

IMPACT SUMMARY of REED's PROJECTS

1. **Project:** Teacher Training Quality Education Program (TTQEP), Taplejung

Summary: This project chronicles the inaugural year of a transformative three-year project cycle, dedicated to enhancing learning outcomes, reducing dropout rates, and nurturing reading habits among rural children in Nepal. A total of 1223 girls and 1207 boys across 35 schools benefited from the project's comprehensive initiatives in the 2022/23 academic year. The multifaceted approach included teacher training, child club networks, management capacity building, mothers' groups, and scholarship programs, while also providing essential support in the form of furniture and clean water. TTQEP addressed community, teacher, and student needs through a diverse array of programs, spanning professional development training, school management committee training, parental awareness campaigns, Gender Equality and Social Inclusion (GESI) and Disaster Risk Reduction (DRR) training, Resource Leading Team (RLT) workshops, Learning Achievement Promotion Programs (LAPP) awards, library support, higher education scholarships, eco-child club mobilization, reading camp support, and infrastructure improvements.

The overarching goal of this initiative was to elevate academic performance and teacher competency in remote mountain regions. The "higher secondary scholarship program" stood out as a beacon of hope, offering 80 mountain children the opportunity for higher education. Notably, 28% of scholarship recipients have secured both government and non-governmental employment, bolstering the local community's resources and services. The implementation of the MGML teaching technique yielded impressive results, with a 22% increase in learning outcomes compared to non-adopting schools. This strategy expanded to two additional schools, focusing on health, hygiene, pandemic prevention, and overall student motivation. Although the pandemic momentarily disrupted internal efficiency, learning outcomes rebounded, achieving a remarkable 61% increase this year. The Secondary Education Examination (SEE) graduate learning outcomes are on an upward trajectory, with a promotion rate of 73% and an encouraging dropout rate of just 2.1%, resulting in a positive Net Enrolment Rate.

Project Objectives Aligned with SDG Targets:

1. **Quality Inclusive Education (SDG 4.1):** Enhancing the quality of education at basic schools aligns with SDG 4, aiming to ensure inclusive and equitable education for all.
2. **Accountability and Governance (SDG 4.7):** Building school accountability mechanisms and leadership capacity contributes to effective governance, in line with SDG 4's focus on quality education and school management.
3. **Child-Friendly Learning Environments (SDG 4.2):** Improving the physical and educational learning environment aligns with SDG 4's emphasis on providing safe, inclusive, and effective learning spaces.
4. **Right to Education (SDG 4.5):** Supporting the right to education in emergency situations directly addresses SDG 4's commitment to ensuring equal access to quality education, even in challenging circumstances.

Project Outcomes and Key Achievements:

- **Teachers' Professional Development Training (TPD):** Improved teacher performance and management.
- **In School Support:** Enhanced ownership of the program by communities and schools.
- **RLT Workshop:** Increased RLT capacity in program leadership and management.
- **School Management Capacity Development Training:** Establishment of a good governance system.
- **Eco-child Club Mobilization and Support Program:** Elevated child participation, learning engagement, and performance.
- **MGML Training:** Improved student engagement and learning outcomes.
- **Scholarship Program:** Empowered rural mountain children through higher education opportunities.
- **School Hygiene Project:** Promoted personal hygiene and behavior change communication.
- **GESI Training:** Focused on gender equality and social inclusion.
- **Supply and Managed Teaching Learning Materials:** Increased access to teaching and reading resources.
- **Reading Camp:** Cultivated a habit of regular reading among children.
- **Dynamic Funding Program (DFP):** Supported micro-infrastructure development and renovation.

Summary Data of Activities: The program engaged 4777 participants, with 2328 females and 2449 males, signifying increased female participation in various activities. Noteworthy additions included reading camps, plant tagging, and organic

plot development. The program championed community involvement, teacher professional development, and student engagement, achieving a balanced gender participation ratio of 48.7%.

