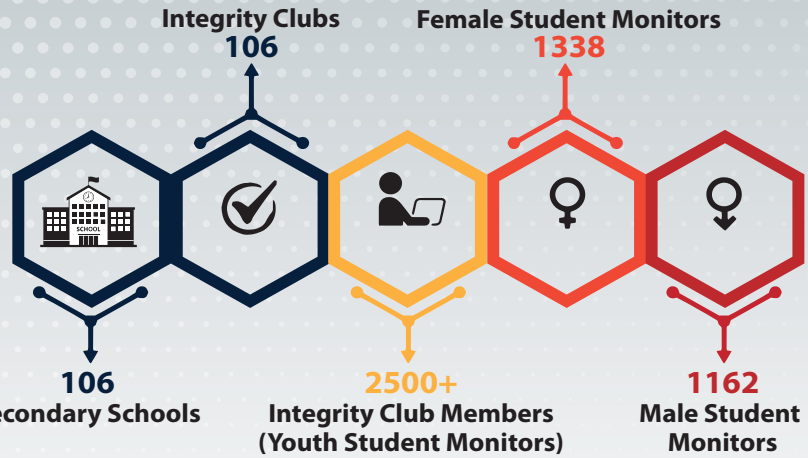

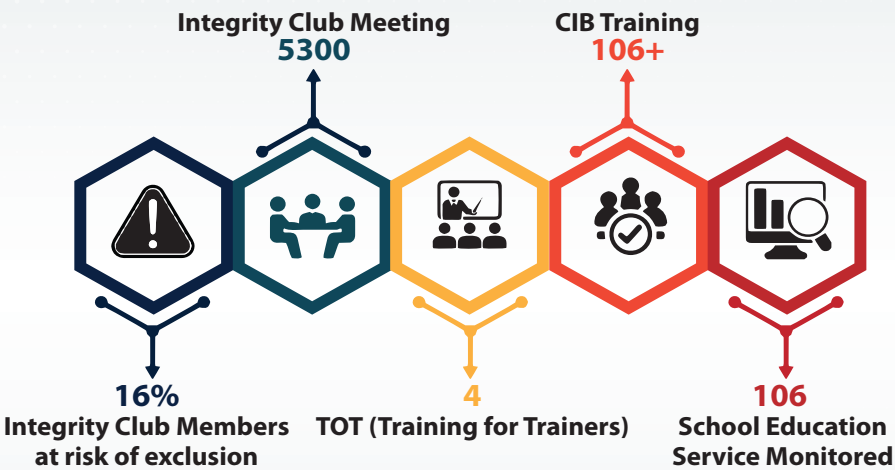

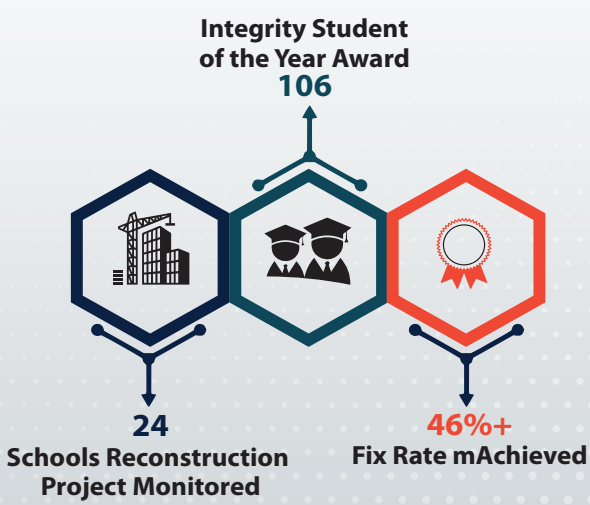

SHINE

STUDENTS ACTING FOR HONESTY, INTEGRITY AND EQUALITY

A Journey for Social Transformation...

INTEGRITY ACTION

inform... empower... involve
Youth Initiative
युवा अभियान

Students Acting for Honesty, Integrity and Equality (SHINE)

Campaign for Human Rights and Social Transformation (CAHURAST), Nepal

Youth Initiative

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FOREWORD

Campaign for Human Rights and Social Transformation (CAHURAST), Nepal and Youth Initiative has completed more than a decade, implementing the initiatives on human rights, transparency, integrity, accountability and governance. Since 2010, we have been implementing the citizen led monitoring using an innovative and cost effective approach – Community Integrity Building (CIB) approach to promote the culture of the integrity through the integrity building initiatives.

We are grateful to Integrity Action for their continued support in integrity building initiatives in Nepal. CAHURAST Nepal and Youth Initiative are partners of Integrity Action since 2010 and 2014 respectively. In 2016, a collaborative project, “Integrity in Education” was initiated where the students and teachers were involved in a platform named Integrity Child club for improving education service delivery and effectiveness of post earthquake reconstruction of schools. The project was limited to 25 schools of Sindhupalchowk. Through this project, we have a measurable impact with 71% fix rate on the identified problems on service delivery projects and infrastructure projects.

In 2017, with the principle of tipping point strategy to achieve depth coverage in a single geography SHINE (Students acting for honesty, integrity and equality) project was initiated at Sindhupalchowk district. SHINE engaged more than 2500 students and 140 teachers to promote the culture of integrity through student led monitoring resulting 46% of fix rate in the monitored projects. Even the pandemic COVID-19 didn’t prevent the monitors to monitor the services for making the lives better. We are overwhelmed to get appreciation from the government officials and their regular participation to the programs that have encouraged us to work better. With this encouragement, so far we have been able to lobby for incorporating the integrity and accountability in secondary curriculum. To ensure all the results are documented and circulated among wider range of stakeholders, SHINE book has been developed. It includes the concept, methodology, achievement, challenges and mitigating measures adopted during implementation of project. It has also tried to incorporate the ideas of sustaining and scaling up the intervention. It is hoped that this intervention if replicated at other parts of country, it will directly bring measurable outcomes in transparency, accountability and good governance.

SHINE book is an outcome of hard work of SHINE project team. So, we would like to thank the entire SHINE team for their untiring efforts, hard work and dedication in the execution of the project in most diligent and professional manner and bringing the report in this form. We expect to receive constructive feedback from the experts and policy makers of education sectors for the betterment of the SHINE initiative.

BIshnu Pukar Shrestha
Chairman
Campaign for Human Rights and
Social Transformation (CAHURAST), Nepal

Suman Khadka
President
Youth Initiative

EXECUTIVE SUMMARY

On April 25, 2015, a devastating earthquake with 7.8 magnitudes struck several districts of Nepal claiming 8,700 deaths and some 25,000 injuries. Thousands of constructions including the schools have been turned into debris. **Sindhupalchowk**, one of the worst affected districts as a result of earthquake and hundreds of aftershocks accounts loss of large number and quantity of constructions. Alone in Sindhupalchowk district, 546 schools have been recorded damaged (partial and fully damaged).

The government of Nepal has given highest priority in **education sector** since decades. The largest pie of the budget is invested in the education sector. However, the proper utilization of the budget in constructions and service delivery of the line agencies of education system have been contested. Large amount of budget in the name of service delivery are mismanaged knowingly and unknowingly. With this, **students** are affected at the most. The students eventhough are aware of **integrity** but are not in practice. This shows the need of their constructive engagement for the integrity activities because they are the best one who can act with and demand for integrity to bring a **social transformation in academic area and community.** Keeping this in mind, a pilot project "**Integrity in Education"** was initiated on **2016** with an objective to promote the culture of integrity involving the students at Integrity Clubs for student led monitoring on **education service delivery and reconstruction of schools**. This project resulted in the improved education service delivery and speed reconstruction work at Sindhupalchowk.

To continue its impact and get better development outcomes in education sector, **SHINE (Students acting for Honesty, Integrity and Equality**) project was initiated on 2017 with **tipping point strategy**. Following the tipping point strategy, Sindhupalchowk district where 90% of schools' services have been disrupted through damage during an earthquake and where Integrity in Education project was piloted has been focused to implement SHINE project.

SHINE is an initiative which educates, empowers and engages the students on integrity building activities. The major objective of SHINE is to promote the culture of integrity through active engagement of students in integrity clubs. **Integrity clubs** are the association led by the **students of 14-19 aged** groups on a supervision of focal teacher of respective school. SHINE has developed integrity clubs at **106 schools** of Sindhupalchowk and Kathmandu valley involving 20-25 members in each club. The major activity of integrity club members is monitoring (education service delivery and reconstruction of schools) and conduct integrity related extra-curricular activities (ECA). Monitoring is led by the students in integrity club and is conducted following the CIB approach. This approach starts with engaging the community/ education stakeholders/school. School then selects the students to become an integrity club member following the gender equality and social inclusion. Integrity club members are trained to be monitors as education monitors. Education monitors monitor education service delivery and reconstruction of schools. The monitoring results and problems identified on services and project are reported through **Developmentcheck app**. This app is an offline and online monitoring and reporting tool. The problems identified and integrity challenges are then constructively solved in coordination with key stakeholders. All solutions and achievements are then circulated to wider range of community that improves the lives of the whole community.

Major achievements on SHINE:

- Improved education service delivery of 106 schools and speed reconstruction of 24 schools of Sindhupalchowk and Kathmandu valley through students led monitoring by active engagement of 2500+ integrity club members
- School level code of conduct developed by integrity club members
- Decreased absenteeism rate and dropout rate of students in schools with leadership of integrity clubs
- 46 % Fix Rate achieved on identified problems of monitored projects

- Increased participation of students with disabilities in integrity clubs and better performance than earlier days
- Resource mapping from likable organization to sustain the integrity clubs activities
- Students confident to fix the problems identified in service delivery
- Commitment received to introduce the chapter "**Integrity and Accountability**" in the Secondary level school curriculum.

Major challenges on implementation of SHINE:

- Reluctant nature of focal teachers at 30% of schools to mobilize the integrity clubs with allowances and incentives. So, integrity club members themselves started to lead the club. 50 % of the ICs are now students led club and 50% of the ICs are teacher led with the teachers who have committed to mobilize the club voluntarily.
- COVID-19 pandemic made difficult to implement the activities as the schools remained closed for around 8 months but our activities are totally focused at the schools. Online learning programs were initiated by that time but internet accessibility survey conducted during the project showed that 30% of schools are out of reach to internet facility and 95 % of integrity club members are not accessible to internet and mobile devices.
- IC members without information started monitoring the projects nearby their houses without safety measures. IC members were suggested not to conduct any monitoring works during the risk of COVID-19.
- Objection on few indicators of Score board delayed in placing the score board at schools.
- High expectation of guardians for the funding support especially for children with disabilities.
- Less participation of students with disabilities in initial years in integrity clubs
- Especially in schools, the students and even teachers are not allowed to use mobile phones during school time and also only few teachers have mobile phones, so there is a challenge to report through the DevelopmentCheck app. However, during meeting the students are allowed to use mobile to report through app. It is done with support of focal person.

In the whole project period, the identified groups under exclusion/ students who are at risk of exclusion are engaged following our GESI strategy. Starting from the formation of the club, members are selected following the GESI strategy prioritizing the students with disabilities and from excluded group of community on the basis of economic status, ethnicity and caste. To increase the leadership potential of the members at risk of exclusion, the members are provided the leadership position; ensuring no one is left behind and making them active, roles and responsibilities has been divided among the members as per their interest and capacity. This has brought the measurable impact among the students with disabilities too.

With the gain of measurable impact through SHINE project, we have developed the scale up and sustainable strategy. Scale up strategy is developed through training, technical assistance, policy dialogue, creating website, Facebook, publications, toolkits and documentaries. The vision of the program is formulated, initiated and piloted successfully. **Sustainability** strategy of formed integrity clubs is done both by structure and co-creation. Firstly, we are advocating with government mainly with Ministry of Education (MoE) and educational unit at the local level to embed the integrity club model in the education policy. Secondly, we are lobbying for changing curriculum. Currently, the Ministry of Education has developed the new curriculum for the secondary level students. This is still being reviewed. An advocacy unit at central and municipal level is formed for continuously advocating and lobbying to incorporate the integrity course in the curriculum and to receive funds for conducting integrity clubs from the local governments.

Henceforth, directly benefitting 2500+ integrity club members, SHINE has now set a step further for building integrity at community improving the transparency, accountability and good governance. Integrity building initiative is a campaign that is never ending for better development outcomes.

List of Acronyms and Abbreviations

SHINE	Student Acting With Honesty, Integrity and Equality
ICs	Integrity Clubs
RM	Rural Municipality
M	Municipality
CIN	Community Information Network
DPOs	Disabled People's organizations
GESI	Gender Equality and Social Inclusion
CPAC	Central Level Project Advisory Committee
SMC	School Management Committee
CIB	Community Integrity Building
NNJS	Nepal Netra Jyoti Sangh
3R	Reduce, Reuse and Recycle
WASH	Water, Sanitation and Hygiene
DEO	District Education Officer
SwDs	Student with disabilities
ToT	Training of Trainers
PSA	Public Service Announcement
GoN	Government of Nepal
ECOSOC	Economic and Social Council
ESC	Economic, Social and Cultural
MoE	Ministry of Education

Part 1 The SHINE Initiative

1.1 Initiation of SHINE:

Sindhupalchowk, one of the worst affected districts by a severe earthquake of April 2015, 547 schools have been recorded damaged (partial and fully damaged {source: DEO status 2015}). This damage accounts much of the challenges for the school to provide the education services. In order to recover the damage aftermath, the largest pie of the budget has been invested in an education sector. However, for many decades the proper utilization of the budget in construction and service delivery of the line agencies of education system has been contested. At the same time, though there is a provision of various free services, key stakeholders mostly the students remain unaware. School Management Committee (SMC), a mandatory mechanism intends to bring ***ownership of community*** towards the school in planning and monitoring school activities. Despite the stakeholders like Parent Teachers Association (PTA) members, teachers and students regularly meet and discuss for the overall development of the school, the mechanism has ***not been able to display a significant impact.*** The constitution of Nepal has a provision of ***free and compulsory secondary education*** but it is not in practice. Similarly, higher percentage of students doesn't have adequate knowledge on ***free scholarships of education services***.

The students are eventhough aware of integrity but are not in practice. This shows the need of their constructive engagement for the integrity activities. Making explicit connections between school/ system goals and ministry goals and developing the process of cultural socialization influence all spheres of a child's life. When students learn integrity, it will be propagated to the whole community and we can see changes in the behavior of the community hence improving governance.

CAHURAST Nepal and Youth Initiative are partners of Integrity Action since 2010 and 2014 respectively. Since then, we have measurable impact in the transparency, accountability and integrity in the community. To add on, in 2016, a collaborative project, "Integrity in Education", students and teachers – the key stakeholders were provided a platform named Integrity Child Club for improving services at education sector through student led monitoring. This project achieved 71% fix rate on the identified problems improving service delivery projects.

So, with a guiding theory of change that ***if students, the pillars of development are given the adequate knowledge, skills and tools to act with integrity and demand for integrity, then there will be better development outcomes,*** **SHINE** has been initiated since 2017 with a **tipping point strategy**. The basic principle of the tipping point strategy is to achieve depth of coverage in a single, well-defined geography before proceeding to a new geography, where we aim to achieve equally deep coverage. The tipping point strategy is a cost effective way to both reach scale and to maximize the impact of our work so that we can help more people fix development projects.

This strategy is inspired by the scale-up strategy of the founder of Booking.com, Andy Phillips. He used this strategy with three very successful Internet start-ups. Through this strategy we felt that it became easier:

- To get media coverage - people like to know what's happening in their area
- To engage with and build partnerships with the key stakeholders (senior government officials, contractors, the media, prospective donors, educators, and NGO partners)
- To create what we call operational partnerships with new prospects, such as aid agencies, foundations, and major corporations invested in the geography.

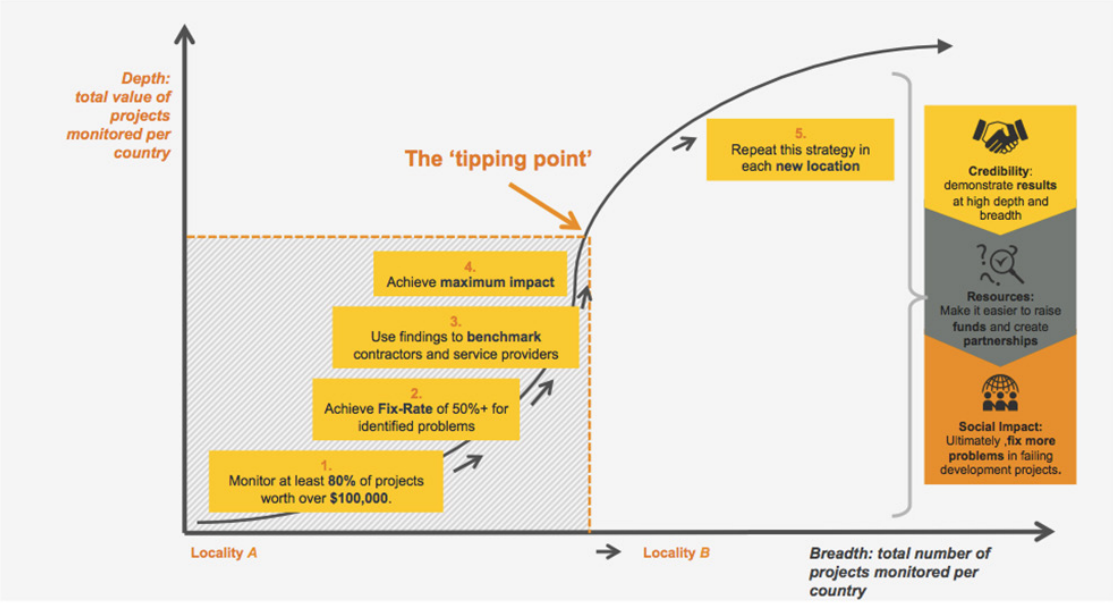


Fig: Graphic illustration of Tipping point strategy applied in SHINE project

1.2 Introduction to SHINE:

SHINE (Students acting with honesty, integrity and equality) is an initiative which educates, empower and engage the students on integrity building activities. It engages the students to act with and demand for integrity at their academic area hence later at community.

