

2024/25



# IMPACT REPORT

*Project Eliminating Education Poverty: Second Cycle*

Prepared by :  
**Social Lab Nepal**





# About Social Lab

Social Lab Nepal is a non-profit committed to tackling pressing socio-economic challenges through social entrepreneurship and innovation. Our core focus is on education and social entrepreneurship, where we integrate experiential learning, research and development, project design and management, and entrepreneurial training to foster sustainable impact.

Social Lab collaborates with a diverse range of stakeholders, including social entrepreneurs, civil society organizations, academic institutions, corporations, policy researchers, and activists, to develop and implement innovative solutions that drive social reform and create lasting positive change.

## Working Areas



Education



Social Entrepreneurship



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# Abbreviations

FSM: Financial Stimulation Model

RT: Recreational Therapy

ELT: English Language Tutorial

MDM: Mid-Day Meal

ECA: Extra-Curricular Activities

SMC: School Management Committee

PTA: Parent Teacher Association

KPI: Key Performance Indicators

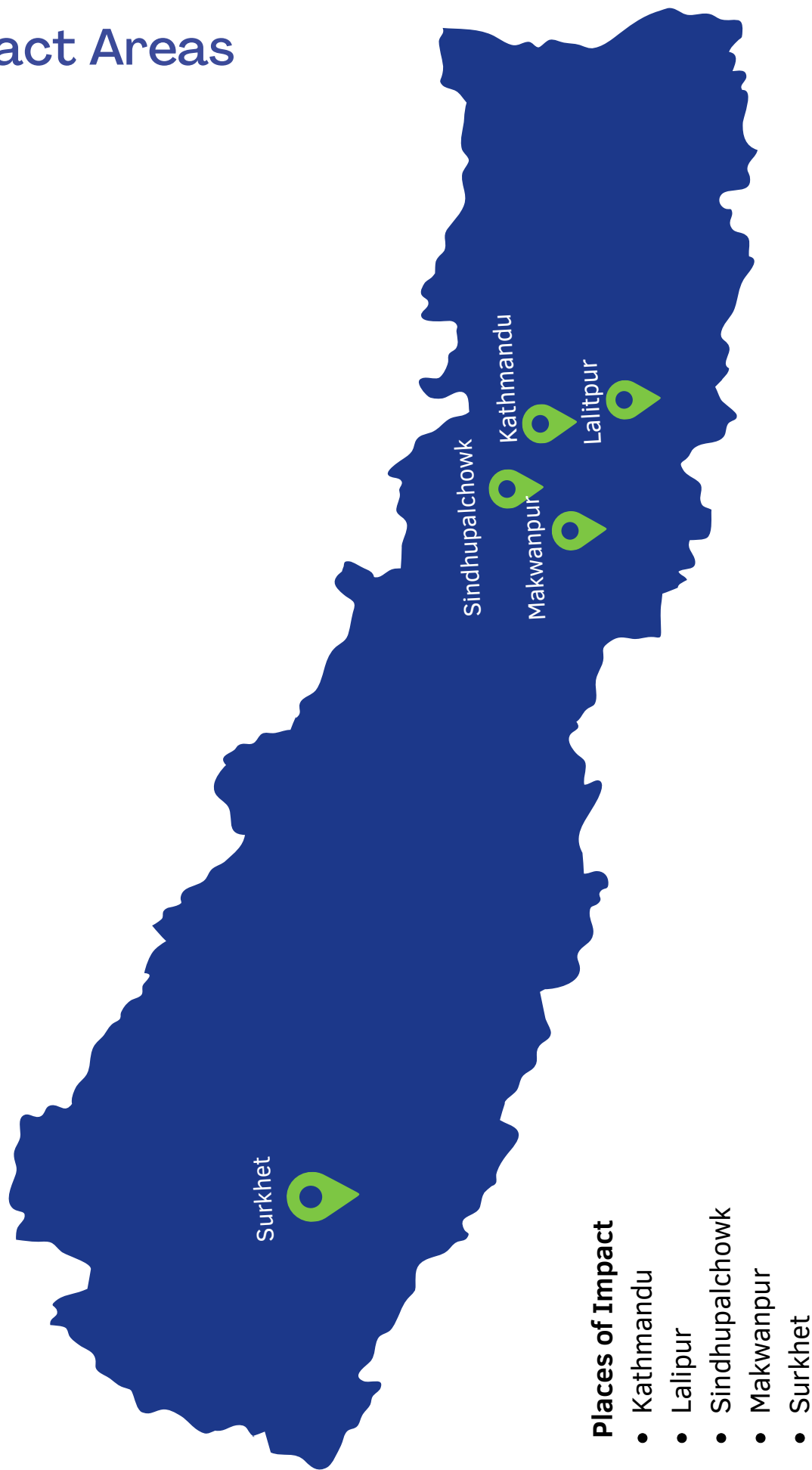
KII: Key Informant Interview

FGD: Focus Group Discussion

SDG: Sustainable Development Goals

UN: United Nations

# Impact Areas



## KPIs in General (2024/25)

**147**

students participated  
in FSM

**68**

students participated  
in ELT and RT  
Sessions

**31983**

Mid-Day Meals  
Served

**18**

FSM Marketplace  
Organized

**42**

Teachers Trained

**295**

Schools Uniform  
Distributed

**72**

ELT Handbooks  
Distributed

**152**

Schools Shoes  
Supported

**410**

Students Received  
Stationary Supplies

**250**

School Bags  
Distributed

**102**

Parents Trained

**16**

Sessions conducted  
for Parents &  
Teachers

## Key Statistics



**25%**

increase in student enrollment at Saraswoti Basic School in the new academic year 2082/83



**98.2%**

of students actively engaged and grasped basic financial literacy concepts through FSM.



**72%**

of students now perceive school as a safe and joyful learning environment



**40%**

of students can sing an English song and feel confident speaking in English.



**0**

reported cases of stomach-related issues since the implementation of the Mid-Day Meal program



**33%**

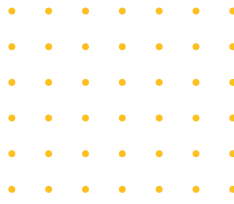
increase in student attendance at Shree Balsudhar Basic School



**100%**

sustainability of FSM & Mid-Day Meal, as both partner schools are continuing the components

# Foreword



I want to express my heartfelt thanks to our incredible partner, MADEC Australia. Their unwavering support has not only impacted individual lives but also laid the groundwork for lasting, transformative education in some of the remote corners of Nepal. What began in early 2023 as the School Support Program (SSP) has grown into a powerful movement to reshape education across the country. The model we've implemented through SSP reflects what true innovation in rural education can look like.

Reflecting on Social Lab's journey over the past two years, it's clear that we wouldn't have come this far without MADEC's partnership. Their support has not only strengthened the educational foundation in our project schools but also empowered us at Social Lab to design and deliver more impactful initiatives moving forward.

I'm also deeply grateful to all our project partners, colleagues, partner schools, and dedicated volunteers. Your hard work, passion, and belief in the mission have made this journey truly transformative.

We believe SSP will continue to serve as a strong reference point for us, for our partners, for the government, and for all stakeholders who believe in the power of education to bring real and lasting change.

Thank you once again, MADEC, for trusting us and walking beside us in this mission to make education more inclusive, innovative, and impactful in Nepal.

We look forward to similar partnerships in the future to drive meaningful change in the communities that we serve.