Lessons Learned: In the journey of TTQEP, several valuable lessons have been learned, which now serve as best practices:

- **Disaster Preparedness:** A well-defined emergency plan mitigates learning disruptions.
- **Health and Hygiene:** Initiatives in this area positively impact children's personal hygiene and behavior change.
- **Resource Leading Team:** Key resource teachers should receive additional training to ensure sustainability.
- **Lunch Box Program:** Providing lunch boxes encourages regular attendance and should be managed efficiently.
- **Continuity of Funding:** Sustained funding for infrastructure and training programs is crucial.
- **Need-Based Construction:** Supporting need-based school construction maintains child-friendly school standards.
- **Scholarship Opportunities:** Providing scholarships, including higher education, is a powerful tool for empowering vulnerable children.
- **Reading Camp Expansion:** Expanding reading camps fosters a culture of regular reading among children.

Conclusion: The TTQEP project embodies the transformation of education and community development in rural Nepal. With 16 out of 18 events successfully executed and 4777 participants involved, the project has achieved an 85% daily attendance rate, a dropout rate under 2%, and improving learning outcomes. Challenges such as difficult commuting paths and landslides persist, but the impact of higher education scholarships on students' lives and their families' financial stability is substantial. Schools now have improved access to reading materials, teaching tools, and receive consistent support from REED staff, ensuring the maintenance of academic standards. The Rural Municipality's steadfast support has been instrumental in realizing equitable, inclusive, and secure education in Nepal. The "reading camp" initiative has contributed significantly to enhancing reading proficiency among 350 students, with attendance steadily rising. The project's focus on creating child-friendly schools through critical infrastructure projects, including water supply, libraries, science labs, fencing, and IT rooms, demonstrates a commitment to delivering quality education. The Himalayan Trust UK's generous sponsorship has empowered REED to continue its community and school-based activities, aligning perfectly with the Sustainable Development Goals, notably SDG 4 (Quality Education). This partnership has exemplified the potential for transformative change in education and community development in Nepal's remote mountain regions.

2. Project: Teacher Training Inclusive Quality Education Program (TTQIE), Solukhumbu

Summary: The Teacher Training and Quality Inclusive Education (TTQIE) Program, spearheaded by REED Nepal, is dedicated to achieving inclusive and high-quality education for all children in the Lower Solukumbhu region, even in times of crisis. This transformative initiative encompasses six key outcomes:

1. **Enhanced Teacher Capacity:** 750 teachers across 100 TTQIE schools trained to elevate their understanding of effective teaching methods.
2. **Strengthened Governance:** Empowering Head Teachers, School Management Committees (SMCs), and Parents-Teacher Associations (PTAs) to effectively manage schools, promote good governance, and enhance administration.
3. **Parental Engagement:** Fostering increased parental involvement across 100 schools to create a supportive learning environment at home.
4. **Child-Friendly Schools:** Implementing safe and inclusive learning environments in schools to ensure the well-being and comfort of all students.
5. **Inclusive Education:** Achieving gender and disability-inclusive education within TTQIEP schools.
6. **Continuity in Emergencies:** Ensuring uninterrupted education, including during crises like COVID-19.

Alignment with SDG Targets:

- **SDG 4.7 (Quality Education):** The program promotes quality education through teacher training and effective school management.
- **SDG 4.5 (Inclusive Education):** By focusing on gender, disability, and social inclusion, the project supports inclusive education.
- **SDG 4.a (Education Facilities):** The program provides teaching and learning resources, improving educational facilities.
- **SDG 3 (Good Health and Well-being):** The project addresses child protection, mental health, and safeguarding, contributing to well-being objectives.

- **SDG 11 (Sustainable Cities and Communities):** Collaboration with local governments fosters community involvement and sustainable development.
- **SDG 17 (Partnerships for the Goals):** Collaborative efforts among stakeholders and donor agencies enhance the program's impact.

