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Scaling for Impact: A Synthesis Report on the Educational Programs

“Campaign through Action Groups Enhancing Inclusive Access to Public Schools for Out-of-School Children and Children at Risk of Dropping Out” and “Extracurricular Activities (ECA) After School”



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Disclaimers

The views expressed herein do not necessarily represent those of IDRC or its Board of Governors.

Table of Contents

Acknowledgement	1
Executive Summary	i
Methods	i
Findings	i
1. Campaign through Action Groups: Enhancing Inclusive Access to Public Schools for Out-of-School Children and Children at Risk of Dropping Out.....	i
2. Extracurricular activities (ECA) after school	ii
Acronyms and Abbreviations:	v

Chapter I

Introduction	1
1.1 Objective	2

Chapter II

Research Methodology	3
2.1 Selection of the Study Site	3
2.2 Duration of the study	4
2.3 Methods of Data Collection	4
2.3.1 Institutionalization Tracker	5
2.3.2 Adaptation Tracker	7
2.3.3 Four guiding principles	8
2.4 Selections of Respondents	12

Chapter III

Performance Assessment	13
3.1 Section I: Campaigning through action groups to enhance inclusive access to public schools for OOSC and children at risk of dropping out	14
3.1.1 Using the Scaling Strategy Worksheet to assess the scalability of the program and evaluate its scaling strategies	14
3.1.2 Using the institutionalization tracker to assess the institutional readiness for scaling	17
3.1.3 Using the adaptation tracker to evaluate the adaptability and learning from the implementation.....	20
3.1.4 Data analysis in terms of the four guiding principles of scaling science.....	23
3.2 Section II: Extracurricular Activities (ECA) After School	26
3.2.1 Using the Scaling Strategy Worksheet to assess the scalability of the program and evaluate its scaling strategies	26
3.2.2 Using the institutionalization tracker to assess the institutional readiness for scaling	29
A. School level (respondents: school teacher or ECA in charge level)	30
B. School level (respondents: Head teacher/Principal level)	32

C.	Municipality level (respondents, education officer)	34
3.2.3	Using an adaptation tracker to evaluate adaptability and learn from the implementation	36
3.2.4	Data analysis in terms of the four guiding principles of scaling science	38

Chapter IV

Comparative analysis of the scalability of the program	42
---------------------------------------------------------------------	-----------

Chapter V

Conclusion	52
-------------------------	-----------

Annex.....	54
-------------------	-----------

List of Tables

Table 2.1:	System building blocks and elements of the Institutionalization Tracker.....	6
------------	------------------------------------------------------------------------------	---

List of Figures

Figure 2.1:	Map of Rautahat District.....	3
Figure 2.2:	Steps of the Adaptation Tracker	8

List of Graphs

Graph 2.1:	Sample Radar Graph	7
Graph 3.1:	Institutionalization tracker data from the responses of all five Action Group Leaders of Durga Bhagwati Rural Municipality for the year 2023	18
Graph 3.2:	Institutionalization tracker data from the responses of action group leaders of Durga Bhagwati Rural Municipality for the year 2023 in Average	18
Graph 3.3:	Institutionalization tracker data from the responses of action group leaders of Durga Bhagwati Rural Municipality in average for the year 2023	19
Graph 3.4:	Institutionalization tracker data from the responses of the school teacher/ ECA in charge of all three wards (in average)	30
Graph 3.5:	Institutionalization tracker data from the responses of the school teacher/ ECA in charge of all three wards (in average)	31
Graph 3.6:	Institutionalization tracker data from the responses of the head teacher or principal of all three wards (in average)	32
Graph 3.7:	Institutionalization tracker data from the responses of the head teacher or principal of all three wards (in average)	33
Graph 3.8:	Institutionalization tracker data from the responses of the education officers of all three wards	34
Graph 3.9:	Institutionalization tracker data from the responses of the education officers of all three wards	35
Graph 4.1:	Institutionalization tracker data for the action group of five wards of Durga Bhagwati Rural Municipality for years 2022 and 2023	42
Graph 4.2:	Institutionalization tracker data from the responses of the ECA in charge of Durga Bhagwati Rural Municipality for the years 2022 and 2023	43
Graph 4.3:	Institutionalization tracker data from the responses of the ECA in charge of Yamunamai Rural Municipality in 2022 and 2023.....	44
Graph 4.4:	Institutionalization tracker data from the responses of the ECA in charge of Rajdevi Municipality in 2022 and 2023	45
Graph 4.5:	Institutionalization tracker data from the responses of the head teacher/ principal of Durga Bhagwati Rural Municipality for years 2022 and 2023.....	46
Graph 4.6:	Institutionalization tracker data from the responses of the head teacher/principal of Yamunamai Rural Municipality for years 2022 and 2023.	47

Graph 4.7:	Institutionalization tracker data from the responses of the head teacher/principal of Yamunamai Rural Municipality for years 2022 and 2023 .	48
Graph 4.8:	Institutionalization tracker data from the responses of the Education Officer of Durga Bhagwati Rural Municipality for years 2022 and 2023	49
Graph 4.9:	Institutionalization tracker data from the responses of the Education Officer of Yamunamai Rural Municipality for years 2022 and 2023	50
Graph 4.10:	Institutionalization tracker data from the responses of the Education Officer of Rajdevi Municipality for years 2022 and 2023	51

Executive Summary

Effectiveness and Scalability of Programs for Children Out of School and at Risk of Dropping Out in Bangladesh, Bhutan, and Nepal is a project supported by GPE KIX, IDRC, and carried out by the Department of Development Studies, School of Arts, Kathmandu University (KU). This project has successfully implemented two educational initiatives/programs: "Campaign through Action Groups Enhancing Inclusive Access to Public Schools for Out-of-School Children and Children at Risk of Dropping Out" and "Extracurricular Activities (ECA) after School." These programs were carried out in two rural municipalities and one municipality within Rautahat District, Nepal.

The main purpose of this report is to comprehensively evaluate the scalability, progress, and impact of both educational programs. It emphasizes assessing their scaling strategies, readiness of institutions, and adaptability in various contexts. Utilizing the four guiding principles of scaling science, the report aims to make well-informed decisions to strengthen institutional efforts and promote inclusive access to public schools and after-school ECA programs.

This project seeks to gather crucial data on practices, methods, and technologies employed to identify out-of-school children and those at risk of dropping out. Through analysis, the report offers valuable insights into the effectiveness and scalability of these programs, ultimately contributing to an enhanced education system for children in Bangladesh, Bhutan, and Nepal. The ultimate goal is to ensure that every child has access to quality education and is supported throughout their educational journey.

Methods

To achieve the objectives of the scalability report, a combination of qualitative and quantitative survey methods was employed for data collection, analysis, and findings. Drawing on the principles of scaling science, three essential tools and trackers were utilized: the Scaling Strategy Worksheet, the Institutionalization Tracker, and the Adaptation Tracker. In-depth interviews were conducted with key stakeholders, including the innovators of both programs, five action group leaders from Durga Bhagwati Rural Municipality, three education officers, nine head teachers or principals, and nine ECA in-charge or school teachers. These interviews aimed to gain insights into the readiness of the municipality and schools for scalability. The collected data were meticulously processed, analyzed, and interpreted to draw meaningful conclusions. The comprehensive findings of this study are presented in the subsequent sections.

Findings

1. Campaign through Action Groups: Enhancing Inclusive Access to Public Schools for Out-of-School Children and Children at Risk of Dropping Out

The program aimed to reduce the number of out-of-school children and increase parental involvement in education. It focused on Durga Bhagwati Rural Municipality, forming

community action groups in each ward to engage parents and address school dropout rates. The scaling strategy demonstrates good potential, with a clear understanding of the program's aim, goals, challenges, and mitigation measures.

- The initiatives and programs have effectively reduced the number of out-of-school children and improved parental involvement in education.
- Institutionalization in the municipality is not complete, with priority areas identified as policy, in-service training, pre-service training, and finance. Here, if examining the readiness of the wards, Ward 2 (Bhalohiya) scores the lowest, whereas Ward 4 (Pachrukhi) scores the highest.
- The program's scaling potential is promising, with effective data-driven approaches emphasizing adaptability and scalability.
- Proposed next steps involve introducing technology in schools, presenting accurate data on out-of-school children, and providing capacity-building training for parents and community members.
- Engaging influential leaders and religious figures is crucial for successful scaling.
- Guided by principles of moral justification, optimal scale, inclusive coordination, and dynamic evaluation, the initiatives and programs aim to reorient education with a sense of purpose and meaning.
- Continuous monitoring, community engagement, and flexibility are vital for inclusive and sustainable scaling.

2. Extracurricular activities (ECA) after school

The program aimed to enhance students' creative skills and address the lack of extracurricular activities in public schools. It targeted Grade 5 students in nine schools across two rural municipalities (Durga Bhagwati Rural Municipality and Yamunamai Rural Municipality) and one municipality (Rajdevi Municipality) to reduce dropout rates. The program appointed ECA incharge teachers with support from school principals and education officers, aiming to redefine and regularize ECA with stakeholders' backing for positive impacts on education outcomes. The scaling strategy showed potential and a clear understanding of the program's aim, goal, challenges, and mitigation measures.

- The initiatives and programs have successfully increased the frequency of extracurricular activity participation, the quality of extracurricular activities, and a significant increase in student participation in extracurricular activities, which has ultimately improved student attachment to school, attendance, and academic performance.
- After conducting data analysis using the institutionalization tracker at the end of the program, the following descriptive data was revealed: The analysis was performed at three levels: ECA In charge Level, School Headteacher/Principal Level, and Education Officer Level.

ECA In charge Level:

- All three municipalities' schools have clear plans for scaling the ECA initiatives and programs' goals.
- A shortage of teachers exists across all municipalities.

- Supervision and support for ECA initiatives are moderately visible in all municipal schools.
- Integration of ECA into the curriculum lacks full implementation and support for ECA in charge and teachers.

Rajdevi Municipality demonstrates full institutionalization in vision and path, leadership, personnel, curriculum and standards, equitable access, and inclusive access. Yamunamai Rural Municipality has low institutionalization in training, learner assessment, procurement, and financial support for ECA.

School Head Teacher/Principal Level:

- Most elements are moderately institutionalized across all nine schools.
- Equitable access, integration into the official curriculum, and alignment with ECA policies are fully institutionalized.
- All schools have a clear vision, with ECA in-charge and teachers delivering initiatives, planning strategies, managing data, conducting MLE, and generating ECA demands.

Yamunamai Rural Municipality's schools need more municipal support for full institutionalization.

Education Officer:

- "Leadership" and "Personnel" elements are fully institutionalized across all three municipalities.
- Recruitment and retention of qualified teachers, training, supervision, and support, procurement, MLE, learner assessment, and demand generation are low in institutionalization.
- Collaboration with stakeholders for scaling the ECA initiative is in progress for all municipalities.

Overall, all three municipalities' schools require more focus and collaboration for full institutionalization of the ECA initiative. Yamunamai and Durga Bhagwati Rural Municipalities need more attention than Rajdevi Municipality.

- The program showed positive outcomes, with significant improvements in student participation and attachment to schools. And the data analyzed using the tools of scaling supports the continuation of the program and emphasizes prioritizing student engagement.
- Proposed next steps include publishing a teacher training guide and creating a replicable format for wider adoption. Also, scaling drivers, the training manual, and the monitoring tool are crucial for the program's success.
- Also, according to the four guiding principles, the program is morally justified and aligned with national policies, so gaining support from key stakeholders supporting the program should be scaled with proper measures.

- Positive outcomes observed in student learning and participation support the initiatives and program's continuation and prioritization. Where the approach emphasizes optimal scale, inclusivity, and dynamic evaluation involving diverse stakeholders for effectiveness.
- By transferring ownership to the municipality and promoting creativity, student engagement, and quality education, the initiatives and programs benefit the community and nation.

Acronyms and Abbreviations

CSO	Civil Society Organization
CUE	Centre for Universal Education
DRM	Durgabhagwati Rural Municipality
ECA	Extracurricular Activities
FCHV	Female Community Health Volunteers
GPE	Global Partnership Education
IDRC	International Development Research Center
INGO	International Non-Governmental Organization
KIX	Knowledge & Innovation Exchange
KU	Kathmandu University
NCED	National Center for Education Development
NGO	Non-Governmental Organization
OOSC	Out of School Children
PAR	Participatory Action Research
PIM	Participation Identification Model
PTA	Parent Teacher Association
RM	Rajdevi Municipality
SMC	School Management Committee
YRM	Yamunamai Rural Municipality

Introduction

The project titled "Effectiveness and Scalability of Programs for Out-of-School Children and at Risk of Dropping Out in Bangladesh, Bhutan, and Nepal," supported by the International Development Research Centre (IDRC) and the Global Partnership for Education (GPE) Knowledge Innovation and Exchange (KIX), aims to strengthen educational systems and contribute to the advancement and progress towards achieving Sustainable Development Goal 4. In Nepal, this project has been implemented by the Learning, Innovation, and Knowledge Exchange Laboratory (LIKE Lab), established under the School of Arts at Kathmandu University (KU).

The government of Nepal has implemented various educational initiatives and programs targeting children for inclusive and quality education. These initiatives and programs encompass bridging courses for reintegrating out-of-school children, financial assistance to families, enrollment campaigns, non-formal education programs, and support for children with impairments. However, the effectiveness and impact of these initiatives in achieving their desired objectives lacked evidence. Therefore, this project focuses on examining two specific initiatives: educational campaigns and after-school programs, with the aim of gathering evidence on the efficacy of these programs, including the practices, methods, and tools employed for identifying out-of-school children and those at risk of dropping out. The educational campaign is named "Campaign through action groups enhancing inclusive access to public schools for out-of-school children and children at risk of dropping out" and the after-school program is named "Extracurricular Activities (ECA) after school". This report specifically assesses the scalability of both the mentioned programs and evaluates parental awareness regarding the importance of education.

By employing the principles of scaling science, the project aims to determine whether these programs have been effectively implemented and endorsed, taking into consideration their potential for scalability. Through an extensive review of the existing literature, the report evaluates the implementation and scalability of these two programs, shedding light on their strengths, challenges, and opportunities for improvement.

This report presents a comprehensive analysis of the scalability of two programs, offering a concise overview of the objectives and methodology employed. It begins by providing a brief context for the programs, outlining their design, implementation, and performance assessment. The report further includes a series of data analyses using scaling science methods to assess the quantitative aspects of the scaling strategy, institutional readiness, and adaptive measures.

Drawing from the literature on scaling, the report incorporates a four-guiding fundamental analysis to provide a robust conclusion. Additionally, it highlights the key issues identified, lessons learned, and proposed follow-up actions. By structuring the report in a systematic manner, it aims to provide a comprehensive understanding of the scalability of the programs, their alignment with scaling principles, and recommendations for future scaling efforts.

1.1 Objective

The report's objective is to comprehensively understand and evaluate the scaling strategies, progress, and impact of two educational initiatives and programs: "**Campaign through action groups enhancing inclusive access to public schools for out-of-school children and children at risk of dropping out**" and "**Extracurricular Activities (ECA) after school**". The focus is on assessing the scalability of both programs, evaluating their scaling strategies, and analyzing their institutional readiness. Additionally, the report aims to evaluate the adaptability of both programs in various contexts and apply the four guiding principles of scaling science to analyze the data. Ultimately, the goal is to make informed scaling decisions and strengthen institutionalization efforts while promoting inclusive access to public schools and after-school ECA programs.

Research Methodology

2.1 Selection of the Study Site

Rautahat District, located in the Madhesh Province of Nepal, is one of the seventy-seven districts in the country. The district includes municipalities like Garuda, Chandrapur, and Paroha, with a total population of 686,722 as of 2011. The project specifically focused on three areas within Rautahat District: Durga Bhagwati Rural Municipality, Yamunamai Rural Municipality, and Rajdevi Municipality.

Figure 2.1: Map of Rautahat District



These initiatives and programs were carried out in Durga Bhagwati RM, Yamunamai RM, and Rajdevi Municipality, which lie in the eastern Terai region, along the western bank of the Bagmati River. The district has a lower literacy rate of 42%, making the issue of out-of-school children more prevalent in these rural municipalities, where the local government capacity is comparatively weaker than in municipalities.

The project's targeted initiative and program sites were chosen based on their significance in addressing the issue of out-of-school children, particularly in rural areas with weaker government support. Here, for the first initiative, "Campaign through action groups enhancing inclusive access to public schools for out-of-school children and children at risk of dropping out," the site was in Durga Bhagwati Rural Municipality, whereas for the second initiative, "ECA after school," the site was in Durga Bhagwati Rural Municipality, Yamunamai Rural Municipality, and Rajdevi Municipality.

2.2 Duration of the study

The overall duration of the interventions was from September 2022 to August 2023.

2.3 Methods of Data Collection

In this report, a combination of methods was employed to assess scalability. These included vital informant interviews, observation, in-depth interviews, and initiatives and program studies. The report drew upon the existing scaling literature and reviewed relevant tools such as the scaling strategy worksheet, institutionalization readiness assessment, and adaptation tracker, whose brief has been added below in another section.

To fulfill the research objectives and measure scalability, three main tools were utilized: the scaling strategy worksheet, the institutionalization tracker, and the adaptation tracker. In-depth interviews were conducted with representatives from educational institutions, stakeholders, innovators, implementers, and other relevant parties to gather comprehensive insights for this report.

By employing these tools, the research aimed to gather valuable data and insights on the scalability of the initiatives and programs. At last, using the data achieved using the three tools, the final scalability data analysis is done in accordance with the four guiding principles of scaling science to understand the overall scalability of the programs "Campaign through action groups enhancing inclusive access to public schools for out-of-school children and children at risk of dropping out" and "Extracurricular Activities (ECA) after school".

The method for data collection in this research is a mainly in-depth interview using three tools of scalability. The in-depth interview was done with innovators of the initiatives and programs, education officers, and stakeholders who were part of the initiatives and programs implementation. Here, the three tools being used are the scaling strategy worksheet, the institutionalization tracker, and the adaptation tracker.

At first, the scaling strategy worksheet was used to interview the innovators of the initiatives/ programs to determine the scaling strategy, goal, impact at scale, and how scaling decisions should be made. Then, the institutionalization tracker was used to check the progress, elements, and readiness of the institution for scaling. For this, the action group leaders of the wards of Durga Bhagwati Rural Municipality were interviewed for the first initiative. Whereas, the education officers, principals, and ECA

in charge of Durga Bhagwati Rural Municipality, Yamunamai Rural Municipality, and Rajdevi Municipality were interviewed. And at last, the adaptation tracker was used to understand the changes and adaptive measures taken while running the initiatives and programs, where once again both innovators were in-depth interviewed. The following tools were used, along with a brief explanation:

2.3.1 Institutionalization Tracker

Unlike the scaling strategy worksheet, the institutionalization tracker was created in July 2021 by Molly Curtiss Wyss, Patrick Hannahan, and Jenny Perlman Robinson with assistance from the Real-time Scaling Lab partners, advisory group members, interns, and other coworkers. This tracker is used to evaluate the integration of a learning initiative into a system. This tool helps in the evaluation of efforts to institutionalize or mainstream an initiative within a formal education system. Institutionalization tracking, also known as "vertical scaling," is one method for increasing educational impact. This tool also aims to assess the integration of an education initiative into the existing education system as a dynamic planning tool for the implementer, policymakers, and funder to identify and address areas that require additional attention.

According to CUE's "Institutionalization Tracker," 2021 defines these trackers as a tool to measure the progress of efforts to integrate an initiative into the education system and identify areas that require additional attention to strengthen institutionalization. The ultimate goal is for the initiative to become a part of the government's policies, plans, procedures, budgets, and daily activities; ideally, the initiative will no longer stand alone or be branded separately but will effectively "disappear" into the broader system, ensuring its long-term sustainability. The tool is organized by educational system building blocks, which are further subdivided into specific elements. There is a set of criteria to consider when assigning a score to each element, as well as a column for providing an explanation for the score chosen. The scale is 1–4, with 1 representing "low institutionalization" and 4 representing "full institutionalization. It is important to remember that the amount of progress required to move from a score of 3 to 4 is typically much more significant than the amount of progress required to move from 1 to 2. In simple words, a scale of 1 to 4 defines:

- 1 defines "low institutionalization as
- 2 defines "emerging institutionalization as
- 3 defines "significant institutionalization", and
- 4 is defined as "full institutionalization".

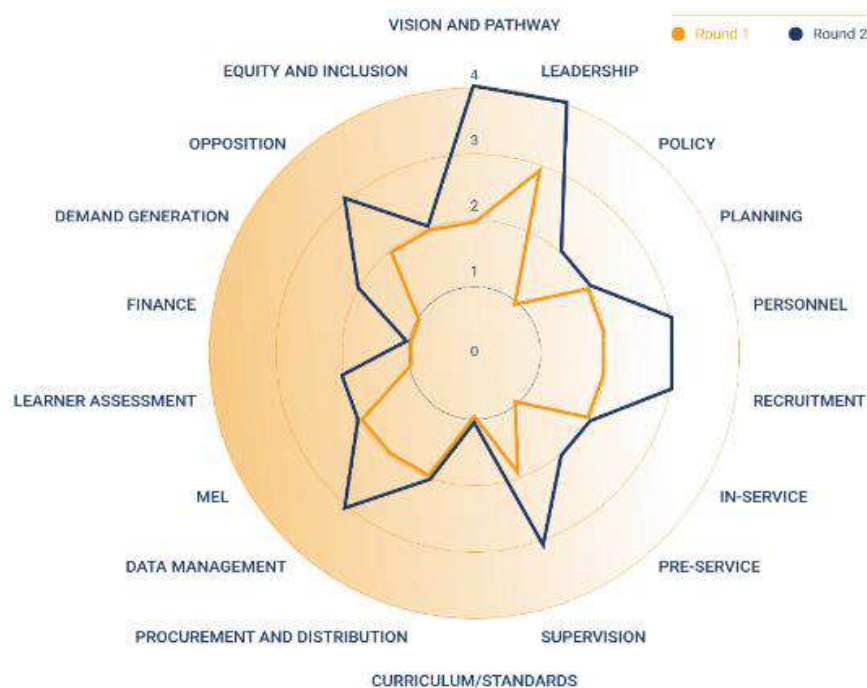
This tool assesses the progress of institutionalization efforts related to a single government agency or ministry, namely the Ministry of Education (MoE). The tool is intended to track progress toward national-level institutionalization, but it can also track institutionalization for the appropriate sub-national education authorities in a decentralized system. This tool has two major components that are used to scale the institute based on two factors: system building blocks and elements. There are eight system building blocks and 18 elements based on the system building blocks.

Table 2.1: System building blocks and elements of the Institutionalization Tracker

System building blocks	Elements
Scaling strategy	<ul style="list-style-type: none"> • Vision and pathway
Governance	<ul style="list-style-type: none"> • Planning • Policy • Leadership
Human resources	<ul style="list-style-type: none"> • Supervision and support • Pre-service training • In-service training • Recruitment and retention • Personnel
Information	<ul style="list-style-type: none"> • Learner assessment • Monitoring, evaluation, & learning (MEL) • Data management
Curriculum and material	<ul style="list-style-type: none"> • Procurement and distribution • Curriculum/standards
Equity and inclusion	<ul style="list-style-type: none"> • Equitable inclusive access
Stakeholder engagement	<ul style="list-style-type: none"> • Opposition • Demand generation
Finance	<ul style="list-style-type: none"> • Finance

This process involves assessing an institute's scale by measuring its system's building blocks and elements while effectively tracking progress. The assessment involves asking specific questions to individuals regarding these elements and building blocks, and their responses are then rated on a scale from 1 to 4. The scores are then aggregated and plotted on a radar graph to visually analyze and evaluate the institution's readiness. The radar graph, also known as a spider graph, visually displays the results of the institutionalization tracker. This chart facilitates discussions about prioritizing aspects of institutionalization as actionable steps and showcases progress across multiple tool uses. An example of a radar graph (Graph 2.1) with two rounds of results is provided below.

Graph 2.1: Sample Radar Graph



Source: CUE "Institutionalization Tracker" 2019

Note: The radar graph presents a sample of two rounds of results from the tracker and aids in identifying priority actions. The scaling strategy worksheet and institutionalization tracker have both been utilized to assess the indicators for scaling and evaluate the readiness of the educational institution.

2.3.2 Adaptation Tracker

This tool is designed to aid education actors in scaling initiatives by facilitating the planning, documentation, and learning from adaptations made to the model or scaling approach during implementation. Scaling is an iterative process that necessitates continuous adaptation and learning, including modifications and simplifications to the initiative and approach. However, too often, planned adaptations are not systematically recorded, leading to lost learning opportunities.

