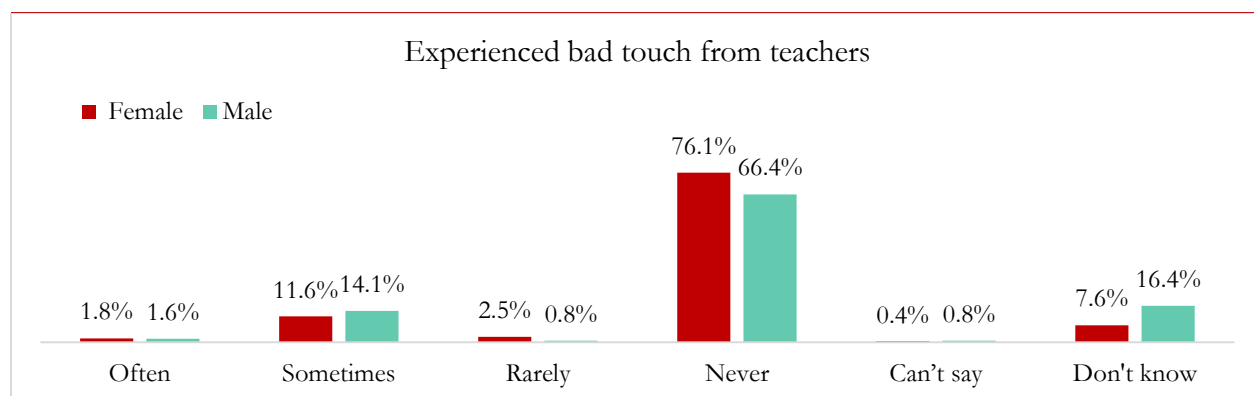


Figure 8: Experienced bad touch from teachers

Regarding the behavior of teachers, respondents were asked whether they feel if teachers behave properly with them in school or not where 86.2% of them reported that they do. 8.0% of girl students reported that they feel teachers do not behave properly in school with them compared to 3.1% of the boy students. This shows that teacher's behavior among students differs on the basis of gender, especially towards girls.

Table 8: Students perception regarding the inappropriate behavior of teachers

Inappropriate behavior of teachers	Female %	Male %
Yes	84.1%	90.6%
No	8.0%	3.1%
Don't know	8.0%	6.3%

Some of the female students reported that the teachers did not really trust their abilities, especially when it came to teachers teaching more technical subjects, or subjects that are assumed difficult.

“ Our teachers always ask questions to boys in Computer, Math and English classroom. Our male peers even joke sometimes that you don't know how to use computer. We feel patronized, but our teachers don't intervene. – A grade 8 female student in Dhading

Some female students shared that in subjects such as English, Computer science and Mathematics, their teachers only asked questions to the boys in the classroom. Most of the responses from the students pointed out that the teachers were more biased towards one gender, especially they were open to give stricter punishments to boys than girls. In discussions with girls in Surkhet, they revealed how they feel more protected in terms of punishment than their male counterparts.

Students were asked whether the teachers encourage them especially girls to participate in class. Only 17% of the total respondents reported that teachers often motivate them, while the majority that is 31.1% of them reported that teachers only sometimes do so.

Disaggregating the data as per the district showed that 35.4% teachers of Sarlahi encourage the girl students often, followed by 21.9% of teachers from Dhading. In case of Lamjung, only 2.2% often encouraged the girl students, and 16.8% in Parsa, 19.5% in Surkhet. It can be inferred from the data that making a conscious effort to encourage and motivate girl students was not found. The teachers reasoned it by saying that they give equal encouragement to all students, and they are more attentive towards slow learners than specific genders. The students on the other hand agreed to the assertion of teachers saying they do not show preferential treatment towards any gender.

Table 9: Teacher's motivation towards girls to participate in class

	District				
	Dhading	Lamjung	Parsa	Sarlahi	Surkhet
Don't know	10.9%	38.0%	6.7%	4.2%	15.9%
Never	42.2%	32.6%	24.4%	14.6%	26.8%
Often	21.9%	2.2%	16.8%	35.4%	19.5%
Rarely	3.1%	8.7%	8.4%	0.0%	7.3%
Sometimes	18.8%	17.4%	43.7%	45.8%	29.3%

Furthermore, students were asked if the teachers use inappropriate words toward students, especially towards girls, it was found that majority of teachers do not use such words. Moreover, it varied among different districts. For instance, 68.8% of the students reported that their teachers never use unsuitable words to students compared to only 39.1% in Lamjung. Dhading was then followed by Surkhet as 67.1% reported so.



My teacher sometimes call me and my friends' lati, although he says it in a joking manner, we don't like it. I think it is insulting." -A female student from Sarlahi

Qualitative findings suggest that teachers trained in appreciative inquiry did not punish the students for getting their answers wrong. Rather they positively reinforced students for trying to resolve the problem. From the class observations carried out in 10 classes, it was seen that none of the teachers were physically punishing the students, nor were detaining the students for getting their answers wrong.

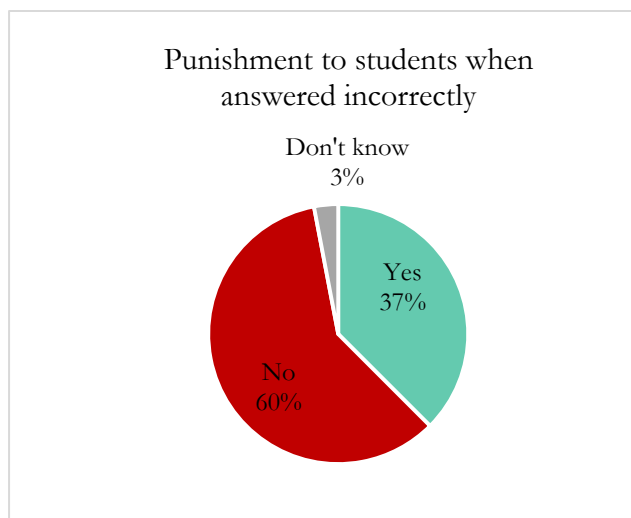


Figure 9: Punishment to student when answered incorrectly

In this regard, the survey tried to capture the forms of negative reinforcement experienced by the students in classroom learning. To which, more than half that is 60.0% of the students reported that teachers don't punish the student often, 37% of them responded that their teachers mistreated the students and used harsh words at times when answered incorrectly sometimes according to the situation. The findings show that teachers were still using the traditional method where students are scolded for not doing their work correctly or giving incorrect answers.

Out of the total 37% who reported to have experienced some sort of punishment, the most common was scolding (58.6%) followed by physical punishment (43.4%). Although the degree of scolding varied from one student to another and not severe, some students further elaborated that the teachers would scold them but in a non-threatening way, while some expressed that it was for their own benefit. Moreover, as the training on appreciative inquiry was given recently to teachers at the time of evaluation, it could be seen from the observation that teachers were trying to respond positively even when students made mistakes. To get rid of the old behavior which they have been using for years, it would take time for teachers to get used to the new method.

