

Midterm Evaluation of Development Support Program in Six Districts of Nepal Supported by German Nepalese Help Association

[Final Report]



Social Welfare Council Kathmandu, Government of Nepal

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Midterm Evaluation Team

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List of Acronyms/Abbreviations

AGM: Annual General Meeting

CN: Children Nepal

CBOs: Community based organizations

CPAC: Central Project Advisory Committee

CSO: Civil Society Organization

DAO: District Administration Office

DPAC: District Project Advisory Committee

DO: Direct Observation

DTAA: Double Tax Avoidance Agreement

FAS: Fund Accountability Statement

FGD: Focus Group Discussion

GAAP: Generally Accepted Accounting Practices

GESI: Gender Equality and Social Inclusion

GNHA: German Nepalese Help Association

HH: Households

HOFA: Head of Finance and Administration

IT: Income Tax

IRO: Inland Revenue Office

JICA: Japan International Cooperation Agency

KII: key informants Interview

MGML: Multi-grade Multi Level

MG: Mother Groups

MoWCSC: Ministry of Women, Children, Senior Citizen

NGOs: Non-governmental organisations

NRA: National Reconstruction Authority

PAN: Permanent Account Number

PNGO: Partner Non-governmental organisation

PLA: Participatory Learning and Action

PMC: Project Management Committee

RM: Rural Municipality

SM: Social Mobilizer

SMC: School Management Committee

SSNCC: Social Service National Coordination Council

SWC: Social Welfare Council

TDS: Tax Deduction at Source

VAT: Value Added Tax

Units

1 Ropani = 500 square meters

1 ha = 20 Ropani (10,000 sq. m.)

Operational Definitions

Advocacy: Advocacy in all its forms seeks to ensure that people, particularly those who are most vulnerable in society, are able to: Have their voice heard on issues that are important to them. Defend and safeguard their rights. Have their views and wishes genuinely considered when decisions are being made about their lives.

Child Clubs: *Child Rights Clubs (CRCs)* are *child-led groups* to empower *children*, educate them about their rights and responsibilities, build their capacity to be great leaders, and encourage them not just to be members of a community, but vibrant and active agents for change. Children's clubs are intended for providing extracurricular activities. Club members assist each other in developing their innate creativity, increasing their sense of responsibility for inclusiveness, fairness, adherence to rules and self-confidence. Therefore a Children's Club is to be introduced in all the MGML schools.

Humanitarian Response: Humanitarian action is intended to “save lives, alleviate suffering and maintain human dignity during and after man-made crises and disasters caused by natural hazards, as well as to prevent and strengthen preparedness for when such situations occur”. Furthermore, humanitarian action should be governed by the key humanitarian principles of: humanity, impartiality, neutrality and independence.

Impact: Impact evaluation assesses the changes that can be attributed to a particular intervention, such as a project, program or policy, both the intended ones, as well as ideally the unintended ones. Impact evaluations seek to answer cause-and-effect questions.

Integrated Development: An integrated development is an approach to development together with livelihoods, health, education, environmental and governance program to address poverty and injustice in the society or community.

MGML: Multi Grade/Multi Level (MGML) methodology offers the students and teachers of primary schools a reliable framework for both individualized and community-oriented education. The MGML methodology allows mixed groups of students of different age, grade and performance levels to be educated together in one classroom by one teacher. MGML is activity-oriented with free working processes which are managed by the children themselves. Hence, the overall focus shifts from teacher to student, from the lecturing aspect to the learning aspect. In this way, the foundation for lifelong learning is laid as children learn how to acquire knowledge. The innovative methodology allows teachers to spend more time to guide children individually in their learning process [GNHA, 2015]. This educational method was developed in the 1980s by the Rishy Valley Institute for Educational Resources (**RIVER**). It started with an educational pack, “School in a Box”, and a flexible tool for individual learning, which gave children the opportunity to get an education in inaccessible villages. This is useful in Nepal.

Mothers' Group: Mothers' group is community based organization where women are organised with specific purpose to make a difference in the life and livelihoods, socio-cultural promotion among the woman. A Mother group is to be formed in each school. Mothers are chosen because; they are the natural caregivers and are the source of social skills and life skills and organize regular saving for the benefit of the school community etc.

Outputs: The financial, human, and material resources used for the development intervention. In this results chain, inputs are used in order to carry out activities. Activities lead to services or products delivered outputs.

Outcome: Many projects fail because they focus on deliverables (outputs) rather than the eventual outcomes. An outcome aims to address core problems or provide meaningful changes and benefits, thus focusing on outcomes helps ensure every component of a project is geared towards those result.

Rightbased Approach: A human *rights-based approach* is a conceptual framework for the process of human *development* that is normatively *based* on international human *rights* standards and operationally directed to promoting and protecting human *rights*.

Social Development: *Social Development* encompasses a commitment to individual and *societal* well-being, and the opportunity for citizens to determine their own and their society's needs and to influence decisions that affect these. *Social change* incorporates public concerns in *developing social* policy and economic initiatives.

Sustainable Development Goals: The 2030 Agenda for Sustainable Development adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.

Participatory Planning: *Participatory planning* is an urban or rural *planning* paradigm that emphasizes involving the entire community in the strategic and management processes of urban *planning*; or, community-level *planning* processes, urban or rural. It is often considered as part of community development.

Participatory Monitoring and Evaluation: Participatory monitoring & evaluation (PM&E) is a process through which stakeholders at various levels engage in monitoring or evaluating a particular project, program or policy, share control over the content, the process and the results of the monitoring and evaluation (M&E) activity and engage in taking or identifying corrective actions. PM&E focuses on the active engagement of the community people.

Result based Monitoring and Evaluation: *Results-based monitoring and evaluation* or RbM&E is a systematic approach to tracking *results* and *performance*, based on a transparent and reflective logical and *results* framework approach, and to measure impact through *evaluation*.

Progress Reporting: *Progress reporting* is an essential activity of *project* management. The *project* manager issues regular *reports* on progress against budget, schedule and scope as downward and upward accountability. This is the part of accountability system of the project. It needs participatory discussion among primary and secondary stakeholders during writing of the report to include critical aspects of the projects.

Triangulation: Triangulation means using more than one method to collect data on the same topic. This is a way of assuring the validity of **research** through the use of a variety of methods to collect data on the same topic, which involves different types of samples as well as methods of data collection.

Executive Summary

1. Background

German Nepalese Help Association (GNHA) Nepal has been executed the Development Support Program (DSP) as per the general and project agreement signed with the Social Welfare Council (SWC). The Midterm evaluation was conducted as per the Project Agreement signed between/among the Social Welfare Council (SWC) and GNHA Nepal on 17 July 2016. This is a five year long project. The project covers education and training, public health, environment and infrastructure and child protection component.

The following objectives were set to carry out the midterm evaluation:

1. Explore the level of progress/changes made by the project and analyze the extent to which the achievements have supported the program goals and their objectives;
2. Evaluate the project effectiveness-longitudinal effect and continuity of the project activities/services as well as the scope and extent of the institutionalization of the project;
3. explore the cost effectiveness of the project activities;
4. identify the target and level of achievements as specified in the project agreement;
5. explore the coordination between the concerned line agencies in the project districts;
6. find out the income and expenditure in compliance with the project agreement and proportion of programmatic and administrative cost incurred by the project;
7. examine the financial regularities\disciplines in accordance with the prevailing Rules and Regulations and fix assets purchased in duty free privileges and locally; and
8. Assess the good lessons to be replicated in other projects and aspects to be improved in the days ahead.

2. Approaches and Methodology

The participatory approaches and methods were adopted by involving the project stakeholders primarily the direct rightholders in general using a combination of qualitative and quantitative tools for data collection. The gender equality and social inclusion was taken into account while carrying out the midterm evaluation study. Appreciative inquiry was also adopted while discussing with poor and marginalized people to dig out the positive aspects and areas for improvement of the program. The triangulation method was also used to verify the information. Similarly, project reports, legal documents and publications were reviewed as secondary source of information. The basket of participatory tools and techniques that include focus group discussion, Key Informant Interview, direct observation, case studies, organisational assessment of GNHA country office, Participatory Learning and Actions etc were adopted during midterm evaluation process. The people's perception towards the project as stated in the overall project plan and budget have been figure out and done the comprehensive analysis of the information.

3. Midterm Evaluation Findings

The midterm evaluation study on GNHA Program's outputs; outcomes and impact at different level was observed. The following key parameters have been included during midterm evaluation process:

3.1 Effectiveness and Impact

The large majority of the respondents (95 %) have rated very happy and happy with the project because of the reconstruction of new school building, repair and maintenance of earthquake damaged classrooms, water, sanitation and hygiene and MGML training to school teachers, free distribution of medical support for financially challenged patients in the earthquake affected areas. Some respondents (5 %) rated as the unhappy for not completion of projects on time and rigid plan and budget.

The specific program wise changes have found from 1.59 to 7.59, 2.6-7.6, 1.91-8.02 and 1.23-6.3 mean score out of ten in education and training, public health, environmental and infrastructure development and child protection components respectively during before and after situation mapping of earthquake affected survivors. The overall changes have found from **1.83-7.37** across the project areas due to cumulative effects of the four programs. The overall contribution of the programs is **5.54** out of ten. This is reported as significant contribution of GNHA program to make a difference in the life of earthquake affected survivors in Dolakha, Sindhupalchowk, Kavre, Kathmandu, Dhading and Kaski districts.

GNHA supported school building construction in partnership with ECCA cost is NPR 1,100,000/room [7.5 *5.5 sq m room size] whereas it cost NPR 1,600,000-1,800,000/room constructed by JICA. The GNHA funding school building has found cost-effectiveness as compared to JICA without compromising the quality.

The following results have been observed in the community:

Key outputs and outcome on Education and Training

- A total of 329 [woman 90 %] teachers have received MGML Training across the project area that improved teaching learning skills among the teachers [step 1-4]. Similarly, three days long MGML orientation was provided to schools leader [school management functionaries] that contributed to determine the role and responsibility of head teacher and school management committee's chairperson as a result, monitoring management capacity has increased to ensure the quality of education as per the training output.
- A total of 104 classrooms has been equipped for MGML pedagogy in terms of furnishing teaching learning materials, sport materials, musical instrument, book corner, photocopy, printer, laminator, audio device, stationeries consumable [TLM workbook] as a result, smooth teaching learning activities carried out in the project areas.
- Regular monitoring, coaching and mentoring, cluster workshops have been organized in order to tracking the performance improvement among the schools' teachers that contributed to effective teaching learning environment in the classroom.
- A total of 97 mothers' groups have been formed and mobilized in community based monitoring and getting to know the achievement of their child learning.

Key Outcome and Impact of public health in the community

- A total of 59,194 [woman 45 %] poor and vulnerable patients have received medicines, surgical items, diagnostic support, supplementary food and transportation cost that contributed to improve the health status of the patients.
- A total of 9,205 [woman 4619 and man 4586] poor and vulnerable people [children, women, senior citizen, ethnic group, indigenous nationality] benefited with the general cases, gynecology, dental and ophthalmological service [eye care] with the free medicine and health education.
- A total of 45 [woman 26 man 19] financially challenged patients have received financial support in terms of major surgical operation, chemo therapy, treatment of non-infectious diseases [diabetic, hypertension, acute respiratory infection] spinal injuries, orthopedic cases, cardio-vascular diseases etc.

Outcome and Impact of Environmental and Infrastructure Component

- A total of new 44 schools [104 classrooms] have been constructed across the project areas that improved the safe teaching learning activities in the schools.
- A total of 24 schools [58 classrooms] have been repaired after the Gorkha earthquake (2015) that contributed to improve the teaching learning activities in the schools of the project areas.
- Around 91 water and sanitation systems have been constructed in the basic schools that improved to access to safe water and sanitation among the students and teachers.
- A total of 42 schools have access to the health education that increase the health awareness in terms of personal hygiene, nutrition, organic food items and environmental sanitation etc that contributed to improve the health status of children, women, students, teachers and SMC members in the project areas.

Outcome and impact of the child Protection Component

- A total of 25 girls have resided in safe home and received formal education, skills like weaving, knitting, socialization, tailoring and re-united with their respected families.
- A total of 20 girl children from slum and squatter areas have received non-formal education/school preparation training sessions and enrolled in the formal school education with uniform, education materials, bags and other support.
- A total of 150 Dalit girls have received school education with stationeries, tuition fee, uniform, carrier counseling, parent counseling, and extracurricular activities.
- A total of 20 Dalit girls have received higher education (up to master degree) with tuition fee, uniform, carrier counseling, health counseling and extracurricular activities that improved the social status of Dalit community in the society.

3.2 Sustainability

Sustainability is a major issue in most of the humanitarian response projects in Nepal due to high incidence of poverty, weak management capacity, less coordination with local level government and poor governance system. GNHA and implementing partner organizations have used existing local structures

and maintained linkage and coordination with Municipalities, mothers groups and School Management Committees during the project implementation that leads to sustainability of the program to some extent. However, this is not strong enough for the sustainability of the program.

3.3 Efficiency

There have been completed around 93 percent project activities as planned until the end of April 2019. The GNHA Nepal project staff and district level implementing partners like CN, ECCA, Bikaska Lagi Ekata, Spinal Injury Sangh and Municipalities needs to be actively engaged in order to execution of planned project activities in the district respectively. There is enough room for improvement to increase close coordination and collaboration with elected local level people's representatives like Rural Municipalities and Municipalities.

3.4 Relevance

The GNHA project has been implemented in highly earthquake affected areas, geographically remote, food insecurity, poor and vulnerable areas. The Government of Nepal has also focused the reconstruction and recovery program in 31 earthquake affected districts. This program seems to be relevance in terms of need and priority of the earthquake survivors and vulnerable people, Government of Nepal's policies, plan and programs. The local implementing partners like CN, ECCA, Bikaska Lagi Ekata, Spinal Injury Sangh and Municipalities are capable to launch the intended plan and programs as agreement signed between SWC and GNHA Nepal in the humanitarian response program.

3.5 Coordination, Compliance and Transparency

GNHA Nepal works with community partner and government agencies from local to district and central levels in program planning, implementation, monitoring and evaluation. GNHA project staffs and implementing partners have maintained coordination with local level government and District line agencies. GNHA Nepal has followed the terms and conditions provisioned in the general agreement and project agreement signed with SWC. Project implementations has been done under the linkage and coordination with local level authorities and partners on the ground whereas central level project steering committee and project executive committee provides policy guidance and support with strategic direction in implementations. The public hearing or social audit events should be organized to promote the transparency and good governance in GNHA. The periodic public hearing event is compulsory in Government Offices as well.

3.6 Social Mobilization and Governance

GNHA and its implementing partners are working with existing local structures like users' groups and local level Government structures [Rural Municipalities] and collaboration with Department of Education. The GNHA staff and implementing partner organizations have been directly engaged in social mobilization process that is not strong enough. There is gap of community based Social Mobilizer in order to facilitate the social mobilization process smoothly in the project areas. Good governance is the key intervention to change the existing practices of community people for the sake of transparency and downward accountability. The project activities related information board has not been installed in the

project sites to promote the visibility of the project. This is the area for improvement in the days to come.

3.7 Participation

In GNHA development support program, there has been 55 per cent participation of women in the overall program. Similarly, children, Dalits community, indigenous nationalities, poor and vulnerable people are socially inclusive in education and training, environment and infrastructure development [school building construction and repair, water and sanitation], public health and protection components in the project areas. The humanitarian response program i.e. school building reconstruction and water and sanitation schemes in the schools has found praiseworthy in terms of quality and cost-effectiveness.

3.8 Target vs Progress

There have been compiled the cumulative targets vs progress over the last two and half years in order to figure out the quantitative performance of the GNHA project. Around 93 per cent targeted outputs have been achieved as planned until the end of April 2019. Some of the activities have not been achieved due to the local, provincial and national level elections, large geographical coverage, poor time management, delays implementation etc. It is expected that the earthquake reconstruction and recovery activities will be completed in the next year as committed by GNHA Nepal and its implementing partners.

3.9 Gaps

The following gaps have been identified in the development support programs:

- The ultra-poor particularly landless and marginalized groups of people still excluded from the development support program.
- Weak integration of climate change adaptation issue in life and livelihoods of the poor and vulnerable people.
- Lack of program policies is in place particularly on education, disaster risk management, community construction works [school building, water, sanitation, hygiene, child protection, public health etc], gender equality and social inclusion, environmental protection, climate change adaptation etc that resulted confusion to the staff members in order to implement the program effectively at the community level.
- Lack of robust monitoring, reporting, and evaluation framework in order to tracking the good practices, failure cases, cost-effectiveness, challenges in planning, implementation and evaluation of the programs in the GNHA Country Office.
- Social audit has not yet practiced at the community as well as district and central level to promote transparency, rule of law, downward accountability etc.
- English medium teaching materials have found gap as perceived by basic public school teachers.
- Refresher training on subject wise teacher has not been conducted by GNHA to improve the skills of the teachers.

- Economic development program in order to improve the life and livelihoods of the poor and vulnerable people has found missing in the program.
- The community based Social Mobilizer have not been selected in order to smooth running of program activities through social mobilization process across the project areas.
- Poor visibility of program activities has observed in the project sites/community due to lack of display board with proper information about the projects.
- Lack of professional reporting with fixed deadline from partner organizations and systematic documentation of program learning, challenges, best practices, failure cases of the program.

3.10 Overall Learning

The following lessons learnt have been drawn during the midterm evaluation of GNHA:

- Program remained effective [mobile camp] in collaboration with municipalities [rural and urban] because increased no. of medical doctors like Physicians, Gynecologists, Dental and Ophthalmologist, lab technicians etc.
- Health education program has increased health awareness among the community people in order to use of proper dose of medicines, timely disease diagnosis, maintain environmental sanitation and personal hygiene etc.
- The construction works has become effective in coordination and collaboration with School Management Committee members and representatives of Municipalities in terms of reduce cost in labor wages, monitoring, ensure quality and ownership feeling in the reconstruction of school buildings and maintenance works.
- Community ownerships in recovery and resilience humanitarian support that leads to sustainability of programs due to operation and maintenance of earthquake affected physical structures, user committee formation, training and orientation etc.
- Working with community based organizations like Mothers' Group, SMC, User's group, has found cost effective, sustainable, transparent, local ownership feeling, capacity building, increasing empowerment, skill transfer.
- Collaboration and coordination between GNHA and local government [Urban/Rural Municipalities] has found effective in terms of transparency, sustainability, ownership, conflict management etc.
- Teaching, coaching, mentoring, regular field monitoring, follow-up has found effective to improve the teaching learning environment in the classroom as a result quality of school education has improved in the project areas.

- Community based monitoring and evaluation has found effective in order to tracking the progress, problems, challenges of the project sites that improved the proper use of resources in terms of time, money, human resources and ensure quality of work.
- Cluster Workshop has created the forum for the teachers to share, learn and develop skills, created positive attitude and behavior that related in improved the teaching and learning in the classroom environment.
- MGML Teachers Training has been linked with community through home stay [ecotourism] that improved the income of the household and exchange of ideas and experience between the community members and the teachers where shared the 10 per cent income to school as well.

3.11 Future Focus of the Programs

The ranked first for social development, ranked second for coordination and collaboration with local government, ranked third for environment protection and ranked fourth for economic development program respectively based on the needs and priority of the respondents. However, there is linked with each other key program activities to make a difference in the lives and livelihoods of the poor and vulnerable groups of the community.

3.12 Financial Management

The GNHA Nepal has maintained the financial transaction as per acceptable norms of country and International Accounting Standards. But in case of fixed assets it has not been charged depreciation as per durability and expected life of the project but written off wholly during the year of purchase. It is suggested to write off the fixed taking the consideration of individual project period. There has been some lacuna reported in the financial management. It should be improved in the days to come as pointed out in the detail report. However, GNHA has spent around 94.38 per cent budget during the Midterm evaluation period.

4. Recommendations

The following recommendations have been put forward to improve the policy and programs in the future:

- Provision of community based Social Mobilizer in order to facilitate the social mobilization process.
- Increase coordination and collaboration with Rural Municipalities and Municipality to sustain the program.
- Promote transparency and good governance to improve the quality of program and organizational development.
- Mainstream the gender equality and social inclusion policy into practice effectively in project cycle management.

- Scale-up and strengthen the public health, education and child protection program to increase coverage.
- Design community based climate change adaptation program with the poor and vulnerable people.
- Design the climate smart resilient livelihood program to improve the socio-economic status of poor and vulnerable people.
- Increase the capacity on participatory research, documentation, publications, reporting and result based monitoring and evaluation system.
- Midterm Evaluation recommendations should be addressed before the final evaluation.
- **Financial Management, Reporting and Internal Control Systems should be as follows:**
 - Obtain the approval from SWC before implementing of project, change in implementing partner as mentioned in Project Agreement and in case of major changes in implementation of budget.
 - The budget planning should be linked with **operational calendar** and communication with the stakeholders' e.g. schools; hospitals etc should be transparent and effective.
 - The improvement should be done specially in case of store management and procurement documentation process.
 - In case of special projects like construction, the planning and execution shall be very much linked with operational calendar and variance must be taken care with utmost control and special policies should be devised.
 - The compliance with tax laws specifically in relation to TDS on procurement of materials should be complied with.
 - For effective observance of financial policies the organization needs to introduce the system of internal audit or financial review.
 - Periodic reports to SWC should be sent in time.
 - The DPAC (District level Project Advisory Committee) and CPAC (Central level Project Advisory Committee) meeting should be organized as planned in order to make clarity on policy and practice at district and central level.

