



# ANNUAL REPORT 2019-2020

## REED-NEPAL

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## Who we are

REED Nepal, as an NGO was established in 2000 with the motto of “Quality education our commitment” It began its journey incorporating Teacher Training Programs carried out by the Himalayan Trust UK (HTUK) and New Zealand (HTNZ). REED-Nepal has been following the footsteps of Sir Edmund Hillary in the Mount Everest Region and the Himalayan region since its establishment.

In the past, REED Nepal had worked in Humla, Kavre, Okhaldunga, Sindhuli, Bajhang, Dolpa, Myagdi, Rasuwa, Kapilvastu and Parsa districts of Nepal. In the recent years, it has been working in Solukhumbu, Taplejung, Rupandehi, Kapilbastu and Palpa for long term projects towards the provision of accessible quality education in the community schools of rural areas in Nepal. At the national level, REED Nepal builds strong partnership structures that encourage flexibility to address specific program goals and objectives. Annually, REED-Nepal works with 220 schools, over

2100 teachers, 31500 students and thousands of community members in the rural parts of Nepal. REED-Nepal works with a holistic approach in education that ensures quality and long term positive impacts.

The organization attempts to empower teachers, headteachers, child clubs, school management committees (SMCs), parents-teachers’ associations (PTAs), parents and community members.

It is committed to provide service on teacher’s training, school supplies, physical facilities and scholarships to the children of disadvantaged families and enhance capacity on accountability and governance, child protection, gender and social inclusion (GESI).

### **Our Funding Partners**

Australian Himalayan Foundation (AHF), Australian Aid, Himalayan Trust UK (HTUK), New Zealand (HTNZ), Karuna Trust Germany, CHOICE Hong Kong, Grande Social Foundation, ADRA Nepal, Rotary Club International, Rotary Club

Stuart Australia, Municipalities and Rural Municipalities of Government of Nepal and individual donors.

### **Our Local Partners and Key Stakeholders**

Municipalities and Rural Municipalities, Education Development and Coordination Units, School Management Committees, Parents Teachers Associations, Child Clubs, Eco Clubs, Youth Groups and Mother’s Groups.

### **Our Working Districts**

Solukhumbu, Taplejung, Okhaldunga, Rupandehi, Kapilbastu, Palpa, Sindhuli, Kavre, Parbat and Dolpa

### **Our Vision**

Our commitment to all children has the opportunity for quality education.

### **Our Mission**

Ensure that every child growing in poverty receives education to achieve positive changes in their lives.

## Message from Chief Executive Officer



It is my great pleasure to present the Annual Report of REED Nepal for FY July 2019- July 2020. This report includes the highlights of programs' results and achievements, stories of change from the field, lessons learnt, human resources, and budget accountability. We believe that through education interventions, REED Nepal has been able to bring a significant change in the lives of children through inclusive and quality education in the rural parts of Nepal. Also, REED Nepal has initiated the project on climate change and environmental conservation in the mountainous area of Nepal which is a burning global issue. Like before, REED Nepal has continued its core component; teachers' training in all programs to improve the quality of education through the capacity enhancement of teachers. It has also mainstreamed Disaster Risk Reduction (DRR), Disability Inclusion, Gender and Social Inclusion (DRR), and child safeguarding into the programs. It has also assessed micro-level risks and developed the risk assessment framework

to mitigate them.

The COVID-19 pandemic has affected the education system worldwide and the schools are closed. To mitigate the serious impact in children's learning, REED Nepal has come up with an alternative mode of teaching and learning in distance learning education. Despite having the challenges on technological facilities and limited access to distance learning devices, we have been able to respond to the crisis by broadcasting radio lessons and TV classes to continue children's learning and minimizing the gaps in implementing the distance learning education program. In this way, REED Nepal has adopted a new approach and modality of service delivery in the program's operations and monitoring according to the changing situation and context.

Finally, I would acknowledge all our donors and sponsors; Australian Himalayan Foundation, Himalayan Trust UK, Himalayan Trust NZ, Karuna Trust Germany, CHOICE Hong Kong, Rotary Club International, Rotary Club Stuart

Australia, MRC, and GSF for their trust, financial support, and resources to continue the projects, government agencies/ authorities, national and international partners and local government and stakeholders for their coordination, consistent technical and moral support. I would like to sincerely thank all our schools and community people for extending your support and cooperation to us in the journey of providing quality education to the vulnerable children. I am extremely thankful to all our team members for their tremendous efforts, commitment, and dedication to the work.

We look forward to continuing the partnership and working with you all for the quality of education and the sustainable wellbeing of children in the future too.

Thank you!

Bhim Bogati

Chief Executive Officer

REED Nepal

## Acronyms

AHF:	Australian Himalayan Foundation
CBS:	Central Bureau of Statistics
CHOICE:	Cambridge Hong Kong Operations for International Children's Education
CLIPS:	Children Literacy Improvement Program in Solukhumbu
CwD:	Children with Disability
DFAT:	Development of Foreign Affairs and Trade, Australia
DRR:	Disaster Risk Reduction
ECA:	Extra Curricular Activity
ECED:	Early Childhood Education Development
EGRP:	Early Grade Reading Program
EMS:	English, Maths, and Science
EYCI:	Environment Youth Climate Initiative
FY:	Fiscal Year
GSS:	Going to School Support
GoN:	Government of Nepal
HT:	Head teacher
HTUK:	Himalayan Trust UK
INGO:	International Non-Government Organization
LEIP:	Learning Environment Improvement Project
LEPP:	Learning Environment Progress Plan
M:	Municipality
NAFA:	Nepal Australia Friendship Association
NGO:	Non-Government Organization
PTA:	Parents Teachers Association
PwD:	People with Disability
REED Nepal:	Rural Education and Environment Development Centre Nepal
RM:	Rural Municipality
RLT:	Resource Leading Team
SIP:	School Improvement Plan
SMC:	School Management Committee
TRG:	Tole Reading Group
TTQEP:	Teacher Training Quality Education Program
TV:	Television
WASH:	Water, Sanitation and Hygiene



## 1. Executive Summary

This annual report is an outcome of major achievements made by REED through various projects' interventions in FY 2019-020 (July, 2019 to June 2020). Thus, the overall report provides an overview of achievements of the projects carried out at field level which are presented in statistics of projects' beneficiaries and budgets as well as success stories. In addition to the achievements made, the report also highlights about the lessons learnt of the year. The report also incorporates organizational vision, mission and core values. Besides, the report captures the summary of distance learning program to respond to COVID-19 crisis. Thus, all programmatic and periodic reports, events' reports, and data, organizational policies

and meeting minutes were gathered and analyzed. Similarly, the teacher training package developed by the organization is approved by the Government of Nepal because of its quality delivery in teachers' trainings. Likewise, REED Nepal has made significant contributions through quality and inclusive education, environment conversation, scholarships, WASH, DRR, child protection, GESI, and some infrastructure interventions to address the issues of children in education and meet their needs and their families. Additionally, REED has started a risk assessment of children and programs and developed a risk matrix to mitigate the risks of children, gender and children with disabilities through program

interventions.

As a result, REED Nepal's interventions, the average learning achievement of grade 1 to 8 in seven Namuna (Model) schools of Solukhumbu has been increased by 3.75% in which the highest increment in LAs are 7.07 and 7.24 in two NSs respectively. Likewise, the increased leaning achievement of grade 1 to 3 in Nepali subject in 14 CLIPS implemented schools is 8.45% in which the highest increment is 22.13%. Similarly, 45% schools (total 100 TTQE schools) out of total schools have implemented CAS effectively. In Taplejung, average learning achievement of 35 schools has been improved by 6% and net enrolment has been increased by 3%.

## 2. COVID-19 response program

### 2.1. An Initiation of distance learning - Radio and Television program

The government of Nepal has declared a nationwide lockdown to control the transmission of coronavirus (COVID-19) which is also the global crisis. As the lockdown started from the end of March 2020 in Nepal, It has impacted human lives and people's mobility, economy, health services, and education institutions. It has also resulted in schools shut all across the nation due to which children are out of schools without learning. All schools, government, and private offices, NGOs/INGOs, departmental stores, shops, and public transport are closed. The GoN has uplifted the lockdown in some provinces, districts, and RMs/Ms depending upon the COVID-19 situation. However, the GoN and local governments are still unable to take the decisions to reopen the schools. As a result of school closures, education has changed drastically from classroom teaching to distance/remote learning.

In response to this significant demand of remote learning

in the COVID-19 pandemic, REED Nepal initiated distance learning education through radio and TV in coordination with local radios and TV channels to support continue children's learning at home and engage them with radio and TV lessons and broadcasted the programs in Solukhumbu, Taplejung, Palpa, Kapilbastu and Rupandehi districts. In the radio program, REED Nepal's subject's trainers recorded radio lessons of grades 1 to 8 in Nepali, English, Maths, and Science subjects and broadcasted them daily from local radios in all five districts. In the TV program, REED coordinated with schools' teachers to produce tutoring classes of these subjects and telecasted them daily from local TV channels in two districts. According to CBS report 2012, 50.79% of HHs of total HHs in Nepal have access to radios so REED Nepal distributed radios as well to increase them with radio accessibility in rural parts of Nepal. Besides, radio messages on COVID-19 safety, child rights, child protection, the inclusion

of CwD and girls in education, and GBV broadcasted daily for public awareness. The total population of 1,507,806 (CBS report 2012) of these five districts are estimated to be benefited from the distance learning program.

### 1.2. Strengthening feedback mechanism

REED Nepal has complaints and feedback policy in place. It has also developed its guidelines on reporting system and responding procedures. So, REED Nepal has further strengthened the feedback mechanism during COVID-19 to receive feedback from children and stakeholders about the delivery approach of radio lessons, its content, and if they have other general feedback via telephone and Facebook messenger group created for feedback collection and response. REED has been receiving feedback from children, parents, and teachers regularly and improving the program by addressing their feedback.