The data showed that teachers reacted positively when students respond in the class as 85.7% of them reported it. Moreover, when the team observed the teacher in the classroom, it was found that they were using the term “thank you”, “please”, and “good”, thus motivating and encouraging the students even more. Observations were done for teachers who had received the training, and the same cannot be asserted for other teachers. As there is a significant proportion who have reported to be receiving punishment for getting answers incorrect, it might be contradictory. It is to be noted that trainings were provided to one or two teachers from a school, but the students were sharing experiences from all the teachers in their schools, which might attribute to 37% of the students receiving some form of punishment.

Table 10: Positive response of teachers when students respond

Positive response of teachers when students respond	District					
	Dhading	Lamjung	Parsa	Sarlahi	Surkhet	Total
Yes	89.1%	76.1%	88.2%	93.8%	85.4%	85.7%
No	3.1%	13.0%	9.2%	4.2%	11.0%	8.9%
Don't know	7.8%	10.9%	2.5%	2.1%	3.7%	5.4%

It was observed that the teachers complemented the student's answers, and also encouraged students to positive situations to explain a content. The teachers referred to student's names in front of the entire class and shared they had answered correctly, thanking them. Having them name called in a positive scenario and used as an example for the rest of the classroom was a motivating factor for the students. 85.2% of the students reported that their teachers used positive situations and the team witnessed the same as well.

In a classroom observation in a school in Lamjung, a teacher was teaching English language. A student answered a question on meaning of a word as the classroom was focusing on vocabulary. The teacher was found thanking the student and using her name to encourage her, upon which she looked jubilant.

The findings reveal that students very much enjoy their classes in school as 98.3% of them reported so. In fact, all the students from Dhading and Sarlahi reported that they enjoy coming to school and attend their classes. More than 95% of the students in Lamjung, Parsa and Surkhet reported the same. Among those who responded they enjoy the classes, further questions were asked which aspect they enjoy the most, 55.3% reported that group works among students were very much enjoyable followed by teacher's behavior towards them. Furthermore discussions with students gave an insight that students have learnt about team work through these group work.



We used to focus on individual work before, but when our teachers bring group work, everyone gets very excited. It is refreshing and we get to work in teams.” - A student from Lamjung

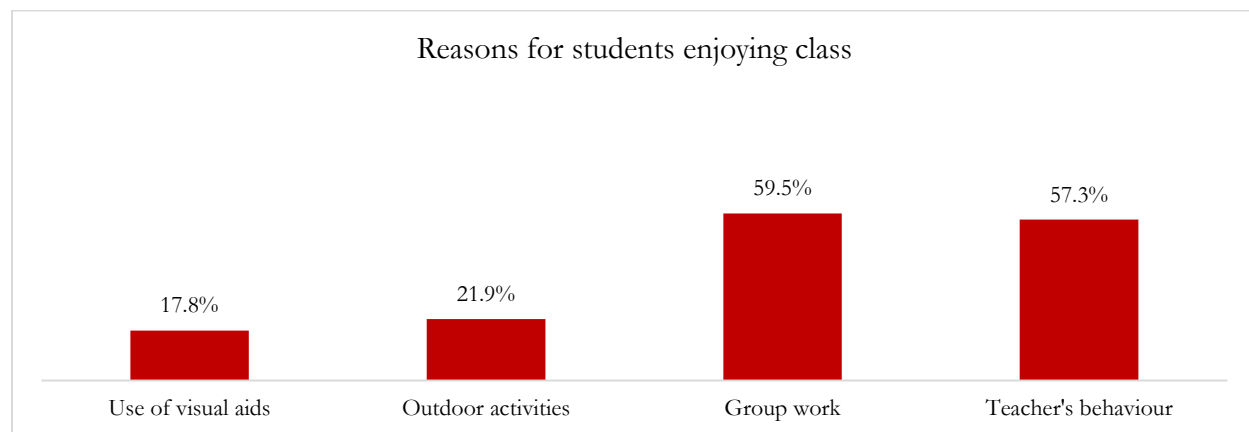


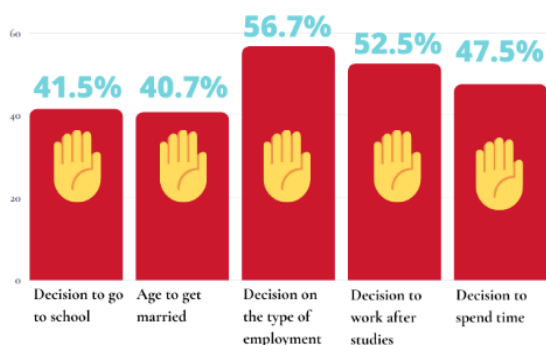
Figure 10: Reasons for enjoying class

3.5.3 Output 3: Enhanced students' knowledge and skills on violence, bullying and harassment for safe to learning environment

In schools, child clubs were formed, revitalized and sensitized on different issues. The schools and child clubs unanimously shared that the project played an important role in formation or revitalization of already existing child clubs. Despite child clubs existing in some of the schools, they were reported to be obsolete or non-functioning. After Safe to Learn's sensitization event, there was a resurgence in the child club committee formation, activities, and engagement and active participation in the CRM and school governance. Child club members were also included in the design of School Improvement Plans. Post the formation of child clubs, they were given the liberty to design and implement extracurricular activities related to issues regarding child protection, which are discussed below. However, it was shared that the meetings were not regular after the extra-curricular activities. As they had to prioritize their studies as COVID-19 pandemic affected their classes earlier, child club meetings were not as frequent as earlier decided, as responded by the child clubs in most of the schools.

Child clubs were also required to conduct extracurricular activities related to social norms and child protection issues on which they had received the training. While the child club sensitization was found to be effective, child club intervention garnered mixed reviews. In some of the schools where child club was active and school management were cooperative, child clubs had organized various events such as debates, extempore speech competition, street dramas etc. However, as the schools had to face the brunt of lockdown due to the COVID-19 pandemic, and had just resumed physical classes with some degrees of normalcy, some schools did not want any form of setback in their academia, and prevented the child club members from organizing such events after their training. In the schools where child club interventions were allowed, they proved to be successful as the students designed it themselves, and looked after its execution. This boosted their confidence. There was also active participation from the community, and the parents and other community members who had observed these activities were not only impressed with the students' performance, but also said that they were more aware on various issues related to child protection and safeguarding. Out of all the activities, dramas were found to be the most effective as students also enjoyed doing it, and it was easily understood by the community members compared to other forms of interventions.

Decision making of students



Additionally, the evaluation also tried to assess the decision making and self-efficacy levels of the students. The students were asked about their role on decision making in various aspects of their life. The findings reveal that major decisions of their life were taken jointly with students and family together. 52.9% of the girls reported the decision on whether to go to school or not is mainly done by family compared to 54.7% of the boys. Similarly, 48.6% of the girls reported that they along with their family members decide on what age they will get

married compared to 42.2% of the boys. However, students themselves decide on the kind of work they will do in the future as reported by 56.2% of girls and 57.8% of the boys. Lastly, deciding on how to spend their time also solely depended on them as reported by 48.6% of the girls and 46.1% boys. The findings above show that there is not much of a difference among boys and girls when it comes to decision making in certain aspects, such as going to school, spending their leisure time and their employment in future. But when it came to make decision on the age to get married, only 37.3% had the liberty to decide for themselves compared to 49.2%. Furthermore, the team's discussion with the students elaborate that, there have been many cases in their community where girls have been forced to get married at an early age, resulting in leaving school.



