

"Quality Education, Our Commitment"

ANNUAL REPORT

2024-2025



REED Nepal

Rural Education and Environment Development Centre

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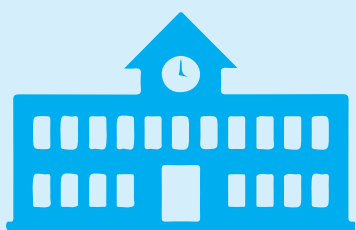


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LEAVING NO ONE BEHIND



305

Schools



43858

Students



1183

Teacher Trained



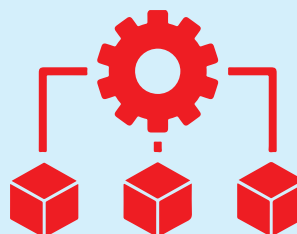
4593

Parents



214

Scholarship



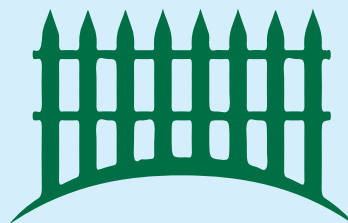
8

Infrastructures



14

WASH Facility



20

Fencing



264

Child Club
Mobilization



86

Women Group
Mobilization

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ACKNOWLEDGEMENT

It is with great pride and honor that I present the Annual Report of the Rural Education and Environment Development Center (REED Nepal) for the fiscal year. This report captures the essence of our journey over the past year, our key interventions, milestones achieved, and the collective progress made in advancing quality education and holistic community development in rural Nepal.



This year is particularly momentous as we celebrate REED Nepal's 25th anniversary of unwavering commitment to empowering children, teachers, and communities. For a quarter of a century, REED Nepal has worked hand in hand with local schools, communities, and stakeholders to strengthen the foundation of rural education, promote inclusive learning opportunities, and contribute to the wellbeing and resilience of children and families across Nepal.

Our achievements would not have been possible without the steadfast support of our donors, partners, government agencies, schools, community groups, women's groups, and youth clubs. Your trust, collaboration, and shared vision have been the driving force behind our ability to reach the most marginalized and underserved.

We also extend heartfelt gratitude to our dedicated staff, volunteers, and general members, whose passion and commitment embody the spirit of REED Nepal. Your tireless efforts continue to inspire meaningful change at the grassroots level.

As we look forward, we remain deeply committed to building on our legacy of service, innovation, and partnership. We warmly welcome your continued support, insights, and feedback as we collectively strive toward a future where every child in rural Nepal has access to quality education and the opportunity to thrive.

Together, let us continue to foster hope, resilience, and lasting impact for generations to come.

Thank you.

Ms. Nira Shakya

Chairperson

REED Nepal

ACKNOWLEDGEMENT

For more than two decades, REED Nepal has remained steadfast in its mission to ensure quality education and foster a resilient environment for social justice. Over the past 25 years, we have aligned our work with the national vision and the School Sector Education Plan (2022–2032), striving to bring about sustainable and transformative impact in education and community resilience.



Our strategic directions are centered on four major areas: inclusive quality education, a resilient environment, humanitarian response, and cross-cutting priorities such as advocacy in Gender Equality Disability Social Inclusion, Child Safeguarding, research, and innovation. In line with these priorities, REED Nepal has implemented key flagship programs and projects, including the Teacher Training Quality Inclusive Education Program, the Learning Champions Project, and Strengthening Climate Resiliency Melamchi (SCRM) project, Garima Project, Sambridhi Khaptad chhana Education Project. Furthermore, Disaster Risk Reduction (DRR), climate change adaptation, and environmental awareness have been integrated into our education in emergency (EiE). Across all our projects, considerations of gender equality, disability, social inclusion (GEDSI), and child safeguarding are systematically integrated, serving as a foundational principle guiding every aspect of our interventions.

Today, our work has expanded across more than 15 districts, directly benefiting 6,183 teachers, 221,621 students, 822 schools, and 45,846 parents and community members. Central to our approach is capacity building, strengthening institutional planning and policy development while equipping teachers, children, and communities with the knowledge and skills required for long-term resilience and educational excellence.

The achievements of REED Nepal are the result of collective effort. We extend our sincere gratitude to our dedicated staff, governmental agencies, community members, teachers, children, and all stakeholders who have been integral to our journey.

We extend our profound gratitude to our funding partners-Australian Himalayan Foundation/DFAT, the Himalayan Trust UK, Karuna Trust UK/Germany/BMZ, Woord en Daad Netherland, NAFA Australia, DESWOS Germany, Friends of Himalayan Sherpa People (FHSP) USA, the Government of Nepal, its affiliated agencies, and local governments, whose steadfast support, collaboration, and trust have been pivotal in driving forward our mission and realizing our organizational objectives.

As we continue to move forward, REED Nepal reaffirms its commitment to quality education, resilience, and social justice building on the foundation of collaboration, innovation, and shared responsibility for a better future.

Mr. Bhim Bogati
Chief Executive Officer
REED Nepal

REED NEPAL AT A GLANCE

INTRODUCTION AND HISTORY

The Rural Education and Environment Development Centre (REED Nepal) is a non-governmental organization established in 2000 with the motto “Quality Education, Our Commitment.” It was founded to institutionalize the Teacher Training Programs initiated by the Himalayan Trust New Zealand (also known as Hillary Himalayan Trust NZ). Since its inception, REED Nepal has carried forward the legacy of Sir Edmund Hillary, working extensively across the Mount Everest and Himalayan regions. The organization focuses on enhancing educational quality and environmental development in rural communities, aiming to create inclusive, supportive, and sustainable learning environments for children and youth.

REED Nepal operates in various districts of Nepal, including Solukhumbu, Bajhang, Bajura, Taplejung, Lalitpur, Sindhupalchok, Dhading, Palpa, and Rupandehi, with branch offices in Solukhumbu, Butwal, Bajhang, Sindhupalchok, and Lalitpur. Over the years, REED Nepal has partnered with international organizations such as Deutsche Entwicklungshilfe für soziales Wohnungs- und Siedlungswesen e.V. (DESWOS), Nepal Australia Friendship Association (NAFA), Australian Aid, Australian Himalayan Foundation, Himalayan Trust UK, Woord en Daad, Western Sydney University, German Cooperation, KARUNA Deutschland, and KARUNA Trust UK, as well as local partners like ADWAN Nepal, Action for Nepal, and Green Tara Nepal. Network partners include National Campaign for Education Nepal (NCE

Nepal) and Nepal Child Protection Alliance (NCPA) Nepal.

In 2024-2025, REED Nepal reached 305 schools (196 basic, 109 secondary, and 263 ECED centers), benefiting 43,858 students (22,475 girls and 21,383 boys) of rural and mountain districts. Influencing interventions included 33 Teacher Professional Development (TPD) training events for 1,183 teachers, 82 events of teacher’s orientation on various cross cutting issues and themes for 2,069 participants, and 201 orientations on school governance, management and accountability for 4,593 members of School Management Committee (SMC) and Parent Teacher Association (PTA). Scholarships were provided to 214 vulnerable and marginalized students, with a strong emphasis on girls, Dalits, and children with disabilities. Infrastructure support covers construction or renovation in areas such as classrooms, sanitation facilities, libraries, and child clubs across projects, with the purpose of creating a safe and supportive learning environment in schools

This report organizes REED Nepal's achievements under five strategic priorities: (1) Quality and Inclusive Education; (2) Resilient Environment; (3) Humanitarian Response; (4) Cross-cutting Issues; and (5) Research, Innovation and Advocacy. These priorities guide our work to ensure equitable education, community resilience, and sustainable development. The analysis integrates quantitative data with qualitative insights, demonstrating measurable impacts and narrative evidence of change.

