



ANNUAL PROGRESS REPORT



FY 2025



SCHOOL EDUCATION AND ENVIRONMENT IMPROVEMENT PROJECT (SEEIP) – JUGAL

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ABBREVIATIONS

REED:	Rural Education and Environment Development Centre
LEU:	Local Education Unit
PTA:	Parents and Teachers Association
GoN:	Government of Nepal
PPT:	PowerPoint Presentation
TLM:	Teacher Learning Materials
CBO:	Community-Based Organizations
HT:	Head Teacher
SMC:	School Management Committee
EMS:	English, Math, Science
IEMIS:	Integrated Educational Management Information System
GOs:	Government Organization
I/NGOs:	International/National Non-Government Organization
BS:	Basic School
SEEIP:	School Education and Environment Improvement Project
SS:	Secondary School

Project Information

Project Goal	To contribute to resilient and inclusive quality education
Outcome#1	Improved the learning environment of schools, focusing on ECED to the basic level
Outcome#2	Built up the capacity of teachers for quality teaching and learning
Outcome#3	Improved the classrooms' learning environment at schools with furnishing and refurbishment
Outcome#4	Sensitized and empowered the school stakeholders (Parents, teachers, and students) about climate change education, and for engagement at school.
Programme cycle start date	January 15, 2025
Programme cycle end date	January 15, 2026

Improving Education in Jugal Municipality



Figure 1: Summary highlights in FY 2025

Project Overview (1-2 paragraphs)

The *School Education and Environment Improve Project (SEEIP)* is implemented in Jugal Rural Municipality, Bagmati Province, a remote and mountainous area with limited access to quality basic education and a literacy rate significantly below the national average. The project targets 12 public schools from ECED to Grade 8 in Ward Nos. 3, 5, and 7, where inadequate infrastructure, limited teaching and learning materials, and insufficient teacher capacity constrain learning conditions. The intervention focuses on improving the learning environment through teacher capacity development, classroom furnishing and refurbishment, parental and community engagement, and the integration of climate change education, in close coordination with the Rural Municipality and school authorities.

During the reporting period, the overall implementation context remained stable, allowing planned activities to proceed. Socio-economic pressure on households persisted due to limited livelihood opportunities and rising living costs, continuing to pose a risk of student absenteeism and dropout. Local government cooperation remained strong and supportive. No major security-related constraints were reported. Environmental hazards, particularly landslides and climate variability, continued to affect school monitoring and accessibility, underlining the relevance of the project's focus on safe, resilient, and environmentally aware learning environments.

Major project progress during the reporting period (one-page max)

During the reporting period, the School Education and Environment Improve Initiative Project (SEEIP) made satisfactory progress toward its objective of improving the learning environment in public schools from ECED to Grade 8 in Ward No. 3 and 5 of Jugal Rural Municipality. Implementation focused on capacity development, improvement of classroom environments, community engagement, and environmental awareness, in close coordination with the Rural Municipality and participating schools.

Capacity Building of Teachers and School Stakeholders:

Teacher capacity development remained a core focus. A total of 59 teachers from 12 schools participated in pedagogical and child-centered teaching methodology trainings. Pre- and post-training assessments and session attendance records indicate improved understanding of lesson planning, interactive teaching methods, and inclusive classroom practices. In addition, 22 people from the School Management Committee (SMC) and head teachers participated in leadership and school governance orientation sessions, strengthening school-level planning and oversight. Follow-up school visits conducted by project staff provided evidence of the application of newly acquired teaching methods in classroom settings.



Figure 2: Training participants for T-MI Training

Improvement of Classroom Learning Environments:

Classroom improvement activities were initiated following classroom assessments. During the reporting period, two classrooms in two schools were furnished with student low-height tables, carpet, p-foam, Kushan, and teacher tables, and basic teaching and learning materials were provided to all 12 schools. Photo documentation, procurement records, and monitoring reports provide evidence of these improvements. Schools reported increased student attendance and improved classroom organization after implementing these interventions.



