

# Annual Report

July 2020 to June 2021



**REED Nepal**

# Acknowledgement

It is my pleasure to share the annual report 2020-021 of Rural Education and Environment Development Center (REED Nepal). REED Nepal has been implementing various programs and training to uplift the quality of education in numerous community schools of Nepal from the past 19 years. The major strategic areas of interventions are education, DRR, Gender and Social Inclusion (GESI), and Environment.

REED Nepal is committed to providing need-based training for the teachers and contextualization of the curriculum as per local requirement which has enhanced the skills of teachers whilst helping them to incorporate unique and creative ideas in teaching methods. The TTQE and school construction Program has interceded in creating a child-friendly environment in the school resulting in increased learning achievement. Along with this, community engagement has been an essential element in all our programs which has led to increased involvement of parents/guardians in the learning process of their children. Further the DRR and environment has promoted the protected environment for the children in the community.

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 contribute the Sustainable Development Goals 4, 5 and 13. The programs conducted by REED Nepal have been of great support to meet this aspiration, the testimony to, it is the approval by the Government of Nepal on our programs adding greater motivation and responsibility towards our mission.

Acknowledging the efforts of our staff for their productive and responsible performance in FY 2018/019, I express my gratitude to all the staffs working for the contingency support in education through distance mode of education.

Appreciating the generosity of our every supporting Donors and Partner; Australian Himalayan Foundation, Himalayan Trust UK, Himalayan Trust NZ, JICA/ICnet, Karuna Trust UK/Germany/BMZ, ADB/CLPIU, CHOICE Hong Kong, Rotary Club International, NAFA, Grande Holdings, Nepal Government, and its aligned bodies as well as local 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

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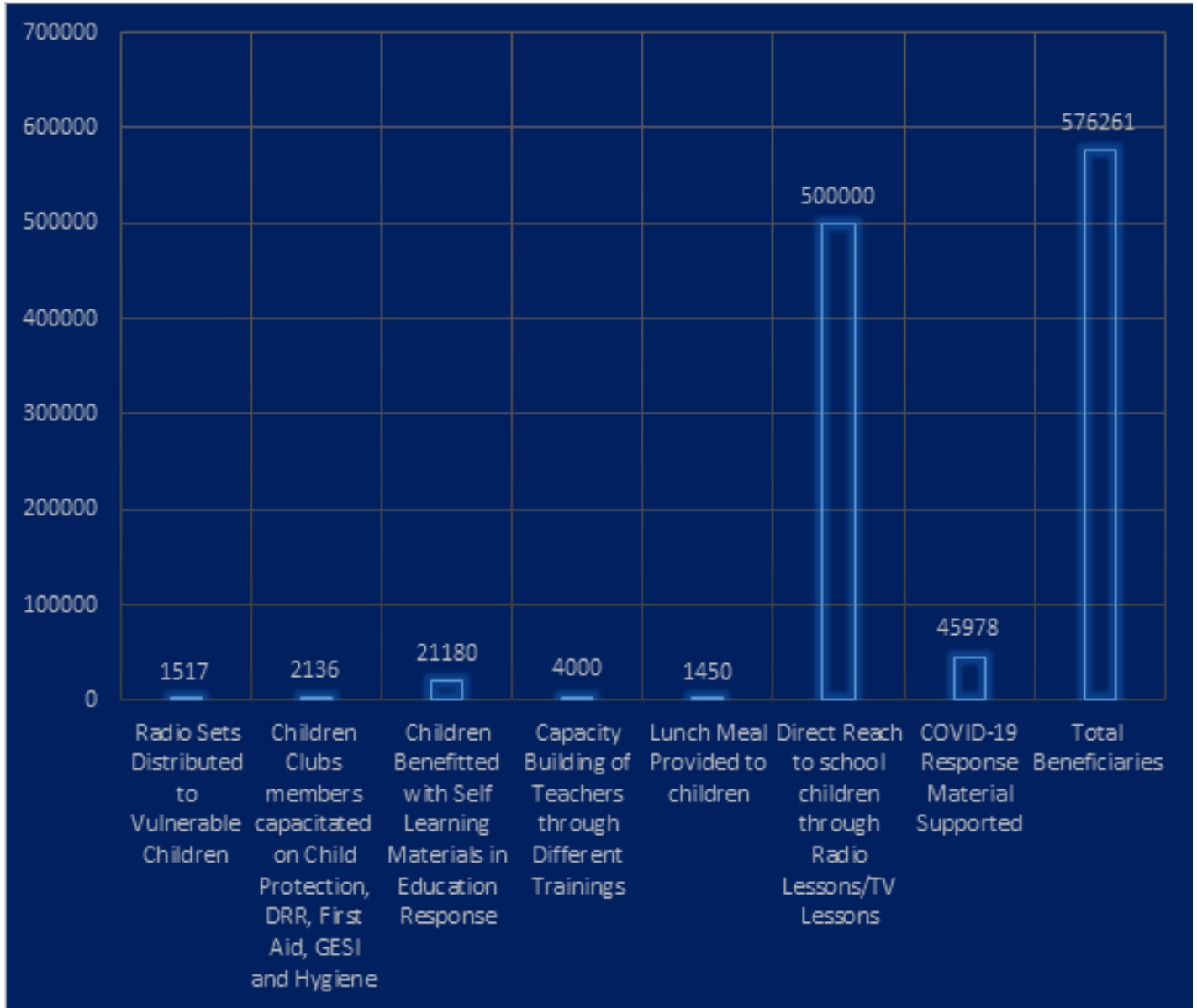
## Acronyms