### 1.3. An assessment and survey of the distance learning program

A rapid assessment was undertaken right after the schools were closed and before the distance learning program was designed and planned. In the assessment, headteachers, local government, and local media were the key persons to provide information and data. The data on radio and TV accessibility and electricity facility were collected through sampling and secondary data was collected, analyzed, and triangulated with the data collected through a sample survey. Similarly, the coverage areas of radio stations were also identified during the rapid assessment. After the

### 1.4. Story of change: Children and teachers share their stories on distance learning due to COVID-19

Keshari Shrestha is a government teacher of a school in Solukhumbu who has attended various teachers' training programs of REED Nepal. She teaches in one of the schools supported by REED Nepal under TTQE program. She is very active. She has also supported REED Nepal in training facilitation. When REED started radio program in Solukhumbu, she found that children have listened to it, but not in a regular basis. She also observed that they were not able to understand the lessons quickly. So, she coordinated with REED Nepal and started to teach few students voluntarily in a small group with radio program. She managed a space for students to sit and study

broadcast of some episodes of radio and TV programs, a survey was conducted with children and their parents via home visit and telephonic conversation to assess children's beneficiary and measure children's satisfaction level towards distance learning programs. According to the survey findings, it was found that 61% of children (204 children were surveyed) listened to radio programs in Solukhumbu whereas 68% of children (135 children were included in the survey) listened to it in Palpa, Rupandehi, and Kapilbastu. Likewise, 29% of children were found to have watched TV classes in Palpa and Rupandehi. In the survey, 89% of children were satisfied with the radio lessons in Solukhumbu whereas 93% of children indicated their satisfaction towards radio lessons and TV classes in other remaining districts. The survey was also taken with headteachers and teachers of Solukhumbu in which 84% of them (81 teachers were interviewed) were found to have listened to the radio program and 94% said the radio lessons developed by REED Nepal were helpful to children for their learning and life skills. The interview was also conducted with parents and local governments. In Taplejung, all 80 parents and 90 teachers who were interviewed were satisfied with the radio program. During the conversations with them, it was found that the parents have supported their children by arranging radios and creating a learning environment at home whereas the local government appreciated the program and expressed their commitment to support for this program in the future too.



Keshari teaching a group of children through radio

with other friends together. She shared. “I facilitate six to eight students in a group by following the government’s COVID-19 safety guidelines. The students come to my place daily before the program starts. They did not use to listen to the program regularly because they were facing some difficulties technically



Sarada educating about COVID- safety in sign language

Sharada Thapa is a deaf teacher who teaches deaf students in one of the Namuna (Model) schools supported by REED Nepal. She is a trained teacher on sign language.

She lives in the hostel of same school with deaf students. In this pandemic situation and lockdown, she could not go home, however she is safe and utilizing the time by developing sign language teaching videos for deaf children and sharing them via social media. She shared, “I have been spending my days and gaining knowledge in the hostel by studying books and watching TV. In the emergences, CwD especially children with hearing impairment are exposed at risk and they are the most vulnerable groups. So, I am in regular communication with my deaf students and have made them aware of wearing masks, avoiding crowd and washing hands with soap and water through the medium of sign language. I have also shared some sign language materials with deaf students and their parents via social media. So, I

and were not able to solve the problems by themselves. So, I helped them in solving the problems and facilitated the radio lessons. Now, these students are happy even the schools are closed. I have found that their learning are improving.”

thank REED Nepal for its regular communication with me and including me and my students in the distance learning program.”

Umesh Jung Thapa is an eighth grader student of a school in Solukhumbu. He is a regular listener of radio program. He along with his siblings listen to it daily in the morning and repeated lessons as well sometimes. He has informed about REED Nepal’s radio program to other friends as well. According to him, “I and my siblings were feeling bored at home. It was very difficult to pass the time. When I heard about this program through a teacher, I was very excited to listen and learn from it. I have been listening to it from the very first day. Now, I am not bored anymore because I have a busy schedule for the whole day starting from having breakfast, learning through radio program, doing homework as mentioned in the radio program and helping my parents in household works. Sometimes, I ask with my teachers and REED’s subject trainers if I am unable to solve the problems of my text books. I have not missed my school. I have become more self-disciplined due to distance learning program. I believe that it has taught me to work more independently. I am enjoying being able to manage my days and to decide when I want to fit in my studies. So, I am very much thankful to REED Nepal for making my life easier and technology friendly.”

Umesh Jung Khatri is an eighth grader student of a school in Solukhumbu. He is also a scholarship recipient of REED Nepal. He is a regular listener of radio program. He along with his siblings listen to it daily in the morning and repeated lessons as well sometimes. He has informed about REED Nepal’s radio program to other friends as well. According to him, “I and my siblings were feeling bored at home. It was very difficult to pass the time. When I heard about this program through a teacher, I was very excited to listen and learn from it. I have been listening to it from the very first day. Now, I am not bored anymore because I have a



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## 2. Regular Programs/Projects

### 2.1. Teachers Training Quality Education Program (TTQE-P) in Solukhumbu

Teachers Training Quality Education (TTQE) Program is a flagship program funded by Australian Himalayan Foundation (AHF) and Development of Foreign Affairs and Trade (DFAT), Australia. The program aims to create quality learning through inclusive education in 100 schools of one municipality and six rural municipalities of lower Solukhumbu district. The program focuses on creating schools as centres of excellence where children have a fair chance to reach their full potentials and practice educational opportunities in child friendly teaching learning environment. The program is guided by four strategic outcomes; on Namuna (Model) schools demonstrate the practice of quality and inclusive education, children read and write competently in Nepali by class 3, children meet/exceed prescribed government competency and benchmark standards in English, Math and Science at basic level schooling and very disadvantaged scholarship children access and complete schooling. During this reporting period, following beneficiaries are benefited directed through the interventions.

- 8 teachers of 4 Namuna schools were trained about library Management and its use.
- 170 teachers received training on English, Maths and Science (EMS) pedagogy.
- 19 ECED teachers were trained on ECED management and teaching learning.
- 10 SMC chairpersons and 11 head teachers of 11 Namuna schools received training on leadership and school management.
- 102 SMCs, PTAs, teachers and child clubs of 11 Namuna schools were oriented on GESI.
- 177 child clubs' members and students of 11 Namuna schools received training on child rights and child safeguarding.

- 500 copies of child bulletins published where children's creative writing and poems were included and distributed to the schools and stakeholders.
- 153 parents of ECED children in 5 Namuna schools took part in the orientation about the importance of ECED, nutrition, and hygiene.
- 844 teachers, students and parents of 11 Namuna schools were orientated on WASH and aware on COVID-19 prevention and safety measures.
- 215 ECED children of 11 Namuna schools were benefited through classroom set up and learning materials.
- 1750 students of 11 Namuna schools were benefited through school's sanitation kits and hygiene physical facilities.
- 736 children of grade 2 and 3 from 28 schools received literacy materials and practice books.
- 611 children of grade 1 to 3 are benefited through literacy supplementary materials set up in book corners at 14 schools.
- 286 parents were engaged with their children in reading and writing at Tole Reading Groups (TRGs).
- 384 scholarship children of very disadvantaged families received scholarship support (cash and stationary plus hygienic kits) including 11 children received stationary materials.
- 153 children of 5 schools were benefited through the school feeding program.
- 5 girl children have been supported with full scholarship to study agriculture at Garma Secondary School in Solukhumbu.
- 2 girl students have been receiving with full scholarship to study nursing and sub-engineering courses in Sindhuli and Kathmandu.
- 2 teachers have been provided with incentive as per government



standard to support children's teaching learning.

- A financially poor family has been supported to run a small business for their children education and family income.
- 80 schools out of 100 have received support in classroom/ ECED classroom set up and management, sitting arrangement, development teaching-learning materials development and books management in libraries and books corners.
- 59 episodes of radio lessons on Nepali, English, Maths and Science subjects were recorded to broadcast in two radios of Solukhumbu at the time of schools closure due to the COVID-19 pandemic.
- Child protection, Gender based violence and COVID-19 prevention and mental health messages were aired in two radios of Solukhumbu for public awareness.

- 125 radios were distributed to children to get access to distance learning- radio program via radio.
- 89 local teachers have supported 748 students via phone, social media and in person to learn from radio program.

In FY 2019/020, REED continued interventions to bring qualitative improvements in teaching learning and school learning environment such as teachers and SMC capacity building to improve quality education and school management system, orientation on GESI, child protection, WASH/sanitation and parenting education to SMCs, PTAs, parents, teachers and students in inclusion perspective and awareness raising. It also carried on with the scholarship support to very disadvantaged families.

### 2.1.1. Story of Change: My confidence level in teaching-learning has been increased through REED's teachers' training

Prakash Bastola is a government teacher of Solukhumbu district. He is very much passionate about his job. He was not trained on specific subjects such as English, Maths, and Science before. When REED Nepal invited the schools to participate in five days of EMS training, he showed his interest to take part and excited as well. He along with other teachers from the district also participated in the training program. He built confidence in these subjects and teaching delivery skills after the training program.

He said "Education plays an important role in shaping, modeling, sharpening and directing an individual, the society and the nation towards achieving the desired goals. It is also regarded as the passport to the future. A good education gives cognitive tools to students to solve real-life problems. It is a key driver of economic success and social mobility. Therefore, management of quality education must be the highest priority of the country." He further added "The first thing, I noticed being as a teacher, was the quality of many public schools compared to private schools was very poor. The situation is worse in most of the schools in rural areas. So strengthening public schools and managing private schools are also major challenges. He also shared, "It's been an amazing experience for me because I have learned so many techniques of teaching and children engagement for sustainable learning. The training was a five days course. But, it pressed on ways for teachers to create a conducive learning environment for



students and encourage them to think creatively. Not only that, but it also focused on the professional development of teachers. It helped teachers like me to understand the importance of innovative teaching methods and the adoption of student-centered learning in schools. I learned that proper planning in teaching is the key to promote the engagement of students in the lesson and foster creative imagination in them. The activities and the gameplay, we have done in the training provided us more clarity and idea on how creativity, imagination, critical thinking, and problem-solving in day-to-day classroom teaching. I am not able to implement my learning in the schools due to global pandemic COVID-19 and school closures. However, I will do my best to apply it for quality education as soon as schools reopen. At last, I would like to thank REED NEPAL because I got this golden opportunity to learning and experiencing new things in my life and I believe that, this experience can change my life as well as my society."

### 2.1.2. Story of change: REED Nepal helped me land my dream job

Purnima Shrestha is a 23 years old girl. She lives with her parents and six siblings in a remote village of Solukhumbu. Her parents are the farmers who raised them by working hard on the farm and other people's houses. Her two elder brothers and an elder sister completed their basic education. One of her elder sisters did not complete her basic education as her parents were not able to buy educational materials required for her sister's studies. She is the only child of her parents who graduated secondary education despite of being a financial crisis of the family to afford her educational materials.

Purnima doing a practical session with her friend

She remembered those school days and said, "As my parents were getting older, I could be drooped out from the school due to the financial condition of my family. At this difficult time, with the support of my school teacher, I was enrolled at grade six in a school of my locality."

Though she was enrolled in the school, the challenging part was still the financial problem. But, she wanted to continue her schooling so she managed money for herself to buy educational supplies and stationeries. She used to work on holidays for money and support her parents in household chores and farm. She also had to walk two hours daily to get to secondary school and back home. Anyhow she completed secondary education however, it was difficult for the family to manage the money for her higher education. Despite having low hopes, she wanted to go out of the village to pursue an education in the technical field. REED Nepal enrolled her in the scholarship program for her

studies for an eighteen months course of assistant sub-engineering in a college of the adjoining district of Solukhumbu. During this course, she had assisted Garma community hall construction project of REED Nepal in technical monitoring. Her passion



of studying an engineering was not still ended. She wanted to study further so REED Nepal provided a full scholarship to study a three years course of diploma in engineering. Now, she is in the 2nd year of this three years course in an engineering college of another district.