STRATEGIC PRIORITIES BY THEMES

Theme 1: Quality and Inclusive Education

- Teaching-learning
- School Governance
- School Infrastructure
- Technical and Vocational Education
- School Health and WASH

Theme 2: Resilient Environment

- Climate Change Adaptation and Mitigation
- Bio-diversity Conservation
- Resilient Livelihood

Theme 3: Humanitarian Response

- Disaster Risk Reduction and Management
- Extreme Poverty and Hunger
- Food Insecurity

Theme 4: Cross-Cutting Issues

- Gender Equality, Disability, and Social Inclusion (GEDSI)
- Child Protection and Safeguarding
- Information Communication and Technology (ICT)

Theme 5: Research, Resource Leverage, Innovation and Advocacy

- Research
- Resource Development
- Innovation and Knowledge Management
- Policy Advocacy



Teachers engaging in a team-building game during teacher training at Mahakulung RM, Solukhumbu.

OUR EXPERIENCE

Pedagogical Training Development and Management: The organization has developed various training packages to enhance inclusive and quality education in target schools. These include *Integrated Curriculum-Based Teacher Training*, *Early Grade Teaching and Learning*, *STEM-Based Teaching and Learning*, and *Early Childhood Education Development (ECED) Teaching*. All training packages were developed with the accreditation of the Training Department of the Government of Nepal under the *Center for Education and Human Resource Development (CEHRD)* and are aligned with the *Teacher Professional Development (TPD)* framework. Through these initiatives, the organization has reached over 4,000 teachers with the support of its technical human resources.

School Infrastructure Improvement: The organization has technical expertise in school building renovation and construction. It has constructed 140 classrooms, library, WASH and beautification structures across different areas using child-friendly and disability-inclusive approaches.

School Disaster Risk Reduction (DRR) Plan Development Support: The organization has developed DRR training packages aligned with the *Comprehensive School Safety Policy of Nepal*. To date, the project has reached 350 schools, building their capacity in DRR planning and preparedness.

Remedial Teaching and Learning Support: The organization has implemented remedial teaching and learning programs by training teachers, providing learning materials to students, and organizing extra classes for low-

performing students. The initiative reached 150 schools last year and is being implemented in another 150 schools this year.

GEDSI-Responsive Education Guideline Development and Support: The organization has developed *Gender Equality, Disability, and Social Inclusion (GEDSI)* responsive education guidelines to promote inclusivity in school education. Orientation sessions on the guidelines have been provided to key stakeholders at the school level.

Alternative Education Promotion: REED Nepal has developed audio-visual and print learning materials with approval from the *CEHRD/Distance Education Unit, Ministry of Education, Nepal*. These materials target school children and are disseminated through radio, television, and online/offline platforms.

Climate Change Adaptation and Environmental Conservation: The organization works on climate change adaptation and environmental conservation by engaging child clubs and youth clubs in schools and communities through sanitation campaigns and afforestation activities. REED Nepal also promotes biodiversity conservation by collaborating with forest user groups and the National Parks of Nepal.

Leveraging Local Resources: The organization has developed tools to map local resources in target areas with the participation of line agencies and like-minded organizations. This approach helps to synergize collective efforts and achieve project objectives effectively.

Functional Library Management: The organization has designed a school library management training package to support schools in establishing functional libraries. The program also includes the provision of library books.

Motivational Package for Parental Participation in Schools: The organization has developed parental education orientation packages and monitoring tools to encourage active parental participation in school activities.

School-Based Evaluation System: The organization has introduced a student logbook

system to assess teachers' performance based on classroom teaching and learning. Students report their observations to head teachers and school management for corrective action.

School-Based MHM/Sexual and Reproductive Health (SRH) Education Package Development: REED Nepal has developed *Menstrual Hygiene Management (MHM)* and *Sexual and Reproductive Health (SRH)* training packages targeting adolescent girls and other students. These packages are aligned with the guidelines of the Government of Nepal and UNICEF. The MHM training has been conducted in 310 schools.



Stationary support to girls' students of Prakritik Basic School, Rambha RM of Palpa

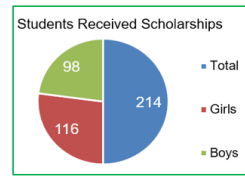
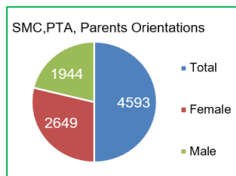
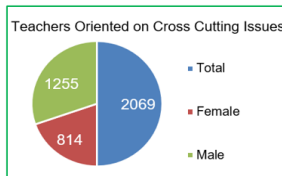
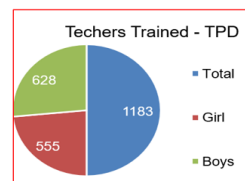
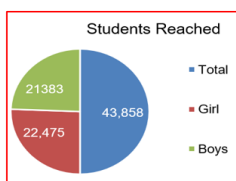
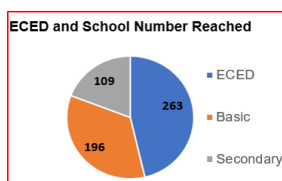
KEY ACHIEVEMENTS BY STRATEGIC PRIORITY THIMES

THIME 1: QUALITY AND INCLUSIVE EDUCATION

REED Nepal prioritizes delivering high-quality education that is accessible and equitable for all, particularly vulnerable and marginalized groups such as girls, Dalits, children with disabilities, geographical, ethnic minorities,

cultural and economic poverty. This includes teacher professional development, inclusive pedagogy, and support mechanisms to reduce dropouts and enhance learning outcomes.

Chart I: Schools, Students Reached and Teachers Capacitated



In 2024-2025, REED Nepal expanded its reach across different levels of education under the strategic priority I. A total of 305 schools were supported, including 263 ECED, 196 basic schools, and 109 secondary schools. Through these efforts, the organization reached more than 43,858 students, with 22,475 girls and

21,383 boys benefiting from different learning interventions. Likewise, 1,183 teachers were trained under Teacher Professional Development (TPD), of which 555 were female and 628 male teachers, helping to strengthen classroom delivery and teaching quality.

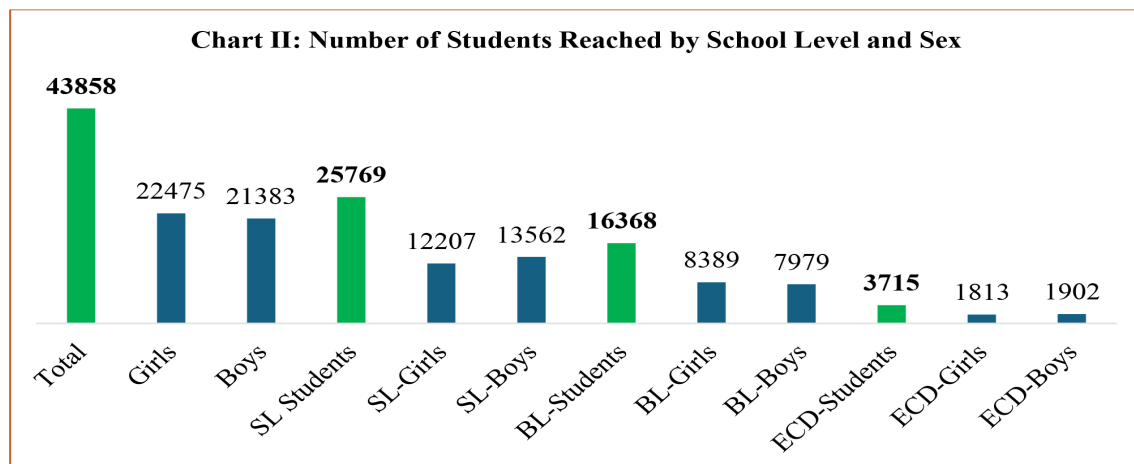


Garma Secondary School, Solu Dudhkunda Municipality, Solukhumbu

In addition, REED Nepal prioritized cross-cutting themes and community engagement. A total of 2,069 teachers were oriented on safeguarding, GEDSI, and child protection issues, with active participation of both female and male teachers. Similarly, 4,593 members of SMCs, PTAs, and parents took part in orientation sessions, supporting inclusive and

accountable school governance. To promote equity, 214 students received scholarships, including 116 girls and 98 boys, enabling children from marginalized backgrounds to continue their education. These achievements reflect REED Nepal's commitment to inclusive, equitable, and quality education.