Lessons Learned:

- Collaborative engagement with local municipalities and stakeholders encourages local ownership and resource optimization.
- Balancing support for ICT equipment and teacher capacity building is vital for program success.
- High demand persists for school support, encompassing teacher capacity building, educational materials, and infrastructure improvements.
- Programs focusing on physical facilities gain preference from schools and communities when given a choice.
- Delays in staff recruitment result in increased workloads for the remaining team members.
- Inter-project staff mobilization and collaborative teamwork strengthen organizations during staff gaps.
- A participatory approach and stakeholder consultation are essential for successful program implementation.
- Effective mechanisms, functional systems, and skilled human resources at the local level drive decision-making and program success.
- Collaborative and participatory efforts with like-minded organizations and common objectives are crucial, especially in education emergencies.
- Donor agency visits, monitoring, and stakeholder meetings play a pivotal role in program improvement and alignment.
- Local government decisions on teacher management and capacity building impact program outcomes significantly.
- Teachers' Professional Development (TPD) training serves as a core motivation factor for newly appointed teachers.
- The effective use of KOBO software and tools depends on staff competencies, timely support, and internet availability at the field level.

The TTQIE Program exemplifies REED Nepal's commitment to advancing education in the Lower Solukumbhu region, aligning with multiple Sustainable Development Goals (SDGs) to ensure inclusive, quality education for all children, even in challenging circumstances.

3. Project: "Dignity for Women - Ending Chhaupadi in Western Nepal": Bajhang and Bajura

Project Description: 5948, Nepal, Karuna Deutschland e.V.

Summary: Chhaupadi, a traditional practice in western Nepal, subjects menstruating women and girls to seclusion and stigmatization. "Dignity for Women" aims to end this inhumane practice, introducing safe menstruation with community support. The project empowers women to make informed choices, fostering gender equality and improving reproductive health. The project executed all planned measures, including postponed ones from the previous year. It has progressed smoothly, with ongoing activities. Upcoming tasks for the year-end include procurement and distribution of menstruation hygiene kits, mid-term project evaluation, and monitoring and review meetings with rural municipalities. Staff participated in capacity-building workshops and implemented action-oriented activities on hygiene and sanitation. Formation of women and girls' groups to assess sanitation conditions and maintain public cleanliness. Support provided to schools for hygiene and menstrual health management.

Project Objective: Promote menstrual control and choice among 4,000 women and girls in Khaptad Chhedaha and Khaptad Channa Rural Municipalities.

Outputs:

1. Empower 4,000 women and girls to make informed menstrual health choices in supportive environments.
2. Raise awareness about Chhaupadi's impact in 36 villages, engaging religious leaders, traditional healers, and mothers-in-law to promote healthy menstrual practices.

3. Collaborate with local authorities and health services to uphold women's right to healthy menstruation and sexual and reproductive health (SRH) while respecting community values.

Alignment with SDG Targets:

- **SDG 3 (Good Health and Well-being):** The project aims to improve women's and girls' reproductive health and well-being by ending harmful practices and promoting safe menstruation.
- **SDG 5 (Gender Equality):** Empowering women and girls to make informed choices and raising awareness about the negative impact of Chhaupadi contributes to gender equality.
- **SDG 6 (Clean Water and Sanitation):** Activities related to hygiene, sanitation, and cleanliness align with this goal.
- **SDG 17 (Partnerships for the Goals):** Collaborating with local authorities, health services, and communities demonstrates a commitment to partnership and achieving common goals.

The "Dignity for Women" project strives to enhance the well-being, dignity, and gender equality of women and girls in western Nepal, aligning with multiple SDGs to create a positive impact in the community.

4. Project: Learning Champions Despite Pandemic: Strong Girls II: Palpa and Rupandehi

Project Description: 6678, Nepal, Karuna Deutschland e.V.

Summary: The "Learning Champions Despite Pandemic: Strong Girls II" project, supported by Karuna Deutschland/BMZ, strives to provide inclusive quality education to all children in public schools from Dalit and marginalized communities in Rambha and Kanchan. The project targets 56 schools in both Rural Municipalities and aims to empower 600 mothers from these communities through women's groups. Key objectives include re-enrolling dropped-out girls in schools, ensuring their livelihoods, and promoting access to quality education.

