



[Rural Education and Environment Development Center  
[REED-Nepal]

# Annual Progress Report

July 2021 to June 2022



**REED Nepal**

# I. GENERAL INFORMATION

<b>Projects</b>	<ol style="list-style-type: none"> <li>1. Teachers Training Quality Inclusive Education Program (TTQIEP)</li> <li>2. Teachers Training Quality Education Program (TTQEP)</li> <li>3. Strong Girls -Improving the Educational Achievements of Dalit and other Marginalised Girls in Nepal</li> <li>4. Promoting Stability in Education (PSE): Continuity of Learning and Strengthening Resiliency in Nepal</li> <li>5. Everest Youth Climate Change Initiatives (EYCI)</li> <li>6. <b>Strategic Projects</b> <ol style="list-style-type: none"> <li>6.1 Teacher Training Quality Education Program, Kavre</li> <li>6.2 Teacher Training Quality Education Program, Dhadhing</li> <li>6.3 Teacher Training Quality Education Program, Upper-Dolpa</li> <li>6.4 Teacher Training Quality Education Program: Okhaldhunga/FHSP</li> </ol> </li> <li>7. Disaster Resilience of Schools Project (DRSP)</li> <li>8. Dignity for Women-ending Chaupadi- Garima</li> </ol>
<b>Geographical Coverage</b>	Solukhumbu, Taplejung, Khotang, Okkhaldunga, Kavre, Dhadhing, Dolpa, Palpa, Rupandehi, Kapilvastu, Bajhnag, Bajura, Sidhupalchowk, Gorkha, Nuwakot, Rasuwa, Kathmandu, Lalitpur, Bhaktapur, Sindhuli, Dolakha, Makawanpur, Ramechhap- 23 Districts
<b>Development/Funding Partner</b>	<ul style="list-style-type: none"> <li>• Department of Foreign Affairs and Trade (DFAT)</li> <li>• Australian Himalayan Foundation (AHF)</li> <li>• Himalayan Trust UK (HTUK)</li> <li>• Karuna Trust Germany</li> <li>• Karuna Trust UK</li> <li>• Karuna Deutschland and BMZ German</li> <li>• Nepal Australian Friendship Association (NAFA)</li> <li>• Friends of Himalayan Sherpa People (FHSP)</li> <li>• Asian Development Bank (ADB)</li> <li>• Cambridge Hong Kong Operation for International Children's Education (CHOICE) Hongkong</li> <li>• <b>Grande Social Foundation</b></li> </ul>
<b>Major Line Agencies</b>	<ul style="list-style-type: none"> <li>• Ministry of Education, Science and Technology</li> <li>• Center for Education and Human Resource Development</li> <li>• Ministry of Forest and Environment</li> <li>• Ministry of Agriculture and Livestock</li> <li>• Ministry of Women Children and Senior Citizen</li> <li>• Ministry of Health and Population</li> <li>• Central Level Implementing Unit (CLPIU)</li> </ul>
<b>Consortium Partner</b>	<ul style="list-style-type: none"> <li>• Green Tara Nepal (GTN)</li> <li>• Feminist Dalit Organization (FEDO)</li> <li>• Association for Dalit Women Advancement of Nepal (ADWAN)</li> </ul>
<b>Budget (FY 2021-022)</b>	<p>Total budget of each projects including OH</p> <p>43900000/ PSE</p> <p>400000 /(Strategic Projects)</p>
<b>Human Resource</b>	<p>Disaggregation of Gender, Disability, and Ethnicity</p> <p>9 Females (PSE)</p> <p>4 Males</p>

# I. ACRONYMS AND ABBREVIATIONS

CEHRD	Center for Education and Human Resource Development
HT	Head Teacher
AHF	Australian Himalayan Foundation
HTUK	Himalayan Trust UK
DFAT	Department of Foreign Affairs and Trade
ECED	Early Childhood Education Development
EDCU	Education Development and Coordination Unit
PSE	Promoting Stability in Education
TTQIEP	Teachers Training Quality Inclusive Education Program
LRT	Lead Resource Teacher
IC	Integrated Curriculum
GEDSI	Gender, Disability and Social Inclusion
GoN	Government of Nepal
NAFA	Nepal Australian Friendship Association
ADB	Asian Development Bank
CP	Child protection
CHOICE	Cambridge Hong Kong Operation for International Children's Education
I/NGO	International/Non-Governmental Organization
DRSP	Disaster Resilience of Schools Project
MEAL	Monitoring, Evaluation, Accountability and Learning
LC	Learning Champion
EYCI	Everest Youth Climate Change Initiatives
EDCU	Education Development and Coordination Unit
DCC	District Coordination Committee
RM	Rural Municipality
M	Municipality
KT	Key Teacher
PSEAH	Protection Against Sexual Exploitation and Harassment
LAPP	Learning Achievement Promotion Program
LEPP	Learning Environment Progress Plan
RT	Resource Teacher
TEVT	Technical Education and Vocational Training
MGML	Multi-grade Multi Level
TOR	Terms of Reference
TPD	Teacher Professional Development
PwDs	People with Disabilities
CwDs	Children with Disabilities
ICT	Information and Communication Technology
NS	Namuna School
GSS	Going to school support
GBV	Gender Based Violence
SRH	Sexual and Reproductive Health
EDO	Education Development Officer
PTA	Parent Teachers Association
SMC	School Management Committee
S.S	Secondary School
B.S	Basic School

## 2. PROJECTS DESCRIPTION/INTRODUCTION

Rural Education and Environment Development Centre (REED Nepal) was established in 2000 AD as a Non-Governmental Organisation (NGO) with a motto "quality education is our commitment". It was established to consolidate the Teacher Training Programmes carried out by the Himalayan Trust New Zealand (also known as Hillary Himalayan Trust NZ). REED Nepal has been following the footsteps of Sir Edmund Hillary in the Mount Everest Region and the Himalayan region since its establishment. Currently, it has been working with 800 community schools, 4000 teachers, 88000 children and 80,000 community members across 23 districts of Nepal.