1. Introduction

1.1 Background

German Nepalese Help Association [GNHA] Nepal has been implementing 5 years program [16 July 2016-15 July 2020] as per the general and project agreement signed with the Social Welfare Council [SWC]. The project has been evaluated as per the Project Agreement signed between/among the SWC and GNHA Nepal on G.A. dated 18 July 2014 and P.A. dated 20 December 2016. The project covers education and training, Public health, Environmental and Infrastructure and child protection programs. It covers Dolakha, Sindhupalchowk, Kavre, Kathmandu, Dhading and Kaski Districts.

The GNHA humanitarian program has been designed in response to Gorkha earthquake 2015. The project details are as follows:

- **Name of the Project: Development Support Program**
- **Period of Project Effectiveness:** 5 years [20 December 2016]
- **Name of the Partner NGO/s and Project Location/s:** Children Nepal, Spinal Injury Sangh Nepal, and Environment Camp for Conservation Awareness [ECCA], Bikaska Lagi Ekata [SfD] and Municipalities.
- **Total Budget:** [NPR and Euro] and total budget in evaluation period: (in NPR/Euro): NPR 42,43,71,286.77/Euro 4,243,712.87
- **Programme/Project thematic areas:** Education and training, public health, environmental and infrastructure and protection.

The project locations have been presented below [Table 1]:

Table 1: Partner Organizations and Project Location of GNHA

S. No.	Partner Organizations	Programs	Districts
1.	Children Nepal [CN]	Education	Kaski
2.	Spinal Injury Sangh Nepal[SISN]	Health	Kavrepalanchowk
3.	Environmental Camps for Conservation Awareness [ECCA]	Infrastructure and WASH Program	Dolakha, Sindhupalchowk, Kavrepalanchowk and Dhading
4.	Bikaska Lagi Ekata [SfD]	Christine's Dispensary, Bir Hospital, MGML Program Health	Kathmandu, Dhading, and Sindhupalchowk
5.	Municipalities [rural/urban]	Education Program and Health Camp	Jiri, Gaurishankar[Dolakha]Dhulikhel Municipalities [Kavrepalanchowk]

Source: GNHA, 2019

1.2 Intended Outcomes of the Programs

The project has identified four specific objectives which are as follows:

Objectives of the project:

- To stabilize and maintain qualitative and quantitative service to poor patients;
- To improve teaching learning in increase numbers of public schools;
- To empower socially weak and underprivileged children and their guardians, if any to practice compassion in humanitarian support system;
- To empower local to set up neat and clean drinking water, sanitation and helping them to change; and into better attitude.

1.3 Intended Beneficiaries of the Project

The intended beneficiaries include poor, women, children, vulnerable population in the project areas.

1.4 Donor Information

German Nepalese Help Association [GNHA]

German Nepalese Help Association [GNHA] is a non-profitable social and charitable organization working as an International Non-Governmental Organization [INGO] in Nepal. It is registered in lower court of Stuttgart, Germany in 6th December 1979. GNHA had its first general agreement with then SSNCC [Social Service National Coordination Council] in 1989 and continued its activities in Nepal having renewed general and project agreements with SWC in every five years. It has about 600 members and 1200 small and medium donors across Federal Republic of Germany. GNHA financial resource entirely depends on membership fees and collection of private donation. Over 85 per cent of collected resources are spending in the areas of educational development, health services, human wellbeing, infrastructure development and environmental awareness of Nepal through partner NGOs and Government Organizations.

The general objective of GNHA is to support development & human wellbeing activities in Nepal through Nepalese NGOs & Government Agencies. GNHA promotes people to people helping approach and building solidarity among people of developed and underdeveloped countries. GNHA's program aims and targets directly to uplift disadvantaged and marginalized group [GNHA, 2016].

GNHA staffs frequently visit the project sites for monitoring the projects and financial activities. GNHA staffs also provide needful assistance and guidance while carrying out monitoring visits to track the achievement. Internal monitoring reports from the monitoring visit are received in GNHA representative office and headquarters. Third party evaluation in periodic basis is an integral part of activity component. Midterm and final evaluation from SWC and other line agencies are mandatory activities.

Specific Objectives

- To provide qualitative and quantitative health service to poor patients,
- To improve quality of teaching learning in maximum numbers of public Schools,
- To empower socially backward and underprivileged children and their families; and

- To empower locals to establish neat and clean drinking water, sanitation and helping them to bring positive changes.

Partner Organizations

a. **Children Nepal:** Children Nepal is an NGO registered in Kaski district. The main objective of Children Nepal is to reduce child labour. For this purpose, Children Nepal is working in the marginalized communities to find such laborer children and mainstreaming them in the School education system. Apart from it, Children Nepal is also raising awareness of child rights and making parents and community people responsible for their siblings' rights. GNHA partnership with Children Nepal is to support for school education, life skills development training, interpersonal development, parents awareness program and extracurricular activities to 100 girl children of Dalit community as well as 15 girls for higher level education.

b. **Spinal Injury Sangh Nepal:** Spinal Injury Sangh Nepal is a local NGO and running a rehabilitation center at Banepa, Kavre district. Patients injured spinal cord by road accident and fall from height those are treated in different hospitals refers in this center for long-term rehabilitation. GNHA provides fund to sponsor the patients who are financially weak.

c. **Environmental Camps for Conservation Awareness [ECCA]:** It is one of the prominent NGO in Nepal contributing to raise awareness for conservation of local environment mobilizing children and youth in the communities. GNHA partnership with ECCA is to construct a teacher training center at Badalgaun Kavre with home stay facility development in the local village. ECCA gives high priority for safeguarding local environment and nature while carrying out physical infrastructure development in the communities. ECCA is also partnered to conduct programs for conservation of local environment, health & hygiene awareness, home stay management, hospitality training and promotion of eco-tourism in the local village. An ECCA partner is also for rehabilitation and re-construction of school buildings that are damaged and collapsed during devastating earthquake in 2015.

d. **Bikaska Lagi Ekata:** This is a local NGO registered in Kathmandu. It is partnered to run Christine Dispensary that provides free medicines and treatment support to the poor and needy patients in the Bir Hospital premises. It also provides financial assistant for investigation and lab test of poor patients who are admitted in Bir Hospital. Apart from regular free dispensary at Bir Hospital it also conducts free Mobile Dispensary with medical personnel twice in a year in 4 districts [Kavre, Sindhupalchowk, Dolakha and Dhading]. The Mobile Dispensary aims to serve children, women and senior citizens of GNHA supporting school areas.

e. **Educational Empowerment Center (EEC) Kavre:** Education Empowerment Center [EEC] is a not-profit Non-Government Organization [NGO], established in 2016. It is a registered NGO based in Kavre Nepal and affiliated with Social Welfare Council, Nepal. Working towards ensuring children's right to

quality of basic education is the core objective of this organization. EEC has worked mainly as an empowerment center providing different types of training and empowering to enhance the quality of basic education. And empowering to involve the social development [Health, Child and women protection, drinking water etc.] EEC has worked closely with the Nepal government, others NGOs and INGOs.

f. **People in Need (PIN) Nepal:** PIN Nepal is a local NGO located at Tripureswor Marga, Kalimati, Kathmandu. Its main objectives are to empower the girls who are at the risk of child abuse and child violence. The program aims to contribute in the plan of Government of Nepal to make accessibility to all children in the mainstream of education system. PIN Nepal provides residential facility, Schooling, socialization, life skills training, bridging to family and reunification to respective families and pre-School preparation by conducting non-formal classes to children of slum and squatters areas. PIN Nepal is providing its services residential facility to 37 girls and pre-School literacy to 30 girls.

1.5 Project Composition

Deutsch-Nepalische Hilfsgemeinschaft [DNH] Board is the apex body of the GNHA that control GNHA functions in Nepal. The country representative leads the team in Nepal where a total of 18 staff members [1 woman and 17 men] are working in GNHA. GNHA works in partnership with local NGOs and community based organizations in order to implement the program activities at the community level.

1.5 Financing Arrangements

German Nepalese Help Association raises the funds from individual and official donors in Germany and it transfer the fund to Nepal country office. HNHA Country Office transfers the budget in the account of partner organization as and when necessary. The fund will be used in Nepal as per the general and project agreement between SWC and GNHA.

1.7 Objectives of the midterm evaluation

The objectives of the project midterm evaluation are to:

- a. explore the level of progress/changes made by the project and analyze the extent to which the achievements have supported the program goals and their objectives,
- b. evaluate the project effectiveness-longitudinal effect and continuity of the project activities/services as well as the scope and extent of the institutionalization of the project,
- c. explore the cost effectiveness of the project activities,
- d. identify the target and level of achievements as specified in the project agreement,
- e. explore the coordination between the concerned line agencies in the project districts,
- f. find out the income and expenditure in compliance with the project agreement and proportion of programmatic and administrative cost incurred by the project,
- g. examine the financial regularities\disciplines in accordance with the prevailing Rules and Regulations and fix assets purchased in duty free privileges and locally, and
- h. Assess the good lessons to be replicated in other projects and aspects to be improved in the days ahead.

1.8 Scope of the midterm evaluation

The project components have covered in the midterm evaluation and the major issues for the evaluation to examine. These issues normally reflect the issues in the appropriate evaluation framework suitably tailored to reflect the reasons for this Midterm evaluation. The midterm evaluation has covered key aspects of the program for the period of 18 July 2016 to April 2019.

The evaluation has covered different aspects and activities of the program for the period from July 2016 to April 2019. It has specifically focused on the following level:

Strategic level

- Analysis of project's context
- Planning and documentation
- Partnership and networking
- Changes occur in the impact population

Implementation level

- Sufficiency and quality of resources mobilized
- Reporting monitoring and evaluation system
- Compliance with project agreement and organizational policy documents

Organizational level

- Effectiveness of organizational management system
- Effectiveness of program/management system

1.9 Midterm Evaluation Research Questions

The following key research questions have been set for the midterm evaluation of the programs:

1. What significant changes did you observe based on objectives of GNHA program?
2. What are the gaps identified during implementation of GNHA program?
3. What are the challenges faced during execution of programs in GNHA program?
4. What are your suggestions for further improvements of the program in the future?
5. What are the negative aspects observed during implementation of program?
6. Did you observe any failure cases? If yes, Please mentions.
7. What are the innovative actions introduced by the programs? Please list out with significant values and potentiality to scaling-up/replication in the future?
8. What have been changes observed in the lives of poor women and men, children, Dalits and marginalized groups of the people due to the GNHA program?
9. What is the mechanism of coordination and linkage with district and central level to avoid duplication, clarity on policy and practice and efficiently delivery of program activities in the community?
10. What are the main challenges in case of coordination between Government [Ministry and Department level] and GNHA?

11. What is the level of people participation particularly focusing to decision making in planning, implementation, monitoring and evaluation i.e. project cycle?
12. What is the mainstreaming of gender equality and social inclusion in the project cycle management?
13. What the project performance is in terms of budget utilization per cent during project period?
14. Is it compliance with Government financial policy and procedure or not? If yes or not, why?
15. What is the system of transparency and downward accountability? Pls. mention the process?
16. Is the money used for any terrorist activities or not?
17. What are your suggestions for further improvement towards sustainability of the program?

1.10 Midterm evaluation team composition

The midterm evaluation mission comprised of four Members as presented below:

1. Prof. Narbikram Thapa, PhD: Team Leader [Independent Program Expert]
2. Mr. Sanjay Kumar Mallik: Team Member [Deputy Director, Representative from SWC]
3. Mr. Rukmagat Aryal Team Member [Section Officer, Representative from MoWCSC]
4. CA Mr. Himanchal Pathak: Team Member [Independent Financial Expert]

1.11 Organization of the study report

The midterm evaluation report has been divided into five chapters that include introduction, midterm evaluation methodology, midterm evaluation findings, financial management and conclusion and recommendations. The introduction covers background of the programs, objectives, intended outcomes of the programs, project composition, evaluation team etc. The methodology covers the research design, approaches and methods of research. The chapter three midterm evaluation findings analyze the program's effectiveness/impacts, financial and program efficiency, sustainability of the programs, relevance, gender equality and social inclusion, coordination, lobbying and advocacy, gaps, challenges, organizational assessment, lessons learnt. The chapter four analyse the financial management, procurement and budget utilization etc and the last chapter five covers the conclusion and recommendations.

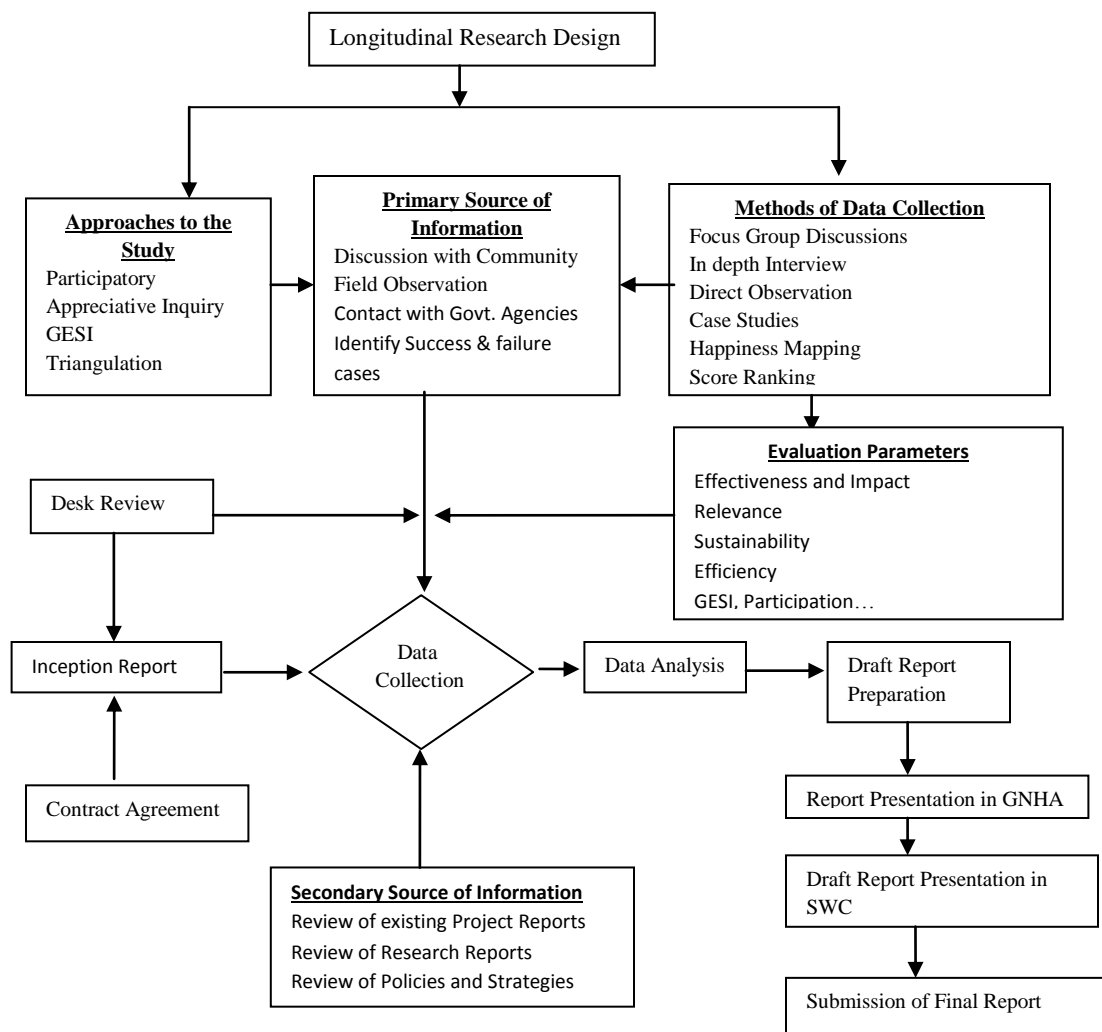
The references have been cited and detail information related to midterm evaluation included in the appendices. The programs cumulative coverage i.e. targets vs achievement of the last two and half years have been presented in the appendix.

2. Midterm Evaluation Methodology

2.1 Design of the Study

This is a longitudinal study to the sampled population. A longitudinal study captures data over a period of time to understand the long-term effects of changes in products, processes, or environment. The study was carried out in the project areas by selecting a district through random sampling and followed by purposive sample of respondents from a project areas and administered a semi-structured questionnaire to them. In addition to review of project documents, direct observation, focus group discussion, key informant interview, case study and basket of Participatory tools and techniques were used to capture the quantitative and qualitative information from the respondents. The evaluation research design approaches and methodology has been presented in the following diagram [Fig.1]:

Fig. 1: Diagram of Evaluation Methodology



Source: Evaluation Team Leader Designed the Diagram of Evaluation Methodology

2.2 Approaches to the Study

The midterm evaluation team followed a participatory approaches and methods by involving the project stakeholders primarily the direct rightholders in general using a combination of qualitative and quantitative tools for data collection. A greater focus however was put on the qualitative methods regarding primary data collection. The gender equality and social inclusion was also taken into account while carrying out the evaluation study. Appreciative inquiry was also adopted while discussing with poor and vulnerable people to dig out the positive and areas for improvement aspects of the project's outputs, outcome, impact and social status and position of poor and marginalized group of the people in the society. The triangulation methods have been used to verify the information. The enabling environment was created in the community while discussing during interview that was non-threatening to the target groups. The information has been analyzed based on trend over time and pattern over space. Midterm evaluation team has followed the Terms of Reference (TOR) issued by SWC and GNHA during the study.



Fig. 2: Data collection in the field Pokhara



Fig.3: Discussion with the staff of Children Nepal in

2.3 Selection of the Participants

The participants were selected randomly followed by purposive sampling based on the ecological belt, representation from poor, women, school teachers, students, different able persons, Dalits, ethnic groups, earthquake affected survivors etc in the project areas.

2.4 Source of Data

The information was collected from both primary and secondary sources. GNHA Nepal staffs, poor and marginalized people [women and men], school teachers, students, government officials and civil society organizations were the primary sources of information. The study also used information from secondary sources such as periodic progress reports, strategies, policies, project agreement between GNHA Nepal and Social Welfare Council, and other published and unpublished documents related to GNHA program.

2.5 Methods of Data Collection

2.5.1 Review of Project Documents

Review of project agreement, annual plans, annual reports, process documents and other relevant documents was done.

2.5.2 Semi-structured Interviews

The semi-structured schedule was developed. The open ended questions as check lists were designed based on project indicators. From a review perspective, semi-structured interviews regarded as critical for developing an in-depth understanding of the community and environmental issues in particular. These tools were used to collect the information during review process. In the interview a total of 56 [women: 27 [48 %] and man: 29 [52 %] community members and government staffs [Appendix 1] were involved during the midterm evaluation process.

2.5.3 Focus Group Discussion [FGD]

FGDs and individual meetings were conducted with selected groups/rightholders relevant to the project to find out the issues and dig out the communities' perceptions etc toward project processes, impact, and challenges [Appendix 2]. These tools were used particularly to collect the information from GNHA program.

2.5.4 Case Studies

Case studies were collected to map out the success stories of the project to figure out the changes in the life of the poor and vulnerable population [man and woman]. The community perceptions have been mapped out in their own voice and regarded as case lets as evidence of success and failure of the programs at grass root level.

2.5.5 In-depth Interview

The selected knowledgeable persons were contacted as Key informant to map out the effectiveness/impact, efficiency and sustainability of the project. The key informants regarded as key relevant people of project areas, GNHA program staff; partner organizations and other relevant actors [Appendix 3].

2.5.6 Organizational Assessment

Organizational assessment of GNHA Country Office was done particularly with the GNHA project team using certain parameters such as transparency, leadership development, financial management, networking, efficiency, policies, advocacy, sustainability, and fund raising [Appendix 4].

2.5.7 People's Perception Mapping

Happiness mapping tool was adopted to measure the happiness towards GNHA program with direct rightholders, community members, government staff, civil society organizations' functionaries etc. This is a unique tool to capture the overall performance of project with bird's eye view.

2.5.8 Score Ranking

Score ranking of Participatory learning and Action tool was used to find out the effective program activities of the project [Thapa, 2005]. This was used massively to map out the before and after situation mapping as well. This tool has been adopted to capture the information at grass root level using worm's eye view or grass root perspectives.

2.5.9 Participant's Observation

The evaluator has done direct observation of smallholder farmers and ongoing activities during the field visit in the program sites to map out the project performance as mentioned in the program documents. A checklist was developed for the systematic observation of program activities that include education and training, public health, environmental and infrastructure, protection and strengthened linkage between communities and service providers to ensure quality [Appendix 5].

2.5.10 Before and After Situation Mapping

The before and after situation at outcome and impact level has been mapped out with the participation of local women and men. This exercise was done based on the direct observation and experience of the local community leaders using recall method.

2.6 Analysis of Data

The quantitative data collected from the field was grouped into different categories and tabulated. The descriptive statistics like frequency distribution, per cent; mean was adopted for analysis point of view. The qualitative data collected, using field information through focus group discussion, key informant interview and observations were made ready in word processor. All the information related to each heading reviewed critically and findings are presented in the report systematically. The standard presentation reporting guidelines have been followed and information has presented in sequential order. The photographs, maps, tables, graphs, case studies etc have been used into the report as evidence. The people perceptions have been map out using happiness mapping tool in order to figure out the significant difference in the life and livelihoods of the primary rightholders because of project interventions over a certain period of time. The gender equality and social inclusion perspective has also been taken into account while analysis of the information.

2.7 Work Schedules of the Study

The work schedule was prepared during the evaluation study in discussion with GNHA program's staff members. The evaluator initiated the fieldwork based on the work schedule [Appendix 6]. The program team and finance expert together visited the program areas in the same schedule.

2.8 Limitation of the Study

There have been some limitations of the midterm evaluation that include:

- Evaluation team visited some sample project sites only due to limited time and resources.
- Due to accompanying of midterm evaluation team by GNHA Nepal, project staffs, the responses of the participants might be biased.

