



GILRS AND INCLUSIVE EDUCATION NETWORK (GIEN)

Reflections and Recommendations from Marginalised No More

Complementarity with Kishori Chhalphal Kendra (KCK)

As a key component of our sustainability strategy for Marginalised No More (LNGB/GEC), Kishori Chhalphal Kendra (KCK) are groups convened at community level by Street Child. In coordination with Community Management Committees and Palikas, these groups are formed in every settlement that the project works in. KCKs leverage learning acquired by programme participants (most marginalised girls aged 10 to 18) through our 4-month Accelerated Learning Programme and Life Skills Protection Circles. They are designed to ensure active membership of girls across 5 districts (Mahottari, Dhanusha, Siraha, Saptari and Sunsari) to:

- (i) support out of school girls' transition into government schools and enterprise establishment;
- (ii) strengthen community protection and referral mechanisms; and
- (iii) advocate for increased accountability, mainly towards girls' education and livelihoods, from local government and relevant policy makers.

These groups are strategically integrated with the Girls and Inclusive education Networks (GIEN) – a KCK member is one of the student representatives within a GIEN, which operates at Palika level to function as accountability apparatuses for (i) implementation of Complaint Response Mechanisms (CRM) in-school and gender-responsive learning environments; (ii) addressing and eliminating causes of gender-related discrimination and disparities to sustain girls' participation in education; and (iii) enabling girls to lobby for and influence policies related to issues that most affect them – education, gender-based violence and climate change in particular. **Street Child, in collaboration with partner Janaki Womens Awareness Society (JWAS), has formed 410 KCK and 44 GIEN.**

GIEN – Reflections and Recommendations

Kishori Chhalphal Kendra



410 formed across 5 districts

Girls and Inclusive education Network



44 formed across 5 districts

In line with our Monitoring, Evaluation and Learning framework (MELF) and lessons-sharing framework, patterns from field monitoring and findings from Foundation for Development Management's (FDM) preliminary analysis continue to inform our adaptations for both KCK and GIEN. Accountability remains key – we offer multiple entry points for staff, network members and other project participants, at all levels, to regularly share their feedback; results from evaluations will also be disseminated with all relevant stakeholders, including respective local governments, to close the information loop. Learning and evidence from our work on KCK and GIEN in 2021/22 underpin current approach and have informed reflections below. *(Cost is calculated per GIEN/Palika per year)*

1. How to effectively establish GIEN?

Clear, comprehensive orientation to all actors directly and indirectly involved on GIEN scope, objectives and limitations is essential for initial buy in and longer-term investment. This includes information on roles and responsibilities of each stakeholder within the immediate GIEN membership structure, as well as peripheral contributors. In our experience, direct consultation with Palikas prior to formal communication, and meetings at local level with head of education, Mayor and Deputy Mayor were most effective in securing endorsement.

During meetings and consultations prior to forming GIEN, we found that prospective members and local authorities responded most positively to GIEN's contribution towards (i) effective implementation for Complaint Response Mechanisms (CRM) in schools; (ii) prioritising safety of girls by raising awareness of measures to address gender-based violence; (iii) forming a school-based Sisters Education Network (SEN), led by gender focal teacher; and (iv) potential for technical capacity support as a result of involvement in the GIEN.

Challenges were experienced in some Palikas due to a lack of demonstrable link between the GIEN and directives from Centre for Education and Human Resource Development (CEHRD). For e.g. one of our working Palikas in Saptari district has held off participated in the GIEN, citing absence of instructional documents from CEHRD. Relevant strategies and priorities outlined in the School Education Sector Plan 2021, in particular to *Extend the gender networks formed at province level to local level and mobilise them for implementing awareness*, must therefore be leveraged. A session on alignment with CEHRD policies will give the GIEN a strong foundation.

Main Activities	Covered by	No. of units	Unit cost (NRs)	Cost (NRs)
1.1 Orientation to GIEN members	Project	1	30,000	30,000
1.2 Session on GIEN-CEHRD alignment	CEHRD	1	15,000	15,000
1.3 Development of committee guidelines	Project	1	0	0
TOTAL:				45,500

GIEN – Reflections and Recommendations

2. How to ensure equity within GIEN?

The current GIEN committees demonstrate a diverse yet inclusive membership structure which has representation from stakeholders at community, school and system level. Equity and inclusion within the GIEN must be reflected in its management and operationalisation, along with these appointments, and can be achieved through promoting and prioritising leadership and voice of (i) girls and women; (ii) children with disabilities; and (iii) community representatives. This is essential in responding to strategies that enable child-friendly, disability-friendly and gender-friendly learning environments in school (as outlined by the School Education Sector Plan 2021).

One of the current notable gaps in ensuring equity is the absence of out of school girls within the purview of GIEN. During COVID-19, limited access to alternative learning and consequent learning loss is leading to dropout from schools amongst most marginalised girls - 2.2M additional children will not be able to complete their education without specific support [[Nepal Education Cluster 2020](#)]. Therefore, where possible, the GIEN's scope should be extended to promote (i) reintegration and retention of out of school girls; (ii) awareness of extreme exposure to risks that cause girls to permanently disengage from education.