REED Nepal has been working with a prime focus on education development and environmental sustainability. It adopts a holistic approach for ensuring quality and inclusive education in rural community schools in Nepal and contributes to environment development and sustainability with the principle of collaboration, coordination and partnership at the local level. The organisation works to strengthen ECED, strengthen school management and governance, capacity enhancement of teachers, provides remedial teaching support and alternative education support, school infrastructural development, supports in mainstreaming Gender Equality, Disability and Social Inclusion (GEDSI), and intervenes in school based DRR. REED Nepal has its funding partnership with Department of Foreign Affairs and Trade (DFAT), Australian Himalayan Foundation (AHF), Himalayan Trust UK (HTUK), Karuna Trust UK, Karuna Deutschland Ev., and BMZ German, Japan Fund for Global Environment (JFGE), Nepal Australian Friendship Association (NAFA), Friends of Himalayan Sherpa People (FHSP), Asian Development Bank (ADB) and Cambridge Hong Kong Operation for International Children's Education (CHOICE) Hongkong, Hong Kong

### Projects of REED- Nepal:

S.N	Project	Development Partner	Geographical Coverage	Project's Duration	Total Budget (NRs)
1	Teachers Training Quality Inclusive Education Program (TTQIEP)	Department of Foreign Affairs and Trade (DFAT) Australian Himalayan Foundation (AHF)	Solukhumbu	July 2021-June 2026	
2	Teachers Training Quality Education Program (TTQEP)	Himalayan Trust UK (HTUK)	Taplejung	July 2019-Jun 2022 (Completed)	
				July 2022-June 2025 (Running)	
3	Strong Girls -Improving the Educational Achievements of Dalit and other Marginalised Girls in Nepal	Karuna Trust Germany Karuna Deutschland and BMZ German	Palpa, Rupandehi and Kapilvastu	Jan 2019-December 2021	
4	Promoting Stability in Education (PSE): Continuity of Learning and Strengthening Resiliency in Nepal	Department of Foreign Affairs and Trade (DFAT)	Khotang, Okhaldhunga, Sindhuli, Rupandehi, Kapilvastu, Bajhang and Solukhumbu	July 2021-June 2023	44000000/
5	Everest Youth Climate Change Initiatives (EYCI)	Australian Himalayan Foundation (AHF)	Khumbu area, Solukhumbu	August 2019-July 2022	

6	Learning Champion	Karuna Trust Germany Karuna Deutschland and BMZ German	Palpa and Rupandehi	August 2022- October 2026	
7	Strategic Projects- TTQEP	Nepal Australian Friendship Association (NAFA) Friends of Himalayan Sherpa People (FHSP) Cambridge Hong Kong Operation for International Children's Education (CHOICE) Hong Kong, <b>Grande Social Foundation</b>	Kavre, Dhdhing, Upper-Dolpa , <b>Sindhuli</b> and Okhaldhunga	On- going <b>2017- 2023</b>	30000000/
8	Disaster Resilience of Schools Project (DRSP)	Asian Development Bank	Okkhaldunga, Kavre, Dhadhing, Sidhupalchowk, Gorkha, Nuwakot, Rasuwa, Kathmandu, Lalitpur, Bhaktapur, Sindhuli, Dolakha, Makawanpur, Ramechhap	November 2020- October 2022	
9	Dignity for Women- ending Chaupadi- Garima	Karuna Deutschland and BMZ German Karuna Trust Germany	Khapdan-Channa RM-Bajhang Khaptad- Chededaha RM- Bajura	September 2021- December 2024	
10	Strengthening the Climate Resiliency in Melamchi	Karuna Deutschland and BMZ German Karuna Trust Germany	Sindhuplachowk	July 2022- June 2024	
11	Solukhumbu Youth Initiative for Climate Change Adaption	Japanese Fund for Global Environment	Mapya-Dudhkosi RM-Solukhumbu	April 2022- March 2024	
12	Sambridhi Pashim Nepal- Education and Health Improvement Project	Department of Foreign Affairs and Trade (DFAT) Australian Himalayan Foundation (AHF)	Khaptad Channa RM, Bajhang	July 2022- June 2025	