The project areas have been shown in the map of six districts [Fig.4].

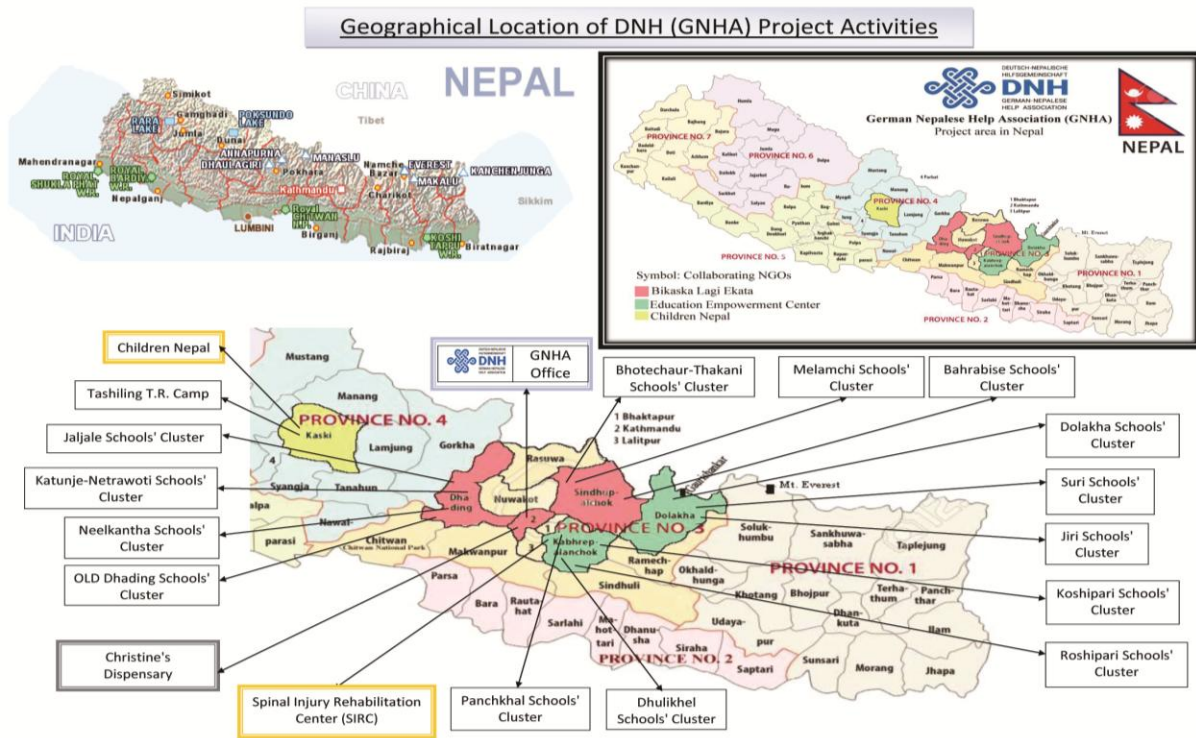


Fig.4: The Project location shown in the map of Nepal

3. Key Findings of the Midterm Evaluation

The midterm evaluation study has been focused in GNHA Program's outputs, outcomes and impact at different level. The program progress analysis and evaluation of various activities on the basis of target, achievements, review of literatures, program progress reports, happiness mapping, score ranking, direct observations, case studies, focus group discussion, interview with key informants, organizational assessment have been presented below. The midterm evaluation has focused on trend over time and pattern over space in order to map out the changes over the project period. This is an integrated development support program that linked each other to make a difference in the lives of poor and vulnerable people in the impact areas.

3.1 Effectiveness and Impact

The purpose of the effectiveness is to measure to make a difference in the life and livelihoods of the local targeted people through planned programs or projects. The extent to which the objectives have been achieved as a result of the project or program itself, and the extent to which other factors have influenced the results. A consideration of the wider context in which projects and programs operate should be an integral part of the evaluation.

Impact is assessing changes that have occurred in the lives of the intended rightholders, and the forces and influence that have contributed to bringing about these changes. These may be project related and wider forces and influences. Impact on other people should also be considered. The changes occurring may be positive or negative, intended or unintended. The impact may differ for women and men, people of different ages, different ethnic groups and other social groupings, so the analysis should consider different groups separately. Consideration should also be given to whether costs can be assessed in relation to importance.

The humanitarian Support program launched by GNHA has been implemented in the six districts. This program has brought positive changes in the lives of women, men, children, Dalits, indigenous nationalities, youths in the poor and vulnerable communities of Gorkha earthquake 2015 affected survivors. According to NPC [2015] the extent of damages and losses is the highest in school education, with the subsector accounting for 88.8 percent of the total damages and losses faced by the entire sector. More specifically, 8,242 community (public) schools have been affected by the earthquake: 25,134 classrooms were fully destroyed and another 22,097 were partially damaged. Institutional (private) schools also experienced significant infrastructure damage: 956 classrooms were fully destroyed and 3,983 classrooms were partially damaged. In addition, 4,416 toilets, and water, sanitation and hygiene (WASH) facilities, and 1,791 compound walls were damaged. The damage to ECD centres, furniture, libraries and laboratories, computers and other equipment was proportional to the damage faced by the schools [NPC, 2015]. GNHA command all six districts were highly affected by Gorkha earthquake 2015. This project is being evaluated for the last two and half years. The GNHA funded program has four components that include education and training, public health, environmental and infrastructure and child protection.

3.1.1 Happiness Mapping of Rightholders' Perception towards the GNHA Project

When asked about the perception towards the performance of GNHA program, the respondents have scored 1422 [64.37 %], 667 [30.19 %] and 60 [2.71 %], 52 [2.35 %] and for very happy, happy and unhappy, and don't know parameter respectively. The large majority of the respondents [95 %] have rated very happy and happy with the project because of the reconstruction of new school building and maintenance of earthquake damaged school buildings, MGML training to teachers, water, sanitation and

hygiene support to the schools. Some respondents [5 %] rated the unhappy for not completion of project on time; don't know the all program activities and rigid plan and budget in GNHA. The happiness mapping tool was used to map out the perceptions of the earthquake survivors towards GNHA program [Table 2].

A total of 50 corn seeds assumed as 100 per cent were given to each respondent. A total of 44 persons were participated in the exercise in order to score the performance of GNHA project in partnership with NGOs. The community perception was mapped out based on their direct observation, experience and best judgment of the respondents. This was measured in relative terms. The frequency represents the scoring of the respondents as simple, easily understood and adaptable parameters at community level.

Table 2: Happiness Mapping of Stakeholders towards overall GNHA program

Parameters	Frequency	Percent
Very Happy	1422	64.37
Happy	667	30.19
Unhappy	60	2.71
Don't Know	52	2.35
No Response	0.0	0.0
Total	2209	100

Source: Field Study, May, 2019

A civil engineer working in ECCA partner NGO of GNHA share his views about the const-effectiveness of new school building construction in earthquake affected area that include:

Box 1: New school building construction seems cost-effective!

"GNHA supported school building construction in partnership with ECCA cost is NPR 1,100,000/room [room size 7.5 *5.5 sq m] whereas it cost NPR 1,600,000-1,800,000/room constructed by JICA [Japan International Cooperation Agency]. It is therefore that GNHA funding school building has found cost-effectiveness as compared to JICA without compromising the quality. ECCA works in coordination and collaboration with School Management Committee during cost-estimate, procurement of construction materials and fix labor wages. The GNHA constructed building is earthquake resistant as well "says Mr. Dangol, Rajababu, Civil Engineer, ECCA, Dhading district.

Similarly the perception of a school teacher of Thankre Municipality-2, Dhading district has been mapped out which is as follows:

Box 2: MGML training became worthwhile!

"This program seems to be useful due to received MGML training by teachers, safe teaching learning environment that contributed to increase quality of education. However, it is not enough for the community development. It should be launched mobile health camp, child protection and livelihood improvement program as well in the future" says Ms. Kabita Basnet, 31, Nepali teacher, Lilakali Secondary School, Thankre Municipality ward # 2, Dhading district.

3.1.2 Score Ranking of Education and Training Component

The score ranking tool was used with the participation of diverse types of respondents that include community women, men, government staff and NGO's staffs to measure the effectiveness of key program activities of GNHA program in the communities [Table 3]. When asked to respondents on which key project activity is most popular in the community that the respondents ranked first for class room set-up, ranked second for MGML training step 1-4, ranked third for cluster workshop, ranked fourth for follow-up of the program, ranked fifth for familiarization of elected local bodies and stakeholders and MGML TLM design and printing class-5 among the school teachers according to the direct observation, experience and judgment made by the respondents based on the effectiveness and positive impacts in the teaching learning environment of schools.

A total of 10 seeds of corn were provided to each respondent to judge the popularity of the key project activities at the public school level. The teachers, School Management Committee members [women, men] and including NGO's functionaries have participated in the score ranking exercise across the sample areas. It should be noted that higher the score greater the performance during the score ranking by respondents. The community perception was map out based on the judgment of the respondents. This was measured in relative terms.

Table 3: Score Ranking of Key Activities of Education and Training Component

Key Activities	Women	Man	Government Staff	Total	Mean	Rank
MGML training Step 1-4 Orientation on MGML	9.12	7.55	8.8	25.47	8.49	II
Cluster Workshop	8.5	7.44	7.0	22.94	7.64	III
Follow- up	7.62	7.44	7.4	22.46	7.48	V
Familiarization of elected local bodies and stakeholders	7.5	7.33	6.2	21.03	7.01	VI
MGML TLM design and printing class-5	7.12	7.66	7.8	22.58	7.52	IV
Classroom set-up	9.0	8.88	9.0	26.88	8.96	I

Source: Focus Group Discussion, May, 2019

The stakeholders' perception towards GNHA funded education and training program has been mapped out using key informant interview:

Box 3: Effective teaching brings change in the life of students!

"The education and training program is useful in order to improve the teaching and learning environment in the basic school. It has supported training, monitoring, motivation, financial support for goods procurement, infrastructure development etc. It contributed to improve the quality of basic education as a result future of the school children will be bright and developed skillful human resource that contributes to increase life expectancy, self-reliant etc" says Ms. Laxmi Bajgai, 35, School teacher, Binayal Bal Basic School, Kavre, district.

Similarly, School Management Committee members expressed his views towards education and training program that include:

Box 4: Good learning environment brings peace and happiness!

"This program is effective in our village because of school building reconstruction, drinking water supply, provided filter, photocopy machine, lamination etc. These facilities supported to improve the teaching and learning activities. Some educated persons have got employment in teaching profession that brought peace and happiness in family, community as well" says Mr. Krishna Bahadur Thami, 32, School Management Committee member, Hundung village, Barbise Municipality-7, Sindhupalchowk.

3.1.3 Before and After Situation mapping of Education and training Construction

The score ranking tool was used with the participation of community women and men respondents to measure the before and after situation mapping of education and training component of GNHA program in the communities. There has been found positive trend as compared to previous one in the project areas due to MGML training Step 1- 4 to teachers, cluster workshop, follow-up, familiarization of elected local bodies and stakeholders, MGML TLM Design and printing class 1-5 and class room set-up due to damaged by Gorkha earthquake 2015 among earthquake survivors [Table 4]. The GNHA program has worked with the local mothers' group [community-based organizations], School Management Committees and local government structures while humanitarian support to earthquake survivors that leads to sustainability of the program to some extent. The overall changes in education and training component have found from **1.88** to **7.63** mean score out of ten during before [July, 2016] and after [April, 2019] situation mapping among earthquake affected students. The overall contribution of education and teachers' training component has been reported as **5.75** out of ten. There has been found significant humanitarian contribution of GNHA to make a difference in the teaching learning activities in the earthquake affected schools. A total of 15 key informants [women and men] were participated in the exercise.

A total of 10 seeds of bean [assumed to be 100 per cent] were provided to the respondents to measure the changes over the period of two and half years as compared to previous one. The focus group discussion was used that included women and men members of local groups and school teachers in the scoring exercise. Each respondent were allowed to participate in the discussion before scoring in the before and now situation mapping. It was noted that higher the score greater the performance during the score ranking by the respondents. The community perception was map out based on the judgment of the respondents. This was measured in relative terms.

Table 4: Before and now situation mapping of Education and Training component

Key Activities	Before (July, 2016)			After (April, 2019)			Difference
	Total Score	No. of Respondents	Mean	Total Score	No. of Respondents	Mean	
MGML training Step 1- 4 [Orientation on MGML]	37	20	1.83	156	20	7.8	5.97
Cluster Workshop	18	20	0.9	144	20	7.2	6.3
Follow- up	37	20	1.85	143	20	7.15	5.3

Familiarization of Elected local bodies and Stakeholders	4.0	20	0.2	133	20	6.65	6.45
MGML TLM Design and Printing Class 5	43	20	2.15	164	20	8.2	6.05
Classroom set-up	53	20	2.65	171	20	8.55	5.9
Total	192	120	9.58	911	120	45.55	-
Mean	1.6	20	1.59	7.59	20	7.59	-
Overall Difference	-	-	1.59	-	-	7.59	6

Source: Focus Group Discussion, May, 2019

The following perception of the primary stakeholders has been mapped out towards GNHA program:

Box 5: Poor and vulnerable people need income generation program!

"This program is effective in our school. Mainly GNHA has supported the education program like MGML teachers' training, classroom set-up, educational materials support, drinking water supply, toilet construction, mobile health camp conduction in our village. This program has promoted child friendly education in our school. This program has raised awareness among the people. In the future, income generation program should be focused for the poor and vulnerable families to improve the income and livelihoods condition of the poor and vulnerable families" says Mr. Nepal, Shyam Krishna, 31, Head Teacher, Kalika Devi Basic School, Shyam Sadhu, Sindhupalchowk district.

Similarly, Mrs. Bhandari expressed her views about the teachers' training and other physical infrastructure development in school that include:

Box 6: Teachers' training improves teaching learning environment!

"GNHA supported education and training program seems to be effective because it has improved the teaching and learning environment in the school as compared to previous one" says Mrs. Bhandari, Sarshowti, 27, Head Teacher, Basuki Devi Basic School, Hundung, Barbise, ward # 7, Sindhupalchowk district, Province # 3.

Likewise, student of secondary school articulated her views towards the new school building construction and other teaching materials which are as follows:

Box 7: It has fun to come to school!

"It is safer now, it has fun to come to school after the reconstruction of school building" says Susma, 7, student of Kundala Secondary School, Bhokteni, Katunje, Dhading district [GNHA, Annual Report, 2074/075].

3.1.4 Outcome and Impact of Education and Training in the community

- A total of 329 teachers [90 % woman] have received MGML Training across the project area that improved teaching learning skills among the teachers [step 1-4]. Similarly, three days long MGML orientation was provided to schools leader [school management functionaries] that contributed to determine the role and responsibility of head teacher and school management chairperson as a result, monitoring management capacity has increased to ensure the quality of education as per the training output.
- A total of 104 classrooms has been equipped conducive for MGML pedagogy in terms of furnishing teaching learning materials, sport materials, musical instrument, book corner,

photocopy, printer, laminator, audio device, stationeries consumable [TLM workbook] as a result, smooth teaching learning activities carried out in the project areas.

- Regular monitoring, coaching and mentoring, cluster workshops have been organized in order to tracking the performance improvement among the schools' teachers that contributed to effective teaching learning environment in the classroom.
- A total of 97 mothers' groups have been formed and mobilized in community based monitoring and getting to know the achievement of their child learning.

A social change maker like teacher views about the impact of education and other sector in the Chepang community has been mapped out which is presented below:

Box 8: Changing the life of Chepang community!

"In this Chepang community, now 100 per cent school aged children have enrolled in the school. The Chepang youths also started to go to overseas countries to get employment and initiated vegetable selling in the local market for income generation. A total of 35 Chepang students have graduated 12 grades and employed in teaching, NGO/INGOs where around 7 Chepang youths passed bachelor level degree [4 girls and 3 boys]. There have been reduced suicide cases in the community, decreased child marriage by 70 per cent in the Chepang community due to increased awareness level. The Chepang community has discontinued consuming *Gittha Bhyakur* [potato yam or air potato] as staple food. The Chepang farmers have generated income of NPR 25,000 to NPR 600,000 per year by selling tomato, cowpea and bottle guard vegetable in the market center that improved food security situation in the area. They have started to challenge the domination of elites in the community due to social empowerment among the Chepang community" says Mr. Nawa Raj Pandey, 51, Rorang Basic School, Head teacher, Benighat Rorang, 3, Dhading district.



Fig.5: Teachers are participating in MGML training



Fig.6: MGML teacher is engaging in her classroom activities

3.1.5 Score Ranking of Public health Component

The score ranking tool was used with the participation of four types of respondents that include community women, men, school teachers and NGO's staff to measure the effectiveness of key program activities of GNHA in the communities [Table 5]. When asked on which key project activity is most popular in the community that the respondents ranked first for Christine's Dispensary service, ranked second for

medical support to the financially challenged poor and vulnerable people through [Poor Patient Fund] and ranked third for mobile health camp organized in the remote community of the project areas according to the direct observation, experience and judgment made by the respondents based on the positive impacts and popularity in the community.

A total of 10 seeds of corn [assumed to be 100 per cent] were distributed to the group leaders to map out the changes observed over time in the community. The focus group discussion was done that included women and men members of the project areas including school teachers, School Management Committee members, and elected representatives of Rural Municipalities in the exercise. Each respondent was encouraged to participate in the discussion before scoring. It should be noted that higher the score greater the performance during the score ranking by the respondents. The community perception was mapped out based on the judgment of the respondents. This is being measured in relative terms. A total of 8 participants were participated in the exercise.

Table 5: Score ranking of key Activities of Public Health Component

Key Activities	Women	Men	Government's staff	Total	Mean	Rank
Christine's Dispensary	8	7.7	10	25.7	8.5	I
Mobile Health Camp	7	6.6	7	20.6	6.8	III
Medical Support (Poor Pt. Fund)	8.2	7.5	5	21	7.0	II
Total	23.2	21.8	22	67	22.33	-

Source: Focus Group Discussion, May, 2019

The Administration Director of Spinal Injury hospital perceived as the GNHA funded public health program that include:

Box 9: Spinal injury patients need special supports!

"GNHA support is important for the spinal injury patients because it has helped poor and vulnerable people in free of charge. It has contributed to become an active life to rehabilitate in the society. We provide vocational training to the patients and job placement as well that leads to self-sustain and become empower as a result they have established spinal injury network and they become the member of Disable Federation and started to support other as well" says Mr. Adhikari, Hari, 34, Admin Director, Spinal Injury Sangh, Sanga, Kavre district, Nepal. According to Mr. Adhikari Spinal Injury Sangh has facing financial challenge to cover the operational cost and essential service to the critical patients. There is a need of more support from external funding agency to sustain the spinal injury service for the poor and vulnerable patients in the days to come.

3.1.6 Before and Now Situation mapping of public health in the community

The score ranking tool was used with the participation of community women and men respondents to measure the before and after situation mapping of public health component of GNHA in the communities. There has been found positive trend as compared to previous one in the project areas due to organized support in Christine Dispensary medical service, mobile camp organized in the community and medical support to poor and vulnerable people through [Poor Patients Fund] in the project areas. The overall changes in public health component have found from **2.6** to **7.6** mean score out of ten during before and after situation mapping with earthquake affected survivors. The overall contribution of public

health component is reported as **5.6** out of ten. There has been found significant humanitarian contribution of GNHA to make a difference to increase access to health services among the poor and vulnerable earthquake survivors. A total of 8 women and men respondents have participated in the exercise [Table 6].

A total of 10 seeds of bean [assumed to be 100 per cent] were provided to the school management committee members and school teachers [respondents] to judge the changes. The focus group discussion was used that included women and men members of local people in the scoring exercise. Each group members were allowed to participate in the discussion before scoring in the before and now situation mapping. It was noted that higher the score greater the performance during the score ranking by the respondents. The community perception was map out based on the judgment of the respondents. This was measured in relative terms.

Table 6: Before and After Situation Mapping on Public Health Component							
Key Activities	Before (July, 2016)			After (April, 2019)			Difference
	Total Score	No. of Respondents	Mean	Total Score	No. of Respondents	Mean	
Christine Dispensary	28	8	3.5	65	8	8.1	4.6
Free Mobile Health Camp	12	8	1.5	56	8	7	5.5
Medical Support (Poor Patients Fund)	24	8	3	63	8	7.8	4.8
Total	64	24	8	184	24	23	-
Mean	2.66	8	2.6	7.66	8	7.6	-
Overall Difference	-	-	2.6	-	-	7.6	5.6

Source: Field Study, May, 2019

3.1.7 Outcome and Impact of public health in the community

- A total of 59,194 [45 % woman] poor and vulnerable patients have received medicines, surgical items, diagnostic support, supplementary food and transportation cost that contributed to improve the health status of the patients.
- A total of 9,205 [woman: 4619 and man: 4586] poor and vulnerable people [children, women, senior citizen, ethnic group, indigenous nationality] benefited with the general cases, gynecology, dental and ophthalmological service [eye care] with the free medicine and health education.
- A total of 45 financially challenged patients [woman: 26 and man: 19] have received financial support in terms of major surgical operation, chemo therapy, treatment of non-infectious diseases [diabetic, hypertension, acute respiratory infection] spinal injuries, orthopedic cases, cardio-vascular diseases etc.



Fig.7: People are participating in mobile health Camp



Fig.8: Patients are getting medicines from Christine Dispensary

Similarly, the perception of financially challenged patient towards to GNHA program has been mapped out that includes:

Box 10: GNHA is like a *Maiti* for me!