75.7% of the girls and 86.7% of the boys feel safe in school

Only 75.7% of the girls reported to feel safe in their school. Group discussions with the students later revealed that, because of the dirty washroom and inadequate water they don't feel the school to be accommodating. Furthermore due to building construction in many schools many feared for their safety in schools as well. Opposed to girls, 86.7% of the boys reported to feel safe in school.

3.5.3.1 Self-efficacy and empowerment index

For the self-efficacy index, students were asked the questions on problem solving, accomplishing goals, and dealing with unforeseen situations. These were some of the indirect impact of the project. On average the sampled students scored 3.4 in self-efficacy index. Boys scored slightly higher (3.45) than girl students (3.38) in self-efficacy index. In terms of ethnicity, Tharus scored the highest in self-efficacy index with an average 3.79 followed by Madhesi at 3.76. Janajati scored the lowest in this index with the score 3.14. The high score of Tharus and Madhesi is because students from Parsa (where majority of the respondents are from Tharu or Madhesi communities) have scored the highest at 3.87 followed by Surkhet with the score of 3.2. Lamjung was found with the lowest score of self-efficacy with 2.99. Expressing the same in terms of percentage, total self-efficacy score was found to be 85% in average, with 86.2% for male and 84.5% for female.

Table 11 Self-Efficacy Score

Self-Efficacy Score		Mean
Total		3.40
Gender	Male	3.45
	Female	3.38
Ethnicity	Brahmin/ Chettri	3.28
	Dalit	3.35

	Janajati	3.14
	Madhesi	3.76
	Muslim	3.26
	Others	3.56
	Tharu	3.79
District	Dhading	3.16
	Lamjung	2.99
	Parsa	3.87
	Sarlahi	3.30
	Surkhet	3.42

Disaggregating the data on the basis of gender, 83.81% of the female students reported that their confidence had increased because of the training. Moreover, the detail percentage of each indicator is given in the table below.

Self-confidence score of female students	
Indicator	Percent
I can always manage to solve difficult problems if I try hard enough.	95%
If someone opposes me, I can find the means and ways to get what I want.	92.5%
It is easy for me to stick to my aims and accomplish my goals.	87.5%
I am confident that I could deal efficiently with unexpected events.	82.5%
Thanks to my resourcefulness, I know how to handle unforeseen situations.	78.75%
I can remain calm when facing difficulties because I can rely on my coping abilities.	80%
When I am confronted with a problem, I can usually find several solutions.	85%
If I am in trouble, I can usually think of a solution.	87.5%
I can usually handle whatever comes my way.	85%
Total	83.81%

3.5.3.2 Orientation on early child marriage, violence against children, bullying and harassment

Respondents were asked a series of questions regarding their knowledge on School Related Gender Based Violence (SRGBV) and child protection concerns to assess their level of knowledge. 81.2% of the students reported that gender based violence (GBV) can occur in school compared to 18.8% who thought it can never occur in school. 93.3% reported that School-Related Gender-Based Violence (SRGBV) constitutes of three components, acts or threats of physical violence, sexual violence and

acts or threats of psychological violence happening in and around schools. The high proportion of this increased awareness can be attributed to the four day training of the project, as further discussions revealed that students had been much aware about it now than before the training.

The findings further revealed that students were well aware that violence in school can take place to anyone, regardless of gender as 88.1% believed it can occur to both boys and girls. There were 11.8% who believed that violence occurs only to girls. In the discussions with boy students, they stressed how they felt girls are more vulnerable as opposed to boys, and more susceptible to cases of violence in and around school or community.



It is always the girls who face more violence and abuse. When we walk, we are the ones to get tease by boys. And because of this we have restrictions at home. – A student from Surkhet

About three fourth (73.6%) reported that to get married both boys and girls need to be above the age of 20 whereas 24.4% said it is 20 for boys and 18 to girls. 1.5% had no knowledge regarding the legal age to get married.

Table 12 Student's knowledge on SRGBV

		%
Gender violence cannot occur in school.	False	81.2%
	True	18.8%
	Total	100.0%
Which of the following is School-Related Gender-Based Violence (SRGBV)?	Acts or threats of physical violence happening in and around schools	1.7%
	Acts or threats of sexual violence happening in and around schools	2.0%
	Acts or threats of psychological violence happening in and around schools	3.0%
	All of the above	93.3%
	Total	100.0%
Do you think SRGBV can occur to both boys and girls?	False	11.8%
	True	88.1%
	Total	100.0%
What is the legal age to get married for boys and girls in Nepal?	20 for boys and 18 to girls	24.4%
	18 for boys and girls	0.5%
	20 for boys and girls	73.6%
	Don't know	1.5%
	Total	100.0%

Similarly, students were asked on their knowledge on good touch and bad touch. The findings suggest that students were aware on what is good touch and bad touch as 70.1% of the students believed that bad touch can occur among family members as well. Moreover, 66.7% reported that bad touch can happen to boys as well. The remaining students justified that they find their community not very safe for girls. When asked if child clubs played an important role to spread awareness in schools about good and bad touch, 91.4% agreed. Moreover, the team's interview with child club's representatives also said that child clubs had organized various programs related to child protection and safety in schools. Thus, the active participation of students in child clubs could be associated with this. 61.5% of the respondents believed that children regardless of their gender are vulnerable and violence can occur to both. The findings also show that students had knowledge on when to use self-defense as 91.4% reported that one is allowed to use when being harassed. 87.7% of the students felt that they have a duty to speak against child marriage and 73.6% reported that corporal punishment is not normal.

Table 13: Knowledge on child safety

		Female	Male	Total
Bad touch can never occur among family	Agree	9.1%	27.3%	14.8%
	Disagree	75.7%	57.8%	70.1%
	Neutral	15.2%	14.8%	15.1%
Bad touch does not occur among boys	Agree	22.5%	26.6%	24.0%
	Disagree	68.1%	64.1%	66.7%
	Neutral	9.4%	9.4%	9.4%
Child clubs are important	Agree	90.9%	92.2%	91.4%
	Disagree	5.4%	4.7%	5.2%
	Neutral	3.6%	2.3%	3.2%
Girls and women are always the vulnerable ones.	Agree	30.1%	21.1%	27.2%
	Disagree	59.1%	66.4%	61.5%
	Neutral	10.9%	12.5%	11.4%
It is okay to marry at 17 years old	Agree	7.6%	3.1%	6.2%
	Disagree	87.7%	92.2%	89.1%
	Neutral	4.7%	4.7%	4.7%
Students can act in self-defense if harassed	Agree	90.2%	93.8%	91.4%
	Disagree	7.6%	5.5%	6.9%
	Neutral	2.2%	0.8%	1.7%
Duty to speak against child marriage	Agree	87.7%	87.5%	87.7%
	Disagree	9.8%	7.8%	9.1%
	Neutral	1.8%	4.7%	2.7%
Corporal punishment is normal	Agree	23.2%	21.1%	22.7%
	Disagree	73.9%	73.4%	73.6%
	Neutral	2.9%	5.5%	3.7%

Students were asked if they have witnessed any verbal disputes in the family, 23.0% reported that they have. Out of the total 17.0% reported that the disputes occur sometimes only and the rest was divided into always, often and rarely (0.5%), (1.5%), and (3.0%) respectively. Moreover, this was mainly reported in Parsa as 40.3% reported so.