**Ajit Bhatta**  
Executive Director, Social Lab Nepal

# Research Objectives

Despite being just a few kilometers from Kathmandu, primary schools on the outskirts often face poor infrastructure and lack engaging environments that promote joyful learning and life-long skills. Challenges such as low English proficiency, corporal punishment, limited financial literacy, and inadequate student support remain prevalent in rural public primary schools. Issues like irregular attendance, low academic performance, and behavioral problems are also common. This evaluation seeks to understand the impact of the designed interventions in addressing these challenges.



Evaluate the School Support Program's impact on student health, academics, financial literacy, and social-emotional skills by tracking attendance, health, behavior, engagement, language skills, and confidence, with input from teachers, parents, SMCs, and students to ensure community alignment and holistic growth.



Assess the program's efficiency, community ownership, and sustainability by reviewing resource use, local involvement, and long-term plans. Identify challenges and opportunities to guide scaling and lasting impact through clear insights and recommendations.

# Evaluation Structure

The School Support Program is evaluated based on OECD Evaluation Criteria. This framework helps to understand how well the program meets the needs of schools and communities, uses resources, achieves intended results, and ensures long-term continuation. Feedback from surveys, interviews, and discussions provides clear insights into performance and areas for improvement.

## Relevance

This section examines how well the program's activities align with the needs of schools and communities, addressing key challenges such as nutrition, behavioral aspects, financial literacy, language skills, and student well-being.

## Efficiency

This studies whether resources such as time, funds, and materials are well utilized, considering how schools adapt to challenges like staffing and infrastructure to deliver the program effectively.

## Effectiveness

This component assesses if the program produces positive outcomes such as improved attendance, behavior, academic engagement, health, and skills development, as reported by students, teachers, and school leaders.

## Sustainability

Sustainability segment evaluates whether strong commitments from schools, local governments, communities support and clear road map for continuation of key program components, backed by capacity building and integration into school systems.

# Data Collection Method

To assess the impact of the School Support Program, a mixed-method approach was adopted, integrating both quantitative and qualitative tools to gather comprehensive and inclusive insights from key stakeholders. Greater emphasis was placed on qualitative methods, as elements such as experiences, observations, behavioral changes, and preferences are best understood through in-depth, descriptive exploration rather than purely numerical data.

## Tools



The **Key Informant Interview (KII)** with the school principal and component-based focal teachers was taken to explore leadership and program-specific insights.



A Standardized **Survey** with teachers and parents was used to collect quantitative and qualitative data from teachers on program impact.



Guided **Focus Group Discussions (FGD)** with students, teachers, and parents was organized to capture detailed experiences and perceptions.



Structured **Stakeholders Consultation** with local government, SMC, and PTA to understand governance roles and sustainability prospects.

To ensure the validity and reliability of the findings, a triangulation method was employed. Data from various sources (teachers, students, parents, school leadership, and local government) were cross-verified to identify patterns, confirm impact narratives, and reduce individual response bias.

# Sample Selection

## 01 STUDENTS

Two students from each class (grades 3 to 8) were randomly selected to participate in Focus Group Discussions (FGD).

## 02 PARENTS

Parents actively involved in school activities and who attended at least two training sessions were included in FGDs

## 03 TEACHERS

KII were conducted with component-based focal teachers & the head teacher, while all teachers participated in the survey.

## 04 CONSULTATION

Consultations engaged the ward chairperson, SMC members, PTA members, teachers, and Social Lab representatives.