JICA	: Japan International Cooperation Agency
GESI	: Gender Equality and Social Inclusion
REED Nepal	: Rural Education and Environment Development Center
TTQE	: Teacher Training and Quality Education Program
QIP	: Quick Impact Project
EYCI	: Everest Youth Climate Initiatives
SGP	: Strong Girl Project
ICT	: Information and Communication Technology
SIP	: School Improvement Plan
DRR	: Disaster Risk Reduction
USB	: Universal Serial Bus
RM	: Rural Municipality (Palika)
TSRP	: Tapethok School Rebuild Project
EMS	: English, Maths and Science
EGRP	: Early Grade Reading Program
CLIPS	: Children Literacy Improvement Program in Solukhumbu
RSRP	: Rani School Rebuild Project
EDO	: Education Development Officer
INGO	: International Non-Governmental Organization
PSE	: Promoting Stability in Education Project
ECED	: Early Childhood Education Development
DFAT	: Department of Foreign Affairs and Trade
HTUK	: Himalayan Trust United Kingdom
AHF	: Australian Himalayan Foundation

## Summary of the Projects/Programs implemented during Reporting Period of July 2020 to June 2021

### Reach of the Project Intervention

#### Beneficiary Reach:



*Figure 1 Total Reach with Beneficiaries in Fiscal Year 2020/2021*

## Stakeholder Reach and Support

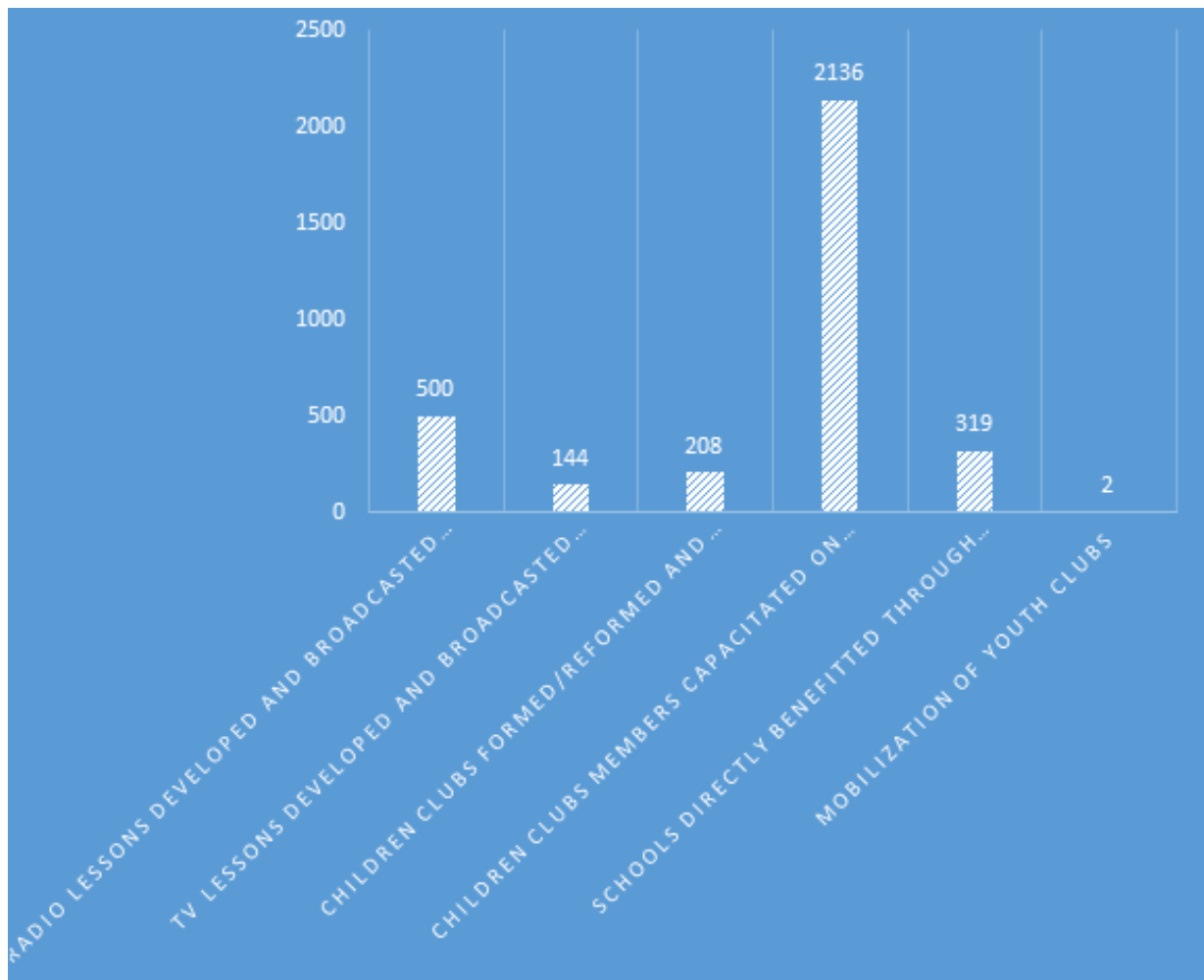


Figure 2 Reach with Different Stakeholders

### Introduction of Projects

**Quick Impact Project (QIP)** envisaged to support in establishment and operation of 60 GESI responsive schools in 6 districts' 9 rural municipalities across Nepal for improved teaching-learning and student/girls' learning outcomes, reduced drop out of girls, increased continuation of girls in higher studies, reduced negative practices which are hindering women empowerment at large. The project supported directly to 60 monitoring groups with 600 members (90% girls).

**Everest Youth Climate Initiative (EYCI)** envisioned to protect the fragile mountain ecosystem of Khumbu region of Solukhumbu district through climate change education and adaptation in schools and communities. Students and youths were mobilized in environment conservation and local user groups were mobilized to conserve the endangered species (Red Panda) and to keep the biodiversity intact. The project directly supported to 14 eco-clubs, 1 red panda monitoring group and 15 vulnerable families for livelihood improvement.