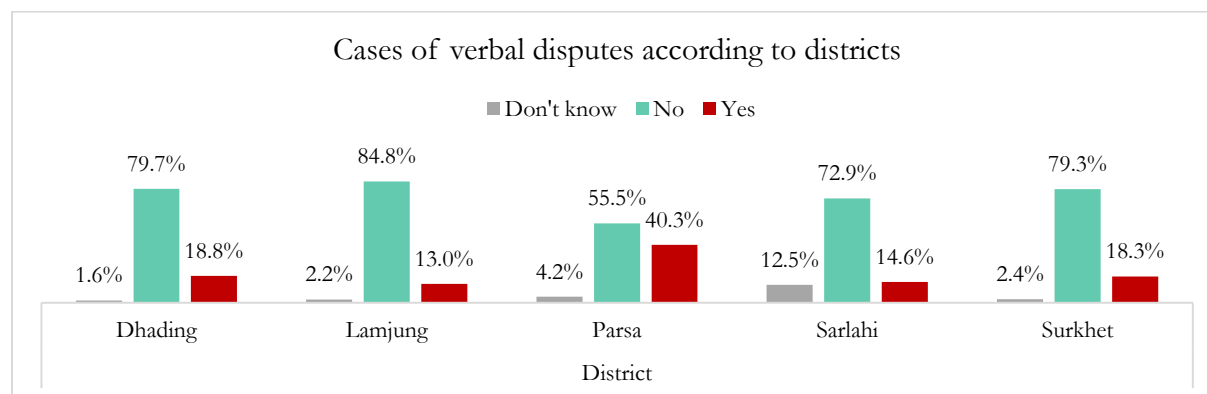


Figure 11: Cases of verbal disputes according to districts

Students were asked whether if they have experienced or witnessed any form of violence in their neighborhood. 52.50% of the girls reported that they experienced or witnessed teasing compared to 43.90% of boys. Verbal assault were commonly reported by boys (54.7%) compared to 49.30% of the girls. Girls (38.0%) reported more on restrictions on movement compared to 32.80% boys.

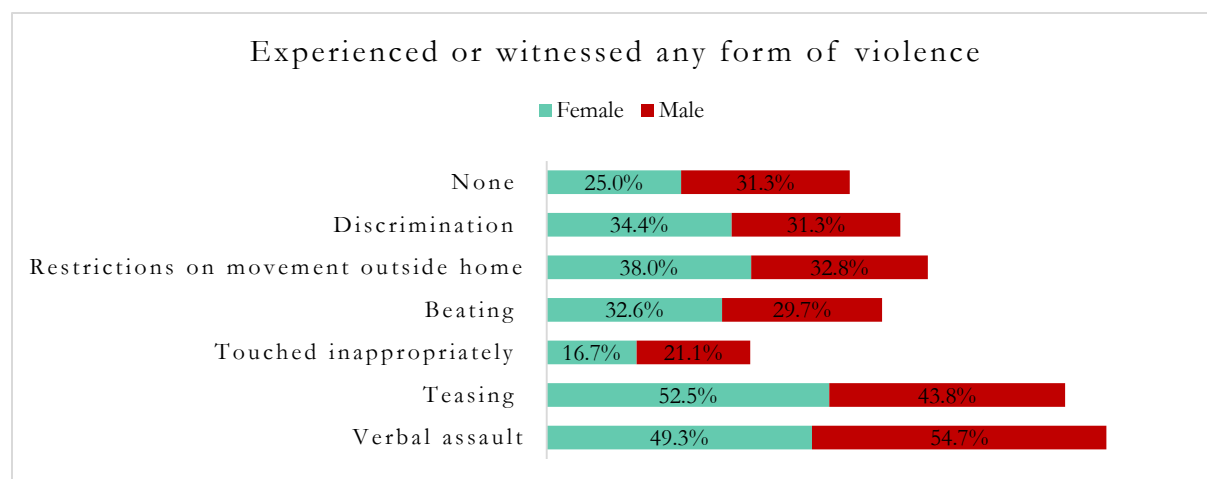


Figure 12: Experienced or witnessed any form of violence

3.5.3.3 Adolescent sexual and reproductive health

The study also tried to understand the difficulty confronted by students during their menstruation, and if the schools had provisioned facilities for the girls students to be comfortable to come to school.



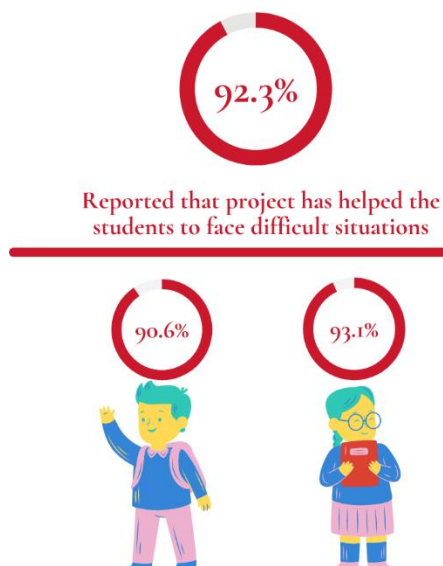
53.6% of the female students reported that they do not feel easy coming to the school during their menstruation. When asked the reason the why, 24.6% reported it is due to the unhygienic toilet in the schools, followed by no dustbins inside the toilet. The observation from the team also showed that very few schools had dustbin inside the toilet and had running water or even a bucket for water. During a discussion in a school, students disclosed that used sanitary pads were thrown openly beside the toilet and at the end of the day, it was burnt.

Despite the feeling of uneasiness, the findings show that students are willing to come to school and attend their classes as 58.2% reported they never miss their classes, whereas 41.8% reported they miss their classes from rarely to sometimes.

When asked whether the parents and teachers encourage the students to stay at home during menstruation, it was revealed that 45% of the parents and 60.4% of the teachers encourage them to go to school. The ones who reported that they do not encourage did not mean that the parents or teachers discourage them from attending, but they meant that they are neutral about the students attending or missing the classes during menstruation.

This suggests that taboo surrounding menstruation is slowly decreasing among parents and teachers as well. Encouraging students to attend school and including them in activities and in learning will also motivate students to talk about menstruation openly without shame. Furthermore, during group discussions, the team observed that there was no hesitation among students to talk about menstruation even in front of male students.

