



REED Nepal

ANNUAL REPORT

1st July, 2022 - 30th June, 2023

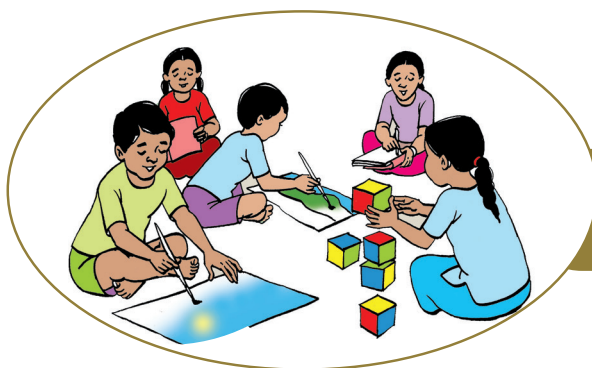


Key Highlights

6183



Teachers



Students

221621

822



Schools

45816



Community People

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REED Strategy Map 2022-2026

Core Values:

- Integrity
- Commitment
- Discipline
- Accountability
- Equality and Inclusiveness
- Solidarity
- Innovation
- Respect
- Excellence

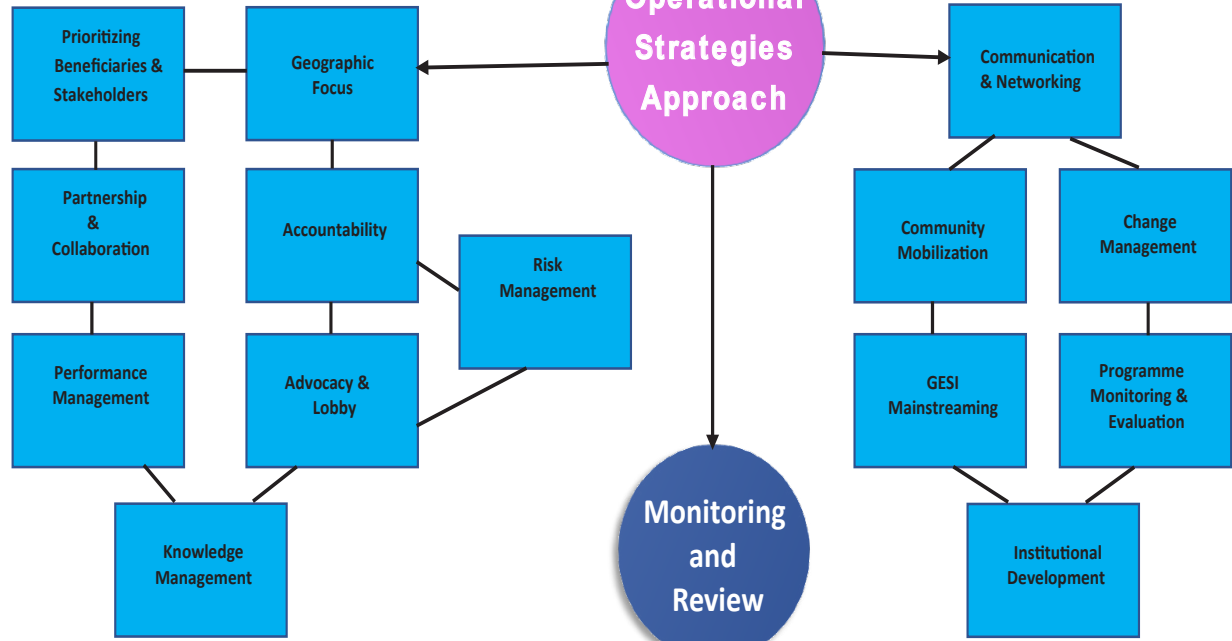
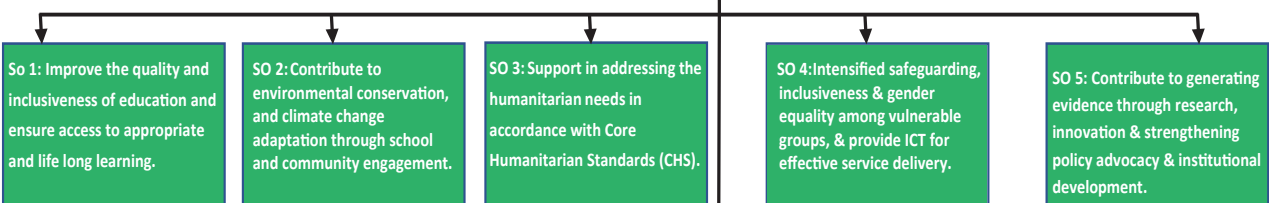


To ensure the quality education and sustained environment for the wellbeing of children and community as a whole.



Guiding Principles:

- Stewardship
- Truthfulness
- Child Safeguarding
- Cooperation Beyond Boundaries
- Sustainable Environment
- Towards Mission
- Addressing People's Voices and Aspiration
- Synergy Building
- Programme Integration
- Contributing to National Policy and Plan



External Evaluation (Each 2.5 yrs), General Assembly Level (Yearly), Exe. Board Level (Quarterly), SMT Level (Bi-monthly) and Project Level (Monthly)

Acknowledgement

It is my pleasure to share the annual report 2022-023 of Rural Education and Environment Development Center (REED Nepal). REED Nepal has been implementing various programs and projects to uplift the quality of education in numerous community schools and resilient environment of Nepal from the past 22 years. The major strategic areas of interventions are inclusive quality education, resilient environment, humanitarian response, cross cutting issues, advocacy, research & innovation.



REED Nepal is committed to quality education and resilient environment for just society. The Teacher Training Quality Inclusive Education Program and Learning Champions Projects with other model initiatives on educational interventions program interceded in creating a child-friendly environment in the school resulting in increased learning outcomes. Along with this, the “Promoting Stability in Education” project was implemented to continue the education of children during and after Covid-19 pandemic as a part of education in emergency (EiE). Further the program on Disaster Risk Reduction (DRR), Climate Change and environment have promoted the protected environment for vulnerable children and people. Gender equity, disability and social inclusion (GEDSI), and child safeguarding have been intertwined in the strategic areas of intervention with policy, program and plan of action.

Aligning to the mission and vision of the organization, we have strategized the programs to reach the target groups and are able to establish achievements with a long-term impact which will further contributes the Sustainable Development Goals 2, 4, 5 and 13 and national priorities reflected in School Sector Education Plan 2022-2032. Based on current presence, the organization is extended more than 15 districts with the reach to 6183 teachers, 221621 students, 822 schools, 45816 parents and community people. The capacity of building of teachers, children, and community people along with local government and schools’ system strengthening with planning and policy development are the major strategies to reach with the target groups.

Acknowledging the efforts of our staff for their productive and responsible performance in FY 2022/023, I express my gratitude to all the stakeholders including Governmental agencies, funding partners, community members, teachers, children, and staff members for continue participation to achieve the winder objectives of the organizations and program.

We would like to appreciate all the funding partners (in country and out of country) continuously supporting for changes in the quality of lives of the people of Nepal with various efforts: Australian Himalayan Foundation, Department of Foreign Affairs and Trade (DFAT)/AusAID, Himalayan Trust UK, Japan Fund for Global Environment (JFGE), Karuna Trust UK/Germany/BMZ, Asian Development Bank/CLPIU, Schulverein Lo-manthang, NAFA, Grande Social Foundation, Nepal Government, and its aligned bodies as well as local government and stakeholders. Looking forward to continuous support and cooperation as we thrive to make a difference in the rural parts of Nepal.

Bhim Bogati

Chief Executive Officer

REED Nepal

Acronyms

ADWAN	Association for Dalit Women's Advancement of Nepal
AHF	Australian Himalayan Foundation
CAS	Continuous Assessment System
CDC	Curriculum Development Centre
CEHRD	Centre For Education and Human Resource Development
ECED	Early Childhood Education and Development
FCHV	Female Community Health Volunteer
GEDSI	Gender Equality, Disability and Social Inclusion
GSS	Going to School Support
GTN	Green Tara Nepal
HTUK	Himalayan Trust United Kingdom
IE	Inclusive Education
IG	Income Generation
JFGE	Japan Fund for Global Environment
LC	Learning Champion
LESP	Local Level Education Sector Plan
LRT	Local Resource Teacher
NAFA	Nepal Australia Friendship Association
PTA	Parent Teacher Association
PSE	Promoting Stability in Education
ReAL	Recovery and Accelerated Learning
REED Nepal	Rural Education and Environment Development Centre, Nepal
RM	Rural Municipality
SCRM	Strengthening the Climate Resiliency in Melamchi
SIP	School Improvement Plan
SLE	Student Learning Evaluation
SP	Strategic Priorities
SYICCA	Solukhumbu Youth Initiative for Climate Change Adaption
TOT	Training of Trainers
TTQIEP	Teacher Training Quality Inclusive Education Programme
TTQEP	Teacher Training Quality Education Programme

CHAPTER I

ORGANIZATION PROFILE

Introduction

Rural Education and Environment Development Centre (REED Nepal) was established in 2000 AD as a Non-Governmental Organization (NGO) with a motto "quality education is our commitment". It was initiated with the flagship support in school education and teacher training. 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 822 community schools, 6,183 teachers, 2,21,621 children, 45,816 parents and youths 149 across 15 districts of Nepal.

REED Nepal has been working with a prime focus on education development and environmental sustainability with the five strategic pillar of the organizations: quality and inclusive education, humanitarian response, resilient environment, crosscutting issues and research, innovation & advocacy. It adopts a holistic approach for ensuring quality and inclusive education in rural and remote community schools in Nepal and contributes to environment development and sustainability with the principle of collaboration, coordination and partnership at the local level. The organization works to strengthen ECED to basic level education, strengthen school management and governance, strengthening the local government on policy and planning development, capacity enhancement of teachers, provides remedial teaching support and alternative education support, school infrastructural development, strengthening the climate resiliency with vulnerability assessment, 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)/AusAID, 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), Strive 2 Thrive, and Western Sydney University, Australia.