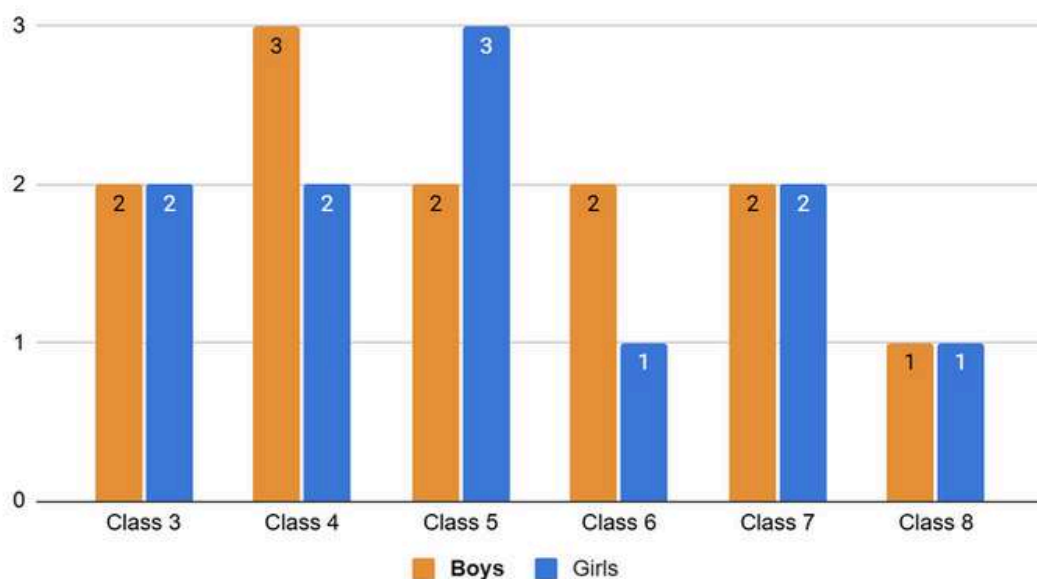


# Survey Participants



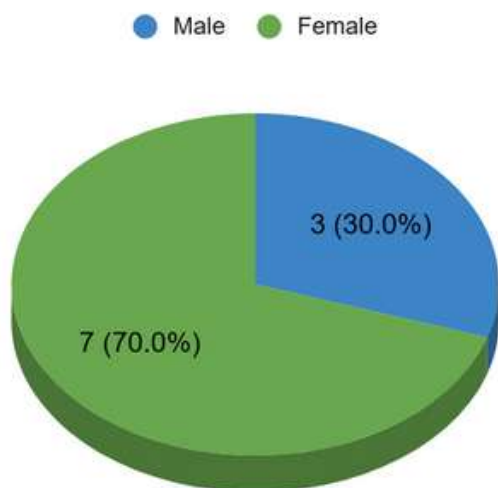
## Shree Saraswoti Basic School

### Number of Students participated in Survey



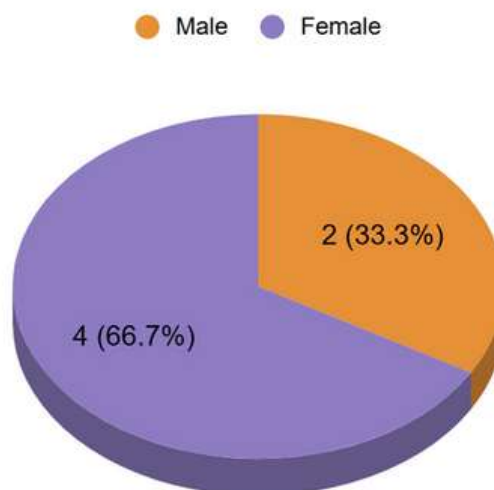
Total number of Students: 23

### Number of Teachers participated in Survey



Total Number of Teachers: 10

### Number of Parents participated in Survey



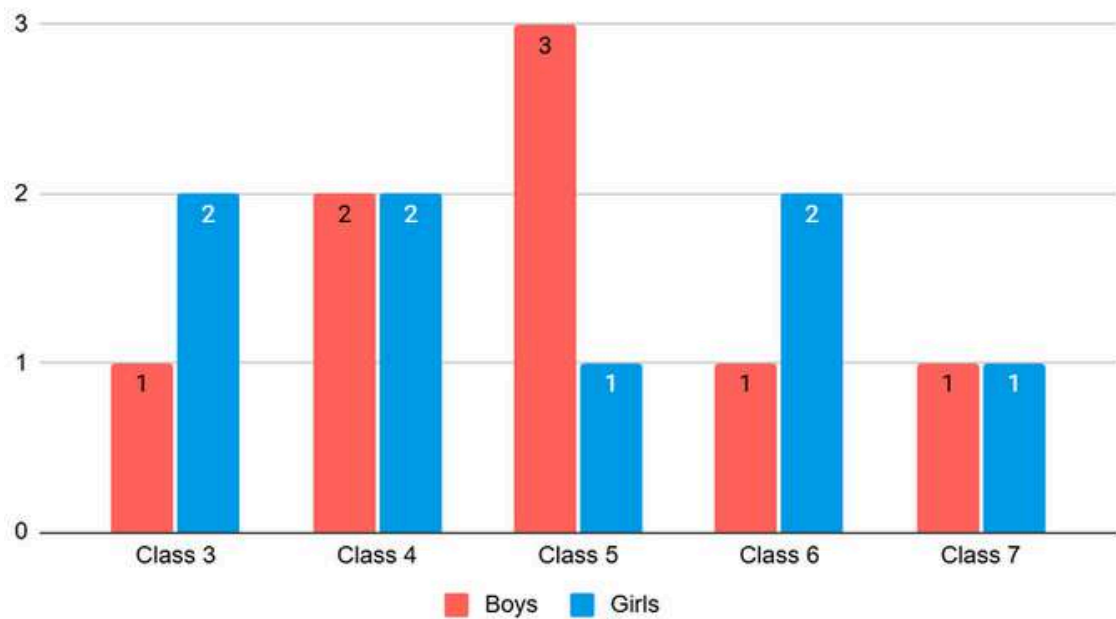
Total Number of Parents: 10

# Survey Participants



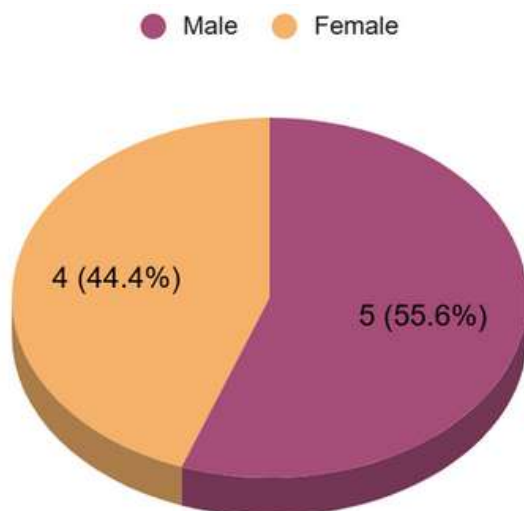
## Shree Balsudhar Basic School

Number of Students participated in Survey



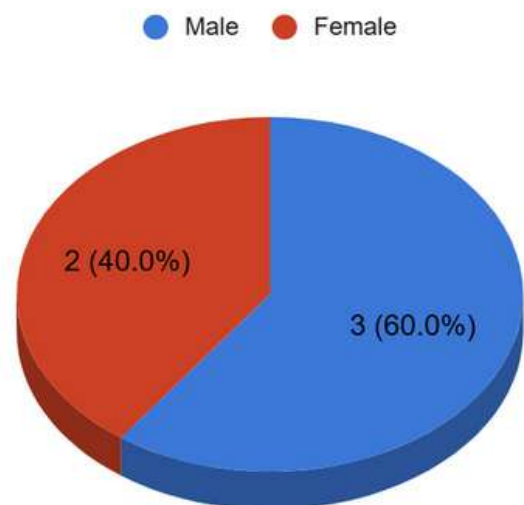
Total number of Students: 16

Number of Teachers participated in Survey



Total Number of Teachers: 9

Number of Parents participated in Survey



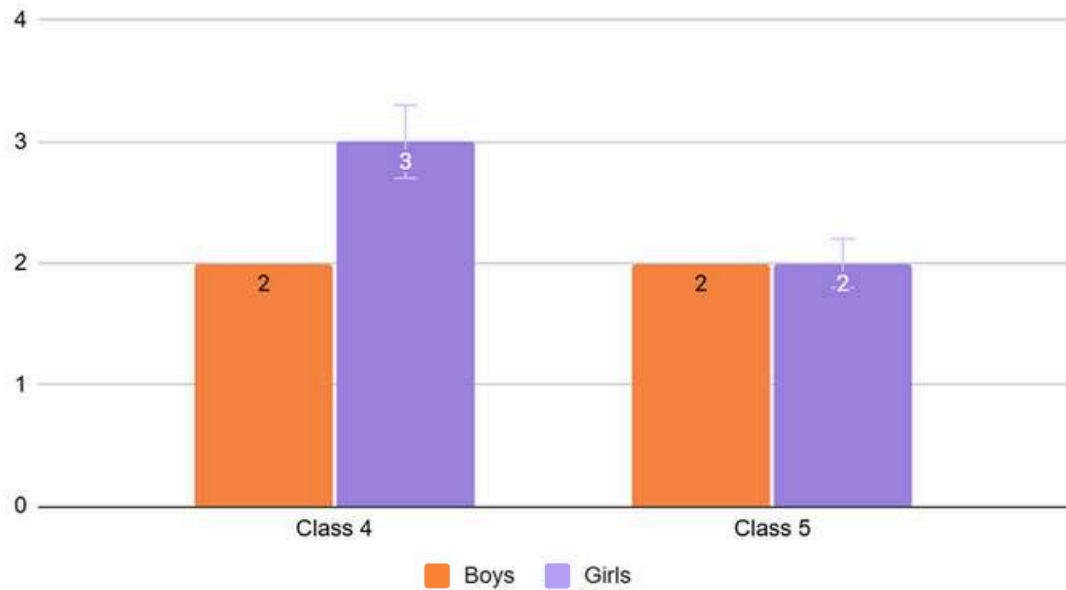
Total Number of Parents: 5

# Survey Participants



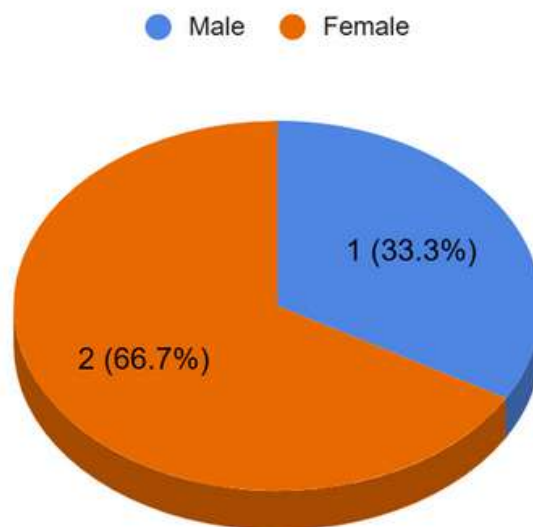
## Shree Kritipur Secondary School

### Number of Students participated in Survey



Total number of Students: 9

### Number of Teachers participated in Survey

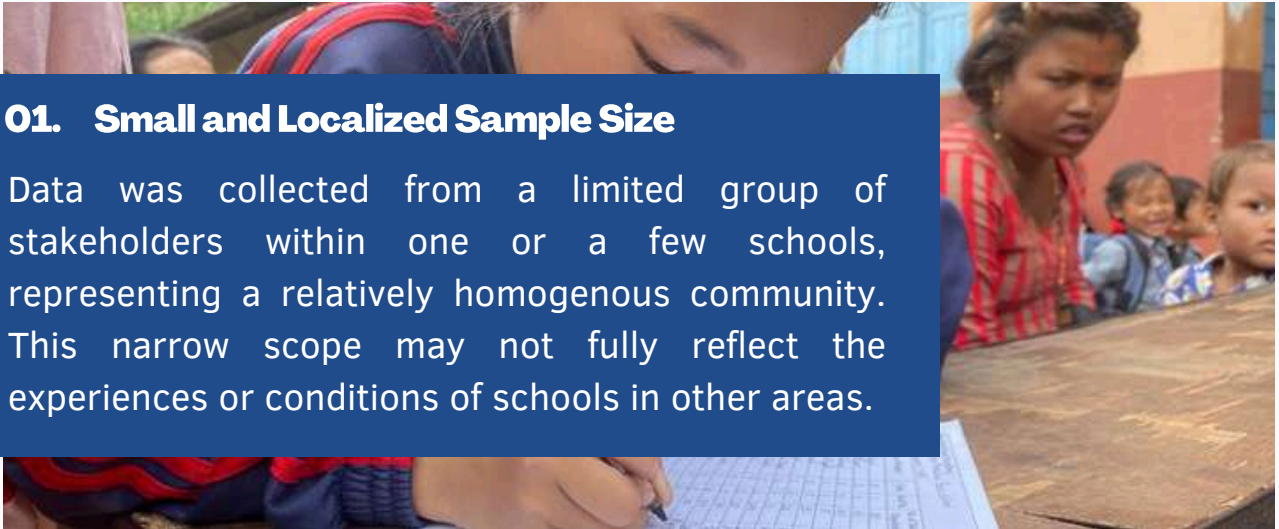


Total Number of Teachers: 3

# Research Limitations

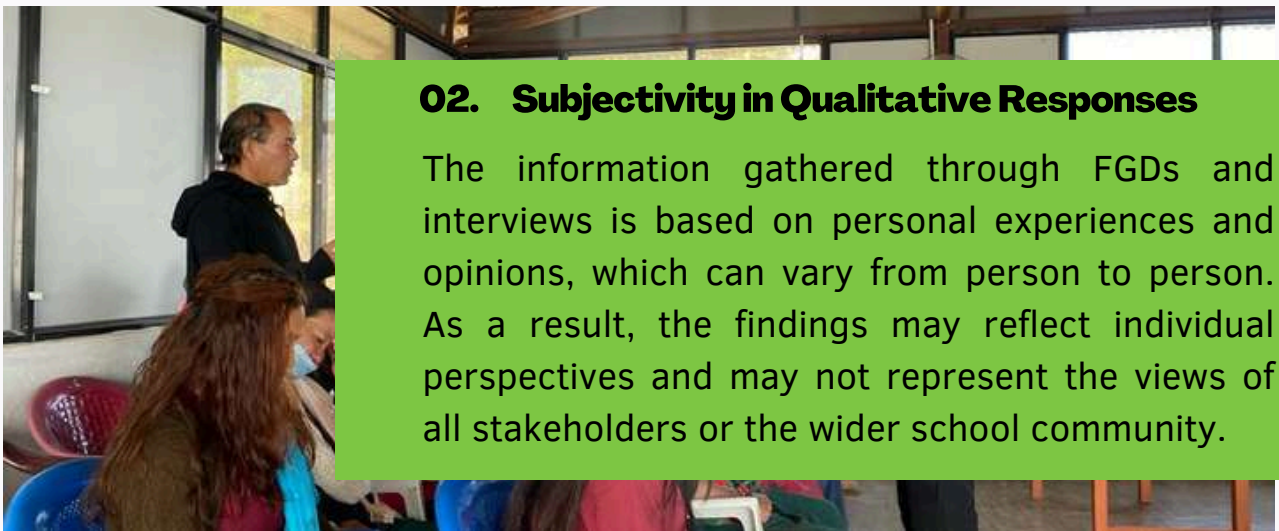