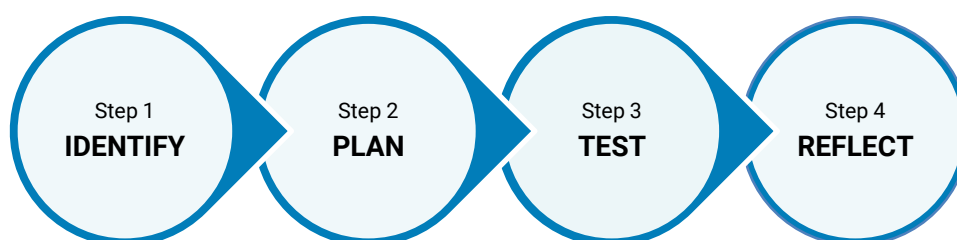
Moreover, scaling processes often lack sufficient time for reflection and course correction based on data and environmental changes. The primary goal of this tool is to support practitioners, both innovators and adopters, in consistently planning and documenting adaptations while periodically pausing to reflect on these changes as part of an iterative learning cycle. This approach strengthens efforts to scale and sustain education initiatives.

The tool comprises four crucial steps to facilitate the effective scaling of initiatives.

The first step involves determining the overall scaling goal and selecting a priority scaling driver, which is a critical factor essential for achieving the scaling goal

successfully. In this stage, a comprehensive step-by-step plan is devised to assess relevant challenges and opportunities, outlining actions that need to be taken to address these challenges effectively. The third step involves testing the adaptation by carefully documenting all changes made during the implementation of the broader scaling strategy, including any challenges faced during the process, and recording early results. The final step revolves around analyzing all the information collected during the adaptation testing phase, reflecting on the outcomes, comparing them with predictions, and making informed decisions about whether to continue, refine, retest, or abandon the adaptation in favor of an alternative approach. By following these four key steps, the tool aids practitioners in scaling initiatives efficiently while promoting continuous learning and improvement throughout the process.

Figure 2.2: Steps of the Adaptation Tracker



To understand the adaptive measures taken during program implementation, specific questions are prepared and used in interviews with the Adaptation Tracker. Unlike the scaling strategy worksheet and the institutionalization tracker, the adaptation tracker was developed in July 2021 by Molly Curtiss Wyss, Patrick Hannahan, and Jenny Perlman Robinson, with support from the Real-time Scaling Lab partners, advisory group members, interns, and other colleagues.

2.3.3 Four guiding principles

Understanding scaling science is crucial before delving into its four guiding principles. Scaling science is an advanced paradigm that involves giving measurable form to objects or processes. There are several definitions of "scaling," but this study focuses on scaling in R4D (social science) or scaling science. Here, R4D is usually confused with research for development, but it is different and mainly intends to achieve an impact that promotes development. This systematic and principle-based approach is used to assess research impact, particularly innovations benefiting society. The concept of scaling science emerged from the IDRC's review of work aimed at advancing a scientific and critical approach to scaling, with a specific focus on addressing the Ebola crisis through various accepted approaches, including clinical trials.

The emergence of scaling science was witnessed during the Ebola crisis, where traditional scaling approaches proved ineffective.

Innovations and evidence-based solutions played a significant role in overcoming the crisis. The Canadian organization IDRC supported these efforts, leading to the successful development and distribution of a new Ebola vaccine. Scaling science can be defined as scaling scientific research results to achieve impactful outcomes, focusing on a broader perspective that involves researchers, innovators, and societal development. Three traditional scaling paradigms—industrial scaling, pharmaceutical scaling, and lean scaling—have been used primarily for commercial success, but they may not adequately address social impact. The term scaling impact here refers to the number of ways the scaling process is described, which helps in understanding how and what to scale as scale up, scale out, and scale deep. Scaling science aims to create a framework that prioritizes the public good.

The four guiding principles of scaling science assist social innovators in transitioning from ideas to impactful outcomes. These principles promote creativity, originality, and structured risk-taking, supporting innovators in scaling their initiatives effectively. To understand the scaling impact, it is critical for innovators to address these principles effectively.

1. Moral Justification

Moral justification plays a vital role in justifying scaling decisions. Innovators need to assess the reasonableness, responsibility, and effectiveness of replication. This involves evaluating the acceptable impact risk, considering factors such as risk level, problem urgency, failure cost, diversity of perspectives, availability of competing solutions, and potential negative impacts. Justification combines both technicality and morality, ensuring that scaling is based on values and evidence.

The choice to scale an innovation should be justified within an acceptable impact risk, align with personal values, and supported by evidence. It should also involve the input of both innovators and directly impacted individuals. Scaling is not necessary for every initiative or program, and innovators must weigh the promise of effectiveness against the risk of impact. Ethical considerations are central to moral justification, demanding evidence-based justifications for replication.

Technical justification alone is insufficient, as capability does not equate to necessity. By combining morality and values with technical justification, scaling innovation becomes meaningful and impactful. Innovators must consider three rationales when justifying scaling: ensuring the decision aligns with acceptable impact risk, personal values, and evidence-based effectiveness. Only when these justifications are met can innovation be scaled effectively.

By adhering to the principles of scaling science and moral justification, innovators can make informed decisions about scaling their initiatives or programs, ensuring that they prioritize impact, values, and evidence in their scaling strategies.

2. Optimal Scale

The principle of optimal scale challenges the notion that "bigger is better" when it comes to addressing social or environmental problems. Instead, it emphasizes the need for effective and efficient implementation to maximize the impact of an initiative and achieve an optimal outcome. This fundamental principle guides the innovators in understanding the optimal scale of their innovation through three key ideas.

Firstly, optimality relates to the level of impact that should be reached and the thoughtful measurement of that impact. It requires a deep understanding of the collective effects that scaling creates. Secondly, innovators must critically address the four dimensions of change: magnitude, variety, equity, and sustainability.

Magnitude captures the numerical statistics of the innovation, including the number of people involved and affected, the degree of their impact, and the geographical coverage. **Variety** considers the different variables within the innovation, such as diverse impacts, levels of impact, and different initiatives/programs. **Equity** focuses on fairness in distributing the impact, identifying and addressing inequalities, and ensuring equitable benefits for all. **Sustainability** pertains to the duration of impacts and the effort needed to sustain them over the long term.

When planning initiatives/programs, both quantitative and qualitative impacts should be considered, while direct stakeholders play a vital role in assessing the positivity or negativity of the outcomes. Defining impacts within the desirable, intended, and anticipated helps align desired outcomes with clarity. Achieving optimal impact requires balancing all four dimensions of change while considering the capacity and values of innovators and stakeholders.

3. Inclusive Coordination

In the scaling process, coordination among different stakeholders is crucial for ensuring a smooth and effective process. However, challenges often arise, leading to undirected coordination where actors work independently, forming an organized system holistically. Understanding the multidimensionality of factors, including people and places affected by scaling, is essential to coordinating efforts.

To characterize the actors involved in coordination, four distinct roles can be identified:

Initiators: Initiators are the ones who initiate the scaling process, including innovators, funders, willing communities, accepting government bodies, and experts. Before scaling begins, these actors have already allowed and embraced the innovation.

Enablers: Enablers play a facilitative role in the scaling process and can be individuals, locations, or a combination of both. Examples of enablers include policymakers, government agencies, communities, professionals, and educational

institutions. In the context of these initiatives and programs, enablers encompass teachers, principals, students, ward officers, parents, and more.

Competitors: Competitors represent alternative approaches or ideas that can enhance the efficiency and effectiveness of scaling. They provide valuable insights and contribute to improving the scaling process. Competitors can be individuals, locations, or resources that offer alternative solutions.

Impacted: The impacted individuals are directly affected by the innovation and their experiences of both benefits and risks. They play a crucial role in determining the success or failure of the scaling process.

Coordinating efforts involves acknowledging the complexity of scaling within complex systems and adapting to the needs of the various actors involved. While coordination may face obstacles, undirected coordination can still be successful when actors work independently yet form an organized system. It is essential for innovators to recognize that the participation of diverse actors, each serving their own purpose, is crucial for the success of a project.

By understanding the roles of initiators, enablers, competitors, and the impacted, researchers can ensure inclusive coordination and account for a broader range of perspectives. Inclusive coordination considers the influence and impact of these groups, shaping the intended outcomes and optimizing the scaling process.

Inclusive coordination is a vital principle for successful scaling, promoting collaboration and meaningful engagement among stakeholders. By recognizing the distinct roles and perspectives of initiators, enablers, competitors, and the impacted, innovators can create an environment where the scaling process is guided by inclusivity and cooperation, leading to greater impact and sustainability.

4. Dynamic Evaluation

Dynamic evaluation is a vital component of the scaling process, involving continuous learning and evaluation where scaling itself acts as an initiative/program. Unlike traditional evaluations, it does not adhere to fixed evaluation periods but occurs throughout the entire scaling journey, examining both the innovation's impact and the scaling effects. The key principle of dynamic evaluation is its flexibility in approaches, tools, methods, frameworks, and alternatives, enabling the assessment of diverse processes within scaling. It analyzes how scaling actions produce scaling effects that influence collective impacts, considering linear and non-linear as well as quantitative and qualitative aspects.

The primary objective of dynamic evaluation is to continually measure the scaling impact in comparison to the scaling actions, ensuring a better understanding of the returns achieved. It helps actors involved in scaling comprehend the scaling effects and adapt their actions accordingly throughout various processes. The dynamic nature of scaling actions and their effects necessitates ongoing monitoring of scaling effects to distinguish between impacts resulting from the scaling action and external factors indirectly associated with the innovation. This

monitoring contributes to a nuanced understanding of the constantly changing optimal scale, guiding the scaling process more effectively.

Dynamic evaluation rejects a linear view of change, embracing continuous evaluation and questioning the "why" and "under what conditions" of its effectiveness. By incorporating dynamic evaluation, innovators can explore how the scaling process can enhance impacts in new contexts and over time. It is applicable to all social processes, particularly complex and challenging problems.

In summary, dynamic evaluation serves as an essential tool in scaling science, allowing for continuous assessment and learning throughout the scaling journey. Its adaptability and focus on scaling effects contribute to producing optimal impacts and driving the scaling process forward.

2.4 Selections of Respondents

Data collected from two Ph.D. students who served as innovators informed the scaling strategy and adaptive measures for the two programs in this study. The innovators were interviewed to determine the initiatives indicators, vision, and scaling strategy using the scaling strategy worksheet and adaptation tracker. The institutionalization tracker was administered for two programs:

"Campaign through action groups enhancing inclusive access to public schools for out-of-school children and children at risk of dropping out" and "Extracurricular Activities (ECA) after school. For the first program, interviews were conducted with five respondents (action group leaders), and for the second program, 21 respondents (education officers, principals/head teachers, and ECA in-charge/school teachers) from the project site in Rautahat district were interviewed and scored using the institutionalization tracker. Below, you will find a brief explanation of their roles and involvement in the programs.

Performance Assessment

In this performance assessment chapter, focusing on the objective of the report, a comprehensive evaluation of the initiatives and programs is presented. The assessment involved a systematic collection and analysis of data using three key tools: the scaling strategy worksheet, the institutionalization tracker, and the adaptation tracker.

The scaling strategy worksheet was utilized to understand the overall scaling strategy of the initiatives and programs, providing insights into their design and implementation to achieve their intended outcomes. The institutionalization **tracker** assessed the readiness of the involved institutions, analyzing changes and progress from baseline to end-line data. Additionally, the adaptation tracker captured measures and changes made during the scaling process, helping to understand how initiatives and programs adapted to different contexts.

The performance assessment chapter employed both quantitative and qualitative data collection methods, conducting in-depth interviews with various stakeholders. In this chapter data has been analyzed using appropriate techniques and predefined performance indicators, assessing multiple dimensions, including scaling strategy, institutional readiness, resource allocation efficiency, program activity effectiveness, and overall impact on the target population.

To present the findings effectively, this chapter is divided into two sections for the programs "Campaign through action groups enhancing inclusive access to public schools for out-of-school children and children at risk of dropping out" and "Extracurricular Activities (ECA) after school. Within each section, four subsections analyze the scaling strategy worksheet data, institutionalization tracker data, adaptation tracker data, and overall program performance based on the four guiding principles of scaling science.

Overall, the performance assessment chapter offers a thorough evaluation of the programs, shedding light on their scaling strategy, institutional readiness, adaptation measures, and overall performance.

3.1 **Section I: Campaigning through action groups to enhance inclusive access to public schools for OOSC and children at risk of dropping out**

3.1.1 Using the Scaling Strategy Worksheet to assess the scalability of the program and evaluate its scaling strategies

The initial interview conducted was with a representative or innovator involved in the initiatives titled "Campaign through action groups enhancing inclusive access to public schools for out-of-school children and children at risk of dropping out." The initiatives and programs took place in the Durga Bhagwati Rural Municipality, located in Nepal's Rautahat District. This rural municipality is situated on the western bank of the Bagmati River and comprises five distinct wards: Gangapipara, Bhalohiya, Matsari, Pachrukhi, and Badharwa. Within the rural municipality, there are two secondary schools, two lower secondary schools, twelve primary schools, and one Madarasha.

During the interview, specific questions were asked following the guidelines for developing a scaling strategy. These questions aim to determine the indicators and strategies for scaling the program. The findings and analysis presented in this report are based on the responses provided during the interview.

1. Vision

The initiatives and programs "Campaigning through Community Action Group to Enhance Inclusive Access to Public Schools for Out-of-School Children and Those at Risk of Dropping Out" aim to reduce the number of children out of school, increase enrollment by engaging parents in their children's education, and increase the children's aspiration. It focused on Durga Bhagwati Rural Municipality, comprising five wards, with each ward having a community action group of ten members. And an action group leader within that community action group. The initiatives and programs aimed to raise parental awareness about the importance of involvement in their child's education and decrease school dropout rates. Through community action groups, the goal is also to establish a parent-teacher association (PTA) and a school management committee (SMC).

2. Summary of Scaling Strategy

The scaling strategy, known as "scaling deep," aims to enhance available resources and expand action groups to change attitudes towards education among parents, teachers, and the community. The initiatives and programs focus on educating the community about the importance of parental involvement in education. And the encouragement of parental involvement involves engaging parents in monthly meetings, sharing information about education with their children, and raising awareness of parents' roles and responsibilities towards their children. To facilitate this, academic calendars and posters were distributed throughout the

community, visually expressing the motivation for children to attend school and emphasizing the importance of education for all.

Action groups, led by designated leaders, develop strategies to achieve the initiative's goals. The sustainability of the initiative's benefits relies on local government support, the capacity-building of action groups, and advocacy efforts. Scaling up the initiatives and programs is envisioned by implementing them in control groups in other rural municipalities and expanding their reach to other areas.

3. Credibility of the proposed initiative

The initiative's core strategy is to educate and mobilize action groups, focusing on parents and the community. The initiative draws inspiration from participatory action research (PAR) and the successful "Beti bachau, beti padhau" campaign in India. The initiative has gained appreciation from parents but faced criticism from head teachers who were resistant to involving parents. The implementer rates the initiative's credibility at 3 out of 5 due to the challenges faced by the action groups in developing realistic action plans.

4. Recognition of the problem and support for change

The existing education policy mandates the presence of a SMC and a PTA in every public school, but implementation has been inadequate. Parents recognized issues such as inadequate midday meals and irregular classes, leading to a demand for their involvement. However, head teachers resisted the initiatives and programs. The initiatives have partnered with "Aasman Nepal" and community leaders, with plans to engage ward leaders and head teachers in the future. The action groups themselves have been identified as both a valuable asset and a challenge due to their ambitious but unrealistic action plans.

5. Advantages of the proposed initiative over alternatives and the status quo

The initiatives and programs focus on educating the community and involving parents in their children's education. It aims to establish community-led SMCs and PTAs to avoid political influence. The initiative aligns with community and parental concerns rather than political interests. The growing interest in joining action groups indicates increased community understanding of their importance. The initiative can contribute to improved education outcomes and prevent resource exploitation through community involvement in SMCs and PTAs.

6. Enabling conditions and partnerships for scaling

The action groups, community members, and wards are valuable assets for scaling the initiatives and programs. However, political interference in schools poses a significant challenge. Support from wards, NGOs, INGOs, CSOs, and community

leaders is crucial for scaling the initiative. The initiative's or program's acceptability in larger systems can be facilitated by demonstrating community demand and creating new principles for parental involvement in education.

7. Ease of transferring and applying the initiative at scale

Raising awareness in a community where education is undervalued is the most challenging aspect. Expertise in participatory action research and familiarity with the community's situation are necessary for scaling. Incentives, such as providing snacks during the initiative, can attract community members. The monitoring of schools, collaboration with wards, engagement of parents and school representatives, and cost-effective data collection processes should be continued and improved.

8. Organizational capacity to implement the initiative at scale

The current organizational capacity may not be sufficient for long-term implementation and scaling. Ownership and involvement of the ward and community members are crucial for sustained implementation. Collaboration with the ward, presenting data, and connecting action groups to the ward can build organizational capacity. Incentives, motivational sessions, and the appointment of group leaders can further enhance capacity.

9. Financial sustainability of the proposed initiative

The initiative's expenses are currently covered by the ESP project. Long-term funding requires support from wards, resource mobilization, and potential investment from Aasman Nepal.

10. Actions, milestones, and timetables

Group leaders were selected, and monthly meetings were initiated at the start of the initiative. Asaman Nepal provided monitoring support. The initiative utilizes a human capital approach due to the community's focus on profit. Establishing SMCs and PTAs has gained momentum, reflecting increased community recognition of their importance. Ward ownership is crucial for scalability. The implementer overall rates the scalability of the initiatives and programs as 2 out of 5 due to the limited government emphasis on education and awareness among the people. And the total duration of the program was from June 24, 2022, to May 8, 2023.

3.1.2 Using the institutionalization tracker to assess the institutional readiness for scaling

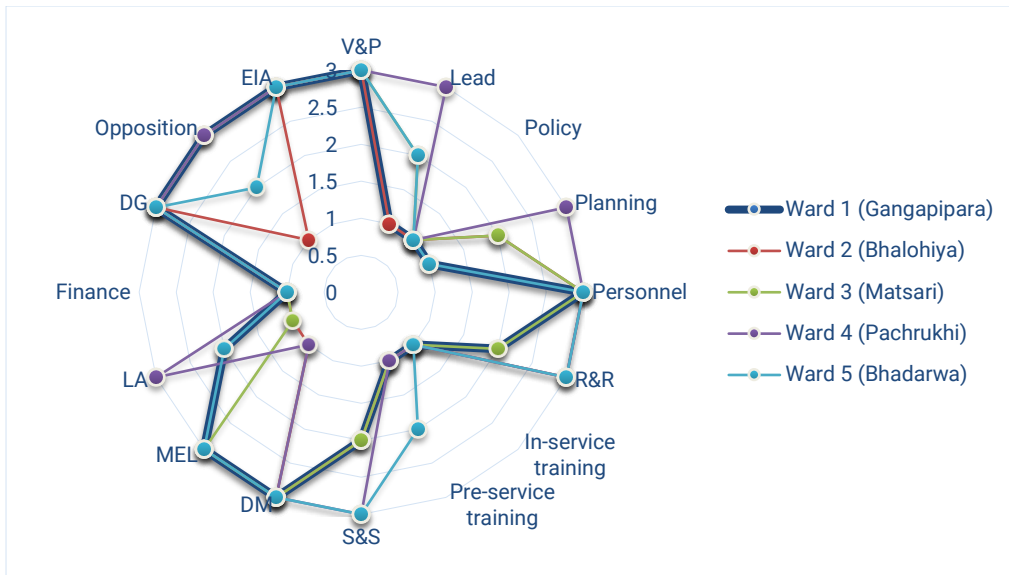
To assess the institute's readiness for scaling the initiatives and programs "Campaign through action groups enhancing inclusive access to public schools for OOSC and children at risk of dropping out," interviews were conducted with community action group leaders in their respective wards. The initiatives and programs took place in the Durga Bhagwati Rural Municipality, located in Nepal's Rautahat District. This rural area is situated on the western bank of the Bagmati River and is divided into five distinct wards: Gangapipara, Bhalohiya, Matsari, Pachrukhi, and Badharwa. Within the rural municipality, there are two secondary schools, two lower secondary schools, twelve primary schools, and one Madarasha involved in the initiatives and programs.

For the campaign, community action groups were formed in each of the five wards, comprising 12–15 community members led by one leader. Their role is to address community education issues and promote the campaign. After the initiatives and programs period was completed, the five community action group leaders were interviewed again in their respective wards to gain a better understanding of the community situation and assess the ward's readiness. Specific questions were asked about various elements of the program, including scaling strategy, governance, human resources, curriculum and materials, information, finance, stakeholders, equity, and inclusion. The report aimed to understand and evaluate the program's potential for scaling based on the guidelines provided by the institutionalization tracker. It's important to note that the assessment did not consider the curriculum and materials, as the tracker was primarily designed for ward evaluations rather than educational institutes.

This section analyzes the readiness of the institution, which was taken at the end of the program duration in May 2023 as endline data. The endline data presents the analysis of the institution's readiness, with data collected at the end of the initiatives or programs. Also, before this, initial data that reflected the initial phase of program implementation and provided insight into the initial state of the initiatives and programs was also taken, which can be accessed from the previous report that has been published. The link to the initial phase data and overall report has been added in the reference section. Lastly, the comparison analysis examines and compares the initial and end data, which is in the next chapter.

The findings and analysis were generated using a spider/radar graph based on the responses provided by the action group leaders from all five wards, which are mentioned below:

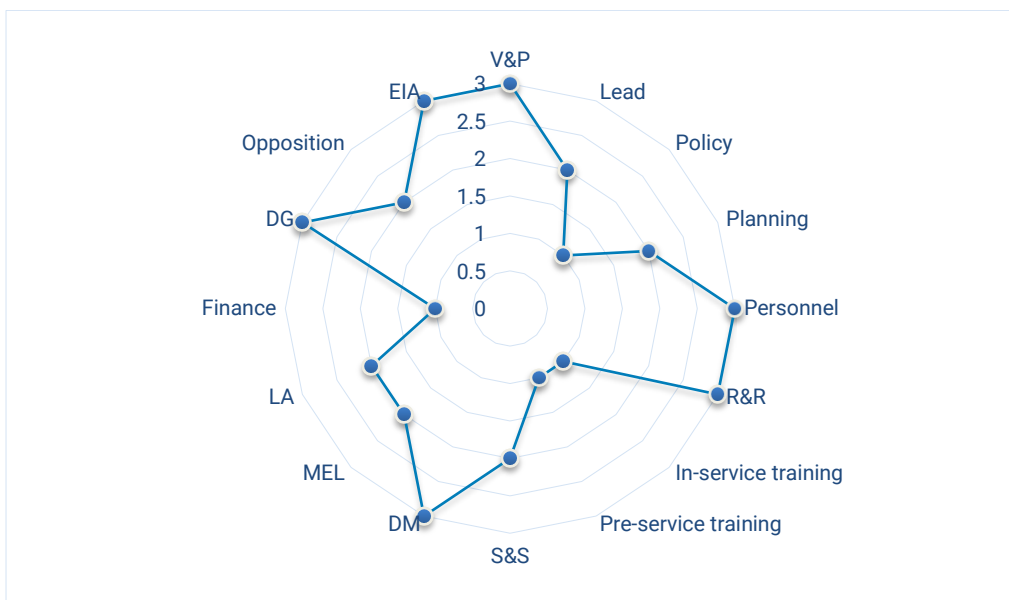
Graph 3.1: Institutionalization tracker data from the responses of all five Action Group Leaders of Durga Bhagwati Rural Municipality for the year 2023



Source: Field Survey, 2023

The results of the Institutionalization Tracker for all five wards in Durga Bhagwati Rural Municipality are depicted in the figure above. Each ward is assigned a specific color: dark blue for Ward 1, red for Ward 2, light green for Ward 3, purple for Ward 4, and light blue for Ward 5. This figure may appear intricate as it consolidates the scores from all wards. However, it offers a concise and informative overview of the institution's readiness for scaling.

Graph 3.2: Institutionalization tracker data from the responses of action group leaders of Durga Bhagwati Rural Municipality for the year 2023 in Average



Source: Field Survey, 2023

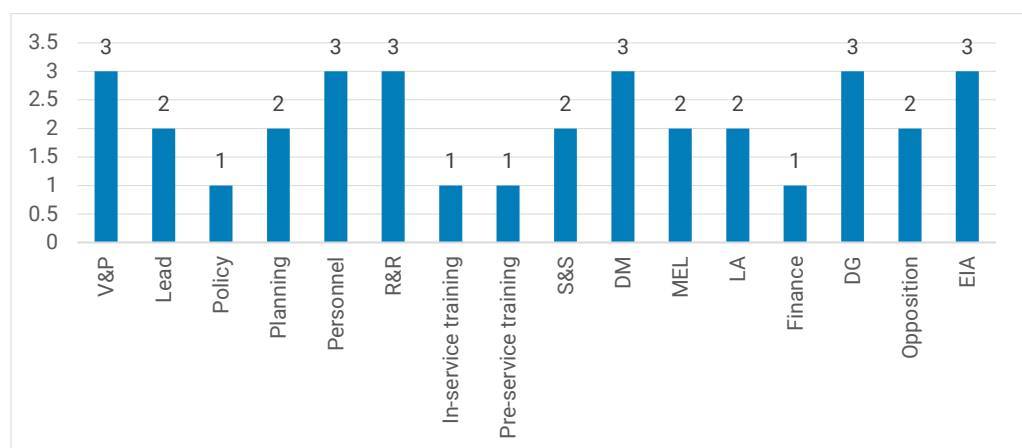
The above figure demonstrates the overall readiness of the wards in Durga Bhagwati Rural Municipality to improve inclusive access to public schools for out-of-school children (OOSC) and those at risk of dropping out. The radar graph represents the average scores of all five wards. The municipality as a whole has not fully established institutionalization (Score 4). However, there are four key areas, namely policy, in-service training, pre-service training, and finance, that scored low (Score 1) in terms of institutionalization. The innovator and municipality should prioritize these areas to enhance their capacity and potential for effective scaling.

