

1. Project Information

Name of program	INTENT
Name of partner	Rural Education and Environment Development Center (REED) Nepal
Reporting period	January-June 2025 (Semi-Annual Report)
Location of implementation (districts)	Lalitpur
Date of reporting	2025-07-19

2. Project Aspects

1. Brief qualitative summary of accomplishment in the period	<p>1. Curriculum and Teachers' Guide Distribution and Orientation Planning</p> <p>Curriculum and teacher guides were distributed to all teachers, ensuring each received at least one copy. An orientation on their effective use is planned for upcoming subject-wise training (Activity:2.2.2) to enhance pedagogical practices. <i>(Activity 2.2.3. Need Assessment Based-Curriculum based teaching and learning materials support/ Activity 3.6.2. One teacher one curriculum implementations (Non-Budgetary Follow up))</i></p> <p>2. Completion of English Medium Instruction (EMI) Training</p> <p>EMI training was conducted for schools willing to initiate in English medium school environment. The training covered not only classroom delivery but also the use of English in school-wide activities and communication. <i>(Activity 2.2.4. Training on EMI (English Medium instruction) for selected schools (14 schools focus to grade 1-3).</i></p> <p>3. Ongoing School-Based Training and Support</p> <p>In-school professional support is ongoing, assisting teachers in implementing learnings from recent training sessions through direct mentorship and guidance. <i>(Activity 2.3.2. School Based Training/ Activity 2.5.1. School Based Mentoring and follow up support (non-budgetary)</i></p> <p>4. Capacity Building Training Conducted for Local Resource Teachers (LRTs)</p>
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A two-day training focused on performance review, planning, and educational leadership was completed for LRTs to strengthen their roles and responsibilities. *(Activity 2.5.2. Local Resource Teachers (LRT) Capacity Development and Mobilization)*

5. Initiation of ICT Support Procedure with [EduTech](#)

A collaborative ICT lab implementation process has begun with EduTech Nepal. Local government co-investment has been ensured to promote sustainability and ownership *(Activity 2.7.2. Need Based ICT Lab/Equipment Support (In collaboration with Edu-tech Nepal)*

6. Orientation for School Management Committees and PTAs Completed

The School Management Committee (SMC) and Parents Teachers Association (PTA) members were oriented on national education policies, curriculum frameworks, model school planning, GESI, safeguarding, and school vision development and SIP development and implementation. *(Activity 3.1.1. GESI, Child safeguarding and Inclusive SIP development workshop for school leaders (SMC, PTA, HT)*

7. Model School Development Initiated at Kalidevi SS, Bagmati-03, Malta

Kalidevi Secondary School has been selected for planning as a model school. To initiate the process, several foundational activities have already begun, including the mobilization of students and teachers, implementation of waste management practices, establishment of laboratory facilities, integration of GESI (Gender Equality and Social Inclusion) principles active engagement with key stakeholders, distribution and implementations of Instructional planning booklets. *(Activity 3.1.4. Develop a model Pedagogy to exhibit as a role model of the Municipality)*

8. Child Club Mobilization with Annual Planning and Talent Hunt

Child clubs in all schools have been revitalized for the new academic year, with support for activity planning and talent exploration and extra-curricular events. *(Activity 3.2.2. Child Club Mobilization Support with Annual Action Plan support and Talent Hunt)*

9. Parental Monitoring System Institutionalized

The parental monitoring system using scorecards and SMS notifications has been sustained across all schools, enhancing accountability and engagement. *(Activity 4.2.1: Parental Monitoring with Score Cards and School Engagement (Regular))*

10. Development of Local Education Strategic Plan (LESP)

LESP data has been compiled, and the process of setting 5 and 10-year education targets is underway for effective local-level planning. *(Activity 5.3.2. Development and implementation of Local Level Periodic Education Plan (LESP) of 10 years (1 day review workshop))*

11. Endorsement of Local Curriculum (Grades 1–8)

A localized curriculum addressing cultural and contextual knowledge has been endorsed and adopted for Grades 1 to 8. *(Activity 5.3.3. Support to Develop the Local Curriculum)*