Chart II: Number of Students Reached by School Level and Sex



PROJECT HIGHLIGHTS UNDER SP-I: QUALITY AND INCLUSIVE EDUCATION

Teachers Training Quality Inclusive Education Program (TTQIEP): The Program has been in implementation from 2021 till

2026 in Solukhumbu district with support from the Australian Himalayan Foundation and Australian Aid. This project covers 100



public schools and 12,388 children. It focuses on strengthening the capacity of teachers for inclusive and equitable quality education. In figures, it accredited 62 teachers in TPD, trained 294 in STEMS, and provided child safeguarding and GEDSI training to 197 head teachers and teachers through 9 TPD events for 349 teachers and 7 orientations for 121. In the district, 85 schools integrated GEDSI and child protection into School Improvement Plans (SIPs), creating inclusive environments that support marginalized students and align with quality education goals. Notably, 87% of students reported active parental involvement through school visits and participation in meetings, reflecting improved collaboration between families and schools.

This project emphasized resources and classroom support to enhance learning quality. A total of 100 sets of teaching learning materials were distributed across schools, ensuring that students had access to relevant learning materials. In addition, furniture was supplied to 10 schools, creating a more organized and child-friendly classroom environment.

Teacher Training and Quality Education Program (TTQEP): The project is an active project in Taplejung district, and this initiative enhances students' learning outcomes, reduces dropouts, fostering child-friendly learning environments in schools. The project trained 228 teachers through 7 TPD events and oriented 68 teachers across 35 schools. This has led to better classroom management and curriculum integration, with reduced dropout rates and increased student participation, supporting inclusive access to quality education.

TTQEP project had the most wide-ranging support in Taplejung district. It covered nearly all aspects of school improvement, with renovation of 6 blocks/rooms, establishment of 4 sanitation facilities, 8 taps, 6 libraries, 10 sets of furniture, 2 fencing/compound works, 35 sports materials, 35 textbooks, and 2 gardening activities. This comprehensive interventions made significant contributions to school infrastructure, sanitation, learning resources, and recreational facilities in remote schools of Nepal.



Students involvements in material construction

Ganga-Jamuna Model School Project (GJMSP): In Dhading, the GJMSP project supported by NAFA is being implemented in 8 schools benefitting 531 students for improved teaching and learning outcome. The project made significant achievement around English Medium Instruction (EMI) training for 56

teachers, English proficiency training for 30 teachers, and distribution of teaching materials for 142 teachers. The project supported sports materials and textbooks in 8 schools aiming to encourage both academic and extracurricular growth of students.



Students engaging in Extra-curricular activities

Learning Champions, Despite Pandemic: Strong Girls: In Palpa and Rupandehi district, REED Nepal implemented Strong Girls initiative focused on empowering children and women to promote girls' education. Under Strategic Priority 1, notable progress was made in improving girls' education and inclusive and equitable teaching learning interventions. The school attendance rate of Dalit and marginalized girls increased by 5.8% in both RMs, supported by the fact that 87.1% of teachers were trained on effective teaching-learning pedagogies. Out of 53 schools, 92.5% now have sufficient teaching-learning materials and are using them

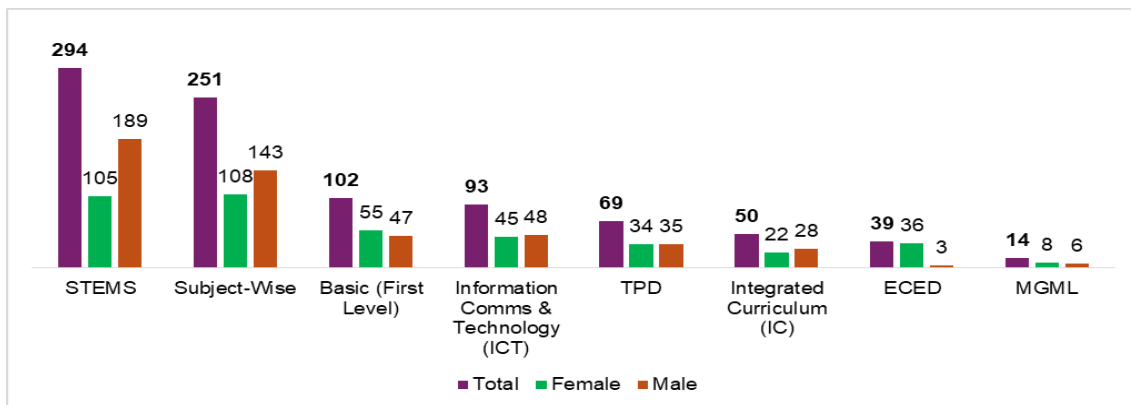
properly in classrooms. REED Nepal also provided technical support to develop Local Education Sector Plans (LESPs) in targeted local governments, strengthening education planning, monitoring and coordination systems. Community engagement was equally strong, with 28 women's groups registered at the local government level and actively supporting girls' education. Families prioritizing daughters' schoolwork over household chores increased by 9.3%, while 54.2% of girls were represented in children's clubs, including 16.7% of Dalit and marginalized girls in leadership positions. Women engaged in income-generating

activities also contributed directly to their daughters' education by covering essential costs such as uniforms, stationery, and tuition fees.

West Nepal: Samridhhi Khaptadchhanna in Bajhang and Bajura trained 181 teachers; INTENT in Lalitpur trained 33 teachers;

USAID-EGL trained 28 teachers; Garima project in Bajhang and Bajura oriented 44 teachers. These collectively boosted teachers' proficiency for improving effective teaching learning processes and ultimately contributing for improved learning outcomes of the schools and societal betterment.