Major Objective: Promote the culture of integrity through active engagement of students of Integrity Cubs.

Specific Objective

1. Capacitate and Engage 14-19 years aged 2520 students from 140 Higher Secondary and Secondary schools for effective monitoring of reconstruction and service delivery project on education sector
2. Encourage Integrity Club to ensure long term sustainability of anti-corruption and transparency efforts in education
3. Exemplify success to attract wider support and demand for anti-corruption and transparency measures in education after 3 and half years
4. Achieve at least 50% Fix Rate on identified problems of monitored projects

Under SHINE project, integrity clubs are established at 106 secondary schools of Sindhupalchowk and Kathmandu valley. Integrity clubs is an association led by students of 13-19 age groups with 20-25 members in a group on supervision of the focal teacher of the respective school. It is a space and a platform to learn integrity values within academic area and community. It develops an Integrity Champions who continues the campaign to build integrity leaders of the future, to break the chain of corruption, encouraging, ensuring the long term sustainability of integrity and transparency efforts in education sector.

SHINE Initiative Model

SHINE
(Students Acting with Honesty Integrity and Equality)

Funded by **Integrity Action,** London

CAHURAST
(Lead Organization)

Youth Initiative
(Partner Organization)

106 Integrity Clubs Established (At Secondary level Schools)

Sindhupalchowk District
82 Integrity clubs

Kathmandu District
21 Integrity clubs

Lalitpur District
3 Integrity clubs

Students Led Monitoring

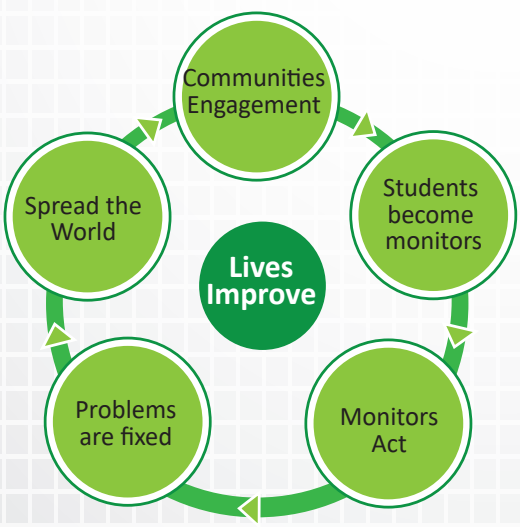
Integrity Related Extra Curricular Activities

Education Service monitoring at schools on 20 education service indicators

Reconstruction Monitoring of schools (schools under reconstruction during project period)

Monitoring Results reported through DevelopmentCheck App

Community Integrity Building (CIB) Approach envisioned for monitoring purpose



- Integrity Wall Magazines
- Integrity Club exchange visits
- Integrity Students of the Year Award
- Integrity Board Game
- Integrity news on assembly
- Use of integrity stick
- Drama/Poem/Oratory/ Art Competition
- Learning facilitation by IC members
- Sanitation Campaign
- Junk Food free campaign
- Disability identification campaign
- National/International Days/issue based awareness programs
- Eye Camps
- Integrity clubs audit
- School Integrity day
- Exhibition/ Integrity Fest
- GESI activities

COVID-19 response activities

- Mask making preparation
- Hand Wash Awareness Programs
- COVID-19 awareness programs
- Mask and sanitizer distribution

1.3 Working Areas

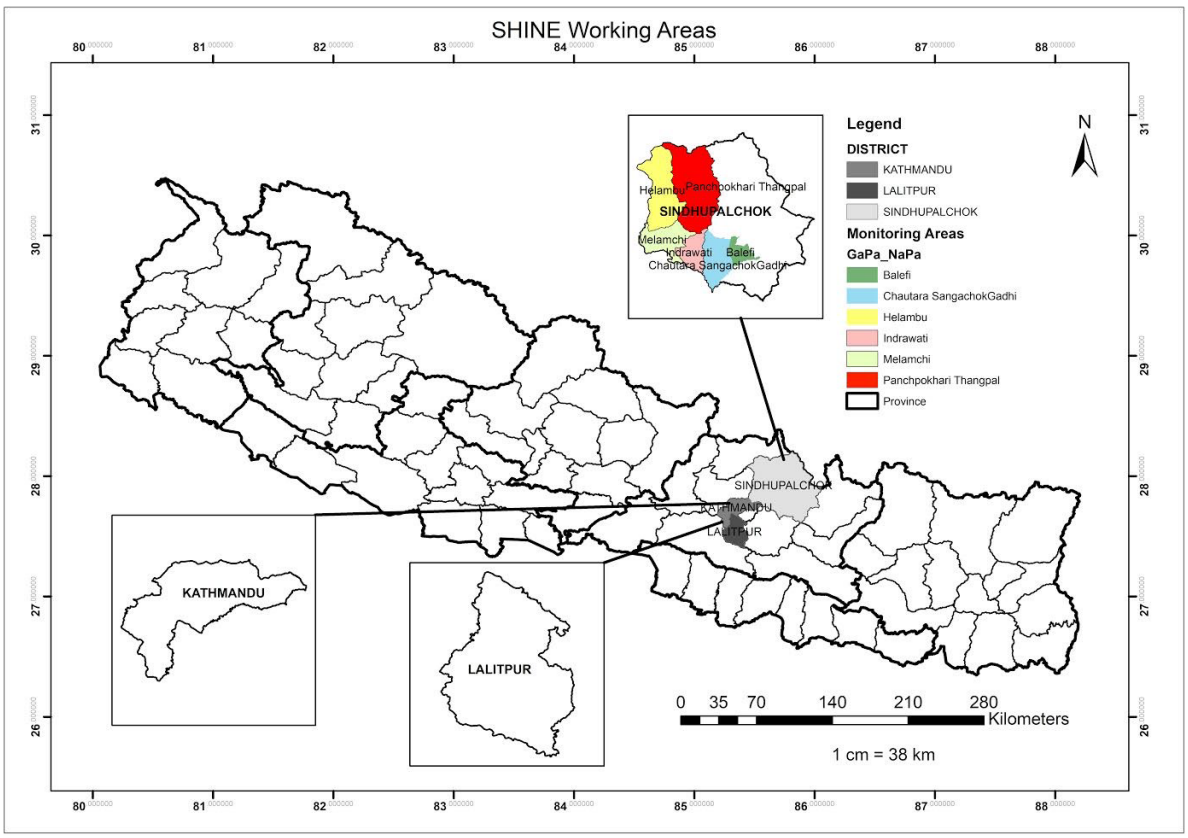


Fig: GIS Map of SHINE working areas

SHINE is being implemented at three districts: Sindhupalchowk, Kathmandu and Lalitpur. Following the tipping point strategy, Sindhupalchowk district- where 90% of schools' services have been disrupted through damage during an earthquake has been focused to implement SHINE project. However, with the difficulty to reach 100% of secondary schools at Sindhupalchowk, SHINE has been implemented at few schools of Kathmandu and Lalitpur district.

At Sindhupalchowk district, depending on the availability of secondary schools, with an aim to reach rural part of the district, possibility to reach the schools via school mapping, the areas were selected. The areas are Melamchi Municipality (M), Helambu Rural Municipality (RM), Indrawati RM, Chautara, Paanchpokhari RM and Bahrabise.

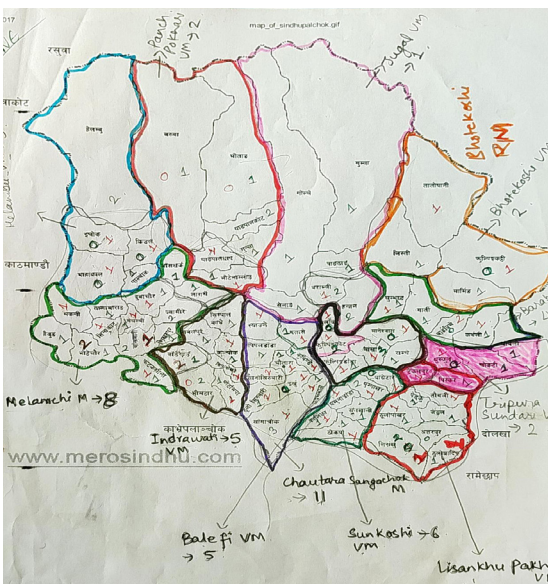
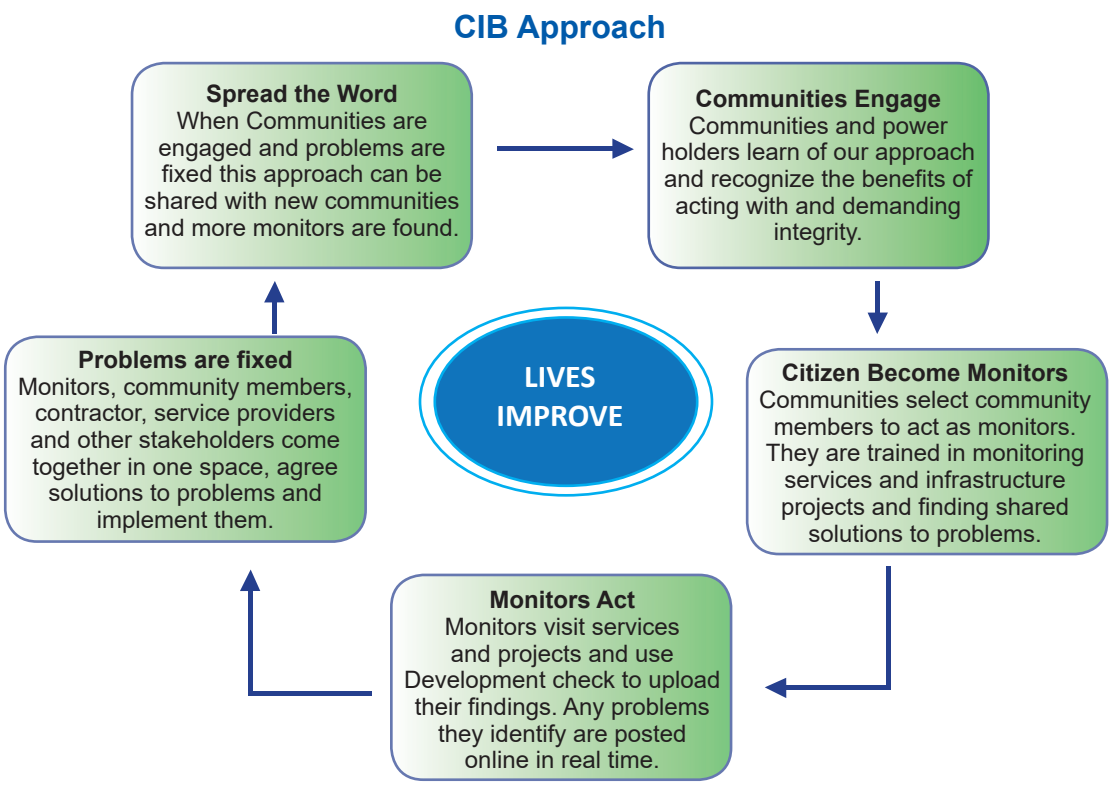


Fig: School mapping to select the project areas

1.4 Approach envisioned in SHINE

Community Integrity Building (CIB) Approach developed by Integrity Action has been envisioned throughout the project. In order to build a culture of integrity, with a first step, communities and power holders learnt of our approach and modality of the project through sharing and orientation programs. With establishment of integrity clubs in schools, integrity club members via members' selection criteria considering GESI (Gender Equality and Social Inclusion) were selected. The selected members who act as the student monitors were trained in monitoring services and infrastructure projects. The findings are shared to solve the problems. The student monitors in coordination with focal teachers, they monitor the education services and schools projects, identify the problems and upload the monitoring results on two transparent tools – score board that indicates the improvement of 20 education services through three indicating colors (***Green-Good, Yellow-Satisfactory and Red-Bad)*** and Developmentcheck tool (mobile app used for monitoring and reporting the projects that are posted online in real time). When the problems are identified, the student monitors, community members, contractors, service providers come together in one space, agree solutions to problems and implement them. The activities and solutions to the problem identified are shared by the stakeholders through social media channels (especially facebook) and share at the community.

In SHINE project, this approach has proven a practical application of understanding integrity to solve problems, improve service delivery, government responsiveness and trust between duty bearers (government and school) and rights holders (students and teachers). This collaborative method has helped to work together on improving the provision and performance of education service delivery. The approach holds three key ingredients for a success– i) a collaborative approach between students, school and public officials; ii) an objective evidence base that created leverage and demonstrated competence for improved service delivery; iii) a solution orientation- a focus on achieving fixes on problems identified by the students during monitoring.



1.5 A synopsis of Major Achievements

A. Improved education services and schools reconstruction through students led monitoring

In a 3.5 year, the 2500+ members of 106 integrity clubs have been monitoring education services and reconstruction of schools infrastructure resulting improved service delivery. Within an integrity club, for equal and meaningful participation of all members, the club has been categorized to 5 sub groups – ECO group, WASH group, Education service monitoring group, School infrastructure monitoring group and Advocacy group. These all groups coordinate each other to monitor 20 education service indicators and infrastructure. All the members along with non IC members too have been coordinating to bring the positive outcomes of the schools' service delivery.

Eco group has led the club in indentifying the key environment issues within school and their connected problems that inhibit the service to the fullest and then generate the ideas to solve them. Eco group generally focuses on waste management applying 3R (Reduce, Reuse, and Recycle), making the school greenery.

*Fig: **Eco group of Integrity Club** transforming the barren ground of school into a flower garden*

Coordination for waste management

Proper management of the waste is one of the serious problems in the public schools of Nepal. Most schools located in the rural part of Nepal have a problem in managing the waste. Most of the schools lack disposal sites and dustbins in the school premises.

Chandeshwori School located in the Sindhupalchowk district faced a similar problem. The school lacks the disposal sites and dustbins in the school premises. With the growing challenges of the waste management, the integrity club of the Chandeshwori School raised this issue in their regular meeting. They talked with their focal teacher, focal person and school administration about the problem. With the support from the focal teacher and school administration the integrity club conducted the cleanliness program with the motto to aware all the students about the importance of cleanliness. The integrity club engaged all the students in cleaning the premises of the school.

Furthermore, the integrity club coordinating with the school administration enforced a rule of cleaning the school compound and the class before the prayer of the morning and providing dustbins in each and every classroom. They also coordinated with the school administration in arranging the disposal sites and arrangements of the dustbins in each and every class to make them clean properly. Nowadays, students are happy when they enter the classroom and everyone uses the dustbins to manage the wastes.

"Clean classrooms encourage us to pay our attention."
Kabita Poudel

WASH (Water, sanitation and hygiene) group focused on the development of life skills, mobilization and involvement of parents, communities, government and institutions to improve hygiene, water and sanitation. These groups lead to participate in the World sanitation day every year. This group focused on the issues of drinking water/ water for toilets, fulfilling medical services (first aid, sanitary pads), classroom cleanliness, and situation of school canteens and so on.

Fig: The toilet of the school that used to be a dustbin and store was transformed into the proper toilet in a usable condition- led by ***WASH group of Integrity club***

Jaya Bageshwari School, located at Helambu Rural Municipality is co-education school where an integrity club (IC) of 23 members has been established. Those members are involved in monitoring the school education services. During service monitoring on 19th May 2019, IC members noticed that the sanitary condition of school and especially the condition of the toilet was extremely poor. Although the school has students with physical disabilities but there was one toilet for all. The condition of the toilet was getting worse day by day. The major cause for this was the shortage of water facility and the negligence of the School Management Committee. The shortage of water led the students to use papers. As there was no water to flush, and the waste could not pass through the pipe. The students started to urinate and excrete feces outside the pan. Even some of the students started to urinate and excrete in nearby land.