The primary objective of the initiatives and programs is to enhance access to public schools for OOSC and at-risk children through action groups, parent capacity building, and discussion groups.

Despite the Nepali policy requiring the existence of a school management committee (SMC) and parent teacher association (PTA), it was found that no such associations involving both parents and school representatives currently exist. The ward's activities do not align with existing policies and are not supervised by the municipality. Furthermore, there is a lack of training and information sharing regarding education, PTA, and SMC, which hinder the formation of groups and capacity building for parents. The municipality has not allocated any investment or financial support to engage parents and share crucial information on education and capacity building. Therefore, focusing on these areas is crucial for the innovator to effectively scale the initiatives or programs.

On the radar graph, the ward scores moderately (2 to 3) in terms of having a clear vision and pathway for the initiatives and programs, possessing leadership, planning for future programs, having capable personnel and recruitment, monitoring, learning, and evaluation processes, as well as generating demand by informing school representatives and the municipality about educational issues. Additionally, the ward has attempted to engage opposition parties for potential scaling. Lastly, equity and inclusion are moderately institutionalized, with the ward developing a strategy to ensure equitable access to the initiative.

Graph 3.3: Institutionalization tracker data from the responses of action group leaders of Durga Bhagwati Rural Municipality in average for the year 2023



Source: Field Survey, 2023

In summary, the wards of Durga Bhagwati Rural Municipality are not completely institutionalized in all areas. It is crucial to prioritize four key areas: policy, in-service training, pre-service training, and finance, as they received the lowest institutionalization score of 1 on the tracker. The provided bar graph (Figure No. 3.3) serves as a reference. For the initiatives and programs to be scaled effectively, the innovators should concentrate on these areas and communicate their requirements to the relevant authorities, including ward, school, and municipality representatives. This will ensure proper support and mitigation measures are implemented as needed.

**Note: The institutionalization tracker's score, average, and radar graph for all five wards of Durga Bhagwati Rural Municipality have been added in the Annex. (Footnote)*

3.1.3 Using the adaptation tracker to evaluate the adaptability and learning from the implementation

In this section, the adaptation tracker was used to assess the program's adaptability. Following four key steps: identify, plan, test, and reflect, it identified areas for optimization, planned adjustments, tested them in specific contexts, and reflected on outcomes. This data-driven approach emphasizes adaptability and improves scalability and impact. Analysis from the "adaptation tracker" for the program "Campaign through action groups enhancing inclusive access to public schools for OOSC and children at risk of dropping out" is presented below. For this, specific questions from the adaptation tracker were used.

Step 1: Identify

Scaling Goal: The goal is to expand the initiatives and programs to the entire Province 2, aiming to reduce the number of out-of-school children (OOSC), improve parental involvement, and increase the children's aspiration.

Priority Scaling Driver: Community collaboration, school support, and active involvement of action groups (e.g., mother's groups, religious leaders, and parents) are key drivers for scaling the initiatives and programs. Engaging municipalities, wards, and female community health volunteers (FCHVs) can also contribute to changing community attitudes.

The scaled initiatives and programs will benefit OOSC, parents, and schools. It will empower parents to express their views, participate in their children's education, and negotiate with schools. Scaling will take 1 to 2 years, depending on the scaling approach and municipal promotion. The main goal is to reduce OOSC and raise awareness about education's importance and attitude change.

Collaboration among community members, support from schools, and active involvement of action groups and influential figures such as mother's groups, religious leaders, and FCHVs are crucial in driving the scaling process. Municipalities and wards play a significant role in scaling initiatives and programs and changing community mindsets.

Step 2: Plan

Challenges: The challenge is the mindset of community members and parents, who focus on monitoring their own children's schools rather than the entire education system in the district. This hinders the initiative's or program's sustainability and the community's ability to improve education independently.

Proposed Adaptation: To address this issue, it is important to introduce leadership roles within parent groups and promote active participation. Conducting campaigns to shift the community mindset towards monitoring all schools in the community is another essential step. Engaging community members working abroad to share the value of education can also have a significant impact. Seeking support from community role models and influential individuals to emphasize the importance of education is an additional proposed adaptation that can be implemented to scale the initiatives and programs.

Incentives: Provide incentives like a lunch-providing system to encourage community participation. Collect spare laptops and computers to create an audiovisual room with curriculum videos uploaded by NCED, accessible without internet. This strengthens the link between action groups and schools, fostering educational improvement.

Measurements for adaptation: To measure the effectiveness of the initiatives and programs, measures such as regularly monitoring student attendance rates and conducting interviews with action groups and teachers can be implemented. Data collection, conducted by monitors from Aasaman Nepal or the project itself, should occur once or twice every six months. The collected data will inform decision-making regarding scaling, municipality involvement, resource mobilization, and technical literacy levels.

Prediction: The initiatives and programs are expected to reduce the number of out-of-school children (OOSC) and improve the quality of education in the district if they are implemented.

Step 3: Test

During the testing phase, unexpected situations and observations arose. Some positive outcomes were the rapid growth of parents' curiosity and interest in education. However, challenges emerged as schools showed reluctance to involve parents in the education system and teachers were fearful of parental engagement. Additionally, one of the action groups faced difficulties as members continuously changed, leading to a lack of comprehension and ultimately resulting in the group's disintegration.

Step 4: Reflect

What were the outcomes of testing the adaptation? Did it lead to improvement? What worked and what didn't? Were there any unplanned adjustments to the original plan? How did the results compare to the predictions? What lessons were learned?

The initiatives and programs successfully reduced the out-of-school children (OOSC) rate by 20% and increased parental knowledge. Although there were some improvements, they were observed in a small percentage of cases. No spontaneous or unplanned changes were made to the original plan, and the results aligned with the predicted outcome by approximately 80%. The initiatives and programs were based on the participatory action research (PAR) approach, which can also be applied to other initiatives and programs. Additionally, it was found that 128 students were able to return to school due to the implementation of the initiatives and programs. These findings are based on the endline survey [1] conducted by the innovators to assess the effectiveness of the initiatives and programs.

Based on the insights gained from this reflection, what are the proposed next steps? Will the adaptation be maintained, expanded, or abandoned for an alternative approach? Is this scaling driver still a priority? Please provide details in a new "plan" section outlining the proposed next steps.

Building on the lessons learned, the next objective could involve introducing technology in schools and establishing an audio-visual room where students can access educational videos from the National Center for Education Development (NCED). Municipalities should also present accurate data on OOSC and allocate budgets to support children's education. Capacity-building training for parents and community members should be organized by the municipality. The adaptations should be expanded to include influential leaders, religious figures, and other stakeholders in the community, along with parents. These scaling drivers play a crucial role. Each action group should take responsibility for 6 to 7 households. By engaging and inspiring influential leaders and religious figures, such as mayors, the community will follow their lead and prioritize children's education.

Meta analysis using the adaptation tracker suggests that the "Campaign through action groups enhancing inclusive access to public schools for OOSC and children at risk of dropping out" initiatives and programs proved effective in reducing the number of out-of-school children (OOSC) and improving parental involvement in education. The data-driven approach, using the adaptation tracker, emphasized adaptability, scalability, and impact. The proposed next steps involve introducing technology in schools with an audio-visual room for educational videos, accurate data presentation on OOSC by municipalities, and capacity-building training for parents and community members. Initiatives and programs will be expanded to include influential leaders and religious figures, leveraging their support to prioritize children's education. These scaling drivers play a crucial role in achieving the initiative's or program's goals and fostering a positive impact on education in the district.

3.1.4 Data analysis in terms of the four guiding principles of scaling science

Guiding Principles

The scaling of these initiatives and programs is guided by four key principles:

1. Morally Justified

The scaling decision for the initiatives and programs "Campaigning through Community Action Group to Enhance Inclusive Access to Public Schools for Out-of-School Children and Those at Risk of Dropping Out" is guided by moral justification, ensuring that it aligns with values, evidence, and acceptable impact risk. The program aims to reduce the number of out-of-school children, increase enrollment, and raise parental awareness about education's importance.

To justify scaling, innovators evaluate factors like risk level, problem urgency, failure cost, diversity of perspectives, competing solutions, and potential negative impacts. The initiatives and programs core strategy involves educating and mobilizing action groups, drawing inspiration from participatory action research (PAR) and the successful "Beti bachau beti padhau" campaign in India, along with SDG Goal 4: Quality Education, a policy made by the Nepal Government for the establishment of PTAs and SMCs.

Despite facing resistance from head teachers, the initiative gained appreciation from parents. The sustainability of benefits relies on local government support, the capacity-building of action groups, and advocacy efforts. Ethical considerations are central to moral justification, demanding evidence-based justifications for replication.

By adhering to scaling science principles and combining technicality with morality, the program's scaling becomes meaningful and impactful. The next steps involve introducing technology in schools, organizing capacity-building training, and engaging influential leaders to prioritize children's education. Through this approach, the program can continue making a positive impact and aligning with ethical values and evidence-based practices.

2. Optimal Scale

The initiatives and programs described below provide information aligned with the principle of optimal scale. The reduction of the out-of-school children (OOSC) rate by 20% and the increase in parental knowledge demonstrate the positive impact of the initiatives and programs. While improvements were observed, they were limited to a small percentage of cases, indicating the need for further enhancements. Importantly, the initiatives and programs remained faithful to the original plan, with the results aligning with the predicted outcome by approximately 80%.

The initiatives and programs were based on the participatory action research (PAR) approach, which is in line with the principle of optimal scale as it can be applied to other initiatives and programs. The implementation of the initiatives and programs resulted in 128 students being able to return to school, highlighting its effectiveness in addressing the issue of OOSC. These findings were derived from

an endline survey conducted by the innovators to assess the initiatives/program's effectiveness.

Building on the lessons learned, future objectives could include the introduction of technology in schools and the establishment of an audio-visual room to provide students with access to educational videos as there are fewer teachers. Accurate data on OOSC should be presented by municipalities, and budget allocation should prioritize children's education. Additionally, capacity-building training for parents and community members should be organized, involving influential leaders, religious figures, and other stakeholders. Engaging and inspiring these key individuals can significantly impact the community's prioritization of children's education and the sustainability of initiatives and programs.

Overall, the initiatives and programs aim to reach a wide scale by expanding action groups and involving parents, teachers, and the community to create a sustainable impact on education outcomes. And also, by considering these scaling drivers and engaging various stakeholders, such as mayors and influential leaders, the community will be more likely to follow their lead and prioritize children's education. This multi-faceted approach aligns with the principle of optimal scale as it addresses the dimensions of change, including magnitude, variety, equity, and sustainability. Achieving optimal impact requires a balance between these dimensions while considering the capacity and values of innovators and stakeholders.

3. Inclusive Coordination

The inclusive coordinators for this initiatives/programs involve community collaboration, Aasman Nepal, school support, ward leaders, and enablers such as action group leaders, mother's groups, religious leaders, and Female Community Health Volunteers (FCHVs). These enablers play a vital role in facilitating the scaling process. Municipalities and wards also contribute significantly to promoting the initiatives and programs and shifting community mindsets.

Inclusive coordination is crucial for scaling success, acknowledging the roles of enablers, initiators, competitors, and the impacted. Enablers, including educational institutions, policymakers, and government agencies, facilitate and implement the scaling process. Initiators, such as innovators, funders, and willing communities, initiate the scaling process. Competitors, like teachers, school representatives, and community members, provide alternative approaches and valuable insights for improvement. The impacted individuals, mainly students and parents, directly experience the benefits and risks of the initiatives and programs, playing a pivotal role in their success.

Inclusive coordination ensures collaboration, meaningful engagement, and optimized scaling by recognizing the distinct roles and perspectives of enablers, initiators, competitors, and the impacted, innovators create an environment guided by inclusivity and cooperation, leading to greater impact and sustainability.

4. Dynamic Evaluation

To understand dynamic evaluation and measure its scaling impact, it is essential to consider the ethical implications of the program. The program aimed to reduce the out-of-school child (OOSC) rate and increase parental knowledge through a participatory action research (PAR) approach. Although the program led to a 20% reduction in the OOSC rate and increased parental knowledge, the improvements were observed in only a relatively small percentage of cases, raising concerns about the effectiveness and inclusivity of the approach.

Furthermore, the challenge posed by the mindset of community members and parents, who focus solely on monitoring their own children's schools rather than the entire education system in the district, highlights the importance of equity and community engagement in the initiatives and programs's sustainability. To address this challenge, reliance on group leaders and community role models to promote the value of education, along with introducing leadership roles within parent groups, can be seen as morally justifiable adaptations and evaluations that should be considered.

Therefore, scaling the program requires continuous monitoring and the introduction of local community leaders. This not only ensures the program's objectives but also provides support for bringing out-of-school children back to school. Additionally, to enhance effectiveness, capacity-building training for parents and community members, organized by the municipality, demonstrates a commitment to empowering the community and promoting collective responsibility for children's education.

Overall, dynamic evaluation, when grounded in ethical considerations, ensures that scaling processes prioritize inclusivity, equity, and continuous improvement. By fostering an adaptive and flexible approach, dynamic evaluation contributes to producing optimal impacts and driving the scaling process forward in a morally justifiable manner. Regular monitoring, community engagement, and constant learning are vital aspects of dynamic evaluation, leading to positive social change and sustainable development.

To achieve this, the community, especially parents and the formed action groups, should take the lead and collaborate with the municipality and school representatives for effective results. Additionally, school representatives should make an effort to invite parents and community members to meetings and discussions. Lastly, the municipality should also make an effort to monitor and evaluate the changes that take place in their respective wards and assess the functioning of parent-teacher associations (PTAs) and school management committees (SMCs).

The analysis of the four guiding principles suggests that the scaling of the "Campaign through Community Action Group enhancing inclusive access to public schools for out-of-school children and those at risk of dropping out" initiative or program is guided by four key principles: moral justification, optimal scale, inclusive coordination, and dynamic evaluation. The initiative or program aims to reduce the number of out-of-school children, increase parental awareness about

education, and foster positive impacts on education outcomes. By adhering to these principles, engaging stakeholders, and introducing technology and capacity-building training, the program can make a meaningful and impactful contribution to education in the district. Continuous monitoring, community engagement, and flexibility in approach are vital to ensuring inclusive and sustainable scaling.

3.2 Section II: Extracurricular Activities (ECA) After School

3.2.1 Using the Scaling Strategy Worksheet to assess the scalability of the program and evaluate its scaling strategies

For the program "Extracurricular activities (ECA) after school", an interview was conducted with a representative or innovator involved in the initiatives or programs titled "ECA after School. Three rural municipalities, namely Durga Bhagwati Rural Municipality, Yamunamai Rural Municipality, and Rajdevi Municipality, have been selected as the initiative and program sites. The program was implemented in four schools within Rajdevi Municipality, three schools within Yamunamai Rural Municipality, and two schools within Durga Bhagwati Rural Municipality. Therefore, a total of nine schools were targeted in these three municipalities by appointing ECA in charge. These ECAs are the school teachers appointed by the school head teacher or principal.

During the interview, specific questions were asked following the guidelines for developing a scaling strategy. These questions aim to determine the indicators and strategies for scaling the program. The findings and analysis presented in this report are based on the responses provided during the interview.

1. Vision

The main vision of this initiative or program is to develop students' creative skills and enhance their creativity through participation in the ECA after-school program. The initiative aims to address the lack of ECA activities in most public schools in Rautahat, Nepal, and reinstate their implementation for Grade 5 students in nine schools across three municipalities. The ultimate goal is to reduce dropout rates among students in Rautahat in the long term. And to examine the effectiveness of the initiative or program by formulating it in nine schools of the chosen working area, that is, 2 schools of Durga Bhagwati Rural Municipality, 3 schools of Yamunamai Rural Municipality, and 4 schools of Rajdevi Municipality.

2. Summary of Scaling Strategy

The scaling strategy of the initiative or program focuses on scaling up, redefining, and regularizing the government-led initiative "ECA after school." To overcome budget constraints and ensure sustainable implementation of ECA, the strategy

includes providing detailed guidelines for teachers, lesson plans, and optimal resource utilization. The initiative also addresses challenges such as parental dissatisfaction and a lack of passion among school management and teachers.

3. Credibility of the Proposed Initiative

Taking inspiration from successful initiatives in countries like the USA, Pakistan, India, and Bangladesh, this initiative or program is based on the Participation Identification Model introduced by Jeremy D. Finn in 1989. The core strategy focuses on fostering a sense of belonging and encouraging student participation in school activities. Recognized for its effectiveness, the initiative acknowledges the need for continuous improvement in terms of inclusivity and quality. It is also supported by the government of Nepal as an after-school program. As evidence, the innovator cites a study conducted in Illam, Kathmandu, Gorkha, and Rupandehi that found that active participation in extracurricular activities (ECA) contributed to improved school retention and overall success among children with disabilities (Dynamic Institute of Research and Development (P) Limited, 2014). Additionally, the initiatives and program also support the national Education Sector Plan 2021–2030, which emphasizes subject-centered teaching and student involvement in extracurricular activities and community events (Government of Nepal, MoEST, 2021).

4. Recognition of the Problem and Support for Change

As the initiative aligns with the government provision, key stakeholders, including the mayor, parents, and education officers, are supportive. The support from the mayor and education officers in Rautahat has been consistent and instrumental in the initiative's implementation. Sociocultural aspects posed challenges, such as prioritizing cultural events over education, teachers sending their students early, and giving students just some arts and leaving them, but the initiative or program worked around these obstacles.

5. Advantages of the Proposed Initiative

Unlike existing external initiatives, this initiative or program directly intervenes within the school system itself. It encourages an informal environment for students to socialize, fosters creativity, and exposes them to new interests, thereby enhancing overall learning.

6. Enabling Conditions and Partnerships for Scaling

The national policy on compulsory extracurricular activities provides a conducive environment for implementing this initiative. Budget constraints in public schools also motivate the scaling of the initiative or program. Local leaders, education

officers, teachers, principals, and parents have been important partners, although more passionate individuals are needed to drive the cause.

7. Ease of Transferring and Applying the Initiative at Scale

Providing infrastructure for ECA implementation remains a challenge during scaling. It is crucial to have capable leaders, supportive partners, and an alignment of values between the innovator and key stakeholders. The enforcement of governing body provisions and a guiding manual for teachers can simplify the implementation process and reduce costs.

8. Organizational Capacity to Implement the Initiative at Scale

Many public schools face challenges in conducting ECA due to budget constraints, a lack of leadership, and teacher guidelines. Scaling the initiative will require a fixed guideline and orientation to ensure effective implementation. Although there is an imbalance in teacher-student ratios, the initiative utilizes existing school resources without requiring additional funding.

9. Financial Sustainability of the Proposed Initiative

Initially addressing budget constraints, long-term financial sustainability relies on government budget allocations. If additional finances are needed, the initiative can leverage the natural environment around the school. The government has a fixed annual budget allocated for conducting ECA after school.

10. Actions, Milestones, and Timetables

The initiative commenced at the beginning of the academic session on September 16, 2022, and concluded on March 10, 2023, following a simultaneous implementation across the target schools.

In conclusion, the "ECA After-School" initiative or program aims to develop students' creative skills and enhance their creativity by reinstating extracurricular activities (ECA) in nine public schools across three municipalities in Rautahat, Nepal. The scaling strategy focuses on redefining and regularizing the government-led initiative, supported by evidence from successful initiatives in other countries. With backing from key stakeholders, including the government, mayor, parents, and education officers, the program addresses challenges and fosters a conducive learning environment. The initiative's or program's credibility, recognition of the problem, and partnerships for scaling provide a strong foundation for its success. By leveraging existing school resources and ensuring financial sustainability, the initiative can make a positive impact on education outcomes and reduce dropout rates in the long term.

3.2.2 Using the institutionalization tracker to assess the institutional readiness for scaling

The initiatives and programs "Extra-Curricular Activities (ECA) After School" were examined and assessed for their readiness for scaling at the end of their timetable. Providing a summary of the initiatives' or program's details and context the three rural municipalities were chosen as initiative or program sites: Durga Bhagwati Rural Municipality, Yamunamai Rural Municipality, and Rajdevi Municipality. The initial implementation of the initiative or program included two schools in Durga Bhagwati Rural Municipality, three schools in Yamunamai Rural Municipality, and four schools in Rajdevi Municipality, targeting a total of nine schools. The selected schools are: Pachurkhi Adhar Bhut and Saraswati Ma Vhi in Durga Bhagwati Rural Municipality; Rajpur Adhar Bhut, Mahadev Prathimik Vidhyalaya, and Braham Prathimik Vidhyalaya in Yamunamai Rural Municipality; and Bhrampuri Ma Vhi, Laxmipur Adhar Bhut, Mashaarades Prathimik Vidhyalaya, and Pathara Adhar Bhut in Rajdevi Municipality.

This initiative or program focuses on existing ECA programs and policies, involving the engagement of teachers, head teachers, principals, and education officers from the nine selected schools and the three municipalities. A total of 21 respondents participated in the initiative or program, and the readiness assessment of the educational institutes and municipalities was conducted at three levels:

1. School level (respondents: school teacher or ECA in charge level)
2. School level (respondents: head teacher or principal level)
3. Municipality level (respondents, education officer)

Interviews with all 21 respondents were done to gather information about the conditions of their respective educational institutes, and the scoring was based on their responses. The analysis was again conducted at three levels to understand the endline analysis and readiness of the institution, which are briefly explained below. Each respondent provided their own responses, resulting in the creation of individual radar graphs, which are included in the annex of this report. The graph and analysis presented below are based on the average scores. The respondents were asked specific questions related to various aspects of system building blocks, such as scaling strategy, governance, human resources, curriculum and materials, information, finance, stakeholder engagement, equity, and inclusion, in order to understand and assess the scaling potential of the program according to the institutionalization tracker guidelines.

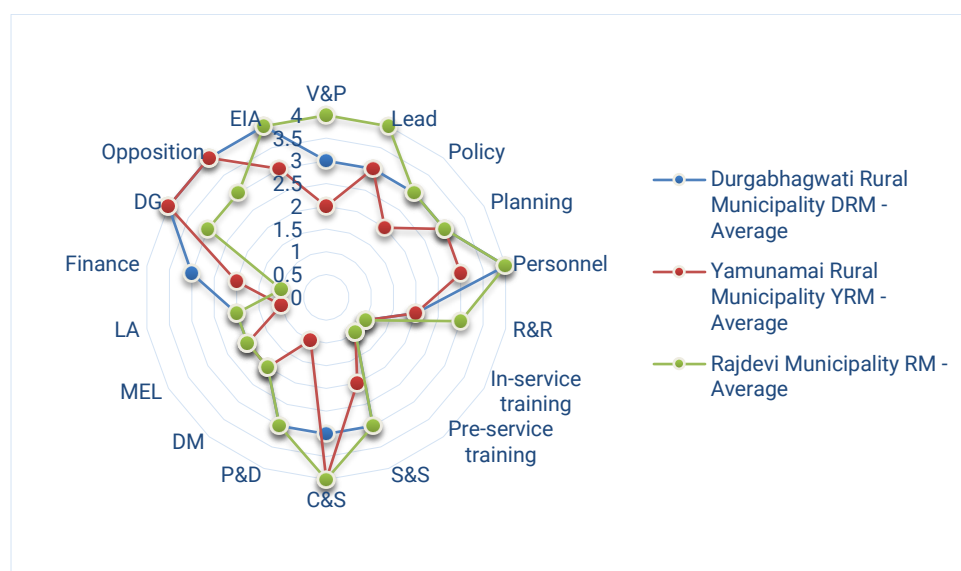
This section assesses the institution's readiness, which was evaluated as endline data in May 2023, marking the conclusion of the program. The endline data offers an analysis of the institution's readiness, collected at the program's conclusion. Prior to this, initial data reflecting the program's early implementation stage was also gathered, providing insights into its initial status. The previous report contains access to the initial phase data and the overall report, with links provided in the reference section. Additionally, a comparison analysis between the initial and endline data is conducted, which is explored in the subsequent chapter.

The findings and analysis were represented using a spider/radar graph derived from responses provided by action group leaders from all five wards, as detailed below:

A. School level (respondents: school teacher or ECA in charge level)

To examine and understand the education institute's (school's) readiness for these initiatives and programs, the school teacher or ECA in charge was interviewed first. During the interview, questions were asked to gain a better understanding of the school's engagement, support, and capacity to run extracurricular activities. For this, the institutionalization tracker's sets of questions were asked. All of the school teachers and ECA in charge of two schools in Durga Bhagwati Rural Municipality, three schools in Yamunamai Rural Municipality, and four schools in Rajdevi Municipality were interviewed and scored accordingly. The average score was calculated from the school teachers and ECA's analysis of the school level. For this, the average was calculated by dividing the total sum of the schools by the total number of schools. Furthermore, for this below radar graph and bar graph, a brief analysis has been mentioned.

