

KEY HIGHLIGHTS

6183



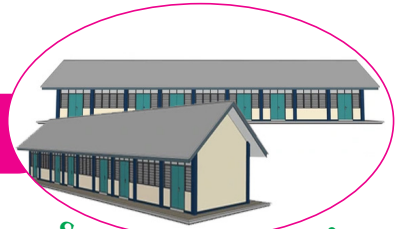
Teachers

221621



Students

37



Schools Construction

149



Youth Mobilization

822



Schools

45816



Community People

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ACRONYMS

AHF	Australian Himalayan Foundation
CAS	Continuous Assessment System
CDC	Curriculum Development Centre
CSEB	Compressed Stabilised Earth Block
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DEIA	Diversity, Equity, Inclusion and Accessibility
DRR	Disaster Risk Reduction
ECED	Early Childhood Education Development
ETC	Educational Training Centre
GEDSI	Gender, Disability and Social Inclusion
GSS	Going to School Support
HFOMC	Health Facility Operation Management
HTUK	Himalayan Trust United Kingdom
ICT	Information, Communication and Technology
IE	Inclusive Education
INTENT	Introducing Triangle to Educate Nepalese Teachers
KISC	Kathmandu International Study Centre
LAPP	Learning Achievement Promotion Program
LC	Learning Champion
LESP	Local Education Sector Plan
LESP	Local Level Education Sector Plan
MEP	Municipal Education Plan
MGML	Multigrade and Multi-level Learning
MPAC	Municipality Level Project Advisory Committee
PTA	Parents Teacher Association
PWD	People with Disability

ReAL	Recovery and Accelerated Learning
REED	Rural Education and Environment Development Centre
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 Adaptation
TTQEP	Teacher Training Quality Education Programme
TTQIEP	Teacher Training Quality Inclusive Education Programme
USAID	United States Agency for International Development
USAID EGL	USAID Early Grade Learning
VCA	Vulnerability Capacity Assessment
WASH	Wash, Sanitation and Hygiene

ACKNOWLEDGEMENT

On behalf of the Rural Education and Environment Development Center (REED Nepal), I would like to express my heartfelt gratitude to all the individuals and organizations that have supported us throughout the fiscal year 2023–2024.

Firstly, I extend my sincere appreciation to our funding partners, including the Australian Himalayan Foundation, Himalayan Trust UK, Karuna Trust/BMZ, Woord en Daad, USAID/Chemonics International, Nepal Australia Friendship Association, and local partners Green Tara Nepal, ADWAN and Action for Nepal and various other collaborators, for their unwavering financial and technical support. Your contributions have been instrumental in driving our mission to ensure quality and inclusive education, environmental sustainability, and community development.

I am deeply grateful to the government agencies, local municipalities, and district-level representatives for their consistent guidance and collaboration. Your strategic partnership has empowered us to align our initiatives with national priorities and foster sustainable development.

To our dedicated staff, community members, and educators, thank you for your tireless efforts and commitment to transforming challenges into opportunities. Your innovative approaches and relentless pursuit of excellence have made a tangible difference in the lives of thousands of students, teachers, and families across Nepal.

Finally, I extend my heartfelt thanks to the communities and beneficiaries we serve. Your active participation, trust, and feedback inspire us to continue striving for impactful and sustainable change.

Together, we have taken significant steps toward creating a just society with quality education and a resilient environment for all. Let us continue this journey with renewed determination and shared purpose.

With gratitude,

Bhim Bahadur Bogati

Chief Executive Officer,

Rural Education and Environment Development Center (REED Nepal)

CHAPTER I

ORGANIZATION PROFILE

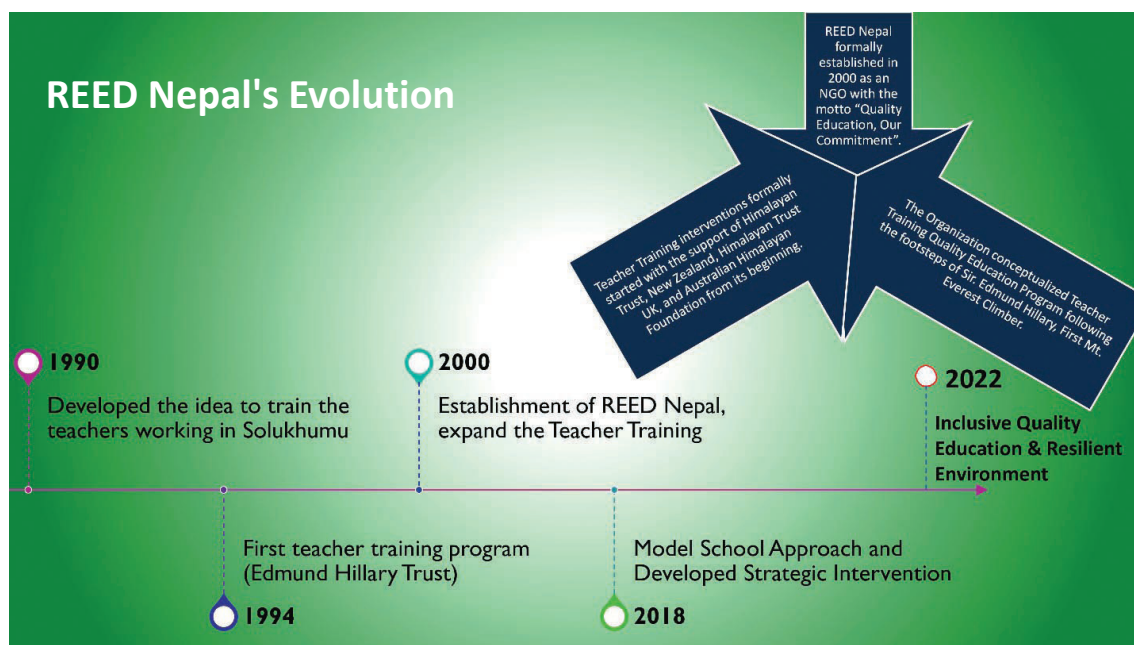


Figure 1: REED Nepal's Evolution

Introduction

Rural Education and Environment Development Centre (REED Nepal) was established in 2000 AD as a Non-Governmental Organization (NGO) with a motto of "Quality Education, Our Commitment". Organization was established to consolidate Teacher Training Programs carried out by the Himalayan Trust New Zealand (also known as Hillary Himalayan Trust NZ). REED Nepal has been following the footsteps of Sir Edmund Hillary in the Mount Everest Region and the Himalayan region since its establishment.

Currently, REED Nepal has been working closely with 822 community schools, including 6,183 teachers, 2,21,621 children, 45,816 families, 1319 child clubs, 7398 SMC members,

9,042 PTA members and 149 youths across twenty-six districts of Nepal. REED Nepal is a leading organization in Nepal, focusing on education development and environmental sustainability, ensuring quality and inclusive education in rural community schools through local collaboration and partnership. This organization, through its various projects intensively focusing on improvements of ECED, school management, teacher capacity, providing remedial and alternative education support, supporting GEDSI mainstreaming, and intervenes in school-based DRR.

REED Nepal, been a non-governmental organization, collaborates with various organizations such as Department of Foreign Affairs and Trade (DFAT), Australian

Himalayan Foundation (AHF), Himalayan Trust UK (HTUK), Karuna Trust UK, Karuna Deutschland Ev. and BMZ German, Japan Fund for Global Environment (JFGE), Nepal Australian Friendship Association (NAFA), Introducing Triangle to Educate Nepalese Teachers (INTENT), Friends of Himalayan Sherpa People (FHSP) and Strive 2 Thrive, Transforming Children into Champions (TraC) and Western Sydney University Australia to provide education and supporting local communities, fostering a sustainable and inclusive environment at schools and local communities.

REED-Nepal has envisioned five strategic priorities and objectives aiming to be completed by 2026. These been Quality and

Inclusive Education, Humanitarian Response, Resilient Environment, Cross-Cutting Issues, Research, Innovation and Advocacy where these will increase the quality and inclusiveness of education and ensure access to appropriate and life-long learning, Contributing to environmental conservation, and climate change adaptation through school and community engagement, support in addressing the humanitarian needs in accordance with core humanitarian standards (CHS), intensified safeguarding, inclusiveness and gender equality among vulnerable groups, provide ICT for effective service delivery contribute to generating evidence through research, innovation, strengthening policy advocacy and institutional development are determined as its Strategic Objectives (SO).

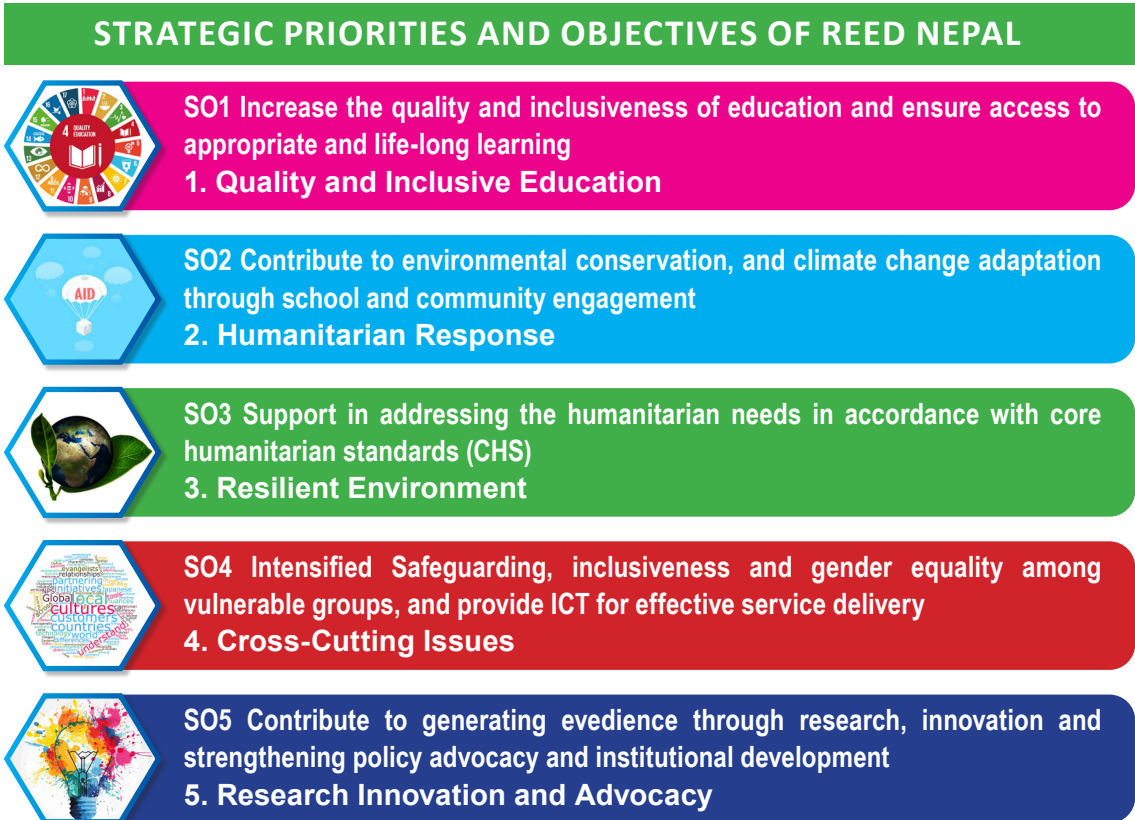


Figure 2 : Strategic Objective of REED Nepal

GOAL, MISSION, VISION AND CORE VALUES



- Ensure that quality education and sustained environment for the wellbeing of children and community as a whole.



- Ensure all children have access to quality, 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.



- Integrity, Commitment, Disciplined, Respect, Responsibility, Gender equality and inclusiveness, and Innovation.

Figure 3: Goal, Mission, Vision and Core Value Of REED Nepal

OUR CURRENT PROJECTS

REED Nepal is currently implementing seven major projects including Teachers Training Quality Inclusive Education Program, Teachers Training Quality Education Program, Learning Champion, West Nepal: Sambridhi Kapthad Channa- Education and Health Improvement Project, Introducing Triangle to Educate Nepalese Children, Continuity of Learning and Strengthening Resiliency in Nepal, Dignity for Women-ending Chaupadi-Garima, Strengthening the Climate Resiliency in Melamchi phase II and Solukhumbu Youth

Initiative for Climate Change Adaption. In addition to these projects, another four strategic projects have been established:

1. Transforming Children into Champions (TraC), Kavre
2. Western Sydney University Australia's Internship Project
3. Strive2Thrive, Rupandehi
4. Gangajamuna Model School Project, Dhadhing

MAJOR PROJECTS OF REED NEPAL



Figure 4: Current Major Projects of REED Nepal

CHAPTER II

PROJECTS' PERFORMANCE HIGHLIGHTS

1. Teachers Training Quality Inclusive Education Program (TTQIEP)

Teachers training quality inclusive education program (TTQIEP) as supported by Australian Himalayan Foundation has been implemented in Solukhumbu district with the goal to achieve inclusive and quality education for all children of targeted schools in Lower Solukhumbu region, including emergencies. Project covers 100 community schools across six rural municipalities and one municipality. In schools, there are 11,489 children of basic education level aged children from school catchment areas of TTQIE schools has been enrolled in school. Through the project, 1000 teachers are capacitated through training, education materials, and mentoring.