Due to this, absenteeism rate of mostly girls' students became high, health problems started and bad smell reached the classrooms making an unhealthy school environment. Some of the community people complained but no action was taken. During the integrity club meeting on 19th June 2019, integrity club members discussed on "Proper Management of school toilet". With support of the focal teacher and integrity club members, they wrote a letter and submitted it to the Principal. The Principal did not respond, and nothing was done even after a month. So, the IC requested all other students to inform their guardians about the condition. Some of the guardians suggested conducting a joint meeting between guardians, School Management Committee and integrity clubs because schools would not listen to a few guardians. Then, IC members organized a joint meeting on 5th July 2019. At the meeting, the IC members shared about the school's problem among all participants. The guardians also suggested the SMC to prioritize the problem. From the meeting, it was agreed that SMC would see the possibilities to bring enough water for toilet use, manage it and build one more toilet to make it gender friendly. Again,no action taken by SMC in a month after the meeting. Then, integrity club members decided to visit the Community Reconciliation Centre. On 5th September 2019, the team of IC leaders and focal teachers organized a meeting with representatives from the Community Reconciliation Centre and Ward. In the meeting, it was decided to manage the water from a source, 20 km far from school to solve the water shortage at school. NPR 50,000 (*in words, fifty thousand only*) was allocated through Municipality to build toilets and the community was urged for cash and kind contributions. Then, the work went smoothly within a month. They were able to collect NPR 50,000 (*in words, fifty thousand only*)from community (guardians, Ward, SMC) and with altogether NPR 100,000 (*in words, one lakh only*) the construction of toilet was started from 19th September 2019. Three representatives (President, Social Mobilizer and Secretary) from ward office, Accountant and Municipal officer from Helambu Rural Municipality, 3 people with disabilities and 2 office assistants from Community Reconciliation Centre) were presented when the construction was initiated. The water was also managed for the toilet use. Now the school has gender and disability friendly toilets with enough water. All the students work to maintain the school environment clean.

Reconstruction monitoring group led the students to monitor the quality of the construction materials used to build the schools.

Fig: Integrity club members monitoring the quality of construction materials and uploading the information through Developmentcheck

Fig: Improved construction work of school after the monitoring (The materials used on the stairs were of not good quality so reconstruction monitoring group in coordination with advocacy group made the contractors to make it with good quality)

Fig: The lock of girls' toilet was not repaired by school since 6 months, ***Reconstruction monitoring group*** *of integrity club led to repair the lock*

Education service monitoring group led the students on monitoring the education services to ensure that the services provided are not misused by anyone. This group generally took the responsibility to look onto teachers/students attendance, discipline, and scholarship distribution provision, SMC and parents visit to their school, science lab, computer lab, and library and internet facilities.

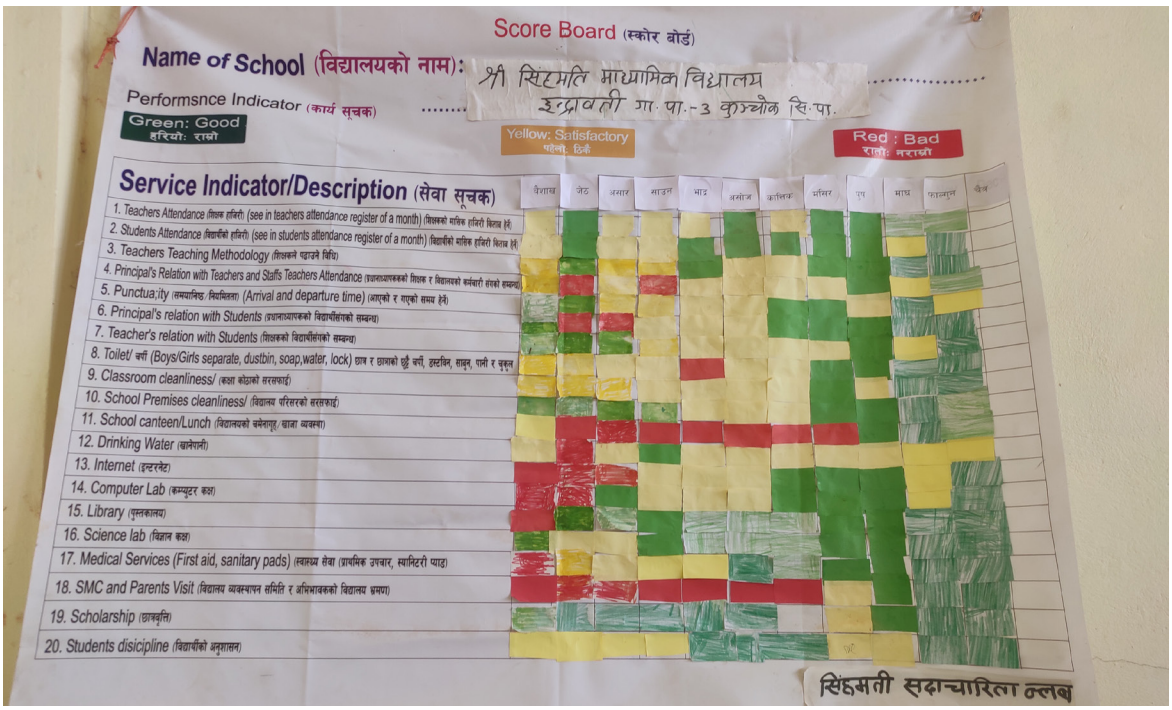


*Fig: **Education monitoring group of Integrity clubs** coordinates with all integrity club members to make the situation of education services transparent through a tool - **scoreboard***

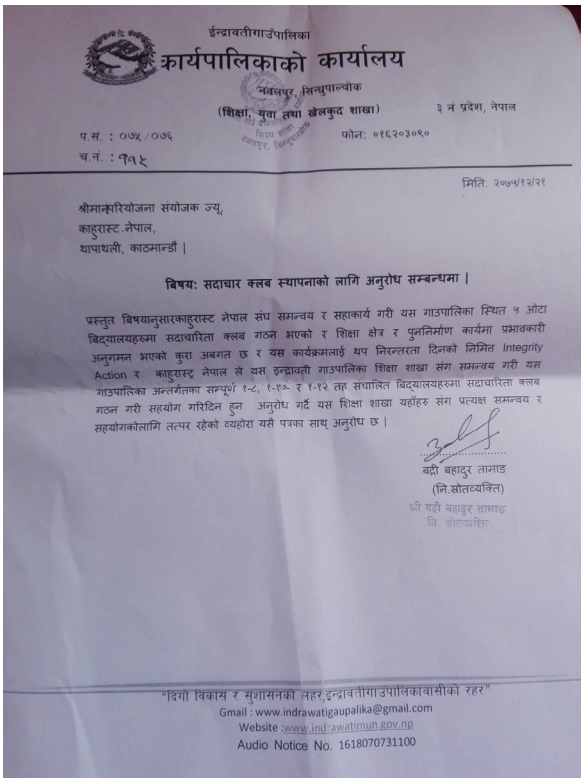
Advocacy group strategically managed and shared knowledge among all the stakeholders to change or influence practices for positive impact on all. Moreover, the group focused on problem solving methods. Majority of students with disabilities are in the advocacy group.

*Fig: **Advocacy group of Integrity club** lobbying with Nepal Netra Jyoti Sangh, a National Society for Comprehensive Eye Care and a leading eye care NGO which resulted to have yearly eye camp at their school*

B. Trust Building:

B.1 Request letter sent by Municipals of other districts for establishing integrity clubs: It is a trust gained by SHINE initiative, that we have been receiving the letters from Municipalities/Rural Municipalities and even from the schools of other districts to establish integrity clubs in their area. The principle of tipping point strategy is working. The IC members have been widely sharing their results through social media. Passed out IC members have reached to their districts/colleges where they are currently studying and sharing about the integrity clubs modality.

Some of the IC members during the COVID-19 have gone to their home district. There, with their guardians support, they have been disseminating about integrity clubs and monitoring activities in the community schools and head teachers while meeting them. Even some of them have facilitated about integrity in schools and some group of communities utilizing their holiday time.



ईन्द्रावतीगाउँपालिका
कार्यपालिकाको कार्यालय
नवलपुर, सिन्धुपाल्चोक
(शिक्षा, युवा तथा खेलकुद शाखा) ३ नं प्रदेश, नेपाल
प.सं. : ०७५/०७६ फोन: ०१६२०३०९०
च.नं. : ११५

मिति: २०७५/१२/२१

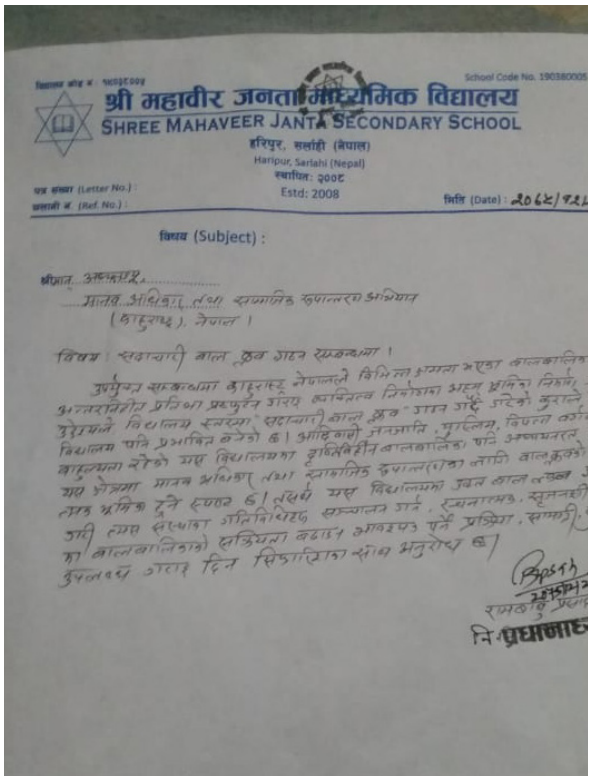
श्रीमान्परियोजना संयोजक ज्यू,
काहुरास्ट.नेपाल,
थापाथली, काठमान्डौं ।

बिषय: सदाचार क्लब स्थापनाको लागि अनुरोध सम्बन्धमा ।

प्रस्तुत बिषयानुसारकाहुरास्ट नेपाल संघ समन्वय र सहाकार्य गरी यस गाउपालिका स्थित ५ ओटा बिद्यालयहरुमा सदाचारिता क्लब गठन भएको र शिक्षा क्षेत्र र पुनर्निर्माण कार्यमा प्रभावकारी अनुगमन भएको कुरा अबगत छ र यस कार्यक्रमलाई थप निरन्तरता दिनको निमित Integrity Action र काहुरास्ट्र नेपाल ले यस इन्द्रावती गाउपालिका शिक्षा शाखा संग समन्वय गरी यस गाउपालिका अन्तर्गतका सम्पूर्ण १-८, १-९- र १-१२ तह संचालित बिद्यालयहरुमा सदाचारिता क्लब गठन गरी सहयोग गरिदिन हुन अनुरोध गर्दै यस शिक्षा शाखा यहाँहरु संग प्रत्यक्ष समन्वय र सहयोगकोलागि तत्पर रहेको व्यहोरा यसै पत्रका साथ् अनुरोध छ ।

बद्री बहादुर तामाङ
(नि.सोतव्यक्ति)
श्री बद्री बहादुर तामाङ
नि. स्रोतव्यक्ति

"दिगो विकास र सुशासनको लहर,इन्द्रावतीगाउँपालिकावासीको रहर"
Gmail : www.indrawatigaupalika@gmail.com
Website :www.indrawatimun.gov.np
Audio Notice No. 1618070731100



School Code No. 190380005
श्री महावीर जनता माध्यमिक विद्यालय
SHREE MAHAVEER JANTA SECONDARY SCHOOL
हरिपुर, सर्लाही (नेपाल)
Haripur, Sarlahi (Nepal)
स्थापित: २००८
Estd: 2008
पत्र संख्या (Letter No.) :
चलानी नं. (Ref. No.) :
मिति (Date) : २०६५/१२

विषय (Subject) :

श्रीमान् अध्यक्षज्यू,
मानव अधिकार तथा सामाजिक रुपान्तरण अभियान
(काहुराष्ट्र), नेपाल ।

विषय : सदाचारी बाल क्लब गठन सम्बन्धमा ।

उपर्युक्त सम्बन्धमा काहुरास्ट नेपालले विभिन्न अगमन भएका बालबालिका अन्तरविहीन प्रतिभा प्रस्फुटन गरिए व्यक्तित्व निर्माणका भएका भूमिका निर्माण उद्देश्यले विद्यालय स्तरमा सदाचारी बाल क्लब गठन गर्दै गरेको कुराले विद्यालय पनि प्रभावित बनेको छ । आदिवासी जनजाति, मुस्लिम, विपन्न वर्गका बाहुल्यता रहेको यस विद्यालयमा दृष्टिविहीन बालबालिका पनि अध्ययनरत यस क्षेत्रमा मानव अधिकार तथा सामाजिक रुपान्तरणका लागि बाल क्लबको तमक भूमिका हुने स्पष्ट छ । तसर्थ यस विद्यालयमा उक्त बाल क्लब गरी त्यस संस्थाका गतिविधिहरु सञ्चालन गर्न, रचनात्मक, सृजनशील बालबालिकाको सक्रियता बढाउन आवश्यक पर्ने प्रक्रिया, सामाग्री उपलब्ध गराइ दिन सिफारिशका साथ अनुरोध छ ।

रामबाबु प्रसाद
नि. प्रधानाध्यक्ष

Fig: Letters sent by RM/Municipalities and schools

B.2 Commitment of Bhotechaur Ward Chair to provide funds for integrity club: Ward Chair of Bhotechaur committed to provide or allocate the fund for Integrity club of Jaalapa Secondary School in the month of April 2019. In that ward, there is only one secondary level school and two primary level schools. So, he expressed his interest to form an integrity club at those two primary level schools too. Our criteria were for secondary level but he requested to develop training packages for primary level too to their understanding level. In August 2019, he announced that he will provide the fund for stationary and food/refreshment that will be spent during training. And he is happy to be followed up or supervised by the IC of Jaalapa Secondary school and sometimes follow-up by our focal person. Now, in all of three schools have ICs and IC members of Jaapala are taking lead to continue the clubs.

B.3 Melamchi Municipality provided NPR 30000 to lead the training to Municipal level club of 3 schools: Melamchi Municipality is positive and supportive to integrity clubs. They are impressed to see the results and measurable impact in education service delivery at the schools. So, the Municipality provided an opportunity to our organization to organize the training for the Government established Municipal level club. They prioritized the content integrity, disability sensitization and child rights. The amount for the training NPR 30000 was provided by Municipality and facilitation was done by our organizations' focal person. It clearly shows the trust of the government towards integrity club activities.

Indrawati Rural Municipality to develop "Indrawati Rural Municipality Education Transparency App" taking reference from DevelopmentCheck App:

"I am very much impressed by the DevelopmentCheck App. It's a transparent tool to show effectiveness of the infrastructure projects and education service projects. But, due to the project limitation it might not include overall schools (primary schools, all community and secondary schools and Higher Secondary – Bachelor, Master level). So, from the concept of Developmentcheck and the monitoring activities Integrity clubs are doing, I came up with the concept to develop "Indrawati Rural Municipality Education Transparency App". My idea is to capture all the education service indicators listed in the score board of Integrity club to app without leaving even a single school whether its primary or higher secondary."

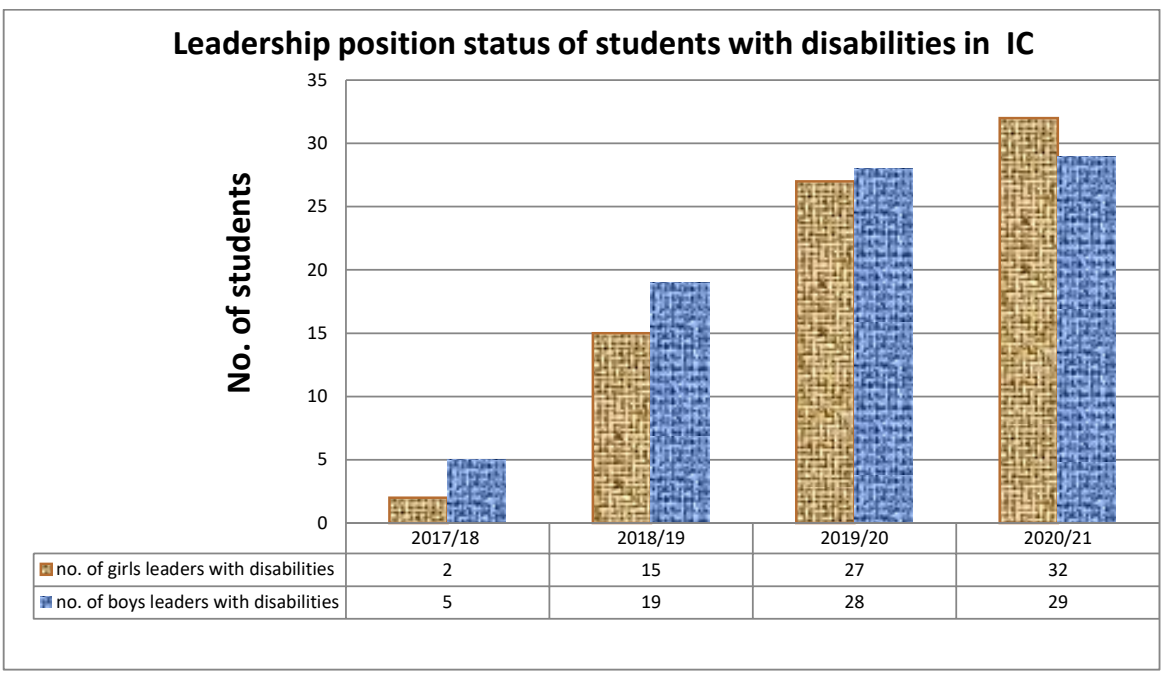
According to him, in the fiscal year 2017/18, under HSEB program, the schools of Indrawati Rural Municipality received altogether NPR 3900000 reaching around NPR 600000 to each school. HSEB program provides the amount for ICT labs, science labs, and separate latrines for girls and boys. But, during monitoring from their side they found that schools have spent a whole amount in purchasing computers at some schools. There was no transparency in their work. After knowing about this incidence, he took some of the representatives of the school to 4 schools where they have properly managed the ICT labs, science labs in a given amount providing the service to the fullest. He personally felt that the budget that has been provided has been misused or not in an effective way. If this becomes regular then, the goal of quality education at Indrawati Rural Municipality will only be as a dream. And he started to consult with a focal person about the app and some time he visited the integrity clubs to get their feedback on how the monitoring and use of this app is improving the school services. Then he thought of creating something that would support having quality education at Indrawati Rural Municipality to ensure the budget provided to them is used in an effective way and the students get the best service at all schools of the Municipal.