According to Mrs. Bam, "her son Mr. Bishal Bam, 22 got spinal injury due to the falling down from the tree before 12 months in Mugu district. He was admitted in Trauma Center, Kathmandu for the treatment. He belongs to poor family of the remote area of Nepal. They don't have enough money to cover the care and management of the patient. He received medicines, globes, injections, and nutritious diets in the free of cost with the support of Christine's Dispensary based in Bir Hospital. I am very happy with German Nepal Help Association (GNHA) for the support to my son. I was weeping around the hospital and luckily I met the staff members of Christine dispensary as a result we received valuable support from them. I felt that GNHA has become helpful like a home of mother-in-law [*Maiti*] for me" says Mrs. Bam, Tara Devi, 60, *Pina* village, Mugu District, Karnali province, Nepal.

Similarly, in charge of the Christine Dispensary perceived his dedicated service to the financially challenged patients that includes:

Box 11: We feel self-respect!

"I feel happy and self-esteemed when the serious patients cure with the support of Christine Dispensary. There has been increased self-respect among the staff members while providing the medical service to the poor and vulnerable patients" says Shrestha, Nar Bahadur, 58, in charge, Christine Dispensary, Bir Hospital, Kathmandu.

An interesting case study of woman patient has been presented below (Box 12):

Box 12: Fulmaya B.K receives treatment to cure Gastrointestinal Stomach Tumour!



Photo 9: During Treatment



Photo 10: After treatment

Mrs. Fulmaya B.K., 46 years old woman has a family with two sons and two daughters. For livelihood, her husband used to work as a labor. During health camp at Dhading (Katunje), she came to treatment but on examination, the doctor thought it may be the case of gastrointestinal bleeding. So, she was referred to Bir hospital.

After a time to time follow up, they finally convinced to come to Bir Hospital. When they visited Christine Dispensary, when asked them why they didn't want to do treatment. They answered; the treatment may be very expensive which they may not afford. The staff members of Christine Dispensary told them that they will help her up to her treatment course. They also told staff members of Christine Dispensary that they received loan of Rs. 10,000 rupees keeping their gold ring as mortgage. For different investigations like Endoscopy, Biopsy and blood test, poor patient fund was used, as per need. On examination, she had 3*3 cm sub-mucosal mass in anterior wall of stomach along lesser curvature was found. After ultrasound and Endoscopy, the patient is diagnosed as Stomach GIST.

To save the life of Fulmaya B.K, Dispensary helped her with full focus with frequent updates about her health status. Christine Dispensary provided each and every medicine and surgical items needed throughout her treatment. Christine Dispensary staff has approached to the director of Bir Hospital for full concession on blood test, ultrasound and endoscopic service. After a month of admission, her condition started to get normal and finally she was discharged on February, 2019. They came to Christine Dispensary for medicines and she thanked dispensary for all the supports provided during her treatment. Her eyes were full of tears with happiness while saying goodbye to the staff members of Christine Dispensary.

3.1.8 Score Ranking of Environmental and Infrastructure Component

The score ranking tool was used with the participation of four types of respondents that include community women, men, school teachers and NGO's staff to measure the effectiveness of environmental and infrastructure development component of GNHA in the communities [Table 7]. When asked on which key project activity is most popular in the community that the respondents ranked first for reconstruction of new community school buildings, ranked second for water, sanitation and hand wash and ranked third for repair and maintenance of community school buildings according to the direct observation, experience and judgment made by the respondents based on the positive impacts in the teaching learning environment in the community schools.

A total of 10 seeds of corn [assumed to be 100 per cent] were distributed to the School Management Committee members and school teachers to map out the changes observed over time in the community. The focus group discussion was adopted that included women and men members of the project areas in the exercise. Each respondent was encouraged to participate in the discussion before scoring.

It is noted that higher the score greater the performance during the score ranking by the respondents. The community perception was mapped out based on the judgment of the respondents. This is being measured in relative terms. This score ranking exercise has found useful tool to identify the popular key activities in the community.

Table 7: Score ranking of Key Environmental and Infrastructure Component

Key Activities	Women	Men	Gov't Staff	Total	Mean	Rank
Reconstruction Community Schools	8.57	8.12	9	25.69	8.56	I
Repair of Community Schools	8.14	7.62	8.5	24.26	8.08	III
WASH [Water, Toilet and Hand Wash]	7.85	7.75	9.5	25.1	8.36	II

Source: Field Study, May, 2019

3.1.9 Before and Now Situation Mapping of Environmental and Infrastructure component

The score ranking tool was used with the participation of community women and men respondents to measure the before [July, 2016] and after [April, 2019] situation mapping of key environmental and infrastructure component of GNHA program in the communities [Table 8]. There has been found positive trend as compared to previous one in the project areas due to reconstruction of new school buildings, repair and maintenance of school building damaged due to Gorkha earthquake 2015 and water, sanitation and personal hygiene activities in the schools. The overall changes in environmental and infrastructure component have found from **1.91 to 8.02** mean score out of ten during before and after situation mapping of the safe teaching and learning environment in the schools. The overall contribution of environment and infrastructure component has been reported as **6.11** out of ten in the project areas. There has found significant humanitarian contribution of environmental and infrastructure component of GNHA to make a difference in the lives of students of earthquake affected areas. A total of 11 persons [women and men] participated in the exercise.

A total of 10 seeds of bean [assumed to be 100 per cent] were provided to the group leaders [respondents] to judge the changes. The focus group discussion was used that included SMC members, school teachers and students in the scoring exercise. Each respondent were allowed to participate in the discussion before scoring in the before and now situation. It was noted that higher the score greater the performance during the score ranking by the respondents. The community perception was map out based on the judgment of the respondents. This was measured in relative terms.

Table 8: Before and After Situation Mapping of Environmental and Infrastructure Component

Key Activities	Before (July, 2016)			After (April, 2018)			Difference
	Total Score	No. of Respondents	Mean Score	Total Score	No. of Respondents	Mean Score	
Reconstruction Community Schools	33	15	2.2	123	15	8.2	6.0
Repair of Community Schools	13	15	1.2	121	15	8.06	6.86
WASH [Toilet and Hand Wash]	16	15	2.33	117	15	7.8	5.47
Total	62	45	5.73	361	45	24.06	18.33
Mean	1.37	15	1.91	8.02	15	8.02	6.11
Overall Difference	-	-	1.91	-	-	8.02	6.11

Source: Focus Group Discussion, May, 2019

The stakeholders' perception towards GNHA supported Program has been mapped out which are as follows:

Box 13: Maya Pariyar needs tailoring training for secure livelihoods!

"My daughter Roshani Pariyar, 13, study in grade seven with the support of Children Nepal. She received oil, breakfast, exercise books, and dress from Children Nepal. She would like to study up to grade ten [School Leaving Certificate] and needs tailoring training for secure livelihoods" says Mrs. Maya Pariyar, 30, Bus park, Shiv Tole, Lekhnath Pokhara Metropolitan City, ward # 9, Kaski district.

3.1.10 Outcome and Impact of Environmental and Infrastructure Component

- A total of new 44 schools [104 classrooms] have been constructed across the project areas that improved the safe teaching learning activities in the schools of project areas.
- A total of 24 schools [58 classrooms] have been repaired after the Gorkha earthquake (2015) that contributed to improve the teaching learning activities in the schools of the project areas.
- Around 91 water and sanitation system have been constructed in the basic schools that improved to access to safe water and sanitation among the students and teachers.
- A total of 42 schools have access to the health education that increase the health awareness in terms of personal hygiene, nutrition, organic food items and environmental sanitation etc that contributed to improve the health status of children, women, students, teachers and SMC members in the project areas [Fig.11-12].



3.1.11 Before and after Situation mapping of Protection Program

The score ranking tool was used with the participation of community women and men respondents to measure the before [July, 2016] and after [April, 2019] situation mapping of child protection component of GNHA program in the communities [Table 9]. There has been found positive trend as compared to previous one in the project areas due to Dalit girls' education activities in the schools and higher education. The overall changes in child protection component have found from **1.23 to 6.3** mean score out of ten during before and after situation mapping of the Dalit girls' education program that contributed to increase social status of the Dalit community in the society. The overall contribution of

child protection component is reported as **5.07** out of ten. There has been found significant humanitarian contribution of GNHA to make a difference in the life of Dalit girls. A total of 20 [10 women and 10 men] participated in the exercise.

A total of 10 seeds of bean [assumed to be 100 per cent] were provided to the group leaders [respondents] to judge the changes. The focus group discussion was used that included women and men members of local groups in the scoring exercise. Each group members were allowed to participate in the discussion before scoring in the before and now situation. It was noted that higher the score greater the performance during the score ranking by the respondents. The community perception was map out based on the judgment of the respondents. This was measured in relative terms.

Table 9: Before and After Situation Mapping of Protection Component

Key Activities	Before (July, 2016)			After (April, 2018)			Difference
	Total Score	No. of Respondents	Mean Score	Total Score	No. of Respondents	Mean Score	
Dalit girls education program	14	10	1.4	79	10	7.9	6.5
Dalit girls higher education program	14	10	1.4	72	10	7.2	5.8
Rehabilitation of spinal injury patients	09	10	0.9	38	10	3.8	2.9
Total	37	30	3.7	189	30	18.9	15.2
Mean Score	1.23	10	1.23	6.3	10	6.3	5.06
Overall Difference	-	-	1.23	-	-	6.3	5.07

Source: Focus Group Discussion, May, 2019

3.1.12 Outcome of the Protection Component

- A total of 25 girls have resided in safe home and received formal education, skills like weaving, knitting, socialization, tailoring and re-united with their respected families.
- A total of 20 girl children from slum and squatter areas have received non-formal education/school preparation training sessions and enrolled in the formal school education with uniform, education materials, bags and other support.
- A total of 150 Dalit girls have received school education with stationeries, tuition fee, uniform, carrier counseling, parent counseling, and extracurricular activities.
- A total of 20 Dalit girls have received higher education (up to master degree) with tuition fee, uniform, carrier counseling, health counseling and extracurricular activities that improved the social status of Dalit community in the society.

Around 25 years long experienced Child Protection Activist working in Children Nepal, Pokhara expressed her perception about the changes observed in Dalit girls which is presented below:

Box 14: Dalit community feels self-esteem!

"I felt proud to carry out this child protection program focusing to Dalit girls. The Dalit girls have become good teachers, good nurse, good entrepreneurs, and started to support others. They become self-sustaining, increased use of service, and started the saving and credit cooperative in their own initiation [i.e. Suryamukhi Agricultural Cooperative] as a result built confidence among Dalit community to fight against social discrimination. There has been reduced domestic violence, increased school enrollment of Dalit girls and reduced untouchability in the community. Some Dalit people has selected in School Management Committee members and elected in ward representatives of the Municipality. Ultimately, there has been increased self-esteem among the Dalit community due to the impact of child protection program" says Mrs. Sharada Sharma,53, Senior Program Officer, Dalit Girls' Education Program, Children Nepal, Lekhnath Pokhara Municipality, Kaski district.

This program is really pro-poor, right based and focused with the needy and bottom poor vulnerable population. Children Nepal has done job placement after the school education that created employment and ultimately increased the social prestige in the society. The program has contributed towards social equity and social justice in the society. However, it is limited coverage. It needs to be covered wider population to make a significant difference in the life of Dalit community.

A Dalit right holder has expressed her view as an impact of Dalit girls' education program which is presented below:

Box 15 Kunjana feels proud to become lawyer!

"I am very much happy with this program. I have completed BALLB and started to study Master of Art in Political Science. I became young lawyer in Pokhara. I am proud to become a lawyer from Dalit community. Now, I am taking responsibility to the society and my profession as a result I am providing the free legal service to the poor and marginalized community to increase access to justice in the judiciary. I recommend to GNHA to focus on higher education up to master level degree as well in the years to come to make a difference in the life of Dalit and other vulnerable community" says Ms. Kunjani Pariyar 'Pyashi,' 24, Lekhnath Pokhara Municipality, Kaski district.



3.2 Sustainability

The purpose of the sustainability is to long lasting of programs for the benefit of people. The extent to which considered in relation to the project or program can be continued in an appropriate way after outside funding support has discontinued (Thapa, 2018). The environmental sustainability is also taken into account during

evaluation of the programs. The environmental aspect is to measure the programs in terms of environmental impact due to project activities conducted in the community. An evaluation of how the natural environment and resources have been affected [both positively and negatively] because of the project intervention.

Sustainability is a major issue of the most of the humanitarian response projects in Nepal due to high incidence of poverty, weak management capacity, less coordination with local level government and poor governance system. GNHA program and implementing partner organizations have used existing local structures and maintained linkage and coordination with Government mechanisms during project implementation that leads to sustainability to some extent. It needs to be strengthening in the future from the very beginning of planning to monitoring and evaluation of the program.

3.2.1 Technical Sustainability

The technical sustainability is the intervention of community managed technologies in order to increase income and resilient livelihoods of the local people by considering the practice of health education, school building construction and maintenance, water, sanitation and hygiene system. However, there is a need of skilled base training to local construction workers, close linkage, coordination and collaboration with Rural Municipalities and private sector in the future.

3.2.2 Financial Sustainability

Financial sustainability is crucial in case of external funded programs. The financial sustainability has to be analyzed at 3 different levels that include institutional, program and NGO partners. The current project could not be sustained without external funding support from local level government, national government or international funding. There is a need of close linkage and coordination with government of Nepal from the very beginning and mobilization of local resources as well.

3.3 Efficiency

The purpose of the efficiency is to measure the programs or projects in terms of results at the community level through planned programs or projects. An assessment of the results of the project or program in relation to the resources used and time taken is called efficiency.

There have been completed around 93 percent project activities as planned until the end of April 2019. The GNHA project team and partner organizations have done satisfactory performance. The GNHA program based team and district level local partners like CN and ECCA needs to be actively engaged in order to execution of planned project activities in the district respectively. There is a need of devolution of power from central to community level implementation body. There is enough room for improvement to increase close contact and coordination with elected local level people's representatives like Rural Municipalities and Municipalities. There has been demand of close coordination and collaboration from local level authorities in the current context of Federal Republic structure of Nepal.

3.3.1 Financial Efficiency

Efficiency measures the productivity of the resources being invested. It can be measured through the ratio analysis of the acquisition of financial resources, spending of acquired financial resources for the

mission, its usage in the core activities [project level] and support activities [administration] and finally the results that financial resources bring about from programmatic aspect. GNHA has utilized 94.38 per cent budget during the 2.5 years project period.

3.4 Relevance

The purpose of the relevance is to measure in terms of need and priority of the local people, government policy, long term plan and priority programs. Relevance is defined as the extent to which the project or programme objectives are valid and appropriate to the priorities and needs of the rightholders. Was the original problem analysis comprehensive enough and is it still relevant? Is the project purpose relevant and will it solve the problem? Are the stakeholders relevant to the problems, objectives and long term sustainability?

The GNHA program has been implemented in highly earthquake affected areas, geographically remote from the center, food insecurity, and poor livelihoods options to make a difference in the lives of poor and vulnerable earthquake survivors. The Government of Nepal has also focused the reconstruction and recovery program in 31 earthquake affected districts. This program seems to be relevance in terms of need and priority of the earthquake survivors and vulnerable people, Government of Nepal's policies, plan and programs. Similarly, the humanitarian support program falls under the United Nations sustainable development goals no. 3 good health and well-being and sustainable development goals no. 4 quality education [UNDP, 2015]. The local implementing partners like CN, ECCA, Christine Dispensary and Spinal Injury Sangh are capable to launch the intended plan and programs as agreement signed between SWC and GNHA Nepal in the humanitarian support of earthquake affected areas.

3.5 Coordination, Compliance and Transparency

*The function of **management** is known as '**coordinating**' function. It ensures unity of action among individuals, like minded organizations and government line agencies, municipalities, and brings harmony in carrying out the different activities and tasks so as to achieve the organizational goals efficiently.*

*The term compliance describes the ability to act according to an order, set of rules, duty to comply with relevant laws and regulations and internal procedures. **Transparency** is the basis of **good governance** and the first step in fighting corruption. It provides a universal rationale for the provision of **good** records management systems, archives, and financial regulatory and participatory result based monitoring, reporting and evaluation systems.*

GNHA works with community partner and Municipalities [rural and urban] at local level in program planning, implementation and monitoring. The partner organizations and GNHA staff members have maintained coordination with district level government line agencies. GNHA has followed the terms and conditions provisioned in the general agreement and project agreement signed with SWC. **GNHA program and admin cost ratio has found around 89:11** respectively. It is therefore that humanitarian response program launched by GNHA is highly compatible and cost-effectiveness as per the **SWC policy of [80:20] program and administration cost allocation.**

Project implementation has been done under the linkage and coordination with local level authorities and partners on the ground whereas central level project steering committee and project executive committee provide policy guidance and support with strategic direction in implementations. The DPAC and CPAC meeting has not been timely organized by GNHA. The civil society organizations-project partners of GNHA has not been organized the social audit event in order to promote the transparency

and good governance in the project areas. The website of GNHA has not been properly updated and covered the all components. The periodic public hearing event is compulsory in the Government of Nepal's policy and practice.

3.6 Social Mobilization and Governance

Social mobilization is a process that engages and motivates the community people, development partners and allies at national and local levels to raise awareness of and demand for a particular development objective through face-to-face dialogue. **Governance** is defined as the structures and processes that are designed to ensure accountability, transparency, responsiveness, rule of law, stability, equity and inclusiveness, empowerment, and broad-based participation from planning to monitoring and evaluation system.

GNHA and its implementing partners are working with existing local structures like users' groups and local level Government structures [Rural Municipalities] and collaboration with Department of Education. The GNHA staff and implementing partner organizations have been directly engaged in social mobilization process that is not strong enough. There is gap of community based Social Mobilizer in order to facilitate the social mobilization process smoothly in the project areas. Good governance is the key intervention to change the existing practices of community people for the sake of transparency and downward accountability. The project activities related information board has not been installed in the project sites to promote the visibility of the project. This is the area for improvement in the days to come.

A case study in working with Municipality has been presented below [Box 16]:

Box 16: Jiri Municipality operates MGML Teaching!

Before 3 year project started in Jiri, there were only 2 MGML schools in Jiri supported by GNHA. EEC [Education Empowerment Center], Kavre is implementing the program in JIRI, Dolakha after observation of the classroom and teaching learning activities by the stakeholders of Jiri Municipality during the joint monitoring organized by EEC. They became impressed and made the concept to implement MGML in more schools in Jiri after series of informal talks among EEC, GNHA and Jiri Municipality, at the end of the academic year 2074[2017], jointly organized the orientation program and started MGML classes in 8 more schools. They are all in ward no 4 and 5 respectively. In the beginning Jiri municipality contributed 30,000 rupees in each school for MGML classroom set-up. They also committed 20,000 for stationeries each year. The contract was done in Chaitra 2074 and MGML classes run from the academic year 2075[2018].

Teachers became active and so are the students. Teachers were motivated with the monitoring of EEC and GNHA. Monitoring and refresher workshop helped them to solve challenges and go head in the classroom activities. Classroom and teaching learning is becoming attractive day by day with their creative display, classroom decoration, collection and management of locally available materials like pebbles, twigs, beans, maize etc and active involvement of students in teaching and learning.

The stakeholders of municipality especially the education chief of Jiri municipality monitored the MGML schools. He was very impressed with the activeness of students and teachers. He saw so many materials and stationeries used in the classroom. Then he put the proposal to increase the stationary budget by NPR 50,000 instead of NPR 20,000 according to the contract with EEC and GNHA. The Municipality Board decided to give NPR 50,000 budgets to each school this year as stationary fund in MGML schools. However, there are some challenges also faced by the municipality in this. For the sustainability, the MGML materials should be in local government's system to support in

regular basis. Do not depend only in GNHA. Advocacy is also poor in this regard. Local government uses to transfer the MGML trained teachers.

3.7 Gender Equality and Social Inclusion (GESI)

The purpose of the gender equality and social inclusion is to measure the programs in terms of participation of women and men, poor, people living with disability in the programs or projects. The extent to which men and women have benefited differently in terms of greater control of their lives, resources and changes in responsibilities and gender relations.

GNHA program including partner organizations has not yet developed the GESI policy. However, GNHA program indirectly contributed to reduce gender discrimination in the project areas. There has been changed in the traditional gender roles of men and women where women farmers participate in the community meeting, trainings etc. At present, this has been a normal phenomenon in the society. The gender issue has been taken into account in the implementation and monitoring of GNHA program. The caste-based discrimination has also been weakened at the community level due to inclusion of Dalits women in the women groups. The practice of untouchability is weakening in the society. The morale of Dalits community seems to be high as compared to previous one because of increased participation of Dalits women in the project. However, it is yet to be done in the days to come to reduce caste-based discrimination in the community.

In the project areas, the participation of women in the humanitarian response has significantly increased particularly in decision making process at households, community and Rural Municipality level. There has been narrowing down the gap in traditional gender roles and division of work in women and men. However, women have still more engaged in domestic chores whereas men have focused more in seasonal migration and plough the land. In case of access to and control over resources, women have also increasing greater influence within household and even in the community level resources due to the positive impacts of the project and democratic nature of state mechanisms. However, the patriarchal social structure is still dominating in the society. The promoting gender equality and social inclusion in real sense is challenging work for civil society organisations at the community.