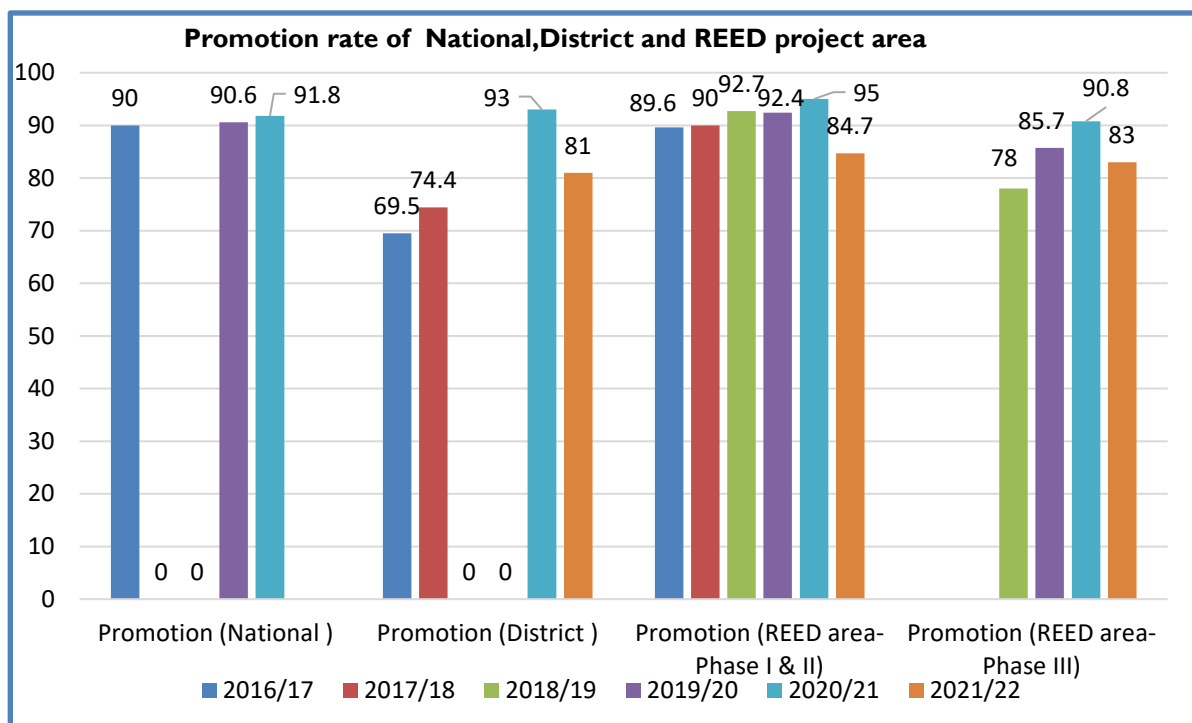
### 3. KEY ACHIEVEMENTS

#### 4.1 TEACHERS TRAINING AND QUALITY INCLUSIVE EDUCATION PROGRAM (TTQIEP)

- a. The teacher training package has been reviewed by an external consultant. GEDSI and safeguarding content has been integrated into the package. 5-day Integrated Curriculum (IC) training has been delivered to 34 teachers of grades 1-3 from the 11 TTQIEP schools of Likhu-PK Rural Municipality. The cumulative achievement till this reporting period is 360 teachers (last year 326 teachers have been trained). Basic Level Teacher Professional Training (TPD) has been conducted. Altogether 23 basic level mathematics subject teachers have participated in the training. During this period, However, out of 700 teachers, 383 were trained.
- b. The Local Resource Teachers network has been formed and capacity building training has been provided. Altogether 21 local resource teachers have been capacitated with 3 days training at district level. Resource materials such as CAS (grade 1-3), stationaries and teaching-learning resources have been supplied in 100 TTQIEP schools.
- c. One-day parental orientation was conducted to each of the 100 TTQIE school. 1918 parents (1443 Female, 473 Males and 2 PwDs) from grade 1-3 were invited at the program. Similarly, one-day parenting education has been conducted to the 802 (656 females and 156 males) parents of ECED in 100 TTQIEP schools. The Head teachers of 57 schools have also participated in the orientation program. Orientation on GBV prevention and safeguarding have been delivered in seven schools of Sotang Rural Municipality and six schools of Mahakulung Rural Municipality. 97 people (16 head teachers, 31 teachers, 27 SMC representative, 23 PTA representatives) have been oriented on child protection, PSEAH and anti-corporal punishment.
- d. School based one-day orientation to the child-club and 377 persons from SMC and HTs have been oriented on gender and disability inclusion. During this reporting period, 25 child clubs (18 members in each child club) have been sensitised on gender and disability inclusion. SMC, PTAs and Child Clubs of 100 TTQIEP schools have initiated monitoring support to develop GEDSI guidelines so that they can create a supporting environment to promote GEDSI, safeguarding and GBV at school and plan activities.
- e. GSS support has been provided to 250 students. During this reporting period NRs 4000 per student has been supported. Though, 5 students are getting support on Technical and Vocational Education/Training (TEVT) at Garma S.S. REED EDOs provided home visiting and parents counselling support to 61 GSS students.
- f. TTQIEP has provided salary support to the teacher of Garma Secondary School who is teaching children with difficulties hearing. The teacher uses Nepali Sign Language (NSL) regularly to facilitate teaching-learning support to the children with hearing impairment. Six children with hearing impairment have benefited in Garma S.S.
- g. 544 radios (TTQIE-300; DFAT funded PSE-244) supported to 544 households for distance learning; 260 radio lessons developed and broadcasted through 2 local FM. 15255 workbooks (ECED to grade 5) and 5978 worksheets (grades 6-8) developed, published, and distributed. 142 local teachers mobilised for supporting distance education. 142 local teachers (76 males and 66 females) were mobilised during the period of distance education to facilitate the radio lessons, provide necessary support for students and their parents on student self-learning materials. Of the 142 teachers trained, 42 received training as a part of an AHF funded project, whilst 100 were trained through a DFAT funded project. 14658 children provided with COVID-19 safety materials (mask and sanitiser) after school reopening. Orientation in 100 EMS schools conducted during material distribution. Public messages on COVID-19 and Crisis Management were broadcasted from two local FM.

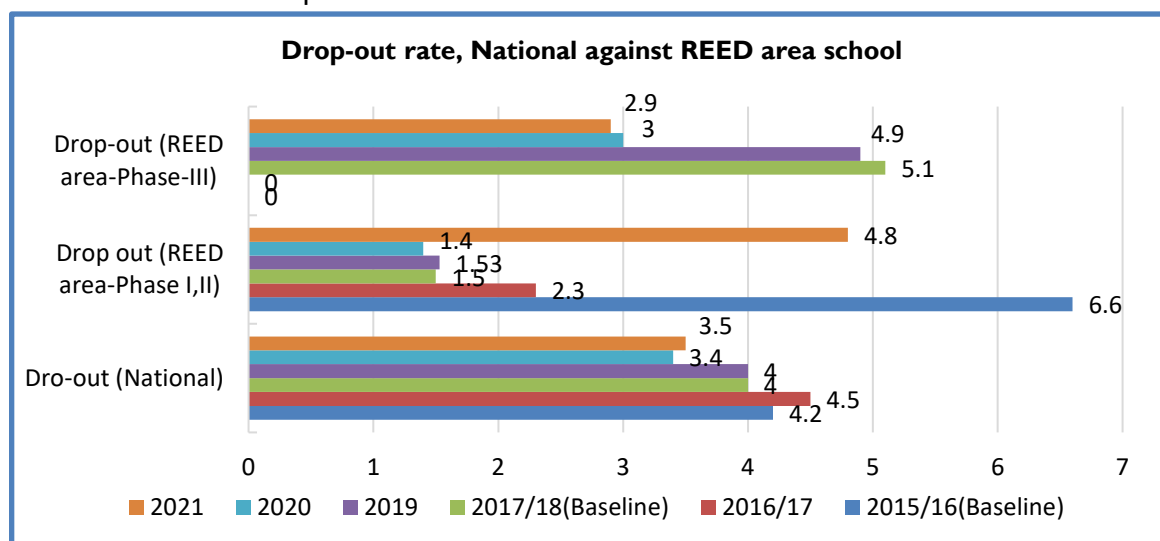
#### 4.2 TEACHERS TRAINING QUALITY EDUCATION PROGRAM (TTQEP), TAPLEJUNG

- a. The promotion rate for both phases (I&II, III) is higher than national and district data as compared to the year 2020/21, however it is reduced by 9.3% in phases I & II and similarly by 7.8% for phase III.



Schools were closed during the pandemic, giving pupils a limited window of time to read the books and practice the books at home. The retention rate has significantly increased, although declining by 3.4% in phases I and II compared to 2020. When compared to national data, the retention rate at the project area school is positive.

- b. The drop-out rate is reduced by 2.2% in phase III from the year 2018 to 2021. Similarly, this rate is reduced by 1.8%, despite the fact that this rate has grown by 3.4% from the year 2020 to 2021 (in phase I & II). Compared to previous years, learning outcomes have decreased by 9 points to just 10%. Naturally, it takes some extra time to make up for the knowledge that was lost. Schools were stopped for several months in Nepal as a result of COVID-19.



- c. The effective training enables teachers to conduct further research on the material they were taught in school. The teachers' materials development training provided by REED Nepal has a significant impact on education and improves student learning outcomes.
- d. The teachers' support for student reading is essential to creating a culture of literacy in the school and promoting home reading preparation. Community members who are self-motivated to provide in-kind items to schools (such as a handcrafted garbage can, a wooden chair, a notice board, locally grown flowers and plants, etc.). The SMC and PTA take on more responsibility for the overall