Badri Bahadur Tamang
Education officer, Indrawati Rural Municipality

C. Enhanced Leadership capacity

- **Increased Participation of Students with disabilities (SwDs) in IC**

At early phase of the project, there was less number of SwDs in leadership position and also the teachers were not willing to engage SwDs in club. As a part of project, integrity club has to be inclusive, IC was formed including SwDs. However, they were as member and also given the lead positions, they were not active as compared to the leaders of students without disabilities. Majority of leader SwDs expressed that *they feel hesitated to put forward their ideas because we think any activity that is feasible for us but the activities we approached might not be interesting for the students without disabilities because they could perform well than SwDs*. During 2018, it was more focused to boost up SwDs capacity. As a result, now almost all the students with disabilities express that they are now confident to be in leadership position and take part in decision making processes. SwDs are consulted by focal person closely – firstly knowing whether they are in the position because of their interest or in pressure of teachers for mandatory, identifying the reasons behind not being forward despite being on leadership position, comforting them to let their feelings, trying to know what activities could they do and are comfortable to do. After regular consultation with SwDs, they have been changed positively and as a result, now, number of SwDs in leadership position has been increased.



- **Approaching NGOs/CBOs to conduct programs for solving the problems raised during service monitoring:**

Eco friendly sanitary pad training: During monitoring, the members found that the absenteeism rate of girls' students is high. The reason was because of unavailability of sanitary pads they feel unsafe to be in classroom during their menstrual period days as they have to travel hours to reach school. Most of them could not afford expensive sanitary pads so they used to skip their regular class. As a remedy, school started to provide sanitary pads but after knowing about the sanitary pads containing dioxin chemicals and are environmental pollutants, they started to seek for the alternative. IC of Melamchi approached CDECF, organization working at Melamchi and received the

training. Similarly, IC of Namuna School after knowing what ICs of Sindhupalchowk schools have done, they started to search for the organization that provides such training. Through Facebook they got in contact with “Reusable cloth pad” and after consultation they were provided the training voluntarily.

- **Student led innovation corner**

Grading system for the attendance of the teachers: Through the tick marks, the IC members have started to track the level of teachers’ attendance. For the teachers who come in time before/at the school time they would provide A grade, the teachers who doesn’t come on time they will rank them with B Grade and C Grade which has brought the positive change among the teachers to be regular in the school.

School Self Cleaning Campaign: During school monitoring, it was found that the majority of the schools has the problem with sanitation and cleanliness. However, cleaning the school by the students themselves is not a part of our goal but according to the IC members, this could change the student’s behavior from being unresponsive to do good work to become responsible person for good cause. So, with the budget provided for meeting, with the saving amount they bought the dustbins and brooms. In leadership of Integrity club, all the school classes started to clean their room by themselves before the school assembly. During local level dialogue, the students expressed that **“***we as an Integrity club member, while coordinating with the school colleagues, we felt that responsibilities has been increased which has motivated us to do the good work-to make our school clean. We normally find the solid waste scattered around school, though the caretaker pick up and manage but we often see some students throwing the chocolate wrappers, small pencils which is of no use to write, papers though the teachers says not to throw on the ground and to put on the dustbins. Now, we initiated the weekly cleaning program in which we separate wet and dry waste. We use to make some handicrafts with dry waste-plastics; newspapers and our caretaker decompose the wet waste which becomes manure that will be used for the plants growth. Seeing this activity, other students have come forward to cooperate in our work. They have now feeling that integrity club is not the only one that bears the responsibility to clean our school - it’s our responsibility too. This has motivated us more. –* ***A student from Terse Secondary School***

Suggestion/Feedback/Problem entry box: The schools with IC have placed the box given a name as Suggestion/ Feedback/ Problem entry box/ complain box. Entire teachers and students write the problem they find within the school not necessary to write their name and keep inside the box. The box is opened every week on Friday. If they find the problems, they gather all and then in the monthly meeting, they discuss on those problems and find the solution method and communicate with the Principal about their solution method.

Fig: IC members disclosing the issues entered inside the box

There was a complaint for a math teacher. He was a bit abusive, use hard words, gives corporal punishment, students doesn't find him easy to work, gets negative vibes. So they complained that issue many times. Later that teacher knew that the complaint was for him. So, along with him other teachers also wanted the box to open in front of every teacher and become more transparent. Even though the complaint was registered, IC students didn't mention his name, but somehow that particular teacher knew that the complaint was for him. He tried to defend him in the meeting and didn't encouraged IC students to use complain box, but the Focal teacher shared that this concept is very good and it should continue and students has right to share their discomfort and suggestions to school management. This decision was accepted from SMC, now according to students his behavior has somehow changed and become a bit liberal than earlier.

Banner/Flex with the Name of integrity club members and their position

Some schools have printed the name of integrity members with their positions in banner and hanged in front of the schools office room. According to the teachers, after the students were provided the positions and given the responsibilities, they have a realization on their role to promote integrity within the school and motivate other students. Inactive students also have been seen active to action oriented activities.

Similarly, the students expressed that when other friends notice our name and come to us saying that you are Secretary of the integrity club-what is your role in the club. How we could join this club? When the students come and ask to them with an interest, the integrity club members have a feeling that they are as a leader and should showcase good works. The integrity members themselves have been motivated to be responsible to their works.

Integrity message Festival program: Before establishment of integrity clubs at schools, they used to conduct dance fun program to mark the arrival of main festival of Nepal- Dashain and Tihar. But integrity clubs has started to conduct the interaction/sharing program in addition to fun dance program. Now, to overcome this practice, integrity club has organized program called “Sanskriti, Bikriti ra Integrity” in Nepali which means “Culture, ill practice and Integrity”. The objective is to control alcoholism, gambling, proper utilization of money, etc. They shared that everybody should enjoy and enjoying should be responsibly.

Students attendance card: In Aiselukharka Secondary school, there was a problem of drop out of the students in break time and presence of less no. of students. Integrity club members organized meeting with school Principal and came up to an idea of placing ID box at office. The rule has been set to use the box. All students will have to keep their ID cards in the box according to their Grade indicated in the box in the first hour. This will be done by class teacher of all school. The entire ID box will be placed inside the schools office. And after the class hour at 4 pm, all the students will be provided their Id by class teacher. The student whose ID is in the box but he/she is not present till 4 pm, then he/she would not get ID for one week and give explanation to the school and students in an assembly for he skipped the class and ran away from class. The school management committee is happy with the result that now the students have started to come regularly without missing any of their class.

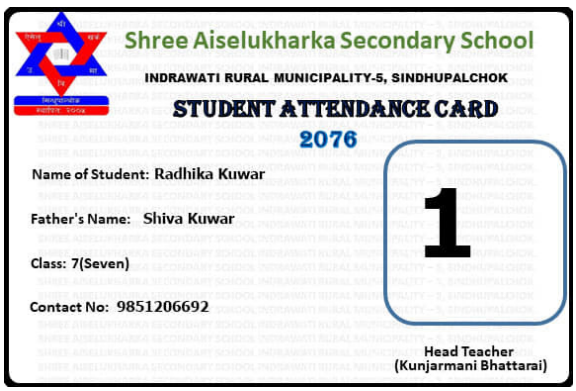


Fig: Students Attendance Card

Disability Identification Campaign: After some schools received training on the disability sensitization and disability identification techniques, the integrity club started to conduct the disability identification campaign. Before this campaign was started, the integrity club members who got opportunity to receive the training on disability, in coordination with focal person started sharing their experience and importance of having students with disabilities among integrity club during exchange visits and also in the programs conducted by the Municipals. With this the schools initiated disability identification campaign. In this campaign the students when sees the children with disabilities he/she informs to other integrity club members and when there is time the members consult with the children with disabilities, try to know their problem, if they are not going to school then ask for a reason for not attending schools, and even talk with parents. But the members do as a group activity. One problem is the children with disabilities whom they have met are far so it’s difficult for all members to visit and consult. One major outcome with this campaign is the IC members have now given more importance to the colleagues with disabilities; they have been more concern about their needs and prioritize their needs.

Contribution of IC meeting cost for purchasing health kits: After the schools were reopened in July 2020, on approval of Integrity Action, we agreed to the request from the schools to use the remaining amount of IC meeting for purchasing health kits to smoothly run the classes with safety measures.

IC involved in making mask and sanitizer: On the month of May 2020, Melamchi Municipality provided the training to prepare the mask and hand sanitizer. Focal person of Melamchi and IC members of Indreshwari, Janajagriti, Bhumesthan, Pragati and Chilaaune Secondary school also received the training. After preparation of mask and hand sanitizers, IC along with other volunteers distributed them to every ward of the Municipality. Further, they also volunteered in distributing relief packages provided by Municipality.

Friend for education campaign: The IC members of Janata Secondary School in the support of the previous IC members who are now studying in grade 11 and 12 at same school launched the ***Friends for education campaign***. This campaign was focused on exchanging education materials and ideas with juniors and helping them to learn by supporting community and home learning platforms using safety measures to stop the spread of the COVID-19 such as using mask, sanitizers and gloves.

Students confident to fix the problems identified

In one of the school with integrity clubs, 90% of the students living with disabilities stay in hostel. They were having problem with hostel wardens' harsh language to them and frequently ordering her part of work to do by the students with disabilities who have been staying in hostel. The students with disabilities were able to solve the problem.

Rupa, a girl with visual impairment shares that "***After involvement in integrity club, colleagues have been much supportive and I too have developed confidence to speak. My hostel warden used to give lots of work during our study time after school when we are in hostel and if we won't do then she used to scold us using undignified language. We shared this problem one night and we took this problem to Principal and SMC. After knowing, SMC took an immediate action by warning her not do repeat such behavior. After that, warden has been alert so she hasn't misbehaved with us."***

In the same school, there was a problem of dropout of the female students during their menstrual period and especially for the students with visual disabilities. One - they don't have enough money to buy sanitary pads and other- though they use clothes as pad, they have problem with leakage. So, for this they tried to use the budget of IC. But as our approach is not to provide money to get the service instead approach concerned authorities to provide the service, they were not allowed to use IC budget for that purpose. Instead we were looking for some NGOs who provide such sanitary pads. So, students wrote application to allocate the budget for sanitary pads too. SMC informed there is no such budget but IC is doing really good works so SMC will contribute for this purpose. So, now SMC has been providing free sanitary pads to girl students. One female teacher is provided responsibility to provide sanitary pads in need to the students.

A girl confused about the teachers touch

A 13-years-old student studying at one of the schools in Sindhupalchowk was being harassed by her teacher for 2 years. The teacher used to pull her shirt and cheeks most often. She was not comfortable with her teachers' behaviour. Afterwards, the teacher started to hug her frequently. Despite these, she didn't complain because the teacher resides nearby her house and she thought that her parents might not believe her. She even did not share that with her best friends.

In February 2020, one of the IC members saw the teacher pulling the girl's shirt when she came out of the toilet. Then the IC member asked the girl and she shared everything. With her approval, IC member shared this issue with a focal person. She tried to express a lot about the incident but she could not share it properly.

After hearing from her, the Focal person shared the issue with an IC club member and the other IC member too faced similar kind of situation. Then the Focal person personally consulted the teacher and informed that the IC members saw him pulling the shirt and cheeks of the girl. The teacher said that it was his way of caring and it's normal. He asked not to take it negatively. Later, the issue was shared with the SMC but they didn't take any action. After some time, few students shared this issue to their parents and the parents came to school. Then SMC consulted the teacher not to do such activity. The SMC said that if any student is not comfortable with such activity then the teachers should not do it. The SMC warned the teacher of firing if such activity would be repeated. As a result, he did not do such activities and this issue was solved.

1.6 Major Challenges faced during project implementation and its mitigating measures

Challenges	Mitigating Measures
At the beginning, the members feel that IC leaders are only responsible to report the monitoring result. So, members were passive at few schools during monitoring activities.	In rotation, every member was practiced to report the monitoring results in a weekly basis.
Few of the temporarily appointed teachers, who were also the committed/ active focal teacher for integrity club got transferred to other schools after getting permanent teachers license. Time and again changing the focal teacher was difficult to mobilize the club.	50 % of the ICs are now students led club and 50% of the ICs are teacher led with the teachers who have committed to mobilize the club voluntarily.
In 30% schools, the focal teachers were found reluctant to mobilize the integrity club without allowances as they are using their extra time and effort to mobilize the club. Students started to express that they are not being able to conduct any activities through their club and focal teachers don't provide budget on time	
In some schools, the relation of the focal teacher and Principal was not good, so during the time of monitoring, integrity club members found the school management committee unsupportive which delayed in reporting the monitoring results. *A case of one school: Sometime, the Principal don't sign the paper of the monitoring results and until they get the paper signed, they could not enter in the score board.*	*Focal person consulted with both the integrity club members and Principal then the fact was, the amount received by focal teacher was not made transparent to the school management team so Principal did not sign. Then in presence of school management committee, integrity club and Principal, it was agreed by focal person to make the budget transparent and the problem was solved.*
Majority of teachers/students don't use smart phones and are not in access to internet so they rarely used development check tool for reporting. This led lack of monitoring results in the develoment check – the monitoring and reporting tool.	Focal person during meeting in presence of IC members, report the monitoring result through developmentcheck app.
COVID-19 pandemic made difficult to implement the activities as we are totally focused at the schools.	Online learning programs were conducted with providing the communication costs. However, the participants lack the access to phone and internet so the program could connect the students and teachers with access to mobile phones and internet access. It's encouraging for us to know that the students who don't have devices reach to either relatives home or at school to attend the programs.
During COVID-19, at a time when schools were closed, without permission taken from the guardians started monitoring the projects nearby their houses.	IC members were suggested not to conduct any monitoring works. However, the members convinced both the project team and guardians for monitoring during their free time considering the safety measures. Afterward, all the schools with IC were supported with health kits.

IC members were scolded by the contractor of one of the project in front of community members for informing the ward officers about the mismanagement in the project	Community members supported the IC members and appreciated their work for identifying the problems and took a stand for them. Then contractor accepted his mistake.
Among 106 schools, three schools had objection on some of the indicators listed in the scoreboard. For instance: monitoring teachers teaching methodology and teachers relation with students. Their major question was how students could measure their teaching methodology when they are not the expert on this matter.	The centre team visited all of these schools, met SMC members and clarified on the main purpose of scoreboard to place in front of all making status of all services provided by schools transparent. After their approval scoreboard was placed at the schools.
Expectation of guardians for the funding support especially for children with disabilities	The objective was clearly explained to them and convinced on their children are being empowered to map the resource and approach to related authorities by themselves.

Part 2 GESI (Gender Equality and Social Inclusion) in SHINE

SHINE project has identified following types of excluded group in integrity club.

- Students with Disability
- Students with very low economic status (Students in integrity club – identified in consultation with focal teachers and school management team)
- Students on the basis of ethnicity (recorded in the schools' annual report)
- Female Students
- Dalit students

In the whole project period, the identified groups under exclusion/ students who are at risk of exclusion are engaged following our GESI strategy. Starting from the formation of the club, members are selected following the GESI strategy prioritizing the students with disabilities and from excluded group of community on the basis of economic status, ethnicity and caste.

During the training sessions, the club members including the students living with disability in the club were oriented on the importance of GESI. The team focused on **Empathy** and **Cooperation** while working together. Few activities have been conducted to increase leadership potential of members at risk of exclusion.