## 01. Small and Localized Sample Size

Data was collected from a limited group of stakeholders within one or a few schools, representing a relatively homogenous community. This narrow scope may not fully reflect the experiences or conditions of schools in other areas.



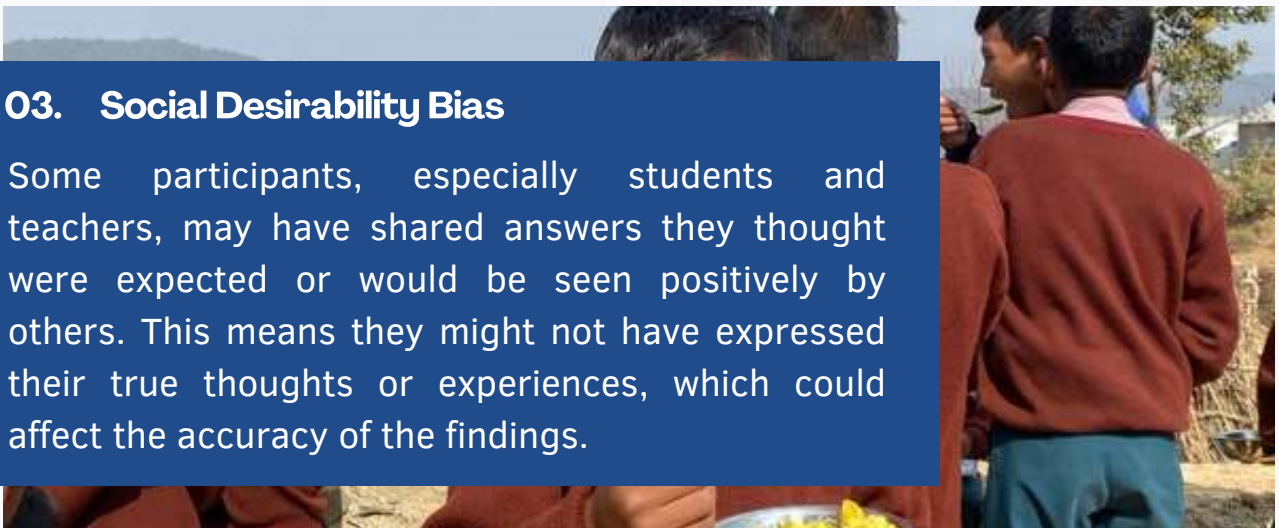
## 02. Subjectivity in Qualitative Responses

The information gathered through FGDs and interviews is based on personal experiences and opinions, which can vary from person to person. As a result, the findings may reflect individual perspectives and may not represent the views of all stakeholders or the wider school community.



## 03. Social Desirability Bias

Some participants, especially students and teachers, may have shared answers they thought were expected or would be seen positively by others. This means they might not have expressed their true thoughts or experiences, which could affect the accuracy of the findings.



# Research Limitations

## 04. Language and Interpretation Challenges

During some FGDs, especially with younger students or parents with limited literacy, there were chances of misunderstanding questions or giving unclear answers. This may have affected the accuracy and clarity of the information collected.