Chart III: Teachers Trained on Technical Subjects by Sex



The teacher training was participated by diverse group, categorized by gender, Dalit, and disability. Science, Technology English, Mathematics and Social Science (STEMS) training saw the more participation with 294 participants, predominantly male. Subject-

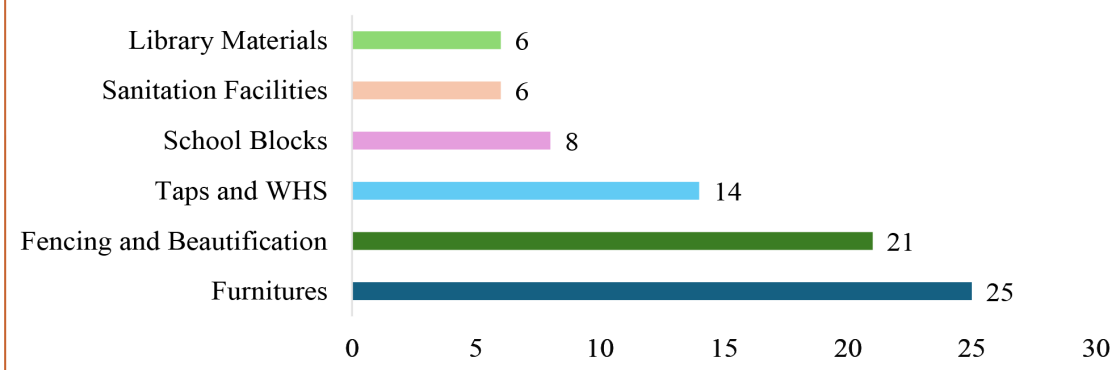
Wise training was also well attended, showing a more balanced gender distribution. In contrast, Basic (First Level), Information Comms & Technology (ICT), TPD, Integrated Curriculum (IC), ECED, and MGML trainings had lower participation figures.



Teachers after completing subject wise training

Chart IV: Supported school physical facility development

Chart IV: Supported school physical facility development



REED Nepal's support for school infrastructure in 2024-2025 has significantly enhanced learning environments across its projects. It constructed or renovated 8 classroom blocks, providing essential spaces for education, and installed 6 sanitation facilities to improve hygiene and safety for students. Additionally, 14 taps with hand washing stations were

added, promoting health practices, while 6 sets of library materials and 25 pieces of furniture were distributed to enrich educational resources and comfort. Furthermore, 21 schools benefited from fencing and gardening initiatives, creating safer and more engaging outdoor areas.



School building and toilet with hand-washing facilities constructed by REED Nepal at Taplejung district

Beyond Barriers – Anjali's Determined Return to School

Anjali Chauhan, a 19-year-old girl from Kanchan Municipality, Rupandehi district. Since childhood, she has faced the harsh realities of poverty and familial hardship. As the second daughter among seven siblings, Anjali has long witnessed her father's struggle to support the family through periodic work at a brick factory and agricultural labor during days off. Her mother, a housewife, manages household responsibilities while also assisting with farming tasks to sustain their livelihood. Education has always been a challenging journey for Anjali and her siblings. Although they attended local government schools, financial constraints forced her elder sister to drop out and take up stitching clothes at home to contribute to the family's income. Similarly, Anjali had to discontinue her education for over a year due to financial difficulties.

Two years ago, a transformative journey began when the Learning Champion team met Anjali. With warmth and encouragement, they spoke with her about her education and daily life, gently inviting her to join the catch-up classes at the Belbhariya Dignity Center. Inspired by their vision, Anjali eagerly accepted the opportunity. The project's support extended beyond the classroom, offering thoughtful counselling sessions that provided her with a safe space to express her aspirations and challenges. Recognizing the importance of family support, the Dignity Center's volunteer and facilitator met with her parents to share their vision for Anjali's future and gain their encouragement. Despite cultural taboos



preventing girls pursue higher education in the Madhesi community, Anjali's parents recognized the importance of education and allowed the Learning Champion project to support her return to school.

With support from the Learning Champions project, Anjali joyfully re-enrolled in Class 11 at Pragati Secondary School and is now studying in Grade 12. Treating the Dignity Center as her second home, she confidently seeks academic guidance and dreams of becoming a government teacher. "I will complete Grade 12 and apply for a government teaching job," says Anjali. Grateful for the chance to rewrite her future, she aspires to help other girls who have dropped out of school continue their education.

Despite many hardships, Anjali's story reflects the determination of a young woman striving for education and a better future while her family battles systemic challenges faced by many marginalized communities.

THEME II: RESILIENT ENVIRONMENT

REED Nepal focuses on building community resilience to climate change through environmental education, conservation, and sustainable livelihoods. REED Nepal made notable progress in 2024-2025 by supporting green schools and mobilizing eco-clubs and youth groups in 20 schools, fostering environmental awareness and leadership among students. The organization also supported plantation and community waste management initiatives in 20 schools, enhancing local sustainability efforts. Awareness activities on conservation reached 190 people, promoting community engagement in environmental

protection. Additionally, REED Nepal strengthened women's empowerment through 86 women's groups and supported 2 Community Forest User Groups (CFUGs), while establishing 1 local nursery to promote sustainable livelihoods and climate adaptation. The program provided on-farm and off-farm livelihood support to 38 farmers and conducted market assessments and linkages for 220 group members, boosting economic resilience. Furthermore, the mobilization of 30 savings and credit groups empowered communities to manage resources effectively, contributing to a resilient and sustainable environment.



PROJECT HIGHLIGHTS UNDER THE THEME: RESILIENT ENVIRONMENT

Strengthening the Climate Resiliency in Melamchi (SCRM): Implemented in Melamchi Municipality of Sindhupalchok with funding support from Karuna Trust, the project focused on enhancing community capacity for climate resilience and sustainable

livelihoods. Key activities included livelihood training for women in areas such as sewing, soap production, and organic farming; the establishment of forest nurseries and fire stations; and training for Community Forest User Groups (CFUGs) on fire control and

management. Awareness raising was promoted through hoarding boards on climate change, disaster risk reduction, waste management, and forest fire prevention. In addition, child safeguarding and gender equality were addressed by introducing orientations establishing complaint hearing boxes in schools. Collectively, these interventions strengthened environmental stewardship, livelihood opportunities, and community preparedness for mitigating climate induced disaster and challenges.

Teacher Training and Quality Education Program (TTQEP) supported gardening in 12 schools and environmental integration

in curricula across 35 schools, fostering awareness among 1,928 students. This qualitatively deepened student understanding of local ecosystems, contributing to resilience.

Ganga-Jamuna Model School Project (GJMSP) focused on inclusive education with environmental undertones in 8 schools, engaging 117 students in child clubs for sustainability awareness. Similarly West Nepal: Samridhhi Khaptadchhanna supported 23 child clubs with environmental elements, and Learning Champions integrated environmental materials in 53 schools, promoting resilience through curriculum enhancements.

From Crisis to Opportunity – Suntali's Path to Climate Resilience



Suntali Danuwar, from Melamchi Municipality, belongs to the Danuwar community and lives with her husband and two sons. Her family primarily depended on agriculture for their livelihood. However, the devastating flood 2021 destroyed their fertile farmland, turning it into barren sandy shores. After losing their

primary source of income, Suntali's family faced numerous difficulties.

During her time of difficulty, Suntali participated in feasibility studies and planning meetings conducted by the project, where she represented her local community. Through these engagements, she involved in REED Nepal's Strengthening Climate Resiliency in Melamchi (SCRM) project. As part of the project strategy, she received the opportunity to participate in a three-day tunnel farming training organized by REED Nepal with support from the Agriculture Department of Melamchi Municipality and continuous technical supports.

Tunnel farming has helped mitigate climate risks and maximize agricultural yields. Suntali constructed tunnels using locally available bamboo, creating low-cost structures that provide a controlled environment for crop cultivation, leading to higher production. After consultations with agricultural experts from Melamchi Municipality, she decided to focus

on tomato farming due to its high demand and profitability in the local market. Encouraged by the good income from tomato sales, Sunti was able to invest in her son's education and support her family's daily livelihood needs. Her story shows how small, innovative agricultural practices can positively impact daily livelihood.