Main Activities	Covered by	No. of units	Unit cost (NRs)	Cost (NRs)
2.1 Orientation on equity approach/ GESI	Project	1	30,000	30,000
2.2 Development of tools and resources	Project	1	0	0
2.3 Integration of out of school girls	GIEN	1	0	0
TOTAL:				30,000

3. How to efficiently operationalise GIEN?

Monthly meetings for core members, initiated by Head of Education from each Palika, are critical in the first three months following establishment of a GIEN. These meetings and structured discussions in between help improve understanding of the objectives and streamline coordination amongst members. Marginalised No More is closely supporting the 44 GIENs during this important phase. Training has also been conducted to capacitate GIEN members on climate change and local strategies to manage and minimise its impact. Evidence-based advocacy, policy-making and promoting effective learning approaches are identified as key areas for additional capacity support to strengthen the GIENs.

Further, a robust standard operating procedure (SOP) must clearly outline internal monitoring systems that help track progress against objectives (bi-annually). Based on our own monitoring and observations of the operational GIEN's between September 2021 and January 2022, there are three main steps that will ensure more efficient operations and creation of stronger evidence-base for the GIEN to demand accountability: (i) agreed number of targeted school and community visits by Palika representatives with GIEN members; (ii) regular analysis of efficacy of Complaint Response Mechanisms (CRM) and related actions; (iii) regular consultations with existing girls' groups such as KCKs; (iv) systematising the sharing of GIEN progress to provincial and federal units to encourage investment; and (v) alternative measures to generate information for continued action, including remote mechanisms, preparing for successive surges of COVID-19.

Main Activities	Covered by	No. of units	Unit cost (NRs)	Cost (NRs)
3.1 Monthly GIEN meetings	CEHRD/Palika	12	15,000	180,000
3.2 Capacity support (targeted training)	Project	2	60,000	120,000
3.3 Development of Monitoring SOP	Project	1	0	0
3.4 Monitoring visits	Palika	4	15,000	60,000
3.5 Monitoring visits	CEHRD	1	30,000	30,000
3.5 Material support (stationaries, etc.)	Project	1	10,000	10,000
3.6 Capacity support (training and mentoring)	CEHRD	2	60,000	120,000
TOTAL:				520,000

GIEN – Reflections and Recommendations

4. How to economically sustain GIEN?

Both GIEN and KCK are designed with scale and economy as central considerations. Integration of the wider KCK networks into GIEN provides surge support, especially at community and school levels; offering more opportunities for accurate understanding of needs of most marginalised girls. There are four main areas where GIEN, together with KCKs (and other girls' groups), can mobilise at a minimum to respond to emerging needs of girls and keep the networks active beyond project timeline:

(i) peer to peer support within communities through homework clubs – these also include access to alternative learning/distance teaching and learning resources in the event of school closures due to COVID-19 or other emergencies. Street Child has formed 140+ functional homework clubs that are currently led by the KCKs;

(ii) community protection circles (where feasible) formed and led by KCKs in their communities to promote safer pathways to schools for girls and safety in schools through GIEN, amongst other anti-GBV priorities;

(iii) as KCK members also include out of school girls that run their own micro-enterprises and having them represented within the GIEN could encourage engagement from additional girls and community members to volunteer their time in the network;

(iv) investment in Sisters Education Network (SEN) within schools, to carry out similar functions as KCK in-school – with close links established between the two groups; and

(v) a GIEN facilitator at Palika level is recommended to provide ongoing support and mentoring to systematise and capacitate the committee for the first 6 months. This includes coordination with Palika by facilitating regular consultations covering priority areas and sharing progress; as well as maintaining linkages with KCKs and other existing, relevant girls' groups. This will strongly position the networks to operate more independently in the medium and long term.

Main Activities	Covered by	No. of units	Unit cost	Cost (NRs)
4.1 Homework club formation	Project	1	0	0
4.2 Homework club operation	KCK	1	0	0
4.3 Capacity support to homework club (as needed)	Palika	2	10,000	20,000
4.4 Community protection circle formation	Project	1	0	0
4.5 Community protection circles operation	Project/KCK	1	0	0
4.6 Capacity support to protection circles (as needed)	Project	2	10,000	20,000
4.7 SEN formation	Schools/Palika	1	0	0
4.8 SEN operation	Schools/Palika	1	25,000	25,000
4.9 Capacity support to SEN (as needed)	Schools/Palika	2	10,000	20,000
4.10 GIEN facilitator (cost per Palika)	CEHRD/Palika	6	12,000	72,000
TOTAL				157,000

ANNUAL GIEN BUDGET WITH PROJECT FUNDING	ANNUAL GIEN BUDGET WITHOUT PROJECT FUNDING
NRs 752,500	NRs 542,000

The budget model proposed is based on our best practices and identified areas for improvement between September 2021 to January 2022. Street Child, in collaboration with partner JWAS, will have formed a total of 50 GIEN and 410 KCK by February 2022, across Sunsari in Province 1 and Mahottari, Dhanusha, Siraha and Saptari in Province 2. The costings and overall budget model will be reviewed again in March 2022.