Graph 3.4: Institutionalization tracker data from the responses of the school teacher/ ECA in charge of all three wards (in average)

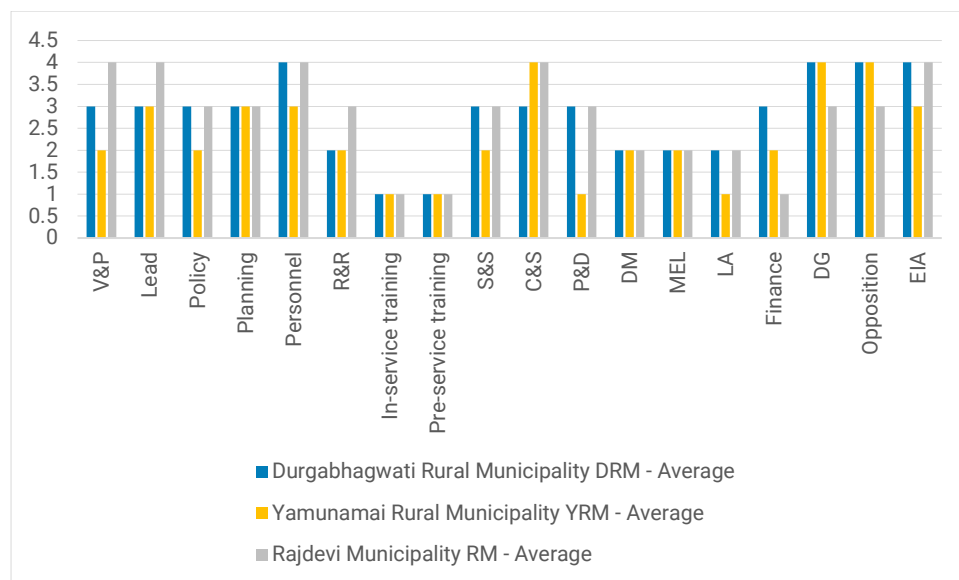


Source: Field Survey, 2023

According to the above figure, elements that are fully institutionalized (Score 4) include vision and pathway, leadership, personnel, curriculum and standards, demand generation, opposition, and equity and inclusion. However, it has been discovered that some are under-institutionalized in areas such as in-service, pre-service, procurement and distribution, learner assessment, and financial support. Finally, the remaining elements of all municipal schools are moderately institutionalized (emerging and significant). Here, it can be distinctly identified that Yamunamai Rural Municipality's readiness is better than that of Durga Bhagwati

Rural Municipality and Rajdevi Municipality. Which means the Durga Bhagwati Rural Municipality and Rajdevi Municipality should do much more to make their institute ready. For a more concise analysis, refer to the bar graph (Figure No. 3.5) below, which is an exact replica of the radar graph (Figure No. 3.4) above.

Graph 3.5: Institutionalization tracker data from the responses of the school teacher/ ECA in charge of all three wards (in average)



Source: Field Survey, 2023

The above bar graph shows that all three municipalities' schools have a clear plan to scale the program's goal of ECA. Following that, it can be seen that all of the schools have scores of 2 and 3 as emerging and significantly institutionalized. To begin, from the data received, it can be seen that all of the schools have assigned personnel to support ECA management, but there are fewer in Yamunamai Rural Municipality. Meanwhile, future activity planning and strategies can be seen (not fully planned). Even if an ECA in charge is not appointed, school teachers take the lead in delivering all aspects of ECA through various activities.

According to the graph and field visit observations, there are not enough teachers in all municipalities. Moving forward, supervision and support for school teachers delivering ECA initiatives are moderately visible in all municipal schools. Finally, despite the fact that ECA has been added to the curriculum, it has been discovered that the required procurement and distribution of materials, data management, MLE, learner assessment, and demand generation are integrated but not fully implemented and supported as required by the school teachers or ECA incharge at their respective schools. Overall, it can be concluded that Rajdevi Municipality is somehow working on elements like vision and pathway, leadership, personnel, curriculum and standard, equitable access, and inclusive access with a full score of 4 as a full institutionalization.

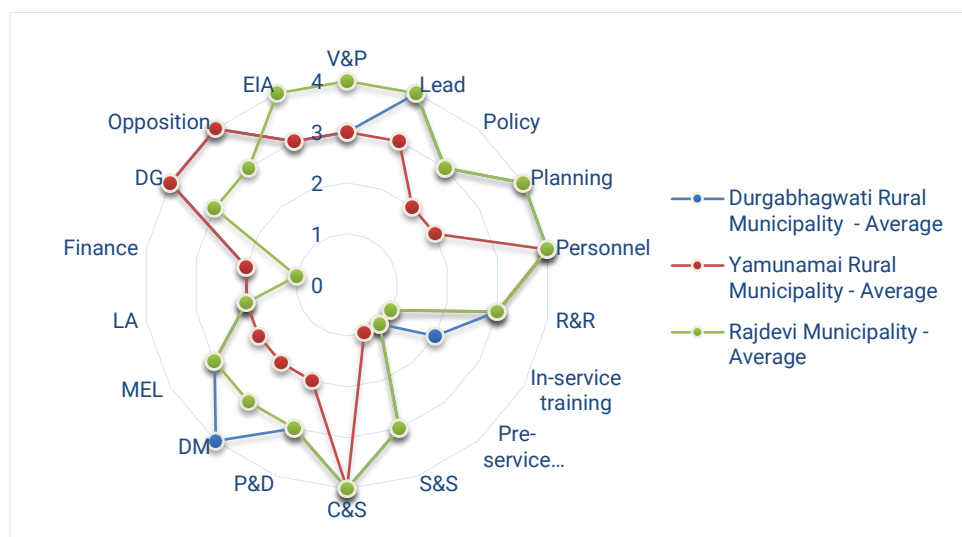
And finally, it can be seen from the bar graph that pre-service and in-service training regarding ECA engagement and mobilization, learner assessment, procurement and distribution, and financial support for ECA is found to be undertaken and institutionalized mainly in Yamunamai Rural Municipality. In conclusion, it can be concluded that all three municipalities' schools should prioritize and invest in training, stakeholder engagement, and financial support for ECA activities and materials from the ECA incharge/school teacher level.

As a result, the vision and pathway for scaling up the program aiming to create a happy and creative environment for children through a variety of fun activities are possible. However, the support and cooperation of all three municipalities' school principals, heads, and educational officers are extremely important for this.

B. School level (respondents: Head teacher/Principal level)

Following an analysis of responses from school teachers and ECA in charge of their respective schools, head teachers and principals of those nine schools from all three municipalities were interviewed to examine and comprehend their education institute's (school's) readiness for this initiative. During the interview, questions were asked to gain a better understanding of their school's involvement, municipal support, and capacity to run ECA. The institutionalization tracker's sets of questions were asked for this as well. All of the principals and head teachers from two schools in Durga Bhagwati Rural Municipality, three schools in Yamunamai Rural Municipality, and four schools in Rajdevi Municipality were interviewed and scored. To analyze, the average score was calculated from the head teachers and principals of all the schools. To calculate the average, divide the total sum of the schools by the total number of schools. Furthermore, a radar graph and a bar graph with a brief analysis have been mentioned below:

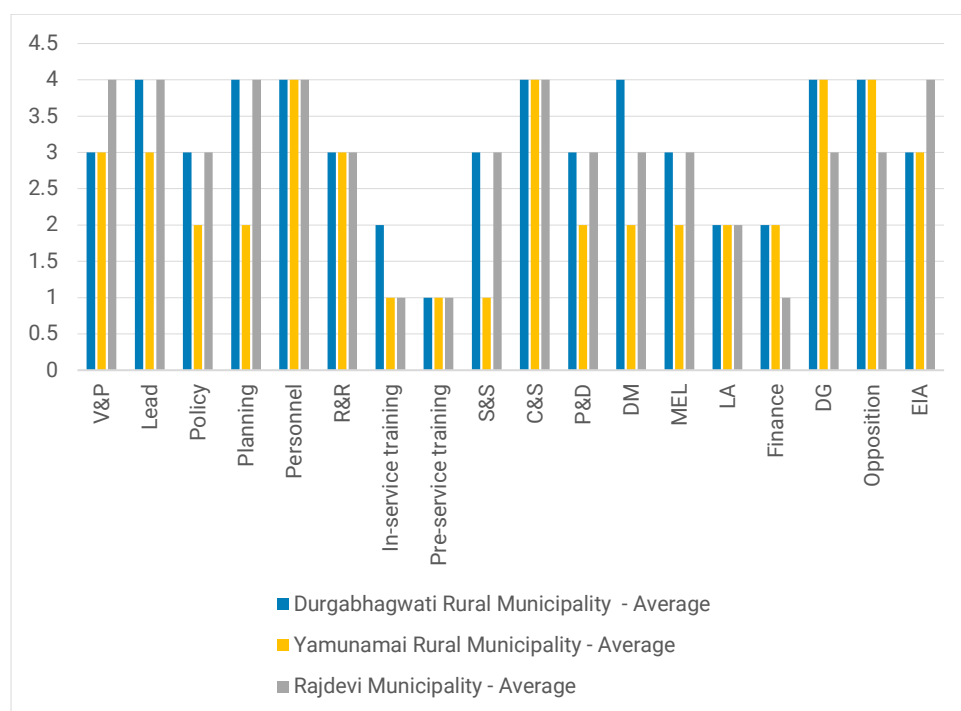
Graph 3.6: Institutionalization tracker data from the responses of the head teacher or principal of all three wards (in average)



Source: Field Survey, 2023

Initiatives aligned to personnel and equitable and inclusive elements are fully institutionalized, according to the above figure and responses from the head teachers and principals of all of the municipality's schools (Score 4). Whereas the majority of the elements, such as in-service and pre-service training, supervision and support, and financial support from the municipality, are seen as undertaken and low institutionalized, with a score of 1. The bar graph (Figure No. 3.7) below, which is an exact replica of the radar graph (Figure no. 3.6) above, can be used for a more clear and concise analysis.

Graph 3.7: Institutionalization tracker data from the responses of the head teacher or principal of all three wards (in average)



Source: Field Survey, 2023

According to the above bar graph and the responses of the head teachers and principals of all nine schools in three municipalities, most of the elements are moderately institutionalized; however, many elements and municipal support are required to fully institutionalize and scale up the ECA initiative. Starting with fully institutionalized elements, it is found that all schools provide equitable access for marginalized and disadvantaged learners without exclusion, are fully integrated into the official curriculum and standards, and are aligned with existing ECA policies. When it is said fully integrated, this means that the schools of Rajdevi Municipality score full institutionalization, whereas the other two municipalities, Durga Bhagwati rural municipality and Yamunamai rural municipality, are significantly capable of running the ECA as existing policies.

Moving forward, it can be determined from the bar graph that all of the schools have a clear vision and pathway for ECA, have an assigned ECA incharge or

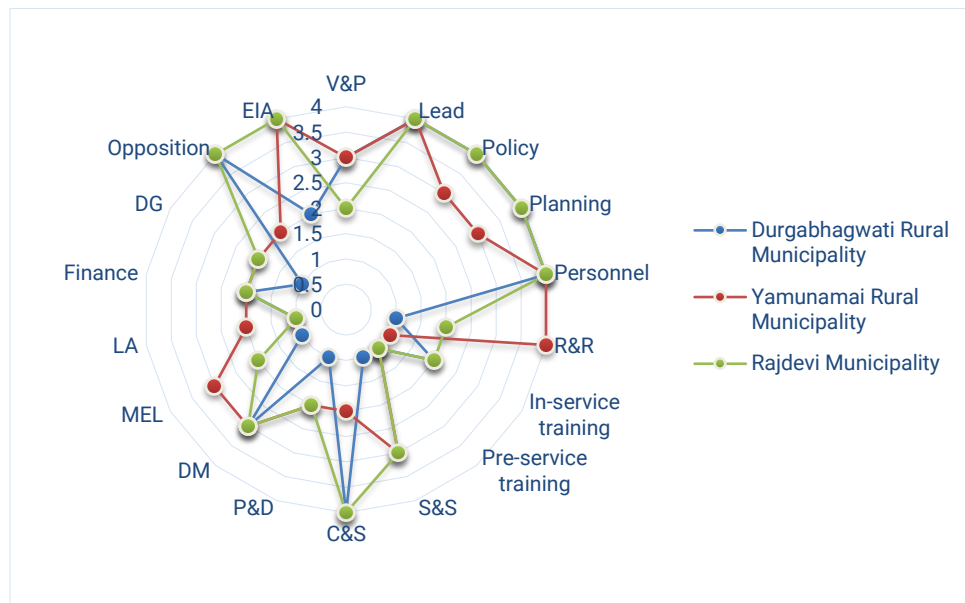
teachers who have been delivering the initiative, are planning for more strategy, data management, and MLE, and have generated significant and moderate ECA demands for their schools. If more support, engagement, and investment are provided, all nine schools in three municipalities will be fully institutionalized for ECA.

Finally, it can be concluded that recruitment of qualified teachers, in-service and pre-service training for teachers on ECA, procurement and distribution, MLE, learner assessment, financial support, and engagement of stakeholders are all lacking and must be undertaken in all schools with the full support of the municipality. This demonstrates their low institutionalization score of 1 and the actions and support required to fully institutionalize their respective school in all municipalities. Overall, it can be concluded that Yamunamai Rural Municipality's schools require more municipal support.

C. Municipality level (respondents, education officer)

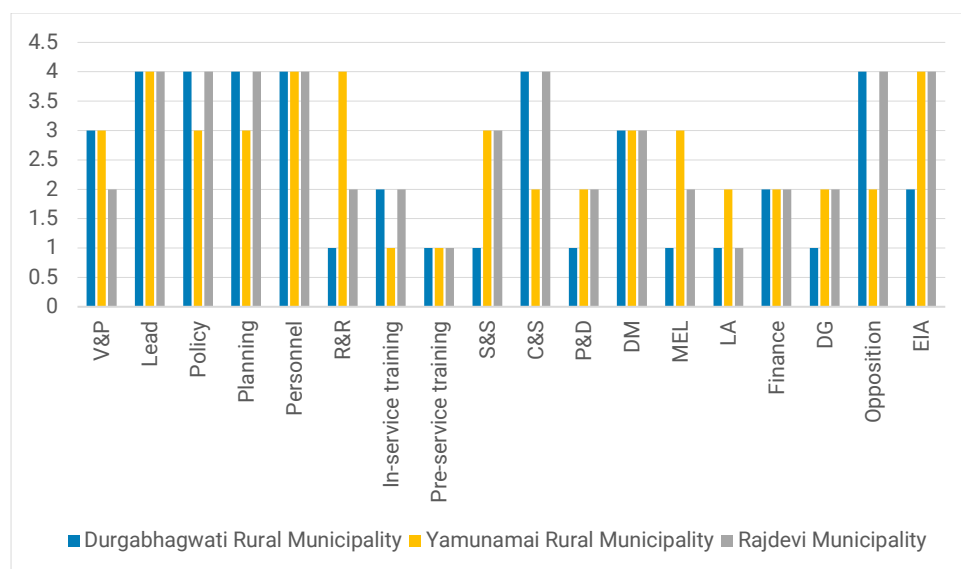
Finally, all three education officers from three municipalities were interviewed in order to assess the municipality's readiness to understand their role, support, and engagement in the "ECA after school" initiative. The same institutionalization tracker's question sets were used for this. Each education officer was interviewed and scored individually. In addition, a radar graph and a bar graph with a brief analysis are provided below:

Graph 3.8: Institutionalization tracker data from the responses of the education officers of all three wards



Source: Field Survey, 2023

Graph 3.9: Institutionalization tracker data from the responses of the education officers of all three wards



Source: Field Survey, 2023

According to the radar graph and bar graph above, all three municipalities have full institutionalization in two elements: "leadership" and personnel." In contrast, there are elements that receive a 1 for low institutionalization. These include recruitment and retention, in-service and pre-service training, supervision and support, procurement and distribution, MEL, learner assessment, and demand generation. This means that qualified teachers are not being recruited in sufficient numbers, and existing teachers are not receiving ECA training. As a result, it can be concluded that all three municipalities' schools lack qualified teachers and training for existing teachers, which the municipality is aware of. Furthermore, it was discovered that all the municipalities are in the process of collaborating with potential opponents (stakeholders, organizations) to scale the ECA initiative.

With this, it can also be seen that all three municipalities are institutionalized in terms of leadership and personnel, but Durga Bhagwati municipality lacks this. Overall, it can be measured that delivering the ECA initiative, curriculum and standards, procurement and distribution, MLE, learner assessment, finance, and demand generation are moderately (emerging and significantly) institutionalized. And at last, when it comes to allocating human and financial resources for the ECA initiative, the education officer's share ensures that no marginalized and disadvantaged learners (students) are excluded or treated unfairly, but it requires more attention in Yamunamai Rural Municipality.

Overall, from the data received, it can be concluded that all three municipalities in the ECA initiative are not well institutionalized and require more focus in all elements. Also, comparing all three municipalities, the conclusion can be drawn that more focus and attention are required in Yamunamai Rural Municipality and Durga Bhagwati Rural Municipality than in Rajdevi Municipality.

In conclusion, from all the levels of analysis of ECA after school, "ECA after school can find and check the readiness of the institute at all levels, that is, municipal level through the education officer, school level through the school teacher/ECA in charge, and head teacher/principal.

3.2.3 Using an adaptation tracker to evaluate adaptability and learn from the implementation

In this section, the adaptation tracker has been utilized to evaluate the program's adaptability. Employing four essential steps: identification, planning, testing, and reflection, along with pinpointing areas for improvement, planning adjustments, testing them in specific contexts, and assessing the outcomes. This data-driven approach highlights adaptability, enhancing scalability and impact. The analysis from the "adaptation tracker" for the program "Extracurricular activities (ECA) after school" is outlined below.

Step 1: **Identify**

Scaling Goal: The scaling goal of the "ECA after School" initiative/program is to expand its reach at the municipal level by improving the quality of ECA through teacher training, implementing a training manual, and monitoring ECA's regularity, quality, and effectiveness to reduce the student dropout rate. The intended beneficiaries include students, teachers, and the institution itself. The estimated duration of this initiative/program is 3 to 5 years to allow for the required mindset and cultural shift. The desired impacts include providing opportunities for all students, transferring diverse skills, and fostering municipal ownership in providing ECA opportunities in schools.

Priority Scaling Driver: The key scaling drivers are the recognition and distribution of a training manual by education officers and the implementation of a monitoring tool to track students' ECA benefits. Here, the support from the municipality, school support, teachers, and parents are key drivers for scaling the initiative/program.

Step 2: **Plan**

Challenges: One of the challenges during the implementation is the development of a low-cost training manual, primarily due to limitations in monitoring. Another challenge is securing a consistent budget for monitoring, which includes expenses for travel and fuel, as well as ensuring political harmony between monitors and institutional heads. However, there is an opportunity to implement the training manual as there is existing demand from education officers who are willing to distribute it. Enforcing a monitoring tool, though, presents difficulties despite the existing responsibility of education officers for monitoring, indicating a need for refinement.

Proposed Adaptation: To scale the initiative/program, it is crucial to cultivate a deep understanding of ECA's importance among education officers. Cultural adaptations

will be necessary to delegate monitoring responsibilities to education officers with strong support from upper governance. Additionally, teacher training on ECA implementation should be provided to transfer ownership and responsibility to the municipality. Advocacy and dialogue with relevant stakeholders, such as lawmakers and state leaders, will be essential to incorporating these adaptations into policies and practices.

Measurements for adaptation: Improvement will be assessed by monitoring student attendance and regularity during ECA days, as well as their interest in and perception of school as a place that enhances their capacity. Finn's Participation Identification (PIM) Model can be used to quantify students' attachment to school. Data will be collected through questionnaires translated into the students' language of understanding and gathered biannually to guide necessary adaptations. Teachers, principals, and education officers can utilize this data to identify gaps and improve the initiative/program accordingly.

Prediction: As the initiative/program progresses, overall student development will be observed, leading to enhanced learning experiences, cooperative group work, and individual skill improvement. And for this, the education policy and the curriculum should also be strong to ensure their effectiveness.

Step 3: **Test**

During the testing phase, potential negative circumstances include teachers' resistance and burden concerns regarding ECA implementation. External factors, such as parents keeping children at home for household chores, may also affect assessing the effectiveness of ECA programs in reducing dropouts and out-of-school children. An adaptation made during the initiative was the appointment of an ECA monitor to strengthen monitoring through third-party assessment.

Step 4: **Reflect**

What were the results of testing the adaptation? Did it lead to improvement? What worked and what didn't? Were there any spontaneous or unplanned adaptations to the original plan? How did the results compare to predictions? What lessons were learned?

Based on the initial findings, the initiative/program yielded positive outcomes in student learning. Notable improvements were observed in extracurricular activity (ECA) participation, as documented in the logbooks. Despite space constraints, some schools displayed creativity by adjusting class schedules and making accommodations to ensure ECA engagement. Surprisingly, teachers did not resist the initiative/program, likely due to the establishment of trust and the implementation of low-cost strategies tailored to the local context.

Further analysis of the endline results, conducted by the innovators to assess the initiative/program's effectiveness, revealed significant findings. The regularity of ECA participation increased by 39%, indicating improved consistency. The quality of ECA

also saw a remarkable increase of 37.6%. Moreover, there was a notable 35% increase in student participation in ECAs. Additionally, the data highlighted that 48% of students expressed a sense of attachment to their schools, emphasizing the positive impact of the initiative. Furthermore, academic performance and attendance saw improvements of 7% and 24%, respectively.

These findings provide compelling evidence supporting the prioritization and continuation of the initiative/program. They underscore the importance of fostering student engagement and attachment to the educational process, ultimately contributing to improved academic performance and attendance.

Based on the insights gained from this reflection, what are the proposed next steps? Will the adaptation be maintained, expanded, or abandoned for an alternative approach? Is this scaling driver still a priority? Please provide details in a new "plan" section outlining the proposed next steps.

Building on these insights, the next steps involve publishing and distributing a teacher training guide for conducting ECA and creating a replicable format of the initiative/program to transfer ownership to the municipality. The initiative/program may require adjustments for different implementation contexts but can retain the same scaling drivers: the training manual for ECA and a monitoring tool.

In conclusion to the data analysis using the adaptation tracker, the "Extracurricular Activities (ECA) after school" initiative/program yielded positive outcomes, with significant improvements in student participation and attachment to schools. The data supports continuing the initiative/program and prioritizing student engagement. The proposed next steps include publishing a teacher training guide and creating a replicable format of the program for wider adoption. The scaling drivers, the training manual, and the monitoring tool will remain integral to the program's success.

3.2.4 Data analysis in terms of the four guiding principles of scaling science

Guiding Principles

The scaling of this initiative and program is guided by the following four principles:

1. Morally Justified

In scaling the "ECA After-School," moral justification plays a vital role. The initiative aims to enhance creativity among Grade 5 students in public schools in Rautahat, Nepal, through extracurricular activities (ECA) after school. The scaling strategy involves redefining and regularizing the government-led "ECA after school" initiative with detailed guidelines for sustainable implementation and optimal resource utilization.

Inspired by successful initiatives in other countries, the core strategy fosters a sense of belonging and student participation in school activities. The initiative and program align with the national policy (Dynamic Institute of Research and Development (P) Limited, 2014) on compulsory ECA and have gained support from key stakeholders, including the mayor, parents, and education officers. Additionally, the program is justified due to the existing Education Sector Plan

2021–2030, which emphasizes subject-centered teaching and student involvement in extracurricular activities and community events (Government of Nepal, MoEST, 2021).

Despite sociocultural challenges, positive outcomes were observed in student learning and participation. The endline results show significant improvements in ECA participation, quality, and student attachment to their schools. Academic performance and attendance also saw positive changes, providing compelling evidence for the initiative/program's continuation and prioritization.

Moving forward, the scaling approach involves publishing a teacher training guide and creating a replicable format of the initiative/program, with ownership transferred to the municipality. By adhering to moral justification principles and considering evidence-based effectiveness, the initiative/program makes a meaningful and impactful contribution to students' education and creativity. Therefore, in accordance with these factors, it can be understood how the program is morally justified and should be scaled up with relevant measures for even greater effectiveness.

2. Optimal Scale

The initial findings from the initiative indicate positive outcomes in student learning, which aligns with the notion of optimal scale. Notable improvements were observed in extracurricular activity (ECA) participation, indicating the effective implementation of the program. Despite challenges such as space constraints, schools demonstrated creativity by adjusting class schedules and making accommodations to ensure ECA engagement. Importantly, the initiative was well-received by teachers, likely due to the establishment of trust and the implementation of low-cost strategies tailored to the local context.