Currently, Sunti earns around Rs. 15,000 per month during the farming season and saves Rs. 500 monthly through the Bhairabidevi Women's Group, strengthening her financial and social resilience. Her income supports family education, and it exemplifies resilience-building through environmental adaptation.

THEME III: HUMANITARIAN RESPONSE

Under the Humanitarian Response strategic priority, REED Nepal made significant efforts in 2024-2025 to address immediate needs and build resilience in vulnerable communities. In the area of enhancing Disaster Risk Reduction and Management (DRRM) capacity, the organization focused on capacity development for DRRM plan preparation, developed and distributed various Information, Education, and Communication/Behavior Change Communication (IEC/BCC) materials in project areas, and mobilized media through media partnership and mobilization programs

to raise awareness reaching the unreached communities. Additionally, to support reducing extreme poverty and hunger, REED Nepal provided relief package support during emergencies, distributing 300 tarpaulins and establishing 5 Temporary Learning Centers (TLCs) to ensure continued education and shelter for affected families. These initiatives collectively strengthened community preparedness and provided critical support to those in crisis, aligning with the priority of timely humanitarian assistance.



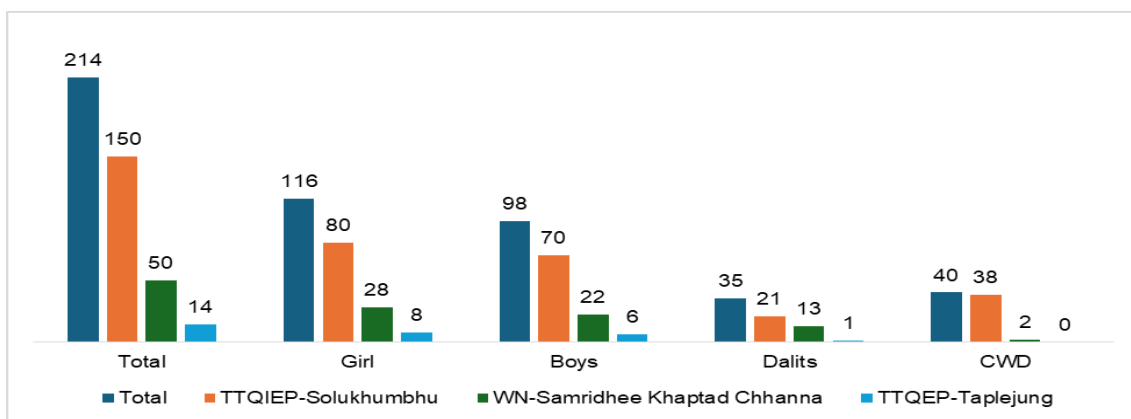
Students and teachers demonstrating mock drill after the orientation at school level

PROJECT HIGHLIGHTS UNDER THE THEME: HUMANITARIAN RESPONSE

Strengthening the Climate Resiliency in Melamchi (SCRM) project responded to the 2021 floods by benefiting 66 marginalized women from Majhi and Danuwar communities with training in sewing, soap production, and organic farming. 14 women each in sewing and soap, 38 in farming; providing immediate livelihood alternatives, supporting family education needs.

Teachers Training Quality Inclusive Education Program (TTQIEP) provided scholarships to 150 marginalized students (38 with disabilities) in flood-prone districts, aiding recovery and access. West Nepal: Samridhhi Khaptadchhanna project provided scholarships to 50 students in Bajhang and Bajura, targeting those in economically distressed areas, with improvements in attendance post-hardships.

Chart V: Going to School Support (Scholarship) to vulnerable students.



Likewise, the Learning Champion project re-enrolled 122 dropout girls from poor and marginalized groups, many affected by poverty akin to humanitarian crises, reducing early marriage from 14% to 10.3% in the project

targeted areas. The enrollment, attendance and progression increased by the intervention Going to School Support for vulnerable students with excellent learning achievements.



Scholarship distribution to vulnerable students in Solukhumbhu district

Right to Education: Reaching the Unreached with Joint Supports.

In rural Nepal, students like Nalmaya Rai, a bright and hardworking class 8 student from an ultra-poor family in Solukhumbu district, face challenges such as poverty, unstable living conditions, and emotional hardship due to the loss of a parent. This case study illustrates how providing more than just school fees such as safe housing can significantly impact their education and future.

Nalmaya lives in Ward No. 6 of Mapya Dudhkoshi Rural Municipality, Solukhumbu district. The 2015 earthquake destroyed her home, forcing them into a temporary hut made of mud, bamboo, and plastic sheets. This unsafe shelter leaked during monsoons and offered little protection from winter cold, making it difficult for Nalmaya to focus on studies or maintain her health. Her father, who has a hearing impairment, struggles to find steady work, and her mother passed away when Nalmaya was young, leaving the family in financial and emotional distress. Despite these obstacles, Nalmaya remains dedicated to her education.

REED Nepal recognized Nalmaya's commitment and began supporting her with a scholarship from Class 3, covering exam fees, uniforms, stationery, and learning materials. This enabled regular school attendance, but her poor living conditions continued to affect her health and academic performance, highlighting the need for housing support.

In early 2024, REED Nepal assessed Nalmaya's unsafe home and included her in their "Housing Support Initiative," partnering with Mapya Dudhkoshi Rural Municipality. Based on her earthquake-damaged home, her father's disability, and her academic



dedication, they built a safe, permanent, child-friendly house for her family.

The new house has transformed Nalmaya's life. She now has a dry, secure space to study, protecting her books from rain and reducing her stress. Her health has improved with better hygiene and protection from harsh weather, allowing regular school attendance. Additionally, she feels more confident and emotionally secure, actively participating in school and aspiring to become a teacher. Nalmaya shares: "Before, my books used to get wet when it rained at night. Now I can study without fear." Her father expresses gratitude, noting it's the first time his daughter has a peaceful place to grow.

Nalmaya's story underscores the importance of holistic support for rural Nepali students. Beyond educational materials, a safe home is crucial for their success.

THEME IV: CROSS-CUTTING ISSUES

REED Nepal often integrates gender equality, disability inclusion, social inclusion (GEDSI), child protection, and governance across programs to address critical vulnerabilities and reaching the unreached. REED Nepal conducted GEDSI training for 197 teachers and 36 other stakeholders for ensuring inclusive and equitable education. REED Nepal also

conducted 201 SMC/PTA orientations for 4,593 participants (2,649 females, 597 Dalits) on GEDSI and DRR climate change. The activities have been instrumental to include gender, disabilities, inclusion and safeguarding into the school plans, procedures and committees.



The Learning Champions, Despite Pandemic: Strong Girl Project is a fully dedicated to promoting the rights of poor and marginalized girls and women in Rupandehi and Palpa district. The project has been widely successful to promote the girls and women rights around basic services such as education, livelihood, income generation and health and participation. The project has mobilized 30 women's groups and 53 child clubs; achieved 80% reduction in violence and decline in early marriage from 14% to 10.3%, integrating cross-cutting protections. Reaching about 5000 girl students in 53 schools, the project trained 74 female teachers through 4 events of training on subject wise and ICT. The project

widely invested resources on capacitating 815 female members of SMC/PTA and parents on GEDSI and DRR and climate change.

Teachers Training Quality Inclusive Education Program (TTQIEP) have been successful to mainstream GEDSI and child protection into school improvement plans (SIPS) of 85 schools; to develop inclusive education development plans of 7 LGs. The program directly reached the 6,253 girls' and 210 Dalit students, 134 female teachers and 13 Dalit teachers trained on TPD, 99 SMC/PTA members with 1 Dalit member trained on school management, governance and operationalization.



