

# Shangri-La Local Sustainable Initiatives (SSLI) End Evaluation Report

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## List of acronyms

CBS	Central Bureau of Statistics
DAC	Development Assistance Corporation
ECD	Early Childhood Development
FCHV	Female Community Health Volunteer
FGD	Focus Group Discussion
GA	Govinda Association
HDI	Human Development Index
HH	Household
JTA	Junior Technical Assistant
KII	Key Informant Interviews
NGO	Non Governmental Organization
OECD	Organization for Economic Cooperation and Development
PRA	Participatory Rural Appraisal
REFLECT	Regenerated Freirean Literacy Through Empowering Community Techniques
RRA	Rapid Rural Appraisal
SAARC	South Asian Association for Regional Cooperation
SALT	Sloping Agricultural Land and Technology
SDA	Shangri-La Development Association
SDGs	Sustainable Development Goals
SRDP	Shangri-La Reconstruction and Development Project
SSLI	Shangri-La Sustainable Local Initiative
ToR	Terms of Reference
UN	United Nation
USD	United States Dollar
VDC	Village Development Committee

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**Transcend Vision Nepal**

**Kathmandu**

## **Report Summary**

This study has been undertaken for the purpose of Project End Evaluation of Shangri-La Sustainable Local Initiative Projects SSLI, SSLI-I, and SSLI-II. Shangri-La Local Sustainable Initiatives (SSLI) was a three years (2015-2018) project implemented by Shangri-La Development Association in cooperation with Govinda Association (GA), initiated as an integrated community development project. SSLI projects had aimed to achieve sustainable improvement in the socio-economic status of the target Chepang community by improving health, education status and agricultural production of the people living in the two former VDCs of Makwanpur district, namely Kalikatar and Bharta.

The relevance, effectiveness, efficiency, impacts, participation (inclusiveness) and sustainability were chosen as evaluation criteria in this study. This study has used mixed research method for relevant data collection, where both qualitative as well as quantitative data has been collected and analyzed for the evaluation of the project. Desk review, household surveys, key informants interviews (KIIs), focus group discussion (FGDs) were used as data collection tool for this study.

The evaluation team has found SSLI project being quite relevant in the context of project areas and community. Project activities of SSLI were able to bring considerable results in terms of objectives set for health and education components in the target community, whereas effectiveness of the project activities aimed to achieve objectives for agricultural and ecological components are yet to be realized. The 2015 Nepal Earthquake has its impact on project activities of SSLI. Relief and reconstruction works were more important at that moment where SDA should use its recourses. This has delayed the implementation of some of the SSLI activities.

School meal program and pedagogic supports have increased school enrollment and decreased dropouts rate. Awareness on health and sanitation has increased. Maternal mortality, child mortality and infant mortality have decreased, and the cases of waterborne diseases have also remarkably decreased as the results of SSLI. Education support for vulnerable Chepang girls through Literacy Home, and vocational training for local youths have crucial long-term impacts in Chepang community.

There are number of challenges that SSLI has to take into consideration in order to sustain the achievements of the project so far. Economic and poverty issues of Chepang community should be properly addressed. Community people should be rigorously sensitized and be

involved in income generating activities. Focus should be given to bottom-up approach of development, where community itself generates resources, manages and owns the program, and shares cost-benefit in equitable manner where SSLI can play a role of facilitator.

**SSLI Evaluation Team**

**Transcend Vision Nepal**

**Kathmandu**

# 1. Introduction

## 1.1 Context

Health, education and livelihoods are undoubtedly the vital components for sustainable development. These components are indeed the basic foundation upon which overall human, economic and ecological development is built. Health and education are directly related to the development of human capitals in a particular society. Evidences have shown that lack of proper health and education facilities is responsible for low human capitals, unskilled labour, and unhealthy bulk of population. Society cannot achieve sustainable socio-economic development without skilled, educated and healthy manpower. On the other hand, the income generating activities such as agriculture, manufacturing and service sectors have a vital contribution in achieving the sustainable livelihood for a community in general (Clarke, 2005).

The UN's Nepal Human Development Report 2014 depicts that the Human Development Index (HDI) of Nepal in 2011 is 0.458, the lowest in SAARC country, a side of Afghanistan. The lower human development of Nepal is attributed to three main components: lower health status, lower education status and lower income status. Life expectancy at birth is one of the several components that reflect the health status of people living in the country. Nepal has life expectancy of 68.8 years that ranks Nepal at 123<sup>rd</sup> position among 191 countries in world. According to Nepal Demographic and Health Survey 2016, lack of access to clean drinking water, poor sanitation facility, high exposure to indoor smoke, poor access to health services and lack of food security are some of the major factors responsible for lower life expectancy in Nepal. On the other hand only 59.57% of adult Nepali are literate and the mean year of schooling is just 3.90 years. There are several issues such as lower enrolment ratio, high school dropout rate and widespread gender disparity in education sector. The third but quite important constituent of human development of any country is the income level of the people living there. According to World Bank (2017) Nepal has average per capita income of 1160 USD that ranks Nepal at 148<sup>th</sup> place among 175 countries.

The broad scenario of health, education and income in Nepal has created a sequence of development challenges among all of the major development stakeholders such as government, NGOs, civil societies and the international community. Although there is a quite wide range of variation in theoretical understandings, methodological frameworks and

practice guidelines among these stakeholders, majority of them are broadly agreed up of the goals of sustainable development. Therefore large portion of development assistance from international community and non-governmental organizations along with government's plans and policies are mainly concentrated on health, education and livelihood development in Nepal (United Nations Nepal, 2017).

This study has incepted by a need to conduct an evaluation of one of such development interventions targeted to uplift health, education and livelihood status of an indigenous Chepang community at central hill of Nepal.

## **1.2 Project Background**

Shangri-La Local Sustainable Initiatives (SSLI) was a three years project of Shangri-La Development Association in cooperation with Govinda Development Aid Association (GDAA), initiated as an integrated community project. SSLI project was completed over three different phases (SSLI, SSLI-I and SSLI-II) over the period of three years (2015-2018).

### **1.2.1 Introduction to SSLI project**

#### **Goal**

The goal set by SSLI project was to achieve sustainable improvement in the socio-economic status of the targeted people of Chepang community by improving health, education status and agricultural production of the people living in the two target former VDCs of Makwanpur district.

#### **General Objective**

General Objective of the SSLI project was to achieve equity-based society by contributing to human development of excluded peoples through right-based approach and sustainable development practices. Major project components identified by SSLI at the initial phase were Education, Empowerment, Health, Environment and Agriculture.

#### **Specific Objective**

The specific objectives of the SSLI project were:

- To improve educational standard of public school
- To empower the local people so that they become critical and capacitated
- To reduce maternal and infant mortality
- To improve health and sanitation of the people in household and community level
- To provide access to health treatment services to poor people
- To empower and strengthen local youths by providing vocational trainings,

- To introduce new technology and methodology in agriculture/farming

### **Expected Outcomes**

The expected outcomes initially set by the project were as follows:

#### **Outcome in Education and Empowerment**

- All the school going age children are enrolled in school.
- All the adults are critically aware and literate on health, education, agriculture, environment and local resource utilization.

#### **Outcome in Health**

- Health literacy in interactive level is achieved by the Chepang adults.
- The personal, family and community hygiene is improved.
- Child mortality and maternal mortality rate will have been decreased.

#### **Outcome in Agriculture and livelihood**

- Collective farming initiated under cooperative/s
- Food production is increased

#### **Outcome in Ecology**

- Ecological practices in livelihood are initiated

### **Outputs**

The expected outputs initially set by the project were as follows:

#### **Output in education**

- 2-roomed school building at Satyedevi Primary school, Bharta is constructed
- Mid-day meal to 500 students is provided
- Scholarship and pedagogic support to 500 Chepang girls students is provided
- 12 parents meeting are conducted a year
- Teaching aids to schools are provided
- Sports and recreational materials to school are provided
- Child clubs are established
- Literacy Home in Kalikatar VDC is established
- Vocational Education and training is provided to local youths of Bharta and Kalikatar
- Early Child Care and Development Centre (ECD) is furnished, equipped
- Awareness for Birth registration, citizenship certificate, marriage registration, land registration awareness and campaign is raised

### **Output in health**

- Health checkups of all the school students of target area and deworming activities in every six months is done
- Health literacy and awareness classes in schools are conducted
- Conducted mobile health camp
- The newly born children and mothers in the health post are supported with supplies like warm clothes

### **Output in agriculture**

- Both village farmers are trained in horticulture.
- Plastic ponds are constructed for rain water harvest
- Farmers Trainings are conducted by JTA
- Agriculture demonstration plots are established and taught to village farmers through them
- Compost pits in each household is improved
- Agriculture Interaction Centre is launched A farmers cooperative is established
- Cooperative farming is practiced under cooperative

### **Output in ecology/environment**

- Ecological (model houses) are Constructed
- Rainwater harvest ponds Established Comparative advantage farming are Practiced
- Literacy/awareness classes are held in ecological about deforestation, drought, and wildfire
- Agroforestry is practiced
- Plastic tunnel farming is practiced
- Comparative advantage farming is initiated

## **1.2.2 Target group, project areas and their characteristics**

The major target group of the SSLI project were people from Chepang communities inhabiting the impoverished and marginalized landscape of Kailash rural municipality. The project areas cover two former VDCs namely Kalikaataar and Bharta of Makwanpur district, which now fall under the political jurisdiction of Kailash rural municipality.

### **Chepang People**

Based on their low economic status and threatened cultural identity, Chepang are categorized as a highly marginalized indigenous group. According to population census 2011, there are 68,399 Chepang people in Nepal among which 34,620 are male and 33,779 female; and 66,744 Chepang people live in rural areas (CBS, 2011).

Historically, Chepang people have lived nomadic life in the dense forest of Mahabharat hill. Chepang men used to go for hunting wild animals, birds, and fish while women used to take care of small children at home (although their homes were a temporary camp that they would abandon after a short period) (Gurung, 1995). Even until 1990, no Chepang was known to live outside of his/her traditional region. They are still economically at the most disadvantaged position in comparison to other social groups living around their region (Bista, 2013). Today, Chepang people are no more nomadic and have now settled in a permanent area.

Chepang are shy and timid kind of people whose livelihoods depends mostly on agricultural activities and physical labor they do at the nearest markets and towns. Along that, Chepang people still rely on their surrounding forests and ecology for their food such as wild tubers, fruits, animals and fish. On the other hand, Chepang are also involved in subsistence farming with shifting cultivation in the steep slopes of Mahabharat hill. After harvesting the yield, they slash and burn the field and leave it fallow for many years to regenerate its productivity; meanwhile they shift to another slope for the cultivation (Bista, 2013). According to a UN field report, 75% Chepang are still illiterate and only 1% of Chepang women can read and write (UN RCHO, 2012). Illiteracy, food insufficiency, systematic marginalization by higher-class statesmen, and remote geographical location have trapped Chepang people in the vicious cycle of impoverishment (World Vision Advocacy Forum, 2009).

### **Project Area**

SSLI projects were intended to support target Chepang HHs in former Kalikatar VDC and Bharta VDC of Makawanpur District. The project area is now a part of Kailash Rural Municipality under the new provincial structure of Nepal. Kalikaataar, the market center and political headquarter of Kailash Municipality also served as the centre for the SSLI project office. Kalikaataar is located 22 km west from Chuniya, a small town located by Tribhuvan Highway connecting Kathmandu. Dhusrang, Deutis, Dekhari, Sarsi and Latabari are major project sites around the hills nearby Kalikataar.

### **1.3 Scope and Limitations of the Study**

This study has been designed solely based on the Terms of References (ToR) assigned by Sangri-La Development Association (SDA) for the purpose of Project End Survey of Shangri-La Sustainable Local Initiative Projects (SSLI) (SSLI-1) and (SSLI-2). The evaluation study takes in to the account of population living in total of 1500 households spread through previously Kalikatar VDC and Bharta VDC of Makawanpur District. The study area is now a part of Kailash Rural-Municipality under the new provincial structure of Nepal. All of the subject areas and study elements of this evaluation study, therefore, are confined within the geographical boundary mentioned above where SDA had launched SSLI, SSLI-1 and SSLI-2. Similarly this evaluation study will take the consideration of only those dimensions which were identified by baseline study, and project documents. The project approach of SSLI has identified three-dimensional model of sustainability (social, environmental and economic), which this evaluation study is going to investigate thoroughly in relation to the project outcomes and impacts.

Hence, it is very important to understand that the conceptual and methodological approach as well as the findings of this evaluation study cannot be generalized to other communities and projects in different socio-economic and geographical settings. The recommendations that will be generated are also solely based on the project context that cannot be translated to other similar projects in different socio-economic and geographical settings. However, there is always a plenty of room for learning the lessons and generating the knowledge from this evaluation study that can be used as guidelines while undertaking similar study projects in the future.

Beside the methodological and geographical limitations, the study is highly constrained by the volume of resource invested in the study. Due to the restriction on time, human resource and finance, the study cannot survey the same number of sample households that have been surveyed in baseline study.

### **1.4 Objectives of the Evaluation Study**

Despite of the huge efforts and resource investment by development agencies and government institutions in Nepal, the progress towards sustainable development is still not quite satisfactory. Challenges lie on multiple levels, conceptualizing the projects, resource allocation, coordination among the stakeholders, and monitoring and evaluation of the programs. It is well accepted that evaluation of the projects itself is a quite crucial component of project cycle and development assistance (Rana, 2012). Evaluation of a development

project provides insights for the development agencies about the significance and relevance of entire project, impacts and effectiveness of project activities, and efficiency in resource utilization. Therefore the goal of this project evaluation study is on the one hand to serve as knowledge base for future project development and on the other hand to make project stakeholder more accountable and transparent (Austrian Development Cooperation, 2009).

Based on the study guidelines provided by SDA, the specific objectives of this evaluation study can be listed as below.

- i. To assess and document the extent to which the impact of the project activities have been effective.
- ii. To document results, lessons learnt and best practices implemented by SDA in these years.
- iii. To collect and analyse information on how the beneficiaries and stakeholders perceive the projects of SDA.
- iv. To make well documented and action oriented recommendations contributing to future programs.
- v. To cross check the intervention with SDA baseline survey, PRA and RRA reports and government records.

## 2. Methodology

### 2.1 Evaluation Concept and Design

The SSLI projects have been broadly designed to address the social, economic and environmental problems of Chepang community with an integrated intervention approach to ensure the sustainability of the project as well as to bridge the existing gap in government’s policy and the sustainable development goals. This study will evaluate the SSLI projects on a holistic approach, which determines the relevance, fulfilment of program objectives, development efficiency, effectiveness, impacts, and **sustainability**. The following chart is a comprehensive conceptual framework of this evaluation study.