## Success Story-2

### Plantation Amidst Covid's Pandemic



My name is Sonam Magar, a chairperson of Himalayan Madhyawarti Forest User Group, also I am the coordinator of the RED PANDA Monitoring group formed by Everest Youth Climate Initiatives-EYCI a project of Rural Education and Environment Development Center (REED Nepal). When I become a coordinator of the red panda monitoring team I participated in several meetings, orientation program, and training. From such exposure I came to know that the environment is the crucially important for all animal kinds to survive and hence the human beings. Since then, I started reading the news regarding the environmental change, climate change issues, their impacts in the human beings and all the living creatures of the earth. Studying facts and news made me crazy by rapidly changing climate.

The more I learned the more I become serious about future of the earth and living things in this planet. What I mainly realized is that the human activities are the major problems for the deterioration of the nature and natural resources. Since then worried mind was thinking to find my own role to conserve the environmental degradation. Climate change is the major problem for the country like Nepal as its geographical terrain ranges from plan area to world's highest peak.

One day I received a call from Reed Nepal. I picked up call and talked it was about what I was looking for that is plantation and fencing. Narayan Gyawali, the project coordinator discussed about the plantation program and proposed me to do it within a month. I just asked him to give some days to decide.

As an individual it was not possible to plant about the 1200 plants; therefore, I decided to share this concept with community and I shared. After the discussion with the friends and community people we decided to accept the proposal. But at the same time the community was suffering from the pandemic and people were so afraid as we unfortunately lost three neighbors due to Covid. Despite of this hard time, we made a committee for accomplishing this activity. We collected the 1200 plants and made task force of 15 people for plantation and fencing. We firstly, found the bare land and made a decision for seedling in that particular area. We fifteen people worked continuously for 3 days and completed the plantation and fencing despite of challenging weather and environment. It was challenge for us to maintain the social distancing during the plantation because it was the group work. Hence, I was as a leader of the community forest user group so scared and nervous. Fortunately, we successfully have accomplished the plantation and fencing without any risk. No body found covid positive and we had no big problem as well.