REED Nepal has financially supported her studies and logistics. She is studying hard and doing well in studies as well. Recently, she has passed an examination for the government job in a local government office. After getting government job, she is so much happy and excited.

She is very much thankful to REED Nepal and said, "I am very much grateful to REED Nepal for its financial and moral support. My dream of studying technical education is fulfilled because of REED's continued support and help. It has helped shape my career and opened the door of opportunities for the future."

### 2.1.3. Project beneficiaries at output level

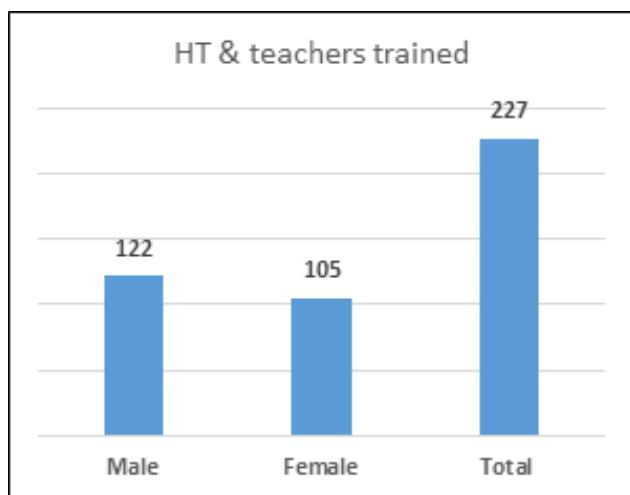


Figure 1: SMCs/PTAs participation

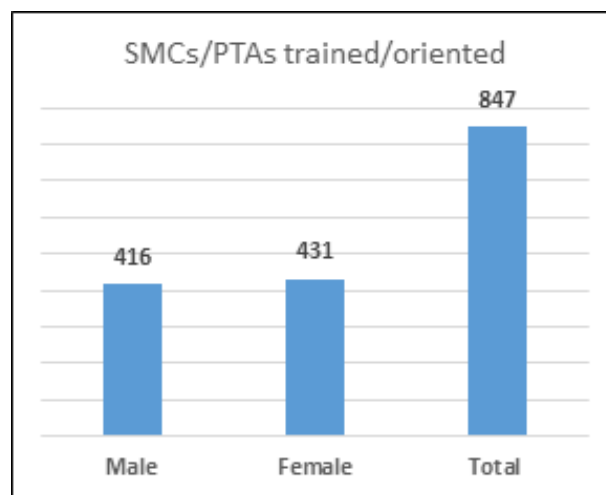


Figure 2: HT and Teachers participation

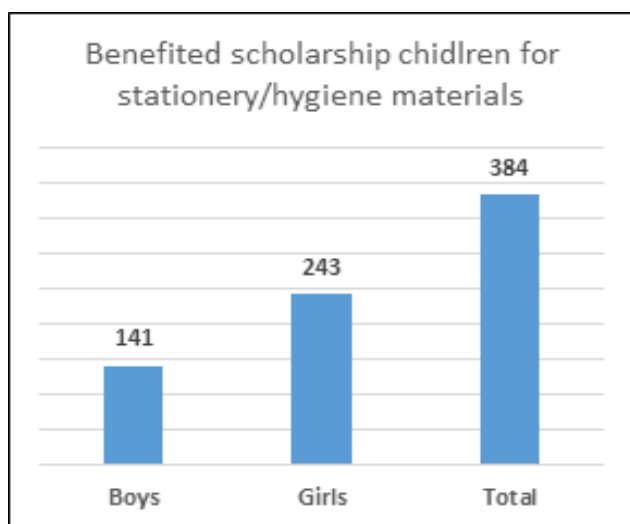


Figure 3: Scholarship benefited children

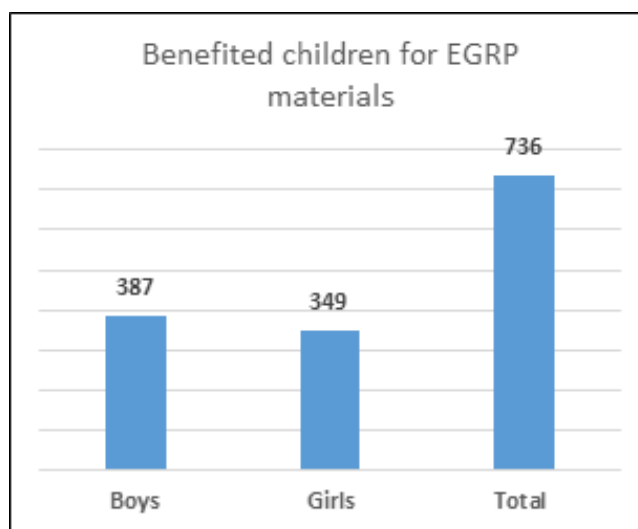


Figure 4: EGRP benefited children

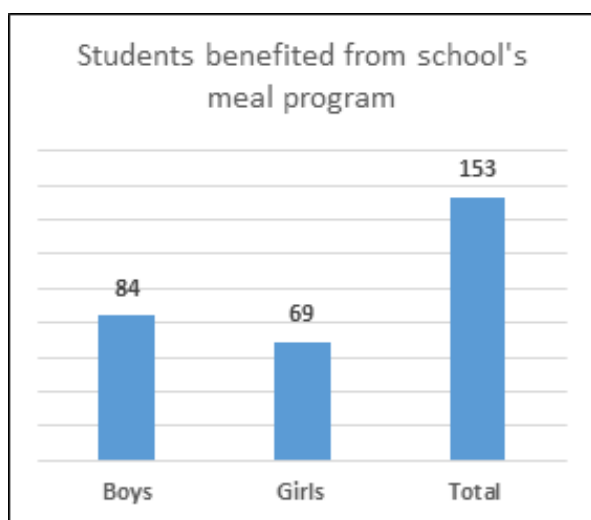


Figure 5: School meal program benefited children

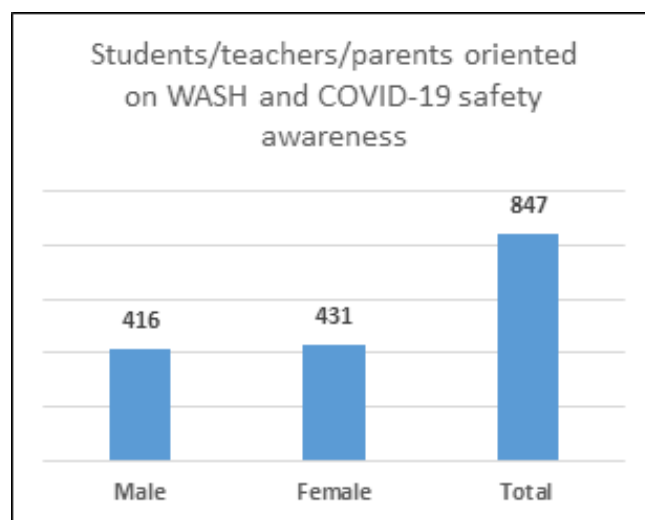


Figure 6: WASH and COVID safety awareness

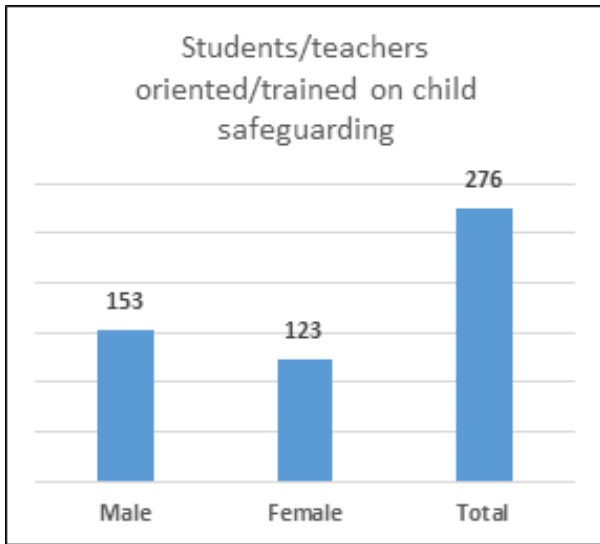


Figure 7: Child safeguarding orientation

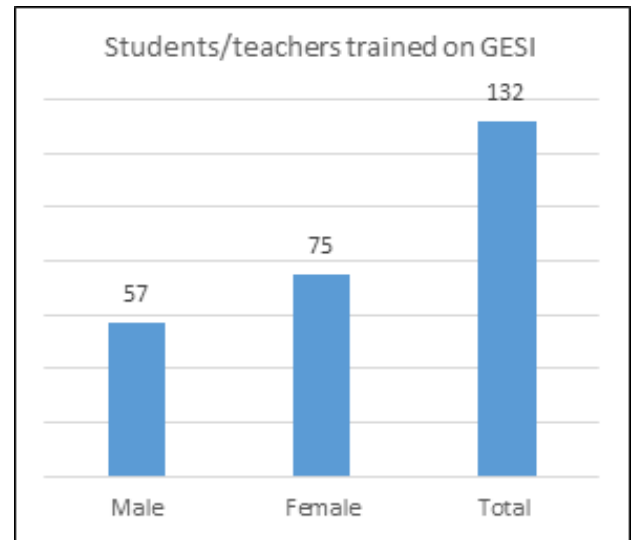


Figure 8: GESI training

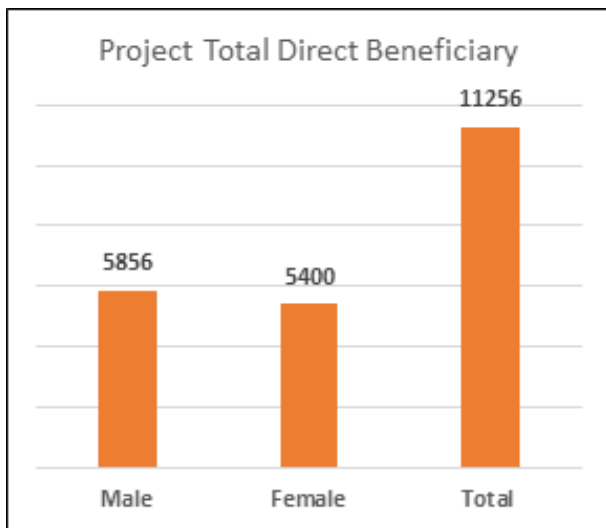


Figure 9: Project Direct Beneficiary

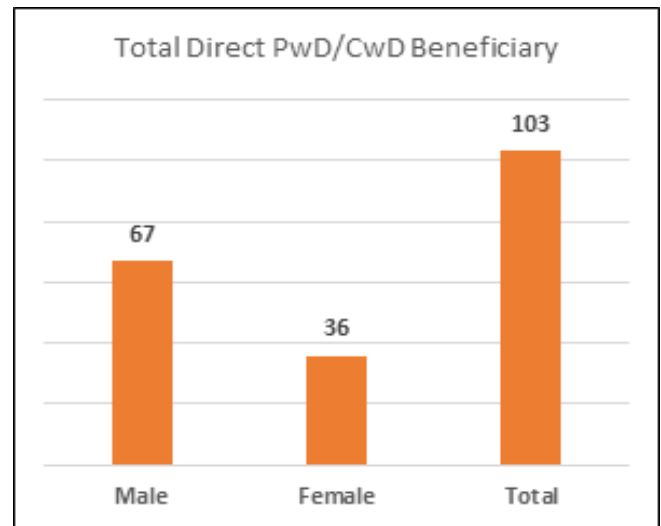


Figure 10: Project Direct PwD/CwD beneficiary

## 2.2. Everest Youth Climate Initiative in Solukhumbu

Everest Youth Climate Initiative (EYCI) is a project on climate change and environmental conservation supported by AHF. The project aims to contributing to the protection of the fragile mountain ecosystem of Khumbu Pasang Lhamu rural municipality and to reduce the vulnerability of the local people to climate change. The project works towards achieving major two objectives; reducing the impact of climate change through local initiatives by school children, youth and local communities and improving the resilience of very vulnerable families to climate change impacts. The project primarily focusses on raising awareness on climate change and adopting local initiatives to improve the resilience and capacity of vulnerable families. It also works to enhance the capacity of eco clubs of 16 schools and

community people. Given below major interventions benefited the following beneficiaries during this FY.

- 16 eco clubs including four new have been formed and supported to initiate community education and awareness as well as plan and implement environment and conservation activities at school level.
- 28 teachers were trained on climate change education and adaptation.
- 85 eco club members were oriented on climate change and adaptation.
- 30 RM representatives, youths and community people were participated in project sharing meeting.
- 11 people representing school eco clubs, teachers and local



youths were trained for Red panda monitoring and Sagarmatha National Park (SNP) has provided the approval and also nominated for technical person for monitoring purpose.

- Two vulnerable families are supported with goats to increase the income level their resiliency and goat sheds were built by the families.

During the reporting period, REED Nepal provided training to teachers on climate change and adaptation and facilitated to develop adaptation plans for eco clubs and communities. A sharing workshop with eco clubs organized by REED Nepal helped among eco-club members exchange their best practices and learning on climate change and its impacts. REED has facilitated to eco clubs on the use of social media and established a platform to share their learning and best practices through this medium. Brochures and posters were published and disseminated to stakeholders for spreading knowledge and awareness on climate change and environmental conservation as well as tree plantation program organized in coordination with eco clubs, youths and community people. Likewise, vulnerability families were supported with goats with sheds. An orientation on red panda monitoring were conducted where community people, teachers and students participated. Rural municipality verbally made commitment to allocate the budget for environment conversation and climate change.