3.5.3.4 Self Defense training (through FightBack)



Self-defense trainings were provided to students in the intervention schools, where students of grade 6 to 10 were provided the training. The girls were provided three-day long training, whereas for boys, it was a day long. Safe to learn seemed quite effective in promoting the confidence of students as 92.3% of the total respondents reported that it has helped them to face difficult situations. The increased confidence can also be attributed to Fight Back training. Moreover, 93.1% of the girls were confident compared to 90.6% of the boys.



A guy was trying to harass a female student. As we taught our students to scream and hit the perpetrator in his private parts and run to safety, the student did exactly that. She came to the school and reported it to teachers. - Fight Back Trainer, Lamjung

Students were asked series of questions regarding the direct impact the project has made in empowerment status. Boost of confidence, identifying risks and cases of violence in community, having the ability to say no in nonnegotiable situations, and injustices, attitude and belief around sexual violence, child protection and self-defense were assessed for the empowerment index. On average, students have scored 3.59 out of 4 (87%). Boy students have scored 3.60 whereas girl students have score 3.58 in the empowerment index. The high scoring of girl students can be attributed to self-defense training as highlighted in the group discussions by the girls.



The boys already are more confident in identifying risks, and more so they are less vulnerable than us and can protect themselves. The training has been instrumental for us girls as it provided us a new perspective about ourselves. We do not feel vulnerable as we did before. – Students from Lamjung.

Cross tabulating it with ethnicity of respondents, the highest was scored by Madhesi at 3.78, followed by Tharus at 3.77. District disaggregated scores show that Parsa scored the highest with 3.86, followed by Surkhet (3.60) Lamjung (3.48), Dhading (3.40) and Sarlahi (3.37).

Table 14: Empowerment Index of the students based on gender, ethnicity and district

Empowerment index		
Total	3.59	
Gender	Male	3.60
	Female	3.58
Ethnicity	Brahmin/ Chettri	3.58
	Dalit	3.62
	Janajati	3.38
	Madhesi	3.78
	Muslim	3.30
	Others	3.69
	Tharu	3.77
District	Dhading	3.40
	Lamjung	3.48
	Parsa	3.86
	Sarlahi	3.37
	Surkhet	3.60

In terms of percentage, the students scored an empowerment score index of 89.75%. Disaggregating the data according to the gender, male students secured 90% and female students scored 89.5% in empowerment score index.

Table 15: Empowerment score of male and female in %

	Empowerment score
Male	90%
Female	89.5%
Total	89.75%

The high score for child empowerment index can be attributed to 'Safe to Learn', as 67.3% reported that the projects have been efficient to make students aware about sensitive issues and boost their confidence. Other projects, such as ENGAGE and Sister for Sister has also contributed to raise awareness. Other than that teachers are credited by 25% of the students, followed by child clubs (24%).

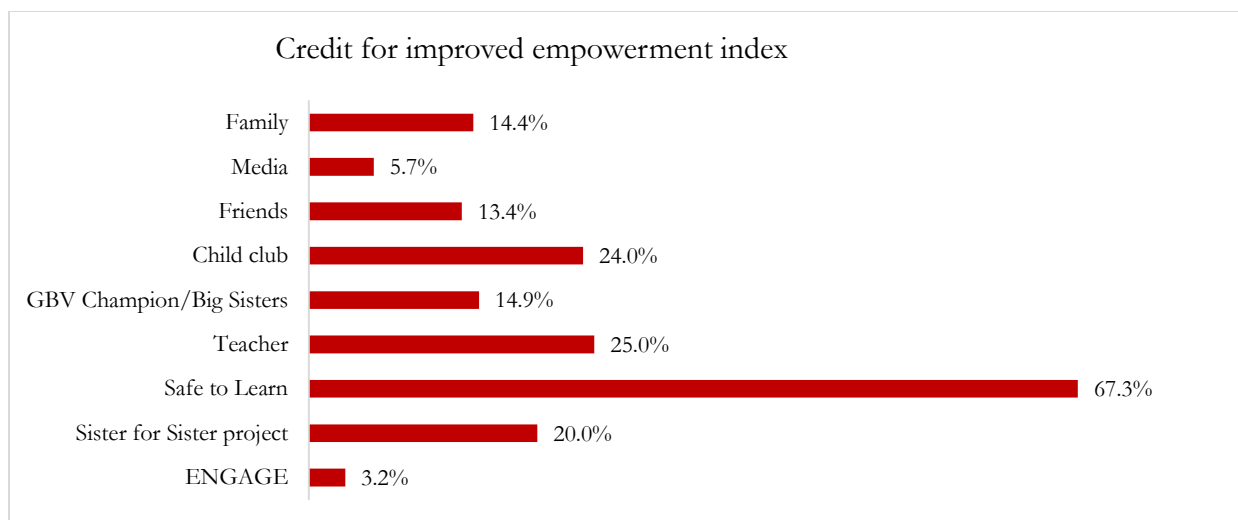


Figure 13: Credit for improved empowerment index

Hence, analyzing the sensitization of children on School Related Gender Based Violence (SRGBV), Child Protection (CP), Sexual and Reproductive Health (SRH), orientation on CRM, self-defense training, there has been awareness on the issues, enhancement of self-efficacy as well as empowerment. There also has been enhancement in the abilities to assess risk for themselves and their peers, there has been change in the attitude related to sexual violence. In this aspects, the project seems to be effective.

3.5.4 Output 4: Oriented parents on violence, bullying and harassment for child safety

Orientation was provided to parents on issues such as child marriage, violence against children, bullying, gender based discrimination and harassment and also initiated Safe to Learn Campaign. The parents were sensitized on issues such as being sensitive in front of children, not using harsh languages, not getting them married before the age 20, and even on restrictions on mobility and touching male members during menstruation. Similarly, the parents were also oriented on legal provision related to aforementioned child rights related issues, along with teachings on reporting and referral services. Qualitative findings indicate that the parents felt more aware on such issues, but shared that it will take some more time for it to be ingrained in their system.



I will encourage both of my daughters to study as much as they want. I will not marry them off before 20. However, according to our religion (Hinduism), and the practices ingrained in our culture, I still find it difficult to allow them in the kitchen when they are menstruating. I understand it is wrong to some extent, but I think this change will still take some time for me personally. –

A parent in Parsa

Additionally, Safe to Learn also provided orientation to religious leaders and power holders. The project successfully managed in reaching out to the relevant stakeholders in the community. Identifying social influencers, power holders such as religious figures, and orienting them on social evils that impact children makes it not only effective, but also sustainable. The religious leaders have committed to abide by the teachings, taken oath on not to facilitate child marriage or any form of social evils or malpractices related to the teachings. The quote below stresses the impact of the orientation.

“ We have oriented Pandits, Maullana and Maulvi jis in our municipality on different social evils that had a direct impact on child safety and well-being. After the orientation, they have taken a pledge to not legalize the marriage until both the parties i.e. the bride and the groom are able to present their birth registration certificate. Only after ensuring both have crossed 20, they will be considered bride and groom. Else, the religious leaders will not proceed and the marriage will be nullified. – Project coordinator, DYC, Parsa

Safe to Learn has been successful in orienting the parents on matters related to child centric violence, bullying, issues regarding child safety, GBV and child marriage. Additionally, the orientation to religious leaders and powerholders on similar matters also proved to be effective. Parental orientation on legal provision, CRM and referral services also proved as effective.