The project has envisioned to achieve the following six outcomes:

- Increased teacher capacity in all 100 TTQIE schools
- Strengthen governance and service delivery in TTQIE schools and seven RMs/M
- Increase parents' engagement across all 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 is assured, including COVID-19

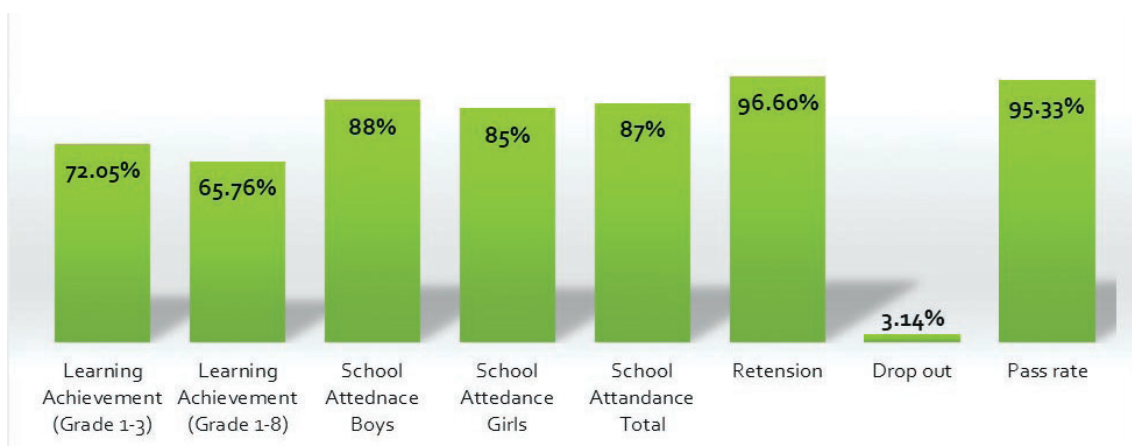


Figure 5: Internal Efficiency of TTQIE Project

The description of the dimensions of the project are pinpointed detailly as below:

Key Achievements:

- i. 11,489 children of basic education level aged children from school catchment areas of TTQIE schools has been enrolled in school. ECED/pre-school children: 1422 (706 boys and 716 girls), grade 1 to 3 children: 2976 (1451 boys and 1525 girls) and grades 4 to 8 is 7042 (3454 boys and 3588 girls), and children with disabilities is 49 (23 boys and 26 girls).
- ii. Out of the 11,489 children, 526 children dropout (270 boys and 256 girls). Average student withdrawals percentage is 3.14% (boys 1.80% and girls 1.40%), last year's percentage was 2.29%, therefore 0.85% increase of dropouts. Remedial classes, workbooks and worksheets, orientation to parents for parental engagement learning support to children were key interventions contributed to reduce dropouts.
- iii. Average learning achievement in grades 1 to 3 is 72.05% while total average learning achievement of grades 1 to 8 is 65.76% against the target of TTQIEP target is 70% by 2025.
- iv. All TTQIEP schools achieving 87% (boys 88% and girls 85%) average student attendance rate in all grades by June 2024. Target is 90% by 2025.
- v. By June 2024, there was a retention rate of 96.60% achieved by children in grades 1 to 8. In the same period last year, figures were at 97.71%. Retention rate of children in grades 1 to 8 decreased by 1.1%, that is 1409 children (686 boys and 723 girls) completed basic education (grade 8) and continued onto grades 9 and 10.
- vi. 92.18% pass rate of 100 TTQIE schools (10591 children out of 11489 from ECED to grade 8). Last year figures were at 95.33%. Pass rate has decreased by 3.15% due to ECED, all ECED aged under 4 enrolled in grade 1. Pass rate for each grade as follows: grade 1: 93.66%, grade 3: 92.99%, grade 5: 91.0 and grade 8: 90.94%.
- vii. 88.27% attendance and 55.92% average learning achievement (English 55%, Nepali 59.7%, mathematics 53.43%, science 54.75%, and social studies 56.73%) of students were supported through the Going to School Support program.

2. Teachers Training Quality Education Program (TTQEP)

Teachers training quality education program (TTQEP) has been implemented in Taplejung district at Phaktanglung and Srijungha Rural Municipalities with the funding from Himalayan Trust, UK. Primary achievements of this initiative include training teachers and classrooms to be resourceful with instructional materials. The project has been operating in third phases. These actions

directly improved learning outcomes for students, decreasing students leaving early, increasing promotions, and the formation of a reading habit. 1223 girls and 1207 boys (2430 students) were directly benefited with this program intervention within thirty-five schools. The 'reading camp' as a new initiative for 450 students, resulted in an increased attendance and fluency in reading habits. The

following key outcomes are expected to be achieved within the project.

- Enhancing quality inclusive education at basic schools.
- Build the accountability mechanism at school through school governance and leadership

- Improve physical and educational learning environment with child friendly learning activities
- Support the right to education for children in emergency

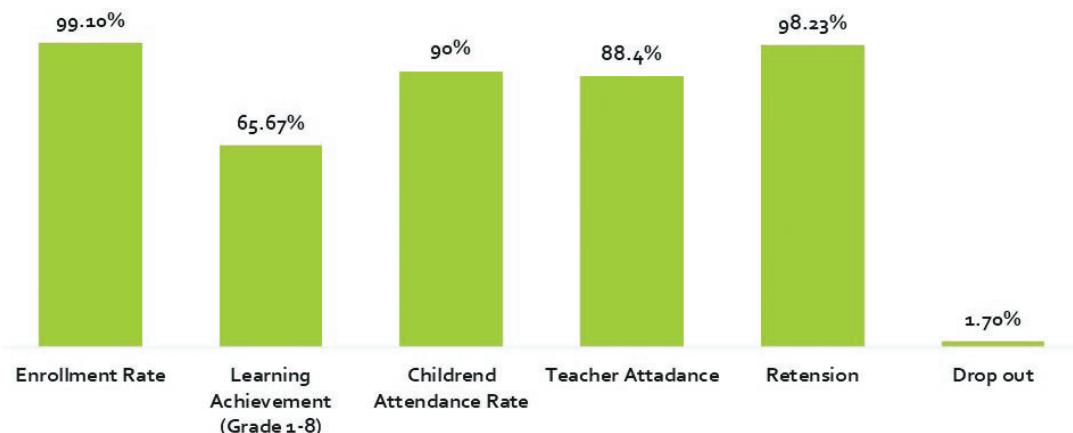


Figure 6: Internal Efficiency of TTQE Project in Taplejung

As shown in the figure above, the detail description is explained as below:

Key Achievements:

- June 2024, learning outcomes for students covered in phase I and II is 65.67% and phase III is 65.4%. Considering that targets for this project initially was set at 67% in phase I and II and 62% in phase III. Despite an increase of 6.67% in last two years, learning outcomes in phase I and II sectors are still somewhat below the agreed target ending 2023/24. On the other hand, phase III targets will be increased by 11.4% within two years.
- Dropout rate in the 2021 was 4.8% while 1.7% by end of June 2024. Project

- initiatives to minimize the barriers such as as early marriage, lack of parental awareness, extreme poverty, and migration patterns, dropout rate is reduced.
- Retention: 98.23%, promotion rate: phase I and II: 84.8% and phase III: 75.4%
- Repetition rate: phase I and II: 2% in 2024 whereas in 2023 figure was at 2.4%. Phase III: 3.5%
- Teachers’ attendance: phase I and II: 88.4% % and phase III: 85%,
- Students’ attendance: phase I and II: 90% and phase III: 87.2%.

- vii. Net enrollment rate: 99.1%
- viii. Girls' participation; specially in leading role: 53% of girls are actively involved in eco-child clubs, and overall female participation is 50.2 %
- ix. Curriculum accessed and practiced are available to 113 out of the 226 teachers.
- x. Provision of integrated curriculum: 106 teachers have been capacitated on integrated curriculum and prescribed questionnaires has been practiced during the training. Projects has reached up to 106 teachers as the local government are captivating the remaining teachers.
- xi. 30% of scholarship students employed after completion of their intermediate education/Technical Education.

3. Learning Champion (LC)

Learning Champion Despite Pandemic: Strong Girls II Project, has been implemented in Kanchan and Rambha rural municipality of Rupandehi and Palpa districts respectively to enhance the quality inclusive education across schools of both municipalities focusing on 55 schools with the coverage of all residing public schools targeting 652 teachers, and 14342 students and 600 women from Dalit and Marginalized communities with the flagship priority to Education and Livelihood. Project is financially and technically supported by Karuna Deutschland (KD), Karuna Trust and BundesministeriumFür

Wirtschaftliche Zusammenarbeit (German Federal Ministry for Economic Development Cooperation) and BMZ. Basic objectives of this project are to ensure that children from Dalit and Marginalized community of both rural municipality (Rambha and Kanchan) have access to quality education and the livelihood improvement of the Dalit and Marginalized women. Project has specifically targeted nineteen and thirty-seven community schools of Kanchan and Rambha Rural Municipalities respectively. The detail of the educational data is presented as below:

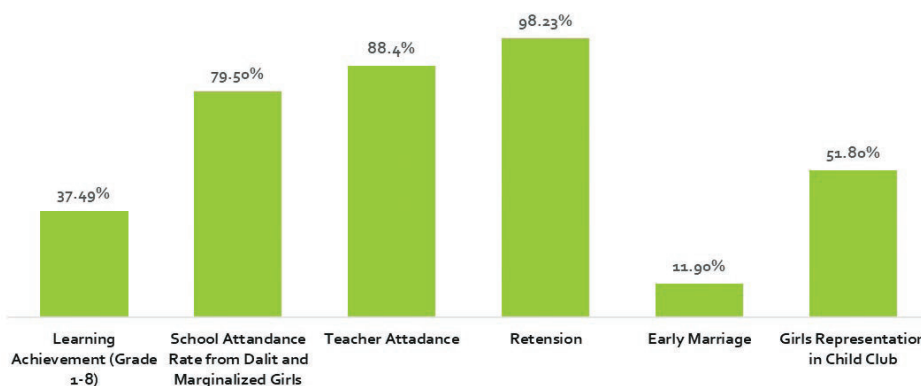


Figure 7: Internal Efficiency of LC Project

The detail of the internal efficiency along with other information are elucidated as below:

Key Achievements:

- i. Average learning achievement of schools up to grade 8 has increased by 6.1% in both RMs in comparison with baseline survey. In 2023, learning achievement (LA) of Kanchan Rural Municipality (RM) is 34.95% and Rambha RM is 37.49%. Base value of LA in Kanchan RM was 29.40% and 35.24% in Rambha RM.
- ii. 35.7% of Dalit and marginalized girls in grades 3, 5 and 8 achieved above 60% of the class target in English, science and mathematics. Among them, the percentage of Dalit and Marginalized (D&M) girls securing marks above 60 % in Rambha is 36.9% and 34.5% in Kanchan. 94.6% (95% Rambha RM and 94.2% Kanchan RM) of D&M girls have passed an annual examination in grades 3, 5 & 8.
- iii. 578 women from Dalit and marginalized families have been enrolled into the thirty women groups available. 55 of these women (36 Kanchan women and 19 Rambha women), using the income generation activities have established sources of income into the household. Activities such as Marigold cultivation in Kanchan of Rupandehi and tomato farming in Rambha of Palpa have been provided to the women. All the women have provided support to their daughters' education and household expenses. Reporting period of four months (Sept to Dec), women have earned an amount of at least NPR 2,070 and amounts reaching NPR18,750. Based on the same four months, calculations of monthly income showed increments of figures from NPR517 to NPR4,687.
- iv. Number of early marriages decreased by 2.1%. With 556 responding families, 11.9% of families have early marriage in the communities, whereas feasibility study showed 14%.
- v. Seven Dignity Centers (DC) and seven Learning Hubs (LH) are running in the communities. Three Dignity Centres and three Learning Hubs located in Rambha RM of Palpa district, four Dignity Centers and three Learning Hubs are in Kanchan RM of Rupandehi district.
- vi. (A Learning Hub was originally set up in Kanchan RM, operational for three months only where the volunteers of DC had supported the school's subject-related sessions. Since the completion of the sessions has ceased, possible plans to reopen will be on needs and demands). Management committees in each DC involving the local members are operating locally. Centers and hubs are set up to provided support to out-of-school girls and other adolescent girls in social and educational areas such as: motivation to continue their studies, providing catch-up classes on life skills, joining dropout girls in vocational trainings and many other groups available in the district.
- vii. School attendance by girls from Dalit and marginalized in Kanchan is 75.6% and girls with disability is 68.1%. School attendance rates increased by 4.6% and 2.8% respectively compared to the baseline surveys which showed figures were at 71% and 65.3%. On the other hand, the percentage of school attendance of girls from Dalit and

- marginalized girls in Rambha is 83.4% and girls with disabilities is 78.4% whereas the baseline survey shows that only 79.7% and 72.1% respectively. Figures show that school attendance rates increased by 3.7% and 6.3% respectively than the baseline survey.
- viii. With fifty-five schools surveyed, forty-two schools (76.36%), within the classrooms have sufficient teaching and learning materials, and using these materials correctly. Measurements were made through observation within the classrooms focusing on quantity, quality and use of educational materials.
 - ix. Targeted schools of a total of 652 teachers, 450 teachers (69%) received ten days of teacher training on educational materials development and teaching learning strategies. Making classrooms print-rich and have started child-centered teaching methods during the session delivery in the classrooms.
 - x. Girls attending school has increased by 4.8% in Kanchan RM and 1.9% in Rambha RM, where average percentage of girls' attendance has increased by 3.35% in both RMs.
 - xi. Total of 65 girls (only 2 girls were re-enrolled in 2022) have been re-entered schools through catch-up classes at Dignity Centers and Learning Hubs.
 - xii. With 65 girls, four were re-dropped and one was transferred to another school after completing Secondary Education Examination (SEE) for higher education. Reasons behind re-drop out are the use of drugs and early marriage. Currently sixty girls are continuing their education.
 - xiii. An early warning system has been established in thirty-three schools to pre-identify girls at risk of school dropout.
 - xiv. DCs identified seventy-nine out-of-school girls within the communities. Among these girls, nineteen had no interest to rejoining school to further their education, where these girls have been counseled and motivated to join in other skill-based trainings in the communities. Another seven out-of-school girls have recently received 390 hours of tailoring/ sewing tailoring training. Four of which are interested in starting their own tailoring business in the future and three are interested in been employed in the industry.
 - xv. 51.8% of girls are represented in children 's clubs, in comparison to the baseline survey showing that percentage of girls from Dalit and marginalized communities in leading positions increased by 8.4%. During this reporting period, 15.5% (7.1% during the baseline) girls from Dalit and marginalized communities are in leading positions of 207 leading positions, 32 girls represent from Dalit communities.