- Providing the leadership positions in IC structure
- Division of roles and responsibilities as per their capacity ensuring no one is left behind while conducting the IC activities and everyone could boost up their leadership capacity as per their interest
- Speech at school assembly to remove the shyness to confront the mass and express themselves
- GESI related activities

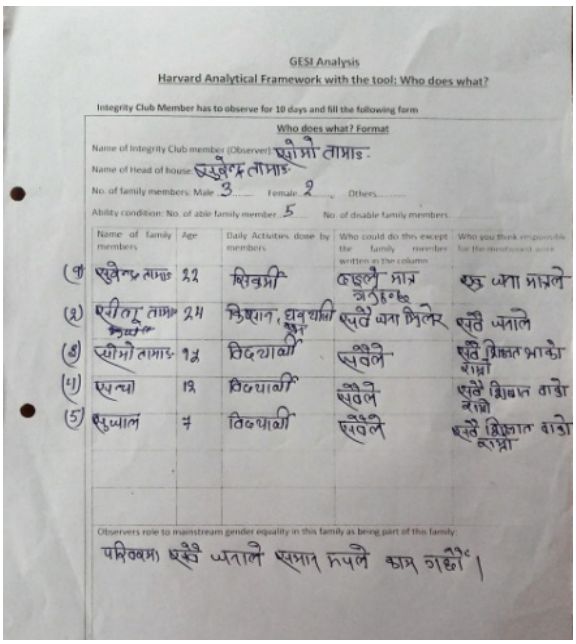
We have been converting the voice info of the training courses so that it could be easily accessible to the students with visual impairment. We share it on facebook messenger. The voice info is prepared by Balabolka tool_English version.

At a time of COVID, during lockdown time when majority of activities were conducted via online platform, to engage the students with visual impaired students, an invitation was sent in voice messages on their messengers and posted on SHINE facebook page so that they could easily access the information. For those who were not accessible to internet were informed to their guardians and focal teachers. To Integrity club has been a platform to act and demand for integrity for the students with disabilities too. We encourage them to speak up and take active participation in Integrity Club activities, but we have found these students with very low morale and they were very hesitant to even speak up and attend the IC meeting. Thus we have been encouraging them to take part in meetings and were given a particular responsibility in the club which they were entitled to. This responsibility made them interact with other IC members and boost their interaction, communication skill and leadership skills.

During the project period, GESI Analysis was conducted with **Harvard Analytical Framework with the tool: Who does what** at the schools with integrity clubs. This tool was specifically focused on identifying different roles of men, women, and children in homes have. From the session we identified women have many chores in comparative to men in Nepalese context. Students of Integrity Club

realized that their mother has work overload in comparative to their father. How their sisters have been helping their family. This tool has realized the Male students that they should help their family, especially his mother. They also realized that every activity should be shared in the homes and can support women to provide them equal opportunity to reach equality.

Fig: Students playing the GESI activities



GESI Analysis

Harvard Analytical Framework with the tool: Who does what?

Integrity Club Member has to observe for 10 days and fill the following form

Who does what? Format

Fig: Form filled by IC members as GESI activity

Integrity Club has also conducted drama in Dalit Community to raise awareness to build equality in the community. Treatment to Dalit should be normal and other's intervention and discrimination will not boost morale at first and create opportunity in uplifting them. For wider reach it was posted in facebook.

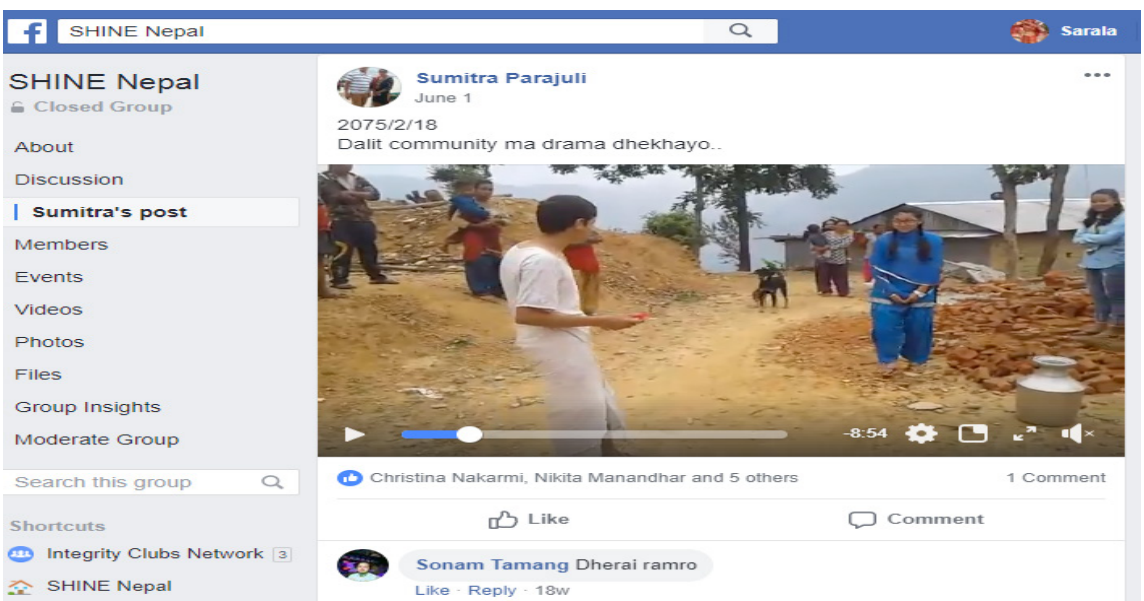


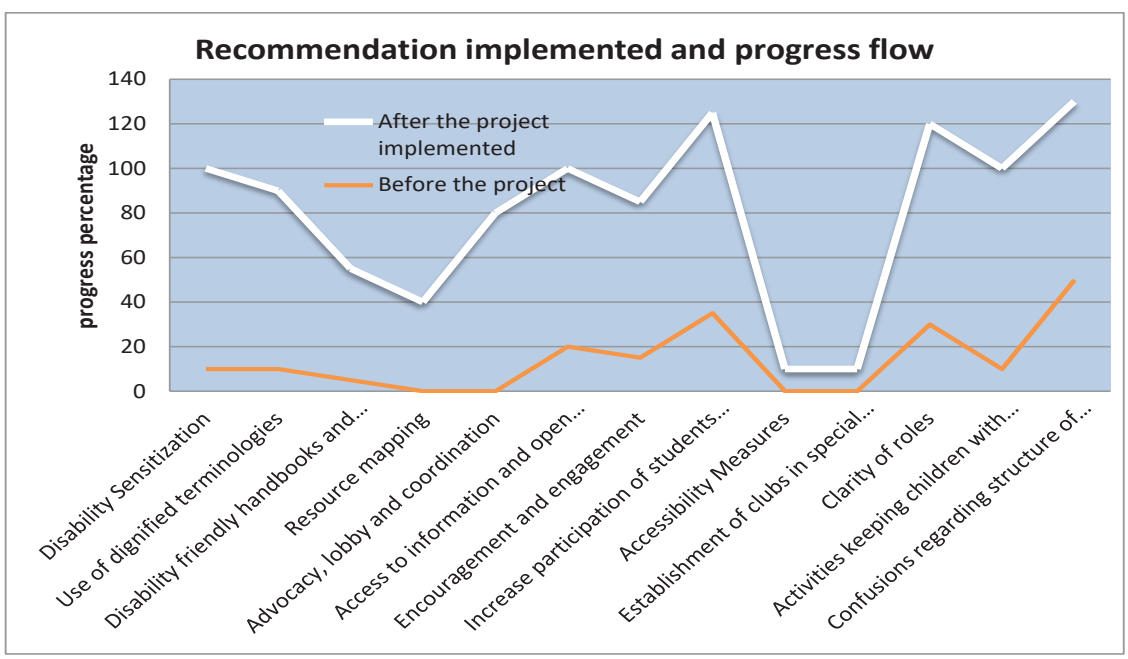
Fig: Drama show on GESI (Focus on Dalit ethnicity)

During the project period, with realization of students with disabilities remained backward in integrity club, we were supported with the project "boosting the participation of students with disabilities in integrity initiatives" through which ***"contextual research to understand to increase participation of students with disabilities in integrity initiative in Nepal***" was conducted by a researcher. The researcher provided 13 major recommendations for boosting the participation of SwDs in integrity clubs. The recommendations are as follows:

1. A proper session on **Disability Sensitization** should be included in the program and also as an activity of Integrity Clubs.
2. **Using dignified terminologies** while addressing persons with disabilities will boost their morale and help increase participation in the club and its activities.
3. Effective interpretation and review of publications such as Handbooks and Manuals
4. Resource Mapping/Connection with Organizations working for and with People with Disability
5. Increase in Advocacy, Lobby and Coordination
6. Access to information and Open Data
7. Encouragement and Engagement through exposure visits
8. Increase participation by different approaches
9. Accessibility Measures
10. Establishment of Clubs in Special School
11. Advocacy for Budget to sustain integrity club
12. Avoid confusions regarding structures of club
13. Activities Keeping Children with Disabilities in the Centre

We implemented the recommendations and feedback provided and resulted progress in the participation and leadership of the students with disabilities.

Most of the recommendations have been tried to implement which is illustrated below in chart. The data source has been obtained from a random survey and focal point/teachers viewpoint.



Initiative for enrollment of children from marginalized community

The total number of students in the public schools of Nepal is very low as compared to the private schools. In the rural part of Nepal, the children from the marginalized community are not enrolled in the schools to receive the education. In the Paropakar school in Sindhupalchowkdistrict, the number of the students was quite low especially from the marginalized community like Majhi and Danuwar. In these communities, the parents are not much aware about the importance education and how it can bring changes in their lives. They force their children to fish and collect sands to raise the economy of the family. Considering this situation the integrity club members in coordination with focal teacher, focal person and principal of the school conduct a door to door campaign to aware them about the importance of the education in life and enrolled the students in the school.

During this campaign the Integrity Club members requested their friends to come to school. As a result of the campaign the number of students from marginalized communities has increased. Nowadays children and parents are aware and interested in sending their children to school. The dropout rates of students from these communities have been decreasing and the rate of rejoining the school has been increasing. Almost 90% of the students from these communities are studying in the school.

“We are happy to come to school every day and learn” - Kamal Majhi

Disability do not hindrance to be part of Integrity Club

A 22-years-old boy studying in Grade 8 uses a wheelchair to move around and even could not move his hands to eat and write. He has problem with speaking, requires time to understand and needs support to write an exam paper but has a good concentration power and willingness to know more about integrity. He had a courage to come forward andget involved in the Integrity club and its activities. In a club formation meeting, when the teacher asked non-IC members to go out of the class, he denied to go outside even when teachers said that he could not be in the club as he could not perform any of the club activities. After that, he directly met the project team and expressed his interest to be a part of the integrity club. The team was happy to have him as IC member, but the focal teacher did not allow the project team to involve him. Despite this, he attended the training and was very interactive during every session. Now, he is one of the active members of the club. His enthusiasm made his teachers realize that his disability is not a barrier to get involved in the club. He gave 100% to be involved in the activities conducted by the club. Even he expresses that after completion of his schooling he would love to join an organization for such work in future.

Mithilesh Mahato, chair of Namuna Integrity club is 14 years old. He is with visual impairment and uses Braille for study. However, he could see shadow of object. So, with voice and shadow, he could identify a person. He studies at Grade 9 and one of the good students in class. His aim is to be a good political leader for he thinks that our country should be ruled by youth political leaders. So, he wants to become leader in IC too and practice good leadership. And he has proved a good leader in IC. Every IC members are happy with his activities and decisions.

Eye camp was initiated at Namuna School by Nepal NetraJyoti Sangh (NNJS) in leadership of students with disabilities. After conduction of eye camp in their school, NNJs was supposed to provide spectacles but most of the students did not get spectacles on time. So, he directly consulted to the key person of NNJS and was able to bring spectacles sooner. Similarly, he as a chair directs IC members to conduct IC meetings and he has been supervising IC members in development check too.

Part 3 Feedbacks gained from SHINE stakeholders and implementation of feedbacks

3.1 Feedbacks gained from SHINE stakeholders

Government Officials Voice

"We appreciate the integrity clubs' effort for promoting the integrity in education. So, we request integrity clubs/ schools/ organization to update DEO, resource centre at least once in every six months to go hand on hand for better progress."
Hirakaji Shrestha,
Monitoring Evaluation Officer,
DEO_Local level dialogue, Melamchi

"I am very inspired by the activities of the Integrity Club. In my every visit, I would interact with the Integrity Clubs in different schools and suggest my fellow resource person to do the same."
Khika Devi Nepal,
Resource Person,
Chautara_Local level dialogue program

"I am overwhelmed to see the Integrity Clubs being established at rural part of the district. It is good to see the students tracking the teacher's attendance, cleaning their own school, maintaining the score board for improved education service. I am always interested to attend all the program conducted by integrity clubs."
Yog Bahadur Thapa,
Ex-Resource person, Indrawati Municipality,
Melamchi_Local level dialogue program

"During our monitoring at schoolwhere Integrity club has been mobilized, we have seen the good results in education and behavior of both students and teachers. These clubs are inclusive in compared to other clubs at school. Sometimes, the club members come up with good initiation which we have never thought of. So, I think that Integrity club should be formed at all schools, secondary orprimary."
Bhim Karki,
Ex- Resource person,
Melamchi Municipality

"When I became the Ward Chairperson of Dubachaur, I had heard a lot about integrity club but didn't get chance to participate in any of the programs. Now I participate in any programs conducted by the students. The students had come to our office asking for necessary data. I am really happy to see those children with high spirit of doing better and creating change in society."
Ward Chairperson, Melamchi 8

Guardians Voice

"Earlier when my child said that he needs to go to school to attend the training of integrity club,I used to scold him. I didn't wish to send him for club activities during holiday because then I would get support in household chores. I used to think that he would go to school to skip household works. Now I have seen positive change my sons' behaviour. These days even after school, I don't need to ask him to help me. He realizes that he should help me and never say no to what I ask for. Earlier, he used to keep his hair long but now he has been sincere and has his haircut."
Shyaam Bahadur Tamang,
Dubachaur

"I came to know that my daughter was nominated as the Chairperson for Kundala Devi Integrity Club. On the meeting day, she enjoys sharing what she did and their future programs among the family members. We are really happy for our children and school that got opportunity to be in integrity building platform through integrity clubs. It has given good message to all the students, teachers, and guardians of the school."
Netra Bahadur Dulal
(Guardian of Sabina Dulal), ThuloSirubari

"Before my sister's involvement in integrity club, because of her disability she tried to skip school. She would say she was not well or refer different reasons. We all family members have realized that she has been changed. And we are really happy to see the positive change in her. She shares us about her monitoring work, participating in poem competition, cleaning the surrounding of school, and her friends behaving well, etc."
Bimal Giri,
Mahendra School

Teachers (Head teacher/focal teacher/Non-focal teachers) Voice

Being Principal of School for so many years, I didn't realize to have clubs with students with disabilities. But integrity club made me realize the inclusion of SwDs in clubs. After the focus on inclusion of SwDs in club, other clubs like eco-club, child club has been attracted to activities of integrity club. We are happy to have this club in our school.

Radha Krishna Shrestha
Headteacher
Indreshwari Secondary School

In my opinion, the School Report Card that the IC has been filling monthly is not so much relevant. Personally, I think that the information filled in by memberscould be offensive for some teachers. I am a responsible person to verify the filled Report Card, but I am not doing that.

Principal,
Chautara_Local level dialogue program

However, the other teachers showed their disagreement to his statement telling that School Report Card is a tool that helps school to receive feedbacks and dissatisfaction of students.

Program should be in local level to reduce the cost and become more effective.

Shankar Gyanwali
Principal
Janata Secondary School, Melamchi_ToT training

Integrity club was formed in our school in 2016, during Integrity Education project. With my past experience, I could say that this program has created a platform to the students to share the problems they face in school without any hesitation. The teachers and SMC should also accept complaints from the club as this would help improve the school's service ultimately.

Badri Prasad,
Principal, Shree Daduwa Bhawani Shankar School, Chautara_ToT training

Discipline was the toughest part in our school but after mobilization of IC in our school. There has been a drastic change; students have started to come in school uniform, they have started to respect teachers, they have started to use their leisure time by monitoring instead of playing- which is really appreciable.

Principal of Balsudhaar Secondary school

Monitoring should be organized through the collaborative approach with engagement of ICs and SMC

Krishna Prasad Dhungana
Principal of Terse Secondary School

Integrity clubs should initiate to conduct the motivational programs as the students are in trauma due to COVID-19

Indira Aryal
Focal teacher of Namuna Machchhindra School

Journalist Voice

Integrity is such a vast topic. In such topic, the organization has tried to engage the students. I would suggest, the organization to develop the measurable indicators to track the integrity of students and focus on sustainability after the project phase.

Balchandra Sapkota
Journalist, Radio Melamchi_
Local level dialogue program

On behalf of Radio Sindhu, I really appreciate the activities conducted by integrity clubs. I am thinking of including the Integrity Clubs for our new radio program dealing with education issues.