3.6 Impact



Figure 13: Holistic engagement of all stakeholders attributing to the impact of Safe to Learn project

Students:

- Evaluation points out the fact that project has adopted holistic approach to work towards developing the full potential of the children. Throughout interviews, discussions it was stressed by children that they feel more confident and empowered. They said that they feel less shy and reserved compared to before, and post the Fight Back training and child club sensitization, they feel more comfortable expressing themselves in the school as well as their own community. Post the child club sensitization, the students had autonomy in designing extra-curricular activities, as well as executing and presenting not just to the school family, but also to their community. The students shared significant boost they had experienced in their confidence level. Irrefutably, the students have learned to trust in themselves and their decision making capacities. Learner centered pedagogy and appreciative inquiry was promoted inside the classroom and due to this, the children feel encourage to express themselves openly. This fosters the psycho-social well-being in children.
- Another impact of the project on the children have been in increasing their awareness and familiarizing them about their rights and protection. By sensitizing and training child club members, the project has worked in strengthening their agency to make well-informed decisions, and eventually helped in empowering them. The project has contributed in making the children participate in school level decisions and contribute their voices and express their opinion on what they think is good for them. Inclusivity of the students in decision making process by engaging them in CRM, developing SIP and actively engaging them in child club promotes leadership qualities in the children as well.

Schools

- The training of SMC, PTA on child protection, safeguarding and gender responsive SIP and school safety plan development was found to be impactful.
- Additionally, all of the schools visited have an active complaint response mechanism due to the orientation and inclusion of the mechanism in SIP.
- Along with this, construction of ramps to the school building and toilets makes the space more accessible to students with disabilities. Through investment in infrastructure, training the teachers, students and also strengthening school's SIP and CRM, the school environment is made conducive for the children to thrive in a safe and positive learning environment.

Parents and Community:

- Orientation of parents on GBV, early marriage, bullying and harassment issues was found to be impactful, as they expressed strong sentiments in making efforts towards the discontinuation of these malpractices, and social evils.
- The parents also reported increased awareness on legal provisions related to child marriages, bullying and harassment, which made the orientation on the issues impactful.

- Additionally, community power holders and religious leaders took a vow to not engage in the aforementioned practices that harm child rights after they received the orientation. They also committed to playing their part and raising awareness on these social evils. Hence, this intervention was also proved to be impactful.

Teachers:

- Learner centered pedagogy and appreciative inquiry was found to be impactful as the teachers continued in making efforts to be more present in classroom, adapt measures of remedial teaching, and stop the use of corporal punishment, negative language. The students have also shared them feeling free to express themselves. This proves the training has been impactful.

Local Government

- Local and federal level policy dialogues promoted sharing of learning, and the dialogues indicated the impact the project has made from governance to the grassroots level.
- Adding to this, the project has also enabled municipalities to have a functional database system and use it for evidence backed decision making. The visible impact of this is yet to be seen, but as per the commitment from the local government representatives, one can be hopeful of it in the days to come.

The project has had both intended and unintended consequences, of which most were positive. Discussions with the teachers highlighted that there has been an increase in their own confidence as well, through several trainings provided by VSO throughout Sister for Sister, Engage and now Safe to Learn.



The project has made me come out of my shell, and be more outspoken. I am a buhari of Madhesi community. The project pushed me to interact with my community members, visit their homes. The trainings I received were really relevant to my field; through their learnings I even cracked the Teachers Service Commission's exams and got promoted. I set out to bring change in my school, children and community, but I see a transformation in myself. – A Female Teacher, Parsa

Despite the positive impact of the project, there has also been some unintended consequences which were reported as negative outcomes of the project. In a discussion with the male students in two schools, it was reported that they feel neglected and they shared that the teachers mostly engage the female students and they felt that every project was catered for the girls. They shared their dissatisfaction on a day long training for the boys, and three day training for their female counterparts. While the project emphasizes on girls, there is a rationale behind it. With caution and proper explanation, their grievances could have been avoided or addressed.

“

Time and again, the girls in our school receive training. We feel that now the teachers are more attentive to the girls than boys in our school. Even recently, we only received a day long self-defense training, but the girls received three day training. We learnt a lot from the training, and also we came to know bad touch can happen to boys too. If that is the case, why should the boys not qualify for three day training? – A male student from Grade 8 in Dhading

Additionally in some of the schools, it was reported that the schools already faced a lot of pressure in the academic year, and their classes were disrupted due to COVID-19 pandemic. It was also communicated that their primary priority after the lockdown was focus on academia, however, there were trainings and activities related to the project, and some teachers expressed dissatisfaction that the classes were disrupted. It was also shared that some schools had not allowed the students to conduct different club related activities such as street dramas and debates as they did not want disturbance in the class activities. Similar to the previous case, there was a need of shedding light on the importance of the trainings and activities and their long-lasting effects to ensure smooth cooperation from the teacher's side.

By breaking down the interventions to school centered interventions, community centered interventions and service level interventions, the project was successful in creating positive impact in students, communities as well as governance.

3.7 Sustainability

3.7.1 Sustainability of child club activities

After the intervention, child club are sensitized about issues of child protection and violation of child rights. Despite the child clubs existing in some schools, they were obsolete or non-functioning. After the reach of Safe to Learn project, they are reactivated, and they are organizing both school and community level activities. In the near future, we can anticipate that they will be contributing, however, it does not depend on the child club solely. The support school management extends to the child clubs will be vital in their activeness and continuity. If guidance is provided to the students by assigning a club focal teacher, and by making the resources available for different activities, activeness of child club can be ensured. We can expect that they would because the project has worked in close coordination with the head teachers, and they are positive about the same.

“

Our students recently did a drama on child right issues, and we were really surprised to see our students demonstrating fine management, leadership and acting abilities. Even the students we considered shy and reserved really showed finesse. The schools will be focusing more on academia this year to pick up on course completion that was set back a little due to COVID-19, however, next year, we plan on fully supporting the child club activities guiding them and making necessary logistical arrangement. – A Head Teacher, Surkhet

3.7.2 Sustainability of the FightBack training

The findings from the evaluation suggest that the FightBack training was greatly effective. The project has helped in enhancing their agency, by making them well-informed about their rights and facilitating an environment where their voices are heard. The children appear to be more confident to deal with cases of violations of child rights and violence. They have expressed to be vocal against any kind of discrimination. The project has managed to break the inhibition or fear to speak up and speak out; this has contributed towards building a dynamic and empowered personality of the students, which can be expected to have a lasting effect.

The aspect of sustainability is very strong in terms of translating the learning into practice, however in terms of cascading the lessons to other non-training recipient is weak. Despite some of the trainees reporting to have shared some of these learnings and techniques with their family members or friends, there was no formal way or mechanism in place to disseminate the learnings.