Actually, I am very much thankful to the AHF and REED Nepal for supporting us in plantation and fencing. We were looking for such supports; we went to many places to knock the door for support but we could not get. Though it is small support, it means a lot for us as it has encouraged us. Community forest user group yearly plant the plants but due to the lacking of fencing plants could not survive. In winter season, wild and abandoned animals damage plants and another problem is animal grazing. So, after having the fencing now we are hoping to save these plants if this happens, we will have our bare hill transferred to green hill.



At the end, on behave of community forest user group and Red Panda Monitoring Group I would like to express my thanks to Australain Himalayan Foundation and Rural Education and Environment Development Center-REED Nepal. Similarly, I would like extend my thanks to all the community people, buffer zone, Sagarmatha National park and Ward number 3, and Khumbupasanglhamu Rural Municipality for their coordination and support. I am still worried about the climate change and its impact; however, I am so happy that we as a committee could do somethings for conservation of the environment and reducing the impact of climate change.



**Teacher Training Quality Education Program (TTQEP)-Taplejung** envisioned for empowering the teachers in 35 schools of Taplejung district. REED Nepal has been closely working with coordination with the Palikas (Rural Municipalities-RMs) with the support of Himalayan Trust UK. 35 school's teachers and the students were the direct beneficiaries of the project. In 2021 the program directly reached 2652 children (1360 Females, 1292 Males) in the 35 schools. In addition to the Health and Hygiene project, Himalayan Trust UK (support by Sri Wrigley and her colleagues) contributed the funded to the REED Nepal and it brings changes the children's behaviour and saves from pandemic as well.

### **Distance Education:-**

Due to the pandemic situation of COVID-19, schools were closed and hence REED Nepal coordinated with local government and school management committees for the continuation of teaching learning through distance education. 144 television lessons and 240 radio lessons were developed and broadcasted focusing on remedial/academic, professional and life skills lessons by REED staffs and workbook and worksheets were developed as per the radio/tv lessons and distributed to 21180 children of 210 schools across 8 districts. 1517 radio sets were also distributed to the most vulnerable students to assist in distance learning. To enhance learning achievement through distance education, teachers were mobilized to support student's confusion in learning, inform parents regarding distance education and mentoring and monitoring distance education.



*Figure 1 A student from Taplejung district learning through radio during school closure*

**Teacher Training Quality Education Program (TTQEP)-Solukhumbu** envisioned at improving access to education and developing a quality and inclusive education program across seven urban/rural municipalities (RMs) in Solukhumbu District. This project works across 100 schools in 7 RMs of Solukhumbu District which includes 11 NS and 28 CLIPS. Teachers from 100 schools were trained in English, Mathematics and Science. During the school closure due to COVID-19, lessons in English, Mathematics, Science, Nepali literacy and Social Science were broadcasted to reach TTQE students, primarily for grades 1-8. The project is being implemented in close coordination with RM government representatives, School Management Committee (SMC) members, teachers, students and parents. The project is funded by Australian Himalayan Foundation. The program has directly benefitted a total of 13575 including 4641 (54.70% female) community members and teachers and 8934 (51.98%) children.

**Strong Girls Project (SGP)** envisioned to Improving the Educational Achievements of Dalit and other Marginalized Girls in Nepal. It has contributed directly to 1597 school children and community members including 51.22% of girls/women. The project is implemented at 3 districts (Palpa, Rupandehi and Kapilvastu) at 10 different Municipals focusing 15 different schools in these Municipals.

## **Stories of Changes**

### **Success Story-1**

#### **Creating an ECED Model**

The situation of ECED at Mayadevi Janajagriti Basic School was quite under average standard. There was difficulty with small children as the classroom was unorganized. Neither suitable in summer nor in winter. To engage young children, there was not playing materials and limited to white board only. As per government policy, there has to be at least 10 students for general support. The Head Teacher Mr. Madhav Lohani said, "I visited parents many times to send their children at school. However, they send their kids at private school though the fee was quite expensive. My intention was to enroll at least 10 students, if not government would cut off ECED quota."