Strategic Priorities

Strategic Objectives

Quality and Inclusive Education	SO 1: Improve the quality and inclusiveness of education and ensure access to appropriate and life-long learning.
Humanitarian Response	SO 2: Contribute to environmental conservation and climate change adaptation through school and community engagement.
Resilient Environment	SO 3: Support in addressing the humanitarian needs in accordance with Core Humanitarian Standards (CHS).
Cross-Cutting Issues	SO 4: Intensified safeguarding, inclusiveness & gender equality among vulnerable groups & provide ICT for effective service delivery.
Research Innovation and advocacy	SO 5: Contribute to generating evidence through research, innovation & strengthening policy advocacy & institutional development.

Organizational Goal, Mission and Vision



- To ensure the quality education and sustained environment for the wellbeing of children and community as whole.

- Ensure all children have access to quality and inclusive education and a resilient environment for their holistic development.
- Support in addressing humanitarian needs through inclusive and equitable interventions.



- Quality Education and Resilient Environment for Just Society.

Major Projects and Program

1. Teachers Training Quality Inclusive Education Program (TTQIEP)
2. Teachers Training Quality Education Program (TTQEP)
3. Learning Champion (LC) Despite Pandemic: Strong Girl II
4. West Nepal: Sambridhi Kapthad Channa- Education and Health Improvement Project
5. Promoting Stability in Education (PSE): Continuity of Learning and Strengthening Resiliency in Nepal
6. Dignity for Women-ending Chaupadi- Garima
7. Strengthening the Climate Resiliency in Melamchi
8. Solukhumbu Youth Initiative for Climate Change Adaption
9. Strategic Projects
 - 9.1 Western Sydney University Australia's Internship Project
 - 9.2 Strive2Thrive, Rupandehi
 - 9.3 Model School Project, Dhadhing
 - 9.4 Teacher Training Quality Education Program: Okhaldhunga/FHSP
 - 9.5 Transforming Children into Champions (TraC), Kavre

CHAPTER II

Performance Highlights

1. Teachers Training Quality Inclusive Education Program (TTQIEP)

Teachers Training Quality Inclusive Education Program (TTQIEP) is implementing in Solukhumbu district with the goal to achieve inclusive and quality education for all children of targeted schools in Lower Solukhumbu region, including during emergencies. The project covers 100 community schools across six rural municipalities and one municipality with reach to 11,913 children (from pre-school to grade 8 with 53% female), 1,068 teachers and 26208 parents/School Management Committee/local stakeholders. The project has envisioned to achieve following six outcomes:

- Increased teacher capacity in all 100 TTQIE schools
- Strengthened governance and service delivery in TTQIE schools and 7 RMs/M
- Increased parents' engagement across 100 schools for supportive learning environment at home
- Child-friendly and safe learning environment implemented at schools
- Inclusive education for girls and Children with Disabilities achieved in TTQIE schools
- Continuity of children's education in emergency assured, including COVID-19

Key Achievement

- a) Grade 1 - 3 average learning achievement is 69.09% and Grade 4 - 8 average learning achievement is 56.97% (source: School database of all 100 TTQIEP schools). Total average learning achievement of Grades 1 - 8 is 63.03%.
- b) All TTQIE schools achieved 86% average student attendance rate (annual average of total students) in all grades by June 2023. The target is 90% by 2025. (Source: Admission records and attendance sheets School register book).
- c) 11,771 children of basic education level aged children from school catchment areas of TTQIE schools are enrolled in school. ECED children: 1407 (712 Boys, 695 Girls). Grade 1 to 3 children: 3218 (1507 Boys, 1711 Girls) and grade 4 to 8 children: 7146 (3644 Boys, 3502 Girls).
- d) 97.71 % retention rate of the children (Grade 1-8) within June 2023. Last year it was 94.1%. The retention rate of the children (Grade 1-8) increased by 3.61%. 1541 children completed basic education (grade 8) and continue grade 9 and 10.
- e) Out of 11,771 children, 269 children dropped out (129 boys and 140 girls). Average dropout Percentage: 2.19% (Boys 2.099%, Girls: 2.28%).
- f) 95.33% Pass rate of 100 TTQIE schools. Last year the pass rate of the basic level children of TTQIEP schools was 86.29%. The pass rate has increased by 2.2%. ECED: All the ECED aged (under age 4) children are promoted.
- g) 85.55% attendance and 49.61% average learning achievement (English 49.08%, Nepali 54.85%, Mathematics 52.41%, Science 49.89%, and Social Studies 51.81%) among GSS students during this reporting period.
- h) Seven Municipalities endorsed Local Education Sector Plan (LESP) with the capacity building and technical guidance.

2. Teachers Training Quality Education Program (TTQEP)

Teachers Training Quality Education Program (TTQEP) is implementing in Taplejung district at Srijungha Rural Municipality and Phaktanglung Rural Municipality with the funding of Himalayan Trust, UK (HTUK). The primary achievements of the initiative included teachers capacity building training, resource classrooms with instructional materials and school governance and management. These actions directly improved learning outcomes for the students, decreased dropout rates, increased promotion rates, and the

formation of a reading habit. Total 4,777 (2328 girls and 2499 boys) were directly benefited with the program intervention in 35 schools. The project has been implemented in different schools in different phases: I, II, & III. Following key outcomes are expected to achieve by the project.

- Enhance the quality of inclusive education at basic schools.
- Build up the accountability mechanism at school through school governance and leadership.
- Improve the physical and educational learning environment with child friendly learning activities.
- Support to right to education of children in emergency

Key Achievement

- Learning Achievement (Basic Level)- Phase I and II: 62% and in phase III: 63%
- In terms of SEE graduate learning outcomes, 53% is an increasing order as compared to non-project secondary school in the same Rural Municipality
- Drop out: 2.1%, Retention: 97.99%, Promotion rate: Phase I and II: 73.2 % and in phase III: 69%
- Repetition rate: Phase I and II: 2.4% and in phase III: 4.1%
- Teachers' attendance: Phase I and II: 88.5% and in phase III: 88%, Students' attendance: Phase I and II: 86% and in phase III: 84%.
- Net enrollment rate: 98.8%
- Girls' participation; specially in leading role: 48% of girls are actively involved in eco-child clubs, and the number of females in SMC
- Access and practice to use curriculum: Curriculum is available to 35% of teachers (out of 234 total)

3. Learning Champion

“Learning Champion despite Pandemic: Strong Girl II” Project, has been implemented to enhance the quality inclusive education at basic schools in Kanchan and Rambha Rural Municipality of Rupandehi and Palpa district respectively. The project is financially and technically assisted by Karuna Deutschland (KD), Karuna Trust and BundesministeriumFür Wirtschaftliche Zusammenarbeit (German Federal Ministry for Economic Development Cooperation), BMZ; and implemented by REED Nepal (lead), GTN (co-lead) and ADWAN (co-lead). The basic objective of the project is to ensure that children from Dalit and marginalized community of both Rural Municipalities (Rambha and Kanchan) have access to quality education and the livelihood of the Dalit and marginalized women will improve during the course of project. The project specifically targeted 19 and 37 (56 schools) community schools of Kanchan and Rambha Rural Municipalities respectively. The reach of the project is 11072 school children (52% girls), 450 teachers, and 600 women from Dalit and marginalized communities. The following are the key expected outcomes of the project.

- The disadvantaged groups enjoy a better equipped and functioning school system that ensures children's participation and the quality of teaching.
- Dalit families are committed to their daughters' schooling and are able to improve their household income and keep their daughters in school through their own economic activities.
- Local actors (teachers, parents, school committees, school administrations, village communities, etc.) support access to quality education and the right to live free from violence and discrimination for all girls.
- Well-equipped DC Learning Centres and 7 Learning Hubs support around 1,450 particularly disadvantaged girls and young people (of whom 150 are school dropouts) so that they participate confidently, regularly and actively in school life.

Key Achievement

- Formed 30 women groups. A total of 555 women from Dalit and marginalized families were enrolled in the Income Generation (IG) groups. The IG groups started saving and credit among the group members.
- Operated seven Dignity Centers and 6 Learning Hub with guidelines. There are 3 Dignity Centres and 3 Learning Hubs in Rambha RM of Palpa district and 4 Dignity Centres and 3 Learning Hubs are in

Kanchan RM of Rupandehi district. These centres and hubs are supporting out-of-school girls to re-enrolled in the schools. They are learning life skill education in the centers.

- c) Out of 56 schools, 4 schools have sufficient teaching and learning materials in the classrooms and use these materials in the classrooms. Other schools are developing teaching and learning materials.
- d) 450 teachers participated 10 days of teacher training on educational materials development and teaching learning strategies. They are making classrooms print-rich and have started child-centered teaching methods during the session delivery in the classrooms. 35 % of teachers have been made print-rich environment in the classrooms using low/no cost educational materials.
- e) Ten entrepreneurship capacity development trainings have been done till July 2023. There were 387 women from in groups at Rambha RM and Kanchan RM. Additionally 67 members from women 's groups got skill-based training. Similarly, a total of 42 women are developing livelihoods through turmeric, tomato farming, marigold farming and so on.
- f) In both RMs, the Local Education Sector Plan (LESP) is mutually accelerated between LC project and RMS. The LC project provided technical support for the development of LESP and facilitated a 3-day workshop in both RMs.
- g) 41 dropped-out girls were re-enrolled in the schools up to June 2023 through Dignity Centres mobilization. They are studying in schools from grade 1 to grade 11 in both RMs.
- h) There are 51 child clubs in the schools. The percentage of girls in the child clubs is 48.7% (Total number is 631, among them the number of girls is 307). And the percentage of girls from Dalit and marginalized communities in leading positions is 15% whereas the baseline report shows 7.1% only. Out of 255 leading positions, a total of 39 girls represents Dalit.
- i) 51 schools have a mechanism in place to address gender base violence (GBV) at school. At the end of this year, the experience of violence has decreased by 2%.