Further analysis of the endline results, conducted by the innovators, provides valuable insights into the impact of the initiative and its alignment with the principle of optimal scale. The data revealed significant improvements across multiple dimensions. The regularity of ECA participation increased by 39%, indicating enhanced consistency. Additionally, there was a remarkable 37.6% increase in the quality of ECA, suggesting improved delivery and effectiveness. The significant 35% increase in student participation reflects the positive impact of the initiative or program on fostering student engagement. Moreover, the data revealed that 48% of students expressed a sense of attachment to their schools, highlighting the success of the initiative or program in creating a positive and supportive educational environment. These findings were further reinforced by improvements in academic performance and attendance, with a 7% increase in academic performance and a 24% increase in attendance.

These compelling findings from the endline results not only support the prioritization and continuation of the initiative but also align with the principle of optimal scale. They demonstrate that by effectively implementing the initiatives or program, taking into account the dimensions of change, and addressing the needs

of stakeholders, it is possible to achieve optimal impact. Additionally, the initiatives and program aim to reach a wide scale by regularizing and redefining the government-led "ECA After-School" initiative, ensuring inclusivity and quality. The success of the initiative in improving student learning and fostering a positive school environment underscores the importance of effective implementation and the value of student engagement and attachment in realizing optimal outcomes in education.

3. Inclusive Coordination

Inclusive coordination is crucial for the scaling process, ensuring effective implementation and maximum impact. Enablers, such as policymakers, educational institutions, professionals, and community members, provide support and resources, contributing to the initiative's or program's success and efficiency. Initiators, including innovators, funders, communities, and government bodies, drive the scaling efforts, initiating and sustaining the process. Competitors offer alternative approaches and ideas, providing valuable insights to enhance the initiative's efficiency and effectiveness, and for this, organizations like Aasman Nepal or any other local organization working in the field of education can support the program.

The individuals impacted by this initiative and program are the students, who benefit from interactive learning and an increased willingness to attend school. Their active involvement and feedback are essential in determining the scaling process's success. Recognizing their perspectives and addressing their needs ensures inclusivity and better outcomes.

Overall, inclusive coordination emphasizes collaboration and engagement among diverse stakeholders. Involving enablers, initiators, competitors, and the impacted makes the scaling process more inclusive, cooperative, and impactful. It is important for education officers, stakeholders, school representatives, parents, and teachers to coordinate their efforts to make education impactful, enhancing students' learning capabilities, creativity, and participation in after-school programs. This collective involvement maximizes the scaling process's effectiveness and benefits the students.

4. Dynamic Evaluation

Dynamic Evaluation plays a pivotal role in the scaling process of the "ECA After-School Program," aligning with the government's provision and garnering support from key stakeholders, including the mayor, parents, and education officers in Rautahat. Despite challenges posed by sociocultural aspects, such as prioritizing cultural events over education, the initiatives and programs worked around these obstacles, emphasizing their moral justification to enhance students' creativity and education.

During implementation, the program faced challenges in developing a low-cost training manual and securing a consistent budget for monitoring. To scale the

initiatives and programs effectively, a deep understanding of the importance of ECA among education officers is crucial, along with cultural adaptations and strong support from upper governance to delegate monitoring responsibilities. Advocacy and dialogue with relevant stakeholders will be essential to incorporating these adaptations into policies and practices.

The improvement of the initiatives and programs will be assessed through monitoring student attendance, regularity during ECA days, interest, and perception of school as a place that enhances their capacity. The data collected will guide necessary adaptations and improvements, fostering a morally justifiable approach.

Building on these insights, the next steps involve publishing and distributing a teacher training guide for conducting ECA, creating a replicable format for the program, and transferring ownership to the municipality. To ensure accountability and effectiveness, monitoring and evaluation by the municipality and education officers will be essential. Teacher training is also crucial as teaching methods evolve. Annual activities and competitions can further motivate students and teachers, benefiting not only the program but also the entire community and nation by promoting quality education.

Through continuous dynamic evaluation and a morally justified approach, "ECA After-School" can make a meaningful and impactful contribution to students' education and creativity, ultimately enriching the lives of children, teachers, schools, and the community at large.

In conclusion to the analysis of the four guiding principles, the "ECA After-School" is morally justified and aligned with national policies, gaining support from key stakeholders in Rautahat, Nepal. Positive outcomes were observed in student learning and participation, supporting the program's continuation and prioritization. The approach emphasizes optimal scale, inclusivity, and dynamic evaluation, involving diverse stakeholders to drive effectiveness and impact. By publishing a teacher training guide and transferring ownership to the municipality, the initiative aims to promote creativity, student engagement, and quality education for the benefit of the community and nation.

Comparative analysis of the scalability of the program

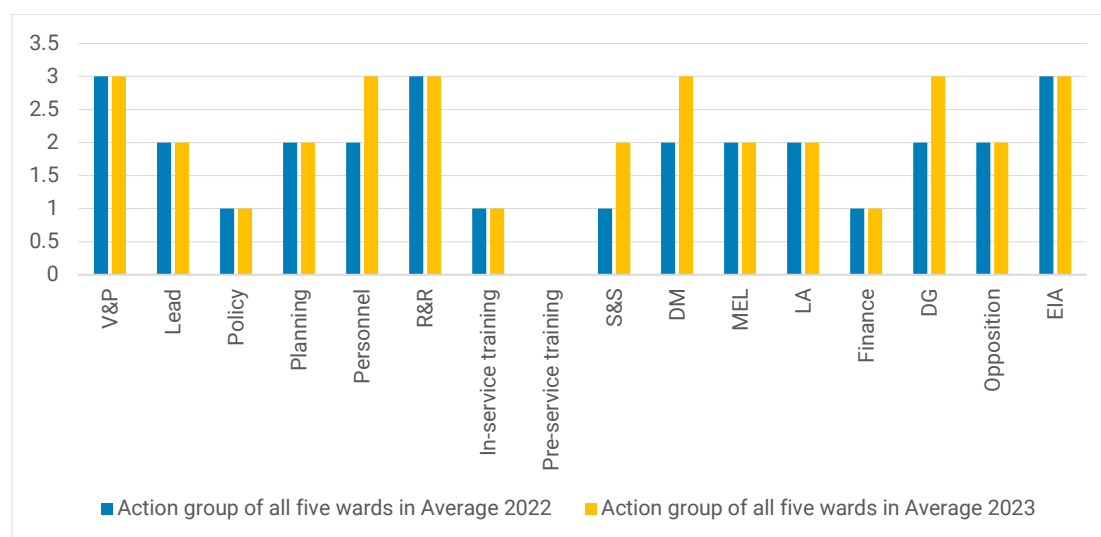
"Campaigning through action groups to enhance inclusive access to public schools for OOSC and children at risk of dropping out" and "Extracurricular activities after school"

In this chapter, the comparison and data analysis derived from baseline and endline data collected at the program's initial and final stages, respectively, have been incorporated. The institutional tracker was used to assess the institution's readiness during the program's initial phase (year 2022), while the overall scalability of the program was examined at the end of the program (year 2023). This chapter offers insights into the changes and comparisons that occurred between the initial and final stages of the program.

Note: Please refer to the reference section to find a brief understanding and analysis of the institute during the initial stage of the program. (Footnote)

For the program "Campaigning through action groups to enhance inclusive access to public schools for OOSC and children at risk of dropping out,"

Graph 4.1: Institutionalization tracker data for the action group of five wards of Durga Bhagwati Rural Municipality for years 2022 and 2023



Source: Field Survey, 2022 and 2023

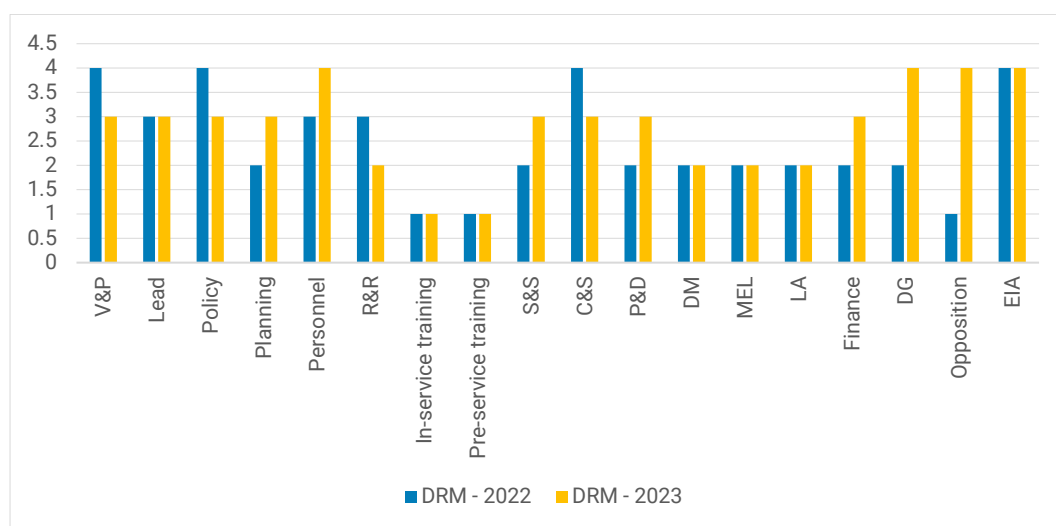
The above figure (Figure 4.1) provides a concise overview of the findings, emphasizing the progress in certain indicators and indicating the readiness of the institution for scaling the "Campaigning through Action Group for Out-of-School Children and Those at Risk of Dropping Out" program. The blue color indicates the data taken from the beginning of the program, whereas the yellow color indicates the data taken from the end of the program. The data from the initial phase of the initiative/program was compared to the latest data after its completion, revealing that several indicators have shown progress. Notably, indicators such as personnel, supervision, and support (S&S), demand management, and demand generation have increased, while others have remained unchanged. These findings suggest that the institution is prepared and has the potential to scale the initiative or program effectively.

For the program "ECA after School,"

In this section, a comprehensive comparison of the baseline and endline data across all three levels is mentioned. The differences observed in each municipality are briefly highlighted. Through this analysis, this section aims to understand the changes that occurred between the initial and final stages of the program at both the overall level and the municipality level.

A. School Level (Respondents - School teacher/ECA incharge level)

Graph 4.2: Institutionalization tracker data from the responses of the ECA in charge of Durga Bhagwati Rural Municipality for the years 2022 and 2023



Source: Field Survey, 2022 and 2023

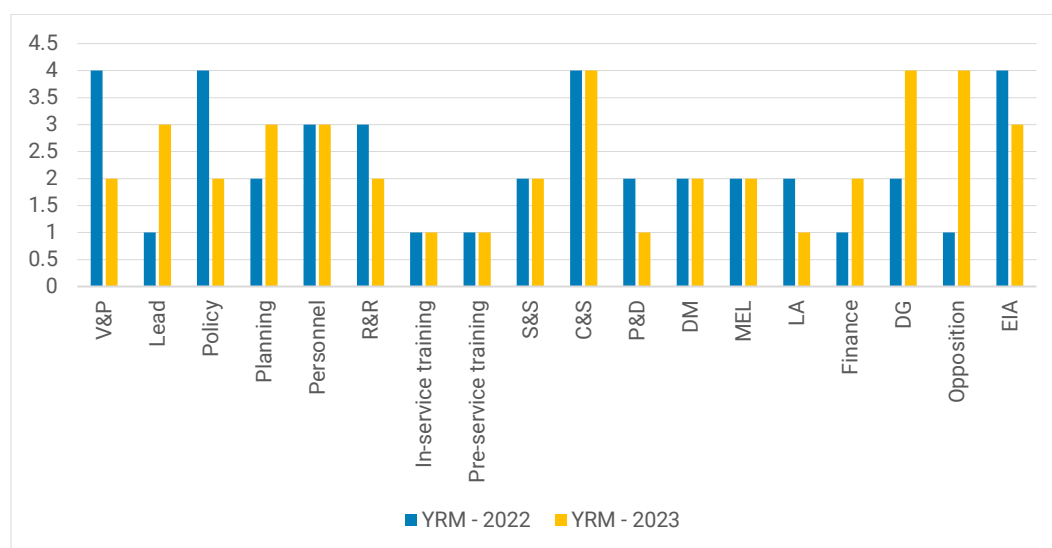
The figure shown above presents a concise overview of the findings related to the "extracurricular activities after school" initiative/program, highlighting the progress observed in specific indicators and indicating the institution's readiness for scaling. The figure displays a comparison of data collected at the beginning (blue color) and end (yellow color) of the initiative, reflecting an assessment conducted to determine the readiness of Durga Bhagwati Rural Municipality (DRM) for scaling. The analysis of the data reveals significant changes in various indicators that are crucial for determining the readiness for scaling.

Specifically, indicators such as vision and path (V&P), policy, recruitment and retention (R&R), and curriculum and standards (C&S) have shown significant decreases at the end of the initiative or program. These indicators pose challenges to the scaling process.

Conversely, indicators like personnel, supervision, and support (S&S), procurement and distribution (P&D), finance, demand generation (DG), and opposition have exhibited changes and increased compared to the previous assessment. These indicators suggest progress and improved readiness for scaling.

Considering the overall analysis and the figure above, it is evident that there have been changes in readiness levels across different indicators for scaling. The findings highlight areas that require attention to enhance the institution's readiness for scaling.

Graph 4.3: Institutionalization tracker data from the responses of the ECA in charge of Yamunamai Rural Municipality in 2022 and 2023



Source: Field Survey, 2022 and 2023

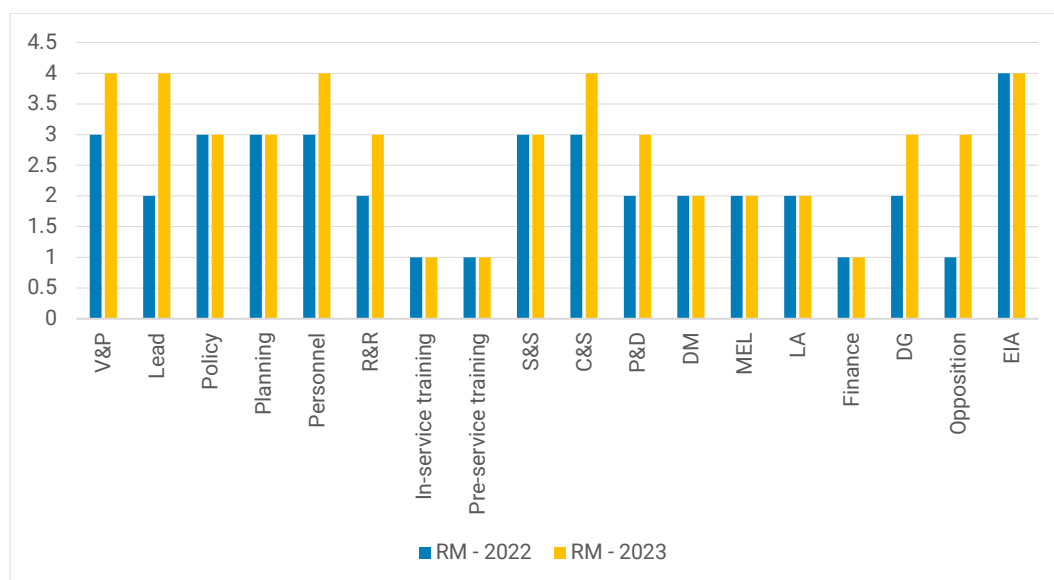
Likewise, prior to the baseline data collection, an assessment was conducted to determine the readiness of Yamunamai Rural Municipality (YRM) for scaling from the level of ECA Incharge, and the analysis of the data revealed notable changes in various indicators that determine the readiness for scaling. The blue color indicates the data collected during the initial phase of the program in 2022, while the yellow color indicates the data gathered at the end of the program in 2023.

Specifically, indicators such as Vision and Pathway (V&P), Policy, Recruitment & Retention (R&R), Procurement & Distribution (P&D), Learner Assessment (LA), and Equitable, Inclusive Access (EIA) have shown significant decreases at the end of the initiatives. These indicators pose challenges to the scaling process.

Conversely, indicators like leadership, planning, finance, and opposition have exhibited changes and increased compared to the previous assessment. These indicators suggest progress and improved readiness for scaling.

Considering the overall analysis and the figure above, it is evident that there have been changes in readiness levels across different indicators for scaling. The findings highlight areas that require attention and further initiatives or programs to enhance the institution's preparedness for scaling.

Graph 4.4: Institutionalization tracker data from the responses of the ECA in charge of Rajdevi Municipality in 2022 and 2023



Source: Field Survey, 2022 and 2023

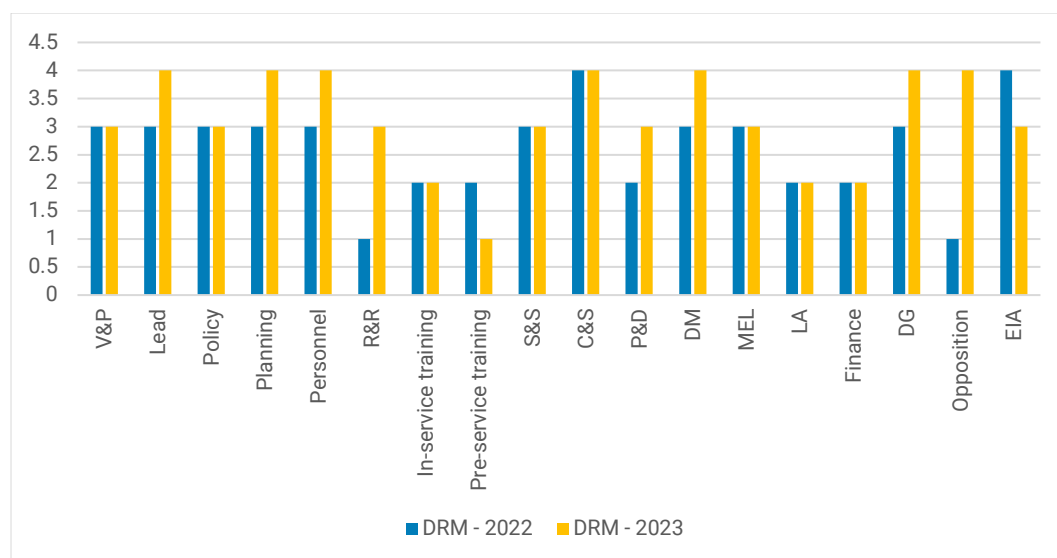
Likewise, from the perspective of the ECA in charge, the data taken from Rajdevi Municipality (RM) reveals positive changes in various indicators that indicate the municipality's readiness for scaling. The blue color indicates the data collected during the initial phase of the program in 2022, while the yellow color indicates the data gathered at the end of the program in 2023.

Indicators such as vision and path (V&P), leadership, personnel, recruitment and retention (R&R), curriculum and standards (C&S), procurement and distribution (P&D), demand generation (DG), and opposition have exhibited noticeable improvements compared to the previous assessment. These indicators suggest significant progress and enhanced readiness for scaling. Importantly, none of the indicators have shown a significant decline.

Considering the comprehensive analysis and the figure above, it is evident that Rajdevi Municipality has demonstrated positive changes across multiple indicators, indicating a favorable environment for scaling. The findings emphasize the need for continued attention and initiatives to further strengthen the institution's preparedness for scaling.

B. School level (Respondents - Head teacher/Principal level)

Graph 4.5: Institutionalization tracker data from the responses of the head teacher/principal of Durga Bhagwati Rural Municipality for years 2022 and 2023

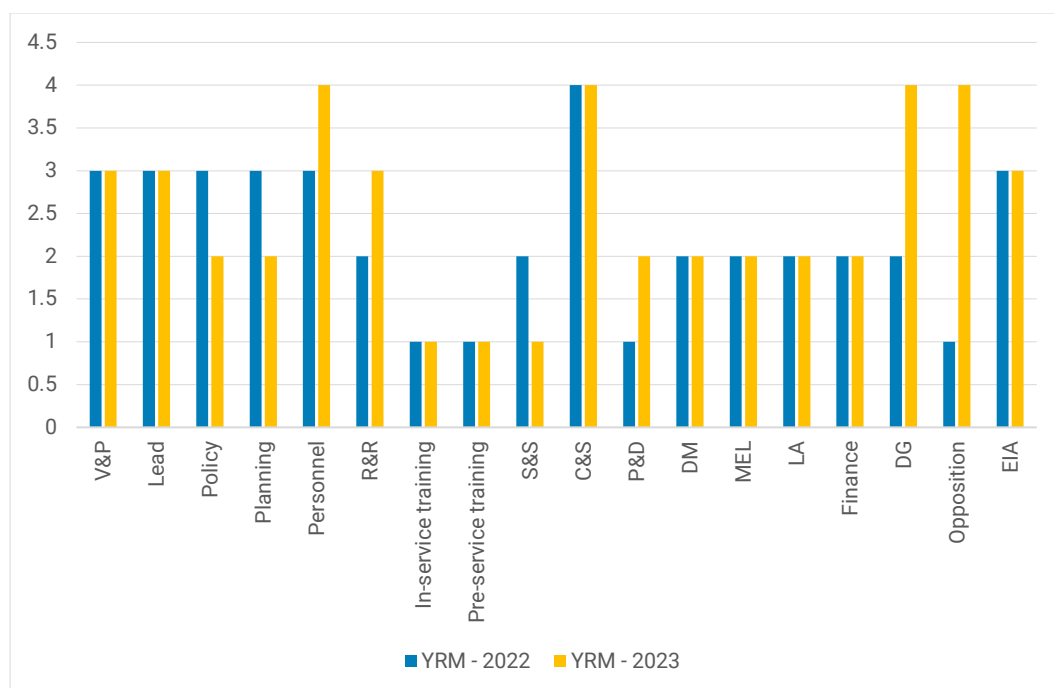


Source: Field Survey, 2022 and 2023

Similarly, data was collected at the level of principals/head teachers to assess the institutionalization of extracurricular activities after school in Durga Bhagwati Rural Municipality (DRM) using an institutionalization tracker. The blue color indicates the data collected during the initial phase of the program in 2022, while the yellow color indicates the data gathered at the end of the program in 2023. The analysis of the data reveals significant increases in indicators such as leadership, planning, personnel, recruitment and retention (R&R), procurement and distribution (P&D), data management (DM), demand generation (DG), and opposition compared to the previous data collected at the beginning of the initiatives and programs. However, there has been a slight decrease in the Equitable, Inclusive Access (EIA) indicator.

Considering the overall analysis from the above figure (No. 4.5), it is evident that while there have been positive improvements across most indicators, specific attention needs to be focused on the Equitable, Inclusive Access (EIA) indicator. This highlights the importance of addressing external implementation assistance to enhance the institutionalization of extracurricular activities after school in Durga Bhagwati Rural Municipality. These findings suggest the possibility of scaling up the initiatives and programs and observing changes in readiness.

Graph 4.6: Institutionalization tracker data from the responses of the head teacher/principal of Yamunamai Rural Municipality for years 2022 and 2023

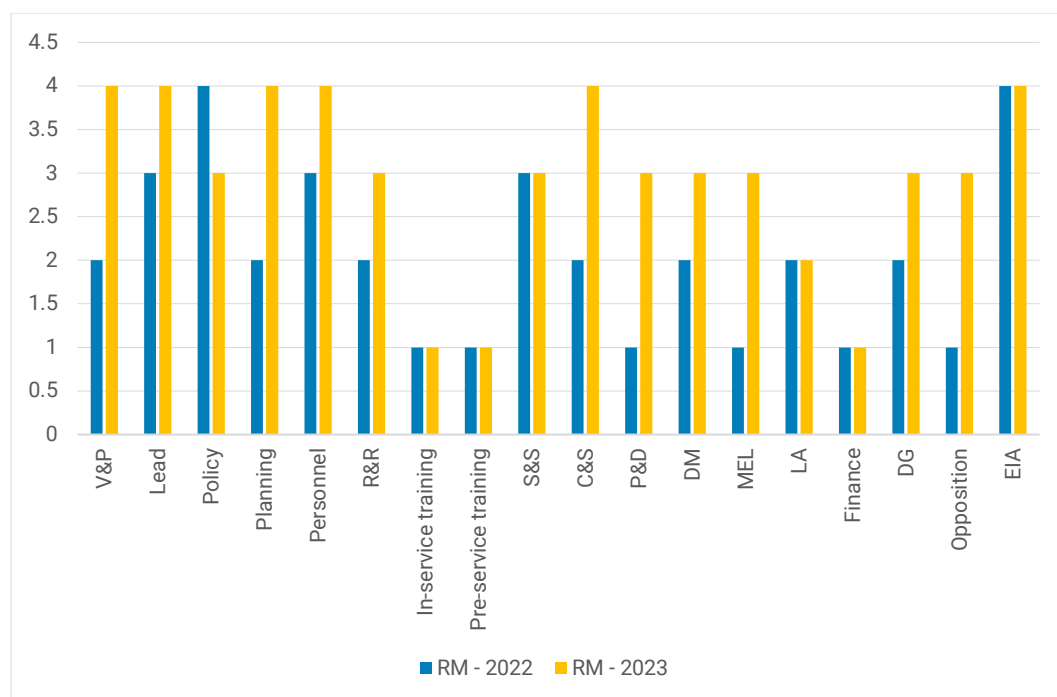


Source: Field Survey, 2022 and 2023

Similarly, upon analyzing the data from Yamunamai Rural Municipality (YRM), significant increases are observed in indicators such as personnel, recruitment and retention (R&R), procurement and distribution (P&D), demand generation (DG), and opposition when compared to the previous data collected at the beginning of the programs. However, there has been a slight decrease in indicators related to policy planning and supervision and support (S&S). These findings suggest that the initiatives and programs were implemented within a specific period, and there may not be a plan for scaling the extracurricular activities on a broader scale. The blue color indicates the data collected during the initial phase of the program in 2022, while the yellow color indicates the data gathered at the end of the program in 2023.