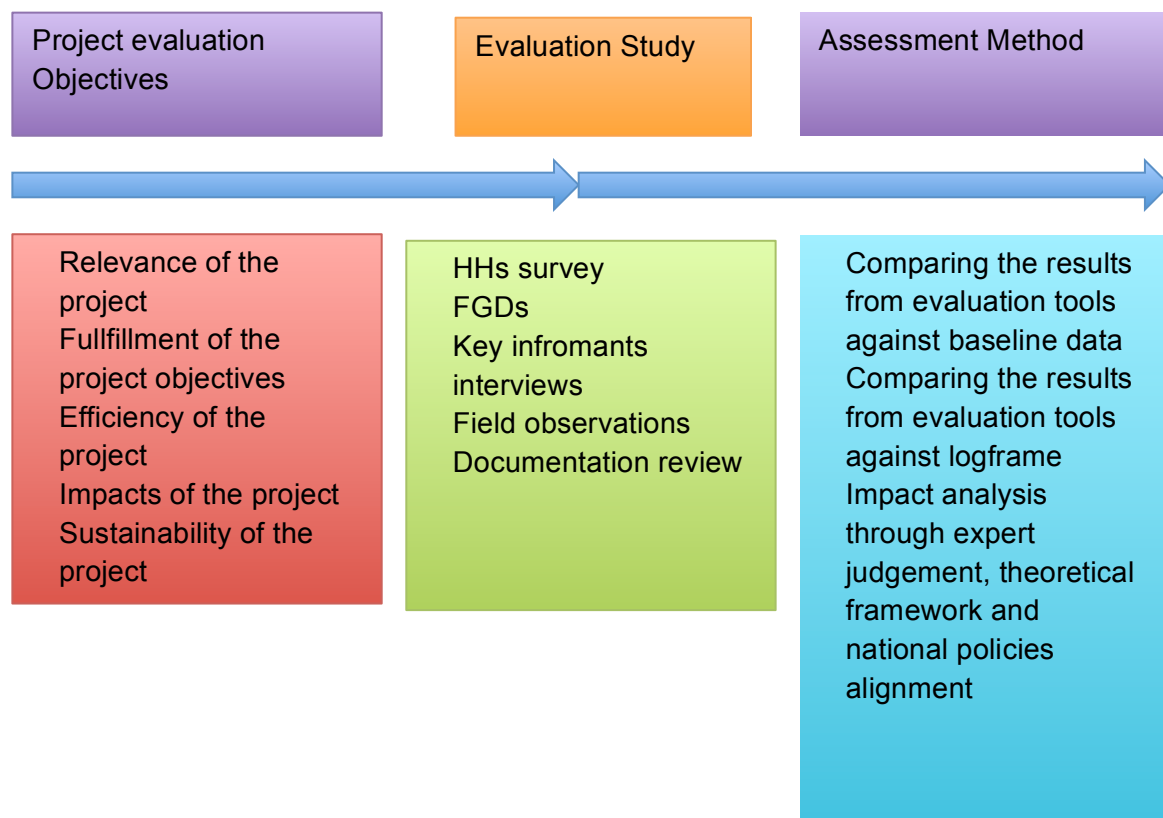


Chart 1 Conceptual Framework for Evaluation Study

#### 2.1.1 Assessing the performance of a Project: Results, Implementation Process, and Causal Relationships

The measurement of results is for the purpose of understanding what the project has achieved and for the purpose of verifying whether it has been achieved as expected in an impact evaluation. The achievement level of objectives (e.g., project purpose and overall goal),

outputs, and inputs are measured at the time of evaluation, and those results are compared with the preset project targets. Examination of implementation process.

Examination of causal relationships

### **2.1.2 Value judgment on the project using Five Evaluation Criteria**

Five Evaluation Criteria for conducting an evaluation (mainly project evaluation), proposed by the Development Assistance Committee (DAC) at the Organization for Economic Cooperation and Development (OECD). The evaluation criteria were projects' relevance, effectiveness, efficiency/ impacts, participation (inclusiveness) and sustainability along with the lessons learned. The evaluation checklists have been developed based on the following evaluation criteria.

**Relevance:** To determine the relevance of the immediate and development objectives, the study was based on the following evaluation questions:

- To what extent are the project and its modality relevant in present changing context of the country and respective geographical areas?
- What are the most important project components to deal with the issues highlighted by the project?
- How the purposes of the project conform to the needs of the target groups and local communities?
- How the project helps to improve the livelihoods situation of poor rural communities?

**Effectiveness:** In particular, the answers to following evaluation questions were sought:

- Whether or not the process and progress of the project are in line with the objectives and indicators of the project?
- Whether or not the performances of the activities against the targeted outputs are in line with project's goals and objectives?
- Has the mobilization, collaboration and coordination at different stakeholder levels been effective?
- Has the project maintained targeting balance with respect to gender, ethnicity and the deprived communities and the geographic coverage?

**Efficiency/Impact:** Under efficiency/impact, the study team has investigated the degree to which personnel, material and financial inputs have been converted into project outputs. The SSLI project is largely designed on welfare-approach that targets the human development and quality of life. Efficiency of welfare-project is measured by qualitative approach, expert

judgement and project stakeholders' internal benchmark assessment. The impact of the project is the positive and negative effects brought about by the project in the livelihood and other socio-economic variables of the project participants (using indicators such as education, health and income). It has included the direct and indirect effects, as well as expected and unexpected outcomes. The impact has been disaggregated with respect to gender, ethnicity and deprivation levels.

***Targeting and Participation:*** SSLI has a strong targeting stance aiming to increase the level of education of the poor and women among one of the most disadvantaged groups through the project intervention. Hence, the extent of inclusion of these deprived groups has been assessed.

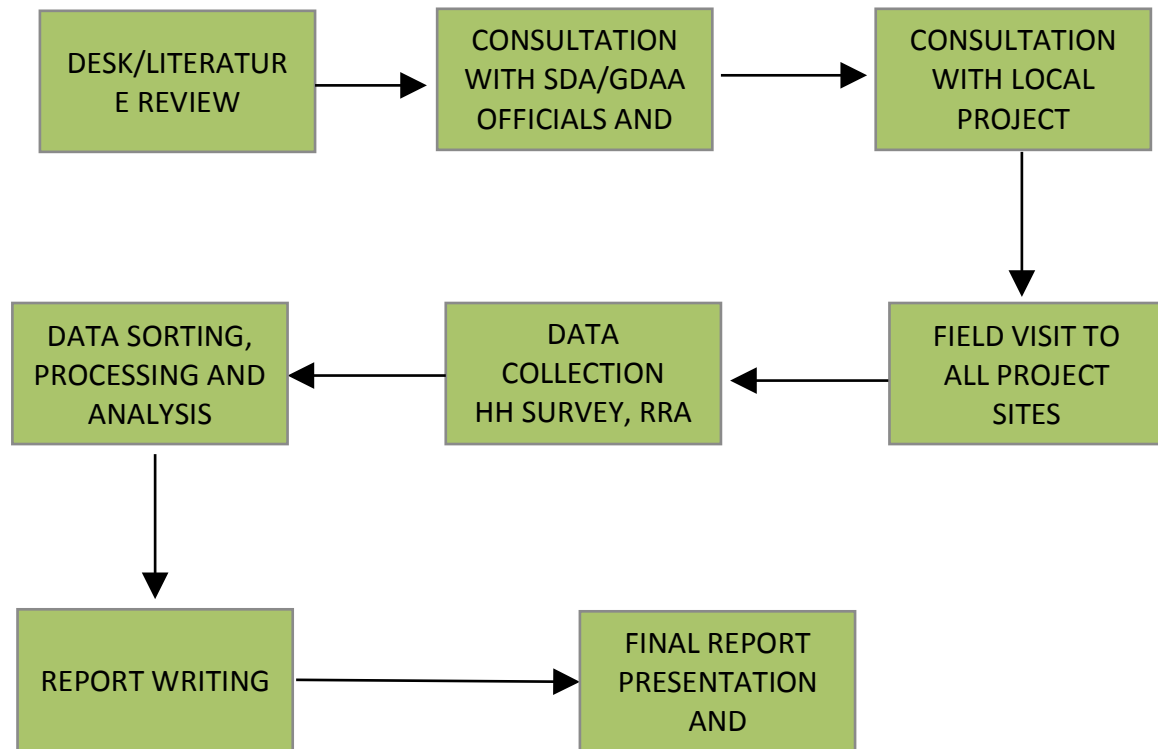
***Sustainability:*** Sustainability means that the benefits gained through a project are maintained at least at the immediate previous level. In other words, the achievement made by the project will not be reduced even after the project support withdrawal. One important requisite for the project benefit to be sustainable is the capacity buildup of the project beneficiaries. So, data on training and capacity building variables have been collected and analyzed.

### **2.1.3 Recommendations, drawing from the lessons learned**

Finally, based on the analysis of the findings from the study, several recommendations have been posited in the final chapter with the objective that these will provide guidelines for the similar or expanded version of the project in the future.

## 2.2 Data Collection Tools and Methods

The study has used a *mixed research method* for relevant data collection, where both qualitative as well as quantitative data has been collected and analysed for the evaluation of the project. The following chart shows the methodological approach of this evaluation study.



**Chart 2 Methodological framework; Stages involved in project evaluation process.**

To evaluate the activities, outputs and effectiveness of the project, the evaluation team has performed a number of tasks within the proposed conceptual framework and research methodology. The evaluation process started with desk and literature review of all project related documents and available data of the study sites. Consultation with SDA and GDAA officials and local project staffs has been done to acquire necessary and practical information about the project and the project sites. Field visit followed by data collection through HH survey, key informant interviews, FGDs and RRA has been performed at the site. Purposive sampling technique was applied in order to select the HHs for data collection. Subsequently, data sorting, processing and analysis have been done and the final report was generated.

### **2.2.1 Desk review/Literature review**

The evaluation team started with a desk review of all the important documents that were generated along the lifespan of the project. Baseline report, project implementation plan, progress reports, literature and available data related to the project have been assembled in order to get an overview of the project intervention. These documents have played a vital role in formulating realistic approach for evaluation of the project. The overall goal, purpose, specific objectives, activities, indicators and components of the project has been identified in this stage with the help of project Logical Framework (Logframe).

Consultation with project officials and staffs also played equally important role for the evaluation team to get the realistic and practical information related to the project. Insights provided by the project officials and staffs have been taken as a resource for project evaluation.

### **2.2.2 Field Study**

Field study is a primary component of research methodology of this project evaluation study. The project implementation area at Kailash Rural Municipality was the main focus site of this study. Field study team has been provided with necessary training and orientation on data collection techniques. Primary information on local geography, and socio-economic composition was provided to the research enumerators that help them to avoid any possible difficulties and to adapt themselves with local communities of Chepang. Two of the study team members had already done extensive research studies on gender, livelihood, vulnerability, and natural resource management at Chepang community of Raksirang Rural Municipality. This experience helped the study team to approach, introduce, and adapt themselves well with Chepang community, during the field study. Establishing good relation with the Chepang community and gaining their trust and credibility were keys to successful data collection process that leads to the successful completion of the evaluation study. Similarly, the study team was accompanied by a local liaison staff from the local community who supported study team throughout household survey, FGDs and KIIs during the field visit. Various tools and techniques used in field study are further mentioned below.

### ***Household survey***

Homogeneous purposive sampling technique was applied in order to select the HHs for survey study, since our target population share common set of characteristics. Detail study of the population distribution of the project sites was done, and expert's subjective judgement were used to select sample in a non-random manner that would represent the cross section of the population. The drawbacks of this sampling technique such as vulnerability to errors and reliability of data were triangulated with FGDs and RRA during the fieldwork. Sample population and sample size were determined after the discussion with SDA staff members. The evaluation study then finally selected 4 settlements clusters as follow:

- I. Deutis (Kailash Rural Municipality 4)
- II. Dhusrang (Kailash Rural Municipality 4)
- III. Dekhari (Kailash Rural Municipality 7)
- IV. Sarsi (Kailash Rural Municipality 7)

SSLI projects related to education development are mainly concentrated on four primary schools located at aforementioned four settlements. Therefore, household survey done in these settlements would provide more valid information on impacts of SSLI projects. There are in total 290 households in these 4 settlements, of which 150 households were selected for survey purpose. The sample size is statistically significant (Z-score 1.96) for the given population (290 HHs), with confidence level (p) 95%, and margin of error (e) 5.5%. **Annex 1** shows the detail of sample questionnaire that was used in household survey.



**Photo 1 Study team conducting household survey in Deutis**

To assess the impact of the project at larger number of beneficiaries as identified by SSLI-1 and SSLI-2, the study team has used FGDs, key informant interviews, and RRA tools that are further discussed in following sections.

***Key Informant Interview (KII) and Focused Group Discussion (FGD)***

In-depth interviews with key informants were conducted using semi-structured open-ended checklist. We intend to understand different perspectives on project from different stakeholders and we had provided respondents possibility to answers freely on their own choice. The interviews with key informants were informal and had semi-structured sequence. The key informant interview followed the interview guide in **Annex 2**. The evaluation study had selected key informants based on their involvement in SSLI project components, such as education, health and agriculture. Following table shows the details of key informants the evaluation study had interview with.

**Table 1 List of Key Informants**

S.N	Name	Designation	Subject of Interview
1.	Corinna Hilgner	Country Representative, GA	Project relevancy, goals and approach from donor perspectives; sustainability issues
2.	Jay Shankar Upadhyay	Chairperson, SDA	Project activities, issues during the implementation, self assessment and sustainability
3.	Lokendra Adhikari	AHW, Health Post Katunje	SSLI activities, coordination with healthpost, impacts of the activities, sustainability.
4.	Sakuntala Kumari Dong	Principal, Satyadevi primary school, Dekhari	SSLI activities in the school, effectiveness and impacts of the projects, sustainability issues.
5.	Manoj Chepang	ECD Teacher, Deutis Primary School, Deutis	SSLI activities in the school, effectiveness and impacts of the projects, sustainability issues.
6.	Ganesh Chepang	School Management Committee, Praja Utthan Primary School, Dhusrang	SSLI activities in the school, effectiveness and impacts of the projects, sustainability issues.
7.	Atma Raj Moktan	Kalika Primary School, Sarsi	SSLI activities in the school, effectiveness and impacts of the projects, sustainability issues.
8.	Bishnu Prasad Timalisina	Principal, Shri Bhawani Secondary School, Kalikatar	SSLI activities in the school, effectiveness and impacts of the projects, sustainability issues.

The evaluation has used FGD as a research tool of collecting data in a safe environment, from more than one individual at a time, regarding a specified area of interrogation (Onwuegbuzie et al, 2010; Krueger & Casey, 2000). We have used focus group discussions as method to obtain participants' attitudes and opinions over the project as well as the impacts of the projects in their community. According to Berg and Lune (2012) the focus group interview is an innovative and evolving strategy for gathering information, which are difficult to obtain. The focus group promises to quickly become an integral part of data-collection technology among qualitative researchers (Berg and Lune, 2012). It operates well as a stand-alone means for data collection or as an additional line of action. The topic and themes for the FGD were carefully selected for so that all research objectives are covered which is presented in **Annex 3**. Following table summarized the FGDs conducted for the evaluation of SSLI project.

**Table 2 Details of FGDs conducted during the study**

S N	Focused groups	Male	Female	Total	Issues
1	Project beneficiaries, parents, community people from <b>Deutis</b> and <b>Dhusrang</b>	7	14	21	Project activities, benefits, cost, impacts, sustainability and future plans
2	Project beneficiaries, parents, community people from <b>Dhekari</b> and <b>Sarsi</b>	8	12	20	Project activities, benefits, cost, impacts, sustainability and future plans
3	Health personal and female community health volunteer (FCHV)	3	6	9	Health related project activities, coordination between stakeholders, impacts of health projects, future prospects.