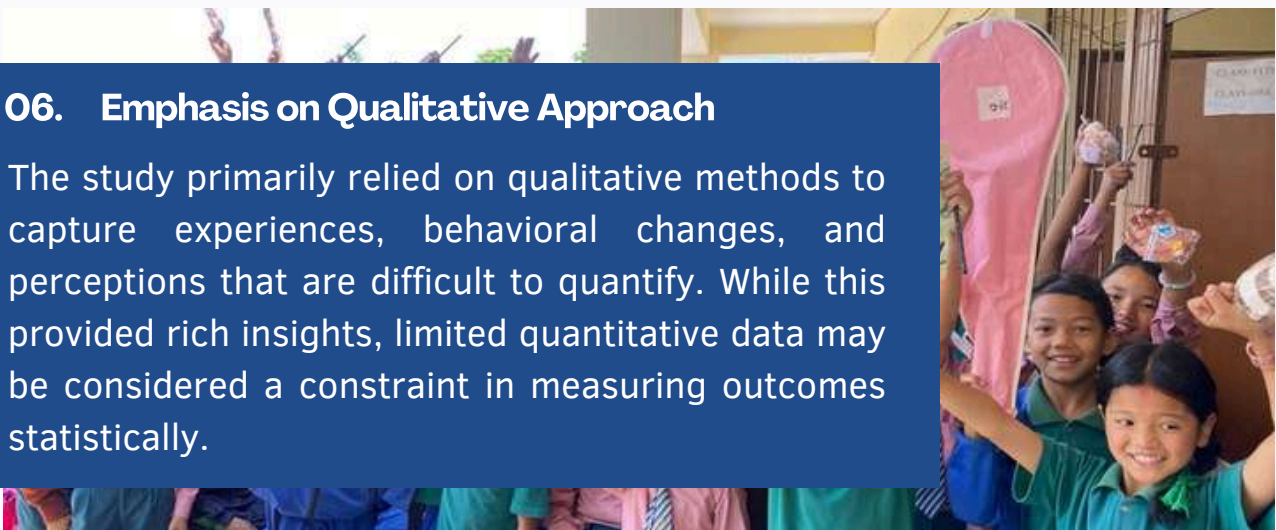
## 05. Facilitator Influence

The presence of Social Lab's staff as facilitators during focus group discussions may have affected how openly participants shared their views. Some may have felt hesitant to express negative feedback or criticisms, which could limit the honesty and depth of responses.



## 06. Emphasis on Qualitative Approach

The study primarily relied on qualitative methods to capture experiences, behavioral changes, and perceptions that are difficult to quantify. While this provided rich insights, limited quantitative data may be considered a constraint in measuring outcomes statistically.





## Background

Nepal's public primary education system faces major challenges, including low student engagement, poor nutrition, limited foundational skills, and behavioral issues, which disproportionately impact children from marginalized and low-income backgrounds. To address these issues, Social Lab Nepal, with support from MADEC Australia, started the School Support Program in early 2023.

This initiative combines four core interventions: the Mid-Day Meal (MDM) program, which improves student health and attendance through nutritious meals; the Financial Stimulation Model (FSM), designed to build financial literacy and personal responsibility via practical, incentive-based learning; the English Language Tutorial (ELT), which enhances English communication skills using interactive, student-centered methods adapted for multi-grade classrooms; and Recreational Therapy (RT), which promotes mental and social development through arts and music.

By aligning with school priorities and community needs, the program fosters joyful, safe, inclusive, and engaging learning environments that support holistic development, positive behavior, and active involvement of communities and local governments. This comprehensive approach directly advances Nepal's progress toward key UN Sustainable Development Goals, including No Poverty, Zero Hunger, and Quality Education.

The survey employed qualitative research methods to gather insights from principals, teachers, and students, focusing on the impact, lessons learned, and challenges of the program components. This Impact Report assesses the relevance, effectiveness, efficiency, and sustainability of these interventions, highlighting achievements, challenges, and opportunities for further improvement to ensure lasting positive outcomes for students and schools.

## Contribution to Sustainable Development Goals (SDGs)

The School Supported program addresses critical gaps in Nepal's public primary education system, ranging from low engagement and poor nutrition to lack of foundational skills and behavioral challenges. Through targeted interventions like English Language Tutorial (ELT), Financial Stimulation Model (FSM), Recreational Therapy (RT), and the Mid-Day Meal Program (MDM), the initiative creates safe, engaging, and equitable learning environments for children from marginalized communities.

### Key linkage with the SDGs



FSM taught children about saving, budgeting, and the value of money. It has also contributed to build early financial habits and equipped children from low-income families with real-life economic skills.



The School Support Program (SSP) provided nutritious meals and sustainable kitchen setups as a part of Mid-Day Meal support, leading to reduced hunger, increased attendance, and enhanced student development.



The program Enhanced English language skills, promoted joyful learning through play, and shifted from punishment to reward-based discipline. Furthermore, it Improved learning outcomes, increased classroom participation, and enriched the overall school experience.

# Key Findings

## Mid-Day Meal Support

### 1.1 Relevance

Indicators	Highly Unsatisfactory	Unsatisfactory	Satisfactory	Highly Satisfactory
Alignment of delivered activities and outputs with the priorities of the targeted school			✓	
Alignment of the work programme with the other programme activities				✓
Complementarities and areas of synergy with other work being conducted				✓
Relevance				✓

**Finding 1:** The MDM program is highly relevant for students from low-income families. It has improved attendance, health, and engagement.

The Mid-Day Meal (MDM) program supports students from low-income families, many of whom come to school hungry. In FY 2082/83, the Government of Nepal increased the MDM budget to NPR 10.19 billion, benefiting about 2.8 million students and raising the daily per-student meal budget from NPR 15 to NPR 18. With Social Lab’s support, Shree Saraswoti Basic School started on-site meal preparation and built a temporary kitchen. Previously, ECD meals were purchased from a nearby restaurant, and no meals were provided for Grades 6 to 8.

*“The Mid-Day Meal program has helped students stay healthy and fit. Compared to last year, we’ve seen fewer cases of minor health issues like diarrhea and headaches. Students look happier and more focused on their studies. It’s especially satisfying to see that students from Classes 6 to 8 are now also receiving nutritious meals. Regular attendance has increased as well.”*

**Anta Naryan Dahal, Meal Coordinator,  
Shree Saraswoti Basic School**



1.2 Effectiveness

Indicators	Highly Unsatisfactory	Unsatisfactory	Satisfactory	Highly Satisfactory
Academic Enhancement			✓	
Enrollment, Attendance and Retention				✓
Increased Attention Span and Motivation				✓
Availability of Food				✓
Adequate amount of food served				✓
Nutritious Food availability			✓	

Decreased health problem and disturbance				✓
Utilization of the food funds/ alternative usage				✓
Quality Assurance				✓
Effectiveness				✓

**Finding 2:** *The Mid-Day Meal program improves attendance, focus, and health, while boosting student motivation and teacher well-being.*

### ✓ **Enhancing Attendance and Engagement**

The MDM program has proven effective in boosting student enrollment, daily attendance, and retention rates. By providing nutritious meals, it directly improves students' focus and attention in class, resulting in better academic engagement.

### ✓ **Improving Health and Well-being**

Access to nutritious meals through the MDM program effectively reduces health-related issues and dependence on unhealthy foods among students. This contributes to their overall physical well-being, which supports consistent school participation and learning.