### 2.2.1. Story of change: Goat farming support is helping to improve the condition of a vulnerable family.

Pelu Sherpa is a 52 years old woman living with two sons and a daughter in upper Solukhumbu. She is a farmer owning a few lands in Kharikhola. She has to look after all her children alone financially with social responsibilities. Her income hardly runs the family. Her youngest son is suffering from a chronic disease and taking medicines regularly. So, it has been more difficult for her to handle these circumstances. As she depends fully on farming, she along with other community people are facing

natural disasters such as floods and landslides, erratic rainfall patterns, prolonged drought, and hailstorms which have affected the decreased frequency in rainfall in the farming seasons and increased intensity of rainfall in the summer. Due to which, the crop production is decreasing. However, she was unaware of these reasons. She was also affected by the earthquake of 2015. She is still living in a damaged house as the new house construction supported by the government has not been completed yet. She had started goat farming two years ago. However, she had a huge loss from it due to the lack of knowledge and skills on goat raising, proper care, and vaccination.

REED Nepal supported her with goat including the insurance and facilitated in building the shed. It also oriented her about proper care, feeding pattern and, vaccination to the goat. Now, she is raising the goat properly. The goat has a baby goat too. She



is thankful to REED Nepal for support, orientation, and regular monitoring/follow up. She said, *“Before the orientation, I didn’t know about the techniques of goat farming and its importance. I was practicing a traditional way of goat raising. When REED provided me the goat and most importantly visited regularly for goat insurance, vaccination, and knowledge sharing, I was able to raise this goat properly and its baby too. I will increase more baby goats and income too in the future.”*

## 2.2.2. Output level and Project Direct Beneficiaries

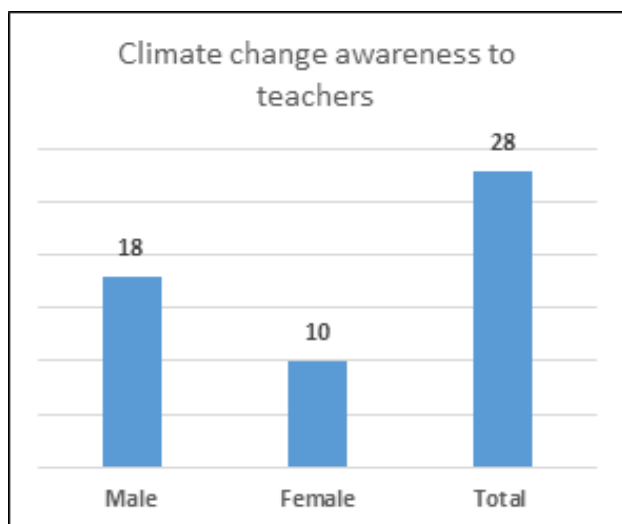


Figure 11: Teachers aware on climate change

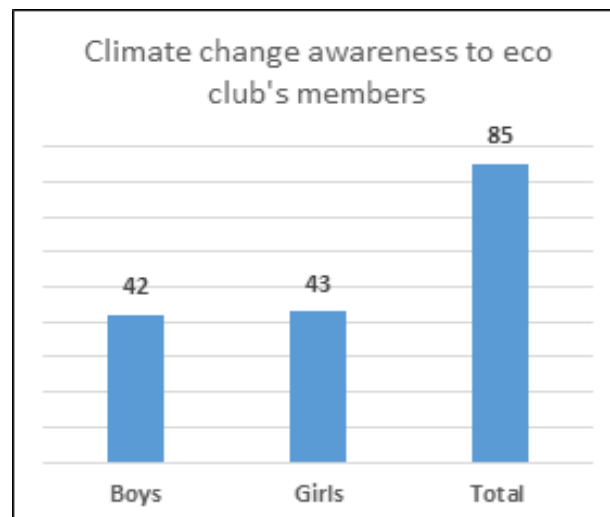


Figure 12: Students aware on climate change

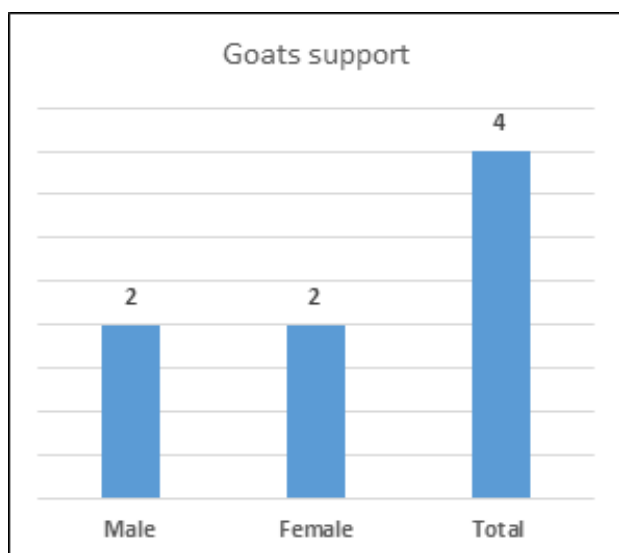


Figure 13: Families supported with goats

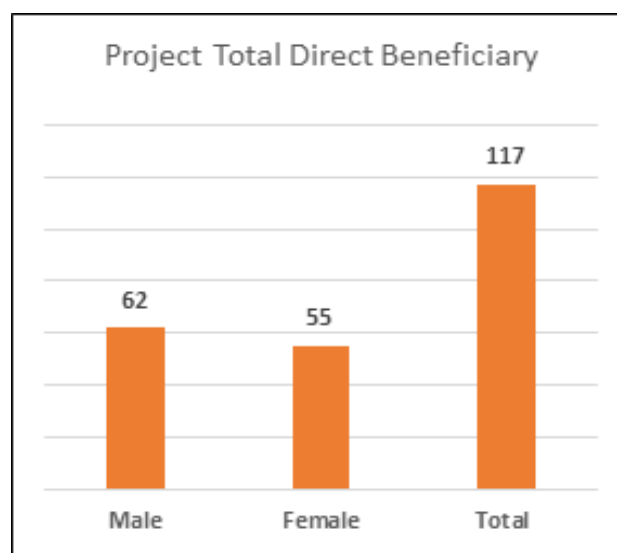


Figure 14: Project Direct Beneficiary

## 2.3. Teachers Training Quality Education Program in Taplejung

TTQE program is being implemented in Taplejung with the support of Himalayan Trust UK (THUK). The program works to achieve inclusive quality education for children of 35 schools of Taplejung district. The foundation of the program is based on five major objectives; meet or exceed prescribed government competency benchmark standards of Learning achievement, dropout, retention, and enrolment of children, demonstrate the quality of the Model school. (Practice of inclusive education, ECCD development, eco-child clubs, and student's hygiene and school environment, teachers' performance), enable students to achieve their career goals through higher education scholarships, develop a child-friendly learning environment (Dynamic Funding program and Infrastructure support to mitigate the

indicators of the child-friendly school environment.) and strengthen effective governance in school (Active headteachers and effective functioning of RLT, teachers, SMCs/PTAs). It also focuses to enhance the capacity of teachers and stakeholders, improve, schools' physical facilities, strengthen child clubs, empower community people and establish networking with local stakeholders to sustain the program in the long term. Following children and people are benefited by the program interventions.

- 9 teachers of 2 schools were trained on library management and use of books.
- 65 teachers of 9 schools were capacitated through 10 days of basic pedagogical training to improve teaching-learning and classroom management.