12. Media Advocacy and Documentation of Project Impact

Documentary videos showcasing project achievements in Year 1 and Year 2 are under development to support local and national-level advocacy. *(Activity 5.4.2. Media Advocacy at local and national levels.)*

16. Staff Participation in Capacity Building Activities

Project staff have actively participated in various capacity development initiatives, contributing to enhanced implementation and coordination at all levels. *(Activity 5.4.2. Media Advocacy at local and national levels.)*

12. STEMNS Training

The subject wise curriculum training is planned to conduct in the month of July where all the schoolteachers are supposed to participant to enhance their pedagogical skills. *(Activity 2.2.2. Teachers training on STEMN (Science, Technology, English, Mathematics, Nepali)*

13. Participation of Project Staffs in Capacity Building Activities

Project staff, including the Project Coordinator and Training Officers, have actively participated in various capacity development initiatives aimed at

	enhancing their professional competencies and improving the overall effectiveness of project implementation.
2. Major activities/outputs accomplished in the quarter different from the information provided in the output/indicator report	<p>1. Curriculum and Teachers' Guide Distribution and Orientation Planning (<i>Activity 2.2.3, Complementary activity 3.6.2</i>)</p> <p>The Government of Nepal has categorized basic education (Grades 1-8) into three distinct levels: Level 1 (Grades 1-3), Level 2 (Grades 4-5), and Level 3 (Grades 6-8). In alignment with this structure, curriculum documents and corresponding teachers' guides were distributed to all basic level teachers, ensuring that each received at least one complete set. The distribution was completed in May 2025, benefiting a total of 121 teachers (65 male and 56 female) from 24 schools, excluding one school that offers only ECED.</p> <p>The primary objective of this support initiative is to progressively shift teachers away from textbook dependency and encourage the use of curriculum documents as the foundation for planning and instruction. This transition promotes a focus on clearly defined learning outcomes and competencies, as outlined in the national curriculum, while promoting the application of effective pedagogical practices. Furthermore, this initiative aims to strengthen teachers' capacity in implementing standard evaluation methods and providing targeted support to students demonstrating low performance.</p> <p>The teacher guides serve as practical tools, offering structured guidance for delivering each learning outcome effectively and aligning classroom instruction with the school's annual plan. To maximize the impact of this resource, a subject-wise orientation on the effective use of the curriculum and teachers' guides is planned in the upcoming training session (Activity 2.2.2), aimed at further enhancing teachers' instructional skills.</p> <p>2. Completion of English Medium Instruction (EMI) Training (<i>Activity 2.2.4</i>)</p> <p>A five-day English Medium Instruction (EMI) training was held at Kalidevi Secondary School, Bagmati-2, Malta, from May 3 to 7, 2025. A total of 25 teachers (14 male and 11 female) from 10 schools trained on EMI. Although</p>

initially planned for 14 schools, the number was reduced due to teacher transfers and a lack of sufficient manpower to begin EMI, as discussed with the local government.

The training aimed to equip teachers, particularly those teaching Grade 1, with the skills to deliver subject content in English and create an English-speaking environment across the school. Following the training, all participating schools-initiated EMI from Grade 1, with plans to scale upward gradually as part of a long-term vertical learning strategy. Kalidevi Secondary School, selected as a model school by REED Nepal, began EMI in both Grades 1 and 2 this academic year, supported by adequate staffing.

Facilitation was provided by REED Nepal trainers: Mr. Min Prasad Rijal (English), Mr. Rajendra Pant (Science), and Mr. Rishi Kesh Acharya (Mathematics, ICT). While the training laid a strong foundation, continued school-level support and mentoring remain critical, as many teachers lack an English language background. For detailed data, [[Click Here](#)].

3. Ongoing School-Based Training and Support (*Activity 2.3.2, Complementary activity 2.5.1*)

Continuous school-level support has been providing to six schools as part of REED Nepal's In-School Support initiative, aimed at reinforcing capacity-building efforts. Over multiple days, direct mentorship and guidance were offered to 53 teachers (31 male and 22 female), with a particular focus on Kalidevi Secondary School, REED Nepal's designated model school, alongside others.