4. West Nepal: Samridhee Khaptad Channa (Education and Health Improvement) Project

The project is being implemented in a consortium approach by REED Nepal (lead) and Action for Nepal (co-lead) by establishing the field-based project implementation unit at the respective field i.e., Khaptadchanna Rural Municipality, Bajhang with the goal to improve health and education outcomes for the people of Khaptad Chhanna RM. The project has covered: 38 schools, five health facilities, 4483 children from pre-school to grade 8 (50% girls), 240 teachers, 1000 parents. 1197 women, 42 health personnel and 54 Female Community Health Volunteers (FCHVs) The project has envisioned following two key outcomes:

- Khaptad Chhanna RM education system strengthened to deliver quality, inclusive education; and
- Strengthened capacity of the RM health system to deliver efficient health care, particularly maternal child health and sexual and reproductive health services, in Khaptad Chhanna RM

Key Achievement

- a) Ten years of Local level Education Sector Plan (ESP) of Khaptad Channa RM has been developed and endorsed in Rural Municipality. IEMIS of 38 schools has been updated and periodically reviewed by Local Education Unit (LEU) of RM after the execution of two days of training on Integrated Education Management and Information System (IEMIS) to the IEMIS focal teachers.
- b) Three days of capacity building training for the SMCs and PTAs including Head Teachers have been conducted. A total of 195 people participated in the training.
- c) SIPs of 38 schools have been developed in each participating school with the participation of child clubs, parents, SMCs, PTAs, teachers, head teachers, local government representatives and GEDSI and safeguarding focal teachers.
- d) Ten days training for the ECED teachers has been completed. 38 teachers have participated in the training. The ECED classrooms have been changed with Child Friendly Pedagogy.
- e) Five days' teachers training on Integrated Curriculum has been completed. A total of 65 teachers participated in the training.

- f) Ten days of teachers training on a new curriculum has been delivered. A total of 192 persons have participated in the training.
- g) Five days ToT to the Local Resource Teacher (LRT) on “Mentoring and pedagogical training” has been provided. A total of 11 LRTs have been participated in the training. The LRT are supporting to schools.
- h) Three days of training on GEDSI, Child Safeguarding and PSEAH for the GEDSI focal teacher has been conducted. A total of 35 teachers have participated in the training.
- i) 50 vulnerable children (20 boys, 30 girls, 2 CwD male, 0 CwD female, 16 Dalit, 33 Bhramin and Chhetri) have received cash support. Per student 10,000 (ten thousand) rupees has been supported.
- j) Basic classroom furniture and furnishing support such as carpet to 13 schools.
- k) Sanitation and hygiene kits have been provided to 30 schools.
- l) Six learning corners have been set up at ECED classrooms of 7 schools.
- m) A total of 1793 parents and SMC received orientation on importance of education including ECED and their role for facilitating their learnings at home and school.
- n) Yearly meetings with the ward level Health Facility Operation and Management Committee (HFOMC), health worker, Female Community Health Volunteer (FCHV), PwD and community people have been completed. The meetings have been held at Five wards (1-5 wards) of Khaptad Chhanna RM. A total of 179 persons have been participated in the meetings.
- o) MSS assessment has been done for assessing the status of service deliveries and their institutions' strengths of five health posts during the meeting/workshop and the institutions of ward 1-5 obtained 66%, 72%, 58%, 72% & 55% scores by respectively.
- p) Three days training to the HFOMCs has been conducted in five wards (1 to 5 wards) of Khaptad Chhanna RM. A total of 91 persons have been capacitated on governance and management capacity of health facilities among 91 participants.
- q) Medical equipment has been supplied to the five-health posts (1-5 wards) and one birthing center (of ward no. 6).
- r) Provided Salary Support for five health staff (5 females) of five health posts of ward 1 to 5 based on the requirement and findings of the MSS assessment (identification of the HR requirements).
- s) Two months Skilled Birth Attendant (SBA) Training on “Maternity, Child Health Services, Sexual and Reproductive Health (MCH and SRH)” for five female health personnels by coordinating with Province Health Training Center (PHTC), Dhangadhi.
- t) Three days training to FCHV on “Maternity, Child Health Services, Sexual and Reproductive Health (MCH and SRH)” has been delivered to the 51 FCHV (51 females).
- u) Three days GEDSI training has been provided to the FCHV, Health Facilities Operation Management Committee (HFOMC) members, local government representatives, and health staff. A total of 165 persons were capacitated on GEDSI.
- v) Three days training on PSEAH and child safeguarding has been provided to the FCHV, HFOMC members, local government representatives, and health staff. A total of 221 persons has been sensitized and well aware of PSEAH and safeguarding.

5. Promoting Stability in Education (PSE): Continuity of Learning and Strengthening Resiliency in Nepal

Promoting Stability in Education (PSE): Continuity of Learning and Strengthening Resiliency in Nepal is the project funded by Department of Foreign Affairs and Trade (DFAT)/AusAID. The duration of the project was 1st July, 2021 to 30th June 2023. The project covered 745 community schools including 105 focused schools across 16 Municipalities of 7 districts (Solukhumbu, Okhaldhunga, Khotang, Sindhuli, Rupandehi, Kapilvastu and Bajhang). The project has reached to 0.5 million children through the distance mode of education and 78000 children through the workbooks and worksheet. The project has envisioned following key outcomes:

- Continuity of Inclusive Education
- Strengthened the Resiliency of Schools to Cope with Humanitarian Emergencies
- Strengthened SGBV Response Mechanisms at Schools

Key Achievement

- 147.59% (70,846: 50% girls) against targeted the children of targeted schools supported through alternative/radio education, workbooks and worksheets.
- 100% of the children against the target who were distributed worksheets and workbooks were mentored through mobilization of 231 local volunteer teachers (139M; 92F) during school closure at the time of COVID-19.
- 100% of students of targeted schools rejoined in schools after school closure.
- 10% of children (grade 4-8) with low performance mitigate the learning loss during school closure. 280 English, Maths and Science (EMS) teachers trained and mobilized for remedial teaching and learning (3 days) in targeted schools.
- 100% schools have been provided radio lessons in pen drives and 136% vulnerable children (49% Boys; 51% Girls) have been supported with radios against the target.
- 260 radio lessons developed and broadcasted from 12 FMs
- 70846 children (49% Boys; 51% Girls including 706 CWDs) were provided with workbooks (46786) and worksheets (24060) in 16 Palikas of 7 districts
- 105 HT were mobilized. (Under the direct mentoring and monitoring of 105 HTs, a total of 231 volunteer teachers were mobilized for 3 months during the distance education to support children).
- 136.65% of vulnerable children (2339-51% girls) out of targeted 1700) provided with radios; 105 schools have been provided with pen drives (the pen drive is loaded with radio lessons for them to listen in off line mode.)
- 105 pen drives distributed to 105 targeted schools along with radio lessons.
- Total 2339 radios were distributed to vulnerable children, schools and technical persons.
- 6085 children provided with 3 months received classes for remedial teachings through mobilizing EMS teachers. They were provided with remedial exercise books.
- 103 GESI focal teachers capacitated on GEDSI, and Child Safeguarding, SGBV and complain handling; and
- 4429 parents capacitated on Child Safeguarding, and GEDSI. 2163 Child Club Members Capacitated on Social Protection Measures. 100 % targeted schools supported through IEC/BCC materials for enhancing resiliency/coping capacity with humanitarian emergencies.
- 100% CwDs (800 Children) provided with WASH materials and COVID safety measures materials
- 2163 Child Club Members and 4429 parents capacitated with GEDSI and safeguarding.
- 105 Hoarding Boards, 525 flex prints, 2000 Brochures on SGBV/Social Protection Mechanism and COVID-19 developed, published and installed/distributed/broadcasted for 105 schools
- 98% GEDSI focal teachers (103 GEDSI focal teachers) have been capacitated.
- 100% targeted schools provided with GESI Policy and School Reopening Guidelines. School Reopening Guideline and GEDSI guideline distributed to 450 schools in the project working areas.
- 15 Municipalities endorsed the contingency plan to prepare for the future pandemic.
- 2100 Child Clubs Members Capacitated on SGBV/Social Protection/Shock Response Mechanism
- 100% children (44.43% Boys and 55.57% Girls) from 103 schools of grade 6-8 were oriented in Sexual and Reproductive Health (SRH).
- School Reopening and GESI guideline printed and distributed to 450 schools.

6. Dignity for Women-ending Chaupadi-Garima

The project aims to introduce safe menstruation with support from all stakeholders, empowering them to take decisions which encourage women to choose safe and healthy menstruation practices. This project works cross-sector to educate, empower and support change for women and girls in Western Nepal with multiple implementing strategies. 4000 women and girls in Bajhang (Khaptadchhededah Rural Municipality) and Bajura (Chaptadchhanna Rural Municipality) districts are the core reach with 17 gender focal teachers and 17 girls clubs and child clubs at schools. The project is led by GTN and coled by REED Nepal. The expected outcomes of the project are as below:

- Supporting community leaders to promote action against Chhaupadi.
- Empowering young women and men to advocate against those harmful social practices.
- Working with local governments and CSOs to ensure proper response and actions against Chhaupadi.

Key Achievement

- a) The MHM/SRH curriculum has been developed and dispatched to 17 schools. The subject teacher uses the curriculum as a reference book.
- b) 1120 (37%) of adolescents girls and women seek medical help for their menstrual problems.
- c) 36 mothers 'groups meeting discussed about Chhaupadi and its negative effects. Homemade or ready-made hygiene products used by: - All (100%) out of 1000 girls and 873 (44%) out of 2000 women.
- d) Girls club in each school has been formed and mobilized in 17 schools. At least 17 girls club members slept in a bed as usual during their period. 20 girls leaders of schools shared case stories via Facebook messengers. 20 girls leaders asked to have milk and curd from their parents during menstruation.
- e) Only five schools out of 17 meet all WASH standards. They have the infrastructure constructed. However, the cleanliness and waste management systems are yet to be improved in many schools. (Source: WASH observation checklist). We have considered it as a priority of action for 2023.
- f) People in 36 communities of two Rural Municipalities are well aware of the consequences of Chhaupadi. Faith healers, mother's in-laws and influential people are happy to support healthy menstrual practices. They shared their experiences during the training and meetings.
- g) More than 100 traditional healers/Religious leaders received training. 17 faith healers visited schools and talked about Chhaupadi program (One person/school). (Source: Activity report and attendance 2022)
- h) More than 100 women who regularly attend meetings, are in the decision-making position (Rural municipality, ward, school management committee, road construction monitoring committee, women-led microfinance committee etc) and strongly bring their voices and concerns to the discussion table.
- i) 36 FCHVS have been trained and provided MHM/SRH services.
- j) Only 28% of women expressed satisfaction with the consideration of both genders in local government. However, many women do not know about the facilities and budget allocated by the government.
- k) 70 % of women completed all four antenatal checks up. (Health post's record register, 2022). It is increasing because the government provides incentives to those women who complete 4 visits.