Project Outcomes:

Outcome: At least 8,047 children and youth from Dalit and marginalized communities in Palpa and Rupandehi receive quality education, improving their economic situation.

Outputs:

1. Disadvantaged groups benefit from a well-equipped and efficient school system, ensuring children's participation and high-quality teaching.
2. Dalit families are committed to their daughters' schooling and can enhance household income, enabling their daughters to stay in school through economic activities.
3. Local actors, including teachers, parents, school committees, and village communities, advocate for quality education and the right to live free from violence and discrimination for all girls.
4. Seven DC Learning Centre and seven Learning Hubs provide support to 1,450 disadvantaged girls and young people, including 150 dropouts, promoting their confidence and active participation in school life.

Alignment with SDG Targets:

- **SDG 4 (Quality Education):** The project contributes to quality education by ensuring children from marginalized communities have access to education and well-equipped schools.
- **SDG 5 (Gender Equality):** Empowering girls and promoting their education aligns with gender equality objectives.
- **SDG 1 (No Poverty):** Enhancing economic opportunities for marginalized communities improves their economic situation.
- **SDG 10 (Reduced Inequalities):** The project addresses inequalities by targeting Dalit and marginalized communities, ensuring they have access to quality education.

The "Learning Champions Despite Pandemic: Strong Girls II" project advances several SDG targets, promoting education, gender equality, poverty reduction, and reduced inequalities among marginalized communities in Nepal.

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

Project Location: Solukhumbu, Khotang, Okhaldhunga, Sindhuli, Rupandehi, Kapilvastu, Bajhang
Project Duration: 1st July,2021 to 30th June,2023

Summary of Project Progress: The "Promoting Stability in Education (PSE)" project, implemented by REED Nepal, has made significant strides across its key outcomes to ensure inclusive and resilient education in seven districts of Nepal despite global pandemic via following outcomes:

Outcome 1: Continuity of Inclusive Education for Children in 7 Districts Outcome 1 focused on ensuring uninterrupted inclusive education for children in 16 local government units across seven districts. The project adopted a comprehensive approach involving tailored learning materials, radio lessons, technology support, remedial teaching, and advocacy initiatives to address pandemic challenges and create a conducive learning environment for all children.

Outcome 2: Strengthened School Resiliency in Emergencies Outcome 2 concentrated on enhancing school resiliency in emergencies. It encompassed coordination, contingency planning, stakeholder capacity building, learning material development, IEC materials, and support for COVID safety measures. These efforts aimed to bolster schools' ability to respond effectively to humanitarian crises.

Outcome 3: Strengthened Safeguarding/SGBV Response Mechanisms Outcome 3 emphasized strengthening safeguarding and response mechanisms through child club mobilization, SRH orientation, guideline development, and awareness campaigns. These initiatives aimed to enhance child safety, promote gender equality, and create an inclusive and protective school environment.

Coordination and Collaboration: The project prioritized coordination and collaboration with various stakeholders, incorporating engagement, communication, planning, monitoring, and support visits, data sharing, analysis, and advocacy. This comprehensive approach was tailored to different situations and built upon past successful initiatives.

Inclusion of Disabilities: The project employed various strategies to ensure the inclusion and participation of children with disabilities, making learning more equitable and accessible, even during the COVID-19 pandemic.

Sustainability: Sustainability efforts were evident in the project's lasting impact on education systems and local governance. By fostering preparedness, inclusivity, and advocacy, the project laid the foundation for lasting change and community resilience.

Project Risks and Challenges: Proactive risk mitigation measures were adopted to address issues such as limited resources, community engagement, changing contexts, logistics, safety, sustainability, data protection, access to technology, and evaluation.

Monitoring and Evaluation: The project established a feedback loop to engage consistently with the community, schools, and stakeholders, ensuring the project aligned with actual needs and priorities. Feedback informed strategies and activities for a more effective emergency education response.

