



# Newsletter

EDITION 18

1st July to 31st December 2019

## Message from Chief Executive Officer



I am pleased to share with you the 18th edition of REED's Newsletter for the period of July to December 2019. I would like

to share some success stories of children and schools that have been brought by REED Nepal's interventions, highlights of project achievements, update about projects and baseline surveys/studies, donor visits and projects' upcoming events in this newsletter.

I would also like to share that REED Nepal has completed 15 years in the field of education and community service for the wellbeing of children and community schools of rural Nepal through the holistic development approaches in quality education. So, we are grateful to our donors, partners, schools and government stakeholders for the trust, partnership and collaboration to achieve the goals and serve the vulnerable children and community people. We also would like to thank all our staff for joining us in the journey of REED Nepal's work to improve the lives of rural communities of Nepal.

We look forward to your continuous support and feedback so that together we can achieve more and reach higher for the sustained wellbeing of the children with the hope of a better future of rural Nepal.

*Thank you!*  
*Bhim Bahadur Bogati*  
*Chief Executive Officer*

*Peter Budd, Australian Ambassador to Nepal acknowledging REED Nepal for contributing to Building Nepal Back Better Project by constructing an earthquake resistant and disable friendly community hall at Garma Secondary School in Solukhumbu.*



*Peter Budd, Australian Ambassador to Nepal inaugurating the community Hall of Garma Secondary School in Solukhumbu.*



## Project Updates

### Teachers Training Quality Education (TTQE) Program, Solukhumbu

REED Nepal has been implementing Teachers Training Quality Education (TTQE) Program funded by the Australian Himalayan Foundation (AHF) and Development of Foreign Affairs and Trade (DFAT), Australia since 2005. The program aims to achieve quality and inclusive education of the children in 100 schools of lower Solukhumbu. The program

is guided by its four strategic objectives on the holistic development of Namuna (Model) schools, literacy improvement program, teachers training in English, Maths, and Science (EMS) subjects as well as scholarship support to disadvantaged children and children with disabilities.



### Major achievements of the program

- 85 representatives from local government and stakeholders of 7 rural municipalities and 1 municipality participated in annual program and budget sharing meetings conducted by REED Nepal.
- 8 teachers of 4 Namuna schools participated in Library Management Training.
- 82 teachers and 19 ECED teachers received training on EMS pedagogy and ECED management respectively.
- 10 SMC members and 11 head teachers of 11 Namuna schools participated in leadership training.
- 73 SMCs/PTAs participated in Gender Equality and Social Inclusion (GESI) training.
- 177 students and child club members of 11 NS received an orientation on child rights and protection.
- 153 parents of ECED centres of 11 Namuna schools participated in the orientation about the importance of ECED, nutrition, and hygiene.
- 215 ECED children of 11 Namuna schools are enjoying in the learning environment where REED has supported to set up ECED rooms along with educational materials.
- 487 students, parents, and teachers of 4 Namuna schools took part in WASH orientation.
- 1750 students of 11 Namuna schools are benefited from REED's support to the schools on minimum sanitation kits and hygiene facilities.
- 860 students of 14 schools received literacy materials and practice books.
- 153 children from 5 schools are benefited from the school feeding program.
- 5 girl children have received full scholarship support to study agriculture subject.
- 374 scholarship children of very disadvantaged and poor socio-economic backgrounds received stationery materials and hygiene kits.
- 80 schools have received support from REED Nepal on classroom management and sitting arrangement, development of teaching-learning materials, books management and ECED set up.

### The scholarship program is making a difference in the education of a student

A 14 years old young boy named; Umesh Khatri lives in a remote village of Thulung Dudhkoshi rural municipality with his parents and a younger sister. His parents' occupation is agriculture. They have very low socio-economic status and their income source is agricultural which is not sufficient for them in a year to survive. Their parents' condition was so worsened and they were not able to buy school supplies for him to study and attend the school regularly. REED Nepal started enrolling him in its regular scholarship program when he was in grade six. Since then REED Nepal has been supporting him with the scholarship provision in cash and kind (school's supplies). Now, he is studying in grade eight and attend the school on a regular basis.



