



A Mapping of AIN Members Contributing to Education in Nepal

Effort towards reaching MDGs and EFA



Association of International NGOs in Nepal, AIN

September 2012

Published by
Association of International NGOs in Nepal (AIN)
C/o Save the Children
Sambhu Marg, Airport Gate, Kathmandu, Nepal
Phone: 977-1-4468128/4468129 Ext. 203, 207

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Section A: General information of member

Name of Organisation	Aide et Action
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Country Head	Mr. Babu Ram Neupane / Representative
Budget for Education Sector	US\$ 100,000 per annum
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Section B: Narratives

1. Core Program/Components

- Livelihood Education
- Access and Quality Education

2. Areas/Fields of Engagements or Supports

2.1 Basic Education

Aide et Action Nepal has a project called ‘Back to Basics’ (B2B) under Access and Quality Education (AQE) thematic which is being implemented in the government primary schools. B2B’s objective is to enhance the basic competencies of children in reading writing, and arithmetic. Currently more than 6000 children across 96 primary schools in Baglung and Saptari districts are covered under this programme. Process in brief include children competency assessment (CCA) level of children and designing the intervention strategies which include child friendly learning initiative, preparation of child centric plan, teachers’ training, support members of school management committees, formation and capacity building of children clubs, formation of teachers’ resource groups to encourage sharing and facilitate mentoring practice among the teachers in the project cluster areas, and community mobilization including the strengthening of community level collectives such as women’s groups, youth groups etc .

The concept of B2B emerged as a response to an increasing concern among the policy makers, educationists and common people on the declining quality of learning in government run schools. While this situation is not confined only to the government schools, they form priority as mostly the poor and economically weaker sections access government schools. Attaining minimum competencies by children - though many point out inadequacy of such measurement itself - becomes a major challenge with lot of inadequacies in the system there by questioning the quality of teaching learning processes. Thus, while there are host of systemic issues, quality related to in-school processes, appear to be one of the solutions that would focus on development of competencies among children. The B2B is therefore a quality enhancement program to achieve acceptable competency levels among children of primary schools. This is visualized as a campaign, where in children attain age appropriate competencies while they are in schools. As an accelerated learning program, “Back to Basics” (B2B)

is targeted to address issues of in-school processes, teaching learning processes and intend to impact on the overall learning environment and accountability where in children demonstrate measurable improvements in learning along with institutionalization of a sustainable community owned process which would ensure quality education to promote empowerment. Back 2 Basics aims to create a positive change in the overall learning environment and improve the quality education among the students of Grade I-V. The programme recognizes prevailing disparities that limit children and therefore the need for handholding so that they can become adequately competent and ensure a consistent satisfactory performance in the learning process.

The Primary Objectives

- Enhancing competencies in 3R's (reading, writing and arithmetic) in children
- Strengthening education governance
- Strengthening community institutions and collectives to promote accountability, transparency and sustainability.

Strategies

- Engage with multiple-stakeholders (community, parents, teacher, children, CBOs,) to influence and capacitate for collaborative actions and strengthen sustainability.
- Improve the pedagogy through influencing and capacitating the teachers to enhance competency levels.
- Engage children in multiple learning spaces for comprehensive cognitive development.
- Activate backward and forward linkages¹ to promote inclusion, accessibility and reduce dropouts.
- Promote and strengthen CBOs, and other village level collectives to strengthen education governance for sustained quality education.
- Networking to gain value, knowledge, capacities, and capabilities and positioning ourselves as key players in education.
- Policy advocacy and influencing effective implementation of policies through strategic partnerships with government, media advocacy, capitalization and action research.

2.2 Livelihood (vocational training) Education

There is direct correlation between livelihoods and education; as livelihoods contribute to the attainment of education and education in turn contributes significantly to enhancing livelihood opportunities. The livelihood education programme targets the school and college drop outs and unemployed youths primarily from the Dalit, underprivileged and excluded communities, provide them with appropriate vocational training and thereby enhance their capacities and skills which enables them to become potential employable candidates. This programme does not only train the youths but also make efforts in building strategic linkages with the existing market/business leaders and opportunities to ensure that the trained youths avail employment. This initiative reaches out to those who are below poverty line and enables them to reach out to a dignified livelihood opportunities thereby bringing in quality change in their life. Further, this intervention builds capacities of those who like to become entrepreneurs. Livelihood education would be addressed through the iLEAD (Initiative for Livelihood Education and Development) programme.