When SG project intervened its program, there was Focused Group Discussion with SMC, parents and school staff on suitable steps to improve classroom environment with minimal effort. As of that, ECED students were shifted to a comfortable room. Similarly, SG project supported





with wall painting, carpeting and playing materials. Along with it, the teachers were given training on classroom management and materials to make teaching training references. Teachers also allocated such materials for teaching and produced suitable teaching-learning materials out of locally available resources. Likewise, the local government, Butwal Metropolitan city has also supported a television set for ECED. With joint effort of all stakeholders, ECED management has become a role model in the area. ECED teacher Ms. Khumisara Rana Magar said, “Now, the number of students in ECED is 36. We are happy and would appreciate the SG project wholeheartedly for its contribution. At the same time, the neighboring school stakeholders and visitors also valued with kind regards for the climate we provided.”

### **Dolpa School Construction Project**

3 block (8 rooms) school construction has been completed in two phases at Shey Phoksundo Rural Municipality-4, Namdo of Dolpa district. The project was financially supported by Shulverian Lo-Manthang and coordinated by Bhawi Nepal. The school building construction supported directly to 111 children to achieve quality education in good learning environment.

#### **School Infrastructures:**

REED Nepal has supported in the school infrastructure development for enhancing quality teaching and learning for class room management. In this reporting year, hostel renovation has been supported at Lelep where 52 girls benefitted directly. Due to lack of schools at their local areas, many girls dropped their studies and hence this support has been a great success to reduce girl’s dropout and continuation of their study. Under Tapethok School Rebuilt Project (TSRP), REED Nepal worked in collaboration and resource leveraging from Phaktalung Rural Municipality and constructed a new school building. The school earlier did not have sufficient class room and hence this support has been a great success in enhancing the teaching learning process.



*Figure 1 School Building constructed at Namdo of Dolpa*

School’s buildings blocks (2 rooms having canteen) were swept away by massive landslides in Rani school of Taplejung in 2019. This created difficulty in teaching learning of the children and hence together with community contribution of 20%, 4 classroom, one canteen and some interior management (students’ bag, carpet, furniture, desktop, cupboard, wall rack) was supported from REED Nepal.

### **Disaster Resilience School Project**

With the financial support of Nepal Government, Central Project Implementation Unit, Education and Asian Development Bank a Joint Venture Project has been running since February 2021 across 14 earthquake effected districts of Nepal. REED Nepal is leading on preparation of School based Disaster Management Plan. Out of total target of 270 schools, 53 schools plan preparation worked has been accomplished in this reporting period.

## Major Flagship Interventions

### COVID-19 Response:

After the school closure due to the pandemic situation of COVID-19, REED Nepal prioritized its activities towards raising awareness on COVID-19 and safety measures to the children and community people. COVID-19 safety materials (mask, sanitizer, gloves) were distributed to 45978 children. The learning of children was continued through distance education during school closure due to the pandemic situation of COVID-19.

### Material Support:

To enhance learning achievement through the use of ICT REED Nepal supported 19 laptops/desktops, 8 printers and 640 ICT devices (hard drive, pen drive, music player, USB etc.) to 667 schools. To reduce drop out of children especially focusing to the vulnerable children, bags, t-shirt and jackets were distributed to 1411 children of different schools across 8 districts. In addition, REED provided stationaries to 7215 children of different schools across 8 districts.

### Disaster Risk Reduction:

Disaster Risk Reduction (DRR) has been integrated into the School Improvement Plan (SIP) of 11 schools of Solukhumbu district. In this reporting period, 321 (47.97% female) community members, teachers and children were trained on Disaster Risk Management and the message is spread to 1734 (52.19% girls) children of 11 schools of Solukhumbu district. After integrating DRR in SIP of school, two schools (Bhumeshwari School-NechaSalyan RM) and (Sotang Basic School -Sotang RM) approached Rural Municipalities and succeeded in securing fund for compound wall construction based on the action plan prepared during the training and plan preparation phase.

### Environment and Climate Change:

Climate change adaptation training was conducted to teachers, community people and youth club members through EYCI project. 1200 seedling were planted by Community Forestry Group and Red Panda Monitoring Groups. 2 red panda monitoring groups (Monjo and Phakding of Everest Region) are regularly monitoring forest areas for habitat conservation and locating red panda. After the regular monitoring, the groups have located the red panda habitat and captured some photographs and videos as proof of red panda being found in the Everest region. REED has provided technical support and gears and equipment to the monitoring groups.

### Children Clubs:

REED Nepal supported in mobilization of 208 children clubs (in the form of monitoring groups, eco-clubs and child-clubs) directly benefiting 2136 (70% girls) school children. The children Clubs members are trained in different thematic areas like climate change adaptation, environment conservation, gender-based violence, social issues etc. and they conducted different awareness to spread the knowledge they acquired through capacity building. The children clubs' members also worked as a change agent for other children and community members. Publication of child bulletin has also been supported where articles written by children from different school's representatives are compiled and published. The bulletin is being published from Salleri of Solukhumbu district.