Umesh wants to share his feelings "I used to feel very difficult to concentrate on study and activities in the school due to my family's situation."

He further adds "After receiving the scholarship support from REED Nepal, I feel like sunshine arose in my life after the gloomy clouds of scarcity; thereby providing me self-esteem. REED Nepal's scholarship has been a great support to me because my family is able to buy school materials required for my studies. Besides, I along with my parents are receiving educational counseling and REED Nepal has also helped built a good relationship between my parents and teachers. Now, my parents visit my school frequently to know about my studies and progress. After REED Nepal's support, I have been continuously securing the first position in the class. So, I am very much grateful to REED Nepal and hope for continuous support in the future as well."

## Scholarship support helped to shape a student's career

Father of Dilli Kumar Limbu, Buddhi Bahadur Limbu says "I am very much grateful to REED Nepal for providing scholarship and monitoring support to my son [Dilli] for his higher education in the technical subject in CMA (Community Medicine Assistant) in a technical college. Due to the financial condition of our family, I was unable to enroll him in the college and pay the fees. But, my son's dream of studying the technical subject was fulfilled because REED Nepal extended supporting hands to him."



Dilli Kumar along with his parents and siblings live in a remote village of Taplejung district. He completed his secondary education at a school in his own village. After graduating from school, he was not sure about his further studies as his father was the only one earning person in the family with a very low source of income. His parents could only afford their children's education up to secondary school because they had the responsibility of feeding their children and fulfill basic needs for survival. Dilli even had to do lots of struggle while studying in the school, i. e supporting his mother in household chores and father to carry goods. He was a good and hardworking student in the school. REED Nepal provided scholarships to him for 2 years to complete his education in CMA. REED Nepal has been a great support system for his transformation since his school days. As an impact of REED Nepal in his life, he has got a government job in the health post of his village to serve the underprivileged people and community people. REED Nepal has still been supporting the same school from where Dilli graduated. Dilli remembers those days and says "I found the positive changes in my school due to REED Nepal's support in developing teaching-learning materials and the child-friendly sitting environment in school. After REED teachers' training, our teachers started developing teaching-learning materials. We got the opportunity to learn in a child-friendly environment where we had print-rich classrooms, students used to bring nutritious local food for lunch, school management and parents used to come and monitor the school. In addition, we used to feel very safe in the school and teachers did not use corporal punishment. I had also received the scholarship support from REED to make my dream come true to study technical subject. He further adds "REED Nepal has helped to open up the doors of opportunity for my career. So, I am very happy and thankful to REED Nepal."

## Teachers Training Quality Education Program, Taplejung

REED Nepal's TTQE Program is funded by Himalayan Trust UK (HT-UK) with the aim of achieving inclusive quality education for the children in 35 schools of Taplejung district. The program has five major objectives on improving learning outcomes of students and

teaching efficiency of teachers, strengthening effective governance systems in schools, creating a child-friendly school environment and supporting children in their career goals through scholarship programs on higher education.



### Major achievements of the program

- 9 teachers of 2 schools were trained on library management and operating it in their respective schools.
- 65 teachers of 9 schools participated in 10 days of basic pedagogical training to improve teaching-learning and classroom management.
- 150 students from 18 Eco clubs enhanced their capacities in leadership, extra-curricular activities and raising awareness.
- 907 students of 9 schools received school supplies such as stationeries and playing materials.
- 14 students received a scholarship for higher education in different fields of study.
- 27 schools received support from REED in classroom management and development of teaching-learning materials.

### Major accomplishments of Transforming Children into Champion (TraC) Project, Kavre

REED Nepal in collaboration with Grande Social Foundation (GSF) has been carrying out TraC Project in the 6 schools of Kavre district. The main objectives of the project are: to improve the governance and management system of SMCs, enhance the knowledge and skills of head teachers, capacitate to 62 teachers in EMS teaching and mitigate the gap between theories and practices via 2 times in-school support.