3.7.3 Sustainability of the complaint response mechanism

The project has worked in revitalizing pre-existing mechanisms and further strengthening them, rather than installing or introducing a new mechanism in place. School Sector Development Plan (SSDP; 2016–2023), includes a specific strategy to prevent bullying and harassment in and around schools and strengthen the grievance and referral system in schools. As the project works on areas that are in line with the government’s master plan as well as mandate, the schools will be required to adhere to the mechanisms. The sensitization of child clubs, parents, SMC and teachers and also embedding the component of CRM in the policy dialogue ensures the sustainability of this component. Having worked at the system level change, the project has ensured that there is a transformative change, rather than just accommodating to the immediate needs. The aspect of child protection has been introduced within the system, and is expected that there will be a spillover effect in other schools where child protection is not prioritized.



These days, we open the Complaint Box every Friday alongside Head Teacher, a focal teacher, and an SMC member. Even though the complaint box was already there, we were not aware on how our issues are addressed. Now, even the students are part of the process and a new trend has been established after the training. After the complaint box is opened, we also inform our peers on what was discussed in the meeting. – A Child Club member in Janata Secondary School, Parsagadhi

3.7.4 Sustainability of teachers' training

Findings from the evaluation suggests that the teachers have learnt the different components related to appreciative inquiry, however, there has been some difficulty in its translation in the classroom. Through the classroom observation, it was mostly found that the teachers were using basic techniques such as repeating the usage of positive words such as *'thank you'*, referring them by their names to appreciate them in the classroom, however, upon further inquiry most of the teachers were unable to recall other specific techniques. Despite the positivity demonstrated in the classroom, it is difficult to ascertain if the specific techniques will be retained with the passage of time or forgotten.

One specific challenge expressed by teachers from all district was regarding the translation of training. They expressed that the classroom size was huge and class hour was too less to pay specific attention to each student. Additionally, the school infrastructure also made it difficult to conduct group works. Some classes were packed with more than 100 students. The benches were placed very close. All these factors posed as a hindrance in engaging students in group work.



We were trained on remedial teaching method, and to pay attention to the unique need of each student assessing their abilities. However, our class size is huge, and it is very difficult to focus on each student in a thirty minute long class. Specially, this academic year, we are already facing challenge in completing our curriculum. Despite integrating some learnings into my classroom and teaching method, I am unable to engage students through group works, focus more on slow learners due to several restrictions. - A teacher from Lamjung

Evaluation also points that the training doesn't have a cascading effect, and reflects the need of dissemination. One or two teacher from each school were selected by the Head Teacher or SMC for the training, whereas the rest of the teachers were oblivious to the training even being conducted in their areas. The teachers who attended the training unanimously shared that the training needs to be

disseminated to other teachers as well for the methods of appreciative inquiry to be popularized, and not just limited to one teacher or classroom.



There are other teachers in our school who are little harsh on students. We feel that they too will be benefitted with the learnings from this training. For this to be widely implemented throughout our district, I feel that there should have been a mechanism where the trainees could conduct a day long training for other teachers in their respective schools. – A focal teacher in Parsagadi municipality

3.7.5 Sustainability of SMC training and policy dialogue

Findings from evaluation suggest that the orientation to the SMC/PTA members has enhanced their capacities in developing SIP with integration of child protection and safeguarding components. Furthermore at school levels, CRM have been strengthened with supplemental sensitization to comply with the CRM. Strengthening a system and existing modalities in itself leads to a pathway to sustainability. It can be expected that there would be an engagement of the SMC members in developing plans with incorporation of some components of child protection. Especially when it comes to unique gendered needs (for example need for gender segregated toilets, water supply in toilets, and sanitary pads for girls students), the SMC members have well-internalized the need, and have also started working towards ensuring a safe and conducive environment for all students. Active participation of SMC in developing SIPs shows optimistic results, as many schools have pledged to continue developing SIPs in the same vein by assessing the actual needs of the school.



Before this too, we used to make plans to run our school, but we used to refer to other schools' plans and copy. Post the training, we have learnt that the SIP need to be contextualized to our specific needs, and we feel that now our capacities to develop the plans and annual actions have enhanced – Head Teacher, Shree Nepal Rastriya SS, Masiyani, Jagarnathpur, Parsa

The policy dialogues also demonstrate signs of sustainability as there is direct coordination with the government in municipal level and ward level. The policy dialogue also takes a holistic approach by bringing the government, SMC, teachers, students, community stakeholders in a table and promoting dialogue and discussion. In interviews with the representatives of the education unit at the Municipal Level, many have acknowledged the significance of ensuring safe learning environment for students and have commended the work of Safe to Learn Project. Recognizing the effectiveness of some components of the project, some municipalities have also pledged that they will carry out self-defense training across all schools in their municipality.

CHAPTER 4: CONCLUSION AND RECOMMENDATIONS

Generally, the project has contributed to creating and strengthening of safe learning environment in its intervention areas. It has taken a holistic approach engaging all levels of stakeholders, and designed its interventions accordingly to penetrate each sphere of the society. The project has helped in enhancing the confidence of students by also working in strengthening their belief in themselves which is correlated to their self-efficacy. The project has played a vital role in strengthening complaint response mechanism, learner centered pedagogy, appreciative which has promoted respectful and child-friendly environment inside the school premises. This has positively helped the students in improving their social, emotional and intellectual well-being. Another significant impact of the project on the children has been in increasing their awareness and familiarizing them about their rights and protection. By sensitizing and training child club members, the project has worked in strengthening their agency to make well-informed decisions, and eventually helped in empowering them and equipping them with leadership as well as management skills, which aids in the sustainability of the project. Project has also played an indispensable role in strengthening school governance by training them on the development of SIPs and ASIPs. The project has worked on sensitizing the SMC on development of SIPs according to the local needs and contexts while insuring inclusiveness and active participation from the students as well as the community members. Close coordination with the local government, community members, power holders, SMC, teachers, parents and students has attributed to the success of the project, and if all the stakeholders take ownership, retain the learning of the project, and continue coordinating in near future, the synergy from the collaboration will help in ensuring the sustainability of the project.

4.1 Good Practices

- **Self-defense training:** The self-defense provided to the female and male students was found to be a component that was widely regarded as effective. The training not only equipped them with basic skills they can use in defense, but also greatly enhanced their confidence. The techniques taught were pragmatic, applicable in real life scenarios. The students have shared they feel less fear, have more confidence and feel less self-restriction in their mobility.
- **Child club reactivation:** The reactivation of pre-existing child clubs, their sensitization on different social issues, inclusion in the development of SIP and also CRM, and a component regarding extracurricular activity conduction was one of the most effective components of the project. This not only helped in revitalizing the child club, but also ensured the inclusion of students in decision making, enhanced the confidence of the students by equipping them with leadership, managerial skills.
- **GBV champions:** Utilizing the existing human resource from the community as GBV champions has been one of the strengths of this project. The project's success can also be attributed to the GBV champions as they have level of trust with the community and they have done a commendable work in community engagement. Also, in some districts, the GBV champions were the former Big Sisters in Sfs II Project. Their previous work and continuous

engagement with the local community had earned them trust and respect, which proved as a social capital for the project.