*Before, only students in ECD to Class 5 got meals, which were from nearby hotels. Older students had to bring lunch or eat snacks like Chatpate and junk food, and sometimes our food from home got cold. Now, the school has a proper kitchen where fresh meals are served up to Class 8. We don't feel hungry anymore, and the food tastes much better!*

*Alish Nagarkoti, Class 7, Shree Saraswoti Basic School*





*Last year, Santabir Nagarkoti, a Grade 8 student, was hospitalized several times with gastric issues caused by poor eating habits. Since receiving regular, balanced mid-day meals at school, he's become healthier, more energetic, and fully involved in his studies. The change has been remarkable."*

*Sanu Maya Loh, Principal, Shree Saraswoti Basic School*

### 1.3 Efficiency

Indicators	Highly Unsatisfactory	Unsatisfactory	Satisfactory	Highly Satisfactory
Resource Utilization				✓
Time Management				✓
Cost Effectiveness				✓
Flexibility and Adaptability				✓
Quality Assurance			✓	
Efficiency				✓

**Finding 3:** *The Mid-Day Meal program faced staffing, storage, time, and dining space challenges, but schools adapted to maintain effectiveness.*



The MDM program faced challenges in staffing, salary management, and limited storage and dining space, causing some food spoilage and discomfort for students. Limited staff involvement in meal management also affected teaching time. Despite this, schools adapted resourcefully and kept costs low. Improving storage, dining facilities, and quality assurance would enhance the program's effectiveness.

*“Social Lab's school meal program has become an aid in a crisis. Our school's infrastructure was damaged by the recent massive landslide at the school. The financial savings from the school meal program have been a massive relief for our school to remove the debris and manage the temporary shelter in the school. We have deeply realized the essence of such indirect support.”*

*Bijeta Khanal, Vice Principal, Shree Balsudhar Basic School*



## 1.4 Sustainability



The Midday Meal program at Shree Balsudhar Basic School shows potential for sustainability due to increased government funding; however, improvements in meal quality are necessary and require stronger coordination between parents and the local government.

At Saraswoti Basic School, while foundational infrastructure has been established this year, continued support from the local government is essential to recruit additional staff for effective program implementation.



*"We thank Social Lab for the foundational work it has carried out. We've seen the positive impact of the Mid-Day Meal program from improved attendance to better student health. Our ward is committed to continuing this important initiative in years to come."*

*Bishnuman Maharjan, Ward chair, Godawari Municipality-06*

## 1.5 Suggestions and Areas of Improvement



Both schools lack proper kitchen, storage, and dining facilities, which stakeholders stress are urgently needed for safe and hygienic mid-day meals.



Parent involvement was previously missing; stakeholders now recommend sourcing local greens and vegetables and actively engaging parents in the process.



Stakeholders stressed diversifying food to meet different dietary needs, recommending the inclusion of protein-rich items like eggs, meat, dairy, and fruits for a balanced meal.



## Financial Stimulation Model (FSM)

### 2.1 Relevance

Indicators	Highly Unsatisfactory	Unsatisfactory	Satisfactory	Highly Satisfactory
Alignment of delivered activities and outputs with the priorities of the targeted school				✓
Alignment of the work programme with the other programme activities				✓
Complementarities and areas of synergy with other work being conducted				✓
Relevance				✓

**Finding 4:** *FSM effectively enhances students' financial literacy and personal responsibility, leading to improved behavior and increased school attendance in economically modest communities.*

#### **Strong Alignment with School and Community Needs**

FSM effectively promotes responsibility, hygiene, and financial literacy through practical activities, fitting well with school priorities and addressing students' economic backgrounds.



*“FSM has taught our students the value of hard work and smart spending. Many come from families with limited means, and now they’re learning to budget, save, and make thoughtful choices; skills that are much needed in our underdeveloped community.”*

**Prabina Pyakurel**, FSM Focal Teacher at Saraswoti Basic School- Shikharpa, Godawari.



 **Notable Impact Seen by Teachers and Community**

FSM effectively promotes responsibility, hygiene, and financial literacy through practical activities, fitting well with school priorities and addressing students’ economic backgrounds.

**2.2 Efficiency**

Indicators	Highly Unsatisfactory	Unsatisfactory	Satisfactory	Highly Satisfactory
Resource Utilization				✓
Time Management			✓	
Cost Effectiveness				✓
Flexibility and Adaptability				✓
Efficiency				✓

**Finding 5:** FSM faced early issues in communication, fairness, and access, impacting student morale, but adapted well and remained effective overall.

The FSM implementation showed satisfactory resource use, time management, and cost-effectiveness despite some challenges. Teachers initially struggled to explain the process, and ranking based on behavior was difficult. Issues like lost name holders, unequal marketplace access, and rank demotions affected student morale. Nevertheless, the program adapted well over time, demonstrating potential for improvement and sustainable integration.



### 2.3 Effectiveness

Indicators	Highly Unsatisfactory	Unsatisfactory	Satisfactory	Highly Satisfactory
Behavior Change				✓
Increased Assignment completion				✓
Uniform and Hygiene maintenance				✓
Increased attention and class participation				✓
Increase Discipline			✓	
Increase Attendance				✓
Increase Motivation				✓

Enquiry about homework				✓
Submission of assignments with enthusiasm				✓
Financial Literacy				✓
Conscious Buying Habits			✓	
Saving habits				✓

**Finding 6:** FSM boosted student motivation, attendance, and behavior, while promoting academic engagement and basic financial habits like saving and mindful spending.

### ✓ **Promotion of Positive Behavior and Attendance**

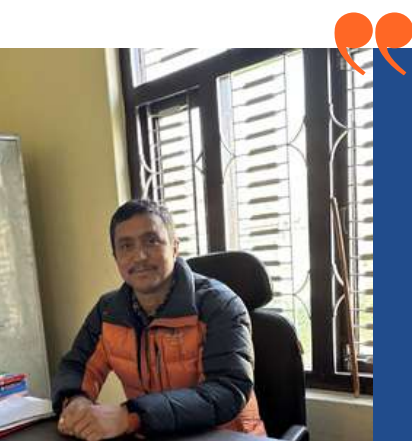
The FSM program drives improvements in discipline, hygiene, class participation, and attendance through its incentive system.

### ✓ **Engagement and Academic Improvement**

Students, including those who struggled before, show greater motivation, involvement, and eagerness to complete homework.

### ✓ **Development of Financial Literacy and Responsible Habits**

Linking behavior with token rewards encourages conscious spending and saving, fostering financial skills and positive daily habits.



*“Since the introduction of FSM, students have become more attentive to their hygiene, homework, and behavior. They've also started grasping basic banking concepts like interest, earning, saving, and spending. They're building essential financial skills and we're seeing a positive impact on their academic performance too.”*

*Raju Bhai Thapa, Principal, Shree Balsudhar Basic School*

## 2.4 Sustainability

### ✓ **Strengthened School Capacity and Accountability**

Social Lab's training strengthened schools' FSM data management, clarified roles, and aided funding strategies. Schools and local governments have committed to FSM accountability.



*“The training and capacity-building across all components of the project proved highly beneficial. The roadmap, with its clear guidance and instructions, will serve as a valuable tool as we move forward this year. This structured approach has enhanced our confidence and capabilities in several areas”.*

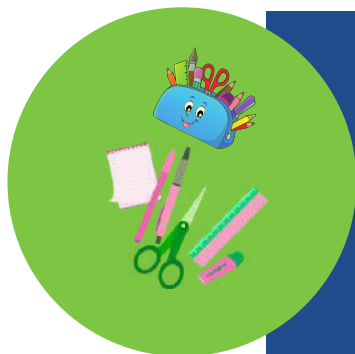
*Sabin Mishra, Teacher, Shree Balsudhar Basic School*



### ✓ **Program Expansion and Secured Funding**

With the FSM program now expanded to classes 1–8 and local governments providing funding, the sustainability of FSM in these schools is well assured.