### Gender and Social Inclusion:

REED Nepal has always mainstreamed GESI in its programs and actions. Training and orientation to teachers, students, community members and children of its working schools are embedded into its program design. Under GESI, child safeguarding mechanism is taken as a mandatory aspect as the direct beneficiaries of REED Nepal are children. GESI focal teacher of each school is trained and complaint handling mechanism at school is established which is undertaken by the trained teacher. In this reporting period, a total of 287 teachers and students were trained; 500 bulletins were published related to GESI by child clubs of different schools and the livelihood support is targeted to poor and marginalized women. 72 GESI responsive radio

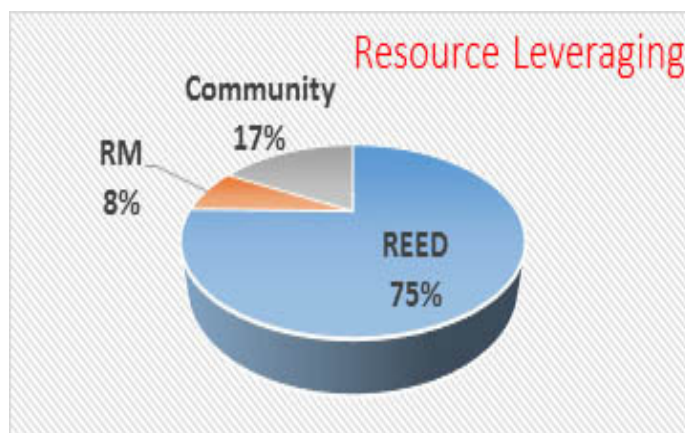
lessons were broadcasted through different 11 FMs; GESI responsive school education guideline/facilitation hand book were provided to schools and a short film against child marriage (<https://www.youtube.com/watch?v=v25VWD0IGCA>) was also prepared for awareness raising. 60 (80% female) focal teachers were mobilized to established GESI responsive school environment during the pandemic situation of COVID 19 context.

### Strengthening Teachers Pedagogical Capacity

Two events three days EMS training for English, Mathematics and Science is completed for EMS teachers of two Rural Municipality at Mahakulung (15-27 Feb 2021) and Sotang (3-5 March 2021) in coordination with local level government at Solukhumbu district. Altogether 46 teachers from 16 schools of both Rural Municipality attended the training. The training was facilitated by REED Nepal subject trainers. The main objectives of the training were to enlighten the participants with a wide range of subject contents in English, Maths and Science subject delivery, technology-assisted pedagogical skills and knowledge in line with the newly implemented integrated curriculum from Nepal government at grade 1 to 3. The training also focused on the social and psychological issues that is prevalent in school contexts particularly GESI, child safeguarding and school-based mental health. Nepal government safety, protective measures and social distance was maintained during the training. A five-day EGRP/ Literacy training is also completed to capacitate teachers for grade 1-3 who are teaching Literacy. Altogether 58 teachers from 28 CLIPs schools of Solukhumbu (18 male, 40 female) received the training. The training followed the Nepal Government EGRP training framework and teacher identified needs. REED Literacy trainers in support with other external trainers from local government conducted the training. The two Local Education Development Coordinators also facilitated the training where they shared their field observation and the current gap within the classroom.

### Collaboration and Resource Leveraging

REED Nepal works in close coordination and collaboration with different tiers of governments. A well-coordinated mechanism has been established at field level, especially with local government and community people. For the sustainability of the project (mostly in infrastructures development), REED has always coordinated and participation of local government and community people from design to completion of the project. In most cases, a clear memorandum of understanding (MoU) is made between the school, community and local government during such projects. In this reporting period, compound wall preparation of two schools (Sotang BS and Bhumeswori SS) of Solukhumbu under TTQEP Project and two school building construction (TSRP and RSRP) of Taplejung under TTQEP has been accomplished with 25% resource leveraging from local government and community contribution is achieved out of total invested NRs. 7991669.00



### Staff Capacity Enhancement

Staff Capacity Enhancement is one of the priorities of REED Nepal. In this reporting period, 5 staffs of REED Nepal participated in 7 days Capacity Development on Humanitarian Support in Emergency, Organizational Resilience and Digital Monitoring System. One Education Development Officer (EDO) attended a five-day Gender Equality Social Inclusion and Social Mobilization training from 7-11 Feb 021 in Kathmandu. Two Education Development Officers (Maths and English) enhanced their capacity by participating a five-day Training in Remedial teaching Learning/course in respective subjects. The Remedial Teaching and Learning Training package was jointly designed by the professors of Kathmandu University and financial support of World Education (One of the INGOs working for children education).