Celebration of World Environment Day at Sindhupalchowk district-June 5

Strengthening the Climate Resiliency in Melamchi (SCRM) projects in capacitated 35 teachers with 12 females through 2-day GEDSI training across 18 schools, promoting gender equality and child rights in environmental contexts. A total 2,264 girls and 12 female teachers benefitted through the capacity building events.

West Nepal: Samridhhee KhaptadChhanna project in Bajhang has benefitted above

2000 girls through improving educational environment in 37 schools and training 181 teachers including 74 female teachers on TPD and mobilizing 37 child clubs and training 235 teachers including 93 females on GEDSI, DRR and climate change. The program aware 845 female members from SMC/PTA and parents' groups to sustainable operationalization and management of schools.

From Struggles to Strength: Himal Rawal's Inspiring Path

Himal Rawal is 14 years old, is studying in grade nine (2082) at Kalukheti Secondary School. He was born in Bajura district. Throughout his early childhood, he experienced significant hardship, emotional distress, and uncertainty following the departure of his mother and the disappearance of his father. Due to his

family's weak economic situation and strained relationships, Himal, along with his younger brother, was brought up by their grandparents.

Before, Himal used to work as a cattle herder in Khaptad National Park. During that period, he met the chairman of Khaptad National



Park. The chairman generously offered him shelter at his home, where Himal supported the household chores while continuing his studies. Although living with limited food and resources was challenging, he adapted to the situation and remained focused on his education. His dedication was recognized

by both teachers and community members; however, he continued to face financial difficulties in pursuing his studies.

Himal has been receiving continuous scholarship support from REED Nepal for the past three years, from classes six to eight, which has greatly enhanced his confidence. As a result, he improved his educational learning outcome, he is also active in extra activities such as serving as the Chairperson of the Kalika Child Club, active in organizing awareness programs within the school and shared this knowledge with younger students and community members.

In class eight, he became the first student scoring top marks and was recognized as a role model. He has realized the importance of such programs in encouraging and motivating students like him. This program not only provided him with financial support but also inspired him to strive for excellence in his studies. Finally, Kamal expressed his gratitude to REED Nepal and team.

THEME V: RESEARCH, INNOVATION AND ADVOCACY



Teacher Training: Basic ICT and Pedagogy

REED Nepal promotes evidence-based approaches, innovative practices, and advocacy for policy changes to sustain educational and environmental improvements. The initiatives include activities like baseline and evaluation surveys conducted by REED Nepal, funding agencies and governments and issue specific research and assessments. In 2024/25, REED Nepal accomplished final

evaluation West Nepal: Samridhee Khaptad Chhanna, Bajhang and mid-term review of TTQIEP in Solukhumbhu. The evaluation and review revealed success of project interventions with clear recommendations for the extension of West Nepal Phase two and continuation of TTQIEP improving the cross-cutting integration and sector strengthening programmatic approach.

PROJECTS OF THE YEAR

SN	Title of the Project/program	Project duration	Project Location
1	Teachers Training and Quality Inclusive Education Program	2022 to 2026	7 LGs of Solukhumbhu district
2	Teachers Training and Quality Education Program	2022 to 2025	2 LGs of Taplejung district
3	West Nepal: Samridhee Khaptadchhanna Project	2022 to 2025	1 LG of Bajhang district
4	Strengthening the Climate Resiliency in Melamchi (SCRM)	2022-2024	1 LG of Sindhupalchow district
5	Learning Champion, Despite Pandemic: Strong Girls II (LC)	2022-2026	2 LG of Rupendehi and Palpa district
6	Dignity for Women Project	2021-2024	2 LGs of Bajhang and Bajura district
7	USAID Early Grade Learning	2024-2025	60 LGs of 14 district
8	Ganga Jamuna Model School Project	2024-2025	1 LG of Dhadhing district
9	Improvement of Learning Environment (ILE)	2024-2025	1 LG of Sindhupalchowk district
10	Introducing a New Triangle to Educate Nepalese Teachers (INTENT)	2023-2027	1 LG, Lalitpur District

MONITORING, EVALUATION AND LEARNING

Social Welfare Council of Government of Nepal carried out evaluations of TTQEP Taplejung, SCRM Melamchi, and West Nepal: Samridhhee Khaptadchhanna. The evaluation revealed that the program interventions are very relevant and effective in terms of its design and implementation approach. However, the evaluation recommended for the continuous coordination with local government, inclusion

of program in LG's red-book and conduct accountability and transparency activities at local level.

In 2024/15, school profile has been established of 137 schools of Bajhang and Solukhumbu district by collecting various levels of data of schools including student teacher demography, school plan, policies, infrastructure and governance information.



Evaluation team facilitating participatory evaluation process with communities at Bajhang



SWC team evaluation of project at Sindhupalchowk

Learning with Culture – The Success Story of Shahid Naranath Basic School

Shahid Naranath Basic School, located in Ward No. 3 of Nechasalyan Rural Municipality in Solukhumbu District, runs classes from early childhood development to grade 5. In the academic session of 2082, a total of 58 students were enrolled, representing diverse ethnic and cultural backgrounds. In 2080, in support technical and financial support of REED Nepal, a cultural museum was established at the school. The initiation of this museum was a collaborative effort involving teachers, parents and local leaders.

The museum houses a rich collection of traditional attire worn by people from various religious, cultural, and professional backgrounds. These include Daura, Suruwal, Dhakatopi, Istkot, Choli, Fariya, Patuka, Angi,

Pangden, Mattil, and Bakkhu, all embodying unique cultural identities. Furthermore, it preserves ancestral artifacts that reflect indigenous skills, such as Dhakar, Tokma, Kathuwa, Tukuni, Ghada, Harpe, Madani, Theki, Dudhero, Panasbatti, Tukibatti, Lantern, Dhiki, Jato, Okhal, telephone, camera, Dammaru, Kuto, Kodalo, Banacharo, Ghum, Mandro, Fyauari, Halo, Dade Juwa, Hataso, Aari, Lidko, Fochyol, Hasiya, and Bidure.

This cultural museum significantly enhances the teaching and learning process by enabling students to achieve subject-specific learning outcomes and acquire knowledge and skills effectively and inclusively. Since its inception, the museum has provided all students with direct exposure to traditional customs and ancient

artifacts pertinent to their respective ethnic groups. This direct observation facilitates the fulfillment of educational objectives related to various subjects and aids in the acquisition of knowledge and skills. The primary objective of establishing the cultural museum is to preserve

and safeguard the artistic and cultural heritage of neighboring communities, thereby enriching teaching activities, promoting innovative and effective learning methodologies, and ultimately elevating the standards and quality of education.

Traditional attire and cultural artifacts were established at the school



The experience of Shahid Naranath Basic School demonstrates the crucial role that learning connected to local culture and lifestyle plays in the holistic development of students. The museum has also provided significant relief to teachers by serving as a valuable educational resource for their teaching activities. The



school staff, teachers, parents, and students are continuously working to gather more materials for the cultural museum and to manage them effectively to make learning more productive. It showcases innovation and advocacy for cultural preservation in education.

LESSONS LEARNED AND BEST PRACTICES

Strengthened Coordination with Local Stakeholders: Enhanced collaboration with local government bodies, education units, and other stakeholders through MPAC meetings and joint review sessions has proven instrumental. Direct engagement with community representatives and parents has contributed significantly to improving project planning and implementation quality, ensuring

ownership and long-term sustainability of outcomes.