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

This 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., Khaptadchhanna Rural Municipality, Bajhang with the goal to improve health and education outcomes for the population of Khaptad Chhanna RM by 2025. In education, 38 schools are targeted with 240 teachers, and 5121 children while 7 health facilities are targeted in health sector.

This project has envisioning following two key outcomes:

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

The internal efficiency of school education is configured as below:

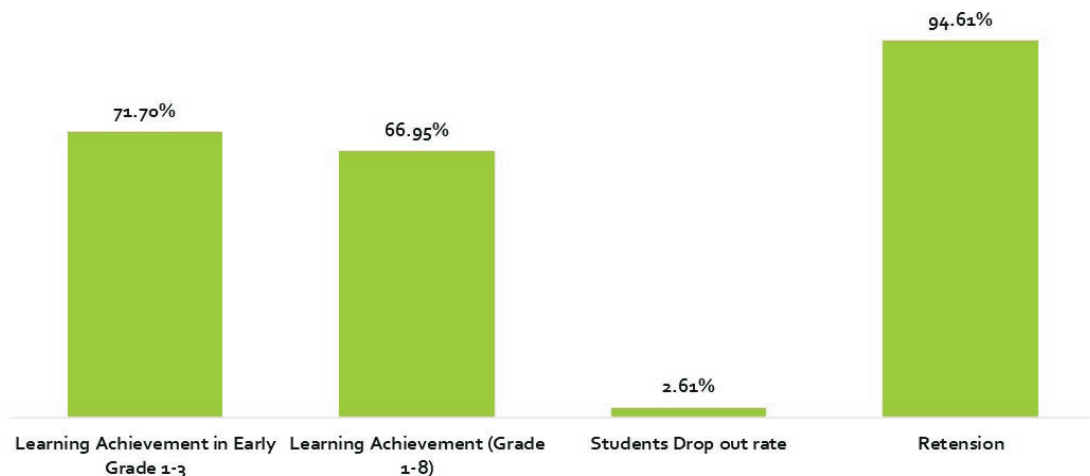


Figure 8: Internal Efficiency in School Education at West Nepal Project in Bajhang

Key Achievements:

- Average learning outcomes of students from grades one to eight in participating schools have increased by 15.44% (from 51.51% to 66.95%) by the end of second grade. (Source: Annual examination record of 38 schools)
- Average learning outcome of children in early grade one to three (assessed from SLE) increased by 24.1% (from 47.6% to 71.7%).
- Average learning outcomes of children in grades four to eight increased by 6.77% (from 55.43% to 62.2%).

- iv. Average retention rate of students from ECED to grade eight in participating schools increased by 1.22% (from 93.39% to 94.61%) by the end of second grade.
- v. Average drop-out rate of students from ECED to grade eight in participating schools decreased by 0.63% (from 3.24% to 2.61%) by the end second grade.
- vi. Ten-year Local Education Sector Plan (LESP) was developed, and the RM has endorsed this in council in this fiscal year. Cross-cutting issues including GEDSI, and safeguarding were also included in the plan along with the required budget and setting the target indicators in the support of the program.
- vii. 1416 parents and teachers (618 males and 798 females including 2 male PWD and 1 female PWD) obtain orientation on school management and operation system from all 38 schools.
- viii. Within the thirteen targeted schools, 1382 children (757 girls and 625 boys) studied in safe classrooms and learning enabling environments after the refurbishment of classrooms had been completed.
- ix. 1131 students (583 boys and 548 girls including 9 PWD boys and 3 PWD girls) benefited by getting digital devices i.e. LED monitor support from 7 schools.
- x. The fiscal budget has been increased in health sector. Health facilities, have plans made, such as a procurement of an ambulance, birthing center management, establishment of a breastfeeding corner, regular workouts on the MSS program, preparing governance and management-related documents, accountability, appropriate recording reporting, and fulfillment of health manpower.
- xi. School construction of Durgamahalinga SS is under construction at Khaptad Chhanna Rural Municipality, and on-going school building construction is disaster-resilient, and utilize CSEB bricks.
- xii. 13 schools were renovated, maintained, and refurbished in Khaptadchhana along with the construction of Five TLCs in five schools after the emergence due to earthquake in Bajhang.
- xiii. Twelve local individuals (twelvetwelve male and two Dalit males) have received four days CSEB production and machine operation training, which involved in engaging with CSEB brick production machine set up of a construction site and produced 6000 pieces of bricks. CSEB brick production shied has been constructed and, Soling and Plain Cement Concrete (PCC) work below the foundation done and construction of breast wall behind the block to be constructed has been built.

5. Dignity for Women-Ending Chhaupadi-Garima

Dignity for women-Ending Chhaupadi-Garma project aims to introduce safe Chhaupadi with support from all stakeholders and break the menstruation taboo through Garima Project. This empowerment allows people 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. The project covered 17 schools from two municipalities from Khaptad Chhededadh Rural Municipality and Khaptadchhanna Rural Municipality from Bajura and Bajhang respectively. 4000 women and girls in Bajhang and Bajura districts are core beneficiaries of this project, with 93400 indirect people in the communities. The effectiveness of the project outcomes is configured as below:

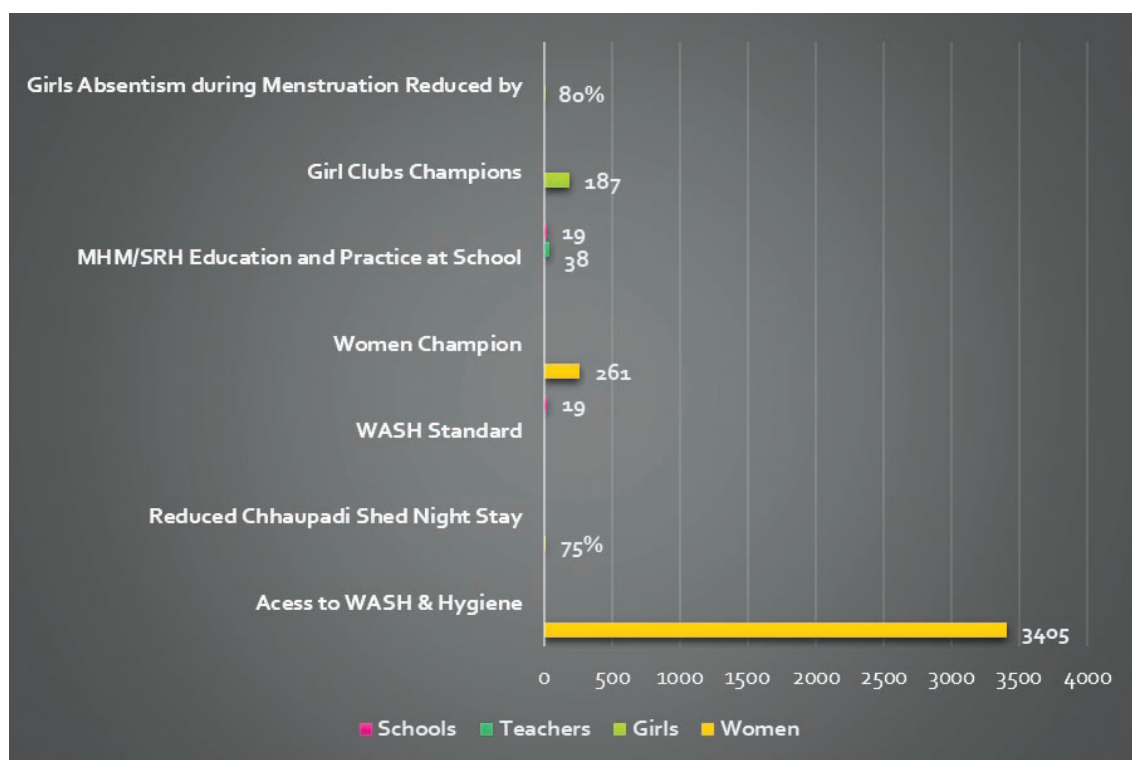


Figure 9: Reach and Changes After Garima Project Intervention

Key Achievements:

- i. Total of 3405 women and girls have access to WASH, safe and hygienic menstrual practice with nutritional food.
- ii. Average number of nights spent away from home per month per menstruator (women and girls) has reduced by 75%. During menstruation, almost all women and girls live at home.

- iii. Women's health budget allocation has increased by 35%. Previous year, total of NRS 3,545,200 was allocated from 99,510,000 for women's health. In 2023, the allocation increased to NRS 4,787,000 out of 103,829,806. New budget for this fiscal year has yet to be endorsed by the Rural Municipalities.
- iv. 75% of women and girls who experience issues such as abnormal bleeding, back and abdominal pain, and cramps actively seek medical assistance. School girls receive medication and have the facility to rest during period pain.
- v. Nineteen schools meet minimum WASH standards, including safe drinking water, separate toilets for girls and boys, waste management, and school cleanliness. Toilets and school's periphery are acceptably clean, hand-washing soaps and towels are available in the sink/tap, and toilet cleaning materials, buckets, and mugs are placed and maintained well.
- vi. 700 mothers-in-law have fully embraced and welcomed changes in the chhaupadi practice, with 261 actively advocating for safety and hygiene factors, including access to WASH facilities. However, this positive trend seems less prevalent in Bajura, likely due to the remote nature of communities and limited mobility access. Addressing this challenge, this project has introduced a new approach by mobilizing influential community groups to help mitigate these barriers.
- vii. Fifty religious and community leaders, including ward chairs, participated in an exposure visit to Chhaupadi-free villages in Pokhara in early 2023. This visit enabled these leaders to reconsider their perspectives on chhaupadi practices. These leaders shared their insights and experiences during community women's group meetings and local schools.
- viii. 152 women are actively participating in decision-making platforms such as municipalities, wards, HFOMC, schools' management committees, consumer groups, cooperatives, and microfinance institutions. Government's quota of 33% women's participation at local level has been fulfilled, ensuring their representation. 40% of women are now actively participating in the decision-making processes within HFOMC.
- ix. Four antenatal care (ANC) visits have achieved 100% coverage rate. Nevertheless, the government has now mandated eight ANC visits throughout pregnancy, and practically 100% of women have accessed this service.
- x. Khaptadchededaha Rural Municipality has established a maternity welfare fund specifically for poor and vulnerable women. This initiative has significantly enhanced the intake rate of maternal health services.
- xi. Four health posts and one birthing center received necessary equipment. These health facilities are well equipped and functioning well.

6. Strengthening the Climate Resiliency in Melamchi (SCRM)

SCRM project is implemented in Melamchi Municipality of Sindhupalchowk district. 'Climate Resilience' capacities to foresee, prepare for, and react to dangerous occurrences, trends, or disturbances related to the climate known as climate resilience. Assessing how climate change will change or add to current climate-related risks is a necessary step in improving climate resilience, as is acting to better manage these risks. Climate-resistant strategies: strategies, decisions, and activities that lessen climate change and its effects are included in the climate-resilient pathways. Actions that enable effective risk management and

adaptation may be carried out and sustained are also included (high confidence; medium evidence; high agreement). This program intends to achieve this by targeting change at the structural, community, and individual level, responding to needs on livelihood affected by different disasters due to climate change. Project implementation in Melamchi Municipality mainly focuses on flood vulnerable wards in particular: 4,6,10,11,12 and 13. The project has covered the 18 schools with 18 eco-child clubs, three forest user groups, 3 youth clubs, and 68 teachers. Now the project is operating in phase II. The progress in phase one is configured as below:

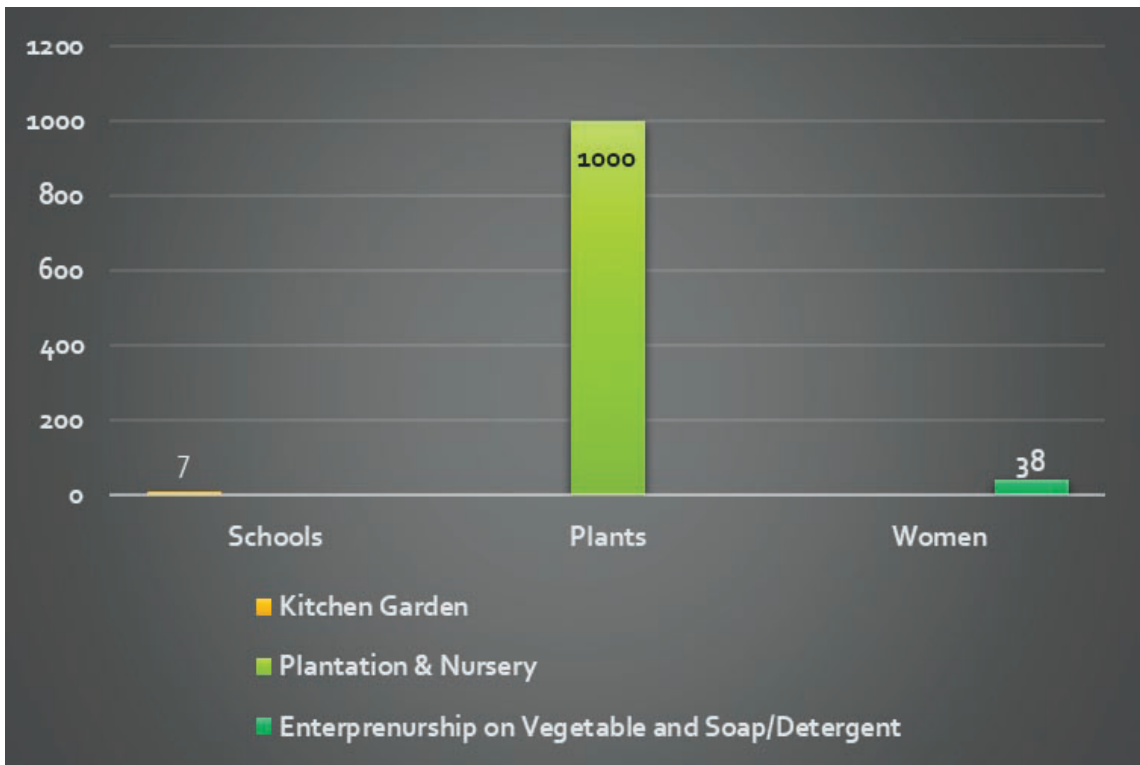


Figure 10: Changes After Project Intervention in Melamchi

Key Achievements:

- i. LAPA of Melamchi Municipality has been endorsed by the Municipal Council of Melamchi Municipality.
- ii. 'Local Curriculum' on environment education has been developed and implemented across all schools in Melamchi Municipality.
- iii. Business startup tools empower the marginalized communities by providing access to livelihood options such as sewing and soap-making training. Providing access to sewing machines, clothes and required materials, soap-making ingredients, and other materials, these programs develop strong determination towards starting new entrepreneurship within the community. Business startup tools can be transformative for marginalized communities through access to training, resources, markets linkages, and support systems that encourage individuals to create sustainable livelihoods
- iv. REED-Nepal offered each group a soap-making machine to ease their production of liquid detergents within the respective communities. According to one leader, Chameli, sharing that colleagues and herself found the provided soap-making machine to be efficient and time saver.
- v. Municipal level project advisory meeting has been completed, where a comprehensive review of the project's progress including budget and expenditure was presented, highlighting major achievements, milestones reached, lesson learnt, challenges faced, and success stories. Discussions were shared openly with all regarding challenges and obstacles encountered during the implementation of all projects. Stakeholders shared insights and proposals of solutions to overcome these challenges.
- vi. Monitoring along with local government in Livelihood Groups tends for tracking progress and impact of different livelihood initiatives in a community. Guides for tracking and assessing the progress and impacting different livelihood initiatives within community. This monitoring approach ensures group's effectiveness in product quality and sustainable economic growth.
- vii. World Environment Day is celebrated on 5th June each year with the theme this year as "Restoration of the Ecosystem" and the slogan was "Our Land our Future". Restoration of destroyed ecosystems as well as the conservation of existing ecosystems, where total of 169 persons participated on this day of celebration program.
- viii. Planting various seeds of vegetable in corporation with Eco club members and other students. Promoting healthy eating and the concept of sustainable agriculture. Planting flowers in the school periphery to attract natural pollinators like bees and butterflies. Eco club students presented the importance of taking care of trees and the solid waste management in front of other students. Nature walks along with the awareness program in the Melamchi city area through the various slogans and the pamphlets cards depicting the importance of Ecosystem restoration.

ix. Seed distribution programs targeted in Melamchi, one of women’s vulnerable groups has been done, offering the group key resources to promote agriculture in a sustainable way. Furthermore, increase

the use of locally adapted, high-yielding, and environmentally sustainable seed varieties empowered poor women groups to develop livelihoods through extensive agricultural farming.

7. Solukhumbu Youth Initiative for Climate Change Adaptation (SYICCA)

Solukhumbu Youth Initiative for Climate Change Adaptation (SYICCA) project is climate change, environment conservation and disaster risk reduction-oriented project focused in Mapya Dudhkoshi Rural Municipality, Solukhumbu district. Municipality lies in Himalaya region having dry winters and warm summers, majority of the population has been involved in agricultural activities while some have their involvement in tourism sector. Dudhkoshi River originating from Mount Everest region is the major river that contributes to Koshi river basin.

This project is funded by the Japan Fund for Global Environment (JFGE); implemented by Rural Education and Environment Development Center (REED Nepal) and is executed at the grassroots level in close partnership with a diverse range of stakeholders. This project uses the strategy to

utilize a youth initiative network and children's clubs to develop environmental protection, disaster prevention, and disaster mitigation activities that will spread throughout the region. Continuous implementation of the "Community Resilience Enhancement Plan (hence known as LAPA)" based on environmental conservation and disaster prevention/mitigation activities by youth in the target area (Mapya Dudhkoshi Rural Municipality) will mitigate damage caused by natural disasters and adequately protect the mountain ecosystem. The project has envisioned for the capacity development of local government and community to support youth initiatives, energizing youth club and child club activities in the target area and establishing and strengthening the Youth Initiative Network by linking local youth/child clubs. The reach and impact after the project intervention are figured out as below:



Figure 11: Immediate Result in Mapyadudkoshi

Key Achievements:

- i. MPAC meeting has been accomplished at Rural Municipality including accomplishment of VCA in four wards in second phase of Climate Resilient Enhancement Plan's VCA. Altogether 54 (42 males and 12 females) sensitized on climate change and involved with VCA.
- ii. Two days of Municipal level workshops on LAPA formulation completed, where total of 22 (20 males and 2 females) local representatives and technical expert participated in the workshop.
- iii. Five training event on environment protection was conducted to five school child clubs where 97 students participated.
- iv. Seven events of training on Green School Model provided to seven school child clubs, where total of 155 students have been sensitized on the concept of Green School Model. Green School Model continued with plantation of species like Dhupi, Lapsi, Painyu, Tejpatta and Rudrakhsya and support of eight fences in nine targeted schools.
- v. Thirteen eco-library corners were developed with support of 715 books.
- vi. 56 flexes with PSA messages on DRR, 500 diaries published and distributed.
- vii. Continuous awareness jingles broadcasted throughout Himal FM and Solu FM in the targeted Mapya Dudhkoshi RM.
- viii. Child Clubs Action Plans has been developed and implemented across eight Schools of Mapya Dudhkoshi Rural Municipality.
- ix. Seven hoarding boards with the PSA messages on DRR and Climate Change Adaptation have been installed in all wards in Mapya Dudhkoshi RM.

8. USAID-Early Grade Learning Program (USAID- EGL)

USAID Early Grade Learning Program in Nepal, through Chemonics International, REED Nepal across fourteen districts, is committed to enhancing educational outcomes for early grade students focusing on 117 Municipalities. Through the engagement of Local Education Unit Coordinators and innovative teaching methods in child-friendly environments, program aims to strengthen fundamental literacy, numeracy skills, to support the Integrated Education Management

Information System (IEMIS) and empower municipal units to deliver evidence-based, gender-sensitive early grade learning. Teacher support mechanisms such as coaching, mentorship, and supervision are provided to elevate the quality of education. Ultimately, the program seeks to enhance the capacity of federal, provincial, and local governments to deliver high-quality early grade learning services and improve access to education. The immediate changes are figure out as below:

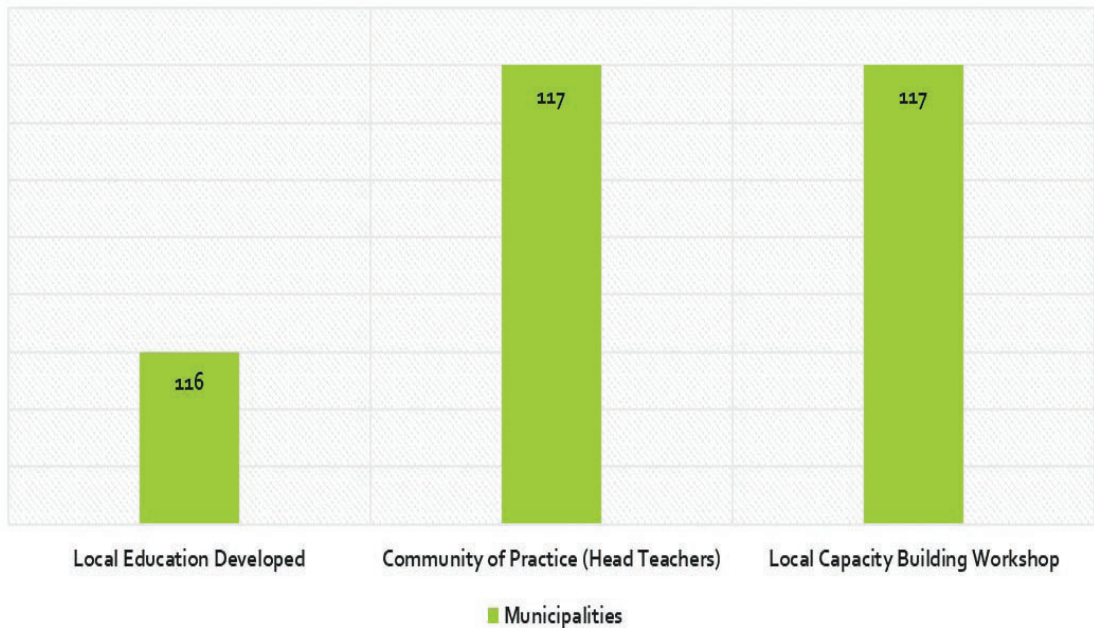


Figure 12: Immediate Result of USAID-EGL Project

Key Achievements:

- i. REED Nepal recruited twenty-five Local Education Unit (LEU) Coordinators including two senior LEU Coordinators, where total of twenty-seven staff were recruited, these staff were deployed in their respective fields, successfully relocated to their designated districts and municipalities.
- ii. Annual work plan and capacity need assessment tools workshop has been provided to all staffs under this program. Key objectives of this workshop was to enhance development capacity of AWP, needing assessment tools and effective implementation. In addition, REED Nepal's policy, compliances, duty stations, organizational information, safeguard polices, and admin/finance policies and procedures were discussed and shared.
- iii. Local Level Capacity Development Workshop has been conducted to enhance early-grade learning among learners across all fourteen districts of Koshi and Bagmati Province involving 117 local levels government of Bagmati and Koshi province was capacitated. Major outputs of the workshop were: enhanced knowledge on developing the outlines of educational planning alignment with the objectives of the School Education Sector Plan (SESP) along with action plan. Participants had discussions regarding the best practices on sharing the planning on education and lesson preparing through the lens of DEIA.

- iv. Local level Capacity Needs Assessment of Bagmati and Koshi Province has been done across 117 local levels. Information was filled in Kobo tools- 117 (Koshi 57 LGs and 60 Bagmati LGs) as guided by Chemonics Nepal/USAID EGL Program. While filling up the data and information, LEUCs identified the gaps and missing parts in education plans of respective Local Governments (LGs).
- v. District-level program Inception meeting was conducted in Koshi and Bagmati provinces. Education Development Director from Bagmati Province, Secretary from Social Development Ministry of Bagmati Province, local representatives: Mayor/Deputy mayor, Chief Administrative Officer (CAO), and Local Education Unit (LEU) Heads, Head Teachers, Experts, Teachers, SMC representatives, NTF, LGBTQIA, PTA, OPD and concerned stakeholders have been participated. The objective of the meeting was to inform the working modality of USAID Early Grade Learning, sharing the structures and service delivery of the project.
- vi. Discussion of current school situation, USAID Early Grade Learning team (COP, DOP, REED Nepal CEO, Senior LEUC, Province Technical Advisor, and LEUC) visited Pashupati Secondary School in Manahari Rural Municipality, Makwanpur, on May 21, 2024. Chief of Party (CoP) and Director of Program (DoP) interacted with the Parents Teacher Association (PTA), School Management Committee (SMC), Head Teacher (HT), and teachers. After observing and interacting at Pashupati Secondary School, improvements were suggested in classroom management, numeracy, and literacy skills. Teams also appreciated the regular involvement of the SMC chairperson within school.
- vii. Head Teacher Community of Practice Meeting was held in Bagmati and Koshi Province, where the meeting was conducted Municipality level Head Teacher Community of Practice (CoP). Key participants of HT-CoP were Mayor, Education Development and Coordination Unit (EDCU) Chief, Education Head of Municipality, and head teachers at community schools. Primary objective to form a Municipality-level Head Teachers Community of Practices (CoP) is to gather innovative knowledge, share best practices, and address challenges to enhance the quality deliverables of the program.
- viii. Bagmati and Koshi Province prioritized the task in August to develop Municipal Education Plan (MEP) in 117 Municipalities. Part of the MEP developing process, programs has provided technical support in Education planning process. Currently, forty drafts of MEPs have been approved, twenty-eight drafts are under reviewing process, thirty-three drafts are under the process of preparing initial draft and sixteen Municipalities under process of organizing the workshop.