Journalist from Radio Sindhu, Chautara

IC members/non-IC members (Students) Voice

Being one of the members of Integrity club, I feel motivated to do right things and raise my voice against wrong doers. The reward of doing the right thing by itself is motivating. Integrity club has influenced us to act with integrity and be disciplined.
Sarita Bhattarai,
student, Jalpadevi school,
Melamchi_Local level dialogue

I have seen behavioural change in my friends and I am really interested to be IC member. I have seen even non-IC members being involved in IC activities as volunteers. They could volunteer the club but they won't get full authority as IC member. It would be good if even volunteer members are given some authority as IC members.
Non-IC members, Melamchi

I am a shy and bit hesitant person. My leg doesn't work properly. I can't walk and run as other friends do. I have to use my assisting device. When teachers shared about Integrity club, I thought I could not participate. But I am happy that I could participate, taking record of teachers and students' absenteeism and other sanitation result in score card and score board.
Student with physical disability,
Indreshwari School.

It's really good to hear positive feedback from teachers and students for IC. We don't have much time to get involved in monitoring, but we have learned about integrity building which we implement in our daily life.
Non-IC members, Helambu

The club members talk about ethical behavior in club but in class they don't leave seat for us in the first row bench despite they know that it is hard for us to go the back end of the class.
RupaTamang
Student with visual impairment
NamunaMachchhindra School

After mandatory provision of inclusion of students with disabilities in our club, we have been creating activities that are feasible for our friends with disabilities. They are so positive that they can consult with teachers with confidence when we discuss about problems with SMC. It would be good if project team could provide us some disability friendly games that could be conducted with fewer budgets.
Apsara Giri, Student

We get very less time for monitoring. So, it would be great if project team could talk with SMC to provide more time for monitoring purpose. We are interested in monitoring and we make sure that we won't hamper the study.
Ansanri, SwDs

Centre Level Project Advisory Committee (CPAC) members voice

To promote remote learning, firstly, we need to find the possible way to promote the remote learning process via the virtual platform such as facebook messenger, zoom meeting, radio or television program, or group study with maximum of 10 students with the safety precautions of COVID-19.

Shilpa Karn,
News reporter

An agreement from Ministry of Education to include integrity section in secondary school curriculum is the major achievement for the team. I would like to extend my congratulations to CAHURAST and whole team for the success. We should further lobby to establish the concept of integrity as cross-cutting issues. This initiative has brought the results with increase in higher attendance of teachers in school, improvement in both teachers and students' attendance. That is a great achievement because in the government schools of Nepal that is one of the major problems. Such initiative will take time but will come up with concrete results with major positive changes in society. Further, IC should bring the successful cases and even cases of harassment in a form of document and SHINE book can be the best document to showcase such case stories. For sustainability, we should approach to education unit of every Municipal too.

Tarak Bahadur KC

The positive image of the IC in project implemented areas has created accountability and transparency among the schools' administrations and the School Management Committee. To sustain the integrity clubs in future, we need to develop a curriculum to teach each student about integrity throughout the nation. The approach of developing the curriculum is the most productive outcome of the SHINE project. The integrity clubs can also work towards enhancing the safety of girls in schools and in communities; working against the harassments, delivering self-defense, teaching the students about the good touch and bad touch.

SabitriDhital

In coordination with the CAHURAST team, we have prepared a draft on Integrity curriculum for secondary schools in a short-period of time. I later felt that if could add the practical part as a project with formation of integrity club in schools then it would work the best. If that practical work would carry the marks for the examination, then it would be active automatically. If possible, we can convince the authorities to transform child clubs into integrity child club for greater value. If not, then we can lobby at least to make integrity club as one of the strong branches of child club or to go in parallel. A major concern is why CAHURAST or YI is limiting the project area for such great initiative. This concept should be taken as national campaign scaling up to higher level schools too.

Dr. Tika Ram Pokhrel
Ex-professor of KUSOEd,
supported in preparing integrity curriculum

Public /Community Voice

I have heard about some people talking on integrity and organization which initiated it. We teach integrity/ ethical behavior and students get knowledge from schools. Teachers should teach about integrity. I have heard about club and aware of club bringing some noticeable change in schools.

Public_World sanitation day

3.2 Implementation of feedback provided by SHINE stakeholders (within the project timeline)

Feedback provided by SHINE stakeholders	Implementation of feedback
A lot has been done by ICs and CAHURAST but less publicity has been done. So, there is a need to disseminate the work to a wider audience. There is also a need to find out the ways to promote remote education system. The activities that IC members are conducting even in this pandemic are much more accessible. CAHURAST has developed the integrity curriculum which is an achievement for us too and CAHURAST itself. ***Sudhin Raj Budathoki*** ***Education officer, Melamchi Municipality***	From March 2021, CAHURAST in partnership with ACORAB broadcasted public service announcement (PSA) and four episodes of radio talk programin March. PSA included the message of the integrity, accountability and governance. Out of four episodes on radio program, the first episode highlighted the initiation of SHINE and objective,second episode highlighted the status of implementation of project with output indicator,third episode highlighted the activities and voices of SHINE stakeholders (prioritized students with disabilities) and the last episode highlighted the overall impact of SHINE in 3.5 years of project period. It has been broadcasted through the CIN (Community Information Network) – the largest community radio satellite network operating in South Asia sharing through 365 community radios.
In our integrity club, there is a group of leaders. They are forward in clubs activities and we feel to have less authority in decision making. We also want to be leaders. ***IC member_Mahendra School***	To ensure, no one is left behind and provide equal and equitable opportunities to all, integrity club has formed 5 sub-divisions within the club. • Eco group: Lead to empower students and other key stakeholders of school to participate and take up meaningful environmental activities with integrity. • WASH Group: Focus on the development of life skills; mobilization and involvement of parents, communities, governments and institutions to work together to improve hygiene, water and sanitation. • Education Service monitoring group: Lead the students on monitoring the education services that school provides. • Reconstruction monitoring group: Monitors the quality of the construction materials that are being used to build their school. • Advocacy group: Strategically manage and share knowledge among all stakeholders to change or influence policies and practices for positive impact on all. This group will focus on problem solving method.
Integrity club concept and its activities are commendable. It's good to develop existing child club as integrity clubs not only in secondary schools but also in primary schools. ***Ex-Resource persons from Helambu, Indrawati and Melamchi Municipalities, SHINE team, teachers, CPAC members***	To transform an existing child clubs in integrity child club, the team is lobbying with the Municipals. For Kathmandu and Lalitpur area, the team is lobbying with Ministry of Education. The Education Chief of Paanchpokhari has committed to transform the clubs into integrity clubs. He has been one of the active advisors for the Municipal level advisory unit of Paanchpokhari Rural Municipality.

Feedback provided by SHINE stakeholders	Implementation of feedback
A frequent monitoring and evaluation visit by the central team (with target to reach almost all schools) is must. ***Padam Karki, IC member***	The Centre team is in regular visit at the schools of Kathmandu and Lalitpur. However, during the visit after post COVID-19, the team has reached 80% of the schools prioritizing the schools with issues in implementation of clubs, the schools which are model in implementing the clubs and the schools that were never visited in two years of working time.
To make the school and integrity club more inclusive and boost up the capacity of our children with disabilities, it would be good if project team in coordination with DPOs train and appoint teachers on dealing with disability at school. ***Sabitri Giri*** ***Guardian of Ambika Giri,*** ***SwDs 2018/19***	Under the SHINE project, all the integrity clubs established are inclusive. 40% of clubs are with students with disabilities. To boost up the capacity of students with disabilities, under the Pro-Victims fund with support from Integrity Action, CAHURAST implemented a project "Boosting the participation of young people living with disabilities in integrity initiatives in Nepal". This project supported 10 schools with integrity clubs on building network with Disabled People Organizations (DPO)s, facilitated the focal teachers, teachers who work in disability section and IC members with training and building the capacity for active participation within the club, schools and community.

Part 4 Scalability and sustainability

SHINE project, better to say campaign has inspired us and the stakeholders involved in this campaign.so we have made strategy to scale up it with wider disseminations and developing advocacy plan. Students are the future citizens, they are the backbone of the nation and if they become an honest citizen then the society will be transformed in a civilized society. So there is a dire need of scaling up this program in other districts and provinces.

Scale up strategy is developed through training, technical assistance, policy dialogue, creating website, Facebook, publications, toolkits and documentary. The vision of the program is formulated, initiated and piloted successfully.

CAHURAST, Nepal has its units thorough out the country to implement the program and we have developed trainers to train the new monitors.

Resource management and mobilization is a challenge for us. we are continuously trying to get access to the funds both in national and international level. At the same time, we are advocating incorporating this campaign in the inbuilt system of the government.However, there is a dire need of financial support from donors who are working to social transformation of Nepalese society to carry on this project/ campaign for some years.

Our advocacy with the government is all level of governments in Nepal if they are committed for good governance and want to see honesty and integrity at all corners of the society must help to scale up this campaign. It is clear that scaling up is not a linear process. Monitoring, evaluation and feedback loops are important for learning and adaptation. Our learning says to scale up this program our approach - Community Integrity Building approach (CIB) and tipping point strategy is applicable in our context.

Sustainability strategy of formed integrity clubs is done both by structure and co-creation. Firstly, we are advocating with government mainly with ministry of education and educational unit at the local level to embed the integrity club model in the education policy. Secondly, we are lobbying for changing curriculum. Currently, the Ministry of Education has developed the new curriculum for the secondary level students. This is still being reviewed. An advocacy unit at central and municipal level is formed for continuously advocating and lobbying to incorporate the integrity course in the curriculum.

A community level mechanism is envisioned to establish in collaboration with members of ex integrity clubs' members, teachers and community social workers to continuously watch development works quality in their community. It is because co-creation strategy with different stakeholders is necessary. we believe that co-creation enables shaping of projects sustainable development benefits with stake holders.Co-creation is to work together to produce amutually valuable outcome. In a nutshell this mechanism is focused on benefit creation for a broad group of stakeholders. In another word we can say this is human sustainability which aims to maintain and improve human capital in the society.

Registration of integrity clubs in local wards and municipality is another strategy to sustain the activities of integrity. Registered clubs will have access to local funds for carrying out integrity campaign.

An Exit Strategy: 106 school management committees will pledge to continue the integrity activities through clubs even the project phase out. Those pledged copies will be provided to the Education Unit of the Municipals of Sindhupalchowk district (pilot district). The pre-approval letter from Municipals will be provided to the Ministry of Education. Lobbying will be done at the Ministry of Education to transform child clubs as integrity child clubs. Even with the addition of the word integrity reveals that the club teaches and promotes integrity building activities. We will make an effort to receive the Memorandum of Understanding (MoU) from the Ministry of Education to support the districts to establish integrity child clubs as mandatory.

About CAHURAST

CAHURAST is one of the leading human rights NGO established on 29th Kartik, 2063 with the motto to work for human rights and to protect all the rights with the special focus on Economic, Social and Cultural Rights. It has consultative status with the Economic and Social Council of the United Nations (ECOSOC).

In 2018/19, our work was guided by our **strategic plan for 2017-2021**

Vision: *A holistically transformed Nepali society where people live in peace and harmony with each other and enjoying human rights and peace*

Mission

- Facilitating empowerment process of the poor and marginalized communities for empowering themselves through education, empowerment and engagement in development mainstream with a special focus to the, social, cultural and economic transformation of the individuals
- Advocacy for ensuring equal access for all men and women, particularly those most in need, to basic services, the right to own land and property, productive resources and financial services, including microfinance
- Engage for social and economic inclusion of all irrespective of race, ethnicity or economic status through promoting peace, accountability and integrity.
- Strengthening local community, CSOs and networks to promote social accountability and creating an enabling environment to ensure the voice of socially excluded and economically poor people/communities in development mainstream.

CAHURAST's priority areas

Priority Area I:
Democracy, Human rights and Peace
Goal: To contribute in promoting ESC rights, mitigating ethnic and social conflicts and promoting peace in Nepal

Priority Area II: Research, Advocacy and Knowledge Management
Goal: To provide resources and knowledge on the issues of ESC rights and influence policy for promoting ESC rights of marginalized groups

Priority Area III: Governance and Accountability
Goal: To contribute to make local government and local unites of Government Service Providers more accountable towards the poor and excluded groups of Community

Priority Area IV: Sustainable Livelihoods
Goal: Economically poor and socially discriminated people adopt sustainable and diversified livelihoods.

Priority Area V: Organizational Development
Goal: Well equipped and capable organization having system and structure according to the changed context of Nepal

About Youth Initiative

Introduction

Youth Initiative (YI) is a youth-led, youth-run organization working for the capacity development of youths in Nepal. Established in 1999, Affiliated with Social Welfare Council (SWC) of Nepal. YI is one the leading youth organizations working in the field of youth empowerment, promotion of civic engagement, democratization and human rights in Nepal.

YI aims to ensure meaningful participation of youth in decision making level of every strata of the society.

inform .. empower.. involve..
Youth Initiative
युवा अभियान

Our Vision :

YI envisions a situation where young people are involved, valued and listened to, where they feel safe and are safe, and where they can develop their potentials to the fullest.

Our Mission :

To inform young people about the issues and concerns that affect their everyday living.

To empower young people by imparting required skills and exposures and also provide them opportunities to develop to their fullest.

To involve young people in all stages of their own personal development and that of their community.

Our principles :

We at YI are grounded in our belief that young people themselves are best able to identify the issues that concern them, identify solutions and take appropriate actions.

We believe that with right tools, skills and guidance youth will have a better today; leading them to a responsible and self-sufficient adulthood.

We are committed towards making a significant contribution to young people's physical, emotional, intellectual and social development.

Our Prioritized Working Issues/ Areas

Youth In Governance

Students/Youth In Politics

Youth Volunteerism

Environment and Climate Change

Humanitarian Service

Peace, Democracy and Human Rights

Employment and Entrepreneurship Development

Life Skills Development

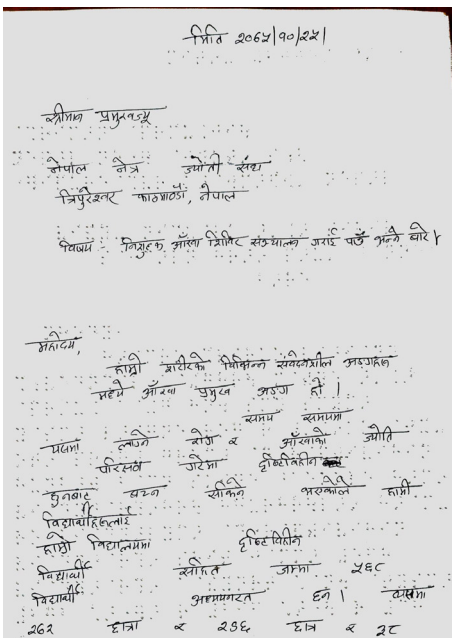
Sustainable Development Goals

ANNEX

Annex 1: Case Stories

Case Story 1: Integrity Champions – Spreading smile initiating free Eye Camp

Integrity child club of NamunaMachchhindra School consists of 25 members – 10 students with visual impairment. The school has 38 blind students. During service monitoring, they recognized eye problems among their friends which could decrease their quality of education when they could not see what teachers had written on whiteboards. So, to make sure that none of their friends suffer from eye problems and decrease their level of education, integrity club initiated Eye Camp.



Integrity club members wrote an **application in Braille with Nepali language (picture)** on same paper and provided the application to Nepal NetraJyotiSangh (NNJS) for free eye camp at their school.

After the approval from NNJS, a two-days free eye camp was organized at premises of NamunaMachchhindra School on 14th and 15th of February, 2019. Nepal NetraJyotiSangh screened 600 students during the two-days free eye camp. The five teachers and three parents were also benefitted from the eye camp. The four Assistant Ophthalmologists and two counsellors conducted the examination of the students.

Twenty-five students received free medication and 40 students were prescribed free glasses. The glasses with appropriate eye powerwere distributed following the completion of the camp. 10 students found with high myopia, nystigatmus, esotropia, and others were referred for further examination with advanced machinery equipment at NNJS and were provided free treatments. The students with eye infections and irritations were said to have infections because of pollution.

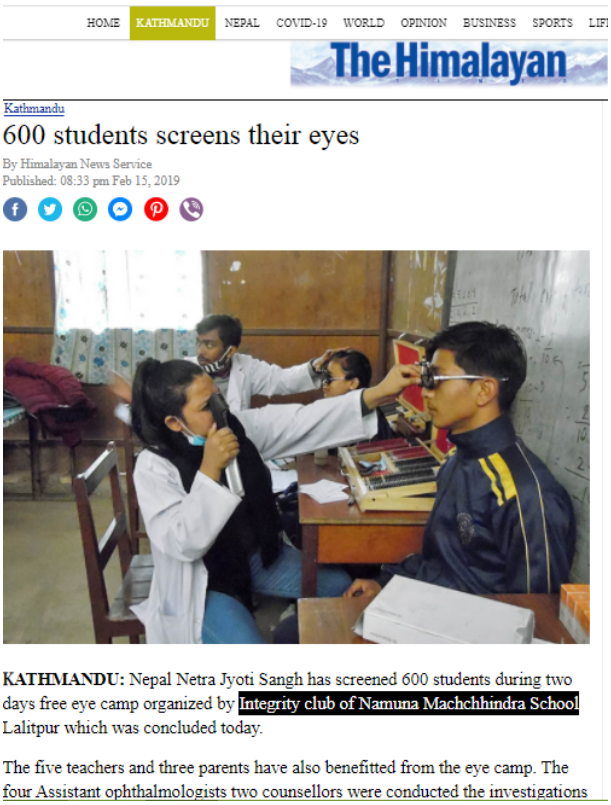
20 students with visual impairment and without impairment were mobilized as Volunteers and were engaged in managing the camp.