### Major accomplishments of Upper Dolpa Project

REED Nepal has been implementing Upper Dolpo Project in the collaboration with different program partners: Altitude Project, Amici Del Dolpo, Friends De Nepal, Tripod of Koma Schulverein, Lo- Manthang, Revival of Vijer, Himalaya Currents, Taprizia Verein and Action Dolpo to implement the TTQE program in 14 schools of upper Dolpa region. It aims to achieve inclusive quality education

for all the children of the region by creating a child-friendly and safe learning environment in the schools. REED Nepal has cooperated with the schools through in-school support programs and provided technical guidance and knowledge, demonstrated model classroom teaching, and monitored the progress of school construction at Namdo Basic School in upper Dolpa.

## A School has progressing to become a Model School

Since REED Nepal has started implementing Strong Girls Project in Rupandehi district, visible changes in classroom management, teaching-learning materials and methods

governments to get the funds in improving the school's physical facilities and the teaching-learning environment. The school has become a model school for other schools.



as well as a library set up are noticed in Mayadevi Janajagriti Basic School. Classrooms are child-friendly and print-rich. Teaching-learning materials are developed by teachers and students. Besides, the capacity building of teachers has been improved and a child-friendly approach in teaching-learning is applied in classroom teaching. Students are more confident to interact with teachers and participate in a group and project work. They keep records of activities carried out in the classroom on a daily basis. They have book corners at the corner of the classroom and enjoy reading books. Parent's monitoring has been increased and the school management committee has become more responsible and accountable towards children and school. REED Nepal has facilitated the school coordinating with other agencies and local

*Sudip Giri, Section officer of Education Development and Coordination Committee (EDCU), Rupandehi says "I am happy to see this school is progressing rapidly in recent years. This school has been a model school for other schools nearby." The head teacher of the school says "Our school is famous in the community as a school with strong school management and governance system, cooperative and trained teachers, colorful classroom environment and active students and parents. Previously, the school was given less attention even by local government and stakeholders. Now, our school is in everyone's eye for the visit to learn from us. It is because of the commitment and dedication of SMC/PTA and teachers, support of parents and REED Nepal. So, I am very much grateful to REED Nepal and all the stakeholders who have been supporting our school."*

### Major accomplishments of the Learning Environment Improvement Project (LEIP) Project, Bhajhang



REED Nepal has been partnering with Talkot rural municipality of Bajhang district to implement the LEIP Project in 30 schools. SMC/PTA members of 28 schools were facilitated to improve the school management and monitoring system. Students of 5 schools participated in calligraphy training. The schools received

the support on office data management and enhancing governance system. Similarly, 183 teachers received the 7 days child-friendly learning environment development workshop along with 1 day HT's teachers' meeting recently.

## Strong Girls Project in Kapilbastu, Rupandehi, and Palpa

*REED Nepal is one of the consortium partners to implement Strong Girls Project in 15 schools of three districts of Nepal funded by Karuna Trust, Germany. The goal of the project is to provide access to inclusive, high-quality education and an opportunity to complete primary education to girls from Dalit and marginalized castes. The project has four outcomes on improving the participation and education of girls as well as house income of the families through economic activities and strengthening local stakeholders to support the right and access to education of girls and Dalit children.*



### Major Achievements of the program

- 15 head teachers and 2 lead teachers were trained in management and leadership training. They were also taking part in Teacher Learning Circle (TLC) to support design education materials and decorate classrooms.
- 108 SMC/PTA members participated in management and governance training. They were also oriented about government policy and provision, roles and responsibilities of SMC/PTA and community engagement.
- 148 reference books, curriculums, and teacher guides were provided to 15 schools to improve the teaching-learning process and reading habits of students.
- 13 child clubs organized children day by conducting different activities such as rally and quiz competition to spread awareness and reduce child marriage.
- Logbooks were provided to 15 schools to keep the records of activities conducted in the classrooms.
- Book corners have been set up in lower grades of 14 schools to develop reading habits and culture of children from early years.
- REED Nepal developed a package for Girls Power Program (GPP) develop the self-esteem of girls, prepare wall magazines, aware child rights, and protection as well as sexual and reproductive health.
- The schools have maintained a community scorecard to provide feedback and suggestion on children's education and school environment.