**Photo 2 Study team conducting focused group discussion with project beneficiaries at Dhusrang**

Research objectives are fulfilled only after identifying patterns; similarities and differences, regularities and deviations from collected data and proposing an interpretation of what they mean in terms of causal relations (Berg & Lune, 2012). All the collected data were transcribed and translated in to English. Transcribed data from HH survey, FGD and key informant interviews, and document review and field observations then will be classified, coded and tabulated

### **2.3 Data Analysis and Report Writing**

The unit of analysis comprised both groups, individuals and households. The responses and suggestions towards different project activities are analyzed descriptively and qualitatively. The outcomes of the analysis and observation are presented in simple, concise and clear tables, graphs, figures, photographs, illustrations, annexes and relevant case stories portraying key messages in order to highlight the underlying and logical interpretation of the data. Descriptive statistical parameters such as frequency, percentages, mean, etc. are used in the report, as applicable. Similarly, these parameters to number of applicable indicators are also compared to that of baseline reports and presented in graphical manner. However, due the

limited information provided for some indicators in baseline reports, it has not been possible to establish a comparable parameters to some of the indicators investigated in this evaluation studies.

### 3. Study Findings

#### 3.1 Demographic Composition of Respondents Household

Chart 3 Ethnic Compositions of Survey Households

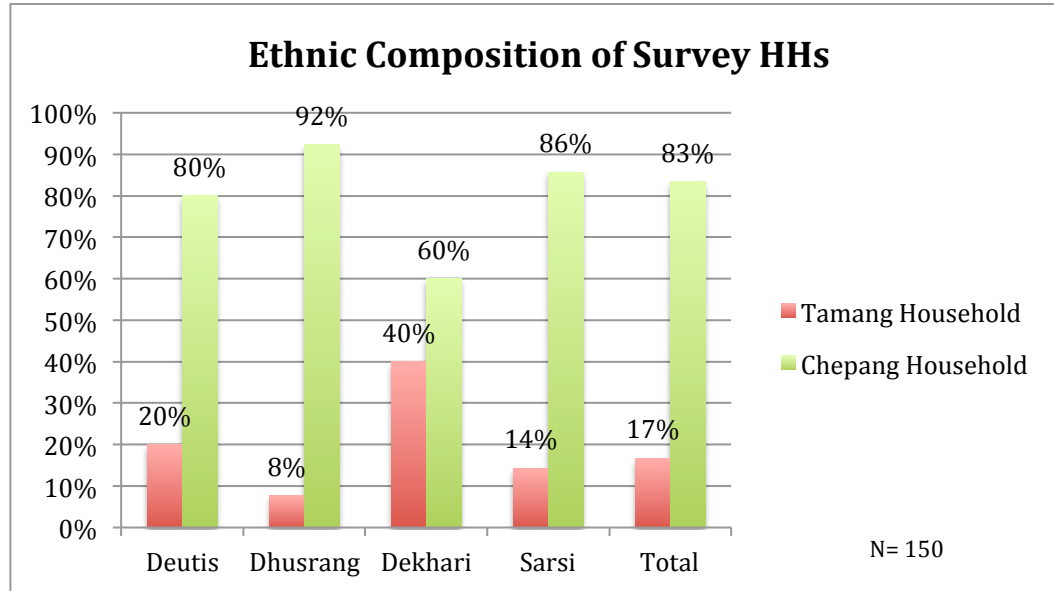
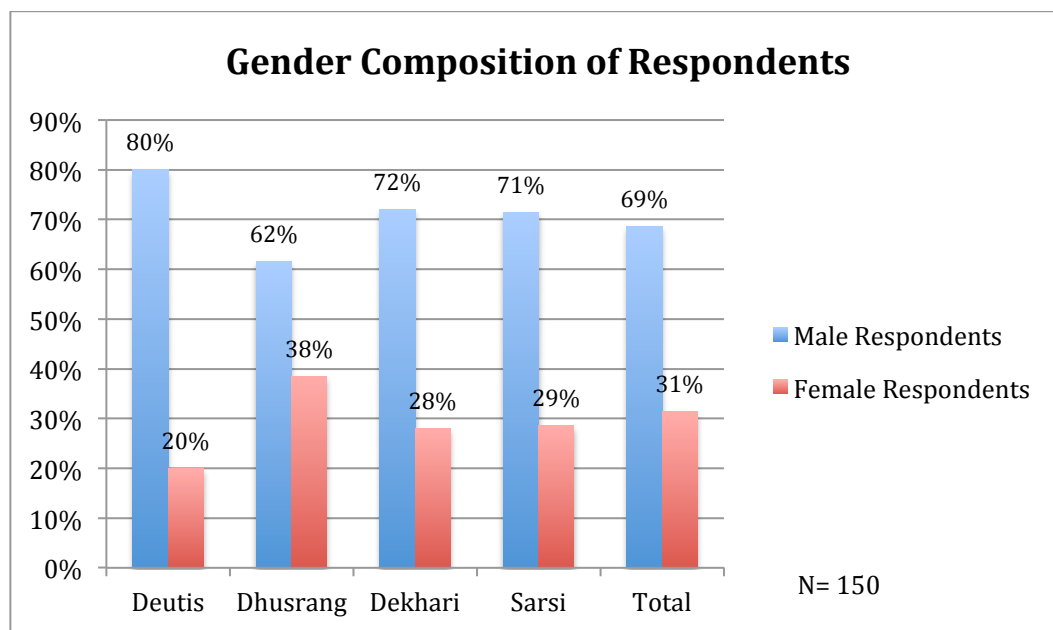


Chart 3 shows that majority of respondents' households belong to ethnic group *Chepong*. One of the primary goals of SSLI project is to uplift socio-economic status of marginalized Chepong community of Makwanpur district. The survey verified that primary beneficiary of SSLI project are Chepong people who have been historically marginalized from Nepal's mainstream development. Tamang people comprise second largest part of beneficiary of SSLI projects, who are also underprivileged ethnic group of Nepal.

Similarly, the following Chart 4 shows that majority of survey respondents are men. Study team has experienced that many Chepong women are shy and do not want to be interviewed. Instead, they refer to their husbands or elder men of the house for the interview. SSLI has aimed to empower Chepong adults, including women, and make them critically aware about their situation, health, and environment. Unwillingness to respond the outsiders depicts lack of confidence and self-awareness in some Chepong women.

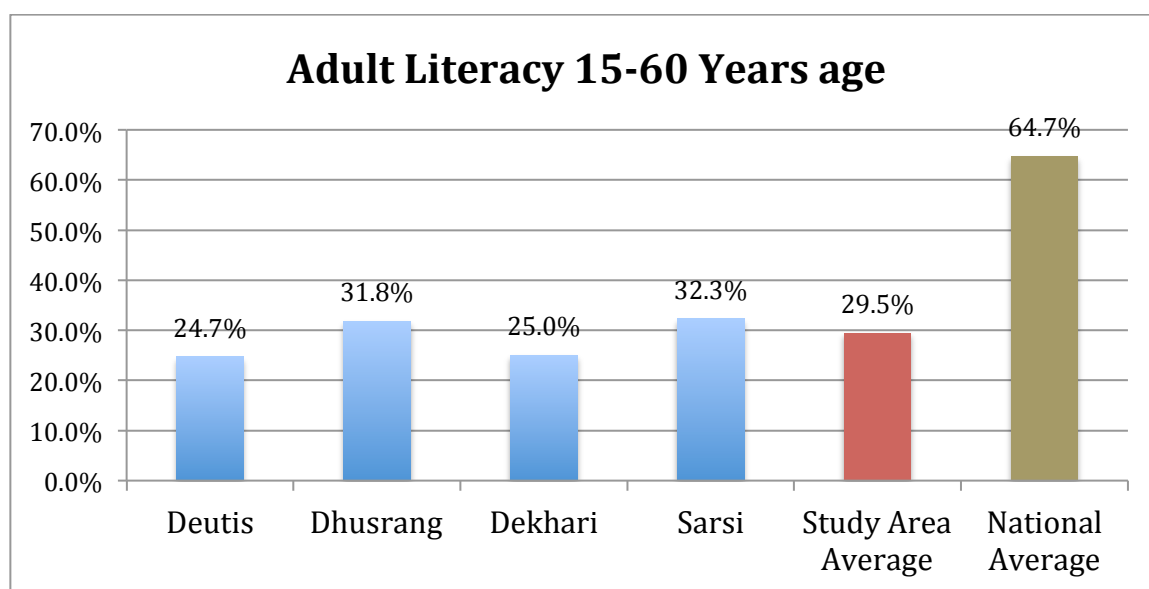
**Chart 4 Gender Compositions of Respondents**



### 3.2 Education and Empowerment

The evaluation study has used various parameters for identifying the education and empowerment status of Chepong people in project area.

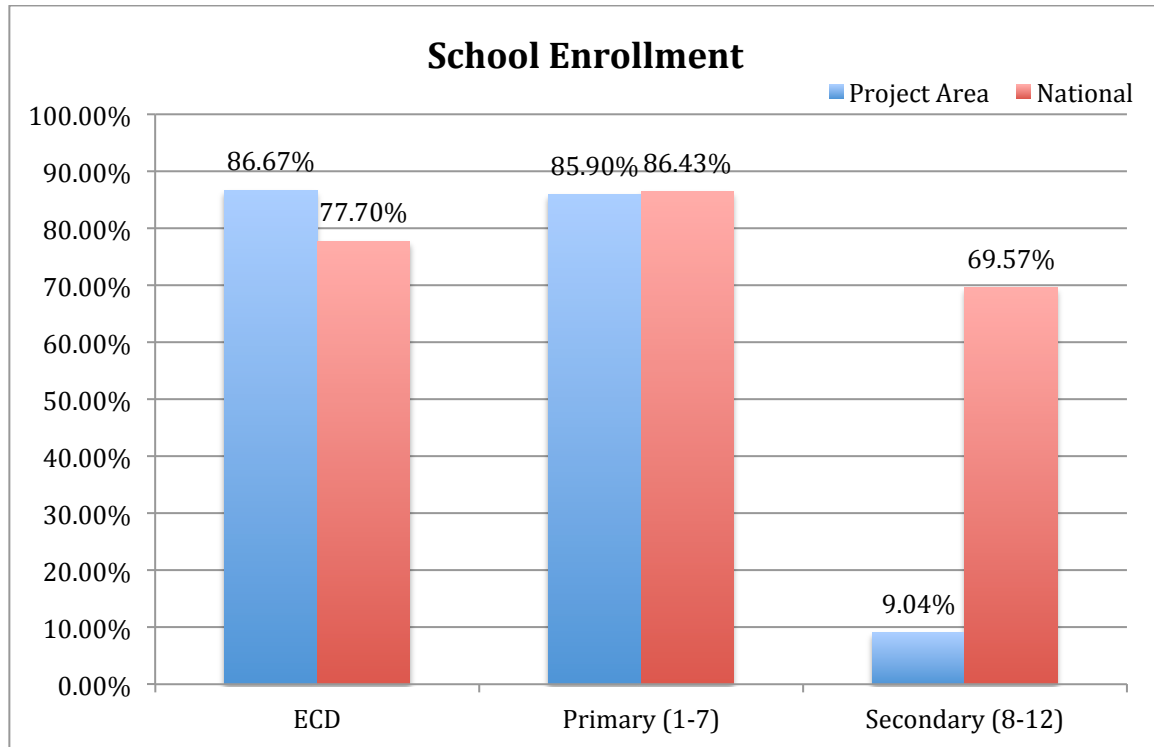
**Chart 5 Adult Literacy 15-60 Years Age Population**



The above Chart 5 shows that only 29.5% of adult population in survey area is literate. The baseline report doesn't have any information on adult literacy. However, in comparison to national average, adult literary rate in project area is lower with vast difference. The study team found that SSLI has not effectively implemented community based adult literacy

activity REFLECT in the project area. Respondents mentioned that their adult family members are not aware or have not participated in any such literacy program.

**Chart 6 School Enrollment Rate for Different Level of Education**



Significant portion of children aged 4-15 years are enrolled in ECD and primary level education in the study area. However this number is drastically reduced to 9.04% when students are about to enroll secondary level. A quick comparison to national data shows that, ECD enrollment in project area is higher than country average; enrollment in primary grade is same; whereas enrollment in secondary grade is significantly lower in project area than in the country as a whole.

**Chart 7 ECD Admission 4-6 Years age group**

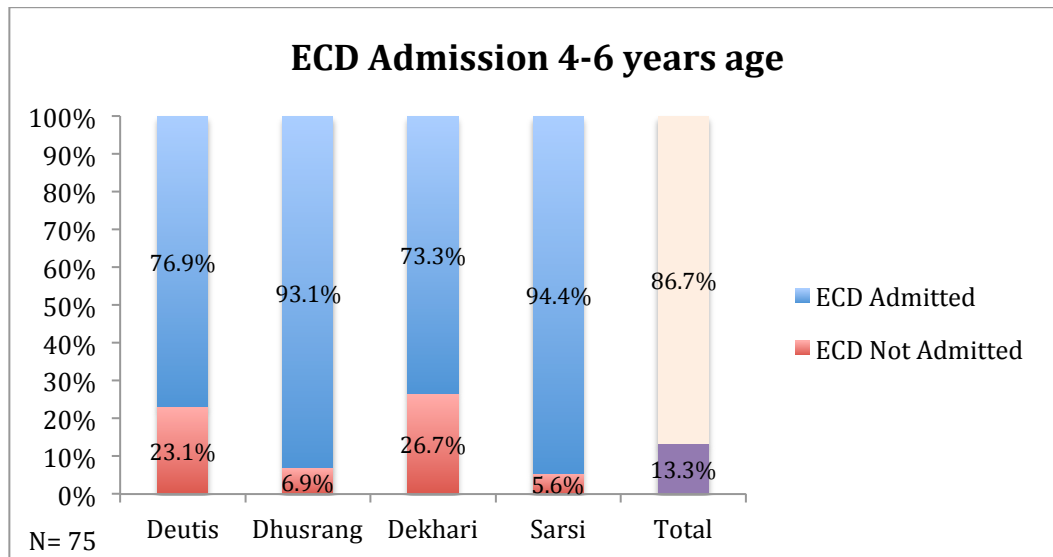


Chart 7 shows that 86.7% of children between 4-6 years age are enrolled in ECD classes. There is one primary (1-5 grade) school in each survey settlement. Students going at ECD and Primary level receive numbers of incentives such as midday meal, uniforms, and pedagogic supports. Whereas, for the further studies at higher grades students have to walk 2-4 hours to reach nearest secondary school in municipality center, Kalikatar, without any incentives. There are several other reasons for dramatic reduction in secondary school enrollment, which will be discussed on subsequent chapters.