Fig: Opthalmologists checking the eyes of students

Indira Aryal, resource teacher and focal teacher for integrity club, NamunaMachchhindra Secondary school said, “Eye camp is the first camp at our school and is initiated by students. The school has students with visual impairment, and they face lots of challenges in their daily life. So, the students are much more excited to get their eye check up and get free services. Even the School Management Committee and parents have been really positive to Eye camp initiated by Integrity Child Club.”

Gobinda Sharma, Nepal Netra Jyoti Sangh said, “I am really motivated to see the initiation of students. They have come forward with demand of eye camp to benefit their whole school. We will select this school for other programs too. On the demand of students, we are happy to conduct yearly eye camps”

At the end of the camp, the IC members conducted a consultation meeting with one of the key staffs of NNJS in order to seek further and continuous support from NNJS to their school.



HOME KATHMANDU NEPAL COVID-19 WORLD OPINION BUSINESS SPORTS LIFI

The Himalayan

Kathmandu

600 students screens their eyes

By Himalayan News Service
Published: 08:33 pm Feb 15, 2019

KATHMANDU: Nepal Netra Jyoti Sangh has screened 600 students during two days free eye camp organized by Integrity club of Namuna Machchhindra School Lalitpur which was concluded today.

The five teachers and three parents have also benefitted from the eye camp. The four Assistant ophthalmologists two counsellors were conducted the investigations

600 students undergo eye check-up at valley school

Himalayan News Service
Kathmandu February 15

As many as 600 students underwent eye check-up at a two-day free eye camp organised by Integrity Club of Namuna Machchhindra School, Lalitpur.

Five teachers and three parents also benefited from the eye camp. Four assistant ophthalmologists and two counsellors from Nepal Netra Jyoti Sangh had examined the eyes of the students.

As many as 25 students received free medicines and 40 students were asked to use glasses which would be given free of cost by the organiser. A total of 10 students were diagnosed myopia, nystigatmus and esotropia. They were advised to see advanced treatment. Many students were found having eye infection and irritation caused by pollution.

Focal teacher for integrity club at Namuna Machchhindra Secondary School Indira Aryal said the eye camp was organised for the first time in the school at the initiative of students. “The eye camp became possible due to the support provided by the school management committee and parents,” he added.

“I am really impressed to see students putting in efforts for such a noble cause. We came for eye check-up on students’ request, and we are happy to be part of this eye camp,” said Gobinda Sharma from Nepal Netra Jyoti Sangh.

Integrity child club of Namuna Machchhindra School consists of 25 members, including 10 visually impaired students.

The national newspaper – Himalayan times published the news of this initiation.

Case Story 2: *A case of KafleKhola Irrigation Project*

COVID-19 pandemic and lockdown in Nepal led the education sector to be closed hindering the regular classes of the students. The Integrity club members were not able to go to schools and conduct the service monitoring. To utilize the lockdown time, eight IC members of Janata Secondary School in consultation with the Focal Person of SHINE project decided to conduct construction monitoring nearby their areataking safety measures.A construction of irrigation project was going to be implemented in that area.

The irrigation project was the KafleKhola irrigation project. In Ward- 9 of Melamchi, there was very limited water source for the agricultural land due to blockages by the frequent landslides. There was a lack of water and the productivity of the land was hampered. This irrigation canal will benefit around 60 household's key beneficiaries of that area for irrigating their agricultural land.

The NPR 150,000(*in words, one lakh fifty thousand only*)irrigation project was funded by Melamchi Municipality. The project was for the maintenance of 3 km existing canal and a 2 km new irrigation canal attached to the existing one. Altogether, 5 km canal would be maintained and built from the labour contribution from the beneficiaries. The project was to complete in a month. For this, a nine members user committee was formed for overall implementation of the project. Within a week this nine member's user committee completed almost 3 km maintenance of the irrigation canal without any labour contribution from the beneficiaries which was shocking for all.

This issue came to the attention of the IC member. Then they went for the monitoring visit. In the first monitoring visit, the measuring and designing of the irrigation canal was going on. The member informed the IC members that the maintenance work would start in 2/3 days. After a week in the second visit, the IC members came to know that around 3 km maintenance work was almost in completed phase and the maintenance was not done properly. Even the landslides areas were not properly maintained. The key beneficiaries also complained of not being informed for the labour contribution and all the works are done by the user committee only.

The IC members collected the information and verbal complain from the beneficiaries. After monitoring and analyzing the work in detail, the IC members shared the issue and complains of beneficiaries to the Ward Chairperson. The Ward Chairperson along with the irrigation monitoring team appointed by Municipality for monitoring overall irrigation projects of all wards of Municipality went on the construction site and closely monitoredthe results brought up by the IC members and the beneficiaries. The monitoring team found that the maintenance work was not properly done.

The Ward Chairperson suggested the User committee to submit all the documents and bills. The Chair came to know that only NPR 60,000(*in words, sixty thousand only)* was spent for the overall work. So, the Ward decided to provide only the spent amount to the User committee. The remaining amount NPR 90,000 (*in words, ninty thousand only)*was used for the re-maintenance of the 3 km canal where the work was not properly done and built 2 km new irrigation canal attached to existing one by labour contribution. The construction work was done under the monitoring of an irrigation monitoring team appointed by Municipality. Now, the irrigation canal is working in well condition.

After this incident, the user committee only received NPR 60,000(*in words, sixty thousand only)* according to the bill. They came to know about complaints made by IC members along with the focal person to the Ward Chairperson. They verbally scold the focal person . The community people and beneficiaries supported the IC members and suggested the user committee to do the work properly without trying to collapse the government budget. The Duty bearers supported the integrity club and appreciated their works. After this incident, the IC members felt that this type of issues should be raised by the community themselves for the effective work at construction sector in their community. ParwartiMijar, key beneficiary appreciated the work of Focal person and Integrity club. Further, she said that the irrigation canal was built properly with an initiation and effort of integrity club. Otherwise, they had to starve with limited food productivity due to lack of irrigation.

Krishna Bahadur Giri also appreciated the work of Focal person and Integrity club. Further he felt that their initiation has brought major results.

Case Story 3: Toilet construction for male students

Shree Kantilshwori Secondary School was a girls' school during the 1950 AD. But from 1998AD, it started to enroll the boys. Due to the lack of necessary infrastructure there was a toilet for girls for urination and defecation. However for boys, they had urinals only. Among 6 toilets, boys were able to use only two toilets which do not have a commode.

Due to the lack of toilets with commode, boys had to face problems especially when they had Diarrhoea. This led to boys' absenteeism. Teenage boys have around 20% of dropout rate as per school management. This problem was there since 1998 AD. While interacting with Integrity clubs, boys stated this problem but didn't complain to the school management. They said that when they complained about it once, the principal said that the school does not have a budget. Also, the school management said that school would either be renovated or shifted to some other place. Till then, the boys had to wait. The school was expecting a budget for renovation after the 2015 AD earthquake, but it didn't. So, the problem was still prevailed.

Youth Initiative and the Integrity club members were lobbying to resolve this problem since the establishment of IC in February 2018. The issue was first raised to Integrity club by Youth Initiative in April, 2018. This was discussed as a major problem by IC, but they didn't put forward it to the Principal. We talked it to Focal teacher, Mrs. Manju Tiwari. She knew this was a problem for boys, but she couldn't do anything on her own. Later she helped us put this issue to the Principal in November 2018. The Principal said that he was seeking a budget for either school renovation or shifting school to a new location. They were waiting for the Municipality to allocate budget for this school. Then we thought it would be waste for us to lobby for this issue further.

Months passed by, after the new session started, the new school session started in April, 2019. The School Management was successful to raise NPR. 6,25,000/- from Kathmandu Municipality to construct 2 boys' toilets in June 2019.

Two boys' toilets with Commode have been constructed. As per Focal teacher, these toilets are accommodating 55 male students. The School Management didn't receive any budget for school renovation but received a small budget for toilet construction. They had to wait several months to build it. The Scholl Management is glad that the boys got relief after 21 years and they expect the absenteeism rate would decrease from this year on.

"We were facing problems with boy's toilets for a long time. With the initiation of Integrity Club, we have now successfully convinced school management to construct a boy's toilet for long toilet problems. Now we are happy and relieved. We are very thankful to Youth Initiative for the continuous lobbying to this issue"

Diparshan Nepali,
16 yrs, IC member.

Case Story 4: Integrity club members fixed the harassment case

In one of the School, the Maths teacher used to touch the female students, hug them, threaten and give punishment to the male students. His behavior and teaching style was different for male and female. This was unbearable to the students, but they were unable to raise their voice. There was child club, but the students were unknown to take support from club to address such issue. Majority of child clubs is mobilized to conduct the ECA and games. In a friend circle, they used to talk about their problems but no one has courage to take this issue or share their problem with any teachers. By that time, integrity club was established in the school. The focal teacher who was trained by us clearly described about the objective of club and activities done by club. Students were bit hesitant to put that issue on score card at the beginning of monitoring. So, SMC was unaware. But later, the members of IC started to raise the issue during meeting and shared with focal person. Focal person is female. Integrity club members then started to ask other students confidentially. Majority of students (from Grade 8, 9 & 10) responded that they too feel uncomfortable in his class.

The focal teacher of that club was also a male teacher so students were also hesitant to share with him. After they shared with focal person and getting evidence that other students also feel uncomfortable, she shared with focal teacher. He suggested the club to write one letter describing the issue and submit at Principal desk. After the Principal knew the issue, he conducted a meeting with School Management Committee and the Maths teacher. During meeting, Maths teachers responded that he was being friendly to the students as his own children were the reason to touch. Then Principal held a meeting with Integrity club members and discussed on the issue. Teacher on one hand says he is being friendly but the students say opposite to him. So, Integrity club proposed to have meeting with SMC, Principal and IC in one platform. The meeting was held on August 2018. During meeting the issue was discussed and Maths teacher felt guilty for his behaviour. The SMC placed him to teach in lower grades. Then the teacher promised not to physically accuse anyone. From then, till date no any students have complained about him. He himself became aware and alert not to do so.

SCORE BOARI

Name of School.....

Performance Ir

Green: Good **Yellow: Satisfa**

Service indicator/ Description
1. Teachers Attendance *(See in teachers attendance register of a month)*
2. Students Attendance *(See in students attendance register of a month)*
3. Teachers Teaching Methodology Marking should be done based on the following: a. Do teachers make class interactive? b. Do teacher use child-friendly and gender friendly approach? c. Do students understand properly what the teacher has taught?
4. Principal's Relation with Teachers and Staffs Marking should be done based on the following: a. Are staff/teachers satisfied with the principal? b. Is principal professional in his/her behaviour towards staff/teachers? c. Do principal and staff/teachers meet regularly to discuss matters pertaining to school?
5. Punctuality (Arrival and departure time) Marking should be done based on the following: a. Do students arrive to school on time? b. Do teachers arrive to school on time? c. Do classes start on time and end on time?
6. Principal's Relation with Students Marking should be done based on the following: a. Is the behaviour of Principal coordial towards students? b. Does the Principal listen to students' complaints and addresses them? c. Do students feel the Principal has been working for the welfare of the students?
7. Teacher's Relation with Students Marking should be done based on the following: a. Is the behaviour of teacher's coordial towards students? b. Does the teacher use any form of corporal punishment against students? c. Do students feel comfortable with teachers?
8. Toilet (Boys/Girls separate; dustbin; soap; water, lock) Marking should be done based on the following: a. Is the toilet clean and well-maintained? b. Does the toilet have proper water? c. Does the toilet have sanitary pad disposal facility?
9.Classroom cleanliness Marking should be done based on the following: a. Is the class clean and well-maintained? b. Does the class have dust-bins? c. Is the class cleaned regularly by the management?
10. School Premises cleanliness Marking should be done based on the following: a. Is the school premise clean and well-maintained? b. Does the school premise have dust-bins? c. Is the school premise cleaned regularly by the management?

ARD (2020)

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e Indicator

tisfactory **Red: Bad**

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec

11. School canteen/ Lunch Marking should be done based on the following:
a. Is the food served in the canteen fresh?
b. Is hygenic food served in the canteen?
c. How affordable is the food offered in the canteen?

12.Drinking Water Marking should be done based on the following:
a. Is the water clean and purified in school?
b. Is drinking water available throughout the day?
c. Is the drinking water facility properly located (within the height of the students, far from the toilet etc.)?

13.Internet Marking should be done based on the following:
a. Does the school provide internet facility to students for study purposes?
b. Is the internet being used for productive purpose by students?
c. Is the internet being used for productive purpose by management and teachers?

14. Computer Lab Marking should be done based on the following:
a. Are all the computers in the lab well functioning?
b. Do students get to use the computers regularly?
c. Is the internet being used for productive purpose by management and teachers?

15. Library Marking should be done based on the following:
a. Is the library open to students at all times?
द। Does the library have the required books for students?
c. Is the library properly operated and maintained by the school management?

16. Science Lab Marking should be done based on the following:
a. Dostudents get to visit science lab at regular intervals?
b. Does the science lab have the required equipments for students?
c. Is the science lab properly operated and maintained by the school management?

17. Medical Services (First aid, sanitary pads)Marking should be done based on the following:
a. Does the school have facility like first aid and sanitary pads?
b. Do students get medical services when they require?
c. Are medicines regularly replaced and added in the medical aid kit?

18. SMC and Parents Visit Marking should be done based on the following:
a. Is SMC transparent in its operation?
b. Does the SMC and school have a smooth working relationship?
c. Do parents visit school at other times apart from annual days?

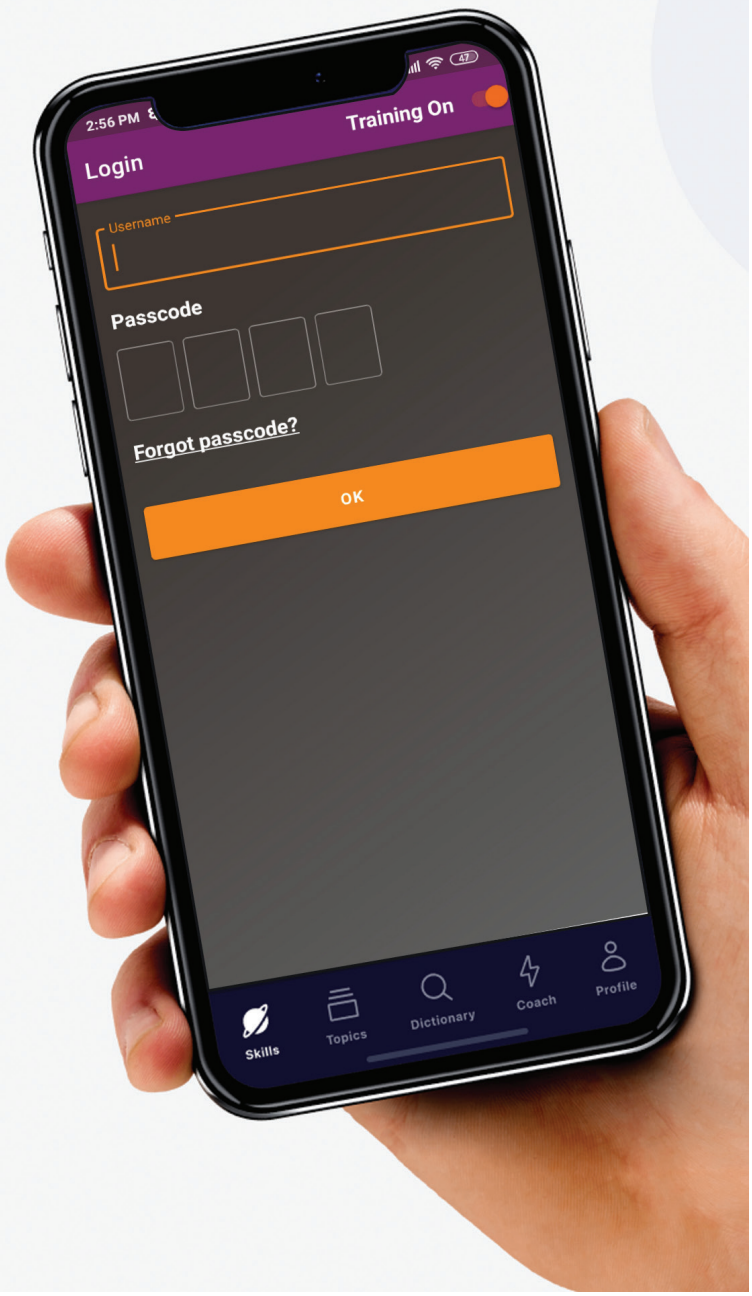
19. Scholarship Marking should be done based on the following:
a. Are eligible students receiving scholarship from the school?
b. Does the school provide all the government required scholarship in the school?