- 150 students from 18 eco clubs enhanced their capacities in leadership, extra-curricular activities and raising awareness.
- 2649 students of 9 schools received stationeries and playing materials.
- 6 SEE passed students received a scholarship for their studies.
- 14 students received a scholarship for higher education in different fields of study.
- 35 schools received support from REED in classroom management and development of teaching-learning materials.
- 4 key teachers and 2 resource teachers were recruited to support the schools. In addition, 3 RTs and 11 key teachers have been working as part of RLT.
- Eco club's members of 18 schools participated in the orientation programs.

During this FY, REED Nepal continued with teachers training, classroom management and scholarship provision to the students. Children engagement program was more intensified through greenery environment activities. It has been able to reach out the most children and their families through community orientation program and in school support. REED Nepal has made a progress in schools of Taplejung by increasing net enrolment rate of grade 1 to 5 by 3% which is 98.2% and average learning achievement is also by 6% which is 65.25%. REED Nepal has also aligned and endorsed TTQE-P plan with local government plan as well. As COVID-19 has impacted all including the school education system as well, the project launched a distance learning program and broadcasted radio lessons on the local radio.

### 2.3.1. Story of change: REED school's support program immensely helped in the improvement of a student's behavior and learning

Reshma Limbu reads in grade three at Deurali Basic Schools. She is very diligent in study. This Nine-year lady has lived in Batase, Lelep. Her father's name is Mr. Dilkumar Limbu and Man Maya Limbu is her mother but unfortunately she died. This is very panic for her. She got new mother but she is living far from the village. Her Step-mother and father both are staying

books. She is the bookish girl. As per her interest, the teachers of Deurali Basic School support in her learning. This rural remote village parents spend most of the time on daily wages. It is very hard to survive only depending on the land income and they go to abroad (Muglan) for feeding their children. This is common problem of Rural Mountain people.



Reshma in her classroom

in Kathmandu since 3 years. Reshma has passion to read and become a best teacher in coming future. Her two brothers Binaya and Bikendra have been caring her. Her elder sister Shanti Limbu encouraged her to read. Reshma is the lady of brave who has desired to do something new and she is interested in reading the

Reshma deserved the first position in her class. The support of REED Nepal, classroom of Deurali is well furnished and the building seems very attractive from inner and outer side. The funded organization HTUK is to support the buildings of Deurali Basic where Reshama is reading till now. This MGML class motivated her and enrolled in Deurali School. REED's immense contribution in Deurali Basic school pulled the students in MGML class. She engaged in every activity, she is extraordinary than others children. She is the proactive girl.

Reshma Limbu is parentless girl. Her happiness is snatched early when she was about to 6-year-old. Her diligent in study shows she will do good in her life. But, this potential girl has not seen safe journey in her academic career. Her excellency in reading and other extracurricular activities pulled the eye of Head Teacher and outsiders. Working on behalf of rural mountain children,

many Reshma has around with us. As a proactive girl, she engaged in Brain Gym, managed the weather charts, cleaned the classroom and kept the official assets in safety place. Her extra efforts in studying she got the first position in her class. Besides everything, she is missing the guardianship. Her brothers are supported her. This is not guarantee shall she continue studying or not? This is very shocked news for us. We ever support to Reshma from the program site. We all be serious for her further study. She has a dream to be a teacher and teach to the rural village.



Reshma in her classroom

### 2.3.2. Project Direct Beneficiaries

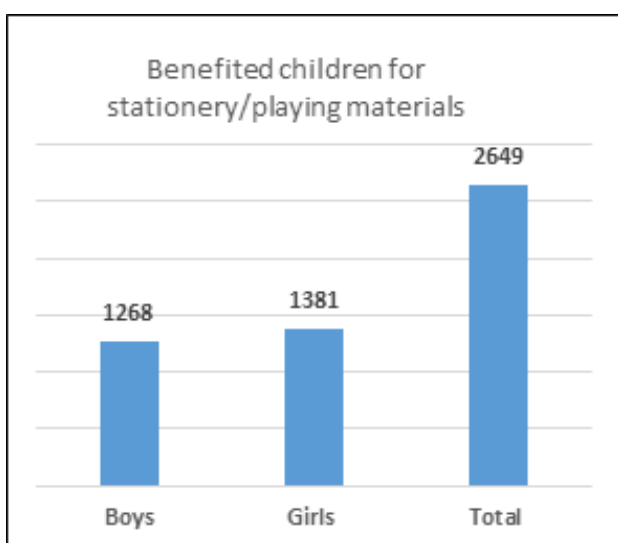


Figure 15: Stationery/playing materials benefited children

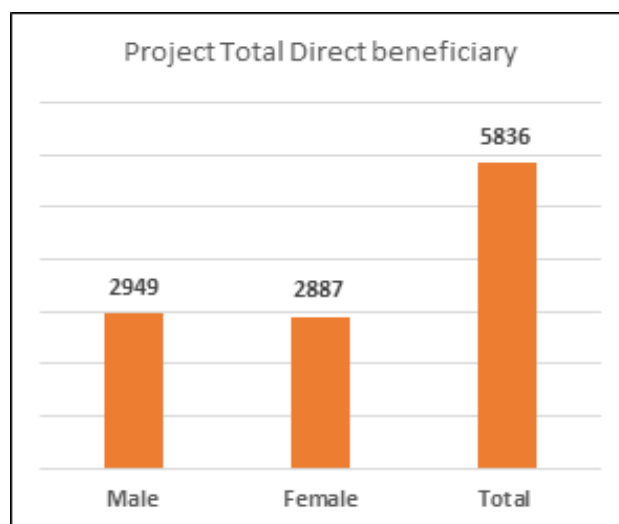


Figure 16: Project Direct Beneficiary

## 2.4. Strong Girls project in Palpa, Kapilbastu and Rupandehi

Strong Girls project is a consortium project with other two NGO partners implemented in 15 schools of three districts; Palpa, Kapilbastu and Rupandehi with the support of by Karuna Trust, Germany. The project aims to provide access to inclusive, high quality education and an opportunity to complete primary education to girls from Dalit and marginalized castes. To achieve this aim, the project has developed four major outcomes such as educational Standards and equipment will be improved to achieve educational goal of all girls (and boys), young girls from disadvantaged backgrounds show improved performance and participate confidently and actively in school life, Dalit families are committed to the education of their daughters and able to improve their household income and keep their daughters in school through their own economic activities and the local actors

(teachers, parents, school committees, school administrations, etc.) support the rights and access to good education for all girls and Dalits. Following children and people are benefited through the following project interventions.

- 15 head teachers and 2 lead teachers were trained in management and leadership training.
- 108 SMC/PTA members participated in the training of school management, governance training and community engagement.
- 148 reference books, curriculums, and teacher guides were provided to 15 schools to improve the teaching-learning process and reading habits of students.
- 13 child clubs organized children day by conducting different activities such as rally and quiz competition to spread awareness and reduce child marriage.



- Logbooks were distributed to 15 schools to keep the records of activities conducted in the classrooms.
- Book corners have been set up in lower grades of 14 schools to develop reading habits of the students.
- A package developed for Girls Power Program (GPP) develop the self-esteem of girls, prepare wall magazines, aware child rights, and protection as well as sexual and reproductive health.
- 77 radio lessons of English, Mathematics, Science and Nepali subjects were recorded by REED trainers and broadcasted daily from local radios of the respective districts to engage students with learning at the time of schools closure due to COVID-19 pandemic.
- 240 TV episodes of English, Mathematics, and Science and Nepali subjects were produced by 47 teachers of Rupandehi and Palpa and broadcasted daily in the local televisions (TV) to continue children learning through audio and visual mode of learning.
- 65 teachers shared their learning and best practices in the COVID-19 crisis through social media created by REED Nepal.
- 651 students were distributed with radios to get them accessed

with radio lessons and encourage to listen to the program.

- 13 schools out of 15, mobilized local teachers to ensure the COVID-19 safety and protection of children as well as gather the issues and feedback of children and parents for distance learning program after a virtual meeting with head teachers and teachers organized by REED Nepal.

Over this reporting period, the project interventions are implemented as directed by project goal and outcomes. As the continuation of last year's interventions, capacity building training for head teachers, teachers and SMCs/PTAs were done and child clubs were activated for school level awareness raising activities and ECAs. Likewise, the project worked more on facilitating the schools to improve teaching learning process by providing reference books and teacher's guide and setting up book corners into the classrooms. The project also started to engage parents by monitoring and collecting feedback in the scorecard. In addition, the project initiated distance teaching and learning via four radio stations and two TV channel in the situation of COVID-19 crisis.