Considering the comprehensive analysis and the above (figure 4.6), it is evident that while there have been positive improvements across most indicators, particular attention needs to be given to the Equitable, Inclusive Access (EIA) indicator. This emphasizes the significance of addressing external support for implementing and institutionalizing extracurricular activities after school in Yamunamai Rural Municipality. These findings suggest a potential for scaling up the initiatives and programs and observing changes in readiness, but it necessitates a focused approach to address aspects of policy and planning.

Graph 4.7: Institutionalization tracker data from the responses of the head teacher/principal of Yamunamai Rural Municipality for years 2022 and 2023



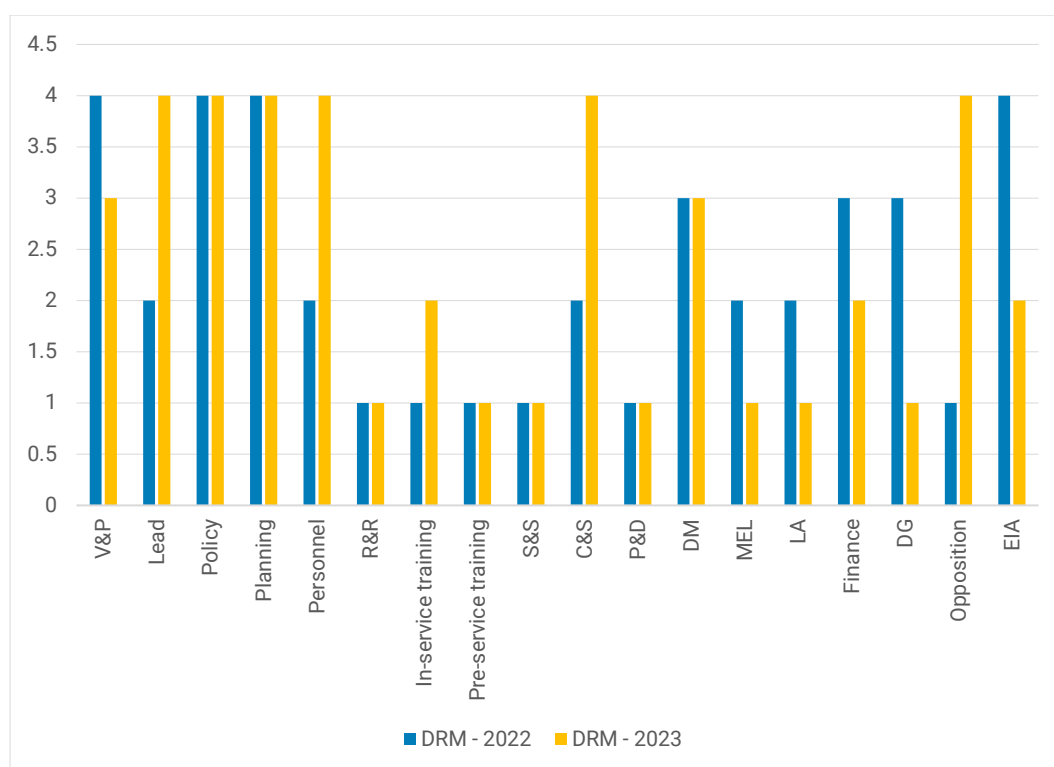
Source: Field Survey, 2022 and 2023

Likewise, data analysis from Rajdevi Municipality (RM) reveals significant increases in indicators such as vision and path (V&P), leadership, learner assessment (LA), personnel, recruitment and retention (R&R), curriculum and standards (C&S), procurement and distribution (P&D), data management (DM), monitoring, evaluation Learning (MEL), demand generation (DG), and opposition when compared to the previous data collected at the beginning of the initiative or program. The blue color indicates the data collected during the initial phase of the program in 2022, while the yellow color indicates the data gathered at the end of the program in 2023.

Considering the comprehensive analysis and the above figure, it is evident that while there have been positive improvements across most indicators, there is a possibility of scaling the initiative or program of ECA after school. This emphasizes the significance of addressing external support for implementing and institutionalizing extracurricular activities after school in Rajdevi Municipality. These findings suggest a potential for scaling up the initiatives or program and observing changes in readiness; they also necessitate a focused approach to address aspects like training, supervision, and support (S&S), learner assessment (LA), and equitable, inclusive access (EIA).

C. Municipality level (respondents, education officer)

Graph 4.8: Institutionalization tracker data from the responses of the Education Officer of Durga Bhagwati Rural Municipality for years 2022 and 2023

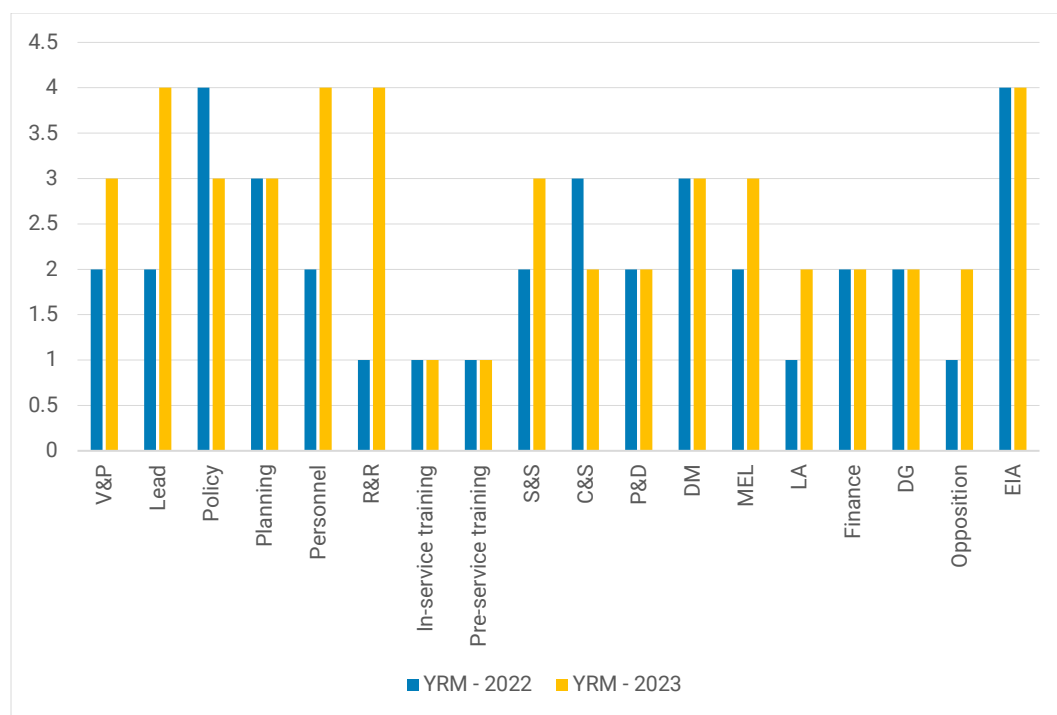


Source: Field Survey, 2022 and 2023

Again, notable changes in indicators were observed at the level of the education officer in Durga Bhagwati Rural Municipality. There have been significant increases in indicators such as leadership, personnel, in-service training, and coordination and support in curriculum and standards (C&S). However, indicators like Vision and Pathway (V&P), Monitoring, Evaluation, and Learning (MEL), Learner Assessment (LA), Finances, Demand Generation (DG), and Equitable, Inclusive Access (EIA) have shown significant decreases compared to the previous data collection, which aimed to assess readiness and scalability. The blue color indicates the data collected during the initial phase of the program in 2022, while the yellow color indicates the data gathered at the end of the program in 2023.

In summary, the analysis, as shown in the above figure, indicates positive changes in indicators related to leadership, personnel, in-service training, and coordination and support (C&S). These findings provide insights into the readiness and potential scalability of the initiative/program in Durga Bhagwati Rural Municipality.

Graph 4.9: Institutionalization tracker data from the responses of the Education Officer of Yamunamai Rural Municipality for years 2022 and 2023

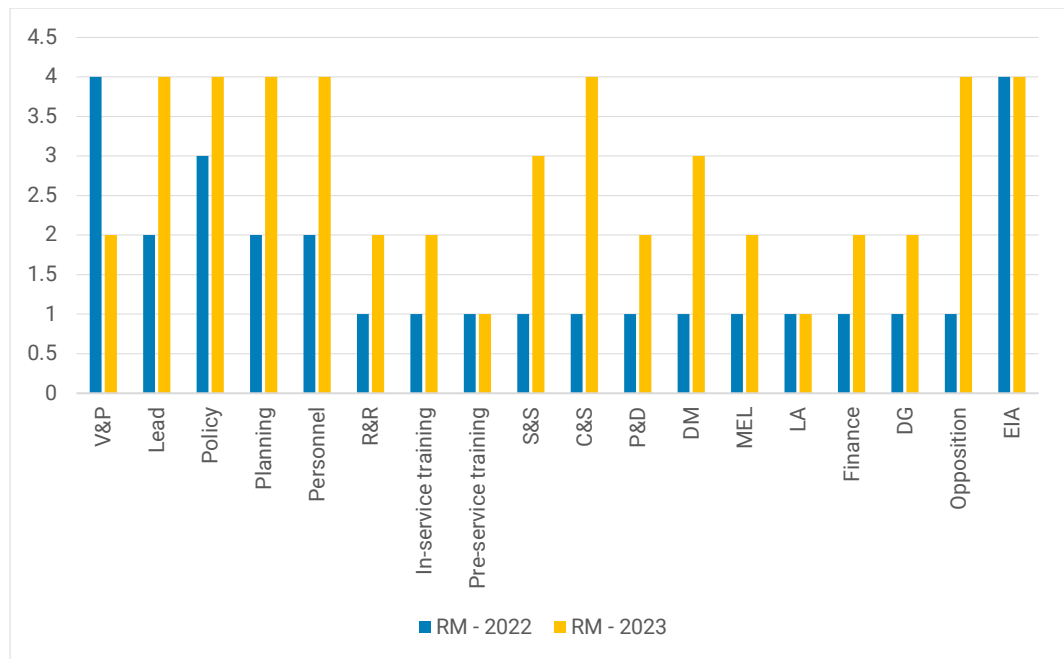


Source: Field Survey, 2022 and 2023

Similarly, in Yamunamai Rural Municipality, significant increases have been observed in indicators such as vision and path (V&P), leadership, personnel, recruitment and retention (R&R), supervision and support (S&S), monitoring, evaluation, and learning (MEL), learner assessment (LA), and opposition. However, the indicator Policy and Curriculum Standards (C&S) has shown a decrease, indicated a lack of policy implementation and prioritized the curriculum, which could present a challenge. The blue color indicates the data collected during the initial phase of the program in 2022, while the yellow color indicates the data gathered at the end of the program in 2023.

Based on the analysis and the above figure, it can be concluded that, according to the Education Officer, the initiative/program of extracurricular activities after school is scalable, and the readiness of the institution is higher than the previous data collected at the beginning of the initiative or program.

Graph 4.10: Institutionalization tracker data from the responses of the Education Officer of Rajdevi Municipality for years 2022 and 2023



Source: Field Survey, 2022 and 2023

Finally, in Rajdevi Municipality, the figure above and the data analysis reveal significant increases in indicators such as leadership, policy planning, personnel, recruitment and retention (R&R), in-service training, supervision and support (S&S), curriculum and standards (C&S), procurement and distribution (P&D), data management (DM), monitoring, evaluation, and learning (MEL), finance, demand generation (DG), and opposition. The remaining indicators have remained consistent. The blue color indicates the data collected during the initial phase of the program in 2022, while the yellow color indicates the data gathered at the end of the program in 2023.

Based on this analysis, it can be concluded that the institutions in Rajdevi Municipality are prepared and have the potential for scalability.

Conclusion

The synthesis report serves as a vital milestone in assessing the scalability of two education programs, namely "Campaign through Action Groups Enhancing Inclusive Access to Public Schools for OOSC and Children at Risk of Dropping Out" and "Extracurricular Activities (ECA) after School. Through a comprehensive evaluation using various tracking tools, this report gains profound insights into the potential of scaling and promoting effective education for out-of-school children and those at risk of dropping out.

The implementation of action groups has been a transformative approach, fostering community engagement and empowering parents to actively participate in their children's education. These action groups have successfully bridged the gap between schools and parents, creating a collaborative educational ecosystem. With support and guidance from key stakeholders, particularly at the municipality and school levels, scaling action groups has showcased promising results.

Moreover, the success of the ECA after-school program is evident in the substantial reduction in the dropout rate and the overall improvement in student engagement and academic performance. By integrating extracurricular activities, schools have transformed into vibrant hubs of learning and creativity. The support from the municipality, combined with the passionate involvement of parents, has played a pivotal role in driving the program's success.

The report's endline assessment offers a comprehensive overview of the programs' effectiveness and scalability after execution. The data collected from various stakeholders provides invaluable insights into the impact of these initiatives and programs. This information guides future scaling efforts and underscores the significance of continuous evaluation in ensuring the programs' sustainability and impact.

Action groups have been instrumental in raising parental awareness of their responsibilities towards their children's education. By instilling a sense of ownership and involvement in the learning process, parents have become powerful advocates for educational development. Likewise, the positive experiences of teachers with extracurricular activities reinforce the importance of after-school programs in enriching the overall educational experience.

One of the most compelling outcomes highlighted in this report is the significant decrease in the dropout rate, indicating the effectiveness of the programs in retaining students in schools. This data, combined with the innovators' program reports, further solidifies the possibility and importance of scaling these initiatives to a broader audience.

The insights gained from the scaling strategy worksheet, institutionalization tracker, and adaptation tracker underscore the critical role of support from various levels, including the

municipality, schools, and parents. By addressing challenges and implementing appropriate measures, the programs demonstrate clear potential for scalability. To ensure the sustainability and success of scaling efforts, it is imperative to prioritize capacity-building initiatives, foster continuous stakeholder engagement, and harness the support of influential leaders. Emphasizing data-driven decision-making and monitoring the scaling effects will lead to informed and effective scaling strategies.

In conclusion, this synthesis report presents compelling evidence of the positive impact and potential scalability of the "Campaign through Action Groups Enhancing Inclusive Access to Public Schools for OOSC and Children at Risk of Dropping Out" and "Extracurricular Activities (ECA) after school" programs. By combining dynamic evaluation and moral justification from the principle of scaling provided by IDRC, it can be confidently stated that these initiatives and programs can manifest transformative change in education, paving the way for a brighter and more inclusive future for all children.

Annex

Scaling Strategy Worksheet Questionnaire

Interview Date:

Responder name:

1) Vision		
a)	What is the name of the initiatives/programs?	
b)	What is the initiatives/programs trying to achieve? What is overall the main goal of this initiatives/programs?	
c)	Why is this initiatives/programs required? What problem is this initiatives/programs trying to address?	
d)	Where is this initiatives/programs located/ where is it being done? (municipality, area) Who are the targeted participants? What is the targeted number of participants?	
e)	What result are you expecting from scaling this initiatives/programs?	
2) Summary of Scaling strategy		
a)	What type of scale is this initiatives/programs using? Up, deep or down?	
b)	What is this initiatives/programs trying to scale? What aspect of this initiatives/programs is being scaled?	
c)	What plans did you make for scaling this initiatives/programs in the initial phase (pre-plans)? How is the initiatives/programs going? Is everything going on as per your plans? Have you made strategies to follows the plans for scaling?	
d)	How can the initiatives/programs's benefits be sustained? Have you developed any strategies for sustaining the benefits of scaling this initiative?	
e)	Have you thought about scaling this initiative in other areas/ places? How have you planned to address the problems that may arise? If no, have any other municipalities of rautahat or other area approached for the same initiatives/programs?	
f)	Did this initiatives/programs have any negative consequences? Had you assumed any negative consequences during the initial phase?	
3) Credibility of the proposed initiative		
a)	What is the Core strategy of the initiative?	
b)	What was your initial plan to achieve the core strategy? Are the initial plans working or did you have to bring changes to the plans? What kind of strategy have you developed to ensure that communities accept the initiative?	
c)	Are there any evidences backing this initiative? – inspiration, evidences	
d)	Score the effectiveness of your initiative from the scale of 1-5. (How trustworthy)	
e)	Has the score evolved from the initial stages of initiatives/programs? Why do you think it has changed?	
4) Recognition of the problem and support for change		
a)	What evidence/s is there which presents that communities and policymakers recognize the urgency of the problem the initiative is working on?	Criticism Support
b)	Describe the systemic benefits or potential partnership (or affiliations) that the initiative would take advantage of for change?	Supporting actors (Currently) Supporting actors required

1) Vision			
c)	Are there any opposition or issues that could affect the impact? How has the initiative tackled or mitigated those issues?	Issues/ oppositions (org, community)	Mitigation
d)	How does the initiative fit into the existing policies/ provisions? Which policy/ provision?		
5) Advantage of the proposed initiative over alternatives and to the status quo			
a)	How does the initiative differ from existing provisions and alternative approaches? Please provide proof.		
b)	Provide evidence that the initiative is perceived as more effective by policymakers, practitioners, and communities, as well as a description of whether implementing organizations and other larger systems will accept the initiative.		
c)	What might be the overall advantages/ benefits of this initiative?		
6) Enabling conditions and partnerships for scaling			
a)	What are the key elements in the larger system that can be considered as assets for scaling? investors, funders, supporters?		
b)	What are the key elements in the larger system that can be regarded as challenges for scaling?		
c)	Are there any partnerships that are already in place to support scaling? Before/ Current partners		
d)	What partnerships are needed to support scaling and sustain it?		
7) Ease of transferring and applying the initiative at scale			
a)	What are the most challenging adaptations or adjustments in the initiative to scale?		
b)	How can these challenges be addressing?		
c)	Which aspects of the initiative have been identified as 'core' to its impact and must be preserved during scaling?		
d)	Which aspects of the initiative can be simplified or redesigned to be more cost-effective?		
8) Organizational capacity to implement initiative at scale : optimal scale(equity)			
a)	Does the implementing organization currently have the organizational capacity to scale the initiative, based on previous experiences?		
b)	How can organizational capacity be developed by the implementing organizations to bring the initiative to scale?		
c)	What kind of institutional capacity is lacking for large-scale implementation of the initiative? How can they be addressed?		
d)	How will the implementation process be transferred from one organization to another actor? What are the dangers of doing so?		
e)	How can you ensure adequate resources and capacity if scaling requires additional human and institutional resources?		
9) Financial sustainability of proposed initiative			
a)	How can the resources be mobilized to establish a sustainable funding base for scaling the initiative?		
b)	Can the initiative be implemented within the existing system, utilizing the infrastructure, human resources, etc?		
c)	What budgetary processes should be considered to mobilize longer-term domestic financing?		
d)	What is timeframe of the initiative? (When will it be done/ how long?) Thoughts After endline		
e)	Where will it be invested? Who will invest? How it is financially managed?		

1) Vision			
J	Actions, milestones, and timetables		
a)	Can you describe the entire scaling process from start to finish?		
b)	Key Targets	Was it achieved or not? Challenges, ease?	Timeframe for achieving the target
c)	Actions	Monitoring Support (How was it monitored? By whom?)	Overall reflection
	Progresses of scaling		
	Assumptions that scaling was based on		
	Strategies on collecting additional data that were missed		
	Securing additional support (financial, technical, technological) needed		
d)	What are your learnings from this initiative?		
e)	What is your overall reflection on the scaling process?		
f)	Who are the responsible parties for monitoring and reflective activities?		
g)	Is this initiatives/programs scalable? Please rate from 1-5 for its scalability with reason. Scale up, out & deep?		
h)	Would you like to add anything else? Concluding remarks		

Institutionalization Tracker Questionnaire

Interview date:

Responder name:

Municipality:

School name/Ward no.:

No.	System Building Block	Element	Questions	Score	Remark
1.	Scaling strategy	Vision and pathway	Is there a clear vision & pathway for scaling the initiative within the MoE?		
			Did you know about the initiatives/programs before? How is the situation different from before?		
2.	Governance	Leadership	Are there ongoing leadership and coordination efforts for the initiative (at first by champions and later by a structured group within the MoE)?		
			Is there anyone taking the lead for the initiatives? How is it being done?		
		Policy	Does the initiative align with existing policies , or where policies do not exist, has the MoE implemented necessary policy to support the initiative?		
			Are you aware of PTA, SMC existing in the policies?		
Planning	Has the MoE included the initiative in national plans or strategies ?				
3.	Human resources	Personnel	Are government parents, community people delivering the initiative?		
		Recruitment	Are there sufficient no. of parents, communities to deliver the initiatives at scale?		
		In-service	Does appropriate MoE in-service teachers training include the initiative?		
		Pre-service	Does appropriate MoE pre-service teachers training include the initiative?		
		Supervision	Is the initiative included in regular MoE supervision and support activities ?		
4.	Information	Data management	Is the initiative integrated into the MoE's Education Management Information System (EMIS) or an alternative existing data management system? Data about schools		
		MEL	Has the MoE defined and implemented a strategy for monitoring and evaluating the initiative and using results to modify the initiative? Is the monitoring and evaluation being done regularly?		
		Learner assessment	Is assessment of learning outcomes related to the initiative integrated into official MoE learner assessment ?		
5.	Finance	Finance	Are all aspects of delivering the initiative financed by the government ?		
6.	Stakeholder engagement	Demand generation	Is the MoE engaged in generating demand and buying for the initiative among potential beneficiaries and key stakeholders in the education ecosystem?		

No.	System Building Block	Element	Questions	Score	Remark
			Do the wards, schools support the initiative?		
		Opposition	Is the MoE identifying and engaging with potential opponents to scaling and those who stand to lose from the initiative becoming widespread?		
			Do the initiatives get support from opponents like teachers?		
7.	Equity and inclusion	Equity & inclusion	Has the MoE ensured marginalised and disadvantaged learners will have equitable access to the initiative?		
			Is there equal treatment or equality for participation?		
8	Curriculum & materials	Curriculum/ standards	Is the initiative incorporated into the MoE's existing curriculum/standards?		
		Procurement and distribution	Is the MoE creating, procuring, and distributing sufficient quantities and quality of the necessary teaching and learning materials within its normal logistics system?		

Adaptation Tracker Questionnaire

Interview Date:

Responder name:

Step 1: Identify	
<i>What is the scaling goal (including initiative or components of the initiative being scaled, size and scope of proposed scaling goal, intended beneficiaries, timeline, and intended impact)? The scaling goal should be specific, measurable, and time bound. What is the priority scaling driver to focus on for this cycle?</i>	
As the initiative is already being scaled , what kind of scaling do you propose for this initiatives/programs in the future? (in size, numbers and scope)	Scaling goal:
Who will be the intended beneficiaries for the scaled initiatives/programs?	
How much time do you think will be needed for scaling the initiatives/programs? A year? Five years?	
What will be the intended impact of this scaled initiatives/programs?	
What will be the scaling driver of focus to scale this initiatives/programs?	
Step 2: Plan	
<i>What key challenge or opportunity related to this scaling driver do you want to address and why?</i>	
What will be the key challenge to this scaling driver?	
What will be the key opportunity to this scaling driver? (Special provision in Rautahat that no place has?)	
<i>What proposed adaptation(s) will you test to address this challenge or opportunity and why? What is the plan to execute this adaptation?</i>	
What kind of adjustments do you plan to make to the initiatives/programs to address this challenge?	
What kind of adjustments do you plan to make to the initiatives/programs to fully benefit from this opportunity?	
How do you plan to make this adjustment? How will the process go?	
<i>How will you measure if this adaptation led to an improvement in addressing the challenge or opportunity? What information will be collected and how, by whom, and how often? How will this data be used for decision-making?</i>	
How will you measure if the adjustment has addressed these challenges or opportunities and has improved the initiatives/programs?	
For this kind of measurement, what kind of information will be needed?	
How will it be collected? By whom?	
How often will it be collected? Weekly basis? Monthly basis?	
How will you or other stakeholders use this data for decision-making?	
<i>What do you predict will happen?</i>	
What do you think will be the outcome after this adjustment to the initiatives/programs?	
Step 3: Test	
<i>As the adaptation is being tested, are there any observations or unexpected circumstances to document? Were any changes made to the planned adaptation while it was being tested? If yes, detail the changes and the intention behind them.</i>	
During this initiatives/programs, were there any unexpected outcomes or observations that you experienced? (positive or negative)	
As the initiatives/programs proceeded, were there any changes that you made to make it run more smoothly?	
Why did you make such changes?	
Step 4: Reflect	
<i>What are the results of testing the adaptation? Did the adaptation lead to an improvement? What worked and did not work? Were any spontaneous or unplanned adaptations made to the original plan? How did the results compare to the predictions? What lessons were learned?</i>	
What is the tentative results from this initiatives/programs?	
Do you think the initiatives/programs led to an improvement?	
Were any spontaneous or unplanned adaptations made to the original plan? (besides CAG monitor)	
How did the results of the initiatives/programs compare to your initial predictions?	