The iLEAD program has been providing basic level vocational training to the youths of 18-35 age group in different trades such as cell phone repairing, automobile mechanics, plumbing, house

wiring, tailoring etc. The training spans four months (3-month regular theoretical and practical classes and 1 month on the job training or apprenticeship). Major processes include Employability and Entrepreneurship Potential Assessment (EEPA), which is similar to rapid market appraisal, toward identifying trades through market assessment, trainees' selection especially from marginalized sections of society, aptitude test, induction in-house theory and practice classes, personality and soft skill development classes, on the job training and providing placement and post placement support to the graduates. During the regular training guest lectures, computer literacy classes, and exposure visits of the trainees also feature in programme so as to build the confidence of the trainees and prepare face to the challenges ahead in professional life.

Similarly, the youths are helped gain the knowledge of the world through a platform called a Gossip Circle for Empowerment (GCE) which is a discussion forum facilitated by the trainees themselves or trainers or some resource persons who will encourage the trainees to actively share/receive opinions on contemporary global trends impacting the societies, and burning issues and affairs. In addition, the Alumni Club is also central to iLEAD training program. Moreover, the objective of iLEAD training program is to help entrepreneurs emerge envisioning the youths as the social change agents.

3. Geographical Coverage (District and VDC Coverage)

Baglung: 6 VDCs

Saptari: 18 VDCs

Kathmandu Valley (with one vocational training center based at Sanothimi, Bhaktapur)

4. Working Modality and Approaches

- Being implemented by partners i.e. local NGOs.
- Financial and technical assistance by Aide et Action
- Coordination with local government bodies

B2B

- Emphasis on community participation for sustainability
- Capacitating teachers' resource groups, children clubs, and local level collectives

iLEAD

- Skill Testing of (certification) iLEAD graduates through council CTEVT, placement and post placement support to the iLEAD graduates
- Empowerment through Gossip Circle for Empowerment (GCE)
- Active participation of Alumni Club for regular sharing and feedback to update training quality
- Training on Start and Improve Your Business (SIYB)

5. Good Practices (success stories)

(For B2B):

Learning with Fun



Mr. Diwas Gayak, 8, hails from class 2 of Prithvi Higher secondary School in Amalachaur VDC in Baglung district from Western Nepal. Being the first generation learner from a clan of underprivileged and illiterate gandharva (wandering singers/minstrels) he feared the teachers more than anybody else. He never felt like going to classes and enjoyed playing with sarangi (musical instrument), means which his community's male elders use to entertain people playing on it and earning little money to support their families. It was not

easy struggling to decipher the alphabets written on the blackboard by the teachers. The grief of losing the father (who went missing while on his way to India for a blue collar job) was also fresh on his mind.

He could not ask the teachers to repeat what they said once. The greatest relief he would feel on an ordinary day was running wildly along the trail homeward from school when the last bell of the school for day rang. He developed intense loathing for such education system which severely lacked in inspiration and motivation. Many a times, he even tried playing truant from school but got punished by his mother with multiple slaps on his face. The teachers ignored him and the friends avoided him. It was a hell of school for him. Aggravating the situation more was his coming from a Dalit (untouchables) family. His classmates from the so-called upper caste families looked down upon him.

But things took a U-turn one day when a local young lady from the next village approached him asking about his opinion on school and studies. He found a great savior and comrade in her and explained his prejudices and fears involved with the institution called school. She hugged him and offered to help him in his studies. She started visiting his school at a frequent interval and came to him with the same generous smile and helping hands. She talked to the teachers and sometimes taught with the teachers. She helped children play in the school ground. His confidence was increasing by leaps and bounds. He did not hesitate to ask questions to his teachers.

The young lady was working as a community mobilizer under Back to Basics (B2B) project of Aide et Action International Nepal. The school atmosphere was changing for better and the teachers were friendlier and more cooperative than ever.

Diwas has now turned one of the brightest students from an incurable moron. He was declared the school board first during the annual results publication. His teachers from the so-called upper caste families pat him on his back and congratulate him and his friends jostle around him while playing and studying. Now learning has become a fun. His illiterate and wage earning mother, Heera, 35, is ecstatic for her son's unexpected achievements which she attributes to the efforts of the B2B community mobilizer who has inculcated the passion for learning in her son and played instrumental in bringing about a positive change in the school atmosphere, teachers and students. She has pinned high hopes her son for his bright future and support during her old age.