## 2.5 Suggestions and Areas of Improvement



### ***Program Expansion and Secured Funding***

With the FSM program now expanded to classes 1–8 and local governments providing funding, the sustainability of FSM in these schools is well assured.



### ***Academic Ranking Challenges***

Weaker students struggle with ranks, affecting their motivation. Teachers suggest a better system to track and recognize progress beyond academics.



### ***Manipulation of Behavior Charts***

Students tampered with behavior charts in teachers' absence; teachers suggest digitalizing the system for transparency, requiring infrastructure and training.



## English Language Tutorial (ELT)

### 3.1 Relevance

Indicators	Highly Unsatisfactory	Unsatisfactory	Satisfactory	Highly Satisfactory
Alignment of delivered activities and outputs with the priorities of the targeted school				✓
Alignment of the work programme with the other programme activities				✓
Complementarities and areas of synergy with other work being conducted			✓	
Relevance				✓

**Findings 7:** ELT sessions proved valuable for public schools by supporting students with limited English skills through basic communication, vocabulary building, and interactive activities. ELT addressed the gap in innovative language teaching methods. However, challenges in multi-grade classrooms underscored the need for context-specific materials and differentiated instruction.



## 3.2 Effectiveness

Indicators	Highly Unsatisfactory	Unsatisfactory	Satisfactory	Highly Satisfactory
English Language Performance				✓
Increased Attention				✓
Increased Participation				✓
Academic Improvement				✓
Increased Interest in English Literature			✓	
Effectiveness				✓

**Findings 7:** *ELT sessions nurtured students' confidence in reading, writing, and speaking English without fear. The appreciation-based methodology helped students view English as just another language, like Nepali.*

### ✓ **Language Skills Improvement**

The program led to notable gains in students' speaking and listening abilities, promoting student-centered learning and collaboration across grades. Activities like games, group work, and storytelling effectively enhanced language development in an engaging way.

### ✓ **Confidence and Class Participation**

Teachers observed improved classroom management, especially in multigrade settings, with increased student engagement and motivation. The program helped build students' confidence and fostered a supportive, participative learning environment.



*“Through the ELT sessions, we learned our first English song, ‘We Shall Overcome.’ We practice reading, writing, and playing games together, which makes learning fun. On RT Day, we also take part in different English competitions. These activities have really helped us feel more confident.”*

*Yunisha Magar, Student, Shree Balsudhar Basic School*

### 3.2 Efficiency

Indicators	Highly Unsatisfactory	Unsatisfactory	Satisfactory	Highly Satisfactory
Resource Utilization				✓
Time Management			✓	
Cost Effectiveness				✓
Flexibility and Adaptability				✓
Quality Assurance				✓
Efficiency				✓

**Findings 8:** A clear structure, lesson plan, and handbook made ELT sessions efficient, while allowing flexibility and adaptation to local context.

The sessions were engaging and well-structured, but teachers suggested improvements for greater efficiency. They recommended more hands-on activities, stronger classroom management, and integrating technology to boost engagement, especially in better-resourced settings.

Suggestions also included gamified learning, audio-visual aids, and improved assessments. Teachers stressed the need for closer monitoring and personalized support to help struggling students.

### 3.4 Sustainability

To ensure the sustainability of the ELT program, Social Lab published the ‘Creative Playground’ handbook, and the ELT Fellow conducted a one-day training to build teacher capacity in participatory and joyful English teaching.



The school plans to continue weekly ELT sessions with the focal teacher and has requested the local government to establish a library for wider reading access.

Reading new English books is also linked to earning FSM points, encouraging student motivation and creating a ripple effect.

### 3.5 Suggestions and Areas of Improvement

#### 01 Program Expansion and Secured Funding

Emphasized differentiated instruction, effective classroom management, and hands-on activities to support diverse learners, with closer monitoring, individualized support, and consistent feedback in multi-grade classrooms.

## 02 Enhancing Engagement Through Technology

Recommended greater use of technology, gamified activities, and audio-visual tools to boost engagement, with emphasis on practical language use, pronunciation, all four language skills, collaborative learning, and contextually relevant materials.

## Recreational Therapy (RT)

### 4.1 Relevance

Indicators	Highly Unsatisfactory	Unsatisfactory	Satisfactory	Highly Satisfactory
Alignment of delivered activities and outputs with the priorities of the targeted school				✓
Alignment of the work programme with the other programme activities				✓
Complementarities and areas of synergy with other work being conducted				✓
Relevance				✓

**Findings 9:** Public primary schools had limited opportunities for recreational activities supporting mental and emotional well-being of students, highlighting the relevance of the RT component.

RT sessions are suitable and relevant for government schools when supporting students’ physical, mental, and social development, promoting creativity, confidence, and social skills. Adjustments may be needed if these developmental needs are not fully met.

## 4.2 Effectiveness

Indicators	Highly Unsatisfactory	Unsatisfactory	Satisfactory	Highly Satisfactory
Increase interest in music				✓
Music learning attitude				✓
Vocal skills		✓		
Enhanced Music Knowledge			✓	
Increased openness towards people				✓
Increase in confidence				✓
Enhanced public speaking				✓
Effectiveness				✓

**Findings 10:** Students enjoy school more, with introverts opening up and increased confidence seen in assemblies and class participation, showing RT’s effectiveness.

The RT sessions were described as fun, engaging, and rewarding. The music-based activities effectively help students relax, express themselves, and boost their confidence. Teachers observed notable improvements, especially among introverted students who became more open and communicative. The lively and skilled instructor contributed significantly to making the learning environment enjoyable and beneficial for both students and teachers.



### 4.3 Efficiency

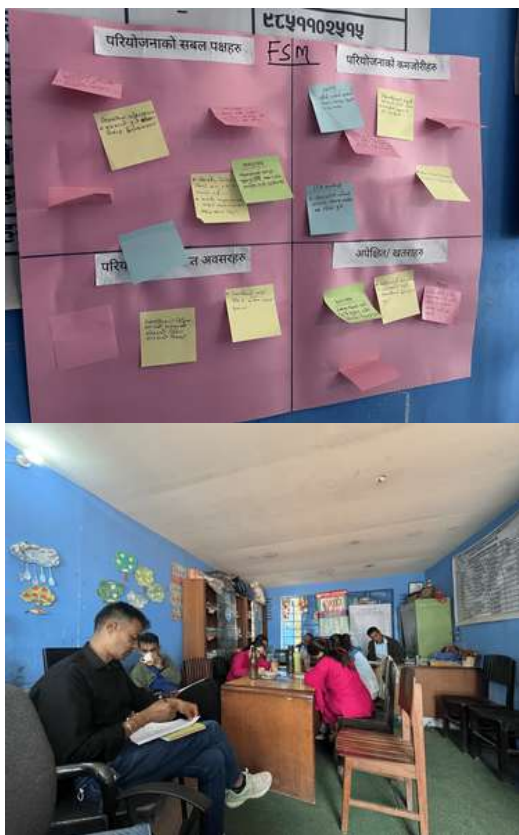
Indicators	Highly Unsatisfactory	Unsatisfactory	Satisfactory	Highly Satisfactory
Resource Utilization			✓	
Time Management			✓	
Cost Effectiveness				✓
Flexibility and Adaptability				✓
Quality Assurance				✓
Efficiency				✓

**Findings 11:** *The need for a separate music and art room was evident, as sound minimally disrupted other classes. RT sessions require a qualified music teacher, and the local government should consider investing in one.*

Some areas for improving efficiency were identified, including better time and classroom management, providing more individual attention to students, need for separate music cum art room, and increasing training opportunities for teachers. Enhancing resources such as materials and musical instruments was also suggested. Regular scheduling of sessions on the same day each week was recommended to provide consistency and routine for students and teachers.