7. Strengthening the Climate Resiliency in Melamchi (SCRM)

The SCRM project is implementing with the funding from Karuna Trust in Melamchi Municipality of Sindhupalchowk district. It aims to provide skill/vocational training to women from Majhi and Danuwar Community of Melamchi to cope up with disaster from flood. Development of Local Adaptation Plans for Action of Melamchi Municipality, Local curriculum development, provide capacity building training to the teachers on 'local curriculum' are the key deliverables envisioned by the project. The project has reached with 68 schools with 143 schools teacher 66 women, two youth clubs, seven eco-child clubs. The outcomes of the project are as below:

- To reduce the climate vulnerability in school and community through environment education to children, youths and livelihood support to vulnerable community people.

- To sensitize the youth on environmental conservation through plantation and waste management.

Key Achievement

- a) The Vulnerability Capacity Assessment (VCA) was effectively carried out in 13 wards of Melamchi Municipality, yielding positive outcomes.
- b) During the Vulnerability and Capacity Assessment (VCA), the training sessions focused on capacity building and sensitization of participants. The participants were categorized as follows: 59% Others, 10% Dalit, 2% Madhesi, and 29% Janajati.
- c) Capacitated the local representative and officials on DRR and CCA through training.(development of DRR training and CCA package).
- d) A Local Curriculum was endorsed through the Municipality with training to the teachers.
- e) Orientation to 7 child clubs on Climate change and Solid waste management changed the behaviours of children to segregate the waste at school Various Child club activities were successfully carried out in schools in presence of Eco club focal teacher.
- f) An action plan was formulated, and an agreement was established with the school to conduct activities focused on climate change and enhance knowledge in this area. Such activities promote awareness and understanding of climate change through targeted initiatives.
- g) An Action plan was formulated with the Youth Clubs to conduct activities focused on climate change and waste management.
- h) The youth club was oriented towards environmental conservation, biodiversity development, and solid waste management. The focus was on educating and engaging young individuals to actively participate in efforts to protect the environment, promote biodiversity, and effectively manage solid waste.
- i) A brochure was produced to raise awareness about the climate change and promote environmental conservation. Total 3000 copies were disseminated with orientation among the stakeholders of schools and Municipalities.
- j) A set of 42 flex boards was developed and distributed to the working schools (7) to address the issues of climate change and environmental conservation. These flex boards serve as powerful visual tools, spreading awareness and encouraging individuals to actively contribute to the protection and preservation of the environment.
- k) 66 women entrepreneurs were developed in agriculture, tailoring and soap & detergent production.
- l) 7 schools prepared with disaster preparedness materials.

8. Solukhumbu Youth Initiative for Climate Change Adaptation

The project is being implemented by establishing the field-based project implementation project staff at the respective field i.e., Mapya-Dudhkoshi Rural Municipality, Solukhumbu. The project is funded by the Japan Fund for Global Environment (JFGE). The project consists visible and software activities; and are implementing in ground level in close coordination and collaboration of multi-sectorial stakeholders applying the strategy to utilize a youth initiative network and children's clubs to develop environmental protection, disaster prevention, and disaster mitigation activities.. The overall goal of SYICCA project is to implement "Community Resilience Enhancement Plan which is also known as local adaptation plan of action (LAPA) aligned to National Adaptation Plan 2021-2050" based on environmental conservation and disaster prevention/mitigation activities by youth to mitigate damage caused by natural disasters and adequately protect the mountain ecosystem. The desired outcomes of the project are :

- Cooperation between local governments and residents in the target areas for environmental conservation and disaster prevention/mitigation will be strengthened, and a "Community Resilience Enhancement Plan (also known as Local Adaptation Plan of Action-LAPA)" will be developed and implemented, with a particular focus on activities by youth.

- A youth initiative network for environmental conservation and disaster prevention/mitigation of youth and children's clubs in the target area will be established and activities will be implemented on a continuous and regular basis.
- Results and challenges of activities by youth, good practices of monitoring activities, will be accumulated in a database.

Key Achievement

- Training to Eco-child clubs with 79 members from seven schools on environmental issues, climate change and disaster related issues and waste related issues has been delivered.
- Four days basic first aid training focused on knowledge of first aid that can be implemented during disasters and emergencies was conducted in coordination with Red Cross Society Nepal for the youth club members of the Maypa Dudhkoshi Rural Municipality. 24 Youths (11 Female, 13 Male) representing different youth club/groups learn and capacitated to provide basic first aid services during disaster and emergencies.
- A youth club network has been formed. A total of 17-member youth initiative network has been formed to perform collaborative activities within rural municipality and to share the innovative ideas within group to prevent community from disaster, climate change impact and to promote environment conservation related activities.
- To create public awareness on environment issue, a radio jingle has been broadcasted through Himal F.M. The 2-minute-long jingle contains the issues of air pollution relating to the issues of open plastic burning which is broadcasted 8 times a day everyday including prime time.

9. Strategic Projects

- The Friends of Himalayan Sherpa People (FHSP) Project in Okhaldhunga: This transformative project in Okhaldhunga district demonstrated the potential of working together to enhance the quality education. The collaborative efforts among 'Friends of Himalayan Sherpa People (FHSP),' REED Nepal, and Khijidemba Rural Municipality in Okhaldhunga district have left an indelible mark on school education. Through FHSP's unwavering support, these schools have become more than just places of learning; they are now incubators of empowerment on school education. The impact reverberates through gender equality, pedagogical skills, , and capacity building, exemplifying the spirit of the Sustainable Development Goals (SDGs) and Nepal Government's educational priorities.
- 'Nepal Australian Friendship Association (NAFA)' led to the launch of the educational model schools' project in Dhading district. This initiative showcased the power of collaboration and dedication in promoting inclusive quality education, and gender empowerment.. This initiative has been collaborating with 7 schools of Ganga Jamuna Rural Municipality of Dhading district. Since its inception in 2018, the NAFA-supported educational model schools' project in Dhading district has demonstrated the power of collaboration and dedication with local government and schools. Focusing on inclusive quality education, the project has transformed seven schools with the improvement in learning outcomes. NAFA's commitment has not only improved access to education but has also empowered girls and promoted cultural aspects. It serves as a beacon of positive change, driving education, gender equality, and climate action in rural communities.
- TraC Project in Kavre (2017-2023) resulted in the transformation of education in 5 schools of Kavre district with the funding support of Grande Social Foundation. This project demonstrated through the collective action on quality education. It is also shaping the young minds, fostering gender empowerment, and promoting climate consciousness. The partnership between the Grande Social Foundation, REED Nepal, and Panchkhal Municipality has brought about a profound transformation in the educational landscape of Panchkhal Municipality, Kavredistrict. Funding from this collaboration has turned five schools into beacons of progress on changing the pedagogical skill and reflected in to the improvement

of learning outcomes. The project promoted the holistic school education, gender empowerment, and climate consciousness

- d) WSU, Australia Internship Project (2017-2026) has the partnership with Western Sydney University, Australia exemplified the essence of cross-cultural connections and shared learning. This internship initiative has transcended geographical boundaries, enriched individual experiences, and contributed to global collaboration. Since its partnership in 2017, the internship project facilitated by REED Nepal and Western Sydney University, Australia, has fostered cross-cultural connections and knowledge exchange. This partnership bridges Nepal and Australia, promoting people-to-people relations and the exchange of best practices. Yearly, two interns from WSU worked in REED Nepal project areas for the learning sharing. It enriches individual experiences and contributes to global collaboration.
- e) Strive2Thrive/America, Rupandehi (2023): In the educational landscape of Rupandehi district, a remarkable volunteering project supported by Strive2Thrive, America, has emerged to illuminate the path of learning for students within Tilotama Municipality's four schools since July, 2023. With a steadfast commitment to quality education, this project has harnessed the power of online resources, bridging the gap between students and virtual learning opportunities for an entire year. Through the unwavering support from Strive2Thrive, America, these schools have become digital sanctuaries of knowledge, where the boundaries of physical classrooms are transcended. This initiative doesn't just offer access to online education; it represents a broader vision of empowerment, where students are equipped with the tools to navigate the digital world, expand their horizons, and prepare for the challenges of tomorrow. As this project continues to unfold, it stands as a testament to the potential of collaboration and technology in shaping a more connected, informed, and globally competitive generation.

10. Achievements against Strategic Priorities



1. Quality and Inclusive Education: Improve the quality and inclusiveness of education, and ensure access to appropriate and life-long learning.