**Chart 8 Mean year of schooling of adults population in project area**

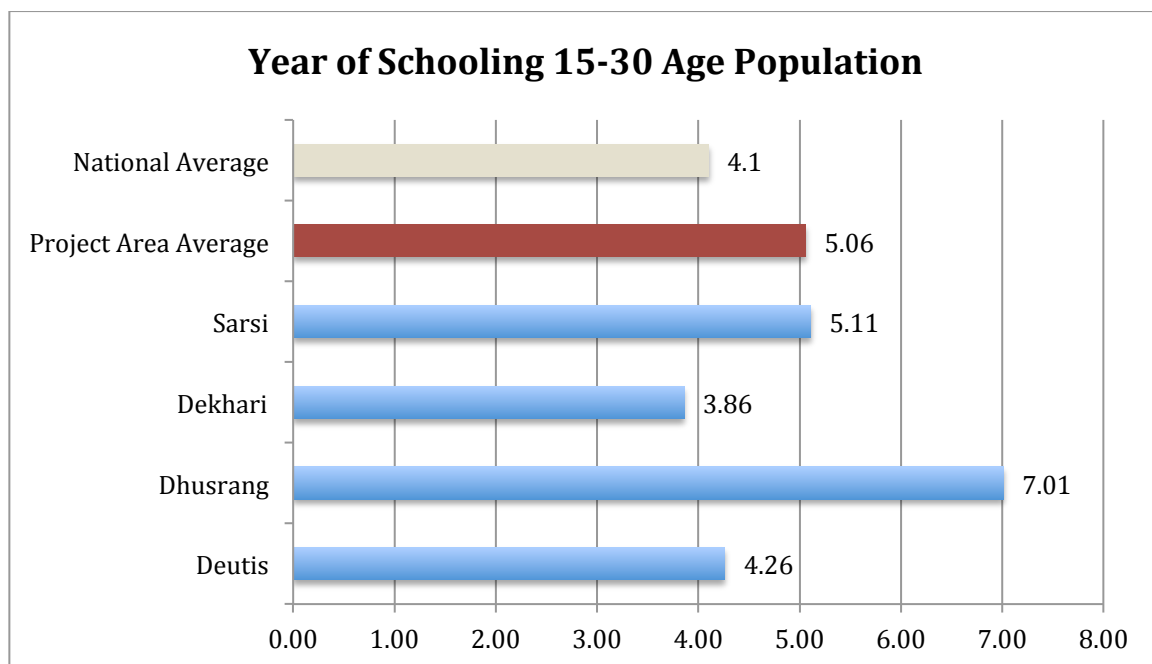
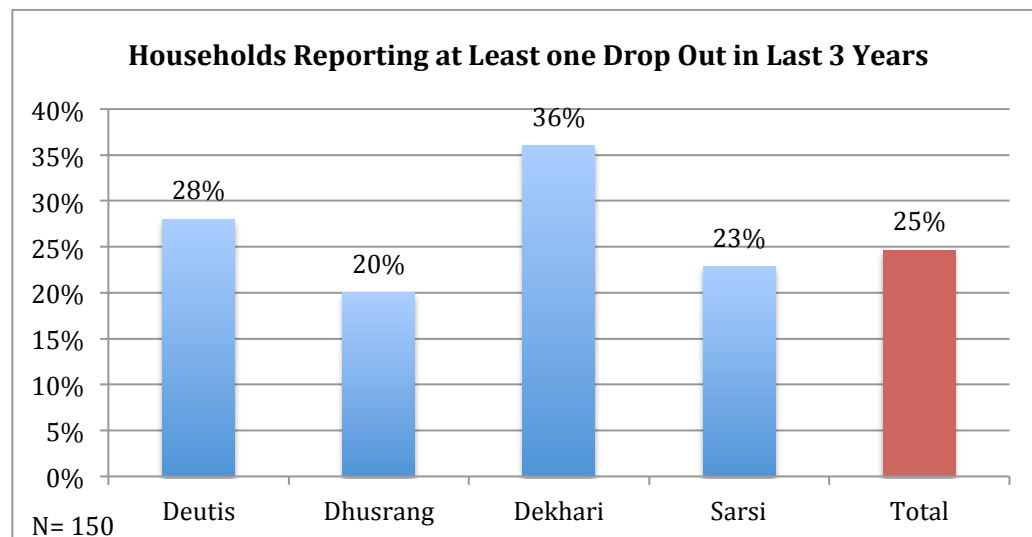


Chart 8 shows that mean year of schooling for 15-30 years age population in the project are found to be 5.06 years, which is still relatively higher than national average. Evaluation team

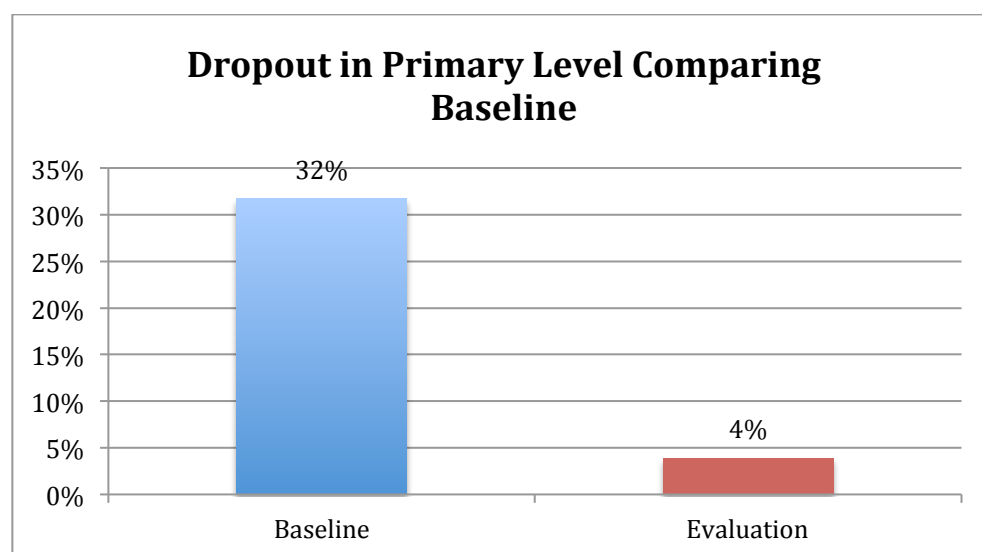
has identified a descriptive co-relation between mean year of schooling and adult literacy rate. Both of these indicators are affected by long distance of school, household work attributed to extreme poverty and early marriage.

**Chart 9 Household reporting at least one dropout in last 3 years**



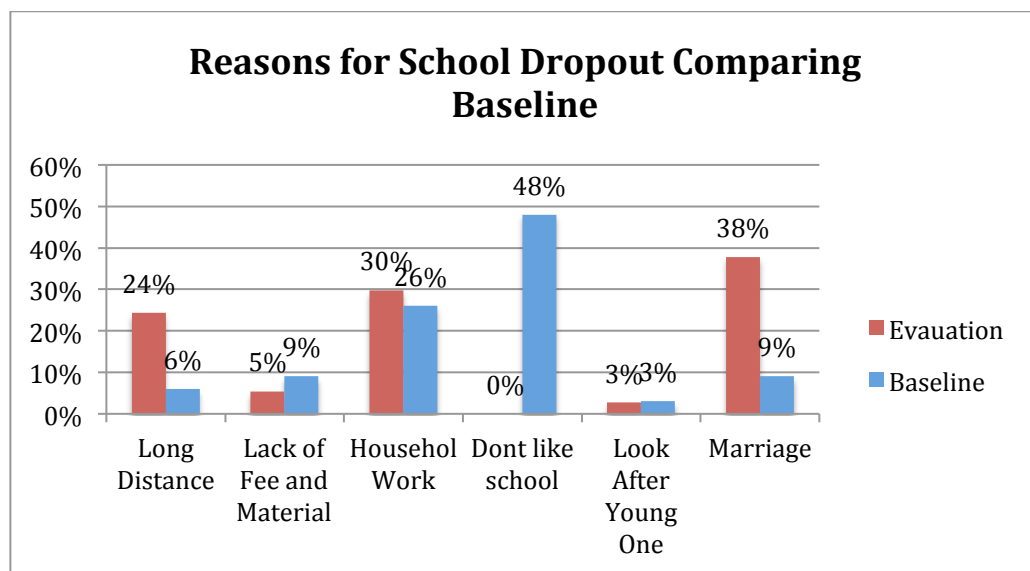
The chart 9 gives a quite satisfactory result in school dropout. There are only 25% respondents households who reported at least one dropout. But this dropout rate represents children from both primary and secondary level. This rate even goes down when we see dropout ratio within primary level of study. This is because, as we see on previous charts, enrollment in secondary level is dramatically low due to various reasons. Following chart 10 compares dropout rate of children who are between 4-15 years age and supposed to go to primary school.

**Chart 10 Dropout in primary level comparing baseline**



The chart shows that portion of students who have dropped out from primary school has significantly reduced to 4% from 32% within last three years. There are numbers of reasons for this reduction in dropout students. Among them, school meal and other pedagogic incentives provided by SSLI are prime reasons. The following chart further verifies this casual relation.

**Chart 11 Reasons for school dropout comparing baseline**



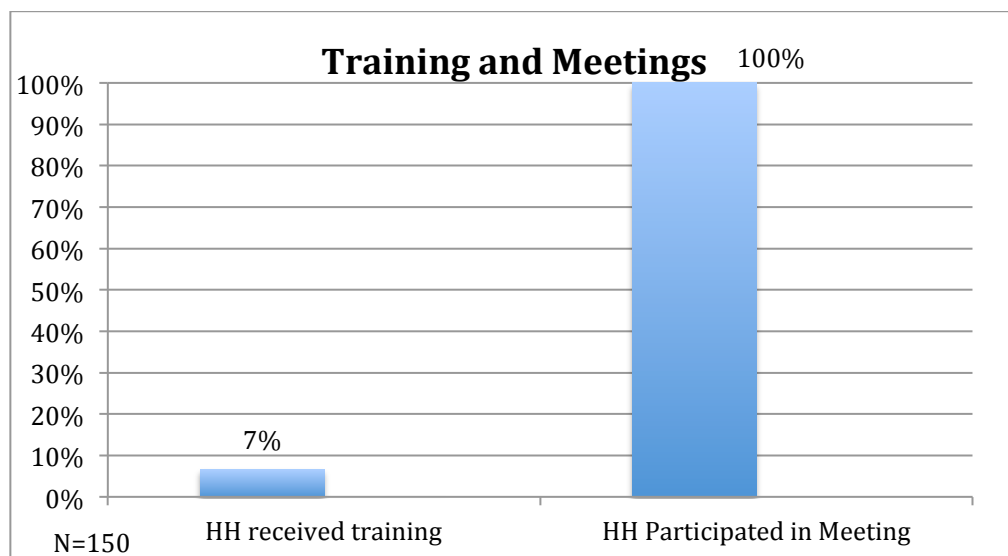
The chart 11 shows that portion of households reporting school dropout due to lack of fees and materials has reduced from 9% to 5% in last 3 years of SSLI project. Only 2 houses among 37 dropout respondents reported lack of fee and material as a reason for school dropout of their children. This result is clearly attributed with SSLI project activities of providing various incentives such as daily meal, study materials, uniforms and other pedagogic supports to the primary level students. Another quite interesting findings regarding the reason of school dropout is that no household during the evaluation study reported “don’t like school” as a reason for school dropout. Conscientization about the importance of child education was found to be very high among the respondents. Child marriage is still a major reason for school dropout on secondary level.

**Table 3 Cross tabulation for food sufficiency and motivation for school**

Food Sufficiency \ Motivation for School	Less than 6 Months	6 to 12 Months	>12 Months	Total Households
School Meal/ Uniform/ Pedagogic Support	36	0	0	36
Other factors: self awareness, for the better future of children etc.	0	113	11	114
Total Households	36	113	11	<b>150</b>

The Table 3 is a cross comparison between the household food sufficiency and various motivational factors for sending children to school. Yearly food sufficiency from own farm production is one of the major indicators of household poverty in rural settings. Food sufficiency is a basic need that every rural household struggles to meet. It also generally determines household's response to other development factors such as better health and education for children. In the evaluation survey, 36 households who obtain food from own farm that is enough only for less than 6 months a year reported that, incentives such as school meal, uniform and other supports are sole motivational factors for them to send their children to the school. Other households, who have relatively more sufficient food for a year, reported that school incentives are not sole motivational factors for them to send their children to school. They mentioned that they are self-aware and want to give better future for their students by sending them to the schools.

Chart 12 Training, orientation and meeting attended by households



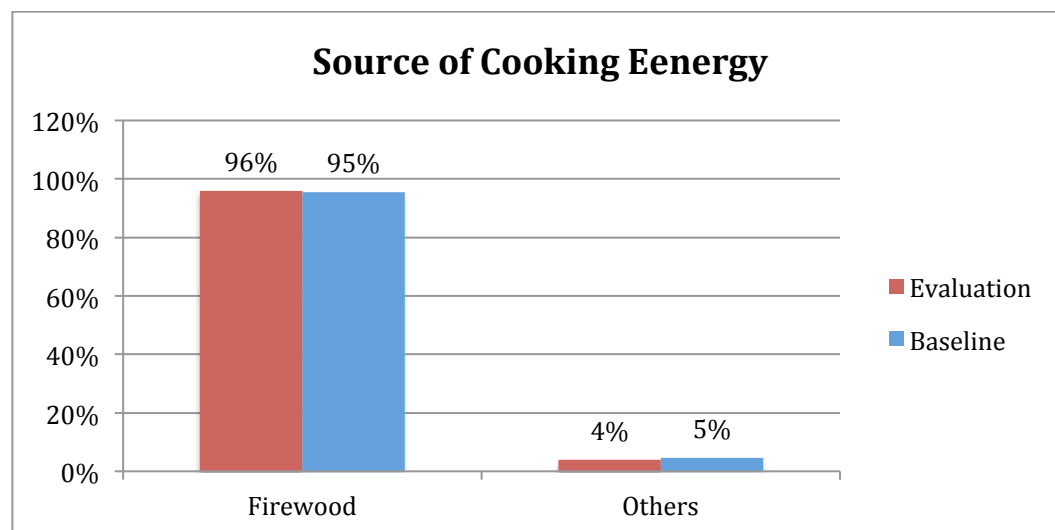
Capacity building of project beneficiaries is one of the best approaches for achieving sustainability of development project itself. Training, orientation meetings, and participation in campaigns will enhance beneficiaries’ capacity to sustain the projects for longer future as well as enhance the sense of ownership for the projects. SSLI project has significantly incorporated its beneficiaries in regular orientation meetings where participants are sensitized on progress, and constraints during the project implementation. Study has found that all of the respondent households have participated in periodic review meetings in the schools. There are few households who have got opportunities to participate in other livelihood related training and skill development activities. These training includes: improved vegetable farming in plastic tunnels, capacity enhancement of ECD teachers, and house construction training for 32 household members through Shangri-La Reconstruction and Development Project (SRDP).

Remarkably SSLI has provided scholarship supports for 5 local students to pursue higher education on technical field. Three girls have been supported for vocational education on health and two boys were supported for vocational education on agriculture. This support will positively affect the long-term development of project area, as these students will have a chance to work in their own local community.

### 3.3 Health, Sanitation and Environment

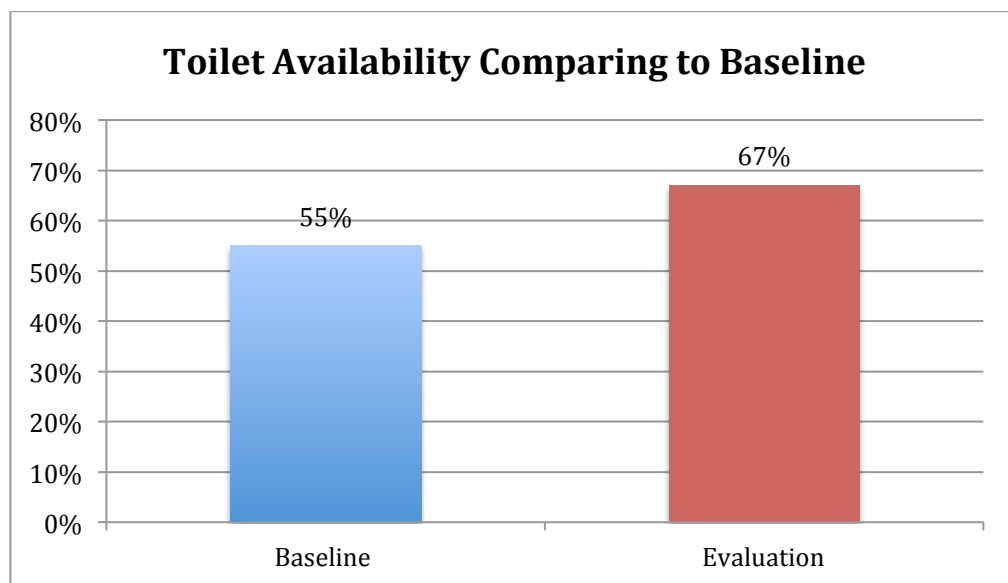
Health, sanitation and environment are interrelated factors that SSLI project has tried to address in an integrated way. The following findings are illustrations about significant changes in the target communities' health, sanitation and environment aspects.