What did you learn about the initiatives/programs? In short.	
<i>Based on this learning and reflection, what next? Will you maintain or expand the adaptation, tweak or adapt it, or abandon it to try something else? Is this driver still a priority? Begin a new "plan" section to flesh out the proposed next steps.</i>	
Based on this learning and reflection, what next? What should be done	
Will you maintain or expand the adaptation, tweak or adapt it, or abandon it to try something else?	
Is the scaling driver still a priority after completing the initiatives/programs?	

Campaign through action groups enhancing inclusive access to public schools of OOSC and children at risk of drooping out - Annex

Annex 1:

Score table of five wards of Durga Bhagwati Rural Municipality's on the basis of Institutionalization tracker

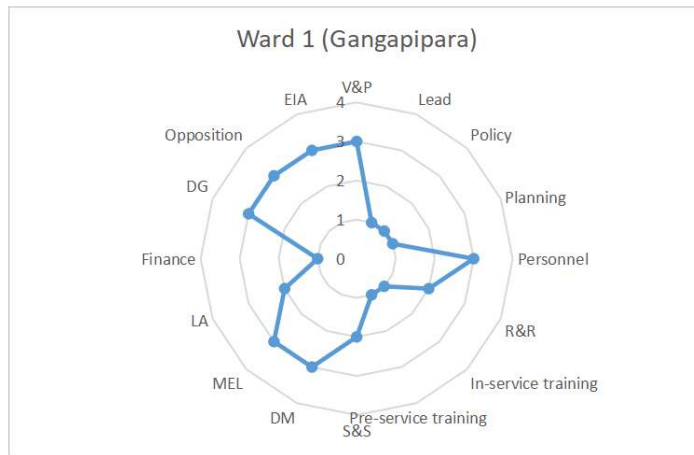
System Building Block	Elements	Element Code	Ward 1 (Gangapipara)	Ward 2 (Bhalohiya)	Ward 3 (Matsari)	Ward 4 (Pachrukhi)	Ward 5 (Bhadarwa)	Average
Scaling Strategy	Vision and Pathway	V&P	3	3	3	3	3	3
Governance	Leadership	Lead	1	1	2	3	2	2
	Policy	Policy	1	1	1	1	1	1
	Planning	Planning	1	2	2	3	1	2
Human resources	Personnel	Personnel	3	3	3	3	3	3
	Recruitment	R&R	2	3	2	3	3	3
	In-service	In-service training	1	1	1	1	1	1
	Pre-service	Pre-service training	1	1	1	1	2	1
	Supervision	S&S	2	2	2	3	3	2
Information	Data management	DM	3	3	3	3	3	3
	Monitoring and evaluation	MEL	3	1	3	1	3	2
	Learner assessment	LA	2	1	1	3	2	2
Finance	Finance	Finance	1	1	1	1	1	1
Stakeholder engagement	Demand generation	DG	3	3	3	3	3	3
	Opposition	Opposition	3	1	3	3	2	2
Equity and Inclusion	Equity and Inclusion	EIA	3	3	3	3	3	3

Source: Field Survey, 2023

Annex 2:

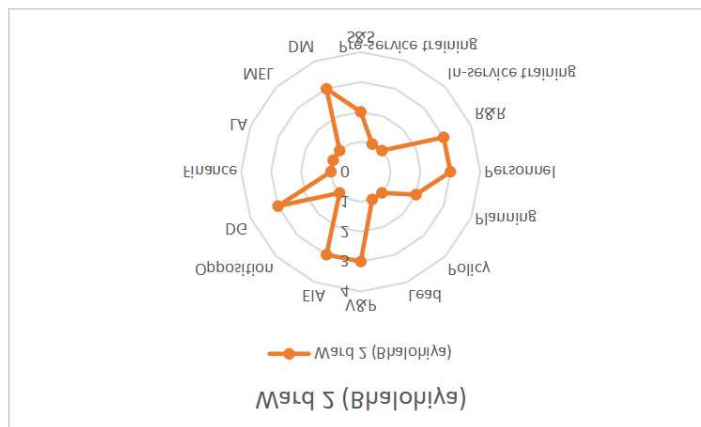
Radar graph of wards of Durga Bhagwati Rural Municipality

2.1 Radar Graph of Ward 1 of Durga Bhagwati Rural Municipality



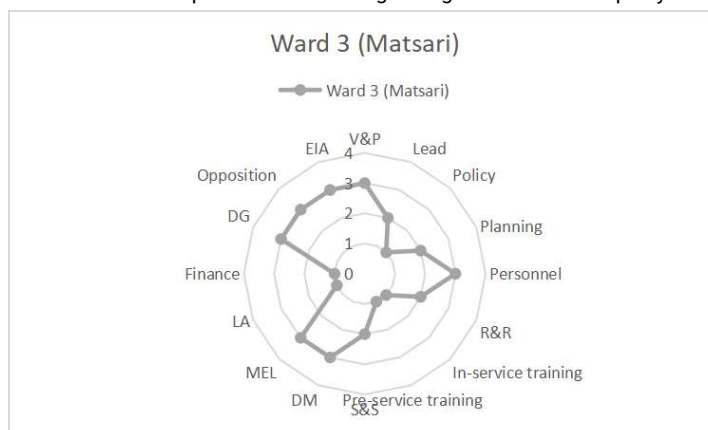
Source: Field Survey, 2023

2.2 Radar Graph of Ward 2 of Durga Bhagwati Rural Municipality



Source: Field Survey, 2023

2.3 Radar Graph of Ward 3 of Durga Bhagwati Rural Municipality



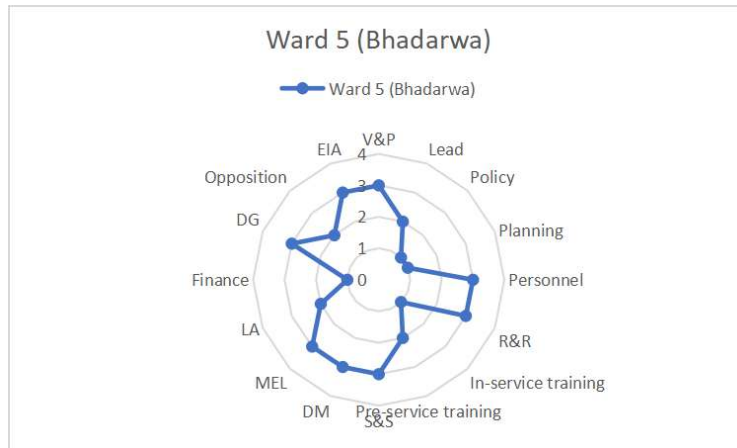
Source: Field Survey, 2023

2.4 Radar Graph of Ward 4 of Durga Bhagwati Rural Municipality



Source: Field Survey, 2023

2.5 Radar Graph of Ward 5 of Durga Bhagwati Rural Municipality



Source: Field Survey, 2023

Annex 3:

Score table of School teacher/ECA Incharge of all three municipality's on the basis of Institutionalization Tracker

System Building Block	Element	Element Code	Durga Bhagwati Rural Municipality			Yamunamai Rural Municipality				Rajdevi Municipality				
			Pachurki Aadharbhut	Saraswati Ma Vi	DRM - Average	Rajpur Aadharbhut	Mahadev Pra Vi	Braham Pra Vi	YRM - Average	Barahampuri Ma Vi	Laxmipur Aadharbhut	Mashaarades Pra Vi	Pathaara Aadharbhut	RM - Average
Scaling Strategy	Vision and Pathway	V&P	3	3	3	1	3	3	2	4	4	3	3	4
Governance	Leadership	Lead	2	4	3	3	4	3	3	4	4	3	3	4
	Policy	Policy	3	3	3	2	2	2	2	2	3	3	3	3
	Planning	Planning	3	3	3	4	1	4	3	4	3	3	3	3
Human resources	Personnel	Personnel	4	4	4	4	4	1	3	4	4	4	4	4
	Recruitment	R&R	2	2	2	2	4	1	2	3	4	2	4	3
	In-service	In-service training	1	1	1	1	1	1	1	2	1	1	1	1
	Pre-service	Pre-service training	1	1	1	1	1	1	1	1	1	1	1	1
	Supervision	S&S	3	2	3	3	2	2	2	3	3	3	2	3
Curriculum and Materials	Curriculum/standards	C&S	2	4	3	3	4	4	4	3	4	4	4	4
	Procurement and Distribution	P&D	3	3	3	1	1	2	1	3	3	2	3	3

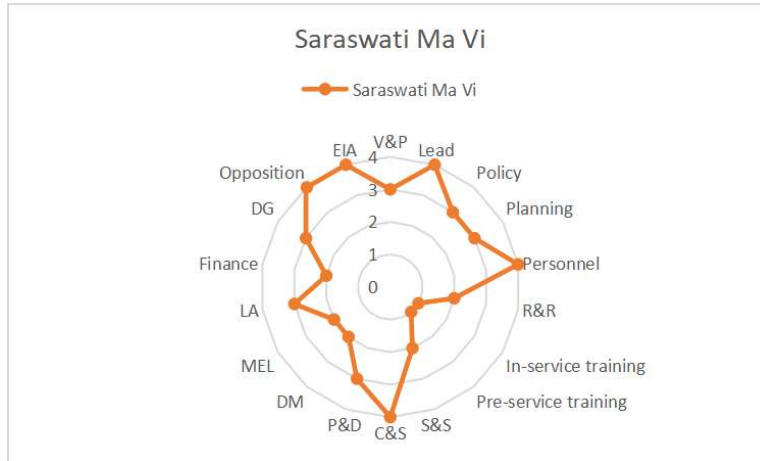
System Building Block	Element	Element Code	Durga Bhagwati Rural Municipality			Yamunamai Rural Municipality				Rajdevi Municipality				
			Pachurki Aadharbhut	Saraswati Ma Vi	DRM - Average	Rajpur Aadharbhut	Mahadev Pra Vi	Braham Pra Vi	YRM - Average	Barahampuri Ma Vi	Laxmipur Aadharbhut	Mashaarades Pra Vi	Pathaara Aadharbhut	RM - Average
Information	Data Management	DM	1	2	2	2	3	1	2	4	2	1	1	2
	Monitoring, evaluation, & learning	MEL	2	2	2	2	1	2	2	2	3	2	1	2
	Learner assessment	LA	1	3	2	1	2	1	1	3	1	1	2	2
Finance	Finance	Finance	3	2	3	2	1	3	2	1	1	1	2	1
Stakeholder engagement	Demand generation	DG	4	3	4	3	4	4	4	4	3	3	3	3
	Opposition	Opposition	3	4	4	4	4	4	4	4	3	3	3	3
Equity and Inclusion	Equitable, inclusive access	EIA	4	4	4	4	3	2	3	4	4	4	3	4

Source: Field Survey, 2023

Annex 4:

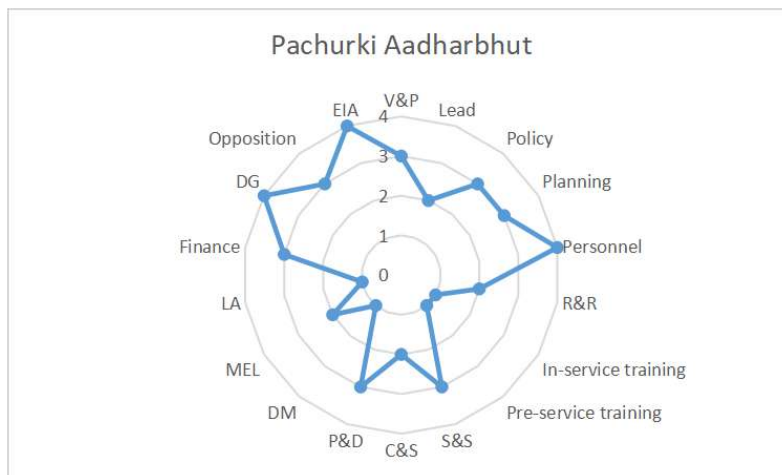
Radar graph of School teacher/ECA Incharge of Durga Bhagwati Rural Municipality

4.1 Radar Graph of Sasarswoti Ma Vhi School of Durga Bhagwati Rural Municipality on the basis of school teacher/ECA Incharge response



Source: Field Survey, 2023

4.2 Radar Graph of Pachurkhi AB School of Durga Bhagwati Rural Municipality on the basis of school teacher/ECA Incharge response

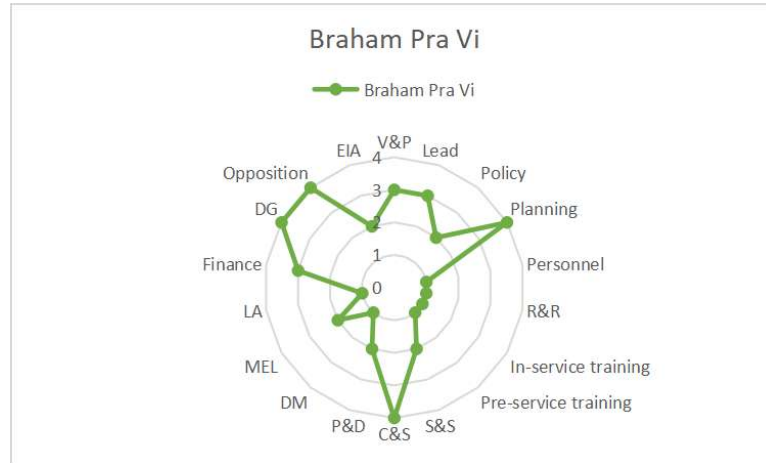


Source: Field Survey, 2023

Annex 5:

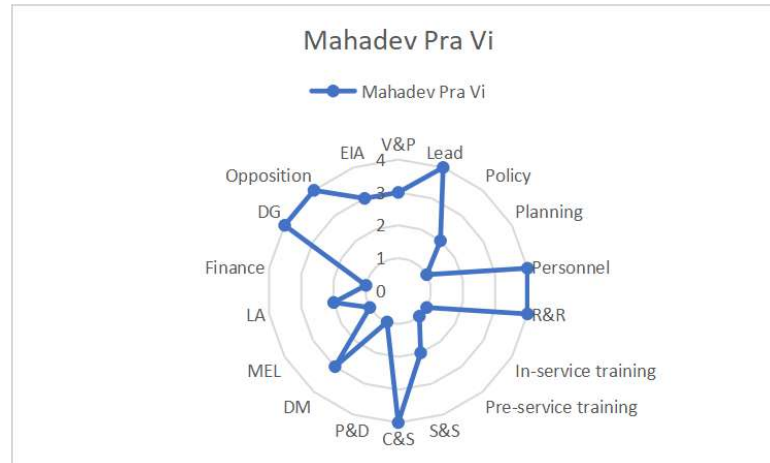
Radar graph of School teacher/ECA Incharge of Yamunamai Rural Municipality

5.1 Radar Graph of Brahma PV School of Yamunamai Rural Municipality on the basis of school teacher/ECA Incharge response



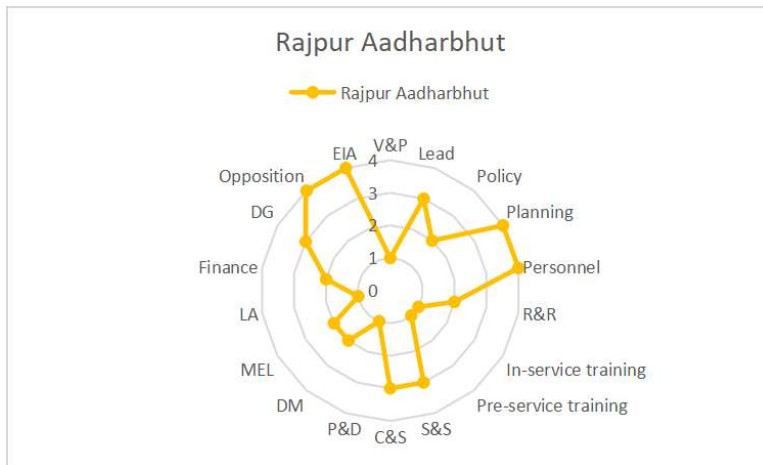
Source: Field Survey, 2023

5.2 Radar Graph of Mahadev PV School of Yamunamai Rural Municipality on the basis of school teacher/ECA Incharge response



Source: Field Survey, 2023

5.3 Radar Graph of Rajpur AB School of Yamunamai Rural Municipality on the basis of school teacher/ECA Incharge response

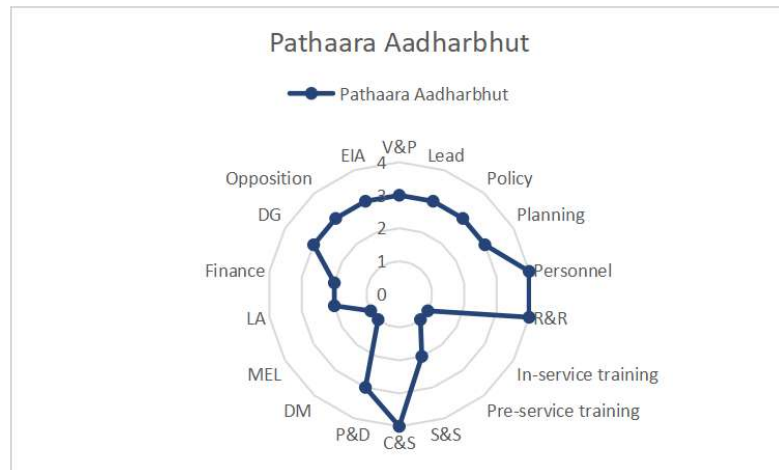


Source: Field Survey, 2023

Annex 6:

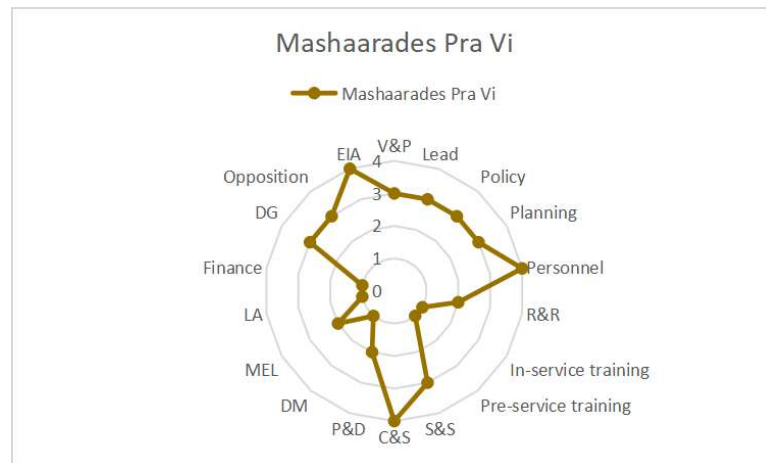
Radar graph of School teacher/ECA Incharge of Rajdevi Municipality

6.1 Radar Graph of Pathara PV School of Rajdevi Municipality on the basis of school teacher/ECA Incharge response



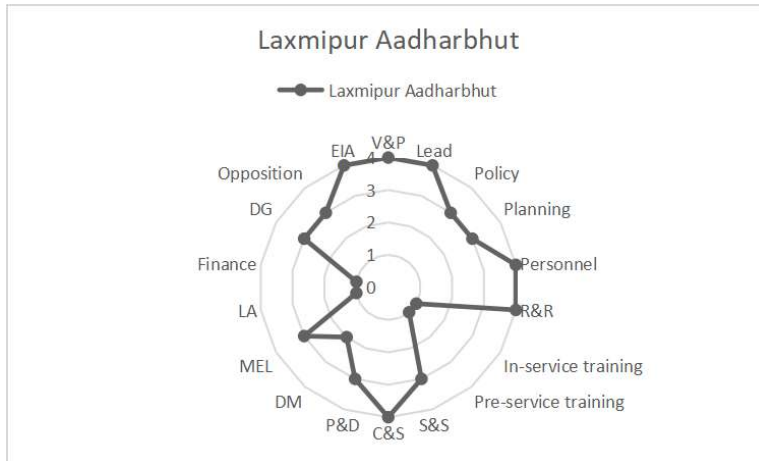
Source: Field Survey, 2023

6.2 Radar Graph of Mashaarades PV School of Rajdevi Municipality on the basis of school teacher/ECA Incharge response



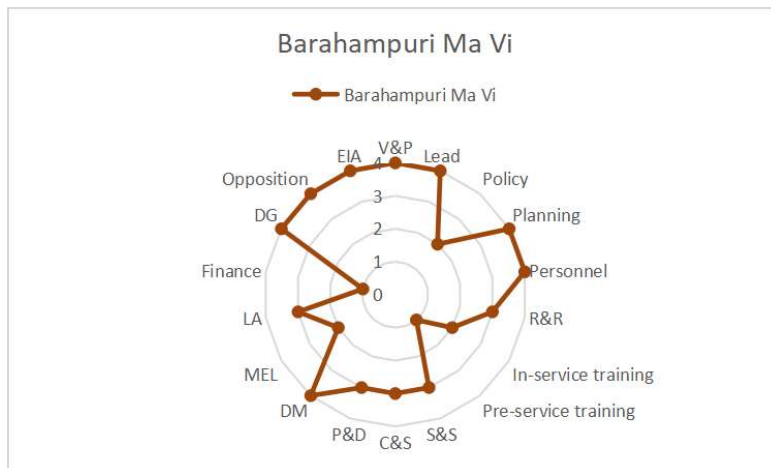
Source: Field Survey, 2023

6.3 Radar Graph of Laxmipur AB School of Rajdevi Municipality on the basis of school teacher/ECA Incharge response



Source: Field Survey, 2023

6.4 Radar Graph of Bhrampuri MV School of Rajdevi Municipality on the basis of school teacher/ECA Incharge response



Source: Field Survey, 2023

Annex 7:

Score table of Head teacher/Principal of all three municipality's on the basis of Institutionalization Tracker

System Building Block	Element	Element Code	Durga Bhagwati Rural Municipality			Yamuna Mai Rural Municipality			Rajdevi Municipality					
			Pachurki Aadharbhut	Saraswati Ma Vi	Average	Rajpur Aadharbhut	Mahadev Pra Vi	Braham Pra Vi	Average	Barahampuri Ma Vi	Laxmipur Aadharbhut	Mashaarades Pra Vi	Pathaara Aadharbhut	Average
Scaling Strategy	Vision and Pathway	V&P	3	3	3	4	3	3	3	4	4	3	3	4
Governance	Leadership	Lead	4	4	4	3	4	3	3	4	3	4	3	4
	Policy	Policy	3	3	3	2	2	3	2	2	3	3	3	3
	Planning	Planning	4	4	4	2	1	4	2	4	4	3	4	4
Human resources	Personnel	Personnel	4	4	4	4	4	4	4	4	4	4	4	4
	Recruitment and retention	R&R	3	2	3	2	4	2	3	3	3	2	4	3
	In-service training	In-service training	1	2	2	1	1	1	1	1	1	1	1	1
	Pre-service training	Pre-service training	1	1	1	1	1	1	1	1	1	1	1	1
	Supervision and support	S&S	2	3	3	1	1	2	1	3	3	2	2	3
Curriculum and	Curriculum/standards	C&S	3	4	4	4	4	4	4	3	4	4	3	4

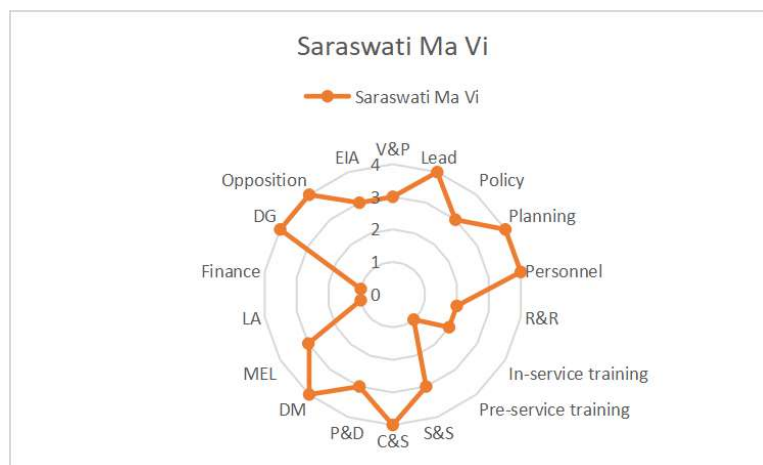
System Building Block	Element	Element Code	Durga Bhagwati Rural Municipality			Yamuna Mai Rural Municipality			Rajdevi Municipality					
			Pachurki Aadharbhub	Saraswati Ma Vi	Average	Rajpur Aadharbhub	Mahadev Pra Vi	Braham Pra Vi	Average	Barahampuri Ma Vi	Laxnipur Aadharbhub	Mashaarades Pra Vi	Pathaara Aadharbhub	Average
Materials	Procurement and Distribution	P&D	3	3	3	3	1	3	2	3	3	2	2	3
Information	Data Management	DM	3	4	4	2	3	1	2	4	2	1	3	3
	Monitoring, evaluation, & learning	MEL	2	3	3	2	1	3	2	3	3	2	2	3
	Learner assessment	LA	3	1	2	3	1	1	2	2	1	1	2	2
Finance	Finance	Finance	2	1	2	2	1	2	2	2	1	1	1	1
Stakeholder engagement	Demand generation	DG	4	4	4	4	4	4	4	4	3	3	3	3
	Opposition	Opposition	4	4	4	4	4	4	4	4	3	3	3	3
Equity and Inclusion	Equitable, inclusive access	EIA	2	3	3	3	3	2	3	4	4	4	3	4