For iLEAD:



Treading an Unconventional Path

They say charity begins at home and the world change starts with self change. This comes true in the life of those who have strong will to chase their dreams. Moreover, humans have the propensity to script success by mixing passion and devotion to achieve the dreams latent and overshadowed by karmic illusion. Ms. Sabina Kandel, 20, is a representative character in this regard.

A ray of hope emerged in Sabina's life in her noble intentions of supporting her family economically when she knew about iLEAD training while community mobilisation drive being conducted in her locality for the first batch of training in Bhaktapur by Underprivileged Children's Educational Programs (UCEP) Nepal in partnership with Aide et Action International Nepal. She joined mobile repairing training at the time when her father was struggling hard to support his four-member family. The days were too difficult when the family migrated to Bhaktapur from Nuwakot district, some 80km away from capital city. Her mother still goes hunting for some seasonal jobs to support her husband in rent payment and livelihood of the family.

"I would not get time to complete the homework in my school days," she recalls her school days when she had to look after household work, "However I am very much thankful to my parents for having me sent to the schools despite extreme financial crisis at home and when they were struggling for sustenance." She tried jobs in many places with her school certificate but returned empty handed thanks to the flawed education system which fails to impart technical and practical skills to students. "I learnt the lesson that I would not get the job with such low qualification without skills," she said, "That was the time when I was searching for some short term training course which helps me to find the job immediately."

"I wanted to do something unconventional, so I chose mobile repairing," she clarifies when she was asked why she chose this trade. Needless to say, mobile repairing is tagged a "male jobs" in her community. However, she has accepted the challenge without any tinge of nervousness. Her confidence has soared following her introduction with girls of her age undergoing training in different trades at UCEP Nepal. Though short, the iLEAD training has proved learning of a life time. Regular training, assessment and counseling have provided her wings to fly to success zone and add colorful feathers one after another.

Sabina has just completed three months theoretical and practical course and now she is on OJT. She has taken this training as the bridge between her dream and reality. She is ready to make strides in the path of success standing on the pedestal of confidence acquired from iLEAD training.

6. Partners

6.1 Implementing (NGOs)

- Aasaman Nepal (in Baglung and Saptari)
- Underprivileged Children's Educational Programs (UCEP) Nepal (in Bhaktapur covering the Kathmandu Valley)

7. Partnership and MOU/Agreement Status with

7.1 MOE

- None

7.2 DOE

- None

7.3 DEO

- None

8. Publications

- Annual reports
- Periodic reports
- Collection of Success stories

8.2 How can these be accessed? (Dissemination practice)

- Country Office of Aide et Action Nepal
- Official Website

9. Source of Funding

- Aide et Action International

Section A: General information of member

Name of Organisation	CARE International in Nepal
Address/Telephone	Krishna Galli, Pulchowk, Lalitpur, 977-1-5522800
Contact Person/Designation	Shreya Singh / Communication & PR Manager
Country Head	Lex Kassenberg
Budget for Education Sector	US\$/Euro/GBP/NRs \$ 1 Million... per annum (Informal education is an integral part of all our projects. Segregation of component wise budget is difficult)
Email	carenepal@np.care.org
Website	www.carenepal.org

Section B: Narratives

1. Core Program/Components

CARE Nepal identifies three primary focus areas for its current programs:

- a. Empowering women by focusing on the economic, social, political and cultural aspects of their lives. It has been tracking achievements resulting from changes in access to and control over resources and decision making abilities of women. It strengthens women as an agency, their networks to be able to establish links with systems and structure to influence change.
- b. Securing livelihoods for the poor, vulnerable and socially excluded, including Dalits, landless people, women and those most frequently affected by natural disasters and environmental degradation, by improving their access to basic services such as health, education and economic opportunities, and enhancing their access to and control over natural resources.
- c. Addressing issues of equity and justice through engaging communities and civil society organisations/ state actors on issues of inequity and injustice; challenging harmful traditional beliefs and practices, influencing policies.