3.8 Organizational Assessment of GNHA Nepal Country Office

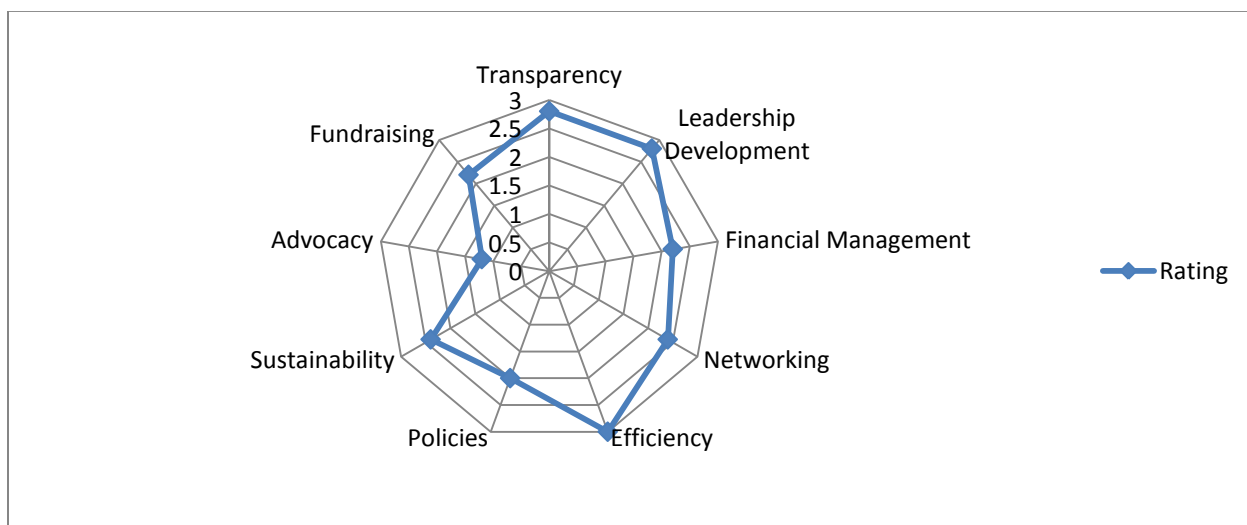
The participatory organizational capacity assessment technique can be use in order to map out the organizational strengths and areas for improvement. The participatory approaches and methodology is the involvement of the local people in decision-making process from need assessment to monitoring and evaluation system. Local people have the knowledge and skills about the local reality. It is therefore that the local people or direct stakeholders should be in the centre of the study to capture the factual information. The external researcher can facilitate the process whereas insiders must do the job and make decision [Thapa, 2019].

For the organizational assessment, 0-4 score was used [proxy indicators of organizational assessment in appendix 4]. The organizational assessment was done with the staff members using the focused group discussion. The organizational assessment processes have been done based on the direct experience and judgments of the staff members of GNHA and critical observation of principal evaluator. This is being measure in relative term with the help of certain organizational assessment tool developed by Midterm evaluation team leader.

The GNHA program has found to be popular among the community due to quality infrastructure works and other software components. The transparency, leadership development, efficiency has found satisfactory whereas financial management, networking, formulation of policies, sustainability, and fund raising appeared to be moderately satisfactory as perceived by respondents. The lobbying and advocacy aspect has remained unsatisfactory. There is an area for improvement in periodic reporting, publication of best practices and lessons learnt to influence policies and practices with Government and donor agencies at local, national and international level [Fig. 15]. There is a need of capacity building in financial management, networking, formulation of program policies, sustainability, fund raising, lobbying and advocacy issues in GNHA to improve the organizational image at national level.

The overall organizational performance has been rated as **Moderately Satisfactory**. This needs to be improved in the days to come. There is enough room for improvement in order to develop the systems, policies, Country Strategy, long term perspective plan, procedures, and mechanisms in GNHA for the organizational transformation.

Fig. 15: Organizational Assessment of GNHA Nepal Country Office in May 2019



Source: Focus Group Discussion, May 2019

Note: Assessment rating (0-4 score):

- 4 - Highly satisfactory
- 3 - 3.5 Satisfactory
- 2 - 2.5 moderately satisfactory, and
- 0-1 Unsatisfactory

Note: It is assumed that higher the score greater the performance whereas lower the score poorer the organizational performance.

3.9 Lobbying and Advocacy

The purpose of lobbying and advocacy is to influence government and donor policy and practice in favor of community people. Advocacy includes traditional activities such as litigation, lobbying, and public education. Lobbying refers to activities that are intended to influence a specific piece of legislation. Policy advocacy is defined as active, covert, or inadvertent support of a particular policy or class of policies. Whether it is proper for scientists and other technical experts to act as advocates for their personal policy preferences is contentious.

The lobbying and advocacy works to influence government and donors' policy and practice at local, national and international level is important to make a difference in the life of women, children, poor and vulnerable people. The significant changes should be mapped out over the period of time and disseminate with evidence based good reports to stakeholders for wider sharing. There is need of local level lobbying and advocacy works as well in the changed political context. The constitution of Nepal [2015] has provisioned many authorities to local level government particularly in local level humanitarian response and community development works. There are opportunities and challenges for GNHA in working with local government in the years to come. The capacity development of local government is an opportunity whereas proper linkage, coordination and collaboration with Municipalities [rural/urban] from planning to monitoring and evaluation are another challenge in the future.

3.10 Participation

The purpose of the participation is to measure the programs in terms of involving the women, men, children, people living with disability, senior citizen, poor, ethnic groups and Dalit. Participatory approach is an action learning process. In this process, women, men, children, marginalized groups [Dalit], project staff and external consultants including other key players participate.

In GNHA development support program, there has been 55 per cent participation of women in the overall program. Similarly, children, Dalits community, indigenous nationalities, poor and vulnerable people are socially inclusive in education and training, environment and infrastructure development [school building construction and repair, water and sanitation], public health and protection components in the project areas. The humanitarian response program i.e. school building reconstruction and water and sanitation schemes has found praiseworthy in terms of quality and cost-effectiveness.

3.11 Targets vs. Progress

There have been compiled the cumulative targets vs progress over the last two and half years in order to figure out the quantitative performance of the GNHA program. Around 93 per cent targeted outputs have been achieved as planned until the end of April 2019 [Appendix 7]. Some of the activities have not been achieved due to the large geographical coverage, community conflicts on use of water source, poor time management, delays implementation etc. It is expected that the all the DSP activities will be completed in the next year as committed by GNHA.

3.12 Overall Learning

The following lessons learnt have been drawn during the midterm evaluation of GNHA:

- Program remained effective [mobile camp] in collaboration with municipalities [rural and urban] because increased no. of medical doctors like Physicians, Gynecologists, Dental and Ophthalmologist, lab technicians etc.
- Health education program has increased health awareness among the community people in order to use of proper dose of medicines, timely disease diagnosis, maintain environmental sanitation and personal hygiene etc.
- The construction works has become effective in coordination and collaboration with School Management Committee members and representatives of Municipalities in terms of reduce cost in labor wages, monitoring, ensure quality and ownership feeling in the reconstruction of school buildings and maintenance works.
- Community ownerships in recovery and resilience humanitarian support that leads to sustainability of programs due to operation and maintenance of earthquake affected physical structures, user committee formation, training and orientation etc.
- Working with community based organizations like Mothers' Group, SMC, User's group, has found cost effective, sustainable, transparent, local ownership feeling, capacity building, increasing empowerment, skill transfer.
- Collaboration and coordination between GNHA and local government [Urban/Rural Municipalities] has found effective in terms of transparency, sustainability, ownership, conflict management etc.
- Teaching, coaching, mentoring, regular field monitoring, follow up has found effective to improve the teaching learning environment in the classroom as a result quality of school education has improved in the project areas.
- Community based monitoring and evaluation has found effective in order to tracking the progress, problems, challenges of the project sites that improved the proper use of resources in terms of time, money, human resources and ensure quality of work.
- Cluster Workshop has created the forum for the teachers to share, learn and develop skills, created positive attitude and behavior that related in improved the teaching and learning in the classroom environment.
- MGML Teachers Training has been linked with community through home stay that improved the income of the household and exchange of ideas and experience between the community members and the teachers where shared the 10 per cent income to school as well.

3.13 Gaps and Challenges

Gaps

The following gaps have been identified to have larger impacts in the lives of poor and marginalized people:

1. The ultra-poor particularly landless and marginalized groups of people still excluded from the development support program.
2. Weak integration of climate change adaptation issue in life and livelihoods of the poor and vulnerable people.
3. Lack of program policies is in place particularly on education, disaster risk management, community construction works [school building, water, sanitation, hygiene, child protection, public health etc], gender equality and social inclusion, environmental protection, climate change adaptation etc that resulted confusion to the staff members in order to implement the program effectively at the community level.
4. Lack of robust monitoring, reporting, and evaluation framework in order to tracking the good practices, failure cases, cost-effectiveness, challenges in planning, implementation and evaluation of the programs in the GNHA Country Office.
5. Social audit has not yet practiced at the community as well as district and central level to promote transparency, rule of law, good governance, downward accountability etc.
6. English medium teaching materials have found gap as perceived by basic public school teachers.
7. Refresher training on subject wise teacher has not been conducted by GNHA to improve the skills of the teachers.
8. Economic development program in order to improve the life and livelihoods of the poor and vulnerable people has found missing in the program.
9. The community based Social Mobilizer have not been selected in order to smooth running of program activities through social mobilization process across the project areas.
10. Poor visibility of program activities has observed in the project sites/community due to lack of display board with proper information about the projects.
11. Weak professional reporting with fixed deadline from partner organizations and systematic documentation of program learning, challenges, best practices, failure cases of the program.

Challenges

The following challenges have been identified in GNHA project implementation to have larger impact in the lives of poor and vulnerable people:

1. Less participation of School Management Committee members in School building construction work due to engaged in other business.
2. Frequent transfer of head teachers as a result problem of submission of invoice and documents to clear the financial transaction on time.
3. Transportation materials cost has been increased by 400-500 per cent during rainy season as compared to winter season due to high risks of vehicle transportation.
4. Identification of poor and vulnerable patients remained challenge for the distribution of drugs, equipments, diets due to lack of proper system developed, survey methodology and less skills among the health staff working in the Christine Dispensary based in Bir Hospital, Kathmandu.
5. Limited budget allocated to Christine Dispensary as per the flow of patients numbers in the dispensary.
6. Poor availability of high level medical persons to go to remote areas of Nepal to conduct the mobile camps as planned in the GNHA supported programs.
7. Program and admin cost ratio [80:20] mandated by Social Welfare Council has created problem to effectively manage the program and administration.

3.14 Summary of before and after situation mapping of the programs

The before and after situation mapping of overall program components have been mapped out in order to observe the contribution of different program to make a difference in the focused groups. The summary of overall program has been presented below [Table 10]. There has been an overall change observed due to impact of development support programs in the community from **1.83 - 7.37** out of ten. The overall change has found **5.54** out of ten due to the influenced of education and training, public health, environmental and infrastructure development [new school building reconstruction, repair of earthquake damaged school buildings, water, sanitation and hygiene support in the schools] and child protection focusing to Dalit girls in the community.

Table 10: Before and After Situation Mapping of overall programs

Key Activities	Before (July, 2016)	After (April, 2018)	Difference
	Mean Score	Mean Score	
Education and Training	1.59	7.59	6.0
Public Health	2.6	7.6	5.6
Environmental and Infrastructure	1.91	8.02	6.11
Child Protection	1.23	6.3	5.07
Total	7.33	29.51	22.78
Mean Score	1.83	7.37	-
Overall Difference	-	-	5.54

Source: Field Study, May 2019

3.15 Future Focus of the Programs

When asked on what should be the future focus of the major programs that the respondents ranked first for social development [education and health], ranked second for coordination and collaboration with local government, ranked third for environmental protection and ranked fourth for economic development respectively based on the needs and priority of the community including elected representatives of Rural municipalities and municipalities [Table 11]. However, there is linked with each other key program activities to make a difference in the life and livelihoods of the poor and vulnerable groups of the community.

The economic development program has remained less priority because most of the respondents were from education background. There has been observed professional biasness in order to preference ranking of the major program. However, economic development is the first priority program of Government of Nepal. Government of Nepal coined the '**Prosperous Nepal, Happy Nepali**' slogan. The economic development program could be one of the engines to contribute for the priority of the Government of Nepal.

A total of 10 seeds [assumed to be 100 per cent] of corn were distributed to each respondent to judge the main program activity. It was noted that higher the score greater the performance during the score ranking by respondents. A total of 14 school teachers [women, men], elected representatives of local government [Rural Municipality and Municipalities], and NGOs workers were participated in the exercise. The perception was mapped out based on the judgment of the respondents. This is being measure in relative terms. It is hoped that this information will be useful for the redesign of the program in the next phase.

Table 11: Prioritization of Key Program Activities for the Future

Key Program Components	Women	Men	Total Score	Mean Score	Rank
Economic Development <ul style="list-style-type: none"> • Commercial vegetable production • Small irrigation schemes • Small Ruminant [goat rearing] • Value chain based marketing • Skill based Training etc. 	6.69	6.95	13.64	6.82	IV
Social Development [Education and Public Health] <ul style="list-style-type: none"> • MGML Training • Classroom setup • Design and printing of educational materials • Christine Dispensary [Health education] • Mobile health Camp[Health education] • Support to Poor patients etc. [Health education] 	08	8.5	16.5	8.25	I
Coordination & Collaboration with Local Government <ul style="list-style-type: none"> • Working with Municipalities • Cooperatives Development • Leadership Development/management Training etc. 	7.38	7.27	14.65	7.32	II
Environmental Protection <ul style="list-style-type: none"> • Environmental Awareness Training • Soil Water Conservation • Environmental Sanitation[School WASH] 	8.07	6.5	14.5	7.25	III

<ul style="list-style-type: none"> Biodiversity conservation etc. 					
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Source: Field Study, May 2019

The perception of elected representative of Municipality towards Development Support Program has been mapped out which is as follows:

3.16 Summary of the Midterm Evaluation

The evaluation parameters like relevance, effectiveness, impact, efficiency, sustainability, environmental protection, cost-effectiveness, gender equality and social inclusion, participatory, and lobbying and advocacy have been set to map out performance of the program [Table 12].

The following summary of the midterm evaluation findings has been presented below:

Table 12: Summary of Participatory Midterm Evaluation of GNHA Program

Evaluation Parameters	Range of Score	Obtained Score	Rating	Remarks
1. Relevance <ul style="list-style-type: none"> Highly relevance (A = 9-10) Relevant (B = 6-8) Moderately relevant (C = 3-5) Not relevant (D = 1-2) 	1-10	8.77	Highly relevant	Policy and program of Government of Nepal
2. Effectiveness <ul style="list-style-type: none"> Highly effective (A = 9-10) Effective (B = 6-8) Moderately effective (C = 3-5) Not effective (D = 1-2) 	1-10	8.44	Effective	Program observed as effective to make a difference as ' building back better and safer ' in terms of quality in the construction sites
3. Impact <ul style="list-style-type: none"> High Impact (A = 9-10) Impacted (B = 6-8) Moderately impacted (C = 3-5) Not impacted (D = 1-2) 	1-10	8.22	Impacted	Making difference in the life of the community people
4. Efficiency <ul style="list-style-type: none"> Highly efficient (A = 9-10) Efficient (B = 6-8) Moderately efficient (C = 3-5) Not efficient (D = 1-2) 	1-10	8.33	Efficient	Staffs are committed to action to achieve goal
5. Sustainability <ul style="list-style-type: none"> Highly sustainable (A = 9-10) Sustainable (B = 6-8) Moderately sustainable (C = 3-5) Not sustainable (D = 1-2) 	1-10	4.33	Moderately sustainable	Not sustainable due to fully depend on external funding
6. Environmental Protection <ul style="list-style-type: none"> Highly Environmental friendly(A=9-10) Environmental Friendly (B=6-8) 	1-10	6.66	Environmental friendly	No specific environmental protection program activities planned and budgeted

Evaluation Parameters	Range of Score	Obtained Score	Rating	Remarks
<ul style="list-style-type: none"> Moderately Envl. Friendly (C=3-5) Not Environmental Friendly (D=1-2) 				
7. Cost-effectiveness <ul style="list-style-type: none"> Highly cost-effective (A = 9-10) Cost-effective (B = 6-8) Moderately cost-effective (C = 3-5) Not cost-effectiveness (D = 1-2) 	1-10	7.77	Cost-effective	Cost-effectiveness observed as compared to other organizations
8. Gender equality and Social Inclusion <ul style="list-style-type: none"> Highly GESI (A = 9-10) Satisfactory GESI (B = 6-8) Moderately GESI (C = 3-5) Not GESI (D = 1-2) 	1-10	7.22	Satisfactory	No specific GESI program and policy have formulated in GNHA. However, women and vulnerable group of people benefitted to some extent
9. Participatory <ul style="list-style-type: none"> Highly participatory (A = 9-10) Participatory (B = 6-8) Moderately participatory (C=3-5) Not participatory (D = 1-2) 	1-10	7.44	Participatory	Participation of community people seems to be observed in the program to some extent
10. Lobbying & Advocacy <ul style="list-style-type: none"> Highly policy influencing (A = 9-10) Policy influencing (B = 6-8) Moderately policy influencing (C = 3-5) Not policy influencing (D = 1-2) 	1-10	3.0	Moderately policy influencing	Poor lobbying and advocacy aspect to influence Government policy and practice due to no policy and program is in place
Total	10-100	70.0	-	-
Mean	-	7.0	-	-
Overall Conclusion	-	-	Satisfactory Program Performance	

Source: Focus Group Discussion, May, 2019

Note: Rating Scale of the Performance of Development and Humanitarian programs:

Assessment Criteria	Rating Score
A. Highly Satisfactory	9-10
B. Satisfactory	6-8
C. Moderately Satisfactory, and	3-5
D. Not satisfactory	1-2

The GNHA funded development support program has found highly relevant that addresses the need and priority of the earthquake affected survivors and based on the policy and programs of the Government of Nepal as well. This program observed as effective and impacted to make a difference as 'building back better and safer' in terms of quality in the reconstruction of new school buildings, repair and maintenance of damaged school buildings and created conducive condition of teaching learning environment in the remote areas as well. The most of the project activities have been completed as planned due to committed staff and participation of community to achieve target. The project efficiency seems to be satisfactory.

As far as the sustainability of the program is concerned that the program has been reported as moderately sustainable due to depend on solely external funding. It is therefore that the sustainability aspect of the program is questionable. In case of environmental protection the program is environmental friendly to some extent. However, no specific environmental protection program activities planned and budgeted in the project document. The program is regarded as cost-effective as compared to other organizations particularly in reconstruction of new school buildings due to close contact and coordination with School Management Committees in terms of cost-estimate, fix local labor wages and transportation of construction materials from the market center to construction sites.

The gender equality and socially inclusion has found satisfactory. There is no specific GESI program and policy have formulated in GNHA. However, women and vulnerable group of people benefitted to some extent. There is the participation of people in the reconstruction of new school buildings, repair and maintenance of earthquake affected school buildings and other software education and training activities, public health and child protection aspects. The project has done moderately policy influence work in case of multi grade multi level teachers' training, design and printing of educational materials for grade 1-5 through linkage and coordination with Department of Education, Ministry of Education, Science and Technology, Government of Nepal. However, there is no specific lobbying and advocacy policy has been formulated by GNHA to influence policy and practice in Government of Nepal and donor agencies.

There has been enough room for improvement to develop system, self-functioning mechanism, policy and procedure in GNHA country office. However, GNHA has been provided good humanitarian response after the 2015 Gorkha earthquake with poor and vulnerable communities. The overall program has found **satisfactory performance** due to good quality field programs particularly reconstruction of new school buildings, repair of earthquake damaged school buildings and MGML training to teachers.

3.17 Unintended Changes observed in the Project Area

There has been observed unintended social changes in the community due to cumulative effect of the GNHA programs and other factors involved that include print and electronic media, government services, influence by political parties, commitment to action by school teachers, NGOs, community based organizations [mothers' groups, child clubs, user groups etc] and change makers. Some school teachers has worked as community change maker in their constituency due to good intention and motivation to make a difference in the life of poor and vulnerable groups like Chepang, Dalits, poor and

vulnerable population. An interesting example of unintended social changes has been map out in the Chepang community of Dhading district.

There has been changes observed in the life and livelihoods of the Chepang community from **4.5 -7.66** out of ten. The overall unintended change has found **3.16** out of ten due to the influenced of multiple factors in the community [Table 13]. This is only the anecdotal of the GNHA supported one of the vulnerable community in the project area. It could not be generalized across the project area.

Table 13: Mapping of Unintended Changes in the Chepang Community, Dhading district

Unintended Indicators	Before July 2016	End of April 2019	Reasons
1.Level of awareness	5	8	Formation of Mothers' groups Teachers'Training Reconstruction of houses
2.Well-being	4	7	Reconstruction of new houses Employment opportunities Average NPR 25,000-600,000 income per household
3.School enrollment of children	5.33	7.66	Reconstruction of new building Increased food security Awareness raising
4.Use of Health Post services	5.33	9	Psychosocial counselling Home visit by Swastha Sevika Awareness raising by Mother groups
5.Leadership Development	3.66	7.33	Formation of User groups in the community Participatory teaching Awareness raised by NGOs
6.Organized in the Groups	4.33	7.66	Organized on saving and Credit groups Mothers'groups Child club formation
7.Environmental Protection	4.0	7	Controlled firing in the forest Reduced Shifting cultivation Initiated the Community Forestry Program Reduced use of insecticides Plantation of agroforestry in private land
Total	31.56	53.65	Around 3.16 out of ten has found observed as change
Mean	4.5	7.66	
Overall Difference	-	3.16	

Source: Focus Group Discussion, May, 2019

4. Financial Management

4.1 Background

The mid-term financial evaluation of the 'Development Support Program' implemented by German Nepal Help Association (GNHA) along with its partner Non- Government Organizations (NGOs) is aimed at

evaluation the efficiency and effectiveness of the project funds. Further the financial evaluation takes into account following objectives as well:

- To check whether the program is implemented as per the project agreement with Social Welfare Council.
- To check the financial good governing system in accordance with prevailing rules and regulations.
- To check the internal control system, financial reporting framework and compliance issues including tax compliance.
- Review of budget process.