Lessons Learned: Key lessons from the project highlighted adaptability, community engagement, and holistic approaches. These lessons stressed the need to address immediate educational challenges while considering the broader well-being of students, schools, and communities.

Alignment with SDG Targets:

- **SDG 4 (Quality Education):** The project aligns with SDG 4 by ensuring continuity of inclusive education and enhancing school resiliency, contributing to quality education in emergencies.
- **SDG 5 (Gender Equality):** Outcome 3's focus on gender equality and child safety promotes SDG 5's objectives.

- **SDG 10 (Reduced Inequalities):** The project's inclusive approach addresses inequalities, including those faced by children with disabilities.
- **SDG 16 (Peace, Justice, and Strong Institutions):** Strengthening safeguarding mechanisms aligns with SDG 16's goal of promoting peace and justice.

The "Promoting Stability in Education (PSE)" project contributes significantly to several SDG targets, fostering quality education, gender equality, reduced inequalities, and inclusive education in challenging contexts.

6. Project: Quick Impact Project in Nepal

Duration: November 16, 2020, to July 31, 2021 (8.5 Months).

Target Areas: Six Districts (Bajhang, Rupandehi, Sindhuli, Okhaldhunga, Taplejung, and Khotang).

Summary: The Quick Impact Project (QIP) in Nepal, implemented by REED Nepal, aimed to address the educational challenges exacerbated by COVID-19, especially for girls. The project's objective was to provide educational opportunities to girls during school closures and equip them with life skills to maintain their motivation for continued studies.

Challenges Addressed by QIP: Through gender-responsive radio educational programs and monitoring groups, girls' motivation to study had maintained, and dropout rates decreased. Raising awareness among stakeholders (parents, teachers, local government, classmates) about the challenges faced by girls during COVID-19 enabled girls to continue their education. Basically, the QIP addressed the five key challenges:

1. Declining motivation to study among girls.
2. Limited capacity of schools, particularly in rural areas, for online and distance education.
3. Insufficient support for gender and social inclusion in education.
4. Lack of awareness among families and schools about the challenges faced by girls during COVID-19.
5. Difficulties in effectively implementing distance learning programs under COVID-19.

Outputs of the QIP:

1. Gender-responsive academic radio education programs-maintained girls' motivation to continue their studies.
2. Gender-responsive life skills radio education programs enhanced understanding of the issues faced by girls and boys under COVID-19.
3. An essay contest on "My dream, my future" promoted students' motivation for their studies.

Lessons Learned:

1. Promoting distance education alongside online education is crucial, particularly in regions with a significant digital divide.
2. Supporting parents is essential to create a conducive learning environment for girls.
3. Developing supplementary materials and periodic follow-ups complement gender-responsive content in distance education.
4. High-risk girls can benefit from support provided by nearby volunteers.
5. Disseminating gender issues through media during emergencies helps protect girls.
6. Acquiring life skills effectively maintains motivation for studying.
7. Remote project management using social media and online tools is effective.

Alignment with SDG Targets:

- **SDG 4 (Quality Education):** The QIP aligns with SDG 4 by addressing the educational challenges heightened by COVID-19 and promoting continued education, particularly for girls.
- **SDG 5 (Gender Equality):** The project enhances gender equality in education by empowering girls and raising awareness about their challenges.
- **SDG 10 (Reduced Inequalities):** By focusing on gender-responsive education and support, the project contributes to reducing inequalities, especially in access to education.

- **SDG 3 (Good Health and Well-being):** The QIP indirectly supports well-being by addressing mental health challenges exacerbated by the pandemic.
- **SDG 17 (Partnerships for the Goals):** Collaborative efforts between stakeholders, including parents, teachers, local government, and media, contribute to achieving project objectives and SDGs.

The Quick Impact Project in Nepal demonstrated its alignment with several SDG targets, particularly those related to quality education, gender equality, reduced inequalities, and partnerships for sustainable development.