9. Introducing a New Triangle to Educate Nepalese Teachers (INTENT)

INTENT (Introducing a New Triangle to Educate Nepalese Teachers) Project, supported by Woord en Daad Netherlands, is a transformative initiative aimed at enhancing the quality of education and living standards for Nepali children and citizens in Bagmati Rural Municipality, Lalitpur, Nepal. Within a five-year period, the project is dedicated to fostering positive changes in the lives of students, teachers, and communities by providing quality education, promoting gender equality, social inclusion, and child rights, and creating a safe and supportive environment in collaboration with Bagmati Rural Municipality. The project focuses on improving the quality of education in 26 basic-level schools, from Early Childhood Education Development (ECED) to grade eight, and

collaborating with renowned organizations of Nepal, namely, Rato Bangla Foundation, ECEC, and KISC. The project strives to create a child-friendly learning environment where children are encouraged to explore, learn, and grow. The project is targeted to reach with 143 teachers with 1203 children. Project encourages active participation of the local community, including parents and school management committees, support and monitor school activities. Promoting stakeholder participation and documenting achievements and best practices, the project is committed to long-term sustainability and advocacy for quality education and child well-being in larger communities. The intervention has the following immediate results:

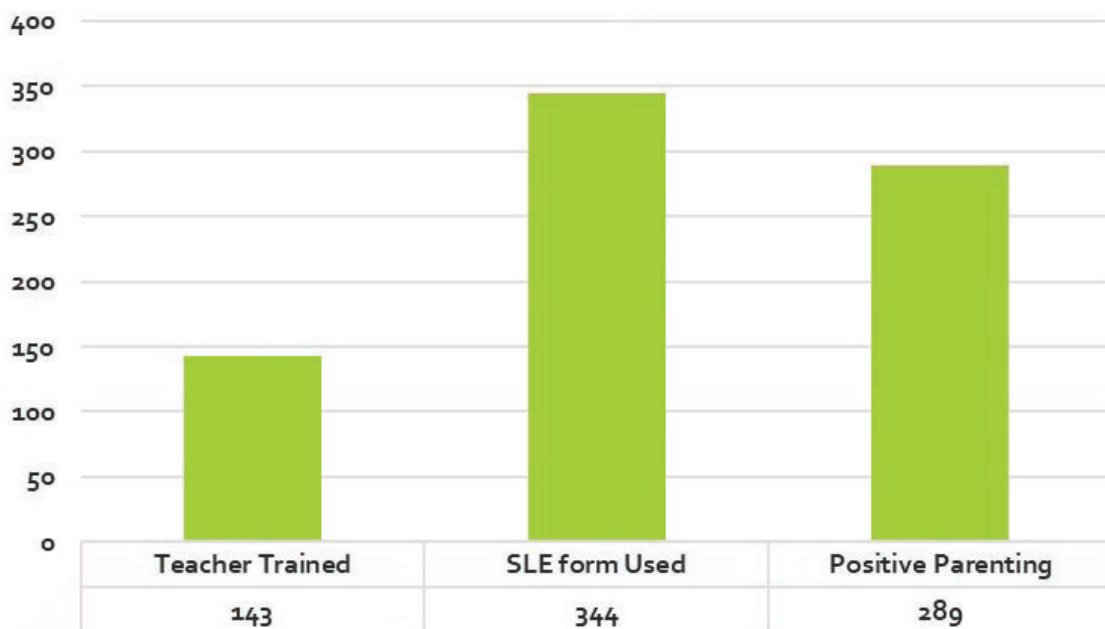


Figure 13: Immediate Result of INTENT Project in Bagmati

Key Achievements:

- i. Total of 143 teachers (79 male and 64 female) have been pedagogically equipped, ensuring the application of effective pedagogical practices in different and varying class situations through school-based training.
- ii. 45 teachers (34 male and 11 female) have been trained in ICT & integration in lessons.
- iii. Total of 502 (212 male and 290 female) parents and teachers trained in positive parenting.
- iv. Completion of school-based training across three schools directly benefited twenty-eight teachers including twenty female and eight males. Training was focused on learning materials development and use, classroom management, and addressing challenges encountered in subject instruction.
- v. Training for assessment in better learning/ ReAL modality has been initiated in project areas. Recovery and Accelerated Learning (ReAL, 2023-28) initiative aims to address the educational disruptions caused by the COVID-19 pandemic in recovering lost learning and accelerate educational progress. Rural Municipality has allocated 350 thousand rupees to support the teachers in taking extra classes for students along with REED Nepal's plan. All students in grade four to eight will be assisted in extra classes, academic subjects Nepali, mathematics, sciences and English.
- vi. REED Nepal's staff worked around two weeks to create subject-specific learning materials using locally available resources and stationery materials. Materials were distributed to five schools to inspire teachers and demonstrate the feasibility of "Low Cost No Cost" approach. This method aims to be more cost-effective compared to purchasing pre-made materials, which based on past experiences, were often underused by teachers who showed less initiative.
- vii. Student Learning Evaluation (SLE) record forms have been supported to 344 students which includes 163 boys and 181 girls, these forms were distributed to the schools of remaining wards of 4, 6 and 8 by the local government of Bagmati Rural Municipality. Teachers now able to conduct and record student assessments as an integral part of teaching learning process. Real time assessment and feedback process is initiated to enhance students learning.
- viii. Five-day "Training on ICT-based Pedagogy" for teachers was conducted from 2024-04-25 to 2024-04-29 at Janabhawana Multiple Campus in Godawari Municipality, training was organized in collaboration with the municipality where total of 45 participants attended, including 34 males and 11 females.
- ix. Orientation with Parental Education had positive and authoritative parenting approaches completed in the remaining ten schools, where total of 289 parents, comprising 124 males and 165 females, have been benefited from these orientation programs. This programs aim to help parents internalize the importance of education, understand how bettering

education improve their lives, and commit to providing quality education opportunities for their children.

- x. Parental Monitoring and score cards: bulk SMS system has been established, encompassing approximately 1000 recipients across different groups of stakeholders including parents, teachers, headteachers, local government representatives, and REED staff. This system has been initiated on 30th June to notify all parents about attending a school meeting to discuss their children's

results from the first term examination. Primary objective of this initiative is to schedule and notify parents to visit schools sequentially, encouraging their involvement in school activities. Additionally, aims to regularly update stakeholders on INTNT programs and clarify their roles in these initiatives. During the initial contact with the headteachers, SMS information increases the number of parents attended in the day, however the impact in exact number is being collected from the schools.

STRATEGIC PROJECTS

- i. **'Nepal Australian Friendship Association (NAFA)'**: NAFA, in collaboration with REED and Ganga Jamuna Rural Municipality, embarked on a transformative journey spanning from July 1, 2023 to April 30, 2024. Goal is to enhance educational landscape of eight targeted schools within the Ganga Jamuna rural municipality, ensuring equitable access quality learning experiences for all children, irrespective of background. Through fostering child-friendly environment and facilitating the transition to English Medium Instruction, project's endeavors to cultivate an atmosphere conducive to holistic growth. With stakeholders' commitment at its core, encompassing administrators, educators, students, and families, the initiative aspires to elevate educational outcomes and foster community engagement, thereby nurturing for success. Through rigorous monitoring and evaluation, supported by a robust set of performance indicators, project aims to gauge progress and

drive sustainable change, ushering in a brighter future for the area children. GJMS project aims to catalyze the significant improvements in educational outcomes and systems, primarily focused on empowering teachers, children, parents, and School Management Committees (SMCs). With a collaborative effort between REED Nepal and NAFA, comprehensive approach was employed, encompassing a seven days training on English Medium Instruction (EMI), school based mentoring, and learning resources support to enhance the educational landscape in the Ganga Jamuna Rural Municipality's ward 1 and 2. Leveraging evidence proven methodologies and community engagement, project modernized the teaching practices, upgraded resources, and integrated English Medium Instruction (EMI) into pedagogies. By mobilizing community teachers and fostering partnerships, initiatives sought to ensure the equitable access to quality education for all, aligning

closely with Sustainable Development Goals (SDGs) such as Quality Education, Gender Equality, Reduced Inequalities, Peace, Justice, and Climate Action. Within the targeted interventions, project endeavored to create a nurturing educational environment that empowered students to thrive, while also building the capacity of teachers and schools to adapt and excel in the educational landscape.

Seven day English Medium Instruction (EMI) training conducted in collaboration with NAFA, REED Nepal, and the Ganga Jamuna Rural Municipality aimed to enhance the instructional practices of teachers across eight schools using English in Dhading district, Nepal. Building upon a foundation laid by a previous ten-day basic training on child-friendly learning environment development in 2019, this seven-days training was focused on integrating EMI approaches into English, mathematics, science, and social studies subjects' teaching learning from this academic year. Training gathered 42 teachers (51% Males and 49% Females) from Pasang Chock Mahadev SS, Deurali BS, Richet BS, Salleri BS, Gyan Mandir BS, Buddha BS, Buddhajyoti BS, and Laliguras BS, benefiting not only the teachers but also wider communities including School Management Committees (SMC), Parent Teacher Associations (PTA), Rural municipality representatives, and community members. Teachers were divided into different subject areas as per subjects taught in schools. Training held from 15th to 21st April 2024 at Pasang Chock Mahadev secondary school, training emphasized on practical skills

development tailored to the specific requirements of different subjects, ensuring that teachers are better equipped to create child-friendly learning environments conducive to effective EMI.

- ii. **TraC Project in Kavre:** 'Panchkhal Model School Project' has been supported by the 'Grande Social Foundation' (GSF) and implemented by Rural Education and Environment Development Center (REED) Nepal. Project is a transformative initiative which has the goal to improve the quality learning outcomes of all children, regardless of caste, gender, or economic status, in five schools located in the wards 1, 2 and 10 of Panchkhal Municipality of Kavre districts, Nepal. Cornerstone of 'Panchkhal Model School Project' was the five-days basic learning environment development workshop conducted by three experienced trainers of REED Nepal for 65 teachers from five schools. Similarly, all school administrators (Head Teachers and SMC Chairpersons) also received the two days training (three years earlier) to improve the quality of education, encouraging active participation in schools, encouraging parents' participation with school activities, liaising and advocating with local government representatives, and equipping the school (particularly in library and ICT) within the limits of the resources available however several of the trained personnels have changed in the current schools. Following these workshops, several other projects were provided: such as:

- Three days training on remedial instruction on English, mathematics and science

- One day parenting education
- Three days integration training of ICT into education

All these training will have ongoing follow-up support to schools by several experienced trainers at different times to benefit the implementation of the acquired knowledge, skills and to address any challenges faced by the teachers as per the plan. It ensured that the training was effectively integrated into the daily classroom activities to a great extent.

iii. **WSU, Australia Internship Project (2017-2026)** has the partnership with Western Sydney University, Australia exemplified 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 inception in 2017, 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 exchange of best practices. Enriching individual experiences and contributes to global collaboration, this initiative is a living embodiment of the transformative power of intercultural interactions and shared learning, transcending geographical boundaries.

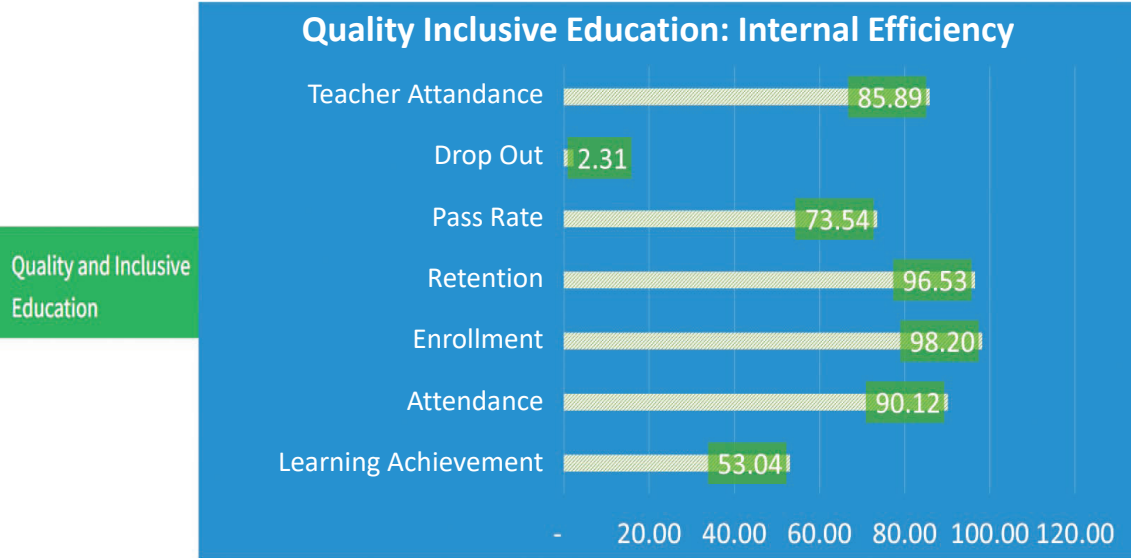
REED Nepal is delighted to share the enriching outcomes of 'Virtual Internship' between Western Sydney University and REED Nepal, collaborative endeavor centered on documentation,

advocacy, networking, and integration of international expertise within the local context in November 2023. This unique internship provided students with a valuable opportunity to contribute meaningfully to REED Nepal's initiatives, fostering a deeper understanding of community development, and honing skills in documentation and advocacy. Partnership aimed to bridge global perspectives with local needs, creating synergistic approach to address challenges and promote sustainable development. Through this collaboration, we celebrated the exchange of knowledge, cultivation of cross-cultural connections, and the impactful contributions made by our dedicated intern: Vanessa Vok. This endeavor exemplifies REED's commitment to nurturing a global mindset and leveraging collective expertise for positive change.

iv. **Strive2 Thrive/America, Project, Rupandehi:** Successful collaboration among REED Nepal, four schools in Tiltotama municipality, and Strive2Thrive, America, has been conducting and engaging online classes every Friday, Saturday, and Sunday evening, focusing on essential subjects such as English, mathematics, health, and computer studies in this quarter as well from Stive2Thrive dedicated volunteers. This initiative aims to provide quality education and empower students with knowledge and skills that is crucial for their academic and personal development. Program highlights our commitment to fostering educational growth and leveraging technology to bridge learning gaps.