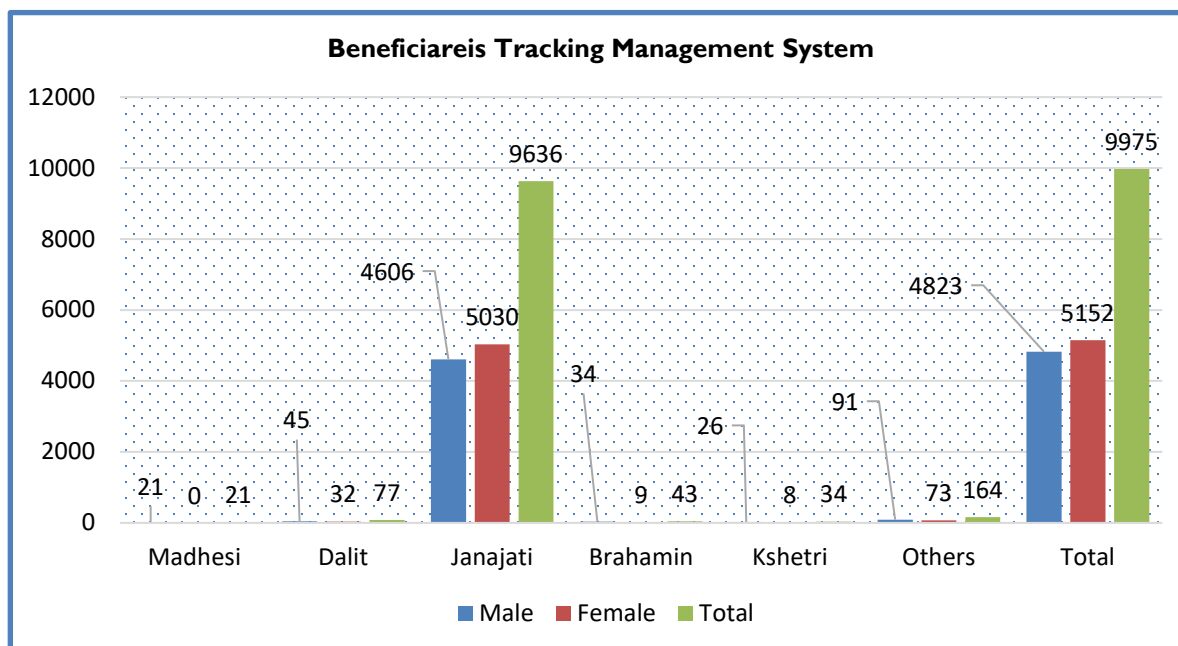
development of the school and lend a hand with planning and management. Taking charge of numerous activities, such as plantations, extracurricular activities, and assemblies. Members of the eco-child club are also actively interested in promoting awareness of children's rights. They feel at ease speaking with HT in the event of unfavourable events involving them (e.g. child abuse, any form of harassment, teacher's absenteeism).

- e. The local government has approved the annual budget and plan of action (POA), which eliminates duplications and develops a harmonised relation between the government and organisation. Actively include local authorities and GON staff in the program being carried out. Using infrastructure and software under a cooperation with RMs also works. EDCU and DCC would closely observe our efforts and express their wish to duplicate the successful model in other schools. HT's ability to lead and manage has been strengthened, despite some of them not up to our expectations. Permanent Head Teachers have better strategic planning capabilities than others. HTs are walking around the neighbourhood and encouraging residents to look after their children at home (for study). HTs administration should involve them in community council, social events, and child clubs in addition to managing the school's grounds.



- f. Interested in creating a practical strategy and plan that can help find funding for school wellbeing. Students have wider opportunity for using learning materials in the classroom. Along with these, students are seeking ICT-based learning in the classroom. Supplementary materials given by REED has added the value in teaching-learning. The set up libraries in schools promotes the reading of new books by students. Guiding and supporting schools in establishing book corners is of great impact during this reporting period. Most of the schools have nicely furnished classrooms (10 schools constructed from project side). Renovate the Himali Girls Hostel with hot shower. Access to clean drinking water in schools (currently drinking water project going into 7 schools) and two schools' libraries were furnished.





- g. One of the project goals is to increase the number of women participating in each event, and the initiative has succeeded in doing this by promoting female involvement. This outcome demonstrates that all castes and ethnicities were equally given priority by REED Nepal. There were 9975 beneficiaries in total for the fiscal years 2021/22; of these, 4823 men and 5152 women are currently actively participating in the program. In terms of their involvement, the Dalit (marginalized community) makes up 0.77 percent; nonetheless, there are no longer any Dalit homes in the neighbourhood. Similar to this, the project area includes a significant Janajati population (mostly Limbu, Sherpa, and Rai), hence their engagement is undoubtedly larger than that of other groups.

#### **4.3 STRONG GIRLS -IMPROVING THE EDUCATIONAL ACHIEVEMENTS OF DALIT AND OTHER MARGINALISED GIRLS IN NEPAL**

- The ECED materials were distributed in 15 schools. The provided materials were plastic slider, building blocks of wood, coloured balls, puzzles of counting numbers and alphabets, puzzles of fish and parrots, rubber horses etc.
- Five schools were awarded this year according to their performances. The major evaluating points were the reduction of the dropout rate of students, availability of teaching-learning materials, performance of teachers, head teacher's role in school administration and management, parent's involvement in school, students' attendance, learning achievement (result), child club mobilisation, and cleanliness and sanitation.
- The project has been completed the production of short film making against child marriage. The film can be downloaded from the link below:  
<https://www.youtube.com/watch?v=v25VWD0IGCA>
- The project provided a set of science materials to seven schools. Similarly, the remedial books of English, mathematics, and science subjects to the students of grade 4 to 8 has been provided. Altogether 4500 books were distributed in 15 schools. In addition to this, a set of reference books has been supported to 15 schools.
- The orientation against child marriage was completed in 12 schools. The participants were the mothers of the girls, students above grade six, and teachers. The participants were shown the film "Bhagyamani" which was made by the project.
- A network of lead teachers was established for sharing learning across all project schools. The aim of establishing a teachers' learning circle (TLC) was to share with each other learning for improving

school performance. Teachers shared their school's best practices, made a plan to make more educational materials, and supported the collection of data from the school to the project. This year, seven meetings of TLC were completed in 3 districts (Rupandehi, Palpa and Kapilvastu).

- g. During this reporting period the project has organised 5 days of teachers' trainings in four major subjects.
- Training to the Basic Level Teachers on Integrated Curriculum/Early Grade Reading (1st lot) from August 25 to 29, 2021. 27 teachers (9 Male and 18 Female) have participated.
  - Training to the Basic Level Teachers on Integrated Curriculum/Early Grade Reading (2nd lot) from August 31 to September 4, 2021. 19 teachers (7 Male and 12 Female) have participated.
  - Training to the Basic Level English Language Teachers from September 19 to 23, 2021. 25 teachers (15 Male and 10 Female) have participated.
  - Training to the Basic Level Science Teachers from November 28 to December 2, 2021. 23 teachers (16 Male and 7 Female) have participated.
  - Training to the Basic Level Mathematics Teachers from December 20 to December 24, 2021. 24 teachers (18 Male and 6 Female) have participated.
- h. The project has designed the monitoring cards aiming to increase the access of the parents in school. School sends the card through the students every day. As part of the school monitoring, parents visit the school the next day. They also observe the cleanliness of schools; child-friendly environment; and classroom and office management. Then, they rank their findings on the community scoreboard and they write their suggestions in the school's visitor book. Suggestions were discussed in the staff meeting of teachers and meeting SMC. This initiation has increased the involvement of the parents in schools.
- i. The project has cash support to each Palika for the management of isolation centres. Amount of cash was one lakh forty-two thousand rupees. Altogether, 10 Palikas benefitted from this support.
- j. 3000 copies of practice books were distributed in 15 schools. Schools delivered these books to each student from ECED to grade 5. The aim of book distribution is to minimise the educational risk of students along with to keep busy in educational work in the pandemic situation.
- k. The project has developed the radio books as the contents of radio sessions. Altogether, 2000 books were distributed to the students of grade 6 to 8. The students filled up the worksheets of the radio books listening to the radio session. These book helped students to link the contents of the radio sessions with their learning. This activity was held during the lockdown period.
- l. The four radio stations of Palpa, Rupandehi and Kapilvastu broadcasted radio sessions from 29th August to 28th September 2021. The radio sessions have covered the subjects of Nepali, mathematics, social, science and English of grade 4 to 8. Altogether 62 sessions were broadcasted from each radio station. In addition, two local TV channels broadcasted classes of grade 4 to 8 from 8th September to 7th October, 2021. The sessions were produced by the local teachers of Palpa district last year.