Chart 13 Source of cooking energy comparing to baseline



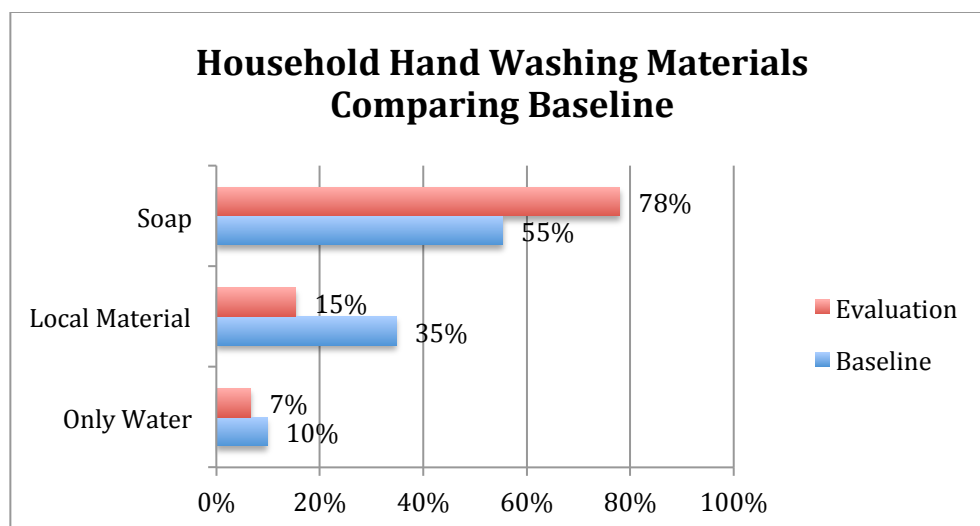
Forest resource is traditionally a significant part of livelihoods in Chepang community. Chepang people use forests not only as a source of firewood, but also as a source of fodder for animal, fertilizer, construction material, and source of foods. It is found that most of the survey respondents mentioned their local forest resources are depleting day by day. Similarly, problem of soil erosion is a prime concern for Chepang people. SSLI project has not implemented any activities that promote sustainable forest use and soil conservation. Ecological awareness among the respondents was found to be satisfactory but people are thriving for innovative solutions to protect the forests and prevent soil erosion in their lands. The following Chart 14 shows satisfactory increment in numbers of households that have toilets in comparison to before SSLI project. The project has it major goal to enhance community awareness on hygiene and sanitation as well as changing people's attitude to use the toilet for defecation. Study team has further found that 70% of households that do not have toilets now, are in the process of constructing toilets. It means that SSLI project has made local people aware on the importance of toilet for safe, healthy and clean community.

Chart 14 Toilet availability in project area comparing to baseline



Similarly, following chart shows 28% increment in households that use soap as primary hand washing material after SSLI project. There is a decrease in number of households that use both local material and only water for washing hands.

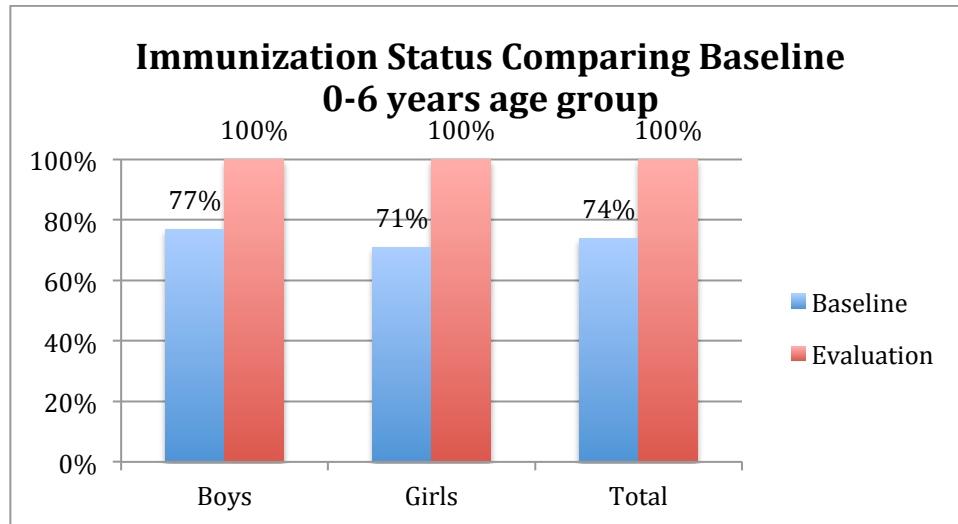
Chart 15 Household hand washing materials comparing baseline



There is another good achievement in number of children between 0-6 years who have received all kind of vaccinations. Following chart indicates that all of the children between 0-6 years age in project area have received all kind of immunization and vaccination they need. SSLI project has 2 major approaches to incorporate the community in health and sanitation awareness activities. The first is monthly review meeting with parents in the school where SSLI staffs provide all necessary information on health, sanitation, childcare and maternity

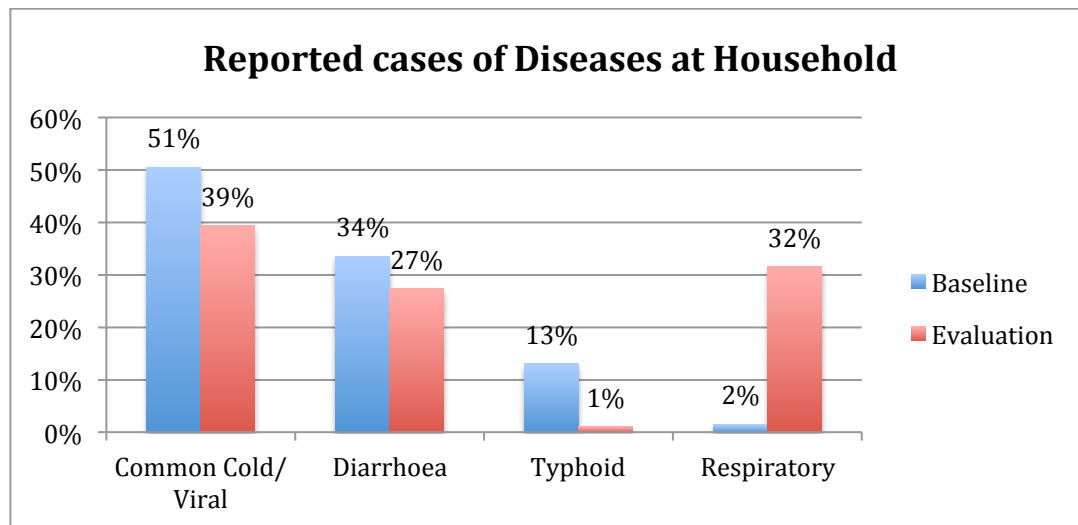
care. The second approach is coordinating with local FCHV from the community itself, who provide necessary information and counseling about childcare and health issues to the community people. The result is evident in the following chart.

**Chart 16 Immunization status for 0-6 years age group comparing baseline**



Some significant impacts of enhanced sanitation awareness and healthy behaviors are reflected on household reporting of major diseases in the last 3 years.

**Chart 17 Reported cases of diseases at household during the last year**

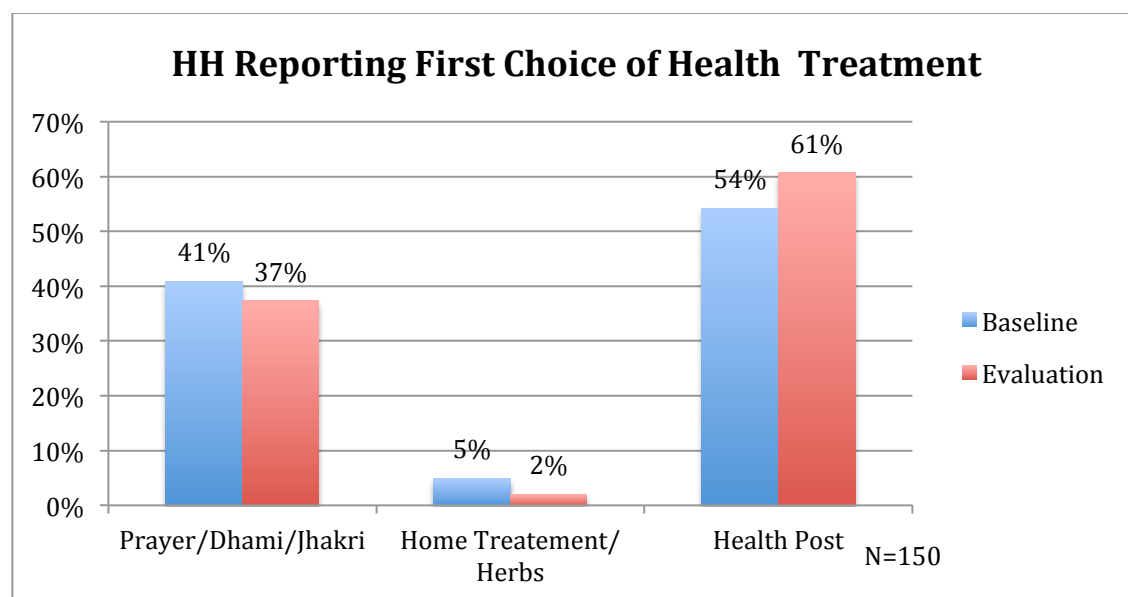


Occurrences of all major household diseases have been reduced in recent year in comparison to the baseline information, which is illustrated in Chart 17. A significant number of households reporting waterborne diseases such as typhoid and diarrhea have decreased while comparing that to the baseline information. Typhoid and diarrhea are waterborne diseases, related to poor sanitation and hygiene. Reduction in the cases of these diseases is interpreted as increasing sanitation and hygienic behavior of community people as a result of SSLI project activities. However, during the field study it is found that a large number of Chepang

women have reported the cases of respiratory problems. Respiratory diseases among women and children in rural Nepal have a significant correlation with indoor smoke in the household. Almost all of the survey households use firewood as a source of everyday cooking energy (Chart 13) on traditional cooking stove where Chepang women and children are exposed to high amount of smoke for longer period of time. This exposure is a reason for increasing cases of respiratory related problems.

However general health awareness among the project beneficiaries has increased which is indicated by following chart.

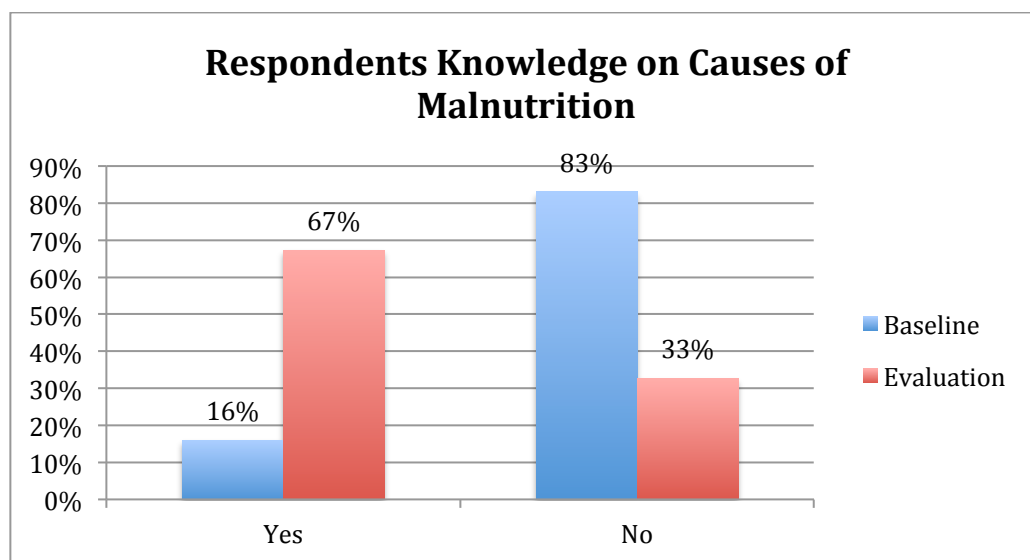
**Chart 18 Households' first choice of health treatment**



In comparison to the baseline, there are increasing numbers of respondents who say Health post is their first choice of treatment for any health related issue in the family. Similarly, number of household has been decreased who choose traditional healer, and prayer as the first place of treatment.

The following chart is also a reflection on increasing health awareness among the parents after the implementation of SSLI project activities. A significant number of respondents mentioned that they are aware about the causes of malnutrition among the children. A comparable parameter shows that very few people (only 16%) knew about the causes of malnutrition during the baseline study. Whereas, the evaluation survey has found that 67% respondents know about mal nutrition.

**Chart 19 Respondents knowledge on causes of malnutrition comparing baseline**

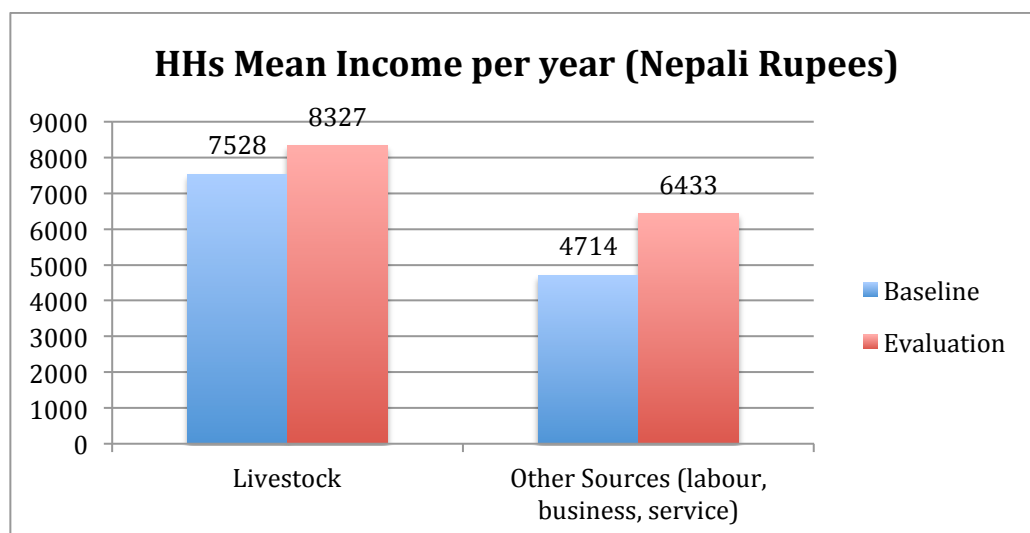


Regular health checkup at school, effective health awareness activities and good coordination between government health bodies by SSLI have created a remarkable impacts on general health and sanitation status of Chepang people in project areas.