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



LESP 10 Municipalities, Local Curriculum: 4 Municipalities

Figure 15 Infrastructure Development in Education

REED Nepal's project's impact is, teacher's attendance rate reaching to 85.89%, dropout rate 2.31%, pass rate 73.54%, retention rate 96.53%, enrollment rate 98.20%, student's attendance rate 90.12% and learning achievement reaching to 53.04%. LESP of 10 Municipality and local curriculum of 4 Municipalities have been developed through

the technical support of REED Nepal. All these have been accelerated through REED Nepal's 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. For the creation of learning environment at schools, the following construction were carried out:

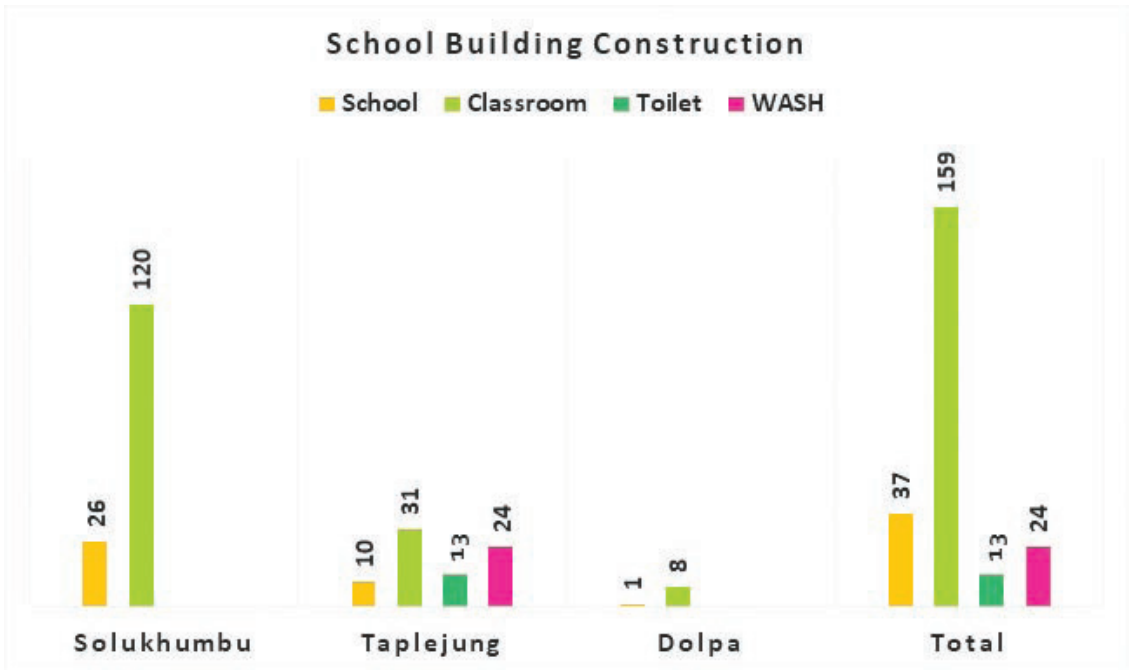
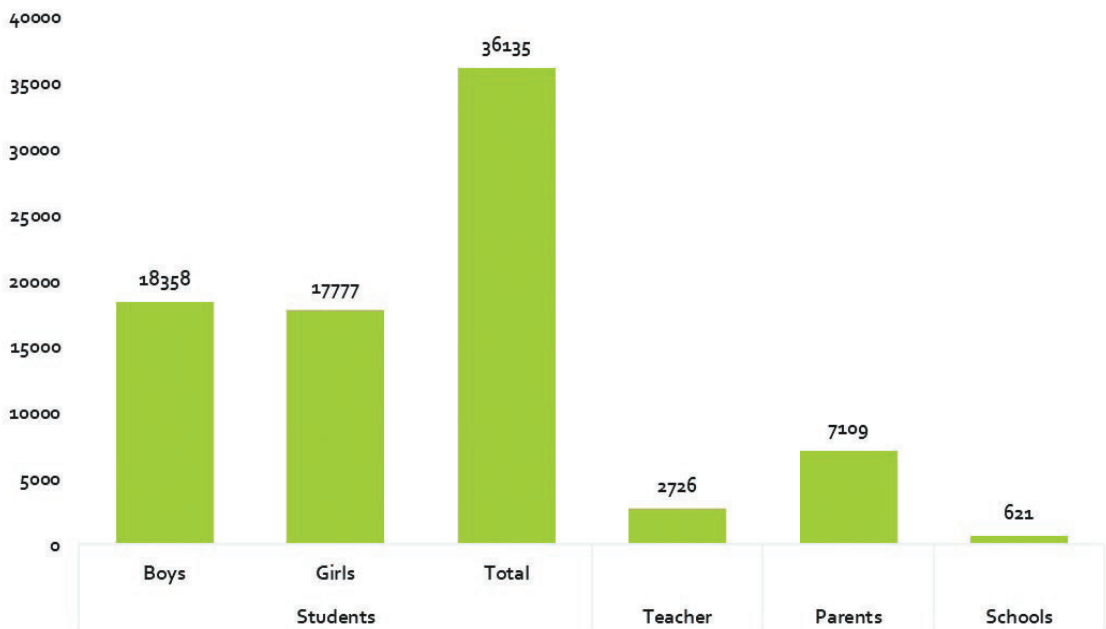


Figure 16: Overall Reach Through the Quality Education

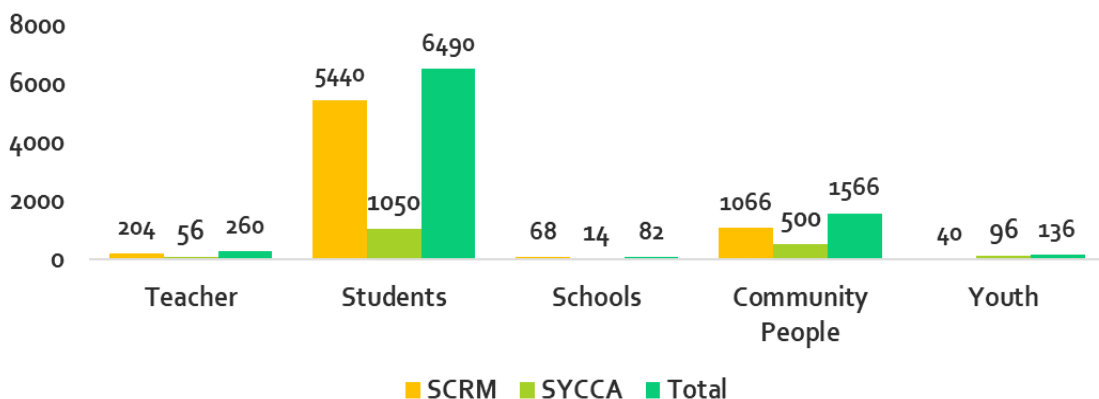
The overall reach through the intervention of the quality education is presented as below:



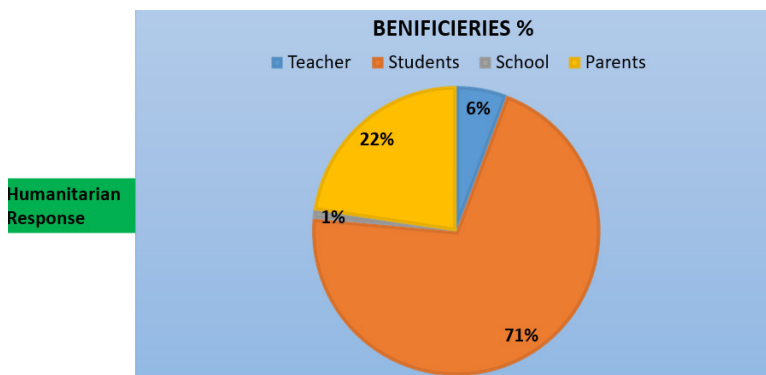
2. Resilient Environment: Contribute to environmental conservation and climate change adaptation through school, youth and community engagement

REED Nepal's strategic priorities (SP) number 2: Resilient Environment: Contribute to the Environmental conservation and climate change adaptation through school, youth and community engagement contributed total

of 260 teachers, 6490 students, 82 schools, 1566 community people and 136 youths throughout its projects impact area, LAPA- 2 Municipalities. Two projects specially SCRM and SYCCA are contributing to this thematic intervention.



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



Support in addressing humanitarian needs in accordance with the Core Humanitarian Standards (CHS): 1500 students, 299 families, (Khaptadchanna), Fire Victims in Solukhumbu. Tarpaulin: 299; TLCs- 5 with 12 rooms; School Maintenance-13; and Fire

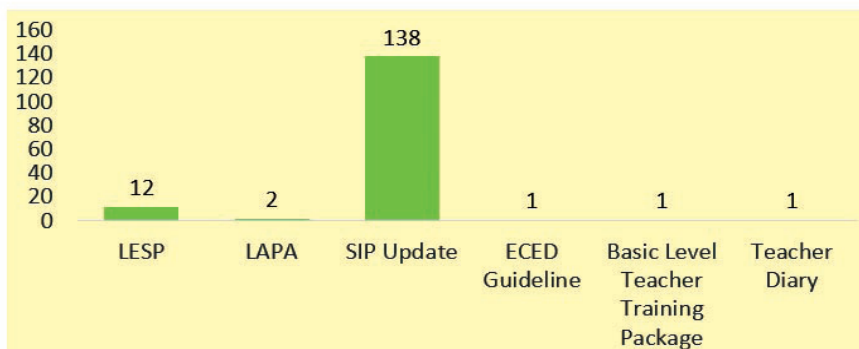
Victim children: 7 (Necha Salyan & Thulung Dudhkoshi Rural Municipalities) 6% teachers, 71% students, 22% parents, 1% schools have been benefited under REED Nepal's Strategic Priorities (SP) number 3: Humanitarian Response.

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

REED Nepal's 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

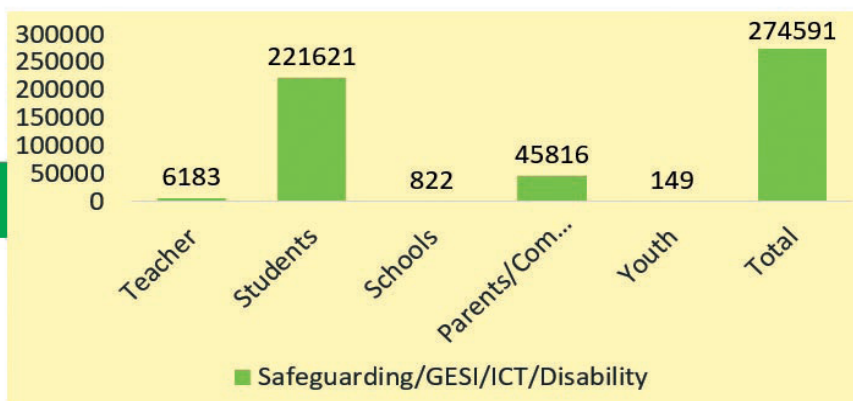
of 274591 persons (6183 teachers, 221621 students, 822 schools, 45816 parents and 149 youths) have been benefited throughout its projects impact area.

Research, Innovation and advocacy



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

Cross cutting issue



Total of 12 LESP, 2 LAPA, 138 SIP update of 138 schools, 1 ECED guideline, 1 basic level teacher training package and 1 teacher's diary have been developed and contribute to generating evidence through research and

innovation and strengthening policy advocacy and institutional development under REED Nepal's Strategic Priorities (SP) number 5: Research, Innovation, Advocacy.

CHAPTER III

LESSON LEARNED

1. One major key factor for the successful implementation of this program is the participatory approach and consultation process among stakeholders. When the program finishes collaborating with local municipality and stakeholders, project teams are to encourage increasing local level ownership; and resource leverage. Developing “Local Education Sector Plan” to twelve Rural Municipalities contributed to the increase of local level governments’ ownership.
2. Local government, representatives and their decisions on teacher management, capacity building and teacher transfer have given both positive and negative feedback for programs during the implementation.
3. Schools prefer or choose these organizations which provide physical facilities support and construction works, when given a choice.
4. Emergency response programs increase the acceptance and recognition from the side of beneficiaries and government.
5. Obtaining improved results of this program, practices of learning and sharing amongst the consortium partners.
6. Close coordination and collaboration with the local government stakeholders can increase their ownership and sustainability of the projects.
7. Integration of various learning materials and level of students’ engagement in teaching and learning processes are noteworthy outcomes of the training and supportive follow-up sessions. Utilizing appropriate learning resources and encouraging active participation, teachers have effectively captured students’ attention and motivation to take an active role in their education. Crucial aspects in ensuring learning becomes a collaborative and engaging experience, ultimately leading to improved learning outcomes.
8. Efforts to strengthen teachers' capacities in subject knowledge, pedagogical skills, classroom management, and use of learning materials have collectively contributed to fostering a quality learning environment. Resulting with a strong indication that the learning outcomes of students have been positively influenced by improved teaching practices.
9. Training on Integration of ICT into Pedagogy, Assessment for Better Learning, Integrated Curriculum Based Learning, Training to ECED teachers, Training to Head Teachers on Leadership and Management, MGML (Multi Grade Multi Level) training to teachers, education leadership training to ward representatives, child club training to children’s clubs, parenting education to parents, support to subject wise learning and cultural lab resources, support in ICT infrastructures and ECED play stations, Training on Remedial Support, Early

Screening of the Children's to identify the functional limitation, Gender & Social Inclusion Training to Teachers, support on child friendly learning resources to schools are major initiatives contributed to strengthen the quality learning outcomes.

10. Identification of Alternative Solutions: while coping with the current scenarios, teams realized update information related to access and availability of internet service, electronic devices, and email access, user friendly online applications of the concerned stakeholders and beneficiaries of the project should be periodically checked. Such information gathered and maintained in a database can be helpful for distance learning and sharing.
11. Availability, timely delivery of resource and other supplementary learning materials to the trained teacher prior or immediate after the training will supports each individual, immensely practice the knowledge learned from the training, ensuring the transfer of learning inside the classroom after the teachers training.
12. Continuous engagement and collaboration of government officials in the development process of tools, training packages and plans: such as LESP, Local Curriculum, Teacher's Diary and resource book, LAPA has been beneficial in getting approval from municipal, provincial and federal level government entities.
13. Training evaluation and pre test post test using Google online forms eased data collection and analysis.
14. Quality and relevancy assurance while developing implementation plan and budget plan is crucial for smooth operation and project management to create project's impact in determining time frame.
15. Project implementation plan could have taken into consideration with federal structure, staff transfer and implication in the program implementation. Alternative strategies to speed up the timeline is seen as necessary.
16. 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.
17. Program visits, monitoring and meetings of donor agencies among program stakeholders is very important and crucial which this can guide for programs in the upcoming year. Such visits are practical to mitigate program gaps and greater understanding between donor agencies and implementing partners.

CHAPTER IV

PROJECT'S SUSTAINABILITY

REED Nepal has been following Nepal government's priorities and procedures from central to local level such as getting project approval, project evaluation from Social Welfare Council, sharing project progress and reports on a regular basis. Joint program sharing, resources ensuring and clarifying mutual roles and responsibilities are clarified and understood to ensure everyone's contribution and sustainability. Center for Education and Human Resource Development (CEHRD), Teacher Professional Development Framework is guiding the documents for Teacher Training. Training hour, documentation are shared to Nepal Government for the accreditation process. National, district and local level program monitored regularly. Project documents, reports and success were shared with the local government. REED performance has been recognized as a national program. Following key areas has been identified to create Project's Sustainability.