#### **4.4 PROMOTING STABILITY IN EDUCATION (PSE): CONTINUITY OF LEARNING AND STRENGTHENING RESILIENCY IN NEPAL**

- a. The project has been focused on immediate response to COVID-19 for the educational continuity during the period of school closure due to the pandemic situation of COVID-19. Local representatives and concerned stakeholders were oriented through review meetings in 16 Palikas of 77 districts (Bajhang, Kapilvastu, Rupandehi, Kothang, Okhaldhunga, Solukhumbu and Sindhuli).
- b. Continuity of teaching learning during school closure was compensated through using off-line recordings of radio lessons and distribution of remedial books.
- c. The mentoring of this process was accomplished through 103 HTs (100 males, 03 females, 0 PwDs) (97.14% M and 2.86% F) and 231 volunteer teachers' (144 Males 87 Females) (62.34% M and 37.66% F) mentoring during and after school closure / COVID-19 pandemic situation.
- d. 100.92% / 70646 (34897 boys, 35209 girls, 540 Children with Disabilities) children of targeted schools who were supported through alternative/radio education, workbooks/worksheets, and remedial

learning packages were aggregated in the regular exam/evaluation system of teaching-learning process. 100% of students (34897 boys (49.40%) 35209 girls (49.84%) 540 Children with Disabilities (0.76%)) of targeted schools retained/re-joined in schools after school reopening.

- e. 103 GEDSI Focal Teachers (46 males and 57 females), 2163 Child Club Members, and 4462 Parents (98.83%) (1831 males, 2627 females, 4 PwDs) capacitated on the resiliency and coping capacity with humanitarian emergencies in the project areas. Similarly, to strengthen the resiliency and coping mechanisms of schools during humanitarian emergencies, 103 (56.60% female) GEDSI focal teachers from 103 schools of 7 districts were continuously mobilised.
- f. 105 hoarding boards, 525 Flex Prints, and 398 set brochures have been, distributed with orientation conducted on SGBV/GESI/Safeguarding themes in all 105 targeted schools.
- g. 100% of children (9255, 4115 boys (44.46%), 5006 girls (54.09%), 134 Children with Disabilities (1.45%)) from grade 6-8 were oriented on SRH in the 103 targeted schools. Both boys and girls were oriented. The orientation was facilitated by the field staff of REED Nepal with the support of Health Focal Teachers of the respective schools.
- h. 2163 children of 103 Child Clubs capacitated on SGBV/Child Protection/Shock Response Mechanism. The training has been focused on child safeguarding themes for 2 days which was facilitated by district-based Education Field Officers of REED Nepal.



Hoarding board on SGBV/GESI/Safeguarding



Orientation on Sexual and Reproductive Health

#### 4.5 EVEREST YOUTH CLIMATE CHANGE INITIATIVES (EYCI)

- a. Altogether 99 participants (58 males and 41 females) representing various sectors, eco-clubs, school teachers, local governments, and local communities participated in climate change and environment conservation training and workshop. (Training on climate change adaptation and environment protection to teachers and eco-clubs – Dec 2021. Likewise, workshop on climate change and environment protection to eco-club - Dec 5, 22, 23 2021)
- b. 45 eco-club members (24 boys and 21 girls) students, 6 teachers and REED Nepal directly involved in eco-club plans review. From now (14 eco-clubs) plans are to be reviewed.
- c. Actions plan developed by eco-clubs related to climate change and environment conservation will be brought in action after recovering from the impact of COVID-19.
- d. Altogether 27 (23 male and 4 female) participants representing local governments, Sagarmatha National Park, Buffer Zone User Committee, and Buffer Zone Community Forest were made familiar with the EYCI project through meetings.
- e. Completed assessment on climate vulnerability, goat farming, and organic vegetable farming.
- f. Monitoring of goat and organic vegetable farming completed (6 goat farming households and 5 organic vegetable farming households).
- g. The vulnerable families supported by goat farming and organic vegetable farming under EYCI projects have started generating income. To date, among six households. 2 generated an income of NPR.101000.00 from selling goats, and one household made an income of NPR. 21100.00 from organic



vegetable farming. 4 goat farmers have not sold any goats to date, but they have increased the number of goats owned. Similarly, 4 vegetable farmers have not sold any vegetables, but they are consuming the products for their daily use.

- h. World environment day has been celebrated (WED) on 5 June 022. The main motto of celebration is to transform knowledge on environment protection, protect and restore the living planet the Earth. As usual in this fiscal year on 5 June 2022 REED Nepal organized and celebrated World environment under Everest Youth Climate Initiative (EYCI) project with global slogan **"Only One Earth"** Living sustainably in harmony with Nature. The event was conducted at Kharikhola region of Khumbu pasanglhamu rural municipality of Solukhumbu district. It was celebrated in participatory approach with presence of school children, teachers, eco-clubs representing from different schools as well local communities. During celebration various actions were carried out as raising awareness, cleaning campaign and waste management. The program was organized at Kharikhola secondary school jointly with Buksa Basic school and Mera Basic School. More than 115 participants representing different schools and communities participated on celebration. The majority of participants were students, eco-clubs, teachers and local communities.