2. Areas/Fields of Engagements or Supports

2.1 ECD

2.2 Basic Education

2.3 Secondary Education

2.4 Technical Education and Vocational Training (TEVT)

2.5 Literacy and Lifelong Learning

2.6 Teacher Professional Development

2.7 Non Formal Education

Our interventions are designed to assist the poorest women and girls, who live in a situation of poverty and deprivation to create a world where everyone gets equal opportunity and live in dignity. CARE Nepal has adopted various approaches to promote education through non-formal education interventions. Hundreds of Popular Education centers, REFLECT centers, Open Village School centers and Child Clubs are active across the country.

REFLECT centers and Popular Education centers provide a forum for discussion and dialogue on social issues, education and mobilization to do away with harmful practices through women's agencies like *chaupadi and early marriage. These centers also help in facilitating policy dialogue between community groups, government policy makers and political actors. The processes help communities take charge of their issues.

Open Village School centers like the name suggests is an open school. Both men and women participate in the center and discuss their situation and real life related issues. Through open village school the centers have carried out community activities that are for the benefit of the poor.

Women Advocacy Forums and Peace Promotion Centers are formed with the women representatives of the community. These centers have been working on advancing women's rights and issues to build peace and harmony at the individual and community levels. These groups have been working on resolving community conflicts, mediating, establishing links with government line agencies at the local levels.

2.8 Multi Grade and Multi Lingual Educations

2.9 Special Needs Education

2.10 Child Friendly School Initiatives

CARE has supported child friendly school initiatives through its Community Support Program .So far, CSP has built 283 new schools, provided financial support for the construction of DWS, toilet and compound wall in 254 schools, renovated 212 schools, provided learning facilities like library, laboratory support, computer support etc to 562 schools.

2.11 SZOP

2.12 Education in Emergency and School Based DRR

CARE Nepal implements its Disaster Risk Reduction (DRR) project funded by ECHO in 2 districts of Far West Nepal namely Kailali and Dadeldhura that are among the most vulnerable districts of the country. The principal objective of the project is ***“to capacitate communities at risk to reduce disaster vulnerability, mitigate the impact of disasters and advocate for their rights”***.

Besides implementing intervention in communities the project invests a major portion of its activities in school with the objective of mainstreaming DRR and Disaster Preparedness (DP) in all relevant sectors. Working in 32 schools project reaches to 8596 students, 299 teachers, 226 School Management Committee (SMC) members, and 227 Parent Teacher Association (PTA) members through the school intervention.

Education in Emergency training to teachers & SMC members

Since schools in the project areas are exposed to risks, it is essential that schools and humanitarian practitioners understand the need for Education in Emergencies. To adequately handle DRR content in schools, project provided 2 days orientation on DRR and use of INEE (Interagency Network for Education in Emergency) handbook to 226 teachers and School Management Committees (SMC) members. Project improvised the teacher's guide developed during the DIPECHO V action plan to integrate minimum standard of INEE handbook and rolled out this manual in schools.

By sensitizing stakeholders on the handbook, CARE Nepal seeks to promote mainstreaming of DRR into their regular programming. Currently these schools are holding classroom discussions on DRR on a regular basis. Nepali translated Draft INNE handbook (undertaking of UNESCO,) will be distributed in schools to develop deeper understanding of school management committee and teachers.

School contingency plans and mock drills

With the objective of building a culture of safety and preparedness in schools project has conducted workshops for teacher, SMC members and students to assess the risks and vulnerabilities of their schools and develop school contingency plan that includes evacuation plan. These plans have been linked to community contingency plans.

Mock drill conducted has helped to prepare schools for a real hazard event as well as test the effectiveness of the school contingency plan. Girls' leadership in school-based DRR initiatives has been promoted through involvement in overall process of different school activities.

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Prepositioning of School in a box kits

The School-in-a-Box is a standard response in emergencies. Its purpose is to ensure continuation of children's education within the first 72 hours of an emergency. Since the project spans over two monsoon seasons, 68 adapted schools in a box kits have been prepared, procured and distributed in 32 schools as part of preparedness activity. The school in box kit has been designed in accordance to the international standard developed by UNICEF with minor adaptations to fit in with the Nepal context.

Keeping in mind the socio cultural factor the box kit contains teaching learning material and recreational items boys and girls suitable to the local context. In addition tents have also been provided to set up temporary learning centre for school children if schools are occupied or damaged or flooded post monsoons.

Distribution of basic emergency equipments and IEC materials

Schools have been provided with basic emergency equipments like stretchers, hand mikes and fire extinguishers. Project developed flipcharts and flex prints