### 4.4 Sustainability

To support long-term sustainability, a one-year roadmap training session for teachers was conducted at schools upon their request. Additionally, the local governments have committed to assigning a dedicated part-time music fellow to ensure continued progress.



## 4.5 Suggestions and Areas of Improvement



### Classroom and Instructional Improvements

Suggestions include improved time and classroom management, more individual student attention, enhanced teacher training, and increased availability of materials for more effective sessions.



### Program Engagement and Sustainability

To strengthen long-term impact, implement age-appropriate activities, involve parents via open classes, ensure consistent scheduling, and use interactive, student-centered content with real-world relevance.

## Training and Capacity Building

### 5.1 Teacher Trainings

A total of 9 targeted training sessions were conducted across both schools, focusing on building long-term capacities in Critical Pedagogy, Digital Literacy, and the sustainability of key interventions such as RT, ELT, and FSM. These sessions equipped teachers with practical tools and pedagogical strategies to ensure continuity and ownership of the programs.



### 5.2 Parent Trainings

Across both schools, 6 community-based training sessions were held for parents, with a strong focus on agribusiness development and women's health education, particularly breast cancer, uterine cancer, reproductive health issues, and addressing cultural taboos. These sessions aimed to empower parents, especially mothers, with knowledge, confidence, and livelihood skills.



### 5.3 Relevance

- Training reflected the needs of teachers and parents.
- Topics were locally relevant and context-specific.
- Consultations with parents and teachers confirmed the demand for these trainings. As such, participants found them highly relevant, and this aspect was not questioned during evaluation discussions.

### 5.4 Efficiency

- All sessions were completed on time using available resources effectively.
- Expert consultants added value to the content delivery.
- Except for the Teachers' Bootcamp, all training was conducted within school premises.
- Godawari Municipality supported the Bootcamp by providing a hall and food, showing strong co-creation and local ownership.

### 5.5 Effectiveness

- Teachers are now able to use basic Excel and prepare digital materials after digital literacy training.
- Pedagogical approaches from the training are being applied in classrooms.
- Agribusiness training saw active participation from both male and female parents.
- Health sessions were female-focused, led by a female trainer, allowing open discussion.
- Overall, both sets of training were rated highly satisfactory by participants.

### 5.6 Sustainability

- Currently, training is organized by the Social Lab, raising concerns about long-term continuity.
- For sustainability, active involvement and ownership from local government will be essential in future years.

## 5.7 Key Areas of Improvement and Suggestions



### Time Management of Parents

Many parents work as laborers and come from modest economic backgrounds, making it challenging for them to attend training. This highlights the need to reconsider our model of not providing stipends, as a small incentive could support participation without undermining commitment or ownership.



### Cultural Considerations

Training sessions held during local festivals or traditional gatherings conflicted with community schedules. Parents suggested avoiding such dates in the future to ensure better attendance and participation.

## Learnings

### 6.1 Mid-Day Meal



**Nutritious meals improve outcomes:** Boosted attendance, focus, health, and engagement, especially for low-income students.

**Infrastructure and staff matter:** Lack of kitchen, storage, and staff impacted efficiency; long-term success needs proper facilities and support.

**Community drives sustainability:** Parent involvement and local government support were key to sustaining and enhancing the program.

**Dietary diversity is essential:** Including protein-rich and varied foods ensures balanced, nutritious meals for all students.

## 6.2 Financial Stimulation Model

**Financial literacy drives responsibility:** FSM effectively teaches saving, budgeting, and conscious spending, fostering personal responsibility among students.



**Behavioral incentives improve discipline:** Linking rewards to positive behavior enhances attendance, hygiene, and classroom participation.

**Motivation supports academic engagement:** Incentive-based learning increases students' enthusiasm for assignments and overall school involvement.

**Sustainability depends on system improvements:** To maintain behavior and financial learning gains, better ranking methods, marketplace variety, and transparent tracking are essential.

## 6.3 Recreational Therapy



**Recreational activities build confidence:** Art, music, and dance sessions enhance student expression, confidence, and social skills.

**Developmentally relevant yet flexible:** Sessions addressed students' developmental needs but may need tailoring based on their age and grade.

**Efficiency improved by support:** Better time management, teacher training, and resources can increase effectiveness.

**Sustainability through consistency:** Regular scheduling, parent engagement, and local government backing ensure long-term impact.

## 6.4 English Language Tutorial (ELT)

**Relevant and engaging in semi-remote public schools:** ELT sessions improved basic communication and vocabulary, supporting students in multi-grade classrooms.



**Boosted language skills and confidence:** Activities like games and storytelling enhanced speaking, listening, participation, and motivation.

**Efficiency needs improvement:** Greater hands-on learning, better classroom management, and tech integration can increase effectiveness.

**Sustainability through capacity building:** Teacher training, resources like the handbook, and linking reading to FSM points promote continued learning and motivation.



## Conclusion

The School Supported Program effectively addresses key challenges in Nepal's public primary education by improving nutrition, financial literacy, language skills, and holistic student development. It creates joyful, more engaging, and equitable learning environments for everyone.

The Mid-Day Meal program has significantly boosted attendance, focus, health, and motivation among low-income students. Despite infrastructure and staffing challenges, adaptability, increased parent involvement, and local government support enhance its sustainability. Emphasizing dietary diversity remains vital.



The Financial Stimulation Model (FSM) has improved students' financial literacy, responsibility, discipline, and academic motivation through practical, incentive-based learning. Its expansion across all grades, supported by the school's own capacity and local funding, ensures sustainability.

English Language Tutorial (ELT) sessions have strengthened communication, confidence, and participation through interactive methods. Greater hands-on learning, better classroom management, and technology integration are needed to maximize impact. Teacher training, provision of the handbook and incentives support sustainability.

Recreational Therapy (RT) has enhanced students' mental, and social skills, especially benefiting introverted students. Improving scheduling, resources, and teacher support will increase effectiveness. Long-term success depends on consistent delivery and community and government involvement.

Overall, the program's success stems from its alignment with school and community priorities, efficient resource use, and adaptability. Continued focus on infrastructure, capacity building, community engagement, and innovative incentives is key to sustaining and expanding these outcomes.

This initiative advances several SDGs, including No Poverty, Zero Hunger, and Quality Education, establishing a strong foundation for inclusive and sustainable education in Nepal's public schools.





# SCHOOL SUPPORT PROGRAM

**IMPACT REPORT: 2024/25**



Pulchowk-03, Lalitpur, Nepal



+977 9860027958



[www.sociallab.com.np](http://www.sociallab.com.np)



[sociallab.np@gmail.com](mailto:sociallab.np@gmail.com)



**Authored by:** Namgyal Ghale & Nirash Dulal

**Designed by:** Nirash Dulal & Namgyal Ghale

**Contact:** [namgyal@sociallab.com.np](mailto:namgyal@sociallab.com.np) | [nirash@sociallab.com.np](mailto:nirash@sociallab.com.np)