Financial evaluation of not for profit oriented project is limited in the fund raising and disbursement of funds to the target service, it is mainly concerned with how effectively available funds are utilized to achieve desired target. Financial evaluation mainly involved in efficiency of project, checking compliance with agreed clauses, tax laws, control mechanisms, disclosure of financial transparency. The evaluation is based on the results observed during field visit and review of documents, policies and financial data at GNHA office.

4.2 Financial Policy

German Nepal Help Association (GNHA), Nepal has adopted the Finance and Accounting Policy Manual of German Nepal Help Association, Stuttgart (Germany) for carrying out its financial transactions. The effective date of implementation of the policy is not mentioned in the policy.

It was observed that GNHA has generally complied with its financial policy for carrying out its financial transactions except as otherwise reported hereunder.

4.3 Personnel Policy

German Nepal Help Association has adopted, ‘Employee Regulation’ as its personnel policy which was issued in April 2013. It is recommended to make necessary changes in the policy so that it aligns with the requirements of Labor Act, 2074.

4.4 Project Period

The project period of Development Support program as per the agreement with Social Welfare Council is 5 years from the date of signing the project agreement.

General Agreement Start Date	General Agreement Expiry Date	Project Agreement Commencement Date	Project Agreement Completion Date
July 18, 2014	July 17, 2019	December 20, 2016	December 19, 2021

However, it was observed that the funds for the above project were received by GNHA, Nepal since July 26, 2016 i.e., 146 days (nearly 5 months) before the approval of the project. The amount received before the project agreement is provided as under:

Date of Receipt in Bank	Bank Name	Bank Account No	Amount in NRs.	Amount in Euro
4/11/2073	Standard Chartered Bank, Lazimpat	01-0126446-76	11,698,000.00	100,000.00
4/16/2073	Standard Chartered Bank, Lazimpat	01-0126446-76	11,808,000.00	100,000.00
4/24/2073	Standard Chartered Bank, Lazimpat	01-0126446-76	31,419.90	270.00
5/22/2073	Standard Chartered Bank, Lazimpat	01-0126446-76	11,726,000.00	100,000.00
5/23/2073	Standard Chartered Bank, Lazimpat	01-0126446-76	11,738,000.00	100,000.00
7/3/2073	Standard Chartered Bank, Lazimpat	01-0126446-76	23,448.00	200.00
7/3/2073	Standard Chartered Bank, Lazimpat	01-0126446-76	35,172.00	300.00
7/3/2073	Standard Chartered Bank, Lazimpat	01-0126446-76	35,172.00	300.00
7/3/2073	Standard Chartered Bank, Lazimpat	01-0126446-76	105,516.00	900.00
7/5/2073	Standard Chartered Bank, Lazimpat	01-0126446-76	11,620.00	100.00
8/17/2073	Standard Chartered Bank, Lazimpat	01-0126446-76	11,460,000.00	100,000.00
8/21/2073	Standard Chartered Bank, Lazimpat	01-0126446-76	9,194,400.00	80,000.00
9/1/2073	Standard Chartered Bank, Lazimpat	01-0126446-76	11,105,000.00	100,000.00
	Total		78,971,747.90	682,070.00

Hence, 18.61% of total approved budget (NRs. 424,371,286.77) was received before December 20, 2016.

Further as per clause 10 (Banking Arrangements) of project agreement the funds were supposed to be received in Standard Chartered Bank Saving A/c No. 01-012446-01 however, the funds were received in Standard Chartered Bank Current A/c No. 01-0126446-76.

4.5 International Non Governmental Organization (INGO)

As per clause 2 the project agreement with SWC, the German Nepalese Help Association (GNHA), Germany was the exclusive donor for the project however, we observed that GNHA, Nepal has received funds from Rotary Club of Kasthamandap of NRs. 1,550,200.00 for Multi Grade Multi Level (MGML) program Sindhupalchowk.

4.6 Partner Non-Governmental Organizations (PNGOs)

As per the project agreement between SWC and GNHA, the budget shall be implemented in coordination with different PNGOs (4) and school management committees (64 SMCs) however, we observed that the budget is being implemented in addition to the PNGOs mentioned in the project agreements and there is no approval from SWC in relation to the same.

It was also observed that the budget was supposed to be implemented vide 64 school Management committee (SMCs) as per, ' Budget Details annex 1.1 – 5.5.3 Five year Budget of Partner Wise' however, the payment was not being done to SMCs directly and was done through GNHA in most of the cases.

Amount in NPR

S.N	Partner NGOs	5 years Budget	Proportionate budget for 2.5 years	Actual Budget Disbursed in 2.5 years	% Disbursement
1	PIN Nepal	91,634,000.00	45,430,000.00	4,309,323.00	9.49
2	Children Nepal (CN)	12,419,005.00	6,209,502.50	12,368,683.88	199.19
3	Spinal Injury Rehabilitation Center (SIRC), Lalitpur	3,000,000.00	1,500,000.00	800,000.00	53.33
4	Environmental Camps for Conservation Awareness (ECCA)	126,797,883.26	125,547,883.26	50,829,750.88	40.49
5	SMC (64 Schools)	144,420,196.31	70,494,494.93	-	0.00
6	Educational Empowerment Center (EEC), Kavrepalanchowk	-	-	23,702,678.40	NA
7	Solidarity for Development (SfD), Kathmandu	-	-	60,371,133.53	NA
	Total	378,271,084.57	249,181,880.69	152,381,569.69	

- There is high variation in the execution of budget.
- INGO has stopped implementing the project with PIN, Nepal and introduced two new partners, EEC and SfD for implementation of project but has not obtained the prior approval of SWC in relation to the same.
- In case of CN, 99.59% of 5 year's planned budget has been utilized in just 2.5 years only.
- In case of SIRC, just 53.33% of 2.5 years has been disbursed despite GNHA has lot of available funds for SIRC.

4.7 Budget Management

The budget management and planning is quite poor as very high and low variance has been observed in most of the cases. There is mismatch between the total yearly budget amount allocated under clause 5.8.2 (Five Year budget of District Wise) and under Clause 5.8.3 (Five Year budget of Partner Wise) of project agreement. ***This reflects lack of transparency in budgeting*** differences has been presented below:

Amount in NPR

Year	Five Year District Wise (5.8.2)	Five Year Partner Wise (5.8.3)	Difference
1	228,754,510.04	148,092,724.29	80,661,785.75
2	52,158,995.00	96,183,298.03	(44,024,303.03)
3	47,986,296.60	58,826,736.74	(10,840,440.14)
4	48,585,873.94	60,028,753.06	(11,442,879.12)
5	46,885,611.18	61,239,774.66	(14,354,163.48)
Total	424,371,286.76	424,371,286.78	(0.02)

4.7.1 Summary of INGO/PNGO wise budget variance

The budget has been jointly implemented via PNGOs and INGO. INGO has planned huge budget implementation of 44.89% through self and balance through its partners. The summary of variance between expenses and proportionate budget is presented below:

Amount NPR

INGO/Partner	5 Years Budget	2.5 Years Proportionate Budget	Actual Expenses	Variance in Amount	% approved Budget
German Nepalese Help Association (GNHA)- INGO	190,520,398.52	95,002,004.93	112,424,720.50	(17,422,715.57)	118.34
PIN, Nepal	91,634,000.00	45,430,000.00	4,309,323.00	41,120,677.00	9.49
<i>Solidarity for Development(SfD)</i>	-	-	60,336,718.52	(60,336,718.52)	NA
Children Nepal (CN)	12,419,005.00	6,209,502.50	12,368,683.88	(6,159,181.38)	199.19
Spinal Injury Rehabilitation Center (SIRC)	3,000,000.00	1,500,000.00	800,000.00	700,000.00	53.33
<i>Educational Empowerment Center (EEC)</i>	-	-	23,373,021.40	(23,373,021.40)	NA
Environmental Conservation Camps Association (ECCA)	126,797,883.26	125,547,883.26	55,637,572.57	69,910,310.69	44.32
Total Exp	424,371,286.78	273,689,390.69	269,250,039.87	4,439,350.82	98.38
% GNHA/Total Exp	44.89%	34.71%	41.75%		

4.7.2 District wise Budget Implementation Status:

The district wise actual district wise budget implementation is not so much well managed as high variance can be observed between the details provided by the management. Some of the districts have received extremely high budget even exceeding 5 years planned budget in just 2.5 years and some have not received budget as per earlier plan itself. The summary of district-wise budget implementation is given below:

Amount in NPR

District	5 Years Budget	2.5 Years Proportionate Budget	Actual Expenses	Variance in Amount	% of approved Budget
Dhading	31,833,984.53	19,261,897.49	59,408,061.07	(40,146,163.59)	308.42
Kavrepalanchowk	21,222,656.35	12,841,264.99	26,724,069.12	(13,882,804.14)	208.11
Sindhupalchowk	15,916,992.26	9,630,948.74	44,416,475.40	(34,785,526.66)	461.18

Dolakha	15,916,992.26	9,630,948.74	48,969,733.80	(39,338,785.06)	508.46
Kathmandu	253,324,400.00	207,120,400.00	60,633,222.38	146,487,177.62	29.27
Kaski	12,419,005.00	6,209,502.50	12,368,683.88	(6,159,181.38)	199.19
64- MGML Schools	73,737,256.36	40,211,690.90	16,729,794.22	23,481,896.68	41.60
Total	424,371,286.76	304,906,653.35	269,250,039.87	35,656,613.48	88.31%

4.7.3 Budget Head Implementation Status

Budget planning is a very crucial for the successful implementation of the project. It is better to make budget heads as per the nature of activities conducted. GNHA has planned for various activities in its project agreement in clause 5.5 i.e., calendar of operations. The activities mentioned in the calendar of operations are better to identify and track the activity of the project. However, budget formulation under 5.8.4 (Summary of operations) does not contain precisely the activities in all the cases even though the details of some of the heads under program budget heads are available.

The budget heads where very high/low variation are observed that is presented below. The detailed heading wise budget has been presented in Appendix 8.

Amount in NPR

Budget Heads	Five Years Budget (A)	2.5 Years Budget(B)	Expenses (C)	Variance (B-C)	% of budget (C/B)	Remarks
MMB Training Center Building Construction	1,788,235.29	788,235.29	2,918,841.19	(2,130,605.90)	370.30%	Exceeded 5 years budget
Furniture & Equipment for MMB Training Center	2,072,310.00	1,822,310.00	2,356,944.50	(534,634.50)	129.34%	Exceeded 5 years budget
Repair & Rebuilding of Primary Schools	61,411,855.00	61,411,855.00	99,813,402.32	(38,401,547.32)	162.53%	Exceeded 5 years budget
Dalit Girls Higher Education	1,923,380.00	961,690.00	1,629,166.67	(667,476.67)	169.41%	High Variation
Office Rent	3,663,060.00	1,623,000.00	1,821,567.00	(198,567.00)	112.23%	High Variation
Festival gift to various suppliers	75,000.00	37,500.00	60,000.00	(22,500.00)	160.00%	High Variation
PIN Nepal Day Scholar Program	3,455,000.00	1,727,500.00	532,195.00	1,195,305.00	30.81%	Low utilization
PIN Nepal Various Private Sponsors	1,950,000.00	975,000.00	102,921.00	872,079.00	10.56%	Low utilization
ECCA intervention for Social Mobilization	1,500,000.00	1,500,000.00	64,000.00	1,436,000.00	4.27%	Low utilization
Office Assets	1,475,000.00	1,225,000.00	338,881.09	886,118.91	27.66%	Low utilization

Capacity building & Training of staff / partners	2,400,000.00	1,150,000.00	190,660.00	959,340.00	16.58%	Low utilization
AIN Fee	500,000.00	250,000.00	80,000.00	170,000.00	32.00%	Low utilization
Project Advisory Committee Meeting	4,500,000.00	2,250,000.00	803,429.00	1,446,571.00	35.71%	Low utilization
Total	86,713,840.29	75,722,090.29	110,712,007.77	(34,989,917.48)		

- There is high variance in case of very high budget heads example Repair & Rebuilding of Primary Schools. The budget overrun is NPR 38,401,547.32
- Normally variation in case of fixed overheads is not acceptable in budgeting system however there is variation in case of office rent as well

4.7.4 Admin & Program Budget

The summary of admin and program cost is presented below. The planned admin cost was 7.3%, 6.56% and 12.05% for three years respectively.

Description	Year 1	Year 1	Year 2 & Half	Total
INGO Admin/Miscellaneous Cost	11,833,043.08	5,845,395.67	3,129,317.64	20,807,756.39
Program Exp	120,275,305.50	103,076,594.47	25,090,383.51	248,442,283.48
Total	132,108,348.58	108,921,990.14	28,219,701.15	269,250,039.87
% Admin	8.96%	5.37%	11.09%	7.73%
% Program	91.04%	94.63%	88.91%	92.27%

4.6 Procurement

GNHA has provisions in relation to procurement process. The policy does not contain clear limits for direct purchase and collection of quotations with reference to purchase limits. Clause 9.1 of the policy states for collection of 3 quotations for every procurement without specifying procurement limits. Further, policy requires a logbook of all purchase orders issued by Administration Officer but there is no such logbook and policy requires for the listing of vendors as well for facilitating procurement process but the organization has not maintained such list. It was observed that there is no proper quotation analysis as well.

GNHA needs to adhere with its financial policy and is recommended to specify limits for direct purchase and purchase via quotations.

GNHA has no policy for providing festival gifts to vendors. However, there is practice of providing festival gift to vendors. Refer below:

Budget Heads	Five Years Budget (A)	2.5 Years Budget(B)	Expenses (C)	Variance	% of budget(C/B)
Festival gift to various suppliers	75,000.00	37,500.00	60,000.00	(22,500.00)	160.00%

4.8 Financial management in Construction Project

Lack of proper financial management has been observed in case of execution of construction related projects. Basically following short comings were noticed:

- Completion report is not approved and amount is not mentioned in the building construction agreement with School.
- Amount mentioned in agreement with schools is lesser than that of allocated budget in most of the cases.
- Reasons for variance were not specified in detail in completion report.
- Bill of quantity and cost comparison by engineer is not held in record.
- Minute of GNHA for approval of variance were not available for our verification (Appendix: 9).

4.9 Compliance with Reporting Requirements

The status of reporting requirements as per general agreement is provided below:

Name	'2073/74	'2074/75	'2075/76
Semi-Annual Report	-	-	-
Annual Audit Report	Poush, 2074	Ashbin 15, 2075	NA

Thus, there is non- compliance in relation to semi- annual report.

4.10 Status of CPAC, DPAC & Social Audit

GNHA is required to conduct CPAC, DPAC and Social Audit as per project agreement with SWC. The status of such activities is presented below:

District	CPAC- Latest Date	DPAC- Latest Date	Social Audit- Latest Date
Kathmandu	Ashad/24/2075	NA	In Process
Dolakha	NA	Ashbin 2, 2075	NA
Kavre	NA	Bhadra 20,2075	NA
Sindhupalchowk	NA	Bhadra 01,2075	NA

Dhading	NA	Bhadra 19,2075	NA
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4.11 Registration & Renewal Status of PNGOs

The registration and renewal status of PNGOs associated with GNHA is below.

Name	Date of Registration with DAO	Renewal With DAO for 2076	Date of Registration with SWC	Renewal with SWC
PIN, Nepal	Ashbin/29/2049	Not Available	Poush/19/2050	NA
Solidarity for Development(SfD)	Bhadra/06/2073	Bhadra/14/2075	Bhadra/10/2073	Yes
Children Nepal (CN)	Kartik/01/2052	Ashbin/25/2075	Ashad/16/2053	Yes
Spinal Injury Rehabilitation Center (SIRC)	Ashbin/08/2058	Marg/12/2075	Ashbin/08/2060	Yes
Educational Empowerment Center (EEC)	Shrawan/16/2073	Ashbin/8/2075	Shrawan/24/2073	Yes
Environmental Conservation Camps Association (ECCA)	Jestha/30/2048	Ashbin/26/2076	Magh/23/2052	Yes

- The renewal documents of PIN, Nepal were not available for verification.
- In case of SfD & EEC, were the organizations registered after the implementation of the project.

4.12 Project Fixed Assets

Recording of fixed assets has been made properly with unique codes. However, depreciation has not been charged as per clause 7.1 of Finance and Account Policy Manual. As per policy the fixed assets are required to be depreciated in 5 years i.e., straight line basis but as per practice the assets are depreciated at different rates under written down value method.

4.13 Store Recording and Issuing System

GNHA has administration department which is responsible for recording and issuing inventory. However, there is no system of maintain store ledgers in a register and there is no numbered goods outward book (outward chalan) for better control over movement of store items.

4.14 Accounting & Other Records:

GNHA directly accounts the funds transferred to the PNGOs as expenses. It is recommended that the funds transferred to PNGOs shall be accounted as expenses only after receiving the reports of utilization of funds from INGO.

Accounting records were not maintained as per generally accepted accounting norms in case of Solidarity for Development for financial year 2073/74 (2016/17).

Vehicle log book is maintained from 2017/04/20 in case of vehicle Mahindra BA1097 however signature of travelers is not taken.

4.15 Tax Compliance

GNHA has partially complied with the TDS requirements as per Income Tax Act, 2058. Some of the instances of non-compliance with TDS requirements are:

<i>Amount NPR</i>					
SN	PNGO/INGOs	VN	Date	Account Head	Expenses
1	Bikas ka Lagi Ekata (SfD)	No Number	Jan/19/2018	Kalikasharan School Construction	477,555.22
2	Bikas ka Lagi Ekata (SfD)	No Number	Jan/19/2018	Kalikasharan School Construction	935,696.24
3	Bikas ka Lagi Ekata (SfD)	No Number	Feb/01/2018	Kalikasharan School Construction	651,732.40
4	GNHA (INGO)	1016	July/03/2018	MGML TLM Design & Printing	1,281,277.62
5	GNHA (INGO)	202	Sep/24/2017	MGML TLM Design & Printing	421,327.28

As per Section 89, TDS shall be deducted @1.5% of bill amount in case of purchase of materials exceed NRs. 50,000.00. We observed non-compliance with this provision.

4.16 Internal Audit

- GNHA has neither internal audit nor the system of periodic review of financial transactions. Considering the size of the project, it is recommended to introduce internal audit system or periodic financial review system so that the internal control system is commensurate with size, nature and complexity of the project.

4.17 Summary & Recommendations

The financial evaluation of project implemented by GNHA has not been much satisfactory from financial, internal control and budget management perspective. GNHA has received total of Rs 285,283,347.90 funds for this project. Till the date, 94.38% of the total budgeted cost has been spent. Approval from SWC has not been taken in regard to Rs 78,971,747.90 which was received before project approval. The major part of budget is implemented by GNHA (41.75%), SfD (22.41%) and ECCA (20.66%) respectively. Procurement policy has been followed for the procurement of the goods and services. Financial Statements were audited from auditor registered with ICAN. From sample checking of records observed that the GNHA has reported as complied the Nepalese Tax Law in the matter of tax registration, and filing documents with the Inland Revenue Department. However, instances of non-deduction of TDS been noted in some cases. Hence, with the financial analysis made so far, it conclude that the overall progress of the project has been partially satisfactory. The detail bit recommendations regarding financial management have been presented in chapter five.

5. Conclusion and Recommendations

5.1 Conclusion

The midterm evaluation focused to map out the outputs, outcome and impacts of the GNHA program areas over the last two and half years. The overwhelming majority of the respondents (95 %) have rated very happy and happy towards the GNHA program because of the humanitarian response that include reconstruction of new school building, water, sanitation and hygiene support in the schools, repair and maintenance of earthquake damaged school buildings, MGML training to the basic school teachers, mobile health camp, medical support to the financially challenged poor and vulnerable patients, child protection particularly focusing to Dalit girls in school and higher education support etc. GNHA program has good reputation in the community particularly in education and public health sector for the last three decades.

The Sustainability is a major issue in most of the humanitarian response projects due to high incidence of poverty, weak management capacity, lack of viability gap funding from government or donors, poor follow-up, not sufficient budget and poor governance system. The GNHA program is not exception in terms of institutional, technical and financial sustainability after the phase over. There is a need of viability gap funding from the Government of Nepal for the long term sustainability of the program in the remote areas of Nepal. However, GNHA program has adopted the existing local community based organizations [mothers groups, SMCs], School Management Committees, maintained linkage and coordination with local level Government that contributed towards sustainability of the project to some extent.

The GNHA program team and partner organizations have done satisfactory performance. The GNHA program based team and district level local partners like CN, ECCA, Spinal Injury Sangh, Christine Dispensary and Municipalities are actively engaged in order to execution of planned project activities in six districts respectively. However, there is room for improvement to increase close contact and coordination with elected local level people's representatives in Rural Municipalities and Municipalities.

The project has been launched in poor and vulnerable community which was the Gorkha earthquake 2015 affected areas as well. The Partner NGOs and GNHA staff also has maintained coordination with DCC (District Coordination Committee) and other district line agencies. However, there is need of strong coordination and collaboration with Rural Municipalities and Municipalities in order to sustain the development support program. GNHA program has followed the terms and conditions provisioned in the general agreement and project agreement signed with SWC. The public hearing or social audit has not yet practiced in GNHA. However, this is a mandatory to promote transparency and visibility of the program among the stakeholders.

In the project areas, the participation of women in the development process has significantly increased particularly in decision making process at households, community and Rural Municipality level. There has been narrowing down the gap in traditional gender roles and division of work in women and men. However, women have still more engaged in domestic chores whereas men have focused more in seasonal migration for bread earning. The patriarchal social structure is still dominating in the society.