### 3.4 Agriculture and Livelihood

Among the 3 major intervention sectors of SSLI, the evaluation team has identified that least activities have been accomplished and subsequently least impacts have been achieved in agriculture and livelihood sector in the project area.

**Chart 20 Households' mean income comparing baseline**

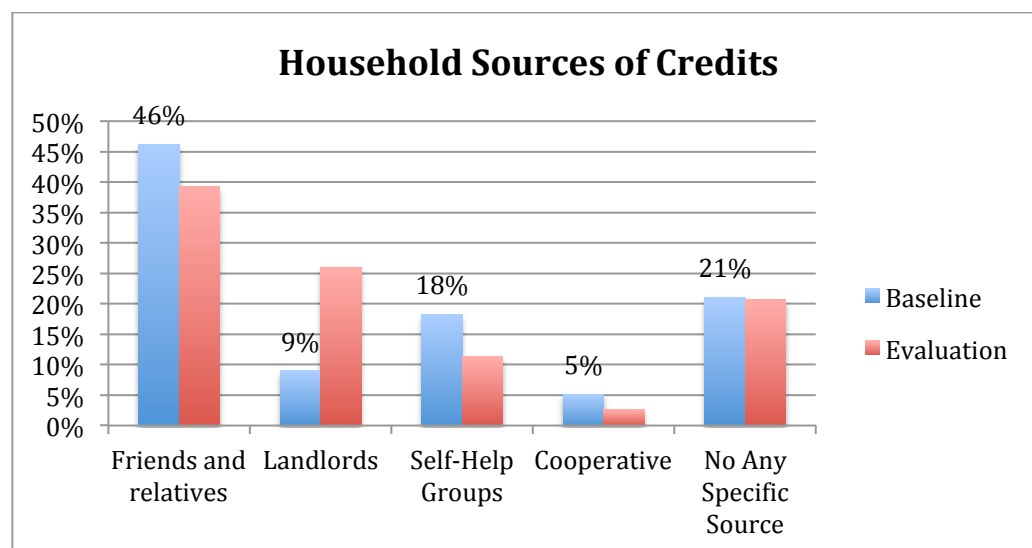


The chart 20 compares household annual income with the baseline information. It is identified that average household income in project area has been increased during the last

three years. Increment has been observed in both livestock income and in other sources as well. There is a little casual relationship observed between this income increment and SSLI project activities. Recently 5 farmers have been trained for initiating improved vegetable farming. There is one demonstration plot constructed in each settlement where the trained farmers have just started a vegetable nursery that can be a resource center for other villagers to learn and begin commercial farming in scientific method. Since this program has recently been launched, it takes some years for the impacts to be visible.

On the other hand, evaluation team has not found actively working community based organization, cooperative or farmers groups initiated by SSLI. The following chart on households' credit source further verifies this statement.

**Chart 21 Households' sources of credits**



Still large numbers of household take credits from informal sources such as friends/relatives and landlord. Very few have access to formal sources such as cooperative and self help group. Similarly, 21% survey respondents do not have any specific source of credits. This group of people is even more vulnerable to future uncertainties and shocks.

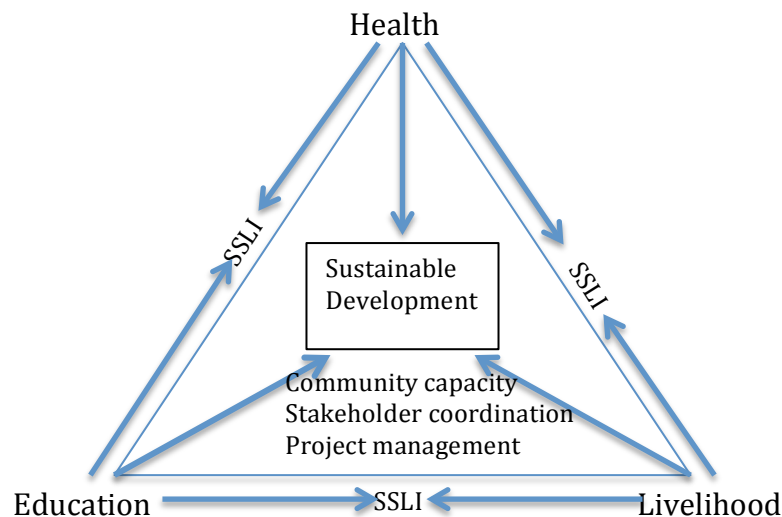
This chapter has basically crosschecked the major indicators for outputs of the project with baseline information. The details analysis of effectiveness, efficiency and sustainability of the project is done in the following chapters. Similarly discussions will be done regarding the best practices by SSLI, major problems on project design and implementation, lesson learnt for the future as well as beneficiaries' perception about the projects.

## 4. Analysis

### 4.1 Causal Relationship between Activities, Output, Outcome and Impacts

In a project with citizen welfare objective, there is a causal link between activities, outputs, outcomes that culminate into positive impact on the participatory beneficiaries. These causal links, however, are not automatic as each former stage is a necessary condition for the succeeding stage but not a sufficient condition. In order to ensure that each succeeding stage is translated in true form, special efforts have to be made.

SSLI has been designed in a unique way to integrate major dimensions of human life namely: health, education and livelihood. These dimension are closely interrelated to each other, which collectively contributes in human and sustainable development of Chepang community in the project area.



**Chart 22 SSLI project model for sustainable development**

The chart 22 pictures the integrated model of SSLI in a comprehensive way. Community capacity building, stakeholder coordination and efficient project management are core value of SSLI that help in ensuring sustainability of the project itself.

Project activities on education and empowerment are coordinated through existing government schools in the project area. Similarly, activities on health and sanitation are coordinated through existing government's health institutions as well as the schools. Similarly, project activities on livelihood are coordinated through SDA own establishment. The following table summarizes SSLI activities accomplished during the last 3 years and subsequent output, outcome and impacts generated by the project.

Table 4 Logical assessment table for SSLI project, 2015-2018

Project Outputs	Achievements 2015-2018
<b>Education</b>	<p>Construction of 4 school buildings with 2 rooms in each at 4 different schools</p> <p>Provision of daily midday meal to 400 students each year</p> <p>Pedagogic support: uniform, bag, shoes, books, pens, raincoat and warm clothes, to 400 students each year.</p> <p>Support 5 schools with teaching materials, sports goods, books and recreational materials for children</p> <p>Established a child club, Shree Bhawani Bal Club</p> <p>Established a literacy home at Kalikatar</p> <p>Conducted training and capacity building for ECD teachers</p> <p>Supported 5 poor students from local community to pursue vocational education</p> <p>Conducted monthly orientation meeting with parents in the school</p> <p>Provided free hostel and education support for 15 Chepang girls</p>
<b>Health</b>	<p>Conducted regular health checkup of all the student in 4 target schools</p> <p>Conducted health awareness classes in the school</p> <p>Supported for referral cases in health issues, including one severe malnutrition case.</p> <p>Supported 20 newborn child and mother in the health post with warm clothes, hygiene materials and nutrition</p> <p>Training, capacity building of FCHV</p> <p>Conducted several health awareness campaign, orientation meeting, anti-child marriage campaign with community people</p> <p>Conducted awareness orientation on personal hygiene, Diarrhea, Nutrition and hand wash</p>
<b>Agriculture</b>	Five farmers were trained for tunnel

	farming by JTA, 2 greenhouses were constructed in the village.
	Demonstration plots were created on SDA land
	Modified SALT-2 was adopted, full organic farming is initiated at SDA land
<b>Project Outcomes</b>	<b>Achievement 2015-2018</b>
<b>Education and Empowerment</b>	All school going children are enrolled in primary schools, reduced dropout rate. Increased numbers of adults are critically aware and literate on health, education, agriculture, environment and local resource utilization.
<b>Health</b>	Health literacy in interactive level is achieved by the Chepang adults to medium extent The personal, family and community hygiene has been improved. Child mortality and maternal mortality rate have been decreased remarkably.
<b>Agriculture</b>	<b>NA (activities ongoing, outcome not yet visible)</b>
<b>Ecology</b>	<b>NA (activities ongoing, outcome not yet visible)</b>
<b>Project Impacts</b>	<b>Achievements 2015-2018</b>
<b>Education, Health and Agriculture</b>	Achieved remarkable improvement in the child education status in Chepang community, increased maternal and child health quality, people are more aware about health, education and sanitation; Capacity building of local people, poor students and girls; implanted a foundation for sustainable socio-economic and ecological development of Chepang community.

## **4.2 Relevance of the Project**

The evaluation team acknowledges SSLI project being quite relevant in the following context

- i. The project was targeted to historically marginalized ethnic community of Chepang residing in a remote hills of Makwanpur District. Chepang community has been remaining at the bottom ranking in terms of human development index comparing to other ethnic groups of Nepal.
- ii. With very little socio-political and economic entitlement, Chepang people from the project area didn't have own internal capability to empower themselves in fundamental aspects of life, such as health and education.
- iii. Cultural barrier such as early marriage has compelled young Chepang girls to quit the school and get married as early as 14. Early marriage has a terrible implication on health, education and general welfare of Chepang girls. SSLI project's central theme, Literacy Home, has been highly relevant to this context.
- iv. Health and education, SSLI project's core working theme, have always been a highest priority of Nepal's development plans and policies; largest portion of annual national budget is allocated for health and education. SSLI project has successfully incorporated 5 out of 17 UN's sustainable development goals (SDGs): zero hunger, good health and wellbeing, quality education, gender equality, and clean water and sanitation.

## **4.3 Impacts of Nepal Earthquake 2015 on SSLI**

On April 25 2015, severe earthquake of 7.8 Richter scale struck mid-hill region of central Nepal affecting the entire activity sites and target population of SSLI project. About 9,000 people were killed, many thousands were injured, and more than 600,000 houses were either damaged or destroyed in Nepal due to the earthquake. In Kalikatar and Bharta alone, one life was lost, 313 private houses were completely damaged, 13 school buildings were destroyed, and almost every household was affected by the earthquake in one or other way. Consequent aftershocks, bureaucratization of aid assistance by the government of Nepal and political blockade at the Indian border had made remarkable impact over the project activities and objectives of SSLI.

Immediately after the earthquake the SDA along with several partners and donor agencies initiated a parallel project for emergency aid and reconstruction that was named as Shangri-La Reconstruction and Development Project (SRDP). However, the scope of this evaluation study does not involve the impacts of SRDP, effects of the earthquake on SSLI, relevance,

implementation of SRDP and subsequent impacts cannot be ignored while assessing the SSLI project.

During the field study, the research team has found that, at some instances the activities of SRDP had overshadowed the objectives and activities of the SSLI project. However, in general the outputs and impacts of SRDP had also shown positive and remarkable support, supplementing the overall objectives and activities of SSLI project.

Construction of 34 earthquake-resistant houses, with provision of toilet and improved cooking stove for 34 earthquake-affected households from SRDP has made remarkable improvements in the living standard of the beneficiaries at the study area. This has directly improved the overall well-being of the beneficiaries explicitly on health, sanitation and hygiene component of their livelihood. The sustainable and resilient model-house proposed by SRDP to the local community would have long term impact and would potentially become an integral part of the cultural landscape of project sites.

The owner driven reconstruction approach undertaken by SRDP had trained 52 individuals with modern construction works. This has provided opportunity for them for entrepreneurship and future employment, which in return would supplement the objectives of the SSLI project.

#### **4.4 Effectiveness of the Project Activities**

Effectiveness is generally measured in terms of acceptance of the project activities by the target groups and its potential for future impact on the community. In both counts, the activities conducted by the SSLI project for desired outcomes were remarkable. Following results are noted as general reflection over the effectiveness of the project by the study team:

- Target groups are satisfied with overall services provided by the project
- Most of the project activities are effectively conducted. Targets are not seen in some component, however the long-term impacts of project activities are yet to be seen.

Project activities of SSLI were able to bring considerable results in terms of objectives set for health and education components in the target community, whereas effectiveness of the project activities aimed to achieve objectives for agricultural and ecological components are yet to be realized.

Number of school dropouts has substantially reduced in all study sites compared to baseline study. This can be seen as the most important achievement produced by the SSLI project. Construction of 4 school buildings for schools at Dhusrang, Sarsi, Dekhari and Kalikatar have provided opportunity for the local students to study inside safe classrooms, which were previously damaged during Nepal earthquake 2015. Provision of daily midday meal to 400 students at schools in Deutis, Dhusrang, Sarki and Dekhari have been very effective as it has been successful at attracting students to go to school. Moreover, mid-day meal at school has helped to decrease potential malnutrition and improve overall health of school going children. Similarly, pedagogic support such as provision of school uniform, bag, shoes, books, pens, raincoat and warm clothes for 400 students has helped reduce financial expenditure of beneficiaries on children's education. This has worked as a great motivation for individual HHs to send their kids to school. Teaching materials, sports goods, books and recreational materials for children provided by SSLI to the schools has contributed to ensure quality academic and recreational environment for students and teachers at the school.

#### **4.4.1 Literacy Home: An Effective Approach for Sustainable Development**

*At Beltar village (Lower Dhusrang) we met Aaitimaya Chepang, 19, struggling to make a fire on a traditional wood-fed metal stand which serve as cooking stove for the family with 13 members. Dark and narrow room has trapped a thick cloud of smoke that made our eyes to tear and our lungs extremely difficult to breath. Here Aaitimaya has been cooking since last 5 years, when she first came here as a bride on budding age of 14. She has now got 2 kids, one 4 years old and another 2. Extreme poor parents couldn't feed Aaitimaya and her 6 siblings even for 6 months a year. As an escape from being a burden to poor parents, Aaitimaya chose to get married and go away. She was in 4<sup>th</sup> grade when she left her school as well as her parents home.*

Aaitimaya represents hundreds of young Chepang girls in the project area who get married as early as 14 years, dropout the school and forced to give birth as many children as in-law family wants. Vicious cycle of extreme poverty is primarily responsible for early marriage in Chepang community. As long as parents are extremely poor, daughters like Aaitimaya are compelled to get married early, and exposed to prolong physical and mental deprivation that

continues from generation to generations. Proper address to this vicious cycle of deprivation is a prerequisite for long-term development of Chepang community in terms of health, education and livelihood. There was no any other organization that had tried to intervene this core problem of Chepang community in the project area. Geographical extremeness and long distance to secondary school have also remarkably hindered Chepang girls to continue their secondary education.

**Literacy Home** is an integrated concept developed by SSLI, which systematically intervene the core obstructions on girls' education in the project area and provide a long-term solution to poverty, and early marriage. Literacy home at Kalikatar has been effective to house 15 extremely vulnerable Chepang girls from nearby villages to ensure their quality education, health and overall personal development. Currently, a 7-roomed building can accommodate 15 girls – grade 6 to 10- to whom SLLI has been supporting with free food, hostel, tuition fees and other pedagogic help.



Photo 3 Girls in Literacy Home going to fetch drinking water together

In addition to regular school study, these girls, at Literacy Home, learn life-skills, practical problem solving techniques, and sharing and collaborating with each other. The girls in literacy home can learn computer, English language, handwork such as sewing, as well as get opportunity to learn about modern agriculture techniques demonstrated at SDA own farmland. If these girls get opportunity for further higher education, they can work as change agents in their own community in the future where they help hundreds of other girls. The literacy home can have very profound and long-term effect on education, health, livelihood and overall sustainable development of the target community in future.