The support aimed to help teachers apply learnings from recent training sessions, improve classroom instruction, conduct effective morning assemblies, and strengthen coordination among school stakeholders.

For detailed data, [[Click Here](#)].

4. Capacity Building Training Conducted for Local Resource Teachers (LRTs) (*Activity 2.5.2*)

A two-day training for Local Resource Teachers (LRTs) was conducted from May 3 to 4, 2025, with a focus on performance review, action planning, and educational leadership. A total of 8 LRTs (4 male and 4 female) participated

in the training. During the training, participants reflected on their support to feeder schools over the past year, discussed key feedback, and developed action plans for the upcoming period, including formalizing their roles through official contracts with REED Nepal. The session was facilitated by Mr. Rajendra Pant, Senior Trainer at REED Nepal.

For more detail please click [here](#).

5. Initiation of ICT Support Procedure with EduTech *(Activity 2.7.2.)*

A collaborative ICT lab implementation initiative has been launched in partnership with [EduTech](#) Nepal, with co-investment from the local government to ensure sustainability and local ownership under the Need-Based ICT Lab/Equipment Support activity. An initial meeting with EduTech Nepal was held on March 10, 2025, and a formal agreement is currently in progress. A joint school assessment by REED Nepal and EduTech Nepal is scheduled to take place shortly.

While the original target was to support three schools, budget constraints led to a revised plan: two schools (Janajagriti Secondary School and Satkanya Basic School) will receive fully equipped ICT labs in 2025, and three additional schools will be supported in 2026 based on need. Implementation is planned for the second half of Year 3 and the first half of Year 4.

6. Orientation for School Management Committees and Parents Teachers Association (PTA) Completed *(Activity 3.1.1)*

SMC and PTA members from 20 out of 25 schools were oriented on national education policies, curriculum frameworks, model school planning, GESI, safeguarding, school vision development, and School Improvement Plan (SIP) formulation. Each school was expected to send 10 participants, 7 (or all) from the SMC including the head teacher, 2 from the PTA, and 1 child club representative from senior schools.

The sessions involved school-level self-assessments and collaborative planning to address identified gaps in delivering quality education. Each school has developed a one-year action plan as an official commitment to improving the quality of education. A total of 190 participants (109 male and 81 female) took part in the program, which is scheduled to be completed

across all remaining schools by July 2025. For the participants data [click here](#).

7. Model School Development Initiated at Kalidevi SS, Bagmati-02, Malta (Activity 3.1.4)

Kalidevi Secondary School, Bagmati-2, Malta, has been selected as the model school under the INTENT project, supported by REED Nepal. The selection followed an extensive assessment and consultation process with stakeholders, considering both budget constraints and the school's strategic potential to maximize the project's impact.

The initiative officially began on May 2025, and the school is set to receive continuous support throughout the five-year project period to ensure sustainable improvements in quality education. Priority areas in the first year include ECED enhancement, student and teacher mobilization, planned instructional practices, waste management, the establishment of science and mathematics labs, GESI integration, and active stakeholder engagement.

Key supports already provided include home assignment diaries, child-friendly furniture maintenance, teacher lesson plan books, dustbins, learning corners in ECED, audio learning environments for lower grades (1-4), teacher attendance boards, greenery promotion, and a sanitary pad disposal machine. Intensive and ongoing support from the field staffs is planned to further strengthen the school's transformation into a model learning environment.

8. Child Club Mobilization with Annual Planning and Talent Hunt (Activity 3.2.2)

Child clubs, in all 25 schools reformed for the new academic year (Nepal Academic Session 2082, starting April 2025), each comprising at least nine members with inclusive representation, have been reformed As senior students graduate, and new students enrol, schools have updated their child clubs accordingly. Upon confirmation of these updates, REED Nepal has extended support based on this prerequisite. ([Click here](#) for details).

Each school has submitted a child club action plan, which must include a minimum of six extracurricular activities supported by REED Nepal. The

action plan is officially signed by the child club leader, head teacher, and mentor teacher. Schools are also required to prepare and submit meeting minutes and activity reports following the completion of each planned event.