Figure 3: Participants from the parental session

Community, Parental, and Child Engagement:

Community engagement activities progressed through parental education and the mobilization of child clubs. A total of 353 parents from 12 schools participated in parental education sessions focusing on the importance of education, child rights, and home-based learning support. Attendance sheets and session reports confirm strong participation, particularly among mothers from vulnerable households. Eco- and child clubs were mobilized in 10 schools, with 142 child club members oriented on environmental protection, climate change awareness, and school-level action planning. Children conducted small awareness activities, such as school cleanliness campaigns and tree plantation initiatives.

Ending Child marriage interaction at the school level:

As part of the project's awareness and prevention initiatives, school-level interaction sessions on Ending Child Marriage were conducted in Jugal Rural Municipality-3 at Setidevi Secondary School and Bolde Basic School. The sessions were designed to enhance awareness among teachers and students on child rights, national legal provisions related to child marriage, and the role of schools and communities in prevention efforts. A total of 141 participants took part in the activities, including 77 participants from Setidevi Secondary School and 64 participants from Bolde Basic School. The interaction sessions provided a platform for discussion, reflection, and learning, contributing to increased understanding and commitment towards preventing child marriage at the school and community levels.



Figure 4: Participants after the interaction session

Coordination, Monitoring, and Evidence Generation:

Regular coordination meetings were held with the Education Section of Jugal Rural Municipality and school representatives to ensure alignment with local education priorities. Monthly monitoring visits were conducted by project field staff, and one joint monitoring visit with municipal representatives took place during the reporting period. Monitoring tools, field reports, photographs, training attendance sheets, and meeting minutes serve as key sources of evidence for reported progress.



Figure 5: Joint Classroom observation with HT
changes observed in teaching practices, learning environments, and community engagement.

Overall, despite persistent socio-economic and environmental challenges, the project remained on track, with planned activities largely implemented as scheduled and early positive

Financial management (1-2 paragraphs)

During the reporting period, overall financial management of the project remained satisfactory and in line with the approved budget and REED Nepal financial guidelines. Funds were utilized primarily for planned project activities, including capacity-building trainings, classroom furnishing, and minor refurbishment works, and community engagement activities. Financial tracking was conducted through REED Nepal's established accounting system, with regular internal reviews to ensure accuracy, transparency, and compliance. Expenditures were supported by appropriate documentation, including invoices, payment vouchers, procurement records, and attendance sheets, and were subject to routine internal verification.

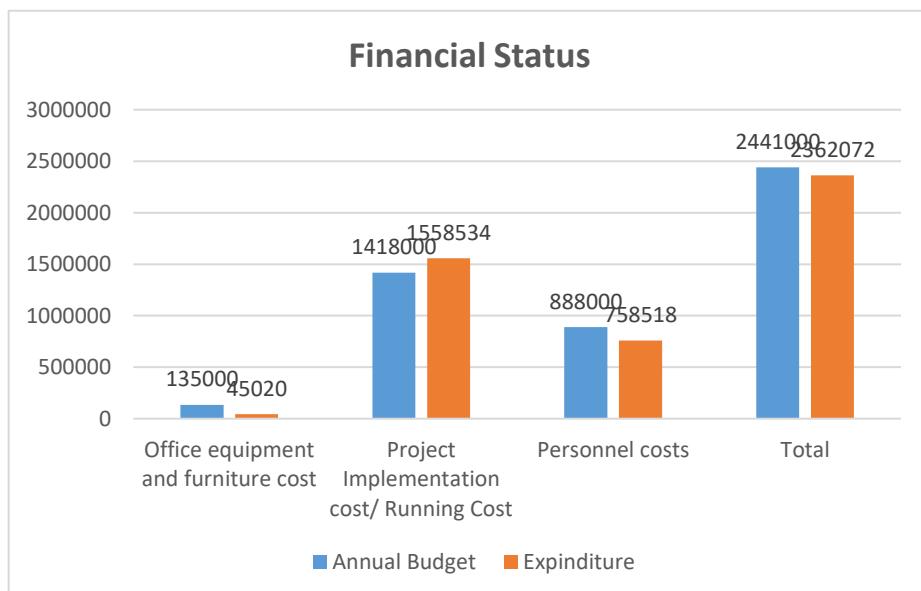


Figure 6: Financial Status

No major financial irregularities were identified during the reporting period. However, minor implementation-related challenges were observed, including delays in local procurement caused by difficult terrain and weather conditions. These issues were managed through cost adjustments within approved budget lines and close coordination with suppliers and the REED central team.