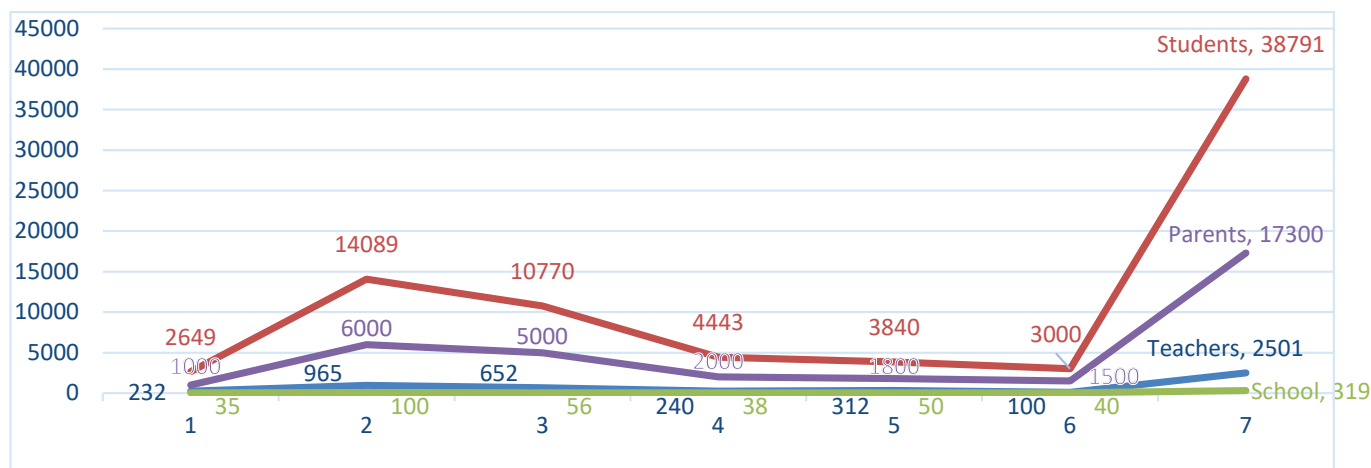


Fig 1 : Achievement on Quality and Inclusive Education

During this reporting period, a total of 319 schools, 2501 teachers, 17300 parents and 38791 students have been accelerated through REEDs' strategic priorities (SP) number 1: Quality and Inclusive Education: Improve the quality and inclusiveness of education and ensure access to appropriate and life-long learning.



2. Resilient Environment: Contribute to environmental conservation and climate change adaptation through school, youth and community engagement.

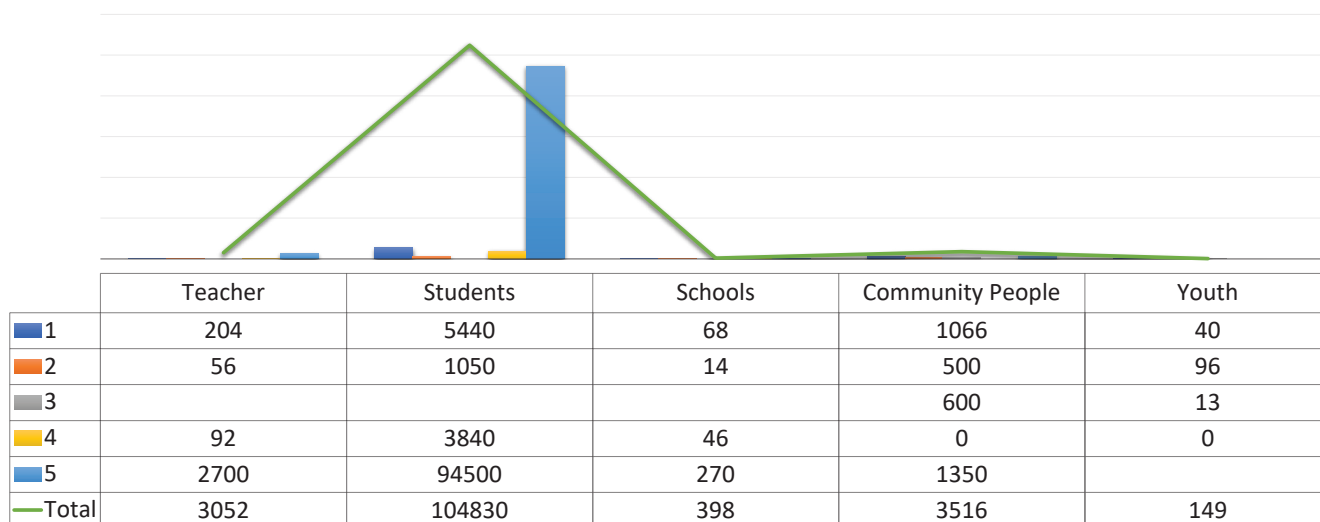


Fig 2 : Achievement on Resilient Environment

REEDs' strategic priorities (SP) number 2: Resilient Environment: Contribute to environmental conservation and climate change adaptation through school, youth and community engagement reach with a total of 3052 teachers, 104830 students, 398 schools, 3516 community people and 149 youths throughout its projects impact area.



3. Humanitarian Response: Support in addressing humanitarian needs in accordance with the Core Humanitarian Standards (CHS).

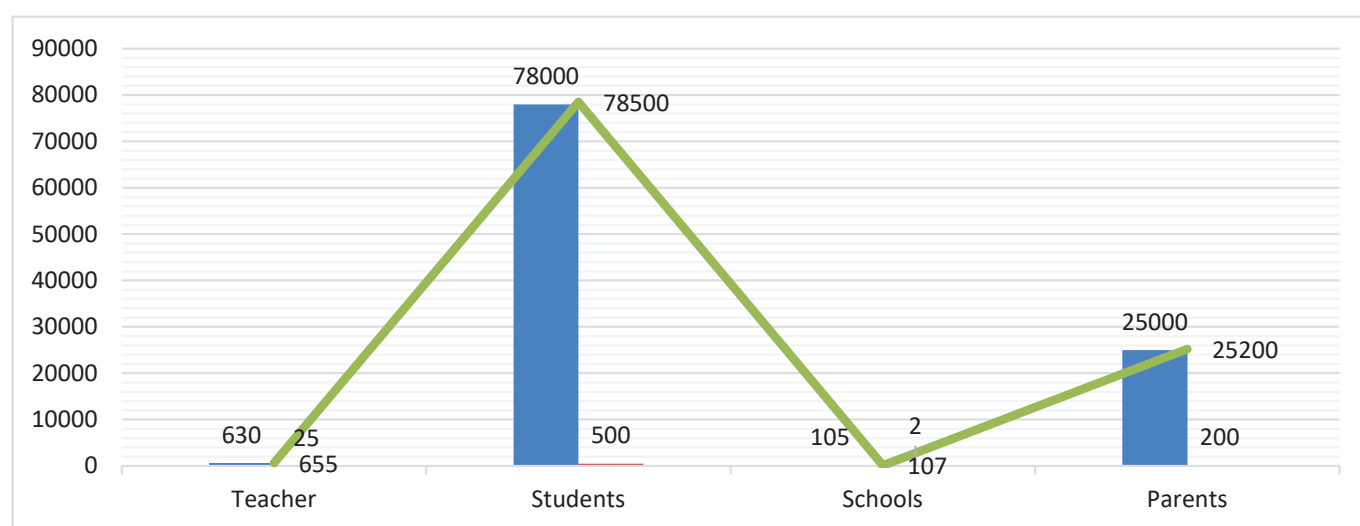
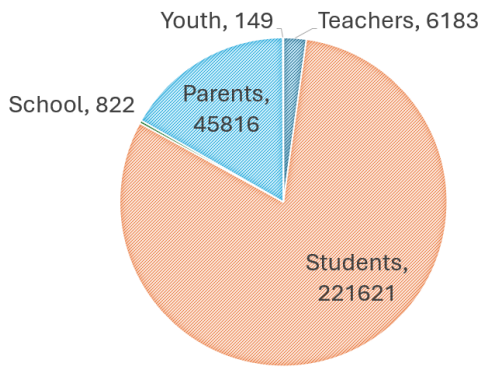


Fig 3 : Achievement on HUMANITARIAN RESPONSE

A total of 630 teachers, 78000 students, 105 schools, and 25000 parents have been benefitted under REEDs' strategic priorities (SP) number 3: Humanitarian Response: Support in addressing humanitarian needs in accordance with the Core Humanitarian Standards (CHS) throughout its projects impact area.



4. Cross-cutting Issue: Intensified safeguarding, inclusiveness and gender equality among vulnerable groups, and provide ICT for effective service delivery.



REEDs' strategic priorities (SP) number 4: Cross-cutting Issue: Intensified safeguarding, inclusiveness and gender equality among vulnerable groups, and provide ICT for effective service delivery contributed a total of 6183 teachers, 221621 students, 822 schools, 45816 parents and 149 youths throughout its projects impact area.

Fig 4 : Achievement on Cross-cutting Issue



5. Research, Innovation, Advocacy: Contribute to generating evidence through research and innovation and strengthening policy advocacy and institutional development.

REEDs' strategic priorities (SP) number 4: Cross-cutting Issue: Intensified safeguarding, inclusiveness and gender equality among vulnerable groups, and provide ICT for effective service delivery contributed a total of 6183 teachers, 221621 students, 822 schools, 45816 parents and 149 youths throughout its projects impact area.

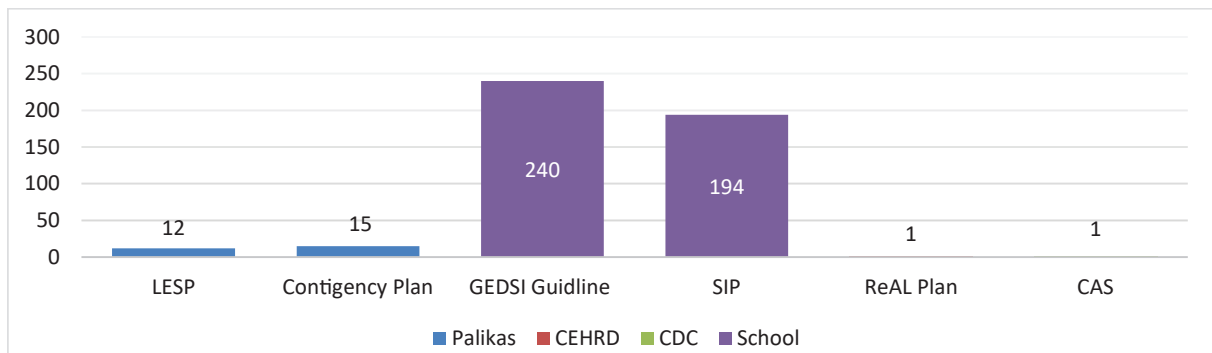


Fig 5 : Achievement on Research, Innovation, Advocacy

A total of 12 LESP and 15 Contingency Plans at Municipality level, 240 GEDSI guidelines and 194 SIPs of schools, 1 ReAL plan at CEHRD level and 1 CAS at CDC have contributed to generating evidence through research and innovation and strengthening policy advocacy and institutional development under REEDs' strategic priorities (SP) number 5: Research, Innovation, Advocacy.