## Financial Status

A total of NPR 185531497.00 was planned in different project in this reporting period and a total of NPR 134118348.27 (72%) was expensed. The remaining budgeted amount carried forward to next fiscal year as the projects are ongoing.

Below is the summary sheet for the projects accomplished during this reporting period:

Project	Budget	Expenses	Spent %
AHF	29,278,692.12	28,715,532.94	98%
PSE-DFAT	43,898,683.00	48,505.00	0%
HTUK	12,387,112.43	12,387,111.06	100%
EYCI	2,603,475.00	1,845,906.06	71%
SGP-KT	4,546,588.00	4,906,447.00	108%
SGP-COVID-KT	3,121,000.00	3,077,803.00	99%
Overhead	10,003,731.75	9,639,744.18	96%
NAFA	362,511.00	182,985.00	50%
QIP/ICNet/JICA	12,319,703.10	11,351,966.00	92%
Friends of Himalayan Sherpa	912,648.00	2,199.00	0%
CHOICE	274,448.00	274,448.00	100%
<b>Total</b>	<b>1,540,273.00</b>	<b>1,540,273.00</b>	<b>100%</b>
Rani School Rebuild-HTUK	9,079,610.00	4,330,761.00	48%
Tapethok School Rebuild-HTUK	4,609,713.25	2,860,908.00	62%
Namdo School Rebuild 2nd Phase	11,278,958.62	11,706,684.70	104%
Namdo School Rebuild 1st Phase	25,275,724.00	26,303,148.08	104%
Mamankhe School Rebuild -HTUK	14,038,626.03	14,943,926.25	106%
<b>Total</b>	<b>185,531,497.30</b>	<b>134,118,348.27</b>	<b>72%</b>

Below is the summary sheet for the projects that was secured for implementation in the next fiscal year:

Project Name	Budget-Yearly	Remarks
TTQIEP-5yrs-AHF	NPR 2,84,97,273.61	NPR 140,530,035.33 Total for 5 yr. NPR 18,148,178.52-OH
TTQEP-HTUK	NPR 1,08,14,847	NPR 1,216,907-OH
SGP	NPR 58,09,495.30	NPR 399,000 –OH- Will be completed this year
PSE-DFAT	NPR 2,83,29,589.9	NPR 36,95195-OH NPR 2030,000- 2 yr
DFID-Dignity for Women	NPR 3,502,323.45	NPR 25,324,417.10 (3.5 Yrs) Total OH NPR 211,0720 Agreement Final
EYCI	NPR 3,335,472	NPR 300,000/-
FOHS	NPR 912,648	NPR 300,000/-
<b>TOTAL</b>	<b>8,12,01,558.26</b>	<b>NPR 87,94,195 Avg OH</b>

## Lessons Learned, Challenges and Opportunities

### Lessons Learned

- Radio program is the only best and effective alternative modes of distance education during education in emergency for remote districts like Solukhumbu, Bajhang, Taplejung where internet access and television is not available. Preparation and publication of workbooks and worksheets as per the radio lessons has encouraged and attracted children for learning from home
- The distribution of worksheets and broadcasting of radio lesson should go together for better performance and teachers and volunteers' mobilization for mentoring and monitoring distance education supports children to improve learning. Regular communication, coordination with Government and other agencies from national to local level supports for effective project implementation even during the emergency period
- Incorporating technology and modern devices into school, balancing students-teacher ratio on learning and teaching process helps teachers and children to improve performance
- Support in emergency like combating COVID-19 and alternative learning during school closure is highly appreciated by local government
- While forming farmer groups, target should be to include at least 10 families so that they can be registered at Rural Municipality to get further support and for sustainability of the activities, close coordination and consultation with local government and school management committees before the start of the program results in better collaboration and success of the program.