Sustained Implementation of Key Educational Activities: Continuous delivery of remedial learning support and consistent use of teachers' guides and curriculum materials have led to lasting improvements in classroom teaching practices and student

learning outcomes across project schools.

Effective Classroom Management and Practical Teaching Methods: Interactive and learner-centered teaching approaches, coupled with effective classroom management techniques, have emerged as key factors in improving student engagement and academic performance.

Community Engagement and Ownership: Active involvement of parents, School Management Committees, and community members has strengthened school governance, accountability, and collective responsibility for children's education.

Infrastructure and Resource Enhancement: Investments in school infrastructure, coupled with the provision of essential teaching and learning materials, have helped create a more conducive and motivating learning environment for students and teachers alike.

Improved Student Learning Outcomes: Evidence of measurable gains in student achievement across different grades highlights the effectiveness of the project's integrated interventions in improving the quality of education.

Strengthened Teacher Capacity and Professional Development: Ongoing professional development, mentoring support, and accreditation initiatives have enhanced teachers' pedagogical skills, subject knowledge, and classroom practices fostering a more competent and confident teaching workforce.

Evidence-Based Programming and Adaptive Management: The use of pre- and post-tests, regular monitoring, and data-driven decision-making has strengthened program effectiveness. Continuous learning and adaptive management have ensured responsiveness to emerging needs and contextual challenges.

Disaster Preparedness and School Resilience: Building students' knowledge and skills in disaster preparedness, alongside the provision of learning materials and simulation exercises, has increased school safety and strengthened community resilience to emergencies.

Youth Club Mobilization for Community Resilience: Mobilizing youth clubs for awareness and preparedness activities has demonstrated that even small, youth-led initiatives can generate significant positive changes in community safety and resilience.

Holistic Support for Vulnerable Girls: A comprehensive approach integrating education, livelihood support, and safe spaces has effectively addressed the educational, social, and economic needs of vulnerable girls, promoting their sustained participation and empowerment.

Dignity Centers as Trusted Support Hubs: Re-enrolled girls have shown strong attachment and trust toward the dignity centers, viewing them as safe, supportive spaces that contribute to their personal growth, dignity, and educational continuity.

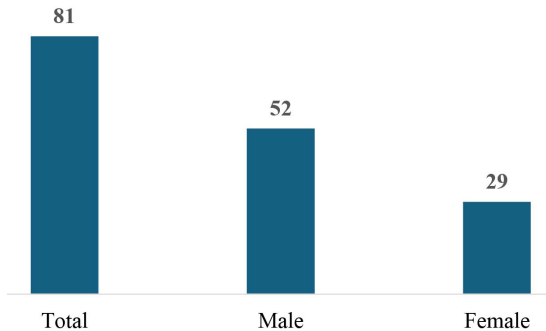
PEOPLE AND CULTURE IN REED NEPAL

STAFF CAPACITY AND DIVERSITY

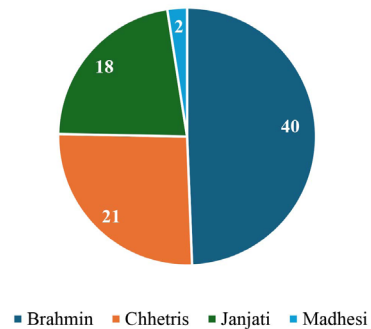
In the current fiscal year, a total of 81 individuals have been engaged across central and project-based initiatives of REED Nepal,

reflecting the organization's commitment to inclusive participation and effective program delivery.

REED Nepal Staff Number in 2024-2025



Staff by Caste/Ethnicity in 2024-2025

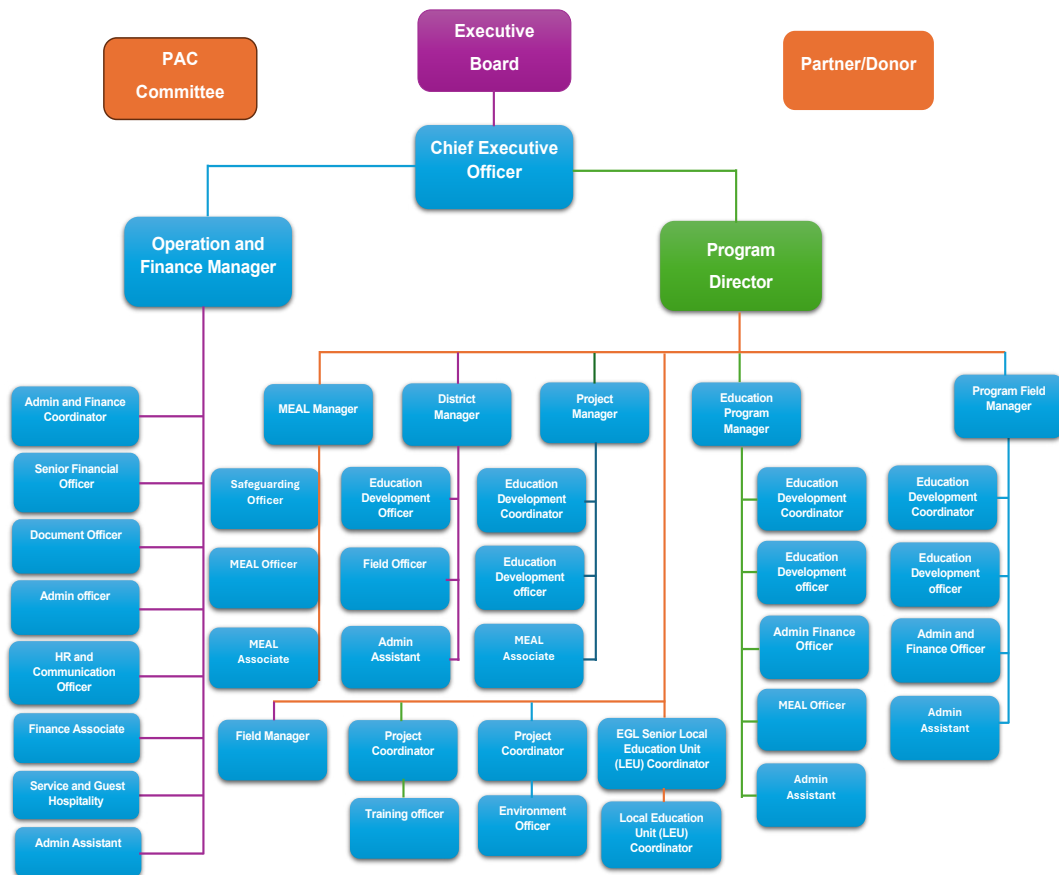


REED Nepal's staff diagram is in hierarchical structure led by the Chief Executive Officer. The Executive Board oversees the organization, supported by the PAC Committee and Partner/Donor entities. Under the CEO, the Program Director manages their respective departments, including roles like Finance and Operation

Manager, MEAL Manager, and Program Managers. Each department includes various coordinators and officers, such as Admin Officers, Finance Officers, and EDOs, who handle specific functions. The chart reflects a clear division of responsibilities to ensure efficient operations and program execution.



REED NEPAL'S ORGANIZATION ORGANOGRAM IN FY 2024-2025



ORGANIZATION OPERATIONALIZATION INSTRUMENTS

REED Nepal is committed to ensuring a safe and inclusive environment for children, young people, women, men, and persons with disabilities. To uphold accountability and

safeguard all stakeholders, the organization has adopted clear policies and procedures that promote dignity, equality, and trust in every program.