## Simple School Project, Okhaldhunga

REED Nepal has done the partnership with Stuart Rotary Club of Alice Springs, District 9500 Australia, Rotary International and Madhyapur Thimi Rotary Club, Bhaktapur to implement Simple School Project in 9 schools of Okhaldhunga district. The project is intended to build the capacity of teachers on enhancing the child-friendly learning environment, development of teaching-learning resources, enhancing parental engagement, enabling ECED teachers in play-based curriculum, providing the learning resources to all schools, consolidating the trainees' skills via refresher workshops, providing school-based

mentoring and building the child-safe school construction.



### Major achievements of the Program:

- 67 teachers of 9 schools were trained in 10 days curriculum-based learning resource development training and equipped them with different child-friendly pedagogies and skills.
- 12 ECED teachers of 9 schools enhanced their capacities on ECED classroom management and age-appropriate learning environment development skills.
- 73 teachers were participated in 3 days of refresher training to mitigate the gap between theory and practice.
- A meeting for head teachers of 9 schools was conducted to discuss their responsibilities and enhance the accountability towards schools and parents.
- 368 parents were oriented on creating a child-friendly environment at homes and schools, the roles of parents on children's education and ways of school monitoring.
- Learning materials were supported to enhance the print-rich learning environment in the classrooms of 9 schools.
- The partnership was done with the school management of Bhumesthan Basic School for school and toilet construction, and training was provided to local people to enable them in construction-related activities.

## Cambridge Hong Kong Operation for International Children's Education (CHOICE), Sindhuli



To achieve the inclusive quality education for all children of 3 schools, REED Nepal has been partnering with Cambridge Hong Kong Operation for International Children's Education (CHOICE) to implement TTQE program in 3 schools of Kamalamai municipality of Sindhuli district. The program has four objectives; improve the pedagogical capacity of teachers, develop the reading habits of children, enhance the greenery child-friendly school environment and consolidate the teaching-learning experiences of teachers via in-school support initiatives.

### Major achievements of the CHOICE Program:

- 42 teachers were trained to enhance their knowledge and skills in developing learning resources/materials and consolidating teaching-learning strategies based on curricular objectives of basic level by adopting ICT as well as exploring locally available materials.
- 10 teachers were trained on library management and operation, book registration and functionalization of the classroom and school's library.
- 150 plants were planted in the premises of 3 schools each to develop a green school environment. In the schools, the activities were carried out to reduce waste and trash, aware of product consumption, recycling tips, pollution and its effects on the environment and plenty of project works were done with students.
- Learning resources and books were supported to 3 schools to strengthen their knowledge and skills along with enhancing reading habits in schools and homes.
- REED Nepal supported 3 schools technically and clinically to transform the teaching-learning process, classroom management and materials development to fulfill the curricular objectives.

## Teachers Training enhanced my teaching confidence.

*Sarmila, a teacher from Patle Secondary School, Okhaldhunga says:*



"When I participated in 10 days of training, I surprised with joy because it was totally practical and skill-focused. Brain Gym was one of the most important skills that helped me to keep my mind at peace and my body felt energetic. From training, I learned how to make teaching materials and use them, how to manage the classroom and make it more productive. Along with that, we were also given and shown examples of what the school should be and might be. When we followed the techniques and materials, we saw significant changes in the behavior as well as the performance of the students. Not only that, the students were attending regularly, paying attention to the subjects more and were heading to school earlier for the Brain Gym. There was also more connection between the students and they no longer hesitated to ask questions to each other and with the teacher because our previous teaching methods were giving the impression that I was dealing with the students in a different way. I would like to thank REED Nepal and its hardworking team from the bottom of my heart for developing such a program and lending a hand to teachers such as myself to enhance the future of our students. And, I hope that REED Nepal continues its astounding and effectual training and programs in the future as well."