The gender equality and social inclusion policy and strategy yet to be developed to make a significance difference in the life of women, children, single woman, Dalits, people with disability, youths and vulnerable groups of the society.

The lobbying and advocacy works to influence government and donors' policy and practice at local and national level is important to make a difference in the life of women, children, poor and vulnerable people. The significant changes should be mapped out over the period of time and disseminate with evidence based good reports to stakeholders for wider sharing. There is need of local level lobbying and advocacy works as well in the change political context. The constitution of Nepal (2015) has provisioned many authorities to local level government particularly in humanitarian and development works. There are opportunities and challenges for GNHA program in working with local government in the future. The program policies, strategies and long term perspective plan has not yet formulated in the organization. The result based monitoring, reporting and evaluation framework yet to be developed to measure the changes in terms of outputs, outcomes and impact of the program in the life and livelihoods of the poor and vulnerable communities.

Around 93 per cent of the targeted activities have been achieved as planned whereas 94.38 per cent budget has been spent during the Midterm evaluation period. There is a need of strong team spirit and professional development among the staff members. The GNHA Nepal has maintained the financial transaction as per acceptable norms of country and International Accounting Standards. The midterm evaluation team has rated the **satisfactory performance** of overall program.

5.2 Recommendations

The following recommendations have been put forward to improve the policy and programs in the future:

5.2.1 Provision of community based Social Mobilizer in order to facilitate the social mobilization process.

- The community based Social Mobilizer [50 per cent woman and 50 per cent man] should be recruited to facilitate the social mobilization process in the project areas.
- The community based Social Mobilizer should be developed as role model in the communities to replicate and scaling-up of the good practices in the project areas.
- GNHA should provide basic intensive community development training followed by refresher training in contemporary development and humanitarian issues to the social Mobilizer in order to capacity development.

5.2.2 Increase coordination and collaboration with Rural Municipalities and Municipality to sustain the program.

- Strengthening of coordination and collaborative works with local level Government bodies [Rural Municipalities and Municipality] by focusing the need and priorities of the people to improve access to services.

- Support on capacity development of elected people's representatives and staff members of local government in terms of planning, resource mobilization, monitoring, reporting and evaluation of the programs.
- Organize the capacity development training to elected representatives of local level bodies like Rural Municipalities and Municipality.
- Organize local and national level registered people's organizations to lobbying and advocacy works with government, political parties and policy makers.
- Use of print and electronic media to disseminate information at wider audience.
- Organize regular review and reflection meetings and document the lesson learnt and circulate it to wider audience.

5.2.3 Promote transparency and good governance to improve the quality of program and organizational development.

- Organize social audit in field and central level at least twice in a year in order to promote transparency, rule of law, downward accountability etc.
- Display board with clear project information should be placed in each project site to promote transparency and visibility of the organization.
- Project start-up workshop in an initial stage of the project and project close-up workshop at the end of the project should be organized at Municipality level and district level to dissemination the information among stakeholders.
- Update the website of GNHA Country Office with full information of the project and organizational value, vision, mission, lessons learnt, good practices, policy and strategies etc.
- Organize periodic trainings, educational tour and review and reflection workshop for the capacity development of staff members in GNHA.
- Develop team sprit with professionally sound, efficient and learning attitude among the staff members to make a difference in GNHA.

5.2.4 Mainstream the gender equality and social inclusion policy into practice effectively in project cycle management [PCM].

- Aware and organize the poor and vulnerable people through training and orientation in gender equality and social inclusion policy into practice.
- Develop the organizational commitment to action to internalize the policy into practice.
- Organize women leadership development training focusing to elected women representatives of Municipalities and other local institutions.
- Organize review and reflection workshop at organizational and community level to map out the progress against plan, lessons learnt, gaps and challenges.
- Focus to strategic gender needs to make a difference in the life of women and vulnerable population.
- Increase the number of female staff in GNHA at least [40:60] woman and man ratio respectively.

5.2.5 Scale-up and strengthen the public health, education and child protection program to increase coverage.

- Increase support to critical spinal injury patients particularly focusing to poor and vulnerable families.
- Develop robust operation system in terms of need assessment of poor and vulnerable patients, procurement system, stock book management, reporting and lessons learnt report in Christine Dispensary.
- Focus on vocational or technical education for Dalit girls to make a change in their life and livelihoods.
- English medium teaching materials also should be developed for public school teachers.
- Refresher trainings for subject wise teachers should be organized to improve the skills of the teachers.
- Review and reflection workshops with teachers, School Management Committee members and elected representatives of the Municipalities should be organized with proper follow-up and proper reporting.

5.2.6 Design community based climate change adaptation program with the poor and vulnerable people.

- Aware and organize the local people about climate change adaptation works.
- Lobby and advocacy works to influence policy and practice at local and national level.
- Scale-up of small irrigation schemes through pond water collection using lift irrigation, drip and sprinkle irrigation system to economic use of water.
- Protect the water sources through mess wire fencing, stone wall and live fencing.
- Promote soil water conservation techniques like mulching, minimum tillage in agriculture farming, system of rice intensification (SRI), terracing, intercropping, bio-intensive gardening, broom grass and bamboo plantation, and checkdam construction etc.
- Support to water users committee in terms of leadership development, financial management, equipments and training to local plumbers etc for the repair and maintenance of the water supply schemes.

5.2.7 Design the climate smart resilient livelihood program to improve the socio-economic status of poor and vulnerable people.

- Increase access to economic development activities like skill base training; establish non-timber forest products small industries, homestay, vegetable farming in green house/plastic tunnel, small ruminants rearing with stall feeding, and off-farm business for the poor and vulnerable groups.
- Promote intercropping, mix cropping with leguminous crops to increase farm productivity per unit area and intensive use of land rather than keeping fallow.
- Coordinate and collaborate with local government and other district line agencies to support the poor and vulnerable population.

- Scale-up of climate smart resilience livelihood options to poor and vulnerable families.
- Increase budget for resilience livelihood recovery component by focusing to agricultural inputs like small irrigation, farmers' field school, commercial vegetable farming, plastic tunnels, famers' training, educational tours, small ruminants (goat and sheep), agricultural marketing, establishment of collection centers, market linkage etc.

5.2.8 Increase the capacity on participatory research, documentation, publications, reporting and result based monitoring and evaluation system.

- Improve the capacity of participatory research, documentation of lessons learnt and publications of materials.
- Focus research on indigenous technical knowledge, local culture in order to increase an innovative actions focusing to recovery and resilience livelihoods.
- Establish the robust result based monitoring, reporting and evaluation system by clearly developing the output, outcome and impact indicators of the programs.
- Improve the frequency of field monitoring visits and prepare a field monitoring reports and circulate it to concerned managers and stakeholders as downwards and upward accountability.
- Publish project completion report with qualitative and quantitative figures including case studies of good practices and disseminate it for wider audience.
- Regular update the website of GNHA program and partners NGOs to promote transparency and good governance as well.
- The program policies should be formulated particularly on education, disaster risk management, social mobilization, child protection, public health, lobbying and advocacy, working with local Government [Municipalities], community construction works [school building, water, sanitation, hygiene etc], gender equality and social inclusion, environmental protection, climate change adaptation etc.
- Carry out thematic study on education, public health, livelihoods, environment and infrastructure, child protection etc to map out the lessons learnt, best practices, challenges etc.
- Assign special person for recording, monitoring, reporting and evaluation and retrieval system of the program to improve the quality of programming.

5.2.9 Midterm Evaluation recommendations should be addressed before the final evaluation of GNHA program.

- The construction of new school buildings design of GNHA should be replicated in other areas.
- Develop the action plan with clear deadlines and assigning the responsibility center in order to address the recommendations made by the midterm evaluation team.
- Recommendations made by midterm evaluation team should be addressed before the final evaluation of GNHA program.

5.2.10 Financial Management, Reporting and Internal Control Systems should be as follows:

- Obtain the approval from SWC before implementing of project, change in implementing partner as mentioned in Project Agreement and in case of major changes in implementation of budget.
- The budget planning should be linked with **operational calendar** and communication with the stakeholders' e.g. schools; hospitals etc should be transparent and effective.
- The improvement should be done specially in case of store management and procurement documentation process.
- In case of special projects like construction, the planning and execution shall be very much linked with operational calendar and variance must be taken care with utmost control and special policies should be devised.
- The compliance with tax laws specifically in relation to TDS on procurement of materials should be complied with.
- For effective observance of financial policies the organization needs to introduce the system of internal audit or financial review.
- Periodic reports to SWC should be sent in time.
- The DPAC (District level Project Advisory Committee) and CPAC (Central level Project Advisory Committee) meeting should be organized as planned in order to make clarity on policy and practice at district and central level.

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APPENDICES

Appendix 1: List of persons contacted during Midterm Evaluation of DSP

S.N	Name of Person	Organization	Sex	Address
1	Min Bahadur Shrestha	Chairperson ward-7	M	Barabise 7- Shyamsadhu
2	Bhagwan Thapa	Social Worker	M	Barabise 7- Shyamsadhu
3	Min Bdr Shrestha	SMC Chair	M	Barabise 7- Shyamsadhu
4	Shyam K Nepal	HT	M	Barabise 7- Shyamsadhu
5	Balkrishna Pradhan	PTA	M	Barabise 7- Shyamsadhu
6	Parmila Sunar	Mother Group- Chair	F	Barabise 7- Shyamsadhu
7	Rima BK	Mother	F	Barabise 7- Shyamsadhu
8	Lilamaya Shrestha	Mother	F	Barabise 7- Shyamsadhu
9	Bhupendra Newar	SMC Member	M	Barabise 7- Shyamsadhu
10	Prasad Pradhan	Social Worker	M	Barabise 7- Shyamsadhu
11	Ramchandra Thapa	Father	M	Barabise 7- Shyamsadhu
12	Talkimaya Pradhan	Mother	F	Barabise 7-hundung
13	Aitimaya Thami	Mother	F	Barabise 7-hundung
14	Narayan Pradhan	Father	M	Barabise 7-hundung
15	Krishna Thami	Father	M	Barabise 7-hundung

16	Nisha pradhan	teacher	F	Barabise 7-hundung
17	Saraswoti Pradhan	HT	F	Barabise 7-hundung
18	Bhaktimaya Pradhan	Teacher	F	Barabise 7-hundung
19	Bindra Thami	Teacher	F	Barabise 7-hundung
20	Bidhyalaxmi Deuja	HT	F	Golma devi BS
21	Kamala Tamang	Teacher	F	Golma devi BS
22	Shova Pariyar	Teacher	F	Golma devi BS
23	Dipak Rokka	Executive Director	M	EEC
24	Yamuna Pokharel	Teacher	F	Bal Binayak
25	Laxmi Bajgai	Teacher	F	Bal Binayak BS
26	Bimala Khadka	Teacher	F	Bal Binayal BS
27	Hari Adhikari	Admin Director	M	SIRC
28	Kedar Tamang	Country Representative	M	GNHA
29	Sunita Lama	Secretary	F	GNHA
30	Kedar Dyola	Education Officer	M	GNHA
31	Chandra Shrestha	Pro. Coordinator	M	GNHA
32	Thakur Poudel	Education Officer	M	GNHA
33	Birendra Shrestha	Engineer	M	GNHA
34	Kshitij Tamrakar	Accountant	M	GNHA
35	Dipendra Rajbhandari	Store Keeper	M	Christine Dispensary
36	Ekraj Sapkota	Pharmacist	M	Christine Dispensary
37	Rajababu Dangol	Civil engineer	M	ECCA
38	Nawa Raj Pandey	Head Teacher	M	Dhading
39	Ram Maya Thapa	Teacher	F	Dhading
40	Anita Gurung	Teacher	F	Dhading
41	Sajuna Shrestha	Teacher	F	Dhading
42	Bimala Dhakal	Teacher	F	Dhading
43	Sharada Sharma	Senior Program Officer	F	Pokhara (CN) partner NGO
44	Ramesh Subedi	Coordinator	M	Pokhara (CN) partner NGO

45	Hari Prasad Pokharel	Asst. Accountant	M	Pokhara (CN) partner NGO
46	Mahendra Poudel	Asst. Coordinator	M	Pokhara (CN) partner NGO
47	Hom Maya Karki	Asst. Store keeper	F	Pokhara (CN) partner NGO
48	Sunita Timilsina	Coordinator	F	Pokhara (CN) partner NGO
49	Ram Chandra Poudel	Director	M	Pokhara (CN) partner NGO
50	Shanta Pariyar	President	F	Suryamukhi Agri. Cooperative
51	Rajan Arya	Head Teacher	M	Dhading
52	Ram Chandra Rijal	Vice head Teacher	M	Dhading
53	Kabita Basnet	Teacher	F	Dhading
54	Jayanti Thapa	Teacher	F	Dhading
55	Ayush Rijal	Student	M	Dhading
56	Subina Adhikari	Student	F	Dhading

Annex 2: Checklist for Focus Group Discussion

Name of Group:

Address: District/Rural municipality/ Ward No. /Village

Name of Interviewer:

Date of Interview:

GNHA Development Support Program	
1	<p>Effectiveness/Impact (Output-Outcome-Impact and find Gaps)</p> <ol style="list-style-type: none"> 1. What significant changes did you observe based on objectives of GNHA Program? 2. What are the gaps identified during implementation of GNHA Program? 3. What are the challenges faced during execution of programs in GNHA Program? 4. What do you recommends for further improvements of the program in the future? 5. What are the negative aspects observed during implementation of program? 6. Did you observe any failure cases? If yes, Please explain critically. 7. What are the innovative actions introduced by the programs? Please list out with significant values and potentiality to scaling-up/ replication in the future?
2	<p>Efficiency (Input-Activities and Target VS Achievements: Correlation and sufficiency)</p> <ol style="list-style-type: none"> 1. What are the achievements against original program plan with percentile? 2. Is it sufficient or not in your observation? 3. What is commitment of staff members in order to response to targeted people in terms of program, timely delivery of inputs and conducting meeting with community based organizations regularly? 4. What is the process of timely release of budget in project area to community based

	<p>organizations?</p> <p>5. Are the people happy or not with the program delivery?</p>
3	<p>Relevance (in terms of policy, practice and need and priority of the local community)</p> <ol style="list-style-type: none"> 1. Is this relevance in terms of current policy, strategies and Government of Nepal priorities? 2. Why it is relevance in the need and priorities of the local people like poor, Dalits, women, children and marginalized group of the society/community? 3. How it become the relevance to overcome the poverty and injustice at local and national level scenario?
4	<p>Coordination and Linkages (District level and Central level based on General and Project Agreement)</p> <ol style="list-style-type: none"> 1. What is the mechanism of coordination and linkage with district and central level to avoid duplication, clarity on policy and practice and efficiently delivery of program activities in the community? 2. What are the gaps identified? 3. What are the main challenges in case of coordination between Government (Ministry and Department level) and GNHA Program? 4. Do you have any suggestions for further improvements in the future? 5. What were the lobbying and advocacy issues to influence policy, practice, ideas and beliefs at local, national and international level? 6. What are the successful advocacy issues noted during program period to influence policy, practice, ideas and beliefs at local, national and international level?
5	<p>Sustainability (Institutional, Technical, environmental and financial sustainability: transparency, public auditing, people participation/Gender equality and social Inclusion and identify Gaps)</p> <ol style="list-style-type: none"> 1. The current program can be long lasting in terms of institutional, technical, environmentally and financially? 2. What process and strategies have been adopted for the sustainability of the program? Is it enough or not towards sustainability of the program? Why? 3. What is the level of people participation particularly focusing to decision making in planning, implementation, monitoring and evaluation i.e. project cycle? 4. What is the mainstreaming of gender equality and social inclusion in the project cycle management? 5. What are the gaps identified in the sustainability of program? 6. What are the challenges faced during implementation of program? 7. What are your suggestions for further improvement towards sustainability of the program?
6	<p>Financial Analysis (Actual VS Expenditure as of budget line, partnerwise and compliance to Government)</p> <ol style="list-style-type: none"> 1. What is the project performance in terms of budget utilization (per cent) during project

	<p>period?</p> <p>2. Is it compliance with Government financial policy and procedure or not? If yes or not, why?</p> <p>3. What is the system of transparency and downward accountability? Please mention the process?</p> <p>4. Is the money used for any terrorist activities or not?</p> <p>5. What is the best practice of financial management?</p> <p>6. Did you note the fraud cases during project implementation? If yes, please mention the cases with evidences?</p> <p>7. What was the gap identified in financial management?</p> <p>8. Do you have any suggestions for the further improvement?</p> <p>9. Are you happy with the financial management of GNHA Program during program implementation? Why?</p> <p>Do you have any questions with us? If yes, you are welcome for your queries?</p>
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Annex 3: Checklist for In-depth Interview

Name of Key Informant:

Position:

Gender: Man women

Address: District/Rural Municipality/ Ward No. /Village:

Name of Interviewer:

Date of Interview:

GNHA Development Support Program	
1.	<p>Effectiveness/Impact (Output-Outcome-Impact and find Gaps)</p> <p>1.What significant changes did you observe based on objectives of GNHA program?</p> <p>2.What are the gaps identified during implementation of GNHA program?</p> <p>3.What are the challenges faced during execution of GNHA program?</p> <p>4.What do you recommends for further improvements of the program in the future?</p> <p>5.What are the negative aspects observed during implementation of program?</p> <p>6.Did you observe any failure cases? If yes, Pls mention critically.</p> <p>7.What are the innovative actions introduced by the programs? Pls list out with significant values and potentiality to scaling-up/ replication in the future?</p>
2.	<p>Efficiency (Input-Activities and Target VS Achievements: Correlation and sufficiency)</p> <p>1. What are the achievements against original program plan with percentile?</p> <p>2. Is it sufficient or not in your observation?</p> <p>3. What is commitment of staff members in order to response to targeted people in terms of program, timely delivery of inputs and conducting meeting with community-based organizations regularly?</p> <p>4. What is the process of timely release of budget in project area to community based organizations?</p>

	<p>5. Are the people happy or not with the program delivery? Why?</p>
<p>3.</p>	<p>Relevance (in terms of policy, practice and need and priority of the local community)</p> <ol style="list-style-type: none"> 1. Is this relevance in terms of current policy, strategies and Government of Nepal priorities? 2. Why it is relevance in the need and priorities of the local people like poor, Dalits, women, children and marginalized group of the society/community? 3. How it become the relevance to overcome the poverty and injustice at local and national level scenario?
<p>4.</p>	<p>Coordination and Linkages (District level and Central level based on General and Project Agreement)</p> <ol style="list-style-type: none"> 1. What is the mechanism of coordination and linkage with district and central level to avoid duplication, clarity on policy and practice and efficiently delivery of program activities in the community? 2. What are the gaps identified? 3. What are the main challenges in case of coordination between Government (Ministry and Department level) and GNHA program? 4. Do you have any suggestions for further improvements in the future? 5. What were the lobbying and advocacy issues to influence policy, practice, ideas and beliefs at local, national and international level? 6. What are the successful advocacy issues noted during program period to influence policy, practice, ideas and beliefs at local, national and international level?
<p>5.</p>	<p>Sustainability (Institutional, Technical, environmental and financial sustainability: transparency, public auditing, people participation/Gender equality and social Inclusion and identify Gaps)</p> <ol style="list-style-type: none"> 1. The current program can be long lasting in terms of institutional, technical, environmentally and financially? 2. What process and strategies have been adopted for the sustainability of the program? Is it enough or not towards sustainability of the program? Why? 3. What is the level of people participation particularly focusing to decision making in planning, implementation, monitoring and evaluation i.e. project cycle? 4. What is the mainstreaming of gender equality and social inclusion in the project cycle management? 5. What are the gaps identified in the sustainability of program? 6. What are the challenges faced during implementation of program 7. What are your suggestions for further improvement towards sustainability of the program?

6.	<p>Financial Analysis (Actual VS Expenditure as of budget line, partnerwise and compliance to Government)</p> <ol style="list-style-type: none"> 1. What is the project performance in terms of budget utilization (per cent) during project period? 2. Is it compliance with Government financial policy and procedure or not? If yes or not, why? 3. What is the system of transparency and downward accountability? Pls mention the process? 4. Is the money used for any terrorist activities or not? 5. What is the best practice of financial management? 6. Did you note the fraud cases during project implementation? If yes, please mention the cases with evidences? 7. What was the gap identified in financial management? 8. Do you have any suggestions for the further improvement? 9. Are you happy with the financial management of GNHA during program implementation? Why? <p>Do you have any questions with us? If yes, you are welcome for your queries?</p>
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Annex 4: Organizational Performance Assessment of GNHA, Nepal Country Office

Assessment Parameters	Range of Score	Obtained Score	Rating
1. Transparency <ul style="list-style-type: none"> • Social Audit/Public hearing • Annual Review & Reflections • Participatory Planning & Budgeting • Governance system/structures • Website updates 	0-4	2.8	Satisfactory
2. Leadership Development <ul style="list-style-type: none"> • Participatory decision making • Authority Delegation • Visionary • Situational 	0-4	2.8	Satisfactory
3. Financial Management <ul style="list-style-type: none"> • Compliance with Financial Policies • Compliance with the income tax laws & Regulations • Fixed Assets Records and physical Verification • Internal Auditing & Control • External Auditing • Financial Reporting 	0-4	2.2	Moderately Satisfactory
4. Networking	0-4	2.4	Moderately Satisfactory

Assessment Parameters	Range of Score	Obtained Score	Rating
<ul style="list-style-type: none"> Member of Alliance Establishment of Network with other organizations Linkage and coordination with Government line agencies 			
5. Efficiency <ul style="list-style-type: none"> Committed staff Efficiently use of resources Performance of Program Activities (%) 	0-4	3.0	Satisfactory
6. Policies <ul style="list-style-type: none"> Formulation of policies and strategies Amendment of policies as per the context Available current policies/strategies 	0-4	2.0	Moderately Satisfactory
7. Sustainability <ul style="list-style-type: none"> Organizational sustainability Members' ownership Financial Sustainability Environmental Sustainability Local institutional development/Cooperatives 	0-4	2.4	Moderately Satisfactory
8. Advocacy <ul style="list-style-type: none"> Lobbying & Advocacy to influence policy & practices Conducted research and publications Dissemination of information 	0-4	1.2	Unsatisfactory
9. Fund Raising <ul style="list-style-type: none"> Local resource mobilisation National and international fund 	0-4	2.2	Moderately Satisfactory
Total Score	-	21	-
Mean	-	2.33	Moderately Satisfactory

Note: Organizational Assessment was done based on the judgment of the staff members of GNHA, Kathmandu

Rating/Assessment Criteria (0-4 score):

4 - Highly Satisfactory

3 -3.5 Satisfactory

2 -2.5 Moderately Satisfactory, and

0-1 Unsatisfactory

Note: It is assumed that higher the score greater the performance whereas lower the score poorer the organizational performance.