9. Parental Monitoring System Institutionalized *(Activity 4.2.1)*

The parental monitoring system, which uses scorecards and SMS notifications, continues to be implemented across all schools, promoting greater accountability and community engagement. Parents evaluate schools based on four key criteria: (1) responsiveness of the headteacher and teachers during visits, (2) overall school cleanliness, (3) whether all classes are being conducted, and (4) the quality of classroom management and learning environment.

Each school is provided with green, yellow, and red stickers to visually indicate performance levels in each category. One day prior to their scheduled visit, parents receive a scorecard outlining the specific areas they are expected to assess.

10. Development of Local Education Sector Plan (LESP) *(Activity 5.3.2)*

Development LESP (Local Education Sector Plan) is in progress. Data has been collected and compiled. The process of setting Five and 10-year educational targets is currently underway to support effective local-level planning. ([Click here](#) for data visualization.) Following stakeholder discussions, specific targets will be finalized, accompanied by detailed planning and budgeting. An education expert will lead the compilation of the final LESP document, ensuring it includes all essential components for comprehensive and actionable implementation.

11. Endorsement of Local Curriculum (Grades 1–8) *(Activity 5.3.3)*

A localized curriculum addressing cultural and contextual knowledge for Grades 1 to 8 has been officially endorsed and implemented in Bagmati Rural Municipality. This curriculum aims to enhance students' understanding of local history and culture, traditional arts and crafts, local geography and environment, local social and economic issues, and local languages and dialects. By making education more relevant and meaningful, the curriculum promotes social diversity and inclusion, preserves and

promotes local knowledge and culture, and empowers local communities. Although the draft was prepared four years ago, it had not been finalized until this year. With the active support of REED Nepal, the curriculum has now been finalized, printed, and distributed to all 45 schools in the municipality for use in the current academic session. Following its implementation, the local government has now expressed the need for corresponding textbooks and learning materials based on the localized curriculum, to ensure effective delivery and alignment with classroom teaching.

12. Media Advocacy and Documentation of Project Impact *(Activity 5.4.2)*

Documentary videos ([Click Here](#)) showcasing project achievements in Year 1 and Year 2 are under development to support local and national-level advocacy. Development of a documentary highlighting the activities and impacts of the INTENT project so far is underway. The documentary, being created by an experienced resource person, is planned to use in various meetings and presentations to showcase the project's achievements and initiatives. [Click here](#) to see the documentary in Nepali.

13. Collaborative Activities with Local Government (Joint Effort with REED Nepal):

- The local curriculum has been endorsed and funded by the local government, allowing the allocation of budget for textbook development and printing in collaboration with REED Nepal.
- Orientation on remedial teaching practices was organized by Local government and facilitated by REED Nepal's field staff.
- Ward-level extracurricular activities have been initiated in Ward No. 5 (INTENT) and Ward No. 7 (Non-INTENT) funded by local government.
- Training on the integrated curriculum was conducted, facilitated by REED Nepal staff, and the continuous assessment system has been implemented in Grades 1 to 3 across all schools. *(Activity 2.2.1)*

3. Budget Explanations - Explanations and justification for any outputs that have shown over/underspending	Finance report was shared separately.
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Reflections

1. Cooperation and complementarity among partners- common activities conducted, partnership in the consortium etc.	Consortium Meeting conducted at ECEC A consortium meeting among all ECEC partners was held on 2025-03-30 at ECEC. The event featured valuable learning-sharing sessions, including a PMEL (Planning, Monitoring, Evaluation, and Learning) session led by Linda from the funding partner, Woord en Daad.
2. What were the main positive points in the execution of the program? Which factors can explain these positive points?	Improved School Level Examination (SEE) Results in Bagmati Rural Municipality The School Level Examination results in Bagmati Rural Municipality have shown a significant improvement compared to the previous year. This year, 71% of students passed the examination, a remarkable increase from just over 28% in the previous year.
3. Were there any bottlenecks in the implementation? What did cause these bottlenecks? How were they solved? Can they be avoided in the future and how? Do you need any support from WD for this (if yes, please, specify)?	The implementation of key activities under the INTENT project in Bagmati Rural Municipality was significantly disrupted due to the nationwide teachers' protest in April 2025. As the strike coincided with the start of the new academic session, several planned interventions had to be postponed. These included Activity 2.2.2 (Teachers training on STEMN), Activity 2.4.1 (GESI and Safeguarding training for Gender Focal Teachers), Activity 2.6.1 (Education Policy Orientation for Teachers, Head Teachers, and SMCs), and Activity 3.1.2 (Capacity-building workshop on leadership and school

	governance for Head Teachers).Consequently, the semi-annual report submission was delayed, with the STEMN training now rescheduled for July.
Any other Remarks	