World Environment Day Celebration

#### 4.6 LEARNING CHAMPION

- a. A feasibility study has been carried out in Rambha Rural Municipality of Palpa, and Kanchan Rural Municipality of Rupandehi districts to design the Learning Champion Project. Out of 56 schools in these municipalities, the feasibility study covered 20 schools.
- b. A project proposal (for 4 years and 3 months) has been approved by Karuna Trust Germany, Karuna Deutschland, and BMZ German. Based on the action plan of the project, staff have been recruited. Altogether, 12 staff (1 project manager, 2 training officers, 1 health officer, 2 training facilitators, 1 MEAL officer, 1 admin/finance officer, 1 livelihood officer, 1 livelihood facilitator, 1 education development officer, and 1 office support staff) have been on boarded.
- c. The project has been initiated by rolling out the baseline survey. A Baseline Survey Implementation plan has been developed, and the sample size, target group and number of respondents has been determined, and tools and the questionnaire were developed. The baseline is ongoing in targeted RM of Palpa and Rupandehi.
- d. Taking the Pre-approval from the Kanchan and Rambha Rural Municipality for the intervention of the Learning Champion Despite Pandemic: Strong Girl II.
- e. Palika level inception meeting has been carried out on 15th of September 022 in Kanchan RM. The meeting was organized at the meeting hall of Palika office. A total of 40 persons (Chairperson, Deputy Chairperson, Chief Executive Officer, Head of Local Education Unit (LEU), representatives of health unit, women children and senior citizen unit, agriculture unit and head teachers have been participated in the



Palika level inception meeting in Kanchan RM, Rupandehi

meeting. Overview of the project, its target groups, key interventions, expected outcomes, structure human resource, partnership approach and the coordination mechanism that the project has envisioned was shared to the participants. The inception meeting of Rambha RM is yet to be done. Though, the date of the meeting is finalized in consultation with LEU head and will be held on 25th September 022 at the premises of Palika office.

## **4.7 STRATEGIC PROJECTS-TTQEP**

### **4.7.1 TEACHER TRAINING QUALITY EDUCATION PROGRAM, KAVRE**

Proposed initiatives in Panchkhal municipality of Kavre are envisioning to strengthen the knowledge, skills, values, and attitudes that are required for a quality learning environment and the learning of students in schools. To explore the full potential of all children through quality teaching and learning in a child friendly safe environment, REED Nepal is supporting the right-based approaches irrespective of gender, religion, or class. Quality learning environments will be strengthened by supporting learning outcome focused resources, capacity strengthening of teachers and child club members, strengthening the library resources, support in EMS Labs, WASH, and ICT for quality learning in a safe environment for educational continuity. Additionally, capacity strengthening programs will be aligned with the Nepal Government's priorities, policies, and prescribed competencies.

- Need/Program Assessment in 5 schools
- 5 Days Learning Environment Development Workshop
- Subject wise training to English, mathematics, and science teachers
- Capacity strengthening on integration of ICT into pedagogies
- Learning outcome-based teaching-learning resources support

### **4.7.2 TEACHER TRAINING QUALITY EDUCATION PROGRAM, DHADING**

This Memorandum of Understanding (MOU) for grant support sets out the terms and conditions between the Nepal Australia Friendship Association QLD Inc. (NAFA), Australia and Rural Education and Environment Development Centre for the implementation of "Teachers' Training Quality Education Program" in order to improve the quality learning outcomes of students in the seven schools of Ganga Jamuna Rural Municipality, Dhading district of Nepal.

- Need Assessment of Schools
- Learning Outcome Based Teaching Learning Resources Support
- 10 Days Capacity Strengthening Training
- School Based Follow Up/Mentoring

### **4.7.3 TEACHER TRAINING QUALITY EDUCATION PROGRAM: UPPER DOLPA**

This Memorandum of Understanding (MOU) for grant support sets out the terms and conditions between the 7 donors of Upper Dolpa region, and REED Nepal for the implementation of Teachers' Training Quality Education Program to improve the teaching-learning environment in the 15 schools of the Upper Dolpa region of Nepal. The overall objective of the assignment of this year was to impart the 7 days training on integrated curriculum and progressive education for 38 teachers and its school based follow up/mentoring from REED trainers.

### **4.7.4 TEACHER TRAINING QUALITY EDUCATION PROGRAM: OKHALDHUNGA/FHSP**

This Memorandum of Understanding (MOU) for grant support sets out the terms and conditions between the Friends of Himalayan Sherpa People (FHSP)/American Rotary and REED Nepal for the implementation of Teachers' Training Quality Education Program to improve the teaching-learning environment in 4 schools of



Khijidemba rural municipality, Okhaldhunga of Nepal. The overall objective of this assignment was to impart the 5 days training on learning environment development based on the curricular objectives to 31 teachers, parenting education for 150 parents, learning outcome-based resources support to 4 schools, and school-based mentoring/follow up throughout the year from REED trainers.

#### 4.8 DISASTER RESILIENCE OF SCHOOLS PROJECT (DRSP)

- a. A four days school Disaster Risk Management (DRM) training programme has been completed in 269 schools across 14 earthquake affected districts (Okhaldhunga, Kavre, Dhadhing, Sidhupalchowk, Gorkha, Nuwakot, Rasuwa, Kathmandu, Lalitpur, Bhaktapur, Sindhuli, Dolakha, Makawanpur and Ramechhap). 1748 teachers, 1131 SMC members, 877 PTA members, 408 non-teacher participants, 847 community representatives, 639 palika level representatives, and 2390 students have participated in the training. A total of 8040 people, including 17 people of disabilities (3896 males and 4144 females), have been capacitated on school Disaster Risk Management.
- b. Half-day Menstrual Hygiene Management workshops have been conducted in 269 schools across 14 earthquake affected districts (Okhaldhunga, Kavre, Dhadhing, Sidhupalchowk, Gorkha, Nuwakot, Rasuwa, Kathmandu, Lalitpur, Bhaktapur, Sindhuli, Dolakha, Makawanpur and Ramechhap). 847 girls and 1173 female teachers have participated in the training. A total of 4020 persons have been sensitised on Menstrual Hygiene Management.
- c. One School DRRM Training Manual and Menstrual Hygiene Training Manual, 500 Flyers 500 brochure, flex and leaflet has been validated from CLPIU and ADP. Validated visibility material has been printed, used, and distributed to participants during the training and orientation.
- d. The coordination meeting was conducted with district level project implementation unit (DLPIU) and respective 269 schools in the local level and consulted with ADB and CLPIU in central level.

#### 4.9 DIGNITY FOR WOMEN-ENDING CHAUPADI- GARIMA

- a. Adolescent girls' clubs have been formed in 17 schools (8 schools in Khaptad Channa RM, Bajhang, and 9 schools in Khaptad Chhededaha RM, Bajura). Each club consists of 20 adolescent girls. The motives of adolescent girls' clubs are to sensitise them on sexual and reproductive health, Mensural Hygiene Management and PSEAH so that they could further sensitise other adolescent girls to step up ending chaupadi across the community.
- b. Two child friendly toilets have been constructed in Kotikhet S.S, Patadewal, Bajhang. A safe-drinking water supply system was set up in two schools (1 in Lamatola S.S of Khaptad Channa, Bajhang and 1 in Masteshwori S.S of Khaptad-Chhededaha, Bajura). One toilet was renovated in Masteshwori S.S of Khaptad-Chhededaha, Bajura.
- c. A two-day training programme on Menstrual Hygiene Management has been conducted. A total of 34 people (2 people from each of the 19 schools) have participated in the training.
- d. Extra-curricular activities (essay completion on the topic of Safety Menstruation, Quiz Competition, Drawing Competition) have been carried out in all targeted schools (17 schools).
- e. The District Project Advisory Committee (DPAC) has been formed in Bajhang and first DPAC meeting was held on 25 August 2022. A total of 35 persons has been participated in the meeting.
- f. Ward level and RM level project advisory committee has been formed in each targeted ward and RM of Bajhang and Bajura districts. The ward level committee consists



District Project Advisory Committee Meeting, Bajhang

of 10 people, and the RM level committee consists of 15 people. The objective of advisory committees is to create ownership by making them accountable and responsible to the project's operations, management, and monitoring. It is envisioned to carry on review and planning meetings on a half-yearly basis with the advisory committees at all levels.