## Other initiatives by REED-Nepal



- REED Nepal displayed the organization's information and highlights at the stall of Social Welfare Council on 23 September 2019.
- REED Nepal has started the practice of nominating ambassadors (education experts and ex-staff) to those who are committed to contributing to the organization voluntarily.
- REED Nepal has provided the opportunity for 13 national and international interns and volunteers to learn about community work and contribute to the organization.

## Everest Youth Climate Initiative (EYCI) in Solukhumbu

REED Nepal has started the partnership with AHF to implement EYCI project from 2019 with the aim of contributing to protect the fragile mountain ecosystem of Khumbu Pasang Lhamu rural municipality and reduce

the vulnerability of the local people to climate change. It partners with schools and eco clubs, rural municipality and community user groups to help sustain local initiatives taken from them on environmental conservation.

### Major achievements of the program

- 3 new eco clubs are formed in schools of Kharikhola.
- 10 vulnerable families are identified for livelihood support.
- Social media training provided to 10 members of the Evergreen Eco-club.
- 30 representatives of local government and stakeholders were present in the project sharing meeting.

### A School's Eco Club is raising awareness on environment conservation and climate change



The Eco club of Mahendrajyoti Secondary School located in Khumbu Pasanglhamu rural municipality has initiated a lot of work on environmental conservation and awareness-raising in the school. REED Nepal has supported the school for eco club reformation process, developing a plan of action, identifying and managing local resources to maintain school sanitation, green school environment i.e tree plantation and its conservation as well as spread awareness on environment conservation and its impacts to climate change. Recently, REED Nepal has provided training to the focal teacher and members of eco-club about the use of social media in sharing and dissemination knowledge and best practices

### Construction Updates

- 3 classrooms along with gender-friendly toilet construction have been handed over to local stakeholders of Bhumesthan Basic School of Okhaldhunga recently which was supported by Rotary International, Rotary Club of Stuart, MRC and local community members.
- 90% of school construction with 14 classrooms of Shree Laxmi Secondary School in Mamankhe, Taplejung has been completed which is being supported by HT, UK.



## Baseline Survey/Evaluation Updates

Baseline studies were carried out in 4 Namuna Schools of Solukhumbu, 6 schools of Dhading and 30 schools of Bajhang with the support of AHF, NAFA (Nepal Australia Friendship Association) and Talkot rural municipality respectively to assess the existing situation of schools and set up the baseline value for impact monitoring and evaluation in future. Likewise, a baseline survey of the EYCI project was conducted with the members of Eco clubs, teachers and community user groups. A rapid assessment was also accomplished in 2 wards of Bajhang and Bajura district to study and evaluate the current practice of Chaupadi and its awareness level (*A tradition that bans females to enter home during menstruation*) in the households and schools. Likewise, an assessment of Early Grade Reading Program assessment has been carried out in 7 model schools of Solukhumbu.



### An update about the partnership with local government

REED has done the agreements with Mahakulung rural municipality for the amount of Nepali Rupees; 17,00,000 to carry out EMS training, hold head teacher's meeting and community orientation as well as support ECED and teaching-learning materials in 20 schools.

### Parents Engagement in School Monitoring through Community Score Card

Parents have started using community score card (CSC) to practice an effective monitoring system in 15 school of strong Girls Project with the support of REED-Nepal. Parents monitor the school environment and classroom as well as express their views by putting different colours in the score card and interact with teachers.