11. Strategic Interventions: Financial Overview

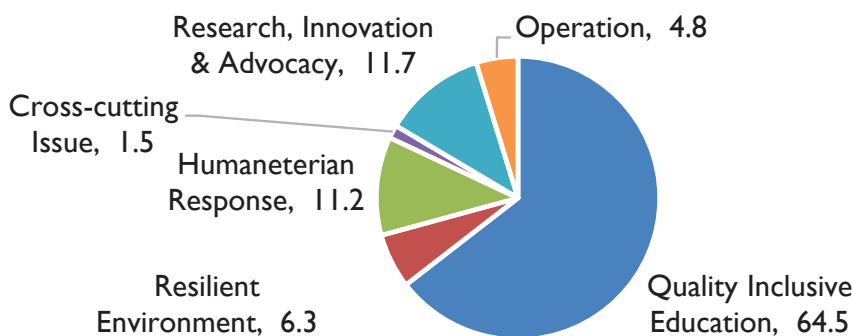


Fig 6: Financial Achievement on Strategic Interventions

In terms of budget utilization, 64.5 % of the total annual budget has been utilized in Quality and Inclusive Education. Whereas, 6.3 % in Resilient Environment, 11.2 % under Humanitarian Response, 1.5 % has been utilized in Cross-cutting Issue, 11.7% in Research, Innovation and Advocacy and 4.8 % in overall operation.

CHAPTER III

Lesson Learned

The lesson learned after the project and program implementation are enlisted as below:

1. If the program is done in collaboration with local Municipality and stakeholders, it encourages program teams to increase local level ownership; and leverage the resources and increase local level governments' ownership.
2. The more responsible and accountable local government and its agencies, the more chance of success, resource leverage, and sustainability of project.
3. 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 organizations.
4. The meaningful engagement of all stakeholders during the project management cycle; and process supports the effective and quality implementation of the project. Inter-sectoral coordination, collaboration, and working modality are 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 along with education training center (ETC), especially for the training accreditation process.
5. The strong mechanisms, functionalized 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 program teams. Such inter-departmental coordination among organizations and governments sharing common interests can help to upgrade the quality of programs.
6. Inter project staff mobilization with collaborative efforts and team spirit strengthens the organization when we have some gaps or absence for short time and promote the learning sharing among the team.
7. The participatory approach and consultation process among stakeholders is one of the key factors for the successful implementation of a program.
8. The strong mechanism, functionalized systems and appropriate, set skills human resource at RM/ Local level and its working approach determines for local level decision making process, selection of Local Resource Teacher and mobilization, the collaborative working approach within the program teams and inter department with common interest helps to upgrade program quality.
9. The program visits, monitoring, and meetings of funding agencies among program stakeholders is very important and crucial for better program and can guide for upcoming year programs. These sorts of visits are useful to mitigate program gaps and have common understanding between funding agencies and implementing partners.
10. The Teachers' Professional Development (TPD) training has been a core area of interest for newly appointed teachers for professional enhancement and motivation factor.
11. In the case of highly disadvantaged pupils, offer a scholarship program up to a university course; otherwise, they will have no choice but to discontinue their studies after completing a 2/3 years degree. Similarly, it is desirable to grant "school-based scholarships" in addition to higher education scholarships for highly vulnerable children to enhance their living standards.
12. The collaboration of 'Youth Volunteers' and senior child club members have been observed more effective in raising awareness on gender base violence, early marriage, educational awareness, alcoholism, waste management and social negative practices.
13. Teachers requested that hanging materials be replaced with wall-mounted things since it was difficult to remove and rehang reading materials in the classroom.
14. Priority should be given to supplying all necessary materials before the start of the new academic year, and orientation for newly hired teachers is essential.
15. Integrated programs of quality Inclusive education and resilient livelihood can create better impact at the lives of beneficiaries.

CHAPTER IV

Project's Sustainability

REED Nepal's sustainability efforts and strategic goals reflect its unwavering commitment to the long-term impact of its program and projects. The organization believes that by engaging communities, strengthening local government, strengthening partnerships with stakeholders and embracing innovation, it can create a legacy of positive changes to promote the sustainable development in Nepal. Together, we are shaping a future that is inclusive, equitable and environmentally conscious, driven by the belief that education is the key to transformation. REED Nepal is committed to ensuring that the impact of projects extends far beyond their initial implementation. Our sustainability efforts are rooted in our belief that long-term change requires careful planning, continued dedication and stakeholders engagement. Following are the key sustainability efforts and strategic goals for the coming years:

- The projects of REED Nepal have adopted a participatory approach at each step of the project cycle from the project identification, 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) 2022- 2032. Similarly, the project contributes the SDG 13 climate action with action in the local level for the promoting the climate change resiliency and DRR preparedness. 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.
- Planning and Learning Sharing are the instrumental to promote the project sustainability.
- Eco-club mobilization has created sustainable impact in waste management at school.
- The initiation of Local Resource teachers' and their selection by the Local Education office, enhancing their capacities in a strategic manner and their mobilization, 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 functionalize 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.
- The environment, DRR, and climate change issues were institutionalized within the local government schools through the Local adaption plan of action (LAPA) and local curriculum.
- Continuation to foster strong relationships with local communities, ensuring that they take ownership of these projects. This will involve regular meetings, feedback sessions, and capacity-building activities to empower community members to sustain the initiatives independently.
- Promotion of remedial teaching and learning was the key for mitigating the gap of learning loss and aligned to ReAL plan 2022-2030.
- Investment in Human Resource for their learning and development through training and skill development programs as well as for local teachers, ensuring they have the tools and knowledge to maintain the quality of education we have introduced. This will include teacher training workshops and access to educational resources.

CHAPTER V

Financial Overview

Particulars	Unrestricted Fund	Temporarily Restricted Fund	Total Current Period
Income			
Grant Income	181,440.95	149,282,883.28	149,464,324.23
Membership Fee	13,000.00	-	13,000.00
Total Income	194,440.95	149,282,883.28	149,477,324.23
Expenditures			
TTQEP and Scholarship Program	-	146,866,233.18	146,866,233.18
School and Health Post Reconstruction	-	3,986,395.00	3,986,395.00
Core Fund	281,387.86	-	281,387.86
Central Administrative and Management Cost	-	578,770.97	578,770.97
Total Expenses	281,387.86	151,431,399.15	151,712,787.01

Photo gallery



Students and Eco-club members participating on plantation around School



Practice of waste collection in the community



Environment Day



Training on Role of LRT and Integrated Curriculum (IC) including teaching methods



Performance of LRTs on teaching method in classroom



Training on Child Right, Mahadev S.S, Dhadhing



Children after getting the winter wear from GSS in Mahakulung



GSS recipients' children having school bag and stationaries.



Activities during SMC training and Child club orientation in Taplejung



Basic first aid training on "Preparedness during disaster and emergencies in Mapya Dudkoshi



Students' participation in activities during child club orientation



Provincial Level Stakeholder's Meeting Organized By LC



Participants of Entrepreneurship Development Training at Rambha, Palpa



Teaching and Learning Materials Prepared by Teachers at School in Kanchan



Women in Turmeric Farming in Rambha

Story of Change

A Girl Changed as a Health Worker



Chheten Kipa Sherpa

Born in Lungthung, Lelep
Received s scholarship in 2019.
Now she is working in Olanchunggola Health post
after completing CMA course.



Chheten Kipa Sherpa, a women who fulfilled her dream and became a successful health worker, was born on August 21, 2002, in a remote village of Taplejung. Her family has been living in Lungthung village for a long time. Sherpa has family of seven members and her family had to struggle a lot for the livelihood because of the low income of family. Cardamom is only one source of Cash crop even though her family does not have sufficient land for growing more cardamom. Due to their financial problems, Ms. Kipa was not able to study the health-related course even she has strong commitment to become a health worker.



She was a very diligent child, and due to various problems at home, she was not able to devote much time in her studies. Her parents wanted to provide a good education to their children, unfortunately they could not. Her father barely had money to cover up everyday expenses from his daily earnings therefore, saving money for his daughter's education was simply a pipe dream. Even her parents want to support financially, socially and mentally, they were unable to improve the better situation for her, as the cost of the relative course is very expensive and out of their financial range.

Chheten and her parents were aware that Himalayan Trust UK has been encouraging the students of remote areas after their SEE. She has got an excellent grade (GPA) in Secondary Education Exam (SEE) and she deserved 'higher

education scholarship'. She was able to pursue her dream, able to be independent girl and a big supporter in the family.

Chheten who passed Certified Medical Assistant (CMA) from Jhapa in 2021. She worked at the Tomar Hospital in Taplejung for a few months, before returning to her own village. She was delighted to be selected for Olanchunggola Health Post and serve the neighborhoods. She is working in a health post as the sub in-charge in Olanchunggola. Although it is difficult to work in Gola due to the geographical, she is still serving the people out hole heartedly.



“I wanted to work and serve in the health sector like Sirjana Limbu, a batchmate who graduated before me and majored in CMA”, said Kipa. She further said, “When I was struggling to find a method to express my desire, I talked to Guru Ram Gurung, my mentor, about it. He informed me of the scholarship offered by REED Nepal. I was interested in learning more about the scholarship application process, and the staff at REED Nepal advised me to apply for more advanced classes. After that, I fully concentrated on my scholarship application preparation. I was ecstatic and overwhelmed when I learned that I had been chosen. I obtained employment with the government in my neighbouring community after completing my CMA course. Now that so many young people are drawing inspiration from us, I feel proud of them and want to encourage them so they can discover how to pursue their dreams like I did. I am incredibly appreciative of REED-Nepal and the Himalayan Trust UK for assisting students and promoting child education.”

Like her parents, Chheten Kipa has always pictured herself as a medical professional. She is thrilled that her wish and dream had come true today. The neighborhood’s social and economic standing of her family has improved. She can now afford to pay for her sister and brother's schooling and standard of living. The British people's generosity has been a big help to the students and the progress they are making in their careers.