- Development and approval of tools and materials developed by the project jointly with CEHRD, CDC and training section eventually will ensure the ownership of materials such as Students Learning Evaluation (SLE) Record form, Teacher's Diary and continued use after project completion. Continuous engagement of CEHRD officials during development of packages and training has also been

productive for ownership and sustainability of the project materials. Following federal restructuring, emphasis was given on local recruitment and/or deployment of government employees to assist in sustaining the retention of knowledge within the region.

- With twelve LESP of twelve Rural Municipalities has been developed through the technical support of REED-Nepal having an integration of child safeguarding, GEDSI promoted system strengthening of local government to support project sustainability.
- Initiation of co-contribution with the local government bodies in the execution of project's initiatives aligned with the key priorities of annual action plan of local government contributed to create the sustainability in the long-run.
- Support parent engagement program encourages parents to take care and provide learning environment for early age children at home. Remedial classes for the lower performer children contribute to implementing the ReAL plan of Nepal Government and additional education support will be supported to increase learning achievement.
- Research, structural improvement and management, infrastructure development, capacity development programs for

teachers and municipal authorities, development of local curriculum and implementation also contributed to create sustainability of projects.

- Initiation of Local Resource Teachers' (LRTs) and selections by the Local Education Office, enhancing their capacities in a strategic manner and their mobilization, playing an instrumental role to capacitate teachers and local key stakeholders, including School Management Committee (SMC) and Parent Teacher Association (PTA). Such stakeholders will, in turn, set up systems and functionalize them in Schools in a sustainable manner. LRTs are being mobilized to support schools for the development of teaching-learning material development, technical support to the teachers for the use of knowledge and skills learnt from the teachers' training programs. The activities such as safeguarding, disability inclusion, GEDSI are started to be incorporated in the School Improvement Plan (SIP) by the school.
- REED Nepal's intervention on ECED classroom management and support is being replicated in other feeder schools beyond project impact areas.
- Contributing to environmental conservation and climate change adaptation through school, youth and community engagement throughout the projects impact area, LAPA formulation and endorsement by the municipal council of 2 Rural Municipalities, supporting policy and plan of local government entities promote the project's sustainability.

CHAPTER V

FINANCIAL OVERVIEW

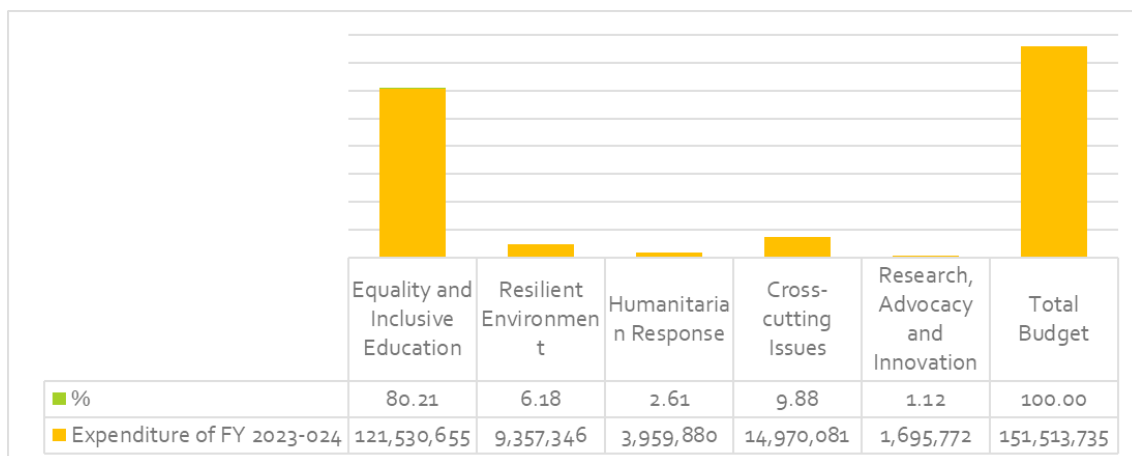


Figure 17: Strategic Area and Expenses in 2023/2024

Projects	Funding Agency	Annual Budget for FY 2024-25	Funding %
West Nepal	AHF	20,721,680	12%
TTQIEP	AHF	33,435,334	19%
West Nepal Construction	AHF	12,036,795	7%
TTQEP	HTUK	15,802,161	9%
HTUK Construction Project	HTUK	8,296,935	5%
SYICCA	JFGE	2,700,000	2%
Learning Champaign Project (LC)	Karuna Trust/BMZ	12,190,723	7%
GARIMA	Karuna Trust/BMZ	4,418,508	3%
SCRM II	Karuna Trust	6,720,486	4%
USAID EGL	USAID/Chemonics	48,392,073	28%
INTENT	Woord en Daad	5,676,440	3%
NAFA	NAFA	1,704,717	1%
Total		172,095,852	100%

Figure 18: Project-Wise Turn Over 023/024

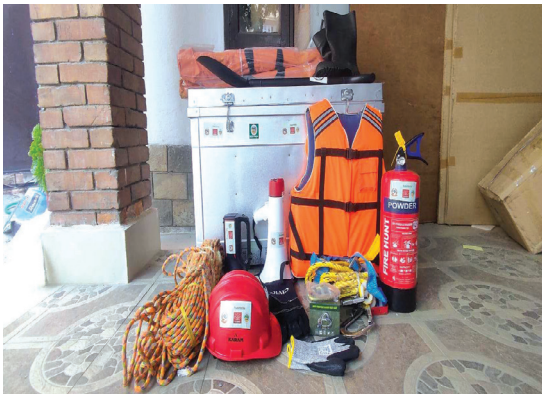
1. Photo Gallery



Nursery Establishment at Melamchi



Interior Part of Nursery



Disaster Preparedness and Response Materials Support



Tunnel Construction at Majhi Community-Melamchi



Construction Work in Progress at Durgamalinga.S.S



CSEB Brick Production Machine Set up at Construction Site



LAPP Award Distribution Program in Taplejung



Visitors Using Community Score Card



Medical Screening: Eye Camp in Kaptadchhanna RM



Overseas Volunteer Facilitating Teacher Training in Khaptadchhanna RM



Group Photos of CoP Meeting in Dhankuta: USAID's Early Grade Learning



Orientation on GBV, Child Safeguard to the GEDSI Focal Teachers



Group Photo: A three days TPD Training in Solukhumbu



Group Photo of Children After Receiving Stationary

2. Story of Change

There is no substitute for victory: Ram Bahadur Moktan, SMC Member

As a parent, I have witnessed significant changes in myself after participating in International Child Development Program (ICDP) and a one-day parents' orientation training organized by REED Nepal under INTENT Project. I was born 41 years ago in Bagmati R.M.-3 into a middle-class family. Currently, I have two sons studying at Satkanya Basic School. At the age of four years, I developed a problem with my backbone. Due to a lack of income, I couldn't receive proper treatment, and later I was identified as a person with severe disability, holding a blue disability card issued by the Government of Nepal. Despite receiving some government facilities, I often felt distress of not achieving much in my life. I hesitated and frightened to speak up in public. However, I have now developed leadership skills and the confidence to speak to large crowd. Additionally, I now see myself as a responsible SMC (School Management Committee) member of Satkanya Basic School.

Despite being an SMC member and a parent of two children, I had not made a substantial contribution to enhancing the learning outcomes of students or school environment, as I was unaware of my responsibilities. I didn't regularly attend meetings, thinking teachers alone were responsible for improving students' academic performance. Important meeting agendas were often overlooked because personal interests took a priority over school responsibilities. Receiving training orientations about our responsibilities as parents for me was a turning point. Opportunities to participate in training led



by REED Nepal trainer made me realize that I could help establish a better learning environment both at home and school. I, now, understood that my involvement as a parent would encourage teachers to monitor daily students' actions and activities, increasing attendance rates and reducing dropout cases. I also encouraged other community parents to send their children to school regularly. We initiated the creation of a child-friendly school environment and engaged students in activities that ultimately enhanced the learning environment.

Following the implementation of REED programs, following changes are evident: improved leadership abilities, increased support, care, love, and affection for children, more frequent supervision by parents, greater parental involvement and participation during result announcements, maximum utilization of teaching and learning materials

in the classroom, and regular parent-teacher meetings to get updates on school and student progress. I believe that providing parents' orientation twice a year is beneficial. Finally, program has encouraged me and helped

me enhance my responsibilities towards my children and our school. As a parent and an active member of School Management Committee (SMC), I now participate in all school-organized activities.

Asmita Singh: Auxiliary nurse Midwife, Bajhang

My name is Asmita Singh, and I follow Hinduism. I've completed my education twelfth standard and have achieved my ANM certification. I currently work at Sarada Birthing Center. At home, my family consists of myself, my mother-in-law, husband and our one-year-old daughter. My husband works as a teacher in Baitadi and mother-in-law is a farmer.



Dignity Project has been a transformative force in our community, particularly in combating the harmful practice of Chhaupadi and influence has brought about significant positive changes. Previously, pregnant women couldn't even tread paths used by the elderly, but those beliefs have since dissipated.

Reflecting on my experiences, I recall the hardships of living in a Chaugoth (shed). Discomfort of the rainy season, with water seeping into the shed, and challenges of basic hygiene were all too real. Restrictive customs, such as dietary restrictions and limited access to water only added on. However, with the implementation of the Dignity Project, significant improvements have been made, making things easier for me to embrace change and adopt healthier practices. At first,

when I heard Gods would get angry if I didn't follow these practices, I was worried there would be repercussions. Project has clarified that inauspicious things do not happen if customs aren't followed. Now, I'm even able to explain to those who are still rigid about traditional practices. Nowadays I stay indoors during menstruation, practice better hygiene, and even consume milk and curd, which were previously forbidden.

Project actively engages with the community and schools every month, addressing various themes ranging from eradicating the Chhaupadi system to promoting cleanliness. I've been an active participant in all these programs, witnessing firsthand the positive impact towards our community. Emphasizes the importance of living together in a house

during menstruation and encouraging the consumption of milk. Moreover, advocating for mutual respect between mothers-in-law and daughters-in-law, fostering an environment akin to that of a mother and daughter. Additionally, the formation of adolescent's clubs has facilitated discussions on crucial topics such as rights of adolescent girls, sanitation, child marriage, and menstrual hygiene. After a conference in Pokhara, changes in Dhami and Jhankris (faith healers) have been observed, while progress has been made, not all women in our community have fully embraced these changes. Some still adhere to traditional practices out of fear or societal pressure. However, project's continued outreach and education are slowly breaking down these barriers. Personally, I find the notion of isolating oneself during menstruation impractical. Although I refrain from certain religious rituals during my periods, I prioritize my well-being by consuming nutritious foods like curd, milk,

and ghee. I touch my son and graze the cattle. I can see encouraging attitudes of people are gradually evolving.

Achieving meaningful change requires collaboration across all sectors of society. Teachers and healthcare workers play a crucial role imparting educational knowledge and challenging beliefs. Birthing center serves as a focal point for discussions on important issues. Thanks to the support of the Dignity Project, we've received materials to aid in our activities. Women are learning to prioritize their health and well-being, embracing modern practices while respecting traditional customs. By fostering a culture of acceptance, we are paving the way for a more inclusive and progressive community. I'm proud to be a part of this collective progress. Project has empowered me to question harmful traditions, advocate for myself and other women. With ongoing efforts, we can create a community where all women are treated with dignity and respect.

Empowering Minds: The Journey of Druma Saru, a Dedicated Educator

Ms. Druma Saru, an English subject teacher at Sagarmatha Basic School of Rambha Rural Municipality, lives in Ombhanjyang, ward No-5, changed her teaching-learning process from a challenging task to a combination of art and science.

Ms. Saru started teaching in her early 20s and completed 12 years. At the beginning of her career as a teacher, she had difficulties in teaching-learning process. She mainly



used textbooks as her only source of teaching materials. Students didn't engage fully in the teaching-learning process and student learning status was below average of the Palika. Due to the various challenges and problems, she almost wanted to quit her job.

In her fourth year of teaching career, Learning Champion Project was implemented in all schools of Rambha RM in collaboration with Palika. In 2023, this project conducted a ten days training for Basic level teachers focusing on developing teaching-learning materials when Ms Saru attended the program. She started developing materials for the teaching-learning process and frequently used in the classroom. She found out that classroom teaching and learning was much easier with these materials such as using hanging cards, subject charts, and 3D materials in classrooms. Three months later, she saw significant progress in student learning during term exams. In 2024, she further enhanced her skills through a five-day subjective

teacher training in English, math, and science conducted by the project. Continuously, seeking new methods online, she created and displayed innovative materials, engaging her students in a more enjoyable and interacting learning environment.

In 2079, achievement in English was 37.20% however, the result in the same subject was increased to 68.80% in the following academic year 2080. Headteacher Mr. Kamal Prasad Gahatraj was impressed, and Ms. Druma Saru, English teacher, delighted with her students' progress and teaching journey.

After all her achievements, Ms. Druma was selected for the Teacher Learning Circle, where she shares her innovative practices with peers. She attributes her success to the support of the Learning Champion Project, which provided training, materials, and ongoing feedback crucial to her professional growth. She is thankful to the funding partner Karuna Deutschland, Karuna Trust and BMZ and all local implementing agencies.

Reflection of Training Inside Classroom: A Story of Mr. Prakash Thapa, a Teacher

My name is Prakash Thapa. Currently, I am a teacher at Shishudaye Basic School in Khodikhelna. I have been continuously engaged in the teaching profession, both in temporary and permanent positions, for since 1990 almost 35 years. During this time, I have also served as a teacher and principal in various schools.