Challenges (1-2 paragraphs)

The project faced several operational challenges during the reporting period, mainly related to socio-economic vulnerability and environmental conditions. Economic pressure on households affected student attendance and participation in school and parental engagement activities, particularly during peak agricultural seasons. In addition, environmental risks such as landslides and heavy rainfall intermittently disrupted school access and delayed some classroom improvement activities. These factors posed a moderate risk to the timely achievement of planned results, especially those related to sustained attendance and full utilization of improved learning environments.

To mitigate these risks, the project strengthened coordination with schools and local authorities to adjust activity scheduling and prioritize safety considerations. Flexible implementation planning and closer follow-up with schools and parents are recommended to maintain participation levels. Continued engagement with the Rural Municipality for co-financing and logistical support, awareness through child and eco-clubs, will further reduce risks and support the achievement of intended results within the current financial year.

Adaptations

In response to the identified challenges, the project adopted several adaptive measures to ensure continuity and effectiveness of implementation. Training schedules were adjusted to align with



Figure 7: HT and SMC leadership Training

school calendars and teacher availability, and follow-up support was emphasized through on-site mentoring rather than centralized sessions. Classroom improvement activities were phased and prioritized based on urgency and accessibility, allowing progress to continue despite environmental and logistical constraints.

Community engagement strategies were also adapted by conducting smaller, ward-level parental education sessions and increasing collaboration with women's groups and child clubs to sustain participation. Climate change and disaster

risk awareness were further integrated into school activities to strengthen resilience. These adaptations helped mitigate risks, maintain progress toward planned results, and ensure that project interventions remained relevant and responsive to the evolving local context.

Innovations, Lessons Learned, and Recommended Improvements (1-2 paragraphs)

One key innovation during the reporting period was the integration of classroom improvement activities with teacher capacity development and child-led environmental initiatives, reinforcing learning outcomes through both physical and pedagogical improvements. Mobilization of eco- and child clubs proved effective in promoting climate awareness and student ownership of school

environments, particularly among vulnerable children. The project also benefited from strengthened collaboration with the local government, demonstrating that early and continuous engagement enhances ownership and sustainability.

Key lessons learned include the importance of flexible implementation planning in remote and climate-vulnerable contexts, as well as the value of combining infrastructure support with behavior change and capacity development. To improve project delivery, the team will further strengthen school-level follow-up mechanisms, enhance parental engagement strategies, especially for the most vulnerable households, and continue aligning interventions with local government education and climate priorities to support long-term sustainability.

Appendix

1. Project Expenses Summary Table

School Education and Environment Improvement (SEEIP) Project - Jugal							
Annual Budget Expenses Summary							
S.N.	Description	Annual Budget	Expenditure	Variance	% Utilization	Variance Explanation	Remarks
1.0	Office equipment and furniture cost	135000	45020	89980	33%	Asset procurement was planned under this line, and the laptop has been used from the REED assets; thus, no need to procure	
2.0	Project Implementation Cost/ Running Cost	1418000	1558534	-140534	110%	Underspend budget from lines 1.0 and 3.0 has been transferred to this line to support educational material for schools	
3.0	Personnel costs	888000	758518	129482	85%	Staff salary cost is to be booked for January 2026	
	Total	2441000	2362072	78928	97%		

2. Project Participants Table

School Education and Environment Improvement (SEEIP) Project - Jugal								
Total Project Participants Summary								
S. N	Major Activity	Total Participants	Female	Male	Dalit	CWD/PWD	Janajati	Other
1	Annual Review and reflection	19	4	15	0	1	9	0
2	Basic Level Teacher Training	59	38	21	5	2	37	17
3	Child club orientation	142	69	73	2	0	128	2
4	Ending child marriage interaction with students and teachers	141	77	64	0	0	132	0
5	Head Teacher and SMC member training on Leadership and Accountability	22	5	17	0	0	12	2
6	Parental orientation session	445	255	190	25	0	368	8
7	Project Induction	28	11	17	1	1	16	11
Total		856	459	397	33	4	702	40

Thank you!