### 2.4.1. Output level and project total beneficiaries

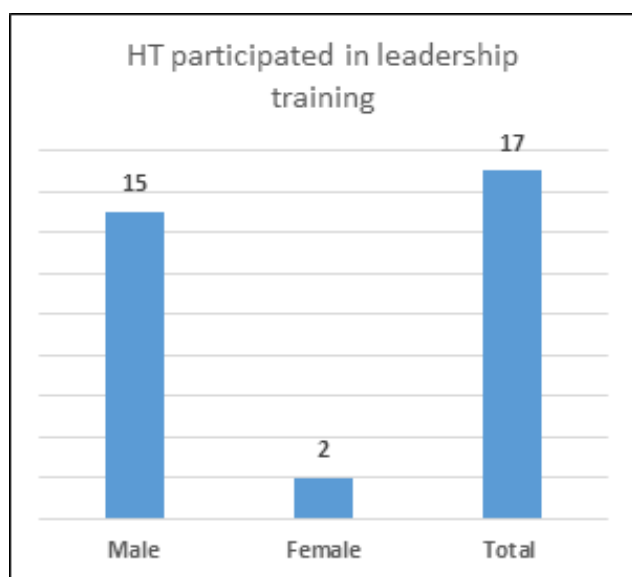


Figure 17: HTs participation

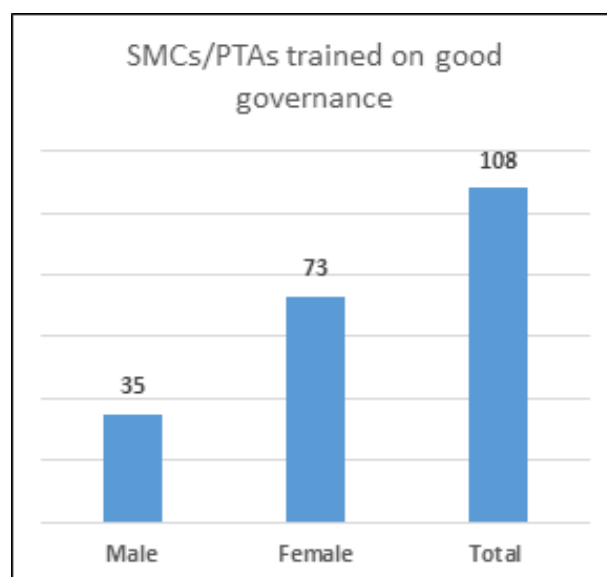


Figure 18: SMCs/PTAs participation

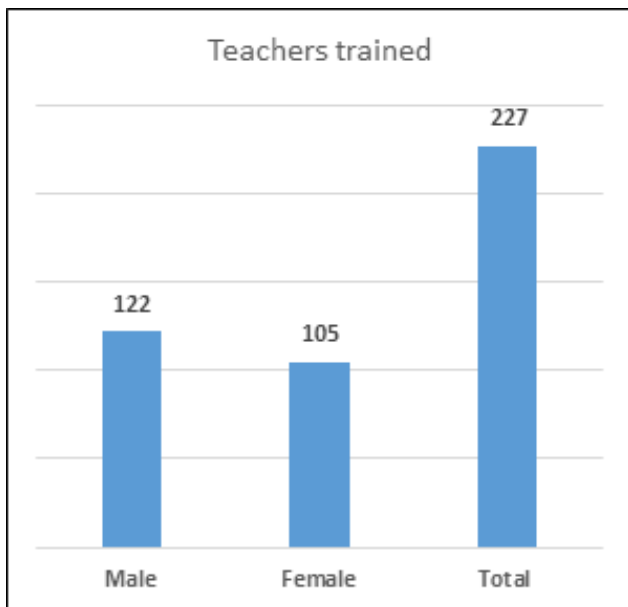


Figure 19: Teachers trained

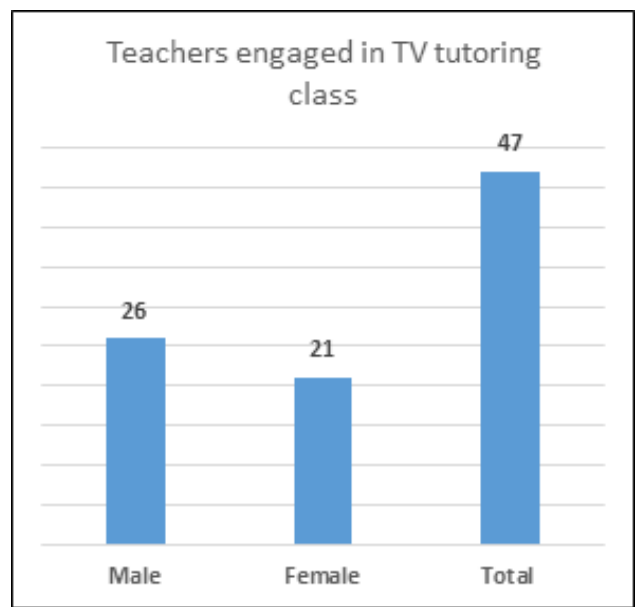


Figure 20: Teachers' engagement in DL-TV class

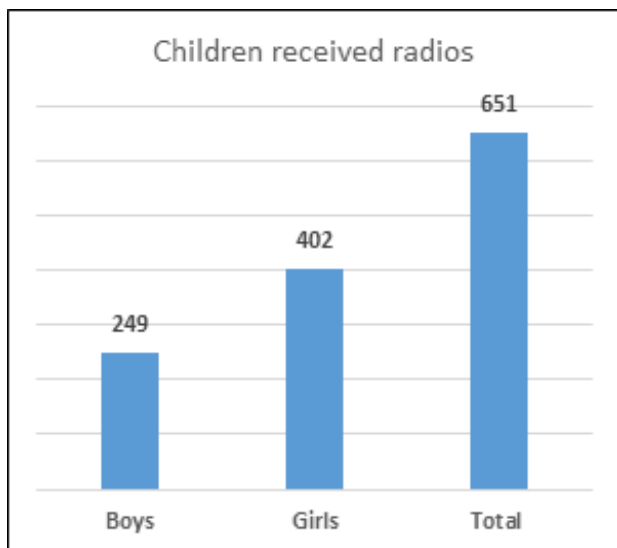


Figure 21: Children received radios

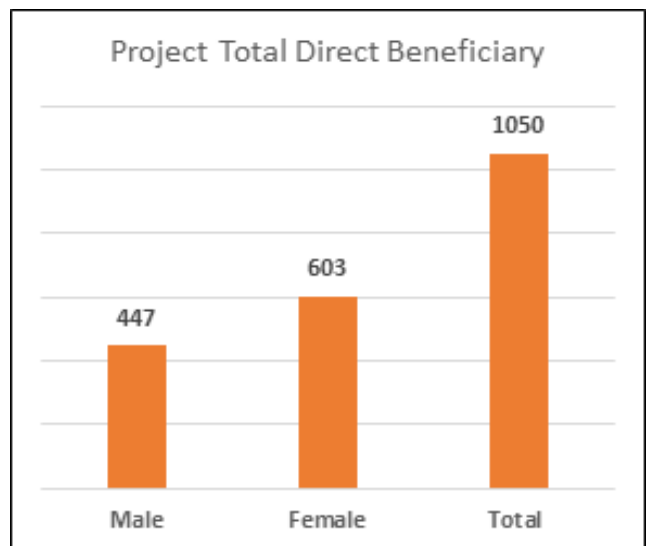


Figure 22: Project Direct Beneficiary

## 2.5. Simple School Project in Okhaldhunga

Simple school project was supported by Rotary International, Australia and Madhyapur Rotary Club, Bhaktapur which has been implemented in nine schools of Okhaldhunga district with the objectives of building the capacity of teachers on child-friendly learning environment, developing teaching-learning resources, enhancing parental engagement, enabling ECED teachers in play based curriculum, providing the learning resources and consolidating the skills of trainees. Given below beneficiaries were participated in the following activities.

- 67 teachers of 9 schools were trained in 10 days of child friendly learning environment development workshop.
- 73 teachers were participated in 3 days of refresher training to share learning and mitigate the gaps between theory and practice.
- 12 ECED teachers of 9 schools enhanced their capacities on ECED classroom management and age-appropriate learning environment development skills.
- 368 parents were oriented on child-friendly environment and roles of parents on children's education and school monitoring.
- 72 teachers received teachers' diary, students' logbook, community score card, reading books and other stationery materials.

• 110 child club members were trained on child protection. During this reporting period in Simple School Project, coordination meeting with local government was held to share the project planning. Meeting with the head teachers of 9 schools was conducted to discuss their responsibilities and accountability towards schools and parents. Curriculum based teaching learning resources were supported to nine schools to enhance the print-rich learning environment in the classrooms

and follow up/mentoring was done by subject trainers in the schools. REED Nepal partnered with the school management of Bhumesthan Basic School to construct the school building with two classrooms and five rooms of gender friendly toilets. Before starting the construction, 20 local people were trained on reconstruction of earthquake resilient building. Solar panel also distributed to the school. The construction project has been handed over to the local stakeholders and school.

## 2.6. Transforming Children into Champion (TraC) in Kavre district

TraC project has been executed in six schools of Kavre district with the support from Grande Social Foundation. The main objectives of the project are to improve the governance and management system of SMCs, enhance the knowledge and skills of head teachers and capacitate the teachers in EMS teaching and learning. Following are the main activities carried out under this project.

- 62 teachers were trained in 5 days EMS learning achievement promotion training.
- 18 HTs/SMCs/PTAs were participated in leadership training.
- 6 days of school visit was planned twice a year to support the schools on print rich classrooms, child friendly pedagogies and community engagement.

### 2.6.1. Story of Change: My teaching-learning capacity has been enhanced through REED's teachers' training



Sangita Mishra is a teacher in a government school of Kavre district who received a five days EMS training from REED Nepal. She along with other teachers from her areas also participated in the

training program conducted by REED Nepal. Before attending the training program, she had heard about REED Nepal's teachers' training was very practical, and based on the curriculum. When she took part in the program, she found it very effective and felt capacitated with teaching skills with pedagogical aspects.

She said "With due respect and humble submission, I want to lay down some words to REED Nepal for the constructive feedback

and mentoring to all teachers of our area. REED Nepal organized 5 days EMS training including other support comprising all government schools of Panchkhal ward no.1, 2, 3, and 4. The training's major motto was to enhance the pedagogical aspects of teachers. Before we (teachers) thought that textbook was a must to follow through the whole session but after that training, we realized that curriculum is the most important factor to follow up. We had trained by three amazing professional trainers dividing into different thematic categories; English, Maths, and Science. These words seem so less to appreciate REED Nepal that how beneficial was the training for us. We are feeling proud of being part of REED Nepal. The games and other all teaching strategies are so applicable that we are very delighted to follow up. Those amazing tricks encouraged us to be more dedicated to our job. At last, we all teachers who attended the training would like to appreciate the organizer for paving such an amazing platform to make us more refined into our profession. Thanks very much for such remarkable training and hope for getting further more training in the future from the organization."

## 2.7. Cambridge Hong Kong Operations for International Children's Education (CHOICE) in Sindhuli district

TTQE project has been implemented in three schools of Sindhuli district with the partnership with CHOICE, Hong Kong. The project aims to achieve the inclusive quality education for all children of these three schools which is based on four objectives; improve the pedagogical capacity of teachers, develop the reading habits of children, enhance the greenery child friendly school environment and consolidate the teaching-learning experiences of teachers via in-school support initiatives. Following interventions carried out under the project.

- 42 teachers were trained to enhance their knowledge and skills in developing learning resources/materials.
- 10 teachers were trained on library management and operation, book registration and functionalization of the classroom and school's library.

## 2.8. TTQE Program in Upper Dolpa

TTQE program has been implemented in 15 schools of upper Dolpa in collaboration with different partners such as Altitude Project, Amici Del Dolpo Friends De Nepal, Tripod of Koma Schulverein Lo- Manthang, Revival of Vijer, Himalaya Currents, Taprizia Verein and Action Dolpo to achieve inclusive quality education. Nearly 2000 direct beneficiaries including teachers, head teachers, rural municipality representatives and community people were benefitted from this project. Similarly, 987 students (52% girls and 48% boys) were benefitted from child friendly programmatic approaches. The project incorporated: 10 days Child Friendly Learning Environment

- 150 saplings were planted in the premises of 3 schools each to develop a green school environment.
- ECAs and other activities were carried out to reduce waste and trash, aware about product consumption, recycling tips, pollution and its effects on the environment.
- Learning resources and books were supported to 3 schools to strengthen their knowledge and skills as well as enhance reading habits in schools and homes.
- These three schools were technically supported by REED Nepal teaching-learning process, classroom management and materials development.
- CHOICE volunteers visited the schools and supported the teachers on EMS lessons, ECAs teaching methods including chemistry, music and art by addressing the education needs.

Development workshop, teaching learning resources support to 14 schools and school based support in each school from Dolpa based field staff throughout the year and collaboration meeting with government entities conducted. Because of project interventions, print rich classrooms, the practice of child friendly pedagogies, increment of community and local governments' concern towards school education increased meaningfully in the area. The local government collaborated and appreciated the practical approaches of project in many avenues appreciated the practical approaches of project.