In the early days of my teaching career, the condition



of schools was poor. Buildings were mud-plastered, and the roofs were thatched. Educational materials were limited to textbooks, blackboards, and a few desks and benches for students. Teaching involved merely reading from textbooks and having students learn content from these. Gradually, construction of school buildings improved, with roofs evolving from tin to concrete. Despite these infrastructure developments, quality of education remained unchanged due to lack of educational materials, and teachers did not receive proper training. I received only one training opportunity in 1993, ten-month program conducted by the District Education Office and the Education Training Development Center. Since 1993, I have continued teaching same old style without any further training.

When I started teaching at Shishudaye Basic School in Khodikhelna, situation was like other schools. Classrooms were narrow, divided by partitions to create more rooms, with walls plastered with mud and ceilings in poor condition. Shishudaye Basic School operated with only two temporary teachers and one office assistant, catering to students from nursery to grade five, without any educational materials. Playground was littered with torn paper, and there were issues with drinking water management. Despite the challenges, I was determined to improve the school.

Since October 2022, Sambridhi Pashim Nepal - Education and Health Improvement Project has provided various training

programs, including curriculum-based classroom management, teacher professional development, integrated curriculum, and educational material development. REED Nepal conducted these training sessions for all teachers within Khaptadchanna, and I was fortunate to participate. My heartfelt thanks go to REED Nepal and its funding agency Australian Himalayan Foundation, as these trainings have made me feel successful in my teaching career.

Utilizing the skills and knowledge gained from these trainings, I have implemented educational materials and classroom management practices at Shishudaye Basic School in Khodikhelna. REED Nepal has supported us with necessary educational materials, sports equipment, art supplies, and more. The assistance in plastering and painting the buildings, providing carpets and P-foam for classrooms, providing six learning corners in the nursery and grade one classrooms, and providing bed seat materials. We also received mats for seating arrangements from grades one to five and round tables for office management. I have incorporated hanging cards and other educational materials to make learning more interactive and engaging for students.



Through the use of learning charts, posters, and six learning corners, I have created a helpful learning environment both inside and outside the classrooms. I have also set up an educational museum with local materials, traditional learning practices, communication tools, and cultural objects. We conduct daily brain gym sessions, classroom songs, attendance, responsibilities for the day, calendars, and seasonal charts, among other activities. Within school, I have been integrating our traditional culture with education in the classroom, resulting in regular student attendance, with parents and SMC/PTA frequently visiting the school for monitoring.

Regular monitoring and evaluation by the representatives from the Rural Municipality,

REED Nepal training staff, and project managers have been very positive. As a result of these efforts, I was honored with the best teacher certificate by Khaptadchhanna Rural Municipality and REED Nepal in the last fiscal year, recognizing my contribution among 38 schools.

Finally, I express my gratitude to my family for their support in managing time and gathering educational materials, REED Nepal for their assistance, School Management Committee, and to my fellow teachers for their collaboration in advancing the educational progress of the school. I would like to once again special thanks to REED Nepal and funding agency Australian Himalayan Foundation (AHF) for their continuous support.

Teacher Can Make Difference: ECED Teaching Journey of Kalpana Dahal

Himganga Secondary School, nestled in the heart of Chaulakharka within the landscape of Likhupike Rural Municipality in the Solukhumbu district, stands as a testament to the transformative power of education in rural Nepal. As a vital member of TTQIEP initiative, the school has overcome significant challenges to enhance its Early Childhood Education (ECED) programs. Until recently, school faced fundamental issues, lacking essential facilities such as proper insulation, child-friendly furniture, and adequate materials for its young children's learners.

These problems not only hindered physical comfort of the students but also had a



profound impact on their enthusiasm for learning. Absence of engaging learning environments made it challenging for school administration to sustain student interest during class hours, resulting in below-average learning achievements. However, recognizing critical role of early education, school in collaboration with REED-Nepal under TTQIEP

initiative and local government, undertook strategic measures to address these issues.

REED-Nepal took proactive step to increase the school learning environment. Understanding the significance of suitable infrastructure, REED-Nepal allocated funds to facilitate the construction of child-friendly furniture specifically designed for ECED to grade three. Initiatives not only addressed the immediate concerns but also pushed Himganga Secondary School to a distinguished status, boasting some of the well-equipped and child friendly classrooms at the foundation level within Solukhumbu District. However, transformation extended beyond physical enhancement, focusing on infrastructure was most important, effective classroom management remained crucial aspect.

Steps in Kalpana Dahal, teacher born with disabilities in her legs and forearms because of Polio. Despite her physical condition, she is very active and has a big dream to become the best teacher in Solukhumbu. She finished her education up to grade twelve and now works as an ECED teacher at Himganga Secondary School. Last year, REED-Nepal organized a five-day training for ECED teachers, where Kalpana took part and learned new skills to improve how she can manage her classroom.

With the knowledge she gained, she decided to make her classroom a better place for learning. Kalpana said, "I was ready to lead the task of decorating the classroom with the new skills that I have learnt. My colleagues were very supportive, and now our classrooms look great with lots of education materials." Kalpana's story shows that even with challenges, people can achieve their dreams and make a positive impact on education. Her determination and support she received from

her colleagues made a difference in creating a better learning environment for the students of Himganga Secondary School.

Mr. Hem Bahadur Basnet, the principal of Himganga School, noticed some amazing changes in the school, responding, "thanks to the help from REED-Nepal and our local government, we got new furniture for our classrooms. We decided to make our classrooms look even better, and we chose Ms. Kalpana Dahal, our ECED teacher, for the job. Kalpana has challenges with her legs and arms, but she did a fantastic job decorating the classrooms. Parents are happy, and even joke that the students have better facilities than the teachers."

He adds, "more parents are visiting the school after the decorations, and teaching has become easier. Students in the basic classes are happier and are more interested in coming to school. We've also started grade teaching up to grade three, and we hope this will assist students learn better in the future."

Kalpana Dahal, ECED teacher, has become a hero at Himganga Secondary School. Despite facing challenges with her legs and arms, she took on the important task of making the classroom look better. She did the job very well, whole school is a brighter and more enjoyable place for students. Principal and parents are happy with the positive changes. Kalpana's hard work has inspired other schools in Likhupike RM. Successes at Himganga Secondary School shows that even with difficulties, people like Kalpana can make a big difference and become hero in her community.

Kalpana Dahal's journey at Himganga School stands as a powerful testament to the

unbeatable spirit that outshines the difficulty. Despite facing challenges due to Polio, Kalpana has emerged as a true hero in both the school and the wider community. Her unwavering determination and hard work have shattered stereotypes, proving that disability is not a barrier to fulfilling one's dream. Impacts of Kalpana's effort is visible in the radiant smiles of the children at Himganga School, reflecting a significant improvement in the learning outcomes. Her exemplary classroom management and decoration have not only transformed the educational environment within the school but also set a benchmark for other educational institutions.

Kalpana's influence extends beyond Himganga School, as teachers from neighboring schools seek her guidance and replicate her successful strategies in their classrooms. Kalpana's willingness to share her expertise and support her colleagues exemplifies her commitment to collective growth. In her words, "Teachers from other schools also call me to get ideas on what I did in class and how I decorated," reflect not just personal satisfaction but a broader impact on educational practices in the region. Kalpana Dahal's story serves as an inspiration, reminding everyone that determination, resilience, and a passion for education can break down barriers and pave the way for positive change in communities.

Struggle to Success: Ganga Pariyar's Journey with the Learning Champion Project in Nepal

Ganga Pariyar, born in Nepal in 2049, growing up in a family that relied on traditional farming methods. She married at 16, but her husband later took a second wife. With her parents-in-law's support, she helped with farming and seasonal labor to make ends meet. However, life was tough, and she was determined to succeed.



When Learning Champion project came to her community, Ganga learned that the project would help improve livelihoods and education for her daughters. She joined a group of women, becoming its chairperson, and now

shares her experiences and ideas in monthly meetings. Her daughter received school supplies from the project, which she says is inspiring her to study more.

Ganga and her group received entrepreneurship training, five days of training for tomato

cultivation in the tunnel and learned to grow tomatoes in a tunnel using drip irrigation. First time she sold her tomatoes, she earned over Rs. 10,000, and she's now has become regular tomato farmer. Ganga is proud to say that the project has helped her become self-reliant also has decided to go back to school, 16 years after leaving, recognizing the importance of education.

Monthly meetings, facilitators discuss topics such as menstrual hygiene, women's rights, and importance of education. Group also receives seeds, sanitary pads, and washing powder as incentives. Ganga is thrilled that she can now speak up for herself and her community's issues. She is thankful to Karuna Deutschland, Karuna Trust, BMZ and all partners working for Learning Champion Project.

वालमैत्री शासन : वाल अधिकारको सम्मान । वाल संरक्षण, विकास सहभागीता हात्रो 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 विवाह गर्नु एकदमै संवेदनशील विषय हो । जस्ता घटनाहरूको संवेदनशीलतालाई ध्यानमा राखी कानून अमरुतमान तथा अदालती प्रकृषामा सुनिश्चित नैनीकता कायम राखिन्छ ।



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



बाल यौन दुर्व्यवहार हात्रीले चिन्ने व्यक्ति, नजीकको साथी, विश्वासिलो व्यक्ति, छिमेक वा चिन्दै नबिनेको 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 आश्रय वा व्यवहार फलस्वरूप अधिव्यक्ति वा हाउमाउ प्रदर्शन गर्ने वा बाल अश्लीलता 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 धमकाउने
 - अश्लील कार्य तथा सामग्री निर्माणमा प्रयोग गर्ने
 - यौनजन्य मानसमात्रले शरीरको संवेदनशील अंगमा स्पर्श गर्ने, छुस्नु, समाउने, अङ्गुली लगाउने वा आफ्नो वा अरु कसैको शरीरको संवेदनशील अङ्ग छुनु वा समाउन लगाउने वा यौनजन्य मानसमात्रले बेहोस पार्ने वा यौनजन्य अंग प्रदर्शन गर्ने वा गर्ने लगाउने
 - कामचालना वा यौन उत्तेजन 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 उदेश्यले बालबालिकाको प्रयोग गर्ने वा गराउने
 - यौन दुर्व्यवहार गर्न उदेश्यले बालबालिकाको बालबालिकाको प्रयोग गर्ने वा गराउने
 - वैश्यावृत्ति वा अन्य यौनजन्य कार्यमा प्रयोग गर्ने

बाल यौन दुर्व्यवहारबाट बच्न के गर्ने ?

- बालबालिकाहरूले आफ्नो शरीरलाई अनापयस्क अर्थात् सकेसम्म कसैलाई छुनु नदिने किनभने आफ्नो शरीरमा आफ्नो मान अधिकार हुन्छ
- यदि कसैले छुनु खोजेमा आफूलाई मन नगरेको कुरा हुँदैन वा 'यस्तो नगर्नुहोस्' भनी खुबै भनेर यदि कसैले जबरजस्ती गर्ने खोजेमा सम्भव भएसम्म मान्ने, जोडले विच्चारण अर्को सहयोग मान्ने र आफू बच्ने उपाय अपनाउने
- यदि यौन दुर्व्यवहार महसुसको भने लुकाएर नराख्ने, सकेसम्म एकलै नखस्ने र आफ्नो अभिभावक वा कुनै विश्वासिलो व्यक्तिलाई भन्ने
- सहयोगको लागि स्थानीय प्रहरीलाई सम्पर्क गर्ने वा तत्काल १०० नम्बर मा फोन गर्ने

कसैले पनि बालबालिकाको मनजुरी लिई वा नलिई यौ नजन्म 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 कुनैठाउँमा बालबालिकालाई कुटपिट गर्ने, यातना दिने, अपमानित गर्ने र गिज्याउने भेटिएमा



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



हेलो

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

बालबालिका माथि हुनसक्ने सम्भाव्य हिंसा तथा अपराधहरू के के हुन् ?

जबरजस्ती करणी (बलकार), बेधबिचन, बाल यौन दुर्व्यवहार, बालविवाह, विद्युतीय अपराध (cyber-crime), शारीरिक दमक सजाय तथा यातना, घरेलु हिंसा, बालश्रम, आमद 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 हुनबाट जोगिने सामान्य उपायहरू के के हुन् ?

- एकान्त ठाउँमा एकलै हिँडडुल नगर्ने, नबिनेको 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 तरिकाले प्रयोग गर्ने जस्तै: दूले खरमा विद्याई हारगुहार मान्ने, सकेसम्म छिटो सुरक्षित स्थानमा पुग्न कोशिस गर्ने
- प्रतिकारको लागि तत्काल उपलब्ध कुनै पनि चिज जस्तै माटो, ढुङ्गा, लाठी, हात खुडा इत्यादि प्रयोग गरी जबरजस्ती गर्न खोज्ने व्यक्तिको (सम्भावित पीडकको) आँखा वा अन्य संवेदनशील अङ्गमा प्रहार गर्ने
- बालबालिकाले आफूलाई अभिभावक र प्रहरीको सम्पर्क नम्बर कण्ठ पारेर राख्ने जसले गर्दा आवश्यक परेको समयमा प्रयोग गर्न सकिनेछ ।

जबरजस्ती करणी भैसाकेको अवस्थामा के गर्ने ?

- तत्काल प्रहरीमा उजुरी गर्ने
- प्रहरी आइनुपरेसम्म घटना भएको स्थानको केही पनि सामानहरू आफूखुसी नथलाई घटनास्थल सुरक्षित राख्ने
- प्रहरीको सहयोगमा यथाशीघ्र स्वास्थ्य परीक्षण गराउने
- अनिश्चित गर्भधारण हुन नदिने तथा यौन रोग तथा एच आई वी संक्रमण हुन नदिने छ ४ घण्टा भित्रै आवश्यक परामर्श तथा उपचार गराउने
- प्रहरीले सबुद प्रमाण (नमूना) संकलन नगरेसम्म नगुहाउने, लगाएका कुनै पनि लुगा नछेर्ने वा नधुने



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



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