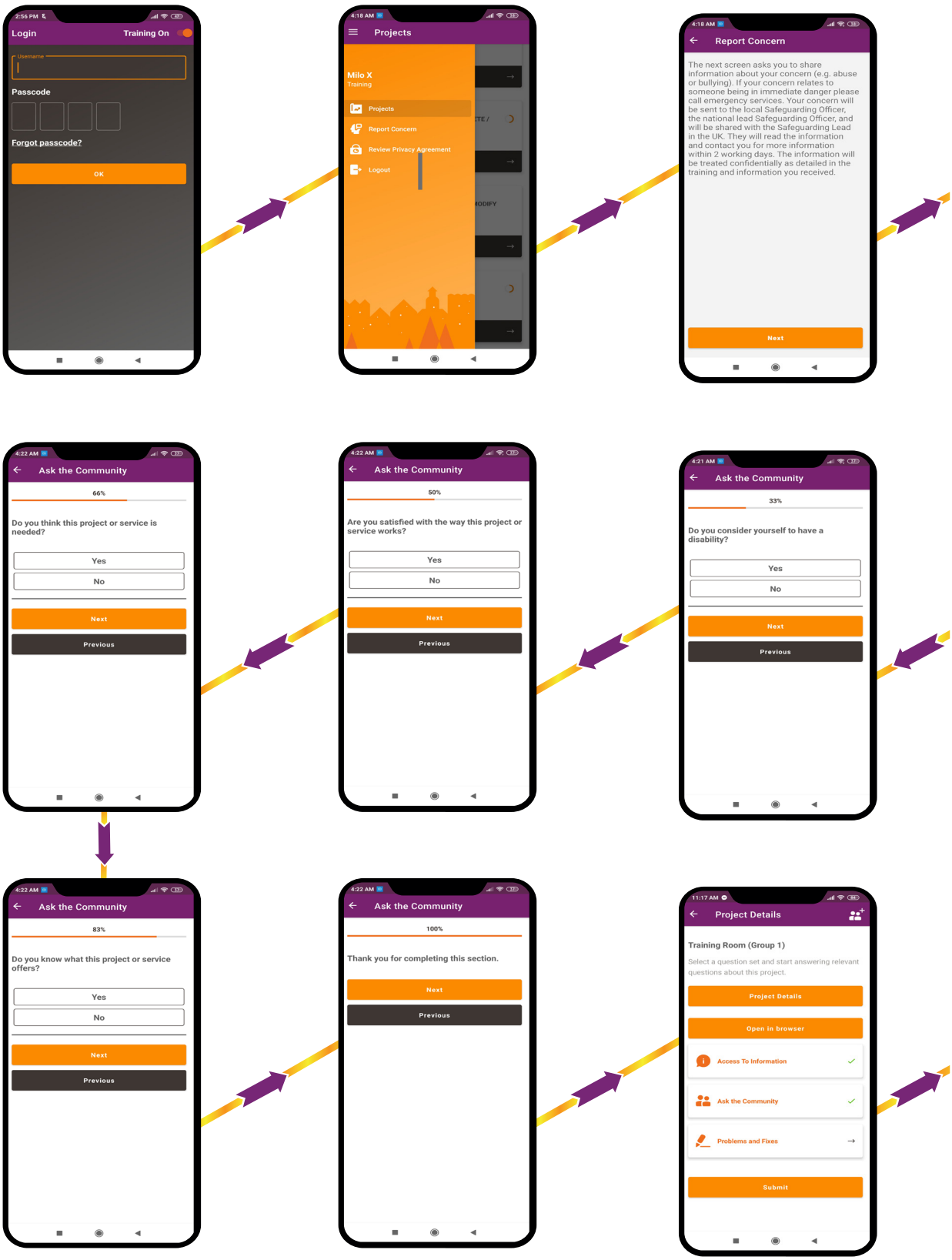
20. Students discipline Marking should be done based on the following:
a. Does the school monitor the discipline of the students?
b. Do students maintain silence in class and ask questions by raising hand?
c. Do students obey teachers/ principal?

21. Status of classrooms/school. Marking should be done based on the following:
a. Does school have proper wall surrounding it?
b. Are the classrooms properly ventilated, bright and well lit?
c. Does the school/classroom provide conducive environment for students to study?

22. Performance of school management/Principal. Marking should be done based on the following:
a. Does the management/Principal prioritize development of school?
b. Are the management/principal transparent in their operation?
c. Is politicization hampering the school operation in any way?

Use of DevelopmentCheck App Flow




Login
Training On
Username
Passcode
Forgot passcode?
OK
Projects
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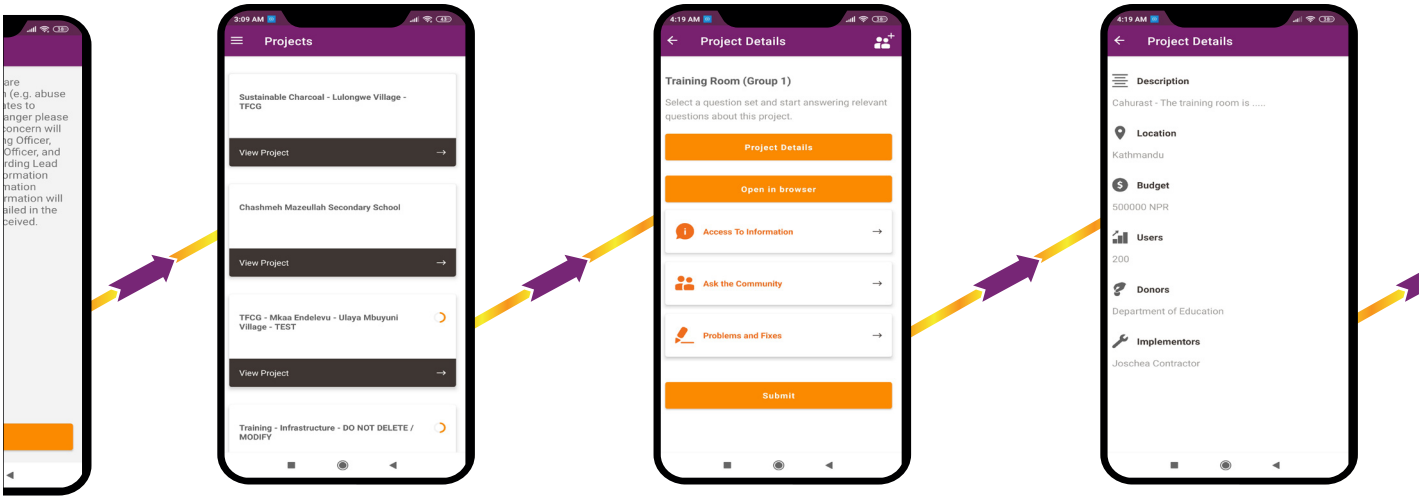
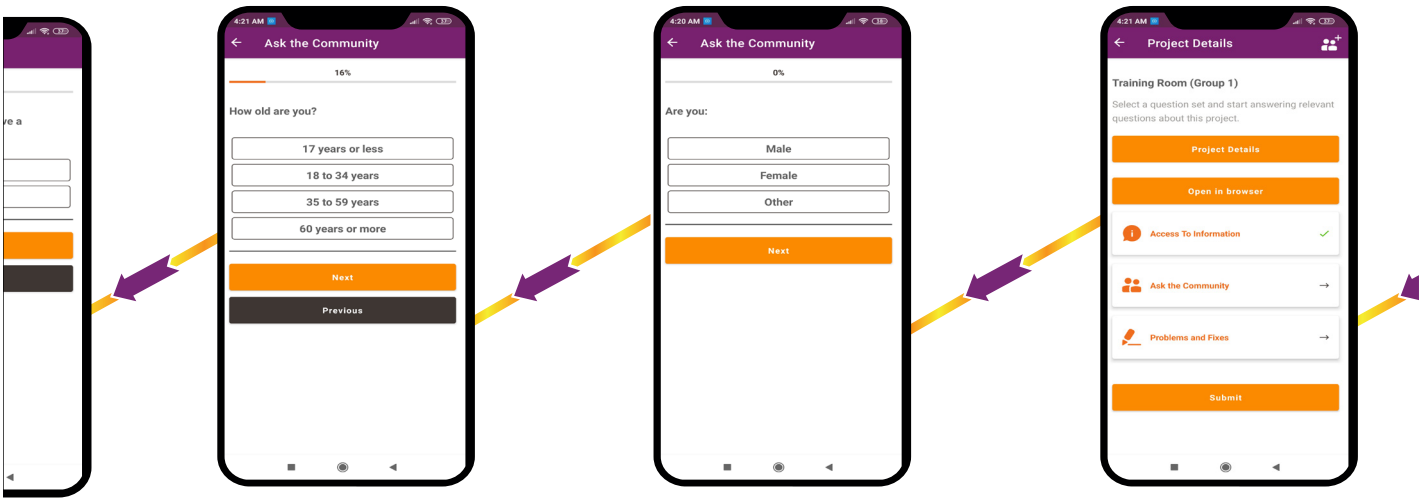
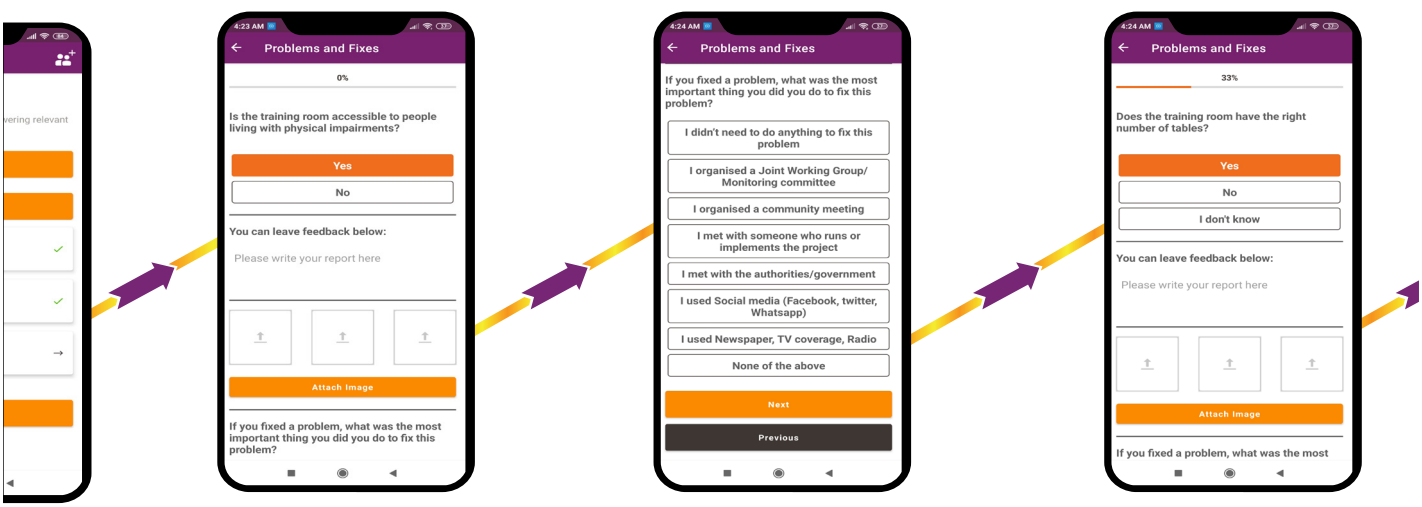
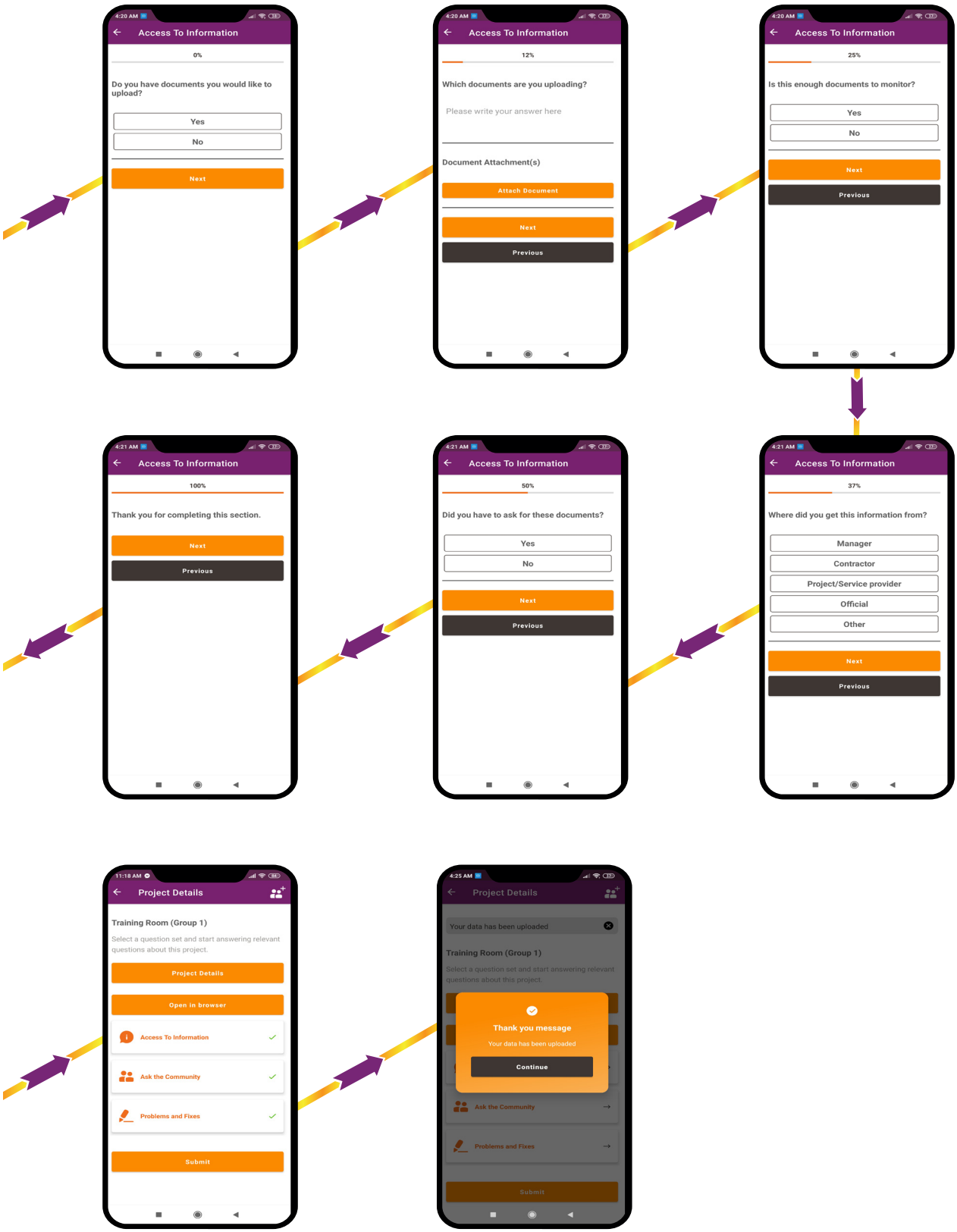
Training
Projects
Report Concern
Review Privacy Agreement
Logout
Report Concern
The next screen asks you to share information about your concern (e.g. abuse or bullying). If your concern relates to someone being in immediate danger please call emergency services. Your concern will be sent to the local Safeguarding Officer, the national lead Safeguarding Officer, and will be shared with the Safeguarding Lead in the UK. They will read the information and contact you for more information within 2 working days. The information will be treated confidentially as detailed in the training and information you received.
Next
Ask the Community
66%
Do you think this project or service is needed?
Yes
No
Next
Previous
Ask the Community
50%
Are you satisfied with the way this project or service works?
Yes
No
Next
Previous
Ask the Community
33%
Do you consider yourself to have a disability?
Yes
No
Next
Previous
Ask the Community
83%
Do you know what this project or service offers?
Yes
No
Next
Previous
Ask the Community
100%
Thank you for completing this section.
Next
Previous
Project Details
Training Room (Group 1)
Select a question set and start answering relevant questions about this project.
Project Details
Open in browser
Access To Information
Ask the Community
Problems and Fixes
Submit

DevelopmentCheck App Flow








Access To Information
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Do you have documents you would like to upload?
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Access To Information
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Which documents are you uploading?
Please write your answer here
Document Attachment(s)
Attach Document
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25%
Is this enough documents to monitor?
Yes
No
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Access To Information
37%
Where did you get this information from?
Manager
Contractor
Project/Service provider
Official
Other
Next
Previous
Access To Information
50%
Did you have to ask for these documents?
Yes
No
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100%
Thank you for completing this section.
Next
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Project Details
Training Room (Group 1)
Select a question set and start answering relevant questions about this project.
Project Details
Open in browser
Access To Information
Ask the Community
Problems and Fixes
Submit
Project Details
Your data has been uploaded
Training Room (Group 1)
Thank you message
Your data has been uploaded
Continue
Ask the Community
Problems and Fixes
Submit

"Integrity clubs incorporates the student led monitoring for promoting the culture of integrity in every activity it does."

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