*Sita Maya Chepang (18 years old) is a best friend of Aaitimaya Chepang. Sita Maya is studying at grade 10 at Bhawani Secondary School Kalikatar. She has 7 members in her family who depends entirely on marginal agriculture. Her parent's hard works barely meet the basic need of her family. There is only one primary school in her village. After completing the primary school, Sita had walk 2 hours everyday to pursue her further education in Kalikatar. Monsoon flood makes the river soar, which is extremely dangerous and impossible to cross. Her family couldn't afford to pay her accommodation and study at Kalikatar. The only option with Sita Maya was to get married like her friend Aaitimaya did.*

*However, three years ago SSLI has selected Sita Maya Chepang for education support, and she is staying at literacy home at Kalikatar. Now Sita is not going to get married anymore. She has a dream to complete higher education and work for her community. She admits that she has developed her confidence to communicate with outsiders, even in English. She can operate computer, and do sewing. She teaches her skills to her junior girls in the hostel as well. She gets balanced and nutritious diet and gets her health checked up in every four months. As she is in her adolescence age, Sita has got all kind of supports such as medical, hygiene, and psychological counseling. Literacy home is making Sita a well-educated, healthy and confidence woman who dreams to work for her community in the future and help other women.*

*Sita is very much Thankful to Literacy Home for transformation of her and 14 other girls' lives.*

There is a construction ongoing at Literacy Home where SSLI is building a library and seminar hall. A library will not only benefit the girls in literacy home, but also the community people in Kalikatar.

The project activities aimed to meet objectives on health sector have been effective to some degree. Number of HHs with provision of toilets has increased and general awareness regarding sanitation has improved compared to the baseline study, which can be seen as positive outcomes of the SSLI project. Project activities have been able to produce overall satisfactory effect upon target group regarding health and sanitation component.

Study team perceived that the project could have focused more on social mobilization and specifically worked more on activities regarding agriculture, ecology and livelihood which would have increased the effectiveness of the project in some major project components.

#### **4.5 Impact and Efficiency**

Efficiency is measured in terms of the degree to which personnel, material and financial inputs have been converted into project outputs. In particular, efficiency is measured with such indicators as return per rupee of investment, return per unit time, return per labour day used and so on, and the associated variables affecting the above. With regard to these indicators of efficiency, the products selected by the project have complied fully in the context of the project area. The immediate and long-term outputs of SSLI project activities cannot be instantly presented in monetary term. Therefore, it would be difficult to estimate efficiency of the project in terms of numerical value.

However with project intervention, following efficiency outcomes were observed:

- Target community have been sensitized in terms of importance of education in life and are more willing to send their children (both gender) to school.
- Target community has been sensitized in terms of importance of health, sanitation and good hygiene.
- Target community is willing to adapt with new technique for agricultural practices.
- Project has used various unique approaches to minimize the operation cost without compromising the quality of output. SSLI coordinates with existing institutions rather than establishing completely new institutions to implement the project, which, otherwise, would have been more expensive. Local resources are efficiently mobilized and local stakeholders have actively been involved in project implementation. For example SSLI has formed parents group in each settlement consisting 10-12 parents in each group. These groups of parents have a routine task to transport school-meal goods from Kalikatar up to the schools. This has significantly reduced the operation cost of the project.

Impact on the other hand, is assessed through the changes in the socio-economic status of the participating households (such as, food security, education, health and social capital). The study team observed that the socio-economic status of the participating households has improved considerably and that the project had approximately contributed substantially for these positive changes.

## **4.6 Best Practices, Perception of Stakeholders**

### **4.6.1 Best Practices**

Before the implementation of SSLI project, SDA had conducted rigorous discussions among donors, implementing partners and other stakeholders such as government's local bodies, about project's target community and the beneficiaries. Similarly expert level assessments were also done to identify proper intervention sectors, relevant program objectives and long-term goal. The evaluation team has assessed this as a good practice, which can be a reference for efficient project management for similar projects in the future.

SSLI has a strong emphasis on local level coordination as well as stakeholder participation in the project to ensure its sustainability and for the long-term benefits to the people. One example is that SSLI has not established a separate institution for actual delivery of the services; rather it has coordinated with existing institutions such as government's schools and health post to deliver different supports to local people. Female community health volunteer have also been incorporated in project's health related activities. This kind of approaches, SSLI has taken, are backbone for ensuring project's long-term lifespan.

Before the implementation of SSLI, the government's school meal program provided meal support only for Chepang students and not for Tamang students, who share around 16% of total number of school children in project area. This disparity had created dissatisfaction among Tamang parents as well as demotivated their children to attend the school. SSLI has taken a lead role in solving this issue by providing day-meal to all students, irrespective of their caste, class and social position. Similarly, SSLI has own agriculture farm and demonstration plots; harvests from this land are primary source of foods for school meal as well as for hostel students at Literacy Home.

Child marriage, long distances to school, and chronic poverty are some of the main reasons for school dropout of Chepang children. Chepang girls are even more vulnerable to this chronic deprivation with long-term negative consequence on their health and overall

wellbeing. SSLI approached this problem in a unique way by establishing a Literacy Home where those vulnerable Chepang girls have an opportunity to live and continue their education. These girls would have otherwise got married, would have otherwise been mothers to many children, would have otherwise been spending deprived life in household chore and vicious cycle of deprivation.

#### **4.6.2 Perception of Stakeholders**

SSLI has numbers of prime stakeholders that have significant role in project's effective implementation and sustainable functionality. Local community is fairly positive toward the SSLI project activities, mainly about education supports. Community people, during the FGD, mentioned that they are highly motivated to send their children to school because of the supports their children are getting.

*“My house was burnt down by a fire 4 years ago. I have no mean to afford my children's education. With little marginal land, I couldn't even feed them enough. Due to the Shangri-La's support, my children have been able to continue their school. They have got foods to eat in the school; they have got uniforms, bags, shoes, and all they need to study. This would be only my dream if Shangri-La was not here.”* Chari Maya Chepang, Deutis

However, large numbers of people are not critically aware about other minor activities, such as awareness program and agriculture support activities.

Local school administrations' prime concern is about sustainability of the supports SSLI has been providing to the students. There are stills some challenges ahead to support poorest of the poor families in the community to encourage them for sending their children to school regularly.

*“I have been teaching in this school for last 11 years. I have witnessed a significant transformation in parent's awareness on health and education due to the Shangri-La projects. Sanitation of the students has remarkably improved. And poor parents have got extreme relief by food and educational support. However, my concern is will Shangri-La be able to continue this support to the future?”* Shakuntala Kumari Dong, Headmaster at Satyadevi Primary School, Dekhari

Government health post in Kalikatar has been a core implementing-partner of SSLI projects. SSLI has been working in an effective coordination with health post for various activities such as: support health post with technical and human resources, safe maternity and mal-

nutrition support activities, medicinal and equipment supports as well as awareness campaign. The health post is motivated to work in coordination with SSLI in the future in some of the crucial health related activities such as: supporting and empowering FCHV, establishing birthing center, and conducting community mobile clinic.

*“I am personally highly satisfied by the health improvement activities carried out by SSLI in collaboration with us. There are no other organizations working here that are as consistent, professional and effective as Shangri-La. I hope they will be able to build birthing center within committed timeframe. I would like to suggest SSLI to give more focus on capacity development of FCHV and try to support health post’s community clinic program.”* Lokendra Adhikari, AHW at government’s Health Post Kalikatar.

SSLI project implementing staffs, experts, and social mobilizers are found to be highly motivated and dedicated to achieve project goal. Regular progress meetings, effective follow up mechanism, and good co-ordination with grassroots level are some of the key features of effective project management in SSLI.

## **5. Sustainability, Lesson Learnt and Recommendations**

### **5.1 Sustainability and Lesson Learnt**

For a project to be sustainable, there are two key factors that play vital role. First, it is the internal capacity of beneficiaries that is strong enough to solve various problems arises in the project life span. Sound technical knowledge of effective project management among the stakeholders is fundamental to sustainability of the project. Second, efficient resource management is another building block for project sustainability. Following are the major sustainability features identified in SSLI project design, approach and activities.

- Effective coordination between the project management team, donors, implementing partners and government's agencies.
- Efficient implementation approach: utilizing existing government's institution, cost effective mechanism such as mobilizing parents group, local FCHV and ECD teachers.
- Sustainable agriculture model: food production for school meal and hostel consumption.
- Simultaneous implementation of other one-time project support such as house and school reconstruction by SDA. This has implanted sense of ownership among the community people, as well as positive perception toward "Shangri-La" organization.
- Investment in education, awareness and vocational training itself has a long-term significance for the community in general.

However, there are ample of challenges, and threats that lie on the way toward sustainability of SSLI project. Some key challenges identified during the evaluation study are mentioned below:

- The project is solely based on donations from international organizations. There is no other sustainable source of income that could be used to continue the project in case donor organizations quit.
- The project is partly developed based on a charity-model where most of the activities are top-down. Communities are involved in the project, but passive participation has been identified. School support program is seen as short-term relief activity that can cease as soon as external resource will stop to flow in the community.
- The project has not been able to address livelihood and core poverty issues of Chepang community. People have not seen any tangible outcomes that could improve

their economic conditions. Hence, it is difficult to gain the interest of the people and consistently engage them in the project for longer period.

- Families that don't have school-going children do not feel as much belongingness toward SSLI projects as families that do have school-going children do feel. Because SSLI project is largely perceived only through school support activities.

Summing up, the biggest challenge for sustainability of SSLI project outcomes lies underneath the fundamental project approach. New approach should be identified to transform local people from passive recipient to active stakeholder and driver of the project activities. Program activities that can break vicious cycle of economic deprivation in Chepang community should be launched. Although health and education are undoubtedly the fundament for sustainable development, new SSLI approach should also address immediate economic issues of Chepang people. The following section recommends some realistic approaches and activities that can be incorporated in new phases of SSLI.

## **5.2 Recommendations**

- i. It is highly important that SSLI should review those activities that were not accomplished during last years. Activities related to livelihood and ecology should be given first priority in upcoming days.
- ii. An effective farmers' cooperative should be established in project area that can take a lead role in agriculture and livelihood related program activities. A residential training on cooperative management should be organized. This cooperative should be taken for exposure visits to other parts of nation where farmers' cooperative model is successfully functioning and farmers are getting benefit from it.
- iii. During the last 3 years, SSLI has not been able to effectively launch adult literacy REFLECT program as planned. Proper implementation of REFLECT would critically enhance the capacity of adults population, who can self take a lead role in income generating activities. A community based learning center should be established in coordination with existing schools in each settlement. These learning centers can serve as alternative to conventional school system for adult population or those who cannot continue to secondary education.
- iv. Study team has found very poor sensitization among Chepang people regarding their traditional knowledge, cultural identity and efficient practices. Community learning center can serve as a hub for reviving cultural awareness, and traditional knowledge, which can be used for the benefit of local community.

- v. Literacy Home approach is found to be highly effective mechanism to educate and empower vulnerable Chepong girls. This model has meaningful long-term impacts in Chepong community. It is specifically recommended that SDA should expand the hostel capacity and help as much Chepong girls as possible to get them educated. Aside from agriculture production and income at local level, crowd funding is suggested to supplement necessary resource required for running the hostel.
- vi. High value agriculture products should be identified in local community. Farmers should be supported to commercially grow such products. Cooperative shall facilitate the price and market and poor farmers should be incorporated in value chain of such high value products. These products could be vegetables, fruits, Chiuri (butter plant), traditional tubular plants, coffee, herbal plants, expensive timber, ginger, turmeric, meat sources such as poultry, goat and buffalo.
- vii. All 4 settlements in target area suffer from extreme water scarcity. Before launching any water-intensive agriculture, such as vegetable farming, it is an absolute precondition that proper water supply mechanism should be established. Study team suggests that solar powered water lifting system can be a good solution to supply water to hilltop settlements and farms. However, there are plenty of high value herbs and food plants that require lower amount of water. Consultation with agriculture experts and local people should be done to identify such plants suitable to grow in project area.
- viii. To continue the school meal program for some years, SSLI requires plenty of food supply, which can be fulfilled by own agriculture production inside the project area. However, the long-term goal should be that Chepong people become economically empowered; they will have increased cash income, and do not need external support for school meal and other pedagogic interventions at local schools.
- ix. Sanitation issues are still prominent. Although children were found clean and tidy at the school, community sanitation and hygiene are in worsening conditions. It is interesting that Tamang households are cleaner and tidier than Chepong households. It was found an unhygienic management of animal shed in Chepong settlement. Free-roaming chickens and goats have notable contribution in creating filthy house environment. People should be taught easy and efficient way of keeping the household periphery cleaner, without giving them any extra burden.
- x. Water scarcity is, on the other hand, hindering sanitation and hygiene improvement process. Plenty of water supply, efficient use of existing water sources and provision

of toilet in every household would definitely improve community hygiene and sanitation.

- xii. Female Community Health Volunteer lacks technical knowledge and skills. FCHVs capacity should be developed by providing necessary training and skills so that they can take care of basic health problems of community people at village level. FCHV can also work at Community Mobile Clinic in coordination with local health post. Community Mobile Clinic can substantially help to address people's basic health issues at village level without compelling them to travel long distance to government's health post.
- xiii. Similarly, FCHV can be trained as skilled birth attendant, who can help women with all kind of basic necessary support throughout pregnancy, during birth and after birth.
- xiv. There are some practical issues that hinder people to go to birth center for delivery cases. One prime hindrance is long distance to health center and lack of proper transportation mechanism. SDA has already initiated to donate an ambulance to local health post. However, it is still necessary to carry patient from village down to the road where ambulance can be accessed. We suggest establishing a "health squad", a small village level group of men, which is available anytime to carry the patient down to the road. Modality of such squad can be identified further.
- xv. Significant focus should be given to incorporate male members of society in family planning awareness campaign. Most of the family planning activities are women-centered. Large numbers of the adult men in project area do not have any knowledge on family planning techniques. Therefore future projects should not miss out male members on family planning education, and awareness activities.

## **6. Concluding Remarks**

Despite of the significant resource investment by multiple stakeholders, Nepal is still lagging behind in most of the parameters for sustainable development. Project evaluation is a vital component of development project cycle. Proper evaluation of development projects provides true picture of impacts of development intervention in broader level and relevancy of policy measures. Similarly, scientific evaluation also provides logical reasoning on effectiveness of development program, efficiency in resource utilization and sustainability of the projects (National Planning Commission and World Bank, 2013).

The evaluation team has done rigorous literature review and studied detailed project documents in order to develop proper conceptual and methodological approaches to evaluate SSLI projects that have been carried out in Chepang communities of Makawanpur district. Project logical framework and baseline study report have been used to develop intervention indicators that were measured against actual impacts created by the projects. Semi structured questionnaire and interview checklists had been developed that were used to collect data on impact indicators through household survey, focused group discussion, key informant interview and direct observation. Subject expertise of team members were used to analyse the information gathered which led to the scientific conclusions about relevancy, effectiveness, efficiency, impact and sustainability of development interventions by SSLI.

SSLI has selected Kialash Rural Municipality of Makawanpur district, where historically marginalized and deprived community of ethnic group Chepang resides. People have been doing inefficient traditional crop farming in steep and marginal land with very low productivity. Lack of education, early marriage and traditional social belief systems were pushing the community further back in the track of development. Similarly, widespread poverty, ignorance, and excessive alcohol consumption have created a vicious cycle of chronic deprivation in Chepang community, which have continued from generations to generations.

