

Susasan School: A Capacity Building Approach Nepal, 2021



Geographical Focus

Nepal - 2 Provinces, 6 districts, and 12 Local Governments(LG)



Key Stakeholders

Local government(LG) representatives and personnel, Gender Equality and Social Inclusion(GESI) focal person, Civil Society Organisations (CSOs) and partner organisations



Target Population

Women and Marginalised Groups(WMGs), Local Governments(LGs) personnel and elected officials

CONTEXT

Susasan School is the capacity building approach of the Susasan project to enhance skills, knowledge and capacities on thematic areas. It is done through collaborative action amongst the project teams, local governments, citizens and other key stakeholders. This approach enables CECI to reach the grassroots level through district project implementing partners who have direct links with beneficiaries. With this approach, training and capacity building activities were delivered to reach the broader population with special emphasis on women and marginalised groups both effectively and efficiently.



- ✓ A platform for local governments, local NGOs, civil societies, different user groups, local leaders, and others to discuss the role and responsibilities of all the stakeholders who have a role in ensuring government responsiveness toward citizens.
- ✓ Thematic experts in CECI collaborated with the district partners and the LGs to identify core thematic areas like gender equality, social inclusion, budget transparency, right to information, technology, environment, digital literacy, etc.

THE PROCESS

During the project span of four years, altogether three rounds of Susasan school were conducted.



Identification of the training needs



Development of training contents



Development of training materials



Training of Trainers (ToTs) to the local implementation partners



Training to the CSOs via the local implementation partners



Training the targeted beneficiaries via CSO representatives

SUCCESS

Prior to the project interventions, the community people, especially women, used to be fully engaged in their household chores and they rarely participated in the community development initiatives. They were neither aware of their rights nor the initiatives undertaken by their local governments.

At present the WMGs are becoming more aware of the programmes carried out by their local governments. Moreover, they are fully aware of their rights to ask questions related to social and infrastructural development to their local representatives either online or directly in the public forums.

REPLICABILITY AND UPSCALING

The Susasan school was highly recommended for replication in other local governments. The local governments should carry-out the monitoring of the training provided by the concerned institution or organisation. Depending on the training topics (like gender-based violence, child protection, child rights, etc.), an expert trainer should be engaged for providing training to the community and they will further disseminate the training to the grassroots level.

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SOCIAL ACCOUNTABILITY TOOLS CAN PLAY A VITAL ROLE

At the time of the Susasan project, Prabha Dhamkot Technical and Vocational School located in Sanfebagar Municipality was facing multiple problems in running the school smoothly. It was because of these issues parents, teachers, students and school management committee members were inspired to adopt the Community Score Card (CSC) process to improve the everyday functioning of education in the school. A scorecard is a participatory tool for assessment, planning, monitoring, and evaluation that brings together the rights-holder (service user) and the duty-bearer (service provider) to analyze issues underlying service delivery problems and find a common and shared solution.



Absenteeism and disrespect for deadlines were identified as some underlying issues, as well as the lack of adequate facilities like lab and sports equipment and musical instruments. A newly formed committee drafted a joint action plan to solve the most pressing issues. Students, parents, teachers, and management committee members were part of the action plan preparations, giving the action plan a 360 degree perspective on improving education in the school.

The scorecard process raised awareness amongst students of school resources and the gaps. The school installed Complaint boxes where the students can drop in complaints as well as suggestions that are then addressed by a complaint hearing committee of the school. The new and enabling environment for both students and teachers has increased the quality of education delivery, student' enrollment, academic performance, and increased extracurricular activities in the school.



Principal Mr. Jograj Kunwar, said “Because of the positive impact of the Community Score Card, we have been experiencing a lot of changes in the school, students are happy, teachers are teaching well; all of which has helped in improving the quality education system in our school. We did not have those ideas on how managing the school system so effectively could be possible with our very own resources, and all the credit goes to the Susasan tool-CSC, and the whole project”.

Sumit B.K., student of class 10 said, “After CSC and the formation of joint Monitoring Committee, we have been observing many improvements in the school that include sports, lab and other infrastructural facilities. If we are unsatisfied with the school services and feel gaps, we drop the grievances in the boxes without any hesitation, which is relatively being addressed by the school management. Therefore, we are receiving quality education with hostel facilities for class 10 students, who are preparing for the Secondary Education Examination (SEE). Therefore, now I am planning to come to stay at the school hostel to prepare for SEE because it takes hours to reach school from my distant located home; also, there is a lot of disturbances at home”.