Source: Field Survey, 2023

Annex 8:

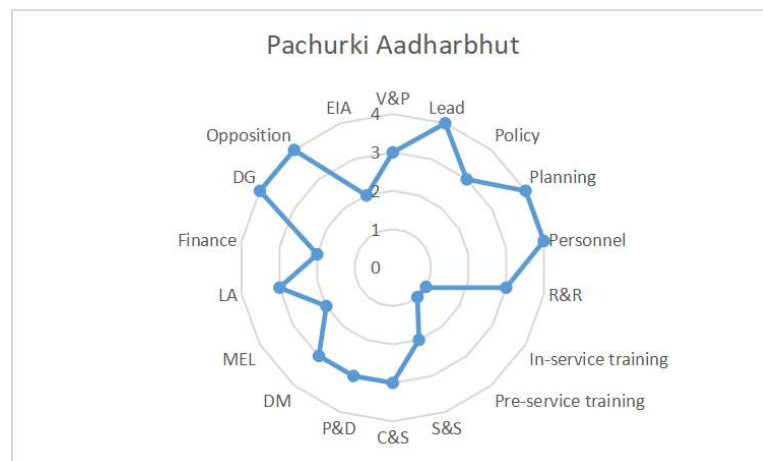
Radar graph of Head teacher/Principal of Durga Bhagwati Rural Municipality

8.1 Radar Graph of Saraswati MV School of Durga Bhagwati Rural Municipality on the basis of school teacher/ECA Incharge response



Source: Field Survey, 2023

8.2 Radar Graph of Pachurkhi AB School of Durga Bhagwati Rural Municipality on the basis of school teacher/ECA Incharge response

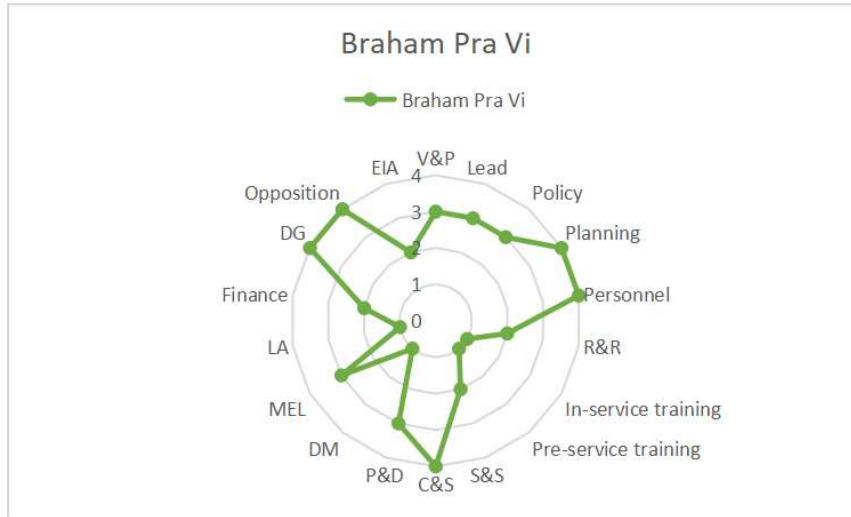


Source: Field Survey, 2023

Annex 9:

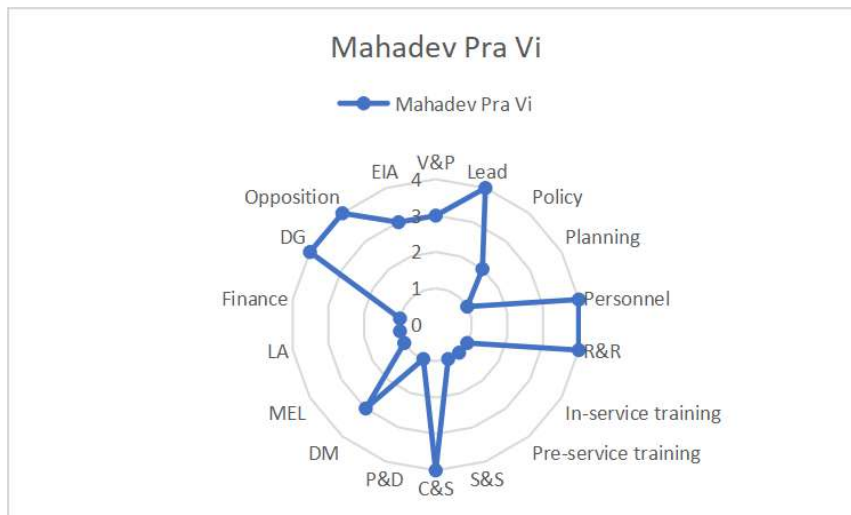
Radar graph of Head teacher/Principal of Yamunamai Rural Municipality

9.1 Radar Graph of Braham PV School of Yamunamai Rural Municipality on the basis of Head teacher/Principal response



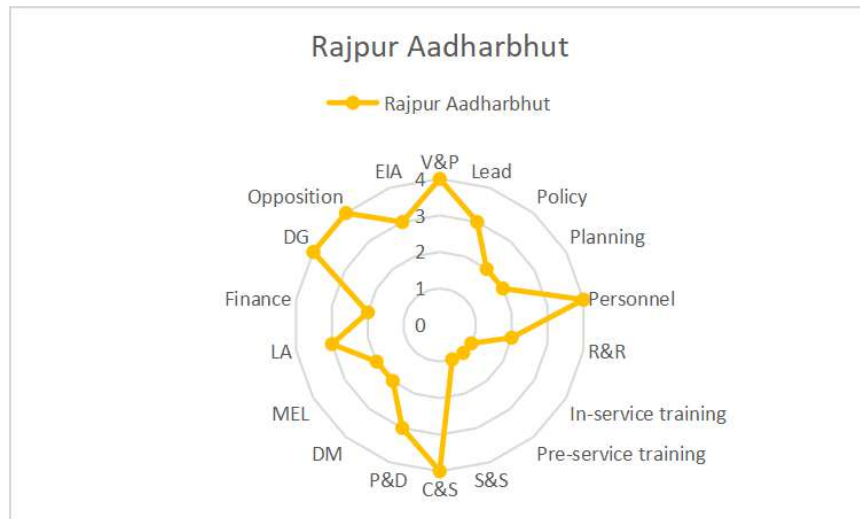
Source: Field Survey, 2023

9.2 Radar Graph of Mahadev PV School of Yamunamai Rural Municipality on the basis of Head teacher/Principal response



Source: Field Survey, 2023

9.3 Radar Graph of Rajpur AB School of Yamunamai Rural Municipality on the basis of Head teacher/Principal response

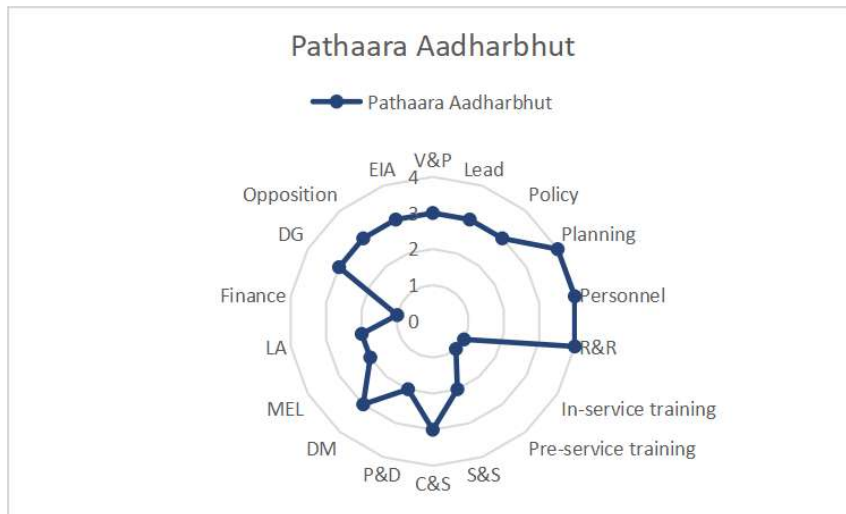


Source: Field Survey, 2023

Annex 10:

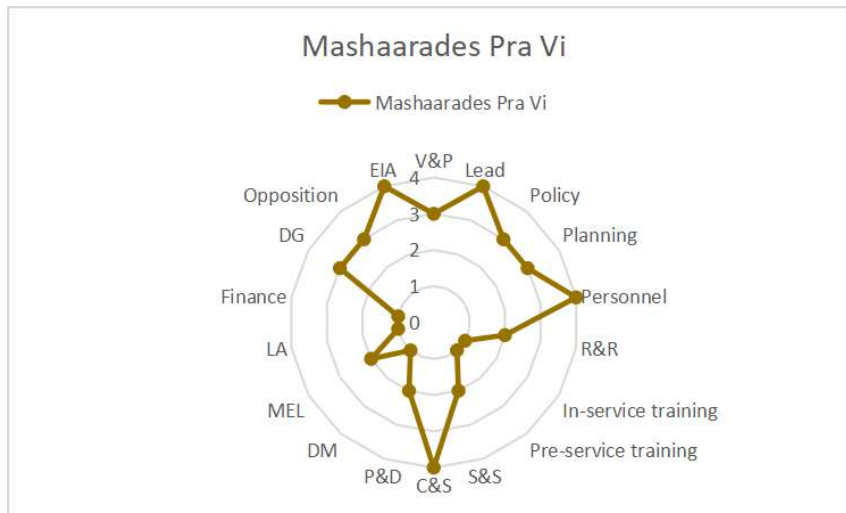
Radar graph of Head teacher/Principal of Rajdevi Municipality

10.1 Radar Graph of Pathara AB School of Rajdevi Municipality on the basis of Head teacher/Principal response



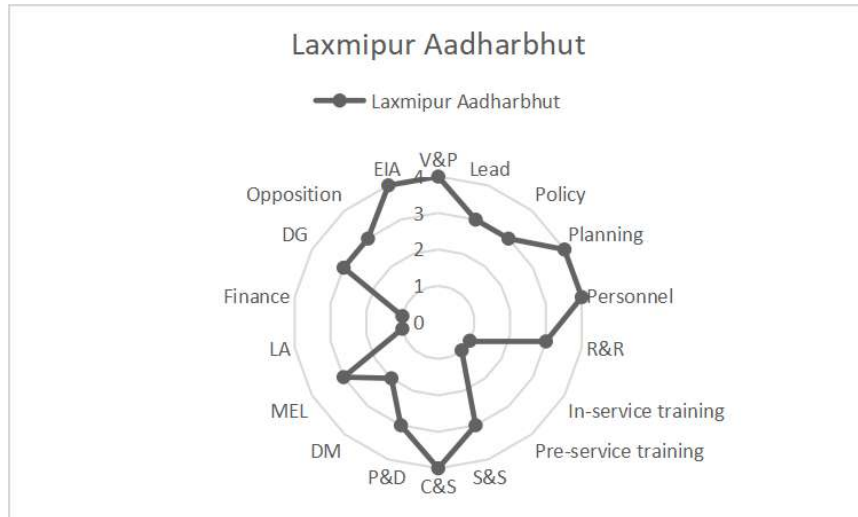
Source: Field Survey, 2023

10.2 Radar Graph of Mashaarades PV School of Rajdevi Municipality on the basis of Head teacher/Principal response



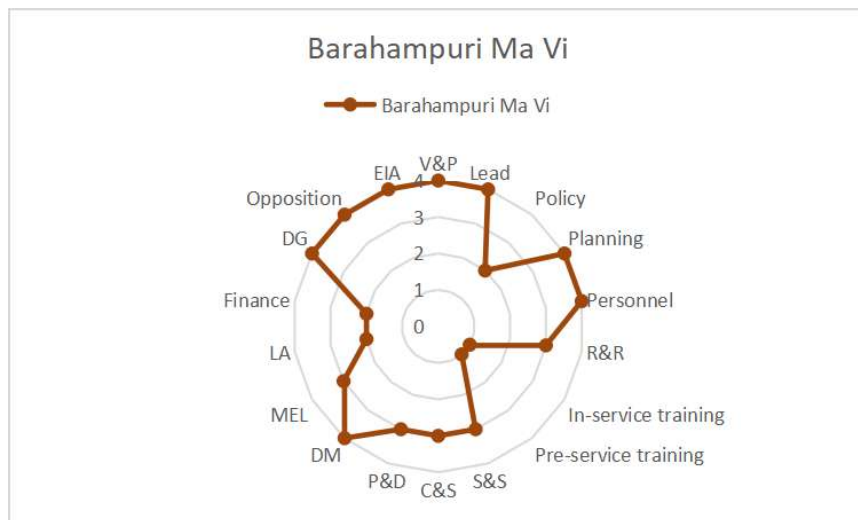
Source: Field Survey, 2023

10.3 Radar Graph of Laxmipur AB School of Rajdevi Municipality on the basis of Head teacher/Principal response



Source: Field Survey, 2023

10.4 Radar Graph of Brahamपुरi MV School of Rajdevi Municipality on the basis of Head teacher/Principal response



Source: Field Survey, 2023

Annex 11:

Score table of Education Officer of all three municipality's on the basis of Institutionalization Tracker

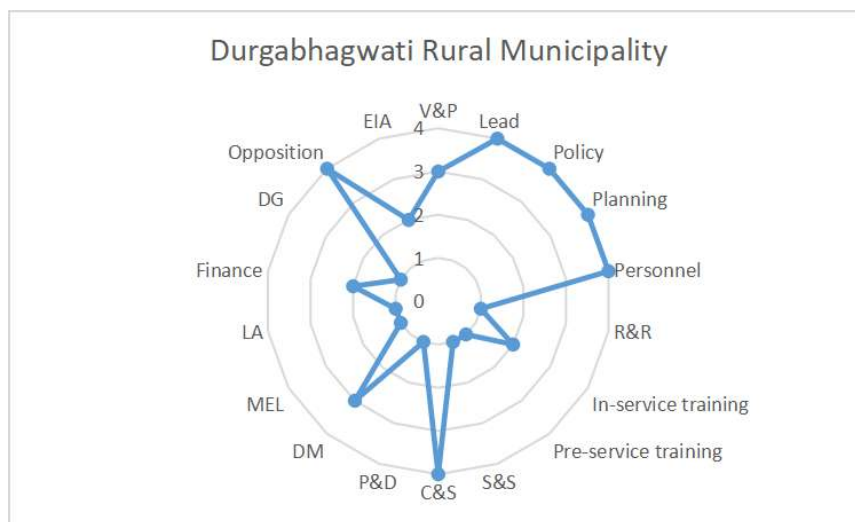
System Building Block	Element	Element code	Durga Bhagwati Rural Municipality	Yamunamai Rural Municipality	Rajdevi Municipality
Scaling Strategy	Vision and Pathway	V&P	3	3	2
Governance	Leadership	Lead	4	4	4
	Policy	Policy	4	3	4
	Planning	Planning	4	3	4
Human resources	Personnel	Personnel	4	4	4
	Recruitment and retention	R&R	1	4	2
	In-service training	In-service training	2	1	2
	Pre-service training	Pre-service training	1	1	1
	Supervision and support	S&S	1	3	3
Curriculum and Materials	Curriculum/standards	C&S	4	2	4
	Procurement and Distribution	P&D	1	2	2
Information	Data Management	DM	3	3	3
	Monitoring, evaluation, & learning	MEL	1	3	2
	Learner assessment	LA	1	2	1
Finance	Finance	Finance	2	2	2
Stakeholder engagement	Demand generation	DG	1	2	2
	Opposition	Opposition	4	2	4
Equity and Inclusion	Equitable, inclusive access	EIA	2	4	4

Source: Field Survey, 2023

Annex 12:

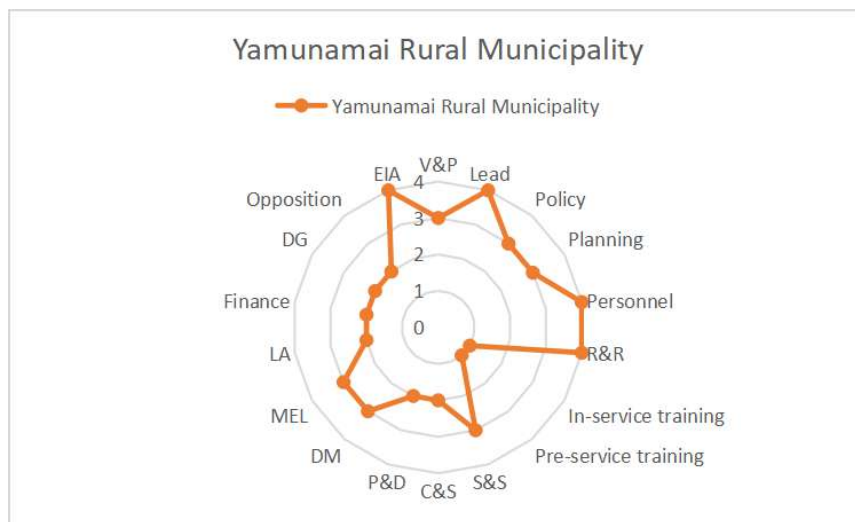
Radar graph of Eduaction Officer of all three municipality

12.1 Radar Graph of Durga Bhagwati Rural Municipality on the basis of Education Officer response



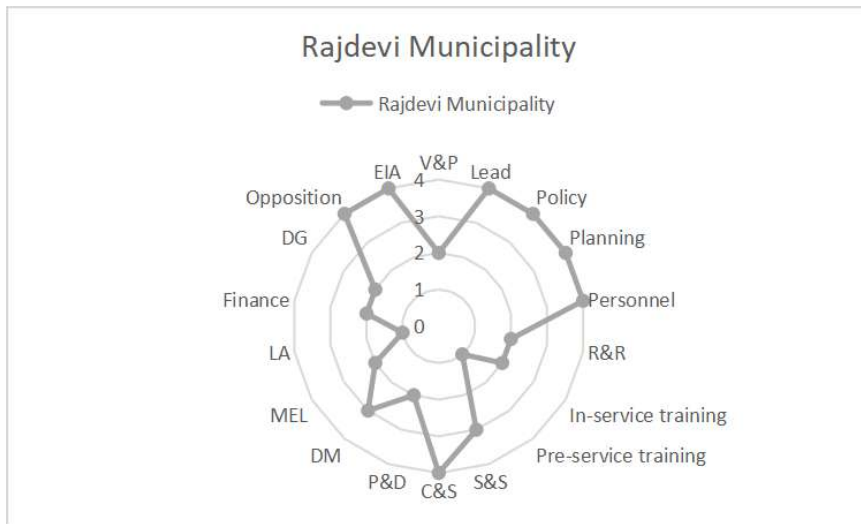
Source: Field Survey, 2023

12.2 Radar Graph of Yamunamai Rural Municipality on the basis of Education Officer response



Source: Field Survey, 2023

12.3 Radar Graph of Rajdevi Municipality on the basis of Education Officer response



Source: Field Survey, 2023

Annex 13:

Score table of five wards of Durga Bhagwati Rural Municipality's on the basis of Institutionalization tracker taken in the year 2022 and 2023 (Initial and end of the program: Campaign through action groups enhancing inclusive access to public schools of OOSC and children at risk of dropping out

System Building Block	Elements	Element Code	Action group of all five wards in Average 2022	Action group of all five wards in Average 2023
Scaling Strategy	Vision and Pathway	V&P	3	3
Governance	Leadership	Lead	2	2
	Policy	Policy	1	1
	Planning	Planning	2	2
Human resources	Personnel	Personnel	2	3
	Recruitment	R&R	3	3
	In-service	In-service training	1	1
	Pre-service	Pre-service training		
	Supervision	S&S	1	2
Information	Data management	DM	2	3
	Monitoring and evaluation	MEL	2	2
	Learner assessment	LA	2	2
Finance	Finance	Finance	1	1
Stakeholder engagement	Demand generation	DG	2	3
	Opposition	Opposition	2	2
Equity and Inclusion	Equity and Inclusion	EIA	3	3

Source: Field Survey, 2022 & 2023

Annex 14:

Score table of responses taken from ECA incharge of all three municipality on the basis of Institutionalization tracker taken in the year 2022 and 2023 (Initial and end of the program: Extracurricular Activities (ECA) after school)

System Building Block	Element	Element Code	DRM - 2022	DRM - 2023	YRM - 2022	YRM - 2023	RM - 2022	RM - 2023
Scaling Strategy	Vision and Pathway	V&P	4	3	4	2	3	4
Governance	Leadership	Lead	3	3	1	3	2	4
	Policy	Policy	4	3	4	2	3	3
	Planning	Planning	2	3	2	3	3	3
Human resources	Personnel	Personnel	3	4	3	3	3	4
	Recruitment	R&R	3	2	3	2	2	3
	In-service	In-service training	1	1	1	1	1	1
	Pre-service	Pre-service training	1	1	1	1	1	1
	Supervision	S&S	2	3	2	2	3	3
Curriculum and Materials	Curriculum/standards	C&S	4	3	4	4	3	4
	Procurement and Distribution	P&D	2	3	2	1	2	3
Information	Data Management	DM	2	2	2	2	2	2
	Monitoring, evaluation, & learning	MEL	2	2	2	2	2	2
	Learner assessment	LA	2	2	2	1	2	2
Finance	Finance	Finance	2	3	1	2	1	1
Stakeholder engagement	Demand generation	DG	2	4	2	4	2	3
	Opposition	Opposition	1	4	1	4	1	3
Equity and Inclusion	Equitable, inclusive access	EIA	4	4	4	3	4	4

Source: Field Survey, 2022 & 2023

Annex 15:

Score table of responses taken from Head teacher/Principal of all three municipality on the basis of Institutionalization tracker taken in the year 2022 and 2023 (Initial and end of the program: Extracurricular Activities (ECA) after school)

System Building Block	Element	Element Code	DRM - 2022	DRM - 2023	YRM - 2022	YRM - 2023	RM - 2022	RM - 2023
Scaling Strategy	Vision and Pathway	V&P	3	3	3	3	2	4
Governance	Leadership	Lead	3	4	3	3	3	4
	Policy	Policy	3	3	3	2	4	3
	Planning	Planning	3	4	3	2	2	4
Human resources	Personnel	Personnel	3	4	3	4	3	4
	Recruitment	R&R	1	3	2	3	2	3
	In-service	In-service training	2	2	1	1	1	1
	Pre-service	Pre-service training	2	1	1	1	1	1
	Supervision	S&S	3	3	2	1	3	3
Curriculum and Materials	Curriculum/standards	C&S	4	4	4	4	2	4
	Procurement and Distribution	P&D	2	3	1	2	1	3
Information	Data Management	DM	3	4	2	2	2	3
	Monitoring, evaluation, & learning	MEL	3	3	2	2	1	3
	Learner assessment	LA	2	2	2	2	2	2
Finance	Finance	Finance	2	2	2	2	1	1
Stakeholder engagement	Demand generation	DG	3	4	2	4	2	3
	Opposition	Opposition	1	4	1	4	1	3
Equity and Inclusion	Equitable, inclusive access	EIA	4	3	3	3	4	4

Source: Field Survey, 2022 & 2023

Annex 16:

Score table of responses taken from Education Officer of all three municipality on the basis of Institutionalization tracker taken in the year 2022 and 2023 (Initial and end of the program: Extracurricular Activities (ECA) after school)

System Building Block	Element	Element Code	DRM - 2022	DRM - 2023	YRM - 2022	YRM - 2023	RM - 2022	RM - 2023
Scaling Strategy	Vision and Pathway	V&P	4	3	2	3	4	2
Governance	Leadership	Lead	2	4	2	4	2	4
	Policy	Policy	4	4	4	3	3	4
	Planning	Planning	4	4	3	3	2	4
Human resources	Personnel	Personnel	2	4	2	4	2	4
	Recruitment	R&R	1	1	1	4	1	2
	In-service	In-service training	1	2	1	1	1	2
	Pre-service	Pre-service training	1	1	1	1	1	1
	Supervision	S&S	1	1	2	3	1	3
Curriculum and Materials	Curriculum/standards	C&S	2	4	3	2	1	4
	Procurement and Distribution	P&D	1	1	2	2	1	2
Information	Data Management	DM	3	3	3	3	1	3
	Monitoring, evaluation, & learning	MEL	2	1	2	3	1	2
	Learner assessment	LA	2	1	1	2	1	1
Finance	Finance	Finance	3	2	2	2	1	2
Stakeholder engagement	Demand generation	DG	3	1	2	2	1	2
	Opposition	Opposition	1	4	1	2	1	4
Equity and Inclusion	Equitable, inclusive access	EIA	4	2	4	4	4	4

Source: Field Survey, 2022 & 2023



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