Same Snaps:



Figure 1: Students Campaigning in World Environment Day



Figure 2: Parents Visit and assess the school in score board



Figure 3: HT is describing in SMC/PTA orientation



Figure 4: Educational Leadership Training for LRTs



Figure 5: Feeder School Support by LRT



Figure 6: Teachers practicing the welcome gesture

22	परशुराम जयन्त १६ 29	२३ 06	३० 13	Tuesday
23	तृतीया १७ 30	दशमी २८ 07	द्वितीया ३१ 14	बुधबार Wednesday
24	चतुर्थी १८ May. 01	एकादशी २५ 08	विवाह मुहुत १,३,५,७,८,१६,१७,२२, २३,२८,३० र ३१ गते	बिहिबार Thursday
25	पञ्चमी १९ 02	द्वादशी २६ 09	व्रतबन्ध मुहुत ५,१५ र २४ गते	शुक्रबार Friday
26	षष्ठी २० 03	त्रयोदशी २७ 10		शनिबार Saturday

दैलो

REED Nepal का कार्यक्रमहरू (बडा नं. १, २, ३, ५)

वैशाख पहिलो हप्ता: आधारभूत तहका शिक्षकको लागि गणित, विज्ञान, नेपाली, अङ्ग्रेजी र सामाजिक विषयको ५ दिने तालिम, इच्छुक विद्यालय अङ्ग्रेजी माध्यमको शिक्षण (EMI) सम्बन्धी ५ दिने तालिम, स्थानीय श्रोत शिक्षकहरूलाई २ दिने शैक्षिक नेतृत्व सम्बन्धी तालिम, एक शिक्षक पाठ्यक्रम

जेठ दोस्रो हप्ता: प्रधानाध्यापकको लागि विद्यालय प्रशासन तथा शैक्षिक नेतृत्व सम्बन्धी ४ दिने तालिम, छनौट भएका विद्यालयहरूमा विषयगत सामग्री वितरण

वैशाख : बाँकी विद्यालयहरूमा वि.व्य.स.सि.अस.को २ दिने क्षमता अभिवृत्ति कार्यक्रम

वैशाख र जेठ: कक्षा ६ देखि ८ सम्मको उपचारात्मक शिक्षण कार्यक्रम (गणित र अङ्ग्रेजी)

वैशाख र जेठ: बाल क्लब पुनर्गठन र परिचालन (Talent Hunt Activity)

भाद्र: विद्यालय करेसावारी निर्माण

श्रावण: २ वटा विद्यालयहरूमा ICT Lab निर्माण

कर्तिक: ICDP स्याहारकर्ता बैठक

मङ्सिर: परियोजनाको जानकारी भावी योजना र पृष्ठपोषणको लागि पालिका परियोजना सल्लाहकार समितिको बैठक

चैत्र: कक्षाकोठा व्यवस्थापन सम्बन्धी १० दिने तालिम (बडा नं. ४, ६ र ७)

जेठ र असार: छनौट भएको एक नमुना विद्यालय विकास कार्यक्रम

निरन्तर: अभिभावक भ्रमण र अनुगमन, निरन्तर: रिड नेपाल विद्यालय अनुगमन र सहयोग कार्यक्रम

लयमा सहाभागिता, गुणस्तरीय शिक्षा प्राप्तिको सुनिश्चितता' -भर्ना अभियान-२०७८



बागमती गाउँपालिका

शिक्षा, युवा तथा खेलकुद

भटेडाँडा, ललितपुर

Figure 7: REED Nepal's Program Included in Bagmati RM Calendar