- g. A one-day SMC/PTA orientation has been delivered to the SMC and PTA members. The orientation was delivered to nine schools of Kha-Channa RM and two schools of Khapdad-Chhededaha RM.

#### **4.10 STRENGTHENING THE CLIMATE RESILIENCY IN MELAMCHI**

- a. A feasibility study has been carried out in the Melamchi Municipality of Sindhupalchowk district to design the project.
- b. Project proposal (for 2 years) has been approved by the Karuna Trust Germany, Karuna Deutschland, and BMZ German. Based on the action plan of the project, staff have been recruited. 2 staff (1 project coordinator and 1 environment officer) have been onboarded.
- c. The project has been initiated by rolling out the baseline survey. A Baseline Survey Implementation plan has been developed, and the sample size, target group and number of respondents has been determined, whilst tools and a questionnaire were also developed. The baseline data collection from schools, municipalities, community members, and ward level government authorities is ongoing.
- d. A Palika level inception meeting has been carried out in Melamchi Municipality. The meeting was organised at the meeting hall of Palika office. Overview of the project, its target groups, key interventions, expected outcomes, structure, human resources, partnership approach, and the coordination mechanism that the project has envisioned was shared to the participants.

#### **4.11 SOLUKHUMBU YOUTH INITIATIVE FOR CLIMATE CHANGE ADAPTION**

- a. Project received approval from local government of Mapya Dudhkoshi Rural Municipality.
- b. Palika level inception meeting has been carried out in Mapye-Dudhkoshi RM. The meeting was organised at the meeting hall of Palika office. Overview of the project, its target groups, key interventions, expected outcomes, structure, human resources, partnership approach, and the coordination mechanism that the project has envisioned was shared to the participants.
- c. The baseline data has been collected based on direct conversation with the key informant and group discussion method on the basis of goals set by the project. The information was collected with local level representative, school principal, Youth and child club members from four different wards, and schools in Mapya Dudhkoshi Rural Municipality.

#### **4.12 SAMBRIDHI PASHIM NEPAL- EDUCATION AND HEALTH IMPROVEMENT PROJECT**

- a. The feasibility study was carried out in Kahaptand Chhana RM prior to the design of the project document. Consultation meetings with Palika and local health institutions has been done. Key Informant Interview, Focused Group Discussion, interaction and discussion with Local Education Unit, HTs, Teachers, SMCs/PTAs, child club, and Local Health Unit has been conducted during the feasibility study. A project design document, Monitoring and Evaluation framework, Stakeholders analysis matrix, child protection and PSEAH assessment, and overall risk matrix has been developed.
- b. A report of the feasibility study has been submitted to AHF.
- c. Vacancies have been announced for the staff to be recruited.
- d. However finalised. Initial coordination meeting with ward and Palika level government/elected representative has been carried out

## 4. LESSONS LERANED AND CONCLUSION

Availability and timely delivery of resource materials and other supplementary learning materials to the trained teachers prior to or immediately after the training supports them to put into practice the knowledge and skills learned from the training, and to ensure the transference of learning inside the classroom after the teachers training.

The continuous follow up of schools has been a productive approach to track and monitor the project activities and provide instant support. The continuous support and guidance provided to the teachers, head teachers, SMCs/PTAs, and child clubs has helped to oversee the gap and issues that need to be resolved. Engagement and collaboration with government officials in the development process of tools and training packages will help to ensure the ownership and accountability of the government on the final product.

Preparedness for the delivery of project activities and intervention with necessary adaptation, initiatives on the use of technology, and preparing teachers to be more technology friendly has been a lesson learned to cope with future pandemics. Information and knowledge transferring and dissemination events like sharing, consultation, meeting, and orientation are significantly valuable to record model initiatives, and help to explore the potential of replication of the project model.

A collaborative and participatory working approach among likeminded organisations with common interests and a common understanding, is useful to meet objectives and education goals, especially in education in emergency. Proper planning and regular communication, meetings, and follow ups are equally important to the success of any project. The more responsible and accountable local government and its agencies, the more chance of success, resource leverage, and sustainability. Reporting and documentation of project learning, success, and failure is very important; and their application to existing and upcoming projects should be followed by any of the organisations. The meaningful engagement of all stakeholders during the project design cycle and process supports the effective and quality implementation of the project. Inter-sectoral coordination, collaboration, and working modality is very important to the success of integrated projects. The coordination and Memorandum of Understanding with the government at central-level CEHRD and its departments has added value to work with provincial-level government line agencies, especially for the training accreditation process.

The long-time gap in staff recruitment for vacancies hampers and pressurises the quality of work and activity completion time in an organisation. The participatory approach and consultation process among stakeholders is one of the key factors for the successful implementation of program. The strong mechanisms, functionalised systems, and appropriate, set skills of human resource at RM/EDCU and Local Education Units determine their working approaches for local level decision making processes, and the collaborative working approach within the programme teams. Such inter-departmental coordination among organisations and governments sharing common interests can help to upgrade the quality of programmes.

## 5. PROJECT'S SUSTAINABILITY

Teacher Training and Quality Education (TTQEP) Programmes are to continue in the project. The School Meal activities, teacher training (ECED), and materials support are already recognised for their value by local governments and are being included in local education planning and implementation. As a result, community schools (besides REED programme supported schools) are being supported by local governments.

The projects of REED Nepal have adopted a participatory approach at each step of the project cycle from the project design and development, to the implementation and monitoring of projects from the local community, to the central level. The recommendations, feedback, and inputs collected during the consultation process were considered in the project activities. The project contributes to SDGs four and five - 'quality education' and 'gender equality', respectively. Moreover, the program is also in line with Nepal's Education Sector Plan (ESP) 2021- 2030. The activities under child safeguarding, GEDSI and teacher professional development, community engagement and capacity building strategies, and the partnership approach are key activities to support project sustainability.

The initiation of Local Resource teachers' and their selection by the Local Education office, enhancing their capacities in a strategic manner and their mobilisation, play an instrumental role to capacitate teachers and

local key stakeholders, including school management committee (SMC) and PTAs. Such stakeholders will, in turn, set up systems and functionalise them in schools in a sustainable manner.

Each year, the project has a project orientation at each level of government, and plans to have regular reporting and programme joint/participatory monitoring visits and review, as well as reflection meetings following the annual activity calendar.