Appendix 5: Checklist for Direct Observation on GNHA program level of women, poor people participation in group meeting (articulating power, bargaining power, influencing power)

1. Status of women leadership in families, community level
2. Participation of women and ethnic groups in Village Council meeting
3. Social status of women and ethnic groups in the community
4. Social prestige of women and ethnic groups in the household
5. Access to economic opportunities at household, community etc
6. Environmental conservation awareness campaign and its outcomes in project areas
7. Vegetable farming, cash crops, livestock (goat, cows, chicken etc)
8. Self employment at household
9. Involvement in the cooperatives (total saving amount, duration, main economic activities etc)
10. Linkages & coordination with Government line agencies, Rural Municipality/Municipality and NGOs etc)
11. Access to Government resources for social development of the women farmers
12. Lobbying and advocacy with Rural Municipalities to influence policy, practice, ideas and belief to make a difference in the lives of women
13. Access to water, sanitation and hygiene among women farmers
14. Access to communication
15. Access to mobility
16. Access to and control over household resources (land, forest, capital, livestock, money, food etc)
17. What are the innovative actions have been done in the program areas
18. What are the significant changes observe in the program area based on the following objectives
19. Level of women participation in group meeting(articulating power, bargaining power, influencing power)

20. Status of women leadership in families, community level

21. Participation of women in Village meeting

22. Social status of women in the community

23. Social prestige of women in the household

24. Access to economic opportunities at household, community etc

25. Vegetable farming, cash crops, livestock (goat, buffaloes, cows, chicken etc)
26. Self employment and increase income at household level
27. Involvement in the cooperatives (Total saving amount, duration, main economic activities etc)
28. Linkages & coordination with Government line agencies, Rural Municipality and NGOs etc)
29. Access to Government resources for social development of the women farmers
30. Lobbying and advocacy with Rural Municipality and DCCs (District Coordination Committees) to influence policy, practice, ideas and belief to make a difference in the lives of women
31. Access to water, sanitation and hygiene among women farmers
32. Access to communication
33. Access to mobility
34. Access to and control over household resources (land, forest, capital, livestock, money, food etc)
35. School building construction and its facilities of class rooms
36. Quality of school education in poor and vulnerable children in the community
37. Situation of food security and status of nutrition among children and pregnant mothers
38. Presence of school teachers in the school due to score card monitoring practice by the project
39. Linkage and Coordination with Government line agencies and Private sector
40. Regular meeting with Government line agencies and Private sector by Local partners and GNHA project staff
41. Linkage and Coordination with Political parties and informal leaders by local partners and GNHA project staff
42. Strengthening the local institutions through capacity building and exposure visits outside the project areas

Appendix 6: Work Schedule of the Study

German Nepalese Help Association (GNHA)

Lazimpat, Kathmandu

Mid-Term Evaluation Study Plan

Team Members of SWC monitoring Team

S.N.	Name	Contact Number	Organization	Role on Evaluation Team
1	Dr. Narbikram Thapa	9851145403		Team Leader
2	Rukmagat Aryal	9851215288	MoWCSC	Member
3	Sanjay K. Mallik	9843309588	SWC	Member
4	Himanchal Pathak	9651191480		Financial Part

Project Visit Schedule

14 May 2019 (done)

Contact Person: Chandra Kumar Shrestha **Project:** Public Health

Venue: Christine's Dispensary, Bir Hospital, Bikas Ka Lagi Ekata

16 May 2019

Contact Person: Thakur Prasad Poudel (9851201715) Kedar Dyola (9840664951)

Project: Education **Venue:** Sindhupalchowk

Time	Place	Activity	Remarks
7:00	Chappal Karkhana Chowk	Pick up - Dr. Narbikram Thapa	Ram Dai will pick to all members
7:10	SWC Bhrikuti Mandap Chowk	Pick up- Sanjay K. Mallik	
7:20	Shantinagar Chowk, Tinkune	Pick up - Himanchal Pathak Thakur Prasad Paudel	
7:30	Radhe Radhe Chowk, Sanothimi	Pick up - Kedar Dyola	Contact Number 9808458715 9849957055
7:30 - 10:00	Ktm to Bahrabise	Travelling	
10:00 - 10:30	Chandeswori Hotel, Bahrabise	Lunch	
10:35-11:15	Bahrabise to Kalidevi	Travelling	
11:20-13:00	Kalidevi Basic School	Monitoring and Interaction- Education and Construction	
13:05-13:45	Kalidevi to Basukidevi	Travelling	
13:45-14:30	Basukidevi Basic School	Monitoring and Interaction- Education and Construction	
14:35-16:00	Back to Bahrabise	Travelling	
16:00-16:30	Setidevi Panchakanya Basic School	Monitoring of Construction	(if possible)
16:35	Back to Chandeswori Hotel	Travelling and summarize the day	Night stay at Chandeswori

* Time schedule and program can be changed based on road condition and weather

17 May 2019

Venue: Kavre

Project: Education and PROTECTION (EMPOWERMENT, REHABILITATION AND SOCIAL RELIEF)

Time	Place	Activity	Remarks
7:00	Chandeswori Hotel	Breakfast	(Heavy)

			Breakfast)
7:30-10:00	Bahrabise to Panchkhal	Travelling	
10:00-11:30	Golma Devi Primary School, Lamidanda, Panchkhal	Monitoring and Interaction-Education and Construction (School WASH)	
11:35-12:15	Panchkhal to Badalgaun	Travelling	
12:15 - 12:45	MMB Training Center	Lunch	
12:50-13:30	EEC Kavre	Monitoring and Interaction-Education	
13:35-14:30	Binayak Bal Basic School	Monitoring and Interaction-Education and Construction	
14:35-15:15	Badalgaun to Janagal	Travelling	
15:20-16:00	Spinal Injury Rehabilitation Center (SIRC)	Monitoring and Interaction	
16:10-17:15	Kavre to Ktm	Travelling and summarize the day	
Drop plan			
Radhe Radhe, Sanothimi Chowk		Kedar Dyola	
Jadibuti Chowk		Thakur Prd Paudel	
Shantinagar chowk, Tinkune		Himanchal Pathak	
SWC Bhrikuti Mandap chowk		Sanjay K. Mallik	
Chappal Karkhana chowk		Dr. Narbikram Thapa	
Gongabu		Ramkumar Dhamala	

* Time schedule can be changed based on road condition

2 June 2019

Contact Person: Chandra Kumar Shrestha (9851176050)

Project: Education

Venue: Dhading

Time	Place	Activity	Remarks
7:00	Imadol, Gwarko	Pick up- Chandra Shrestha	
7:15	Shantinagar, Tinkune	Pick up - Himanchal Pathak	Contact Number
7:25	SWC Bhrikuti Mandap	Pick up- Sanjay K. Mallik	Chandra 9851176050
7:30		Pick up- Rukmagat Aryal	
8:00	Chappal Karkhana	Pick up - Dr. Narbikram Thapa	
8:00-10:30	Kathmandu to Simle	Travelling	Will take tea/coffee on the way
10:35-11:30	Lilakali Secondary School	Monitoring and Interaction-Education and Construction	
11:35-13:00	Simle to Malekhu	Travelling	
13:00-13:30	Malekhu	Lunch	
13:35 - 14:00	Malekhu to Orbang	Travelling	
14:04-14:45	Orbang Basic School	Monitoring and Interaction-Education and Construction	
14:50	Orbang to Pokhara	Travelling and summarize the day	Will take snack on the way
Night stay at Pokhara			

* Time schedule and program can be changed based on road condition and weather

3 June 2019

Project: PROTECTION (EMPOWERMENT, REHABILITATION AND SOCIAL RELIEF)

Venue: Kaski

Time	Place	Activity	Remarks
7:30	Pokhara	Breakfast	
8:00-9:00	Pokhara	Free time	
9:00-12:00	Children Nepal	Monitoring and Interaction PROTECTION	Field Visit Program will set-up by CN
12:05-13:00	Pokhara	Lunch	After lunch
13:05-17:00	Pokhara	Free time	
17:00-18:30	Hotel	Summary Meeting	
18:30-20:00	Pokhara	Free time	
20:00-20:45	Hotel	Dinner	

4 June 2019

Time	Place	Activity	Remarks
7:30	Hotel	Breakfast	
8:00	Pokhara to Ktm	Travelling	
*Returning back to Ktm and drop plan will discuss on the way during travelling			

Work Schedule of the Study

Date	Meeting Persons	Program	Organization	District	Contact Person and Number
14 May 2019	Kedar Tamang 9851072859	Administration	(GNHA)	Kathmandu	Chandra Kumar Shrestha 9851176050
14 May 2019	Nar Bahadur Shrestha 9869371612	Public Health	Christine's Dispensary, Bir Hospital, Bikas Ka Lagi Ekata	Kathmandu	
16 May 2019	Shyam Krishna Nepal 9849107770	Education MGML Methodology	Kalidevi Basic School, Bahrabise	Sindhupalchowk	Kedar Dyola 9840664951 Thakur Prd Paudel 9851201715
16 May 2019	Saraswoti Bhandari 9813757814 9810178061	Education MGML Methodology	Basukidevi Basic School, Bahrabise	Sindhupalchowk	
16 May 2019	Indra Nepal	Education MGML Methodology	Setidevi Panchakanya Basic School, Bahrabise	Sindhupalchowk	
17 May 2019	Biddhya Laxmi Deuja 9851209684	Education MGML Methodology	Golma Devi Primary School, Panchkhal	Kavrepalanchowk	Dipak Rokka 9851061663
17 May 2019	Namaraj Timalsina 9841508422	Education MGML Methodology	Binayak Bal Basic School, Dhulikhel	Kavrepalanchowk	
17 May 2019	Dipak Rokka	Education Program (Kavre & Dolakha), MMB Training Center	Educational Empowerment Center (EEC) Kavre	Kavrepalanchowk	
17 May 2019		PROTECTION (EMPOWERMENT, REHABILITATION	Spinal Injury Rehabilitation Center	Kavrepalanchowk	

		AND SOCIAL RELIEF)			
2 June 2019	Rajan Aryal 9851178363	Education MGML Methodology	Lilakali Secondary School	Dhading	Chandra Kumar Shrestha 9851176050
2 June 2019	Nabaraj Pande 9841656706	Education MGML Methodology	Orbang Basic School	Dhading	
3 June 2019	Sarada Paudel/Sharma	PROTECTION (EMPOWERMENT, REHABILITATION AND SOCIAL RELIEF)	Children Nepal, Pokhara	Kaski	Sarada Sharma 9856031985

Appendix 7: GNHA Program Progress against Plan (July 2016 - April 2019)

S. No.	Key activity	Unit	Target	Achieved in until the end of April 2019	Per cent
1	Education & Training				
	a. MGML Classroom Setup	No. of classroom	103	104	100.97
	b. MGML Teacher Training (Step 1 to 4)	person	388	329	84.79
	c. Cluster Workshop/Meeting	Event	321	178	55.45
	d. Stationeries & Consumables	Schools	211	206	97.63
	e. Follow up/Monitoring/Coaching-mentoring	Day	1212	860	70.96
	f. TLM(Teaching Learning Materials) Design and Printing	Set of materials	200	200	100.0
	f. Familiarization to local bodies(R/Municipalities)	Event	22	17	77.27
	Subtotal [% Achievement]	-	-	-	84
2	Public Health				
	a. Christine Dispensary, Bir hospital	Person	75000	56592	75.46
	b. Mobile Health Camps	Person	12000	9205	76.71
	c. Poor Patient Fund	Person	50	45	90.00
	d. Capacity building of health staff	Person	3	2	66.67
	Subtotal [% Achievement]	-	-	-	77
3	Environment & Infrastructure Development				
	a. Reconstruction of new school buildings	Building	47	44	93.62
	b. Repair of damaged school buildings	classroom	64	58	90.63
	c. School WASH	Schools	92	91	98.91
	Subtotal [% Achievement]	-	-	-	94
4	Protection [Rehabilitation/Empowerment/Relief]				
	a. EGCR Program	Person	40	25	62.50
	b. Non-formal and School preparation program	Person	30	30	100.00
	c. Dalit Girls Education Program	Person	250	400	160.00

	d. Dalit Girls higher Education Program	Person	36	55	152.78
	e. Spinal Injury Rehabilitation	Person	9	9	100
	Subtotal [% Achievement]	-	-	-	115
	Grand Total [Overall % Achievement]	-	-	-	93

Appendix 8: Heading wise-Budget vs. Actual Expenses

Amount in NPR

Budget Heads	Five Years Budget (A)	2.5 Years Budget(B)	Expenses(C)	Variance	% of budget (C/B)
A. PROGRAM COST					
MGML in Kavre, Sindhupalchowk, Dolakha & Dhading	144,420,196.32	70,494,494.93	45,532,003.72	24,962,491.21	64.59
Total Education & Training	144,420,196.32	70,494,494.93	45,532,003.72	24,962,491.21	64.59
Christine Dispensary(Medicine, Admin & Appropriate Donation)	44,896,000.00	22,061,000.00	13,027,490.99	9,033,509.01	59.05
Distribution of financial help to poor people	4,000,000.00	2,000,000.00	850,000.00	1,150,000.00	42.50
Mobile Dispensary	20,331,000.00	10,165,500.00	4,389,951.00	5,775,549.00	43.18
Capacity building of health staff	750,000.00	375,000.00	-	375,000.00	0.00
Total Public Health	69,977,000.00	34,601,500.00	18,267,441.99	16,334,058.01	52.79
PIN Nepal EGCR Program	16,252,000.00	8,126,000.00	3,420,207.00	4,705,793.00	42.09
PIN Nepal Day Scholar Program	3,455,000.00	1,727,500.00	532,195.00	1,195,305.00	30.81
PIN Nepal Various Private Sponsors	1,950,000.00	975,000.00	102,921.00	872,079.00	10.56
Dalit Girls Empowerment Program	10,495,625.00	5,247,812.50	5,287,668.78	(39,856.28)	100.76
Dalit Girls Higher Education	1,923,380.00	961,690.00	1,629,166.67	(667,476.67)	169.41
Spinal Injury Sangh Nepal	3,000,000.00	1,500,000.00	800,000.00	700,000.00	53.33
Total Protection	37,076,005.00	18,538,002.50	11,772,158.45	6,765,844.05	63.50
ECCA intervention for Social Mobilization	1,500,000.00	1,500,000.00	64,000.00	1,436,000.00	4.27
Homestay Reconstruction	3,000,000.00	3,000,000.00	2,872,729.00	127,271.00	95.76
MMB Training Center Building Construction	1,788,235.29	788,235.29	2,918,841.19	(2,130,605.90)	370.30

Furniture & Equipment for MMB Training Center	2,072,310.00	1,822,310.00	2,356,944.50	(534,634.50)	129.34
ECCA-Repair & Rebuilding of Primary Schools	57,025,482.97	57,025,482.97	39,970,836.88	17,054,646.09	70.09
Repair & Rebuilding of Primary Schools	61,411,855.00	61,411,855.00	99,813,402.32	(38,401,547.32)	162.53
Total Environment & Infrastructure	126,797,883.26	125,547,883.26	147,996,753.89	(22,448,870.63)	117.88
TOTAL PROGRAM COST (I)	378,271,084.58	249,181,880.69	223,568,358.05	25,613,522.64	89.72
B. Admin & Miscellaneous Cost of PNGOs	-	-	24,873,925.43	(24,873,925.43)	NA
PROGRAM COST TOTAL AFTER PNGO ADMIN COST	378,271,084.58	249,181,880.69	248,442,283.48	739,597.21	99.70
C. ADMIN COST of GNHA					
Salary	14,176,042.20	6,281,010.00	5,949,748.00	331,262.00	94.73
Office Rent	3,663,060.00	1,623,000.00	1,821,567.00	(198,567.00)	112.23
Festival gift to various suppliers	75,000.00	37,500.00	60,000.00	(22,500.00)	160.00
Travel Cost for site visits	4,273,570.00	1,893,500.00	1,829,295.73	64,204.27	96.61
Insurance(Accidental / Medical, Vehicles)	1,831,530.00	811,500.00	607,360.80	204,139.20	74.84
Office Assets	1,475,000.00	1,225,000.00	338,881.09	886,118.91	27.66
Capacity building & Training of staff / partners	2,400,000.00	1,150,000.00	190,660.00	959,340.00	16.58
4WD Vehicle	4,000,000.00	4,000,000.00	4,400,000.00	(400,000.00)	110.00
Education allowance to GNHA Staff children	2,640,000.00	1,320,000.00	1,232,000.00	88,000.00	93.33
Office Administration Cost-Stationers, Telephone, Internet, Fax, Gas, Electricity & Water etc.	3,666,000.00	2,041,000.00	2,119,814.77	(78,814.77)	103.86
Midterm Evaluation / Final Evaluation	1,100,000.00	275,000.00	-	275,000.00	0.00
B. Miscellaneous					
AIN Fee	500,000.00	250,000.00	80,000.00	170,000.00	32.00
SWC Final Evaluation/Midterm last year	1,800,000.00	1,350,000.00	1,375,000.00	(25,000.00)	101.85
Project Advisory Committee Meeting	4,500,000.00	2,250,000.00	803,429.00	1,446,571.00	35.71

TOTAL ADMIN & MISCELLANEOUS COST (II)	46,100,202.20	24,507,510.00	20,807,756.39	3,699,753.61	84.90
GRAND TOTAL	424,371,286.78	273,689,390.69	269,250,039.87	4,439,350.82	98.38

Appendix 9: Budget Utilization in various Construction Projects (amount in NPR)

School/ Health Post	Budget	Actual Expenditure	Management	Per cent (%) Utilization	Remarks
arhadevi BS, Sindhupalcho wk	2,194,912.63	873,291.00	Managed by School Management Committee	39.79	Com pleti on repo rt is not appr oved and amo unt is not ment ione d in the agre eme nt, Reas ons for varia nce not ment ione d in the com pleti on repo rt, Bill of quan tity and

					cost comparison by engineer is not held in record, Minute of GNHA for approval of variance is not available for our verification
Barhadevi BS, Sindhupalchowk	2,400,000.00	2,192,155.57	Managed by School Management Committee	91.34	Completion report is not approved and as per agreement the amount is NRs. 1700,000 for construction of building, Reasons for variance not mentioned in the completion report, Bill of quantity and cost comparison by engineer is not held in record, Minute of GNHA for approval of variance is not available for our verification
Setidevi Panchakanya BS, Sindhupalchowk	1,200,000.00	1,115,622.00	Managed by School Management Committee	92.97	The agreement is done with school dated 2073/Bhadra/30 and amount is not mentioned in the agreement, Bill of quantity and cost comparison by engineer is not held in record, Minute of GNHA for approval of variance is not available for our verification
Setidevi Panchakanya BS, Barahabise, Sindhupalchowk	1,500,000.00	2,222,461.50	Managed by School Management Committee	148.16	The agreement is done with school dated 2074/Bhadra/22 for NRs. 10 lakhs only, Bill of quantity and cost comparison by engineer is not held in record,

					Minute of GNHA for approval of variance is not available for our verification
Kalikasharan BS Sindhupalchowk	3,500,000.00	3,518,245.39	Partnership with All Hands Volunteer	100.52	No MOU available for our verification
Jagaran Bhimeshwor Dolakha	3,400,000.00	3,396,493.60	Managed by School Management Committee	99.90	Agreement with Jagaran Bhimeshwor Primary School is not there As per budget the cost allocated for toilet is NRs. 15lakhs and school cost is 32 lakhs. Actual toilet cost on account of GNHA is NRs. 1,355,203.01 and school is NRs. 2,395,165.72. However, the same is not approved. Bill of quantity and cost comparison by engineer is not held in record Minute of GNHA for approval of variance is not available for our verification
Phulapa BS, Dolakha	5,800,000.00	3,784,306.87	Managed by School Management Committee	65.25	As per agreement with Phulpa Prathamik Vidhyalaya the cost approved is NRs.28,00,000 and the date is 2074/Bhadra/20 Bill of quantity and cost comparison by engineer is not held in record Minute of GNHA for approval of variance is not available for our verification
Gyanodaya BS, Block 2, Dhading	1,700,000.00	2,926,202.48	Managed by School Management Committee	172.13	Approved amount as per agreement is NRs. 14 lakhs. Completion report not held in record
Namobuddha Primary School, Kavre	1,800,000.00	897,725.78	Managed by School management Committee	49.87	Maintenance only. Competition report held in report however technical details of budgeted plan and actual status not held in record

The report end from here