Transfer from Obscure Stage to Easy Stage: A Case Story of a Teacher

Miss Nisha Bhattarai was born in a remote Rural Municipality, Necha Salyan in Solukhumbu district. Her school level education was completed at a local high school. She was one of the keen students both at school and higher education. She has always deep passion for education and has got bachelor's in education (English).

While she was student in bachelor level, she had worked as a computer trainer she was neither satisfied nor enjoying it. She always had a deep attachment towards education, so she decided to pursue career in teaching field. In May 2023, she appeared in a competitive exam of Nepal government as a primary teacher in her very first attempt. Unsurprisingly, only, she was selected for the position, and she was posted at Chandrajyoti Basic School as a government primary teacher in early 2023.

Contrary to her expectation, in her first few days, Miss Nisha realized that teaching was a tough job. Creating an environment of affinity with her students faced the biggest challenge for her. Her colleagues were experienced teachers. Their classes were flawless. On the other hand, she was facing difficulty with basic things like preparing lessons, classroom management and learning procedure. The lecture method was only her primary teaching method and students were not so interested in learning. Lack of experience and training together were hitting her. Her confidence had never been so low. Compounding this problem was the fact that she was told to teach science. Being a science teacher, she herself had difficulty comprehending some science content; and expressing it to children in practical way was even more challenging.

She came to know from her head teacher that REED Nepal is going to organize a ten-day Teachers' Professional Development (TPD) Training to enhance teachers' competencies for science subject teachers. Following the information, she requested the school to attend the training. She was selected for Teacher Professional Development (TPD) training from her school. She attended the training at Salleri. During the training, she got an opportunity to show how science could be taught in more practical, scientific approaches using local context and available resources. Further, she has connections with other science experience teachers who have been teaching science. That was another opportunity for her to relate to them so that she could request others supports if needed in future. Her engagement and performance during training was very impressive and remarkable at the training.

After completing training, she applied skills in the classroom, and it has ripple effect to her classroom. *"Expressing the content of science in practical way effortlessly is the biggest achievement for me"*, says Nisha Bhattarai. She further expressed that classroom management skills were also helpful for her. The science teaching obscured for her had now become easy for content delivery. The linking of the music and game to teaching was another skill set which she had learnt and effectively utilized in her classroom. Use of local materials for making classroom materials also added another dimension to her teaching. She has become one of the favorite teachers of many students in her school.

She would like to thank you for REED Nepal and AHF for organizing and supporting the teacher training and follow up support.



Training Contributed to a Change in Educational Governance

I'm Basmati Kumari Khadka, Khatri and from Khaptad Channa Rural Municipality Ward No. 4, Bajhang. I have been teaching since 2073 in different schools. Currently, I'm teaching in the school named Shree Aisharya Basic School, Baskatiya, Ward No 4, Khaptadchanna Rural Municipality. I am a disciplined, hard worker and a selfless honest teacher. Since I started in the teaching profession, we used to use the same old style of teaching in the classroom. We have never paid so much attention to the use of new and innovative teaching methods and materials. We were always worried about how to increase learning achievement, but students' learning achievement was not satisfied due to lack of knowledge, teaching methods, and



Nisha, leading for Science Practical Experiment

so many associated reasons. In such a bitter context, while REED Nepal initiated its program in our municipality, we have been gradually getting the symptoms of change in teaching and learning practices among our colleagues. If REED Nepal had not entered here, we would not have been updated about the new curriculum, nor would we have been updated about the latest teaching material. In the past, we were applying traditional methods to teach and were not able to increase learning achievement.

After the entrance and initiation of the project of REED Nepal, we teachers are benefitting by getting updated knowledge and skills based on the new curriculum prescribed by the Nepal government. Moreover, I was able to obtain adequate knowledge regarding material preparation and the continuous student evaluation system. The training gave the know-how about weightage (working hours) for themes, material preparation, and soft skills as well.

We have been receiving training from REED Nepal for a few months, on various topics, which is fortunate for us. In which we had the opportunity to participate in the creation of educational materials, as well as integrated curriculum and training related to ECED facilitators. Before the training in this municipality, no one followed the rules & regulations but after the ten days of training for ECED facilitators, the local education unit of RM & REED Nepal, both suggested to us the time duration be spent in ECED training prescribed by the education policy. Besides this, we have established a suggestion box & formed a response mechanism after the training on gender equality, disability, and social inclusion-GEDSI.

Trainee to Entrepreneur

Pramila Majhi, a lady from a marginalized community, participated in a three-month basic tailoring training program that was sponsored by the Melamchi Municipality with funding provided by the Karuna Trust and technical support from REED Nepal. This program was created to give the group of underprivileged women the knowledge and abilities they need to diversify their sources of income in the event of natural disasters and coping for future shocks.

Pramila demonstrates outstanding initiative while undergoing training by preparing all the garments by hand with a needle rather than utilizing the sewing machine as she learnt about in class. She used to arrive before class started and remain until late to use the machine and sew additional clothing that she had bought on her own to improve the technique, demonstrating her passion and eagerness for tailoring.

Pramila initially encountered difficulties with machine setup and fundamental machine concepts. However, she and her community women take up the tailoring of clothing products having market prices & of their basic needs with the help and advice acquired throughout the training, as well as the technical aid from REED Nepal.

They provide low-cost tailoring services to locals to showcase their abilities in the beginning and intend to open a business once they have completed advanced training. They request REED to offer an advanced course in tailoring so they can compete with Melamchi's already-stabilized tailoring sector. She has planned to start entrepreneurship soon. She is thankful to REED Nepal and Karuna Trust.



Dream Changed into Reality- A Case Story of Drop out Girl



A 15-year girl, Lalita Nepali from Bhaishahi, Kanchan, Rupandehi has a dream to study but had to leave school in grade eight due to a financial crisis in her family. Though she has a house but words are not enough to describe how she was thriving there. When project staff visited her house in the winter season, they found she had room but no bedroom. She had no stuff (Bed, Blanket). It is hard to describe her story. The Learning Champion (LC) project team was excited when she was ready to continue her study even in untold circumstances.

With her desire, Lalita enrolled in grade 8 in Bhainshai Secondary School. In the very beginning, she was not regular at school because she had to spend her time at home. Her father drank alcohol every day; and her mother left her family (eloped). As a result, she was fighting against problems and crises. These worsening events directly impact her dream of study. The project staff arranges food, bed etc in consultation with the project team members; and brings this girl to school. The project provided all the supportive materials to her for her study. From that day, she tried to be regular at school. Additionally, the project organized catch-up classes for all drop-out girls. She too came and read regularly; and passed grade eight. Now she is in grade Nine. The Dignity Center is a good place to bring the dropout girls and the best place for counseling with life skill education. A lady who has dreamed of studying has also been an example of Dignity Center (DC). Now, Lalita said, *"I will be continuing my study up to a higher level so far. Thanks LC project and its partners and Karuna Trust. I am feeling DC as the second home in my career growth."* Et pa amus etus volupta tiorern atusci



वालमैत्री शासन : वाल अधिकारको सम्मान । वाल संरक्षण, विकास सहभागीता हाम्रो शान ॥

बालविवाह भनेको के हो ?

कानूनले तोके अनुसार २० वर्ष उमेर पुरा नगरी विवाह गर्नु वा गराउनु बालविवाह हो । यदि कसैले बालविवाह गरे वा गराएमा त्यस्तो विवाह मान्य हुँदैन ।



बालबालिका हिसामा गर्नु एकदमै संवेदनशील विषय हो । यस्ता घटनाहरूको संवेदनशीलतालाई ब्यनमा राखी सम्पूर्ण अनुसन्धान तथा अदालती प्रक्रियामा समुचित गोपनीयता कायम राखिन्छ ।



यदि यौन दुर्व्यवहार भएमा बालबालिकाको दोष हुँदैन र आवश्यक सहयोग र सेवा पाउनु उनीहरूको आधारभूत अधिकार हो ।



बाल यौन दुर्व्यवहार हामीले चिन्ने व्यक्ति, नजीकको साथी, विश्वासिलो व्यक्ति, छिमेक वा चिन्दै नचिनेको व्यक्तिबाट हुन सक्छ ।

बालयौन दुर्व्यवहार भनेको के हो ?

कसैले बालबालिका उपर देहाय बमोजिमको कुनै कार्य गरेमा बाल यौन दुर्व्यवहार गरेको मानिने छ:

- अश्लील चित्र, श्रव्यदृश्य वा यस्तै किसिमका अन्य सामग्री देखाउने वा देखाउन लगाउने वा अश्लील तथा यौनजन्य आचरण वा व्यवहार भल्कने अनियक्ति वा हाउमाउ प्रदर्शन गर्ने वा बाल अश्लिलता प्रदर्शन गर्ने वा गराउने
- बालबालिकाको वास्तविक वा काल्पनिक अश्लील चित्र वा श्रव्यदृश्य सामग्री वितरण गर्ने, भण्डारण गर्ने वा त्यस्ता सामग्री प्रयोग गर्ने
- यौनजन्य क्रियाकलापका लागि प्रस्ताव गर्ने, फकाउने, दबाव दिने वा धम्काउने
- अश्लिल कार्य तथा सामग्री निर्माणमा प्रयोग गर्ने
- यौनजन्य मनसायले शरीरको संवेदनशील अंगमा स्पर्श गर्ने, छुन गर्ने, समाउने, अङ्गुली गर्ने वा आफ्नो वा अरु कसैको शरीरको संवेदनशील अङ्ग छुन वा समाउन लगाउने वा यौनजन्य मनसायले बेहोस पार्ने वा यौनजन्य अंग प्रदर्शन गर्ने वा गर्न लगाउने
- कामवासना वा यौन उत्तेजना उत्पन्न गर्न बालबालिकालाई प्रयोग गर्ने वा गराउने
- यौन सन्तुष्टि प्राप्त गर्न बालबालिकालाई प्रयोग गर्ने वा गराउने
- बाल यौन शोषण गर्ने वा गराउने
- यौनजन्य सेवा उपलब्ध गराउने उद्देश्यले बालबालिकाको प्रयोग गर्ने वा गराउने
- यौन दुर्व्यवहार गर्ने उद्देश्यले बालबालिकाको प्रयोग गर्ने वा गराउने
- वेश्यावृत्ति वा अन्य यौनजन्य कार्यमा प्रयोग गर्ने

बाल यौन दुर्व्यवहारबाट बच्न के गर्ने ?