### Challenge

- The biggest challenge faced by REED Nepal during this reporting period is the closure of schools due to pandemic situation of COVID-19

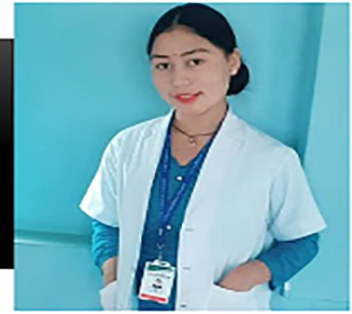
### Opportunities

- REED Nepal could mobilize its trained staffs on preparation of radio lessons and workbooks and worksheets, hence timely delivery and continuity of children learning could be assured during the emergency situation
- Local governments and School Management Committees support and trust on REED Nepal capacity and strength on education sector succeeded on continuing learning of children in its working areas though the schools were closed due to pandemic situation of COVID-19
- Linking education with other sectors like WASH, Environment and Gender Equality and Social Inclusion has broaden the scope of the organization and enhance the capacity of staffs establishing future scope to integrate such issues in the school curriculum and teachers learning

## Dream chasing Girl-Sirjana Limbu



Srijana Limbu  
Born in Lawajin, lelep  
Received scholarship in 2018



A lady who ever try to fight against the poverty and become successful service carer in health sector. Sirjana Limbu born in July 20, 2002 at remote village of Taplejung where there is no road access and electricity yet. Her childhood was miserable and very panic. The entire family were living in torture, pain and unhappiness. This was gone a decade. Her journey has many ups and down and even her family were not beyond of it.

The incidents and events of Sirjana'a family carried a whodunit story. The days where she and her entire



family were fighting against poverty. Her family has been staying in Lawajin since long decades. She has two brothers. Her parents wanted to educate their children but having no enough fund they have. They were worried for their children's education. Their business was to carry the luggage, goods of tourist and sent to Kanchanjangha base camp before. Her father spent most of the time as a porter to earn money from them, the earn money he spent for caring and educating their children. Still, they did not meet what they wanted to be their children. Parents exhausted and annoyed themselves, even they couldn't find the way to do better for their children. Many rooms they had for thinking, Sirjana's parents accepted the challenges and toiling hard.

Reading in SEE level (2017 AD), Sirajan and her parents knew that Himalayan Trust UK (HTUK) has been working on behalf promoting rural children on their education. This support program is implementing by REED Nepal a long decade ago. She keenly excited but her excitement was not running long. This was because grabbing the opportunity for higher study should be met the requirements of REED. She would be nervous by thinking it. She thought that if I deserve this opportunity of Scholarship, my parents would be excited.



**Sirjana Said, "I remembered some name; John Walton, George, Tim, Graham who have been in our small village and these are the people who ever support to the marginalised and needy people. Similarly, I was familiar with REED program and knowing the scheme like scholarship program from teachers and REED staffs, I was excited and confident to receive higher education scholarship."**

Her dream and her parents were depending the funding resource because they had no fund for segregating their children's study. When she passed her SEE, she had no option except deserving the 'higher study Scholarship program' supported by Himalayan Trust UK for her higher education. Dramatically, her desires completed when she was eligible for deserving the 'higher study Scholarship'. Sirjana who passed ANM from Jhapa in 2019. She served in Birtamod for a couple of months then she back to own village. She joined in RM's health post Lelep. She was extremely happy when she worked in pandemic. She worked as a health assistant and serve to the patients of own community.

Earlier years, days was darks for their family because of living the line of poverty. But now days are changed because of her hard and support given by trustee of Himalayan Trust UK. She ever gave thanks to Himalayan Trus UK and REED Nepal from her inner heart.

**रेडियोबाट सिकाइ**

रेडियोबाट सिकाइ कार्यक्रम कोरोना नाइरस संक्रमणको जोखिमले गर्दा विद्यालय बन्द रहेको अवस्थामा घरमै बसेर सिकनका लागि तयार पारिएको रेडियो कक्षा हो । यो कार्यक्रम स्थानीय सरकारको सन्न्वयमा तथा अष्ट्रेलियन सरकार DFAT, अष्ट्रेलियन हिमालयन फाउन्डेसन, हिमालय दृष्ट सुके र कल्याण दृष्ट तन्मायतको आर्थिक सहयोगमा उत्पादन तथा प्रसारण गरिएको छ । रेडियोबाट सिकाइ कार्यक्रम रीडको कार्यक्रम लान्, नख्का जिल्लाहरूमा स्थानीय एफ.एम रेडियोहरूबाट प्रसारण भइरहेको छ ।

**"असार १० गतेबाट प्रसारण भइरहेको छ, सुन्न नमूल्नु होला!!"**

AUSTRALIAN HIMALAYAN FOUNDATION Australian Aid Himalayan Trust UK KARUNA

Website: [www.reednepal.org](http://www.reednepal.org)

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