## 2.9. Nepal Australia Friendship Association (NAFA), Dhading

Ganga Jamuna rural municipality: one of the remotest area of Nepal with 154.72/ km<sup>2</sup> area, 140/km<sup>2</sup> density and 21,784 as its total population (Census: 2011), NAFA, Hilly Development Region and REED Nepal agreed to work collaboratively to improve the school education in 6 community schools of area. This project was aiming to improve the school education through establishing rapport with key stakeholders and conducting

teacher training quality education program along with its other sister programs, i.e. learning resources support and follow up support and baseline survey conducted at ground level. Due to COVID 19, baseline survey and learning resources support were accomplished on time but 10 days teacher training and in school support could not be happened this year.



## 2.10. Learning Environment Improvement Project (LEIP) in Bajhang

REED Nepal implemented its flagship “TTQE” program since last year in 30 schools of Bajhang with the financial support from Talkot rural municipality. REED conducted the baseline survey to analyze the current situation of basic education in 30 schools of Talkot RM. Survey attempted to assess the situation of school education along with teachers’ professional development status, key barriers, potentiality for future partnership with schools of Talkot rural municipality of Bajhang district. Whole year in school support from Talkot based EDC was accomplished. Teaching learning resources to 30 schools were supported. 7 days calligraphy training was accomplished in 4

secondary schools of the RM. One day community orientation program was accomplished in 30 schools in September 2019. Likewise, 7 days child friendly learning environment development workshop was done for 190 teachers of the area. WASH materials were supported to 30 child clubs of the RM. With response to COVID 19, learning achievement focused 64 radio episodes were broadcasted from 2 local FMs. Schools are full of resources and teachers are well trained now in basic course. Child clubs are empowered and well equipped with WASH materials.

### 3. Total REED Direct Beneficiaries

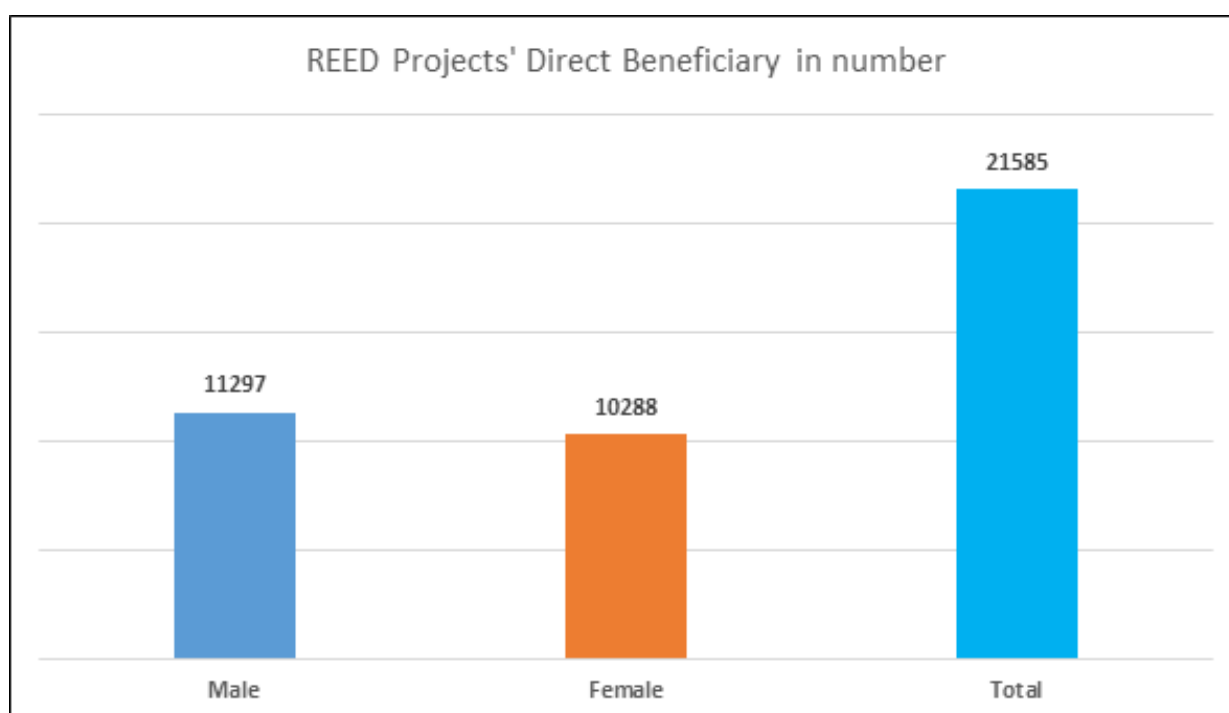


Figure 23: REED Direct Beneficiaries in number

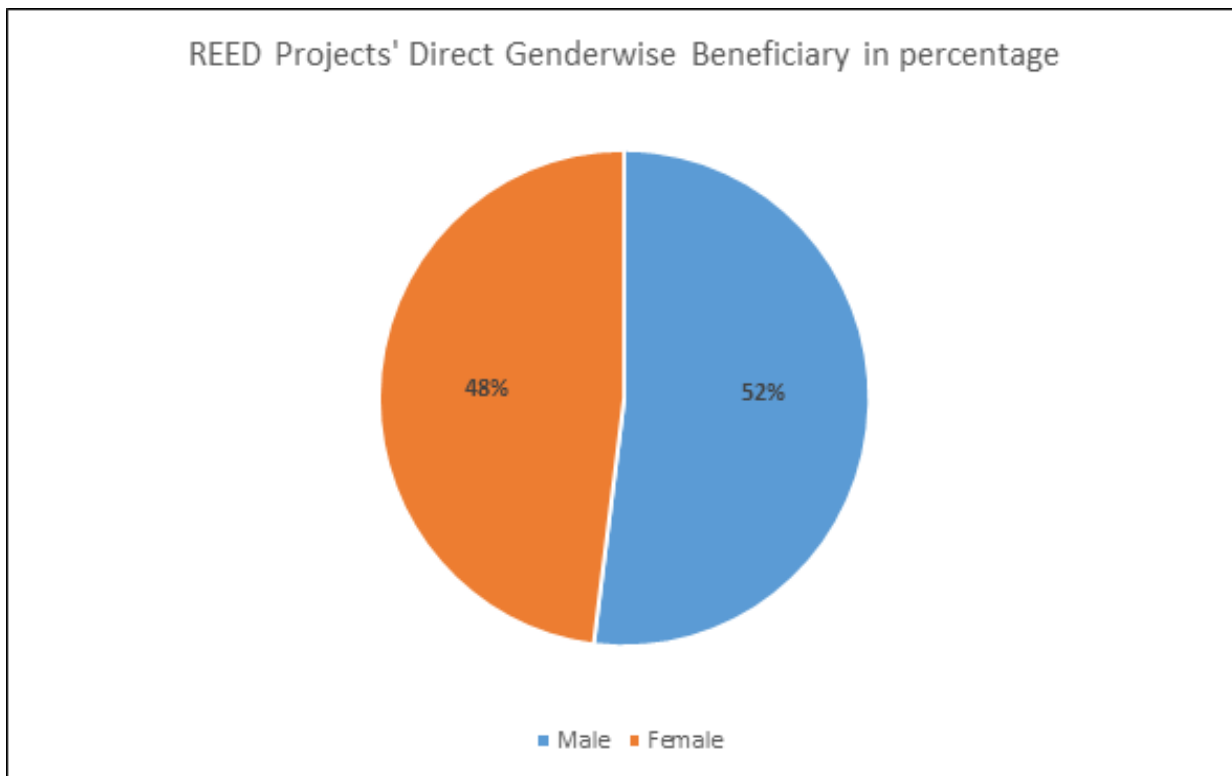


Figure 24: REED Direct Beneficiaries in percentage

#### 4. Lesson Learning/Good Practices

Following are the lesson learnt and good practices documented during this reporting period.

Design the project by focusing specific areas rather than scattering in different areas.

Field based in-school support are more effective to mitigate the gap of training implication at classroom.

Strong documentation, proper hand over and take over facilitates for smooth delivery of project and manages for change and transition.

A strategic guidance with defined plan in project working modality guides schools, communities and organization for smooth, safe and achievable project.

The more capacitated, equipped, competent staff with enabling working environment are key to meet organization goal and achieve project objectives and outcomes.

A coordinating mechanism, collaborative approach and partnership modality among education stakeholders and school with clear roles, responsibilities, and shared objectives are sustainable approach to success project.

Local level coordination meeting with local government and stakeholders is necessary for leveraging the resources, reducing the duplication and concentrated the effort.

Project resource availability and its limitation should guide the project framework addressing local needs and priority.

Contingency plan and budget should be an integrated part of each project that support to deal for unexpected situation to overcome as per program nature and organizational capacity.

During response, the best way forward is to initiate from simple and possible (Distance Learning) activity. Strategic collaboration and team work supports to move forward both at normal and disaster period.

Capacity enhancement programs should be intertwined as per theme based content to develop the comprehensive child friendly school environment.

Initiative the long term comprehensive partnership to make some meaningful changes in the area in terms of school education.