## Annex

### Story of change

#### ***1. “Program During Emergencies: Boon for Educational Continuity & Strengthening Resiliency “***

“What an ecstatic experience when a teacher gets a thank you call from a student for saving her life, a student, once was a victim of domestic sexual violence, and was raped by her stepdad for multiple times. A very timid and mentally, emotionally broken girl who now has turned as a strong-minded focused girl is one of the noted positive impacts that the program has provided in our school. She now thinks she was just the victim and she didn’t do any mistake. It wasn’t her fault to be sexually violated by her family member and she doesn’t like to be bothered by the past events anymore rather she wants to encourage others who are victims of such cases to report as soon as they can and get free from the emotional burden.



Being a GESI focal teacher of a crowded school of Rupandehi: Shanti Namuna SS, around 5000 students, I frequently encounter with many cases of bullying and sexual harassment, some are due to unknowing and negligent behaviour of teenagers and others are blunder with the involvement of teachers and guardians themselves. However, the cases are reported easily and in more number in recent days. The school has created a strong mechanism to deal with such cases very sensitively without any judgment on victims and in a very private manner. This has gained trust of victims. Appointed as a GESI focal teacher, I had a chance to attend a short training related to gender and social inclusion arranged by the program itself which has added different perspective to see such cases and identify vulnerable students in the classes. It has become a regular meeting agenda of each staff meeting of Shanti Namuna Secondary School at present. An issue which used to be dealt as a matter of reputation of organization and the harasser too is widely discussed among the mass of 180 staffs with strict instructions of the head teacher is another success of the program. Not only that my dear student Binita Sunaria member from ‘Shanti Radio Club’ was once a very shy, introvert girl has become a messenger of self-trust and motivates others for better learning and speaks violently against any malpractices. ‘Remedial Teaching Program’ in Shanti Namuna Secondary School has impacted positively in the learning Maths, Science and English Subjects of students which was deteriorated by Covid-19 pandemic period.

I cannot thank enough REED Nepal and Australian Government for launching ‘Promoting Stability in Education Project’ in many schools including Shanti Namuna Secondary School. We heartily accept the programs launched by the project and look forward to collaborate with you in future too.”

Thank you.”

**-Rajani KC, GESI Focal Teacher, Shree Shanti Namuna School, Rupandehi**

## 2. COMMUNITY ROLE MODEL



**Pomahangma Limbu**  
Born in Deurali, Lelep  
Received scholarship in 2018  
Now she is working in Tapethok Health post after completing ANM course



A Girl who ever try to fight against the poverty and become successful service carer in health profession. Ms. Pomahangma Limbu born in July 20, 2002 at remote village of Taplejung at the outlying Taplejung village. Her family has lived in Deurali village for many years. Her two brothers are. She had a terrible, anxious childhood. All members of the family were suffering from torment, pain, and unhappiness. Even her family was not immune to the ups and downs of her trip. Her father only earns a daily pay from labor, and her mother is still alive but living with disability. She had to help out around the house at a young age because of her mother's disability. She struggled to make ends meet with her father's hard-earned money. She was a very diligent child, but due to issues at home, she was unable to devote much time to her studies. Her parents wanted to provide their kids a good education, but they worried that they didn't have the money to do so. He barely had enough money to cover everyday expenses from his insufficient daily earning; therefore, saving money for his daughter's technical education was simply a pipe dream. Even if parents were worn out and irritated, they were unable to improve the situation for their kids. The father of Pomahangma accepted the challenges and toiled hard with the space they had for thought. Poma and her parents were aware that Himalayan Trust UK (HTUK) had been encouraging the education of rural children after SEE (2017) course. REED Nepal started implementing this support program a long time ago.

**Pomahangma said;** I spoke with the REED Nepal staff and was eager to learn more about the availability of scholarships. They encouraged me to apply for more advanced coursework, and I concentrated on my preparation to achieve the scholarship. When I heard of my selection, I felt so fortunate and forgot about my childhood experiences forever. After passing out the course of CMA, I was able to get government job nearby my village. Now that schoolgirls are following us, I feel honoured to serve in the village where I was raised. With the assistance of REED-Nepal and the Himalayan Trust UK, I am speechless.

Poma who passed CMA from Jhapa in 2019. She worked for a few years at the B&C Hospital in Jhapa before returning to her own village. She was delighted to be selected to the Tapethok Health Post and assist the neighbourhood. Along with this, she participated in severe Covid-19 awareness campaigns as a volunteer organized by REED Nepal during the pandemic and played a crucial role in them. In her local Rural Municipality, she is still employed in a health-related position as a health assistant.







Pomahangma, like her parents, always envisioned herself as working in the medical field. Her desire has come true in her home village today, and she is overjoyed. Her family's social and economic standing in the neighbourhood has now improved. Her ability to support her brother's continued education is made possible thanks to the scholarship program. A donation from the British people has an effect on the entire family in addition to changing the life of a girl.

### **Reflection of Pomahanma 's Father (Shyam Limbu);**

*He said, REED Nepal and Himalayan Trust UK is my fate and My god. "I have to work as a daily wage worker and was able to earn 300 Nepalese rupees which were not sufficient to fulfill my family members' basic needs. Now my life has shifted towards economically sound as both son and daughter have supported me financially. My family life has become now happy and healthy. I am pro ud of my daughter as she is providing health services to the community members, which was inaccessible for us in the past."*

*Note: Mr. Shyam Limbu has expressed his reflection with external evaluator (Dr. Anand Paudel) during the program evaluation in the month of June, 2022.*



### **3. A Dynamic Leader both for School and Community**

Ms. Hom Kumari is the principal of Dudhkunda Himalayan School, which is located in Phaplu. She began her career as a primary school teacher. She has completed her Master's degree. Regarding her family background, she got divorced from her husband due to physical violence, financial violence, and extramarital affairs and is now a single parent to her children. (One son and one daughter). Ms. Hom Kumari began her career as a primary-level teacher.



*Hom Kumari Kattel*

The money she earned was taken by her husband: when she received a salary, it was directly deposited into her husband's bank account. She was completely ignored and bypassed in the decision-making process. She faced physical and emotional violence many times. After trying hard for a long time to settle all violence against her, her husband married another lady and then they got divorced.

Ms. Hom Kumari has been connected with REED Nepal for 17 years through the series of teacher training packages from REED Nepal. As a result of the training, she has been able to excel in her career and was encouraged to complete her education. She was able to coordinate with the local level authority after being involved in the training, and she now works as a child / Gender focal person at the municipal level. Prior to the REED 's intervention, there was a lack of materials in Dudhkunda Himalaya School. Teachers were unable to make the classrooms child-friendly, and the teaching method was not very practical.

After REED Nepal's involvement in schools, changes took place, such as improving teachers' capacity, availability, and access to teaching materials for child-centric teaching. Child club members' capacity strengthening was provided in terms of Child rights, GESI, Child protection, and extracurricular activity. By conducting parental awareness by REED Nepal, parents are aware of the importance of education and their engagement is increased in teaching-learning activities.