REED Nepal's policies

Program Management: <ol style="list-style-type: none"> 1. Organizational and Program risk Management 2. Development and non-development 3. Sustainable Development 4. Environmental Management 	Financial Management <ol style="list-style-type: none"> 5. Admin & Finance Management 6. Fraud and Anti-Corruption 7. Value for Money 8. Procurement 9. Whistleblowing 10. Counter- Terrorism
Safety and Safeguarding <ol style="list-style-type: none"> 11. Child Safeguarding Policy 12. Gender Equality Policy 13. Disability Inclusion Policy 14. Prevention of Sexual Exploitation and Abuse Harassment 15. Complaint and Feedback 	Human Resources Management <ol style="list-style-type: none"> 16. Human Resource 17. Volunteer 18. Training 19. Staff Security and Safety 20. Conflict of Interest 21. Communication

STAFF REWARDS AND APPRECIATION

Every year, REED Nepal recognizes and rewards the dedication and commitment of its staff through performance-based and long-service awards. In 2024-2025, three female staff members and five male staff members were honored with the Best Performance Award

for their outstanding contributions. Similarly, long-service recognition was extended to four staff members: two male staff completing ten years of service, and one male and one female staff completing five years of service.

BEST PERFORMANCE AWARD STAFF OF THE YEAR



Shova Tharu Kumal



Narendra Prasad Joshi



Krishna Kunwar



Nigma Sherpa



Rajiv Dhungana



Laxmi Shrestha



Satya Raj Pandey



Raman Raj Joshi

LONG TERM SERVICE AWARD IN 2025



Rajendra Prasad Pant



Kapil Puri



Rishi Kesh Acharya



Namsemi Limbu

REED NEPAL DESERVES APPRECIATION IN YEAR 2024-25

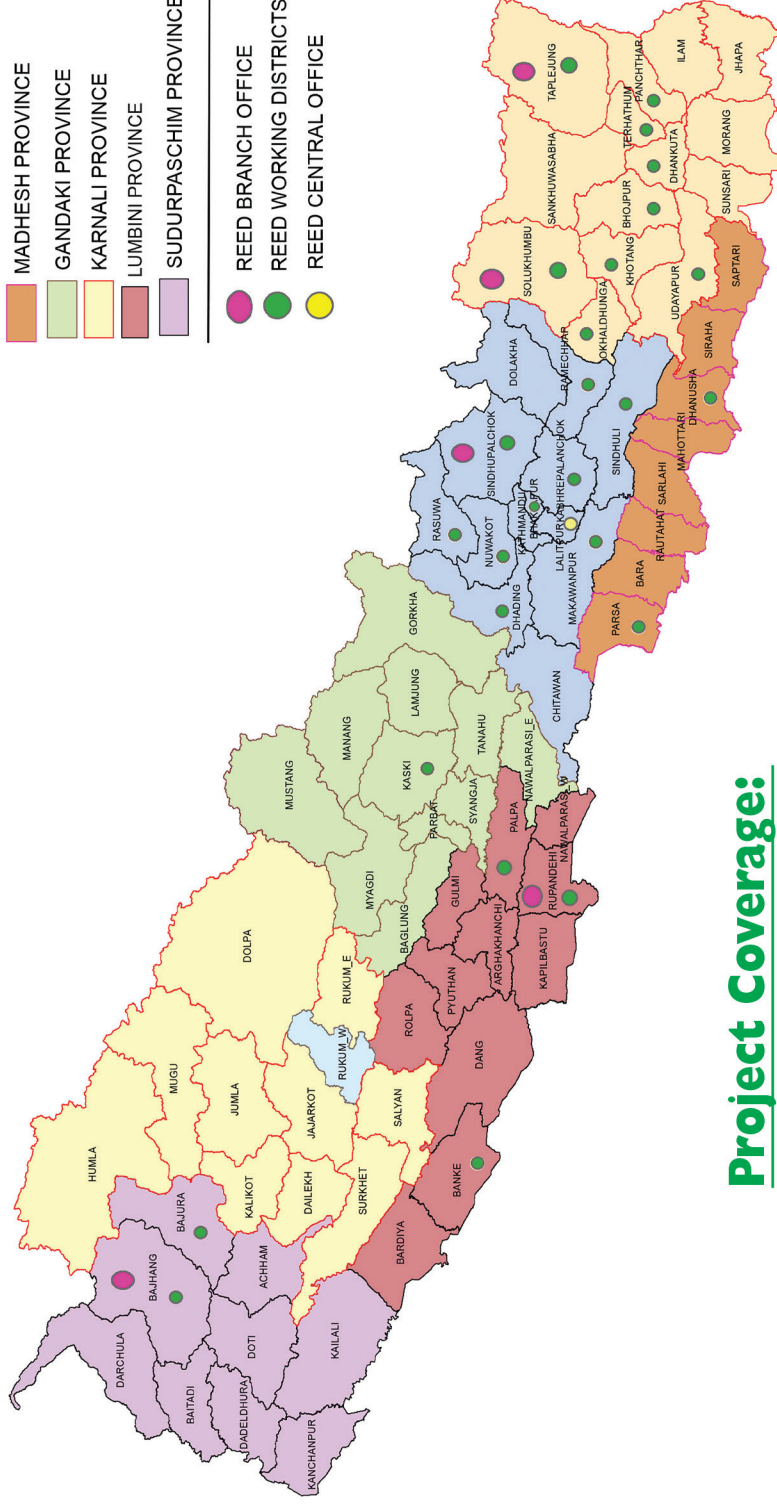
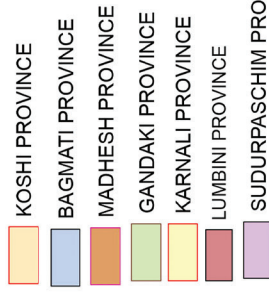
REED Nepal's dedication to improving education and the environment in the communities of Nepal is highly valued by its partners and stakeholders for its excellent work. This recognition has continued from past years and grew stronger this year with awards from various agencies. Notable honors include a Kadar-Patra from Sri V.P. Sanskrit Madhyamik Vidyalaya and a Letter of Appreciation from Solududhkunda Municipality Ward Office Garma, Solukhumbu, highlighting its success in education.



ACRONYM

ADWAN	Association for Dalit Women Advancement of Nepal
AID	Australian Aid
AHF	Australian Himalayan Foundation
BCC	Behavior Change Communication
CFUG	Community Forest User Group
CEHRD	Center for Education and Human Resource Development
DRRM	Disaster Risk Reduction and Management
ECED	Early Childhood Education and Development
EiE	Education in Emergency
EMI	English Medium Instruction
GEDSI	Gender Equality, Disability and Social Inclusion
INTENT	Introducing a New Triangle to Educate Nepalese Teachers
LESP	Local Education Sector Plan
MPAC	Municipal Project Advisory Committee
NAFA	Nepal Australia Friendship Association
NCE Nepal	National Campaign for Education Nepal
NCPA	Nepal Child Protection Alliance
PTA	Parent Teacher Association
REED Nepal	Rural Education and Environment Development Centre
SCRM	Strengthening Climate Resiliency in Melamchi
SIP	School Improvement Plan
SMC	School Management Committee
STEMS	Science, Technology, English, Mathematics, and Social Science
SWC	Social Welfare Council
TPD	Teacher Professional Development
TTQEP	Teacher Training and Quality Education Program
TTQIEP	Teachers Training Quality Inclusive Education Program
TLC	Temporary Learning Center
TVET	Technical and Vocational Education and Training
WASH	Water, Sanitation, and Hygiene

LEGENDS



Project Coverage:

4 Provinces, 9 Districts, 17 Muni/Rural Municipalities