## Donor visit Updates

- John Walton, Tim Kyes along with the Trustees of HT-UK visited 5 schools of Taplejung. They had interactions with teachers, students and parents on teaching learning and learning environment as well as observed the school's overall management and development.
- Sunrise Foundation Team from Melbourne, Australia visited 12 schools of Solukhumbu and had a meeting with SMCs/PTAs, teachers and students.
- Prof. Dr. Nichole Georgeou has visited REED Nepal to discuss the partnership progress between Western Sydney University and REED Nepal in December 2019.
- TTQEP advisor of AHF: Mark Morrissy has visited in REED office as well as Solukhumbu and provided 2 days workshop on child protection workshop.
- Sinora Tamang, Disability Inclusion Advisor of AHF visited Solukhumbu to provide the orientation on disability inclusion to REED staff and visited 2 schools to assess and observe the situation of disability inclusive physical facilities and teaching-learning practices in the schools.
- Amoghamati, Manager of Karuna Trust/ Chair of Karuna Deutschland visited the project areas. During her visit, she visited 4 schools and 2 women groups of Kapilbastu, Rupandehi and Palpa. She had a meeting with teachers, students, SMCs, members of women groups and the team of Tansen municipality of Palpa.
- 14 CHOICE volunteers visited 3 schools of Sindhuli to support the students and teachers in classroom pedagogies, extra-curricular activities and subject teaching planning.
- Fran, Peter, and Julie from Rotary International, Australia and the president of MRC along with other members visited Bhumesthan Basic School of Okhaldhunga and handed over the newly constructed school building to the local community.

## Human Resource Updates

*We would like to welcome the following members in REED family.*



**Dilli Prasad Dotel**  
Program Director



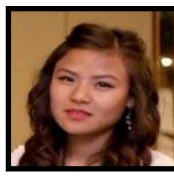
**Rishi kesh Acharya**  
Training cum ICT Specialist



**Min Prasad Rijal**  
Education Development Officer



**Tirtharaj Dhungana**  
Education Development Officer



**Sabina Thapa Magar**  
Administration & Finance Officer



**Ang Ngawang Sherpa**  
Community Mobilizer



**Samikshya Basnet**  
Community Mobilizer

## Upcoming Events:

### Solukhumbu

- English, Math's and Science Training
- Exposure visit to Model School
- Livelihood support/ goat farming
- Red Panda monitoring
- Coordination Meeting with HT and SMC member
- Community orientation and social audits
- Reading promotional activities

### Taplejung

- MSRP project and other additional construction
- Mother group formation and mobilization
- MGML training and In School Support
- CAS, Log book and diary supply
- Develop LEPP and follow up
- LAPP award distribution and support

### Strong Girl Project

- In-school support
  - 10 days training (subject wise)
  - Educational materials support in schools
- ### Projects from Dhading, Dolpa, LEIP, TraC, SSP, CHOICE from TRD:
- Basic training (10 days) in Dhading
  - 10 Days EMS training in Upper Dolpa
  - Follow up/monitoring
  - Logbook, Community Score Card and Teachers' diary supply in Bhjhang and Okhaldhunga,
  - 1 Day CPP in Bajhang and Okhaldhunga
  - Joint school monitoring with RM's representatives & school based training in Bajhang
  - Namdo School Construction in Upper Dolpa

## Thanks Note!!

We are proud of our donors: AHF/DFAT, Australia, HT-UK, GSF, BMZ/Karuna Trust, Stuart Rotary Club of Alice Springs, Australia, MRC, Bhaktapur, CHOICE Hong Kong, NAFA, Municipalities and Rural Municipalities of Nepal Government. You have made a real difference in the lives of the community where we serve the needy children of the very remote areas of mountainous and hilly districts of Nepal. Your continuous support has played a key role in our success to providing inclusive quality education and improving literacy. It would not be possible without your continuous support and commitment to funding. Your funding has made possible for us to continue our mission. We are inspired by your dedication and generosity. We are very much grateful to all our donors and funding partners.