## 5. Board of Directors

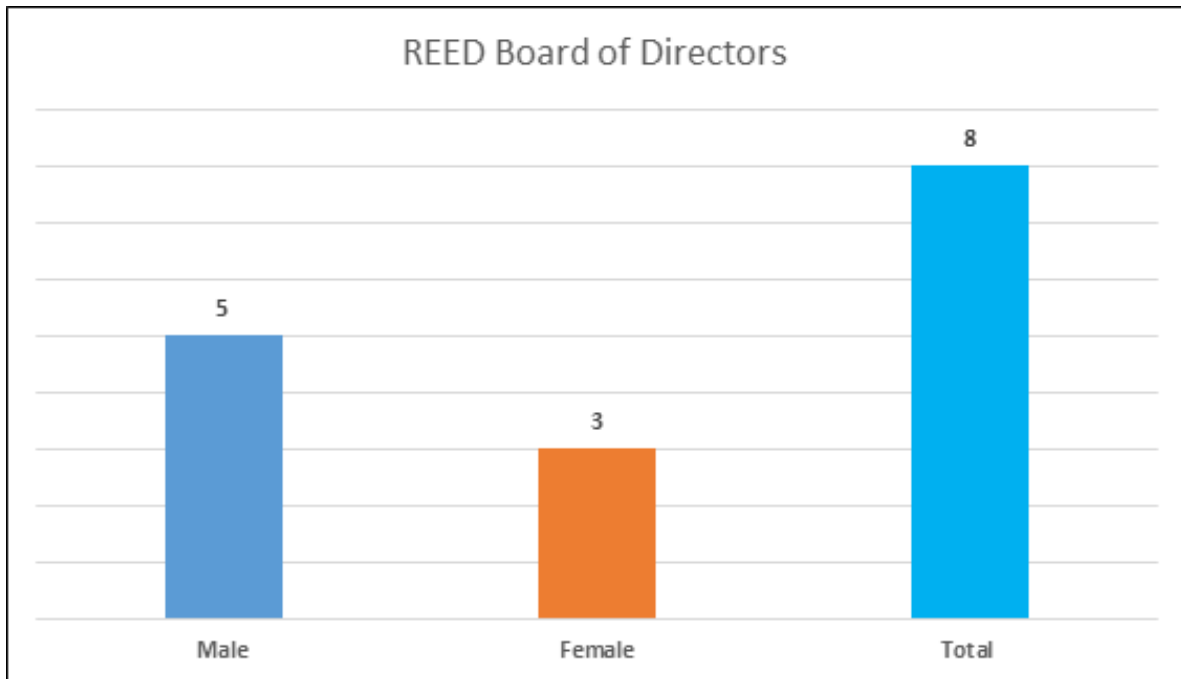


Figure 25: REED Board of Directors

## 6. Human Resources

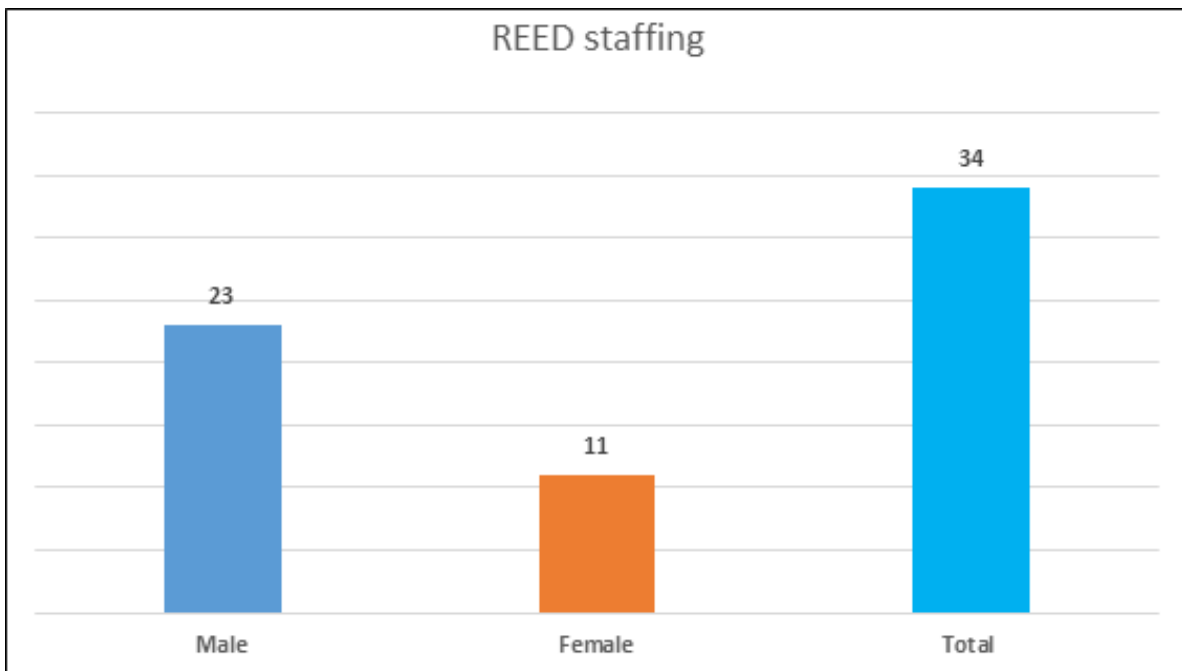


Figure 26: REED Total Staffing

## 7. Financial Figures of 2019/020

### 7.1. Statement of Financial Position

**(REED-Nepal)**  
Bakhundole, Lalitpur  
Statement of Financial Position  
as on Ashad 31, 2077 (15 July 2020)

Amount in Rs

Assets	Sch.	Current Period	Previous Period
Cash & Cash Equivalents	1	9,854,246.82	14,981,578.84
Advances & Receivables	2	2,640,860.99	2,654,557.48
Term Deposit		1,747,171.13	1,627,849.32
Total Assets		14,242,278.94	19,263,985.64
Liabilities and Fund balance			
Liabilities			
Payables	3	3,206,472.45	2,516,952.39
Provisions	4	6,837,155.05	5,785,432.56
Total Liabilities		10,043,627.50	8,302,384.95
Fund balance	5	4,198,651.44	10,961,600.69
Total Liabilities & Fund Balance		14,242,278.94	19,263,985.64

**Rural Education and Environment Development Center (REED-Nepal)**  
**Bakhundole, Lalitpur**  
**Statement of Income & Expenditure**  
**for the period ending on Ashad 31, 2076 (15 July 2019)**

Amount in Rs

Particulars	Sch.	Unrestrict- ed Fund	Temporarily Restricted Fund	Permanent- ly Restricted Fund	Total Current Period	Total Previous Period
Income						
Grant Income	6	454,645.96	72,775,598.75	-		89,993,502.21
Other Income	7	39,041.78		-	39,041.78	27,152.53
Membership Fee		1,700.00	-	-	1,700.00	2,400.00
Total Income		495,387.74	72,775,598.75	-		90,023,054.74
Expenditures						
TTQEP and Scholarship Program	8	-	45,789,302.92	-		50,756,554.37
Reconstruction and Rebuild	8	-	27,281,362.52	-		18,576,777.52
Core Fund	8	112,313.35	-	-	112,313.35	201,885.64
Central Admin- istrative and Management Cost	9	-	7,243,533.95	-	7,243,533.95	10,176,297.46
Total Expenses		112,313.35	80,314,199.39	-		79,711,514.99
Surplus/ (Defi- cit)		383,074.39	(7,538,600.64)	-		10,311,539.75



# Rural Education and Environment Development Center (REED-Nepal)

Bakhundole, Lalitpur

## Statement of Changes in Fund Balance

for the period ending on Ashad 31, 2076 (15 July 2019)

Particulars	Sch.	Amount in Rs			
		Unrestricted Fund	Temporarily Restricted Fund	Total Current Period	Total Previous Period
Opening Fund Balance	5	275,775.08	10,685,825.61	10,961,600.69	650,060.94
Rectification of classification fund balance		-	-	-	-
Prior Period Adjustment					
Write back on consolidation of T&R and OH		-	-	-	-
Garma Hall : School and Arati Company payables written off		-	392,577.00	392,577.00	-
Adjusted Opening Fund balance		275,775.08	11,078,402.61	11,354,177.69	650,060.94
Surplus / Deficit for the period		383,074.39	(7,538,600.64)	(7,155,526.25)	10,311,539.75
Closing Fund Balance	5	658,849.47	3,539,801.97	4,198,651.44	10,961,600.69

## 7.3. Construction Projects

### Fund balance of Reconstruction and Rebuild Program

#### Temporarily Restricted Fund

Particulars	ASER (AHF) & Grama Hall	Schulverein Lo-Manthang Dolpa Construction	Yamphudin Health Post	MSRP (HTUK)	Total Current Period	Total Previous Period
Income						
Grant Income	926,388	12,536,333		5,946,625	19,409,347	26,853,829
Interest		-			-	-
Total Income	926,388	12,536,333		5,946,625	19,409,347	26,853,829
Expenditure						
Project Operation and management cost						
Staff salary and benefits		789,516		741,492	1,531,008	1,421,747
NGO Overhead Support		2,059,109			2,059,109	553,991
Travel	19,051				19,051	
Subtotal	19,051	2,848,625	-	741,492	3,609,168	2,511,755
Construction cost						
School Construction/Health Post	679,047	16,525,764		6,467,384	23,672,195	16,065,023
Total Expenditure	698,098	19,374,389		7,208,876	27,281,363	18,576,778
Surplus/ (Deficit)	228,290	(6,838,056)			(7,872,016)	8,277,052
Opening Fund Balance		10,959,893	10,676	(961,740)	9,387,962	1,110,910
Write Offs					-	
Write Off Payables of last year	392,577				392,577	
Closing Fund Balance	(0)	4,121,838	10,676		1,908,523	9,387,962

## 7.4. Project-wise Income and Expenses

**Table-1**

Projects	AHF	EYCI	COVID-199 RRP	HTUK	NAFA	Global Grant, Rotary
Grant Income	20,018,914	2,047,184	3,121,000	11,139,291	362,511	2,117,759
Expenditures						
Program Operations	13,290,563	1,270,321.00	4,400	6,394,928		324,857
Program Expenses	8,990,831	491,104.15	1,115,350	2,782,045	182,785	1,205,284
School Infrastructure				1,364,629		
Total Expenses	22,281,394	1,761,425	1,119,750	10,541,601	182,785	1,530,141
Surplus/ (Deficit)	(2,262,480)	285,759	2,001,250	597,690	179,726	587,618
Opening Balance	3,281,519	52,024.00	-	(741,570)		(588,602)
Closing Fund Balance	1,019,039	337,783	2,001,250	(143,880)	179,726	(984)

**Table-2**

Projects	Dolpa Teacher Training	Choice Project	Strong Girls Project	Dolpa Teachers Training (RM)	Talkot, RM, Bhajhang	Mahakulung RM, Solukhumbu
Grant Income	160,493	416,053	3,242,791	-	1,540,273	1,176,805
Expenditures						
Program Operations	1,000	52,998	1,310,310	523,610		418,505
Program Expenses		737,260	2,052,482		1,273,315	757,030.0
Total Expenses	1,000	790,258	3,362,792	523,610	1,273,315	1,175,535
Surplus/ (Deficit)	159,493	(374,205)	(120,001)	(523,610)	266,958	1,270
Opening Balance	13,621	374,205	385,027	(159,115)	-	(1,270)
Closing Fund Balance	173,114	-	265,026	(682,725)	266,958	-

**Table-3**

Projects	Nechas- alyan RM, Solukhum- bu	HTNZ	FCT Project, Sirjanga RM, Tapejung	Phalewas TT	Grande Social Foundation	Admin & Manage- ment Cost (OH) and TNR	Core Fund
Grant Income	492,096	53,119	40,000	-	452,680	6,985,283	495,388
Expenditures							
Program Op- erations		53,069				7,243,534	
Program Ex- penses	570,111		25,849	11,318	585,350		112,313
School Infra- structure							
Total Expens- es	570,111	53,069	25,849	11,318	585,350	7,243,534	112,313
Surplus/(Defi- cit)	(78,015)	50	14,151	(11,318)	(132,670)	(258,251)	383,074
Opening Bal- ance		(50)	(14,151)	11,318	132,670	(1,447,762)	275,775
Closing Fund Balance	(78,015)	0	-	-	-	(1,706,013)	658,849

### 7.5 Program and Overhead cost percentage distribution