- **CRM Strengthening:** Despite of the existence of CRM in schools, the students felt hesitation in using the suggestion or complaint boxes. However, through orientation regarding the mechanism to the children, SMC, teachers and even the parents, the project developed a confidence in the CRM, which led to rise in the number of complaints and suggestions, and eventually them being addressed. While this was a good practice, re-orientation and continuous encouragement is required from the school teachers and SMC to not lose the momentum of the strengthened mechanism and its increased usage.
- **SIP, code of conduct development and contextualization:** The orientation on the development of SIP and code of conduct according to the unique needs of the school was one of the laudable practices of the project. Along with this, inclusiveness of stakeholders, from the students to parents and community members insures a sense of ownership and engagement, as well as promotes continuity to the practice in the future. Similarly, the sense of ownership is stronger when code of conduct is developed by the ones who ought to follow it.

As discussed above, child club reactivation, involvement of local community adolescent girls and young women as GBV champion, self-defense training, CRM Strengthening and SIP, code of conduct development and contextualization were seen as exemplary practices. For the sustainability of the project, emphasis into the strengthening of government mandated pre-existing mechanisms, involvement of local human and social capital proves beneficiary, and it is recommended that the trend of capitalizing these resources and mechanisms should be given continuity.

4.2 Areas of Improvement

- **Investment in disability friendly infrastructure:** There is still a huge scope and area of improvement in terms of making the school premise friendly for children with disabilities. The schools have made their effort to ensure minimum disability friendly infrastructures by levelling the school entrance, and provisioning the facility for ramps, there is still a lot that is left. The schools do acknowledge that they need to strengthen their disability friendly strictures, but have not prioritized because of a very limited number of students with moderate forms of disabilities. However, the number of students can also be low due to schools lacking disability friendly infrastructures.
- **Inclusiveness of children with disabilities to develop SIP:** It is equally important to have a representation from people with disability/ children with disability in developing SIPs, to

understand their lived experiences and challenges and identify activities and plans to address those challenges, which was found to be a component lacking in current SIP development procedure.

- **Placement of Complaint boxes:** Placement of complaint boxes influences the number of complaints received. If the placement is outside the head teachers office or administration office, more complaints are received, contrary to the schools where they are placed in the office. Students in their discussions shared that they are not comfortable to go inside the office to drop their complaint. Sometimes they do not want their identity to be revealed, and they stressed that placement in an open area would help them conceal their identity.
- **Re-orientation and encouragement to use complaint boxes:** Also, in some of the cases, the teachers shared that they encourage the students to complain to them directly instead of dropping in the complaint boxes. While the teachers shared this to demonstrate the level of ease with the students, the students will still feel hesitant to reach out to teachers in every matter. Also, this means that the complaints will not be formally logged or documented. It is essential that the complaints received are well-acknowledged and resolved. In some schools, the students were not confident to drop their complaint because of the fear of repercussions they might face if complained against a teacher or a friend.

4.3 Recommendations

4.3.1 To local government and schools

- **Dissemination of learnings:** Despite of the short duration of the project, the project includes several components, and interventions have been designed categorizing them to different levels. Trainings and orientations have been provided to different level of stakeholders. While the trainings are deemed to be effective, they are limited to the intervention schools, selected teachers (one or two from each intervention school), and limited students. In order to ensure the practices of appreciative inquiry is followed by all the teachers, a formal measure could have been adapted to disseminate the learnings. A training of trainers could have been provided to the teachers who received the trainings, who could have passed the learnings to the rest of the students in their schools.
Similarly, limited number of students received the self-defense training. While some of the students have shared that they have disseminated the learnings to their peers, family members, there is no formal mechanism to ensure wider dissemination. If a basic ToT could have been provided to the GBV champions, perhaps the community youths, girls and boys could have been benefitted from the training. In the upcoming days, local government can partner with the schools and organize trainings in school levels to ensure the learnings from the training gets disseminated on a wider level, and doesn't limit to a selected few.
- **Ownership of the project:** After the project phases out, the schools should continue to organize regular meetings with or communications to the parents / guardians to discuss whether their wards are regular at school and motivated to learn. PTA should be strengthened.

The schools may assign some of the teachers to organize meetings, keep records, and follow-up on any critical incidents, with special attention to the children with higher degree of vulnerability to dropping out of the school. Further, these students with vulnerability need special care and continuous support. So the head teachers may assign teachers to these students for regular support to them and communication with the parents. The municipal governments may organize discussion sessions with these teachers taking special responsibility, once a year. These discussion sessions may help record how many of the children were saved from dropping out or repeating the grades, and what worked and so on. Finally, the lessons will guide designing appropriate measures for the next year.

At the community level, the municipal government may encourage and or mobilize child clubs or other Community Based Organizations (CBOs) to raise awareness on issues like early marriage or child labor and other forms of child labor. The sensitivity ignited in the children through the project should help in early detection and control of the problem.

- **Continuous encouragement to use complaint boxes:** The schools need to regularly orient and encourage students to make use of complaint boxes, as one time orientation would not be motivating enough for students to drop their complaints. The complaint boxes should be placed where it is accessible to the students, and not in head teachers or the administration offices. Child clubs should also monitor the regular opening of complaint boxes and nudge the SMC and the teachers if they aren't being regularly opened and complaints are not being addressed. Transparency should be insured by logging in the complaints in the register along with the action taken and the status of the issue (whether it was resolved or not).
- **Special attention to students with disabilities:** In order to promote inclusivity and leave no one behind, it is essential to strengthen the infrastructure of schools to incorporate and encourage students with disabilities to be enrolled in schools. The lack of disability friendly infrastructures could pose a reason behind less number of such students in the schools. It is recommended that the SIP development committee include representation from people with disability/ children with disability in developing SIPs. Their lived experiences and challenges need to be heard and plans should be developed to address those challenges in the SIP and ASIPs.

4.3.2 To the federal government

- **Appreciative inquiry translation:** Through some classroom observation and KIIs with the teachers, it was gathered that there are issues regarding translation of the techniques in the classroom. Teachers reported to having difficulties engaging classrooms with large number of students, with limited time for each class hour, and rush to finish their course for the academic year. Despite of the teachers using appreciative words like thank you and please, teachers said they had difficulty incorporating major learnings in their classroom. Instead of seeing appreciative inquiry as something different requiring additional time and resources, teachers could also have been oriented on adapting it to local context with the resources at their disposal even in limited class hours. This can be embedded as a component and more trainings can be provided for effective translation of its techniques in the days to come. For this, the federal government can come up with nationwide strategies.

- **Future trainings designed for the teachers:** The government, I/NGOs and different organizations regularly organize trainings for teachers. Techniques of appreciative inquiry can be embedded into them for mass dissemination of the approach. For this to happen the trainers need to be well prepared to integrate such skills on regular training programs. Thus, developing skills and competence of trainers to deliver such training should receive high priority.

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ANNEX



S2L_KII_FGD
List.docx



S2L_Clean Data.xlsx



S2L_Classroom
Observation.xlsx