- बालबालिकाहरूले आफ्नो शरीरलाई अनावश्यक रूपमा सकेसम्म कसैलाई छुन नदिने किनभने आफ्नो शरीरमा आफ्नो मात्र अधिकार हुन्छ
- यदि कसैले छुन खोजेमा आफूलाई मन नपरेको कुरा "हुँदैन" वा "यस्तो नगर्नुहोस्" भनी खुलेर भनेर कसैले जबरजस्ती गर्न खोजेमा सम्भव भएसम्म भाग्ने, जोडले विव्याप्य अरुको सहयोग मान्ने र आफू बच्ने उपाय अपनाउने
- यदि यौन दुर्व्यवहार भइसक्यो भने लुकाएर नराख्ने, सकेसम्म एकलै नबस्ने र आफ्नो अभिभावक वा कुनै विश्वासिलो व्यक्तिलाई भन्ने
- सहयोगको लागि स्थानीय प्रहरीलाई सम्पर्क गर्ने वा तत्काल १०० नम्बर मा फोन गर्ने

कसैले पनि बालबालिकाको मन्जुरी लिई वा नलिई यौ नजन्य तथा अस्वभाविक व्यवहार गर्न हुँदैन, यस्तो गरे गराएमा ३ वर्षसम्म कै द र ३० हजारसम्म जरिवाना हुन्छ । - मुलुकी अपराध संहिता, २०७४



पुनश्च: विद्यालय वा अन्य कुनै ठाउँमा बालबालिकालाई कुटपिट गर्ने, यातना दिने, अपमानित गर्ने र गिज्याउने भेटिएमा

हेलो

- बाल हेल्पलाइन १०९८
- बालबालिका खोजतलास तथा समन्वय केन्द्र १०४
- राष्ट्रिय महिला आयोग ११४५
- नेपाल प्रहरी १००



बालविवाह गर्ने गराउनेलाई ३ वर्षसम्म कैद र ३० हजार रूपैयाँसम्म जरिवाना हुन्छ । - मुलुकी अपराध संहिता, २०७४



बालबालिका माथि हुनसक्ने सम्भाव्य हिंसा तथा अपराधहरू के के हुन् ?

जबरजस्ती करणी (बलत्कार), बेचविखन, बाल यौन दुर्व्यवहार, बालविवाह, विद्युतीय अपराध (cyber-crime), शारीरिक दण्ड सजाय तथा यातना, घरेलु हिंसा, बालश्रम, अमद व्यवहार र हैरानी, छाउपडी, आदि बालबालिका माथि हुनसक्ने सम्भाव्य हिंसा तथा अपराधहरू हुन् ।

बालबालिकाको हकमा जबरजस्ती करणी भनेको के हो?

१८ वर्ष भन्दा कम उमेरकी कुनै बालिकाको मज्जुरी लिई वा नलिई कुनै पनि तरिकाले करणी (यौन सम्पर्क) गर्नु जबरजस्ती करणी हो ।



यदि कसैले जबरजस्ती करणी गरेको प्रमाणित भएमा २० वर्षसम्म कैद सजाय हुन सक्छ । यस्तो किसिमको अपराध भएको खण्डमा एक वर्ष भित्र उजुरी दिई सक्नु पर्ने हुन्छ । - मुलुकी अपराध संहिता, २०७४



जबरजस्ती करणी हनबाट जोगिने सामान्य उपायहरू के के हुन् ?

- एकात्ता ठाउँमा एकलै हिंडुल नगर्ने, नचिनेको मानिसलाई एकलै भेट्न नजाने
- जहाँ जाँदा पनि अभिभावक वा विश्वासिलो व्यक्तिलाई जानकारी गराएर मात्र जाने
- जबरजस्ती करणी हुन सक्ने शय लागेमा वा सम्भावना भएमा प्रतिकारका सामान्य तरिकार प्रयोग गर्ने जस्तै: ठूलो स्वरमा चिच्याई हारगुहार मान्ने, सकेसम्म छिटो सुरक्षित स्थानमा पुग्न कोशिस गर्ने
- प्रतिकारको लागि तत्काल उपलब्ध कुनै पनि चिज जस्तै माटो, ढुङ्गा, लाठी, हात खुट्टा इत्यादि प्रयोग गरी जबरजस्ती गर्ने खोज्ने व्यक्तिको (सम्भावित पीडकको) आँखा वा अन्य संवेदनशील अङ्गमा प्रहार गर्ने
- बालबालिकाले आफ्नो अभिभावक र प्रहरीको सम्पर्क नम्बर कण्ठ पारेर राख्ने जसले गर्दा आवश्यक परेको समयमा प्रयोग गर्न सकियोस् ।

जबरजस्ती करणी भैसकेको अवस्थामा के गर्ने ?

- तत्काल प्रहरीमा उजुरी गर्ने
- प्रहरी आइनुपरेसम्म घटना भएको स्थानको केही पनि सामानहरू आफूखुसी नचलाई घटनास्थल सुरक्षित राख्ने
- प्रहरीको सहयोगमा यथाशीघ्र स्वास्थ्य परीक्षण गराउने
- अनिश्चित गर्माधारण हुन नदिन तथा यौन रोग तथा एच आई वी संक्रमण हुन नदिन ७२ घण्टा भित्रै आवश्यक परामर्श तथा उपचार गराउने
- प्रहरीले सबुद प्रमाण (नमूना) संकलन नगरेसम्म ननुहाउने, लगाएका कुनै पनि लुगा नफेर्ने वा नधुने



यौनजन्य हिंसा जहाँ र जो कोहीलाई पनि हुन सक्छ, त्यसमा पनि बालबालिका तथा शारीरिक वा मानसिक रूपले अशक्त भएका व्यक्तिहरू बढी जोखिममा रहेका हुन्छन् ।



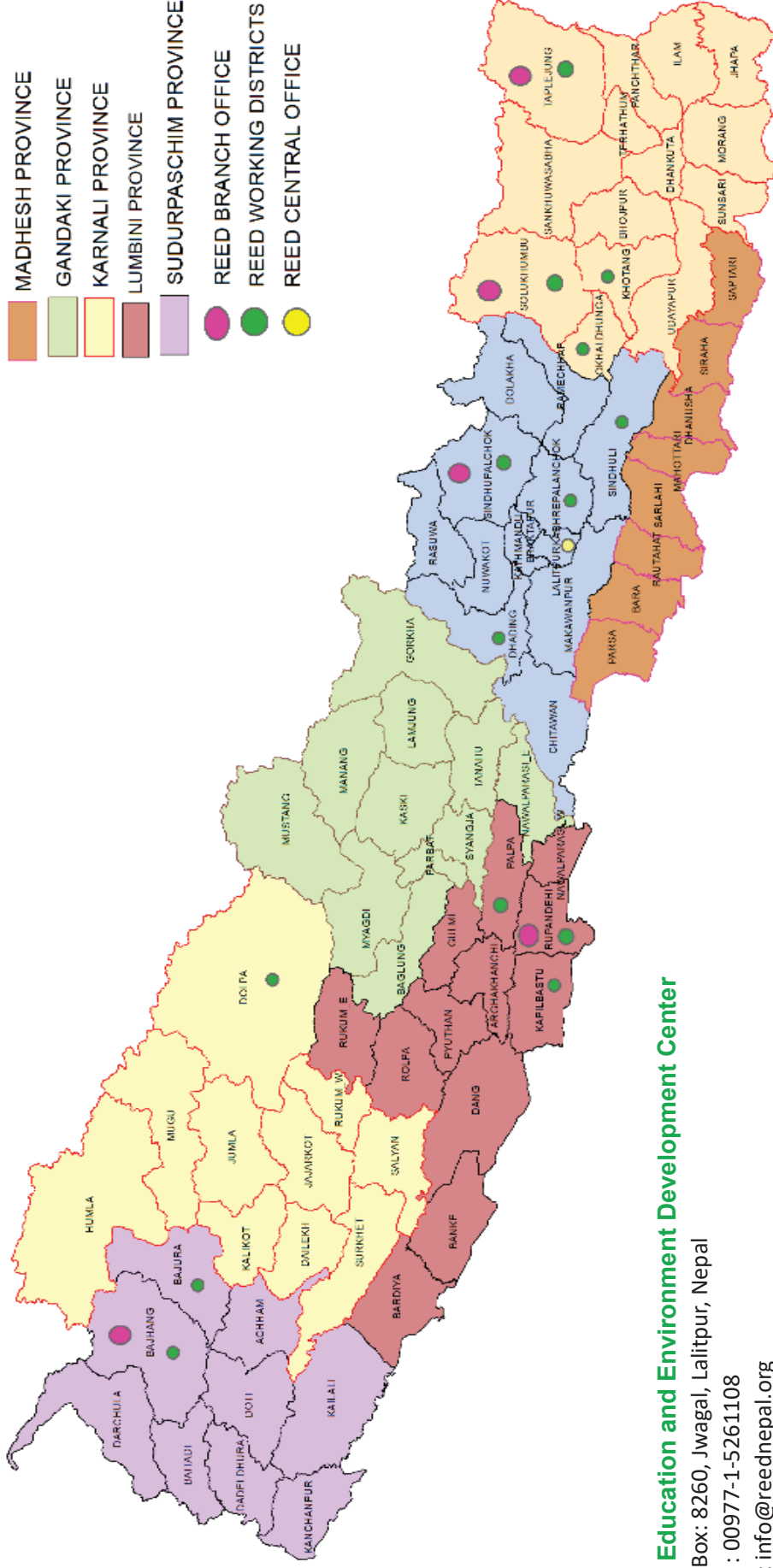
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