Lower adult literacy rate, lower school enrollment rate, higher dropout rate and lack of critical awareness about own situations are some indicators of depleted education status of Chepang community. Similarly, higher maternal mortality rate, higher child and infant mortality rate, lack of proper vaccination, widespread malnutrition, lack of basic hygiene and sanitation are some indicators of depleted health status of project area before the intervention.

SSLI was exactly incepted to address these critical problems of Chepang community. Not all activities formulated in project's logical framework were implemented during the actual project phase. Some activities related to agriculture and environment, were lately implemented whose outcome has not been visible yet. Study findings suggest significant improvement in school enrollment rate of children. Similarly school dropout at primary level has been substantially decreased in comparison to baseline. School meal program and pedagogic support have been effective for poorest households, who otherwise cannot afford to send their children to school. There has been also a remarkable increment in health hygiene and awareness among the community people. People are slowly realizing the importance of health post treatment against traditional healer and prayers. Study found that child mortality, infant mortality and maternal mortality rate has also decreased in last 3 years. Although community hygiene and sanitation have not been improved to satiable extent and many households still lack toilet, school hygiene has been improved and cases of waterborne diseases have been decreased.

Sustainability of the project is a crucial question. There are number of challenges that SSLI has to take into consideration in order to sustain the achievements of the project so far. Economic and poverty issues of Chepang community should be properly addressed. Community people should be rigorously sensitized and be involved in income generating activities. Focus should be given to bottom-up approach of development, where community itself generates resources, manages and owns the program, and shares cost-benefit in equitable manner where SSLI can play a role of facilitator.

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# Annex 1: Household Survey Questionnaire

## Questionnaire for Household Survey

HH number: \_\_\_\_\_ Ward number: \_\_\_\_\_ Village name: \_\_\_\_\_  
 Age..... Sex.....

### 1. Demographic components and Education

- i. Ethnicity.....
- ii. Major occupation of the HH: Agricultural..... Non-agricultural.....
- iii. HH information: age and formal education (school years) of HH members

<15 years	Sex	Educati on	15-60 years	sex	Educati on	>60 years	Sex	Educati on

iv. Do children in you home go to school? Yes.....No.....

If not why? .....

if yes, what are the motivational factors?

- a. I am aware that children must be educated
- b. Education will give better future to my children
- c. There are plenty of supports in the school: scholarship, meal, uniform etc.

Do your children go to ECD: Yes.....No.....

if no,why? .....

v. Has any of your children dropped out from school in last three years? Yes.....No.....

If yes how many and why? .....

Gender of dropout children. Male .....Female.....

vi. Have your children received school meal in last 3 year? Yes ..... No.....

If yes how often .....

If no why? .....

vii. Have any of your children received scholarship and pedagogic support last 3 year?

Yes..... No.....

If yes, how many children (by gender) Male..... Female .....

If yes, what kind of support? .....

viii. Have you or any of your family members received any kind of vocational education and training in last 3 years?

Yes ..... No.....

If yes, what kind of vocational education? .....

If yes, what kind of training? .....

ix. Have any of your family members received birth certificate, citizenship, marriage certificate, death certificate, old age certificate in last 3 years?

Yes ..... No .....

If yes, specify .....

x. Type of the house:

Material used to build the walls (mud, wood or	Roofing material (straw, metal,
--	---------------------------------

concrete, stone)	RCC, wood)

xi. Are you aware about the projects of SSLI in your community?

Yes..... No.....

Explain:

xii. Have you ever participated in meetings/trainings/campaign for parents and community members?

Yes..... No.....

Explain:

xiii. What do you think about child marriage? How did you learn it?

## 2. Health

### Fuel/Energy

i. What sources of energy do you use for cooking purpose in your house?

A. Firewood ( traditional stove..... Improved stove.....)

B. Kerosene

C. LP Gas

D. Alternative (electricity, Solar)

ii. Where do you collect your firewood from?

a. Public/community forest

b. Private forest

c. Buy

iv. How much time do you spend to collect the firewood (one way)? .....

v. How is the availability of firewood comparing to 3 years back?

● More than before:

● Less than before:

● Same as before:

Explain:

### Water and sanitation

i. What is the main sources of drinking water for your HH

a. Piped water

b. River/Stream/Kuwa

c. Lake/pond

d. Well/Tube well

e. Rainwater

ii. Is the water available in this village sufficient for your HH purpose? Yes:

No:

iii. How do you purify the water before consuming it?

a. No purification

b. Filter

c. Chemical/chlorine

d. Boil

iii. How much time it takes to reach the water source (one way)? .....

iv. Do you have water storage at home? Yes: No:

If yes, what do you use store it ..... Capacity in litre:

How many days can you use the stored water? .....

v. Do you have toilet at home for your family? Yes..... No.....

If yes, what kind? Simple pit ..... Modern.....

If No, why? .....

- vi. What do you use for washing/cleaning hand and body in your family?
- Soap
  - Only water
  - Local material (mud, ash, plant based etc.)
  - others, please specify .....
- vii. How long does it take to reach nearest health facility from your house (one way)?  
 ..... Minutes, what is that: .....
- viii. Is anybody in your family chronically ill or disabled?  
 Yes: ..... No: ..... Specify: .....
- ix. Has anyone in your family been suffered by TB, AIDS, Cholera, Malaria other communicable diseases in the past three years? Yes: ..... No: .....  
 Please specify? .....
- x. Do you believe that Dhami/ jhakri are able to cure illness? Yes: ..... No: .....  
 Explain: .....
- xi. Which one of the following you trust most and visit first when any of your family get sick?
- Prayer (church/temple/gumba)
  - Dhami / Jhakri / Neighbour
  - Health post/ or local health volunteer
- xii. Does any member of your family has died in last 3 years? Infant to old age.  
 Yes: ..... No: .....

Age	Sex	Cause

- xiii. Did any new baby was born in your family during last 3 years? if yes, Have your family received support to newly born child and mother at the health post through SSLI during last 3 years? Yes..... No.....  
 If yes, specify .....
- xiv. Do you have knowledge about causes of malnutrition? Yes ..... No.....  
 If yes, kindly share what you know .....
- xv. Does any member of your family suffer from any kind of nutrient deficiency?  
 Yes..... No..... Specify, if yes .....
- xvi. Have any of your children received regular health check-up service from SSLI during last 3 years in the school?  
 Yes..... No.....  
 Explain: .....
- xvii. Have any of your family members received any other health service support during last 3 years in you village?  
 Yes..... No.....  
 Explain: .....
- xviii. Vaccination status (under 5 children)

Age	Sex	Vaccination/immunization type


### 3. Livelihood

ii. How much arable land does you and your family own (in local unit)? .....

Irrigated land:

rain-fed land:

iii. Productivity

Type of crops	Land size	Yield

iv. Do you own any livestock?

Yes:

No:

Type of Livestock	Number	Income last year

v. Do you have any debt?

Yes:

No:

If yes, how much? .....

iv. Do you have savings?

Yes:

No:

if yes, where do you save? .....

vi. Annual income of the HHs .....

Specify, major sources of income:

Sources	Amount Earned last year
Agriculture	
Labour	
Business	

Service	
Social security	
Remittance	

vii. What are the major sources of credits for your family?

Sources	Check
Friends/relative	
Landlord	
Cooperative	
Self-help groups	
Bank	
Micro finance	
Others	

viii. Have you received any agriculture training in last 3 years?

Yes..... No.....

Explain:

ix. Are you a member of any community-based organizations?

Yes..... No.....

Explain

x. Have you received any support from NGO/CBO that promoted your livelihood?

if yes, explain:

xi. What changes have you done in your agriculture practice during the last three years? How did it benefit you?

#### 4. Gender participation in decision making /ownership

i. Who decides about selling the agriculture product?

Male:                      Female:                      Both:

ii. Who keeps HH income records?

Male:                      Female:                      Both:

iii. Who decides how to use the money?

Male:                      Female:                      Both:

iv. Who owns the property in your house? Explain.

Male:

Female:

## **Annex 2: Key Informant Interview Guidelines**

### **1. Govinda Association Representative**

- i. Introduction, Post, years affiliated with Govinda Association.
- ii. What is your relation with SSLI projects? How did you involve in various activities of SSLI projects?
- iii. Why SSLI project was worth funding by Govinda aid? What are the major reasons behind Govinda aid was interested in SSLI?
- iv. What are the good approaches SSLI has taken? How are they unique?
- v. Can you please tell us how SSLI has impacted the local people? Can you please specify sector-wise? Health, education and livelihood.
- vi. Do you think SSLI has achieved all the objectives it had intended? Or the magnitude and intensity of the impact is satisfactory or not? Can you please specify with examples?
- vii. As a donor how do you analyze the cost-benefit and efficiency of the project? Do you think that the community has benefited in a same ratio the resources have been used?
- viii. As a donor how do you see the sustainability aspect of SSLI? What should be done for SSLI project to be sustainable, even after the donors and NGO leaves the community?
- ix. What are the major lessons learnt from SSLI project? How can they guide you to prepare for investing in future projects?
- x. Do you have any suggestions or sector-wise/activity-wise feedback to implementing agency SDA regarding SSLI project?
- xi. Thank you for your precious time.

### **2. School Principal/Teachers**

- i. Introduction/name/designation osv
- ii. How long have you been in relation to this community, as a community member or as a service provider? How are you being involved in community activities?
- iii. Have you heard about the projects SSLI have been launching in this community? How are you related to the project direct or indirect involvement?
- iv. What are the project activities SSLI have been doing in order to enhance the education and awareness in this community? Can you tell something specific: adult literary, girls' education, reducing dropout and increasing enrollment?
- v. How your school is involved in those activities? Who are benefiting and how?
- vi. How do you analyze the education development in Chepang community in comparison to last few years: awareness among parents and so on? How SSLI project has played role in that?
- vii. Are the SSLI projects related to education sustainable? Please explain more.
- viii. What more can be done in this village to develop a sustainable education projects in the future? Do you have any suggestion to SSLI or SDA?

### **3. Health personal/Community Health Assistant/Volunteer**

- i. Introduction/name/designation osv
- ii. How long have you been in relation to this community, as a community member or as a service provider? How are you being involved in community activities?
- iii. Have you heard about the projects SSLI have been launching in this community? How are you related to the project direct or indirect involvement?
- iv. What are the project activities SSLI have been doing in order to enhance the health and awareness in this community? Can you tell something specific: women's health, children health, reducing CMR, IMR and MMR?
- v. How your health institution is involved in those activities? Who are benefiting and how?
- vi. How do you analyze the health development in Chepang community in comparison to last few years: awareness among parents, pregnancy and delivery, mother and child health and so on? How SSLI project has played role in that?
- vii. Are the SSLI projects related to health sustainable? Please explain more.

- viii. What more can be done in this village to develop a sustainable health projects in the future? Do you have any suggestion to SSLI or SDA?

### **Annex 3: Focused Group Discussion Checklist**

#### **FGD with community group (Equal composition of men, women and members from users' groups): maximum 20 participants**

- i. Introduction of participant and research team
- ii. Clarification of objectives of FGD, rules and regulation of FGD by local liaison staff
- iii. General awareness of SSLI projects among the participants

#### **Education and Empowerment**

- i. What do you know about the education and empowerment activities carried out by SSLI in your community?
- ii. Have you participated in education related meeting, training and workshops conducted by SSLI project? How often? What are they about?
- iii. What do you know about the impacts of child marriage on education of your children? Do you think child marriage is responsible for school dropout?
- iv. What do you know about the various population registry certificates issued by the government? Do you possess them? What is the situation now comparing to 3 years back?
- v. Do you know the legal aspects of child marriage? What other impacts can child marriage has on children life? Can you tell us the situation of child marriage in your community comparing before 3 years?
- vi. Do you know why your children have to drop out the school?
- vii. What are the positive or negative things that have happed in your community during the last 3 years on education sector? Tell us more specifically: gender wise, class wise etc.

#### **Health**

- i. What do you know about the health improvement activities carried out by SSLI in your community?
- ii. Have you ever got health treatment service at health camp in your village? What support have you got from SSLI in referral case? Please tell us about the families who have got such supports?
- iii. What supports have newly born child and mothers have got from the health post through SSLI?
- iv. Can you please tell us what do you know about maternal and natal health MNH? Where did you learn it? And how significant is it for your family and your community?
- v. Have you ever heard about pregnancy care or antenatal care, what does it include? Can you mention some program or campaign or activities about pregnancy care you have participated? How did you benefit from those activities during last 3 years?
- vi. Tell us more about the support you have benefited from after the childbirth in last 3 years.
- vii. What are the positive or negative things that have happed in your community during the last 3 years on health sector? Tell us more specifically: gender wise, class wise etc.

## **Agriculture**

- i. What sorts of trainings have you received in horticulture from SSLI? What benefit did you had from the training in your life? How did you utilize it?
- ii. Tell us something more about the skills and training you have received from SSLI project that you used get benefit from your agriculture, for example training by JTA, construction of plastic ponds.
- iii. Do you know about agriculture interaction center? How often do you use the local institutions such as cooperative and farmers groups, and for what purpose?
- iv. Tell us something about the cooperative farming practice you are doing in your village? We would like to hear more about the model farmers in your village.
- v. What improvements have happened in your community after the various activities by SSLI project during the last 3 years?
- vi. What are the positive or negative things that have happed in your community during the last 3 years on livelihood sector? Tell us more specifically: gender wise, class wise etc.

## **Ecology and Environment**

- i. What do you know about the importance of ecology in your lives? How deforestation is harmful for the community?
- ii. Have you ever received trainings and education on environment protection? Who provided that and how did you benefit from those trainings and awareness campaign?
- iii. Tell us about agroforestry? How is it done and how does it help you to promote your livelihood?
- iv. Have you ever participated in tree plantation activities? When and who organized it? Why did you participate there?
- v. Tell us more about how your community has benefited by SSLI projects in last 3 years?

## **FGD with Members of Child Club, Recipient of scholarship and pedagogic support, Recipient of Vocational education training, Recipient of living cost and hostel support, (Maximum 20 participants)**

- i. Introduction of participant and research team
- ii. Clarification of objectives of FGD, rules and regulation of FGD by local liaison staff
- iii. General awareness of SSLI projects among the participants

## **Education and Empowerment**

- i. Tell us something about the background and history of child club? How was it established? What are the goals of child club?
- ii. What is the existing situation of child marriage in your community? How the scenario has been changing during the last few years? What are the reasons for such change?
- iii. Can you tell us the level of awareness among your parents about child marriage and its impacts on children lives, education and health? Has it been changing? How?
- iv. Do you know how SSLI is supporting school children? Midday meal, scholarship and pedagogic support, vocational training, living and hostel support, etc.

- v. What are the impacts of these supports in the life of student? Please tell us your own experience.
- vi. What are the trainings and supports child club has received through SSLI projects in last 3 years? What roles SSLI has played in enhancing education and awareness in your community?
- vii. What activities the child club in your community has carried out? How they positively impact the community?
- viii. Tell us what is the before-after scenario of education and empowerment in you community especially among the parents during last 3 years? Do you think SSLI projects have played significant roles? If yes how?

**Health/Sanitation**

- i. Have the school children been regularly receiving health checkup? How often? What are the major services they receive and who provide them?
- ii. Have you participated in health literacy and awareness classes in your school? What have you learnt there?
- iii. What do you know about MNH? How the child club has played role in promoting MNH in your community?
- iv. What is the existing health related issues in your community? How the scenario has changed in last 3 years? How often do you participate in review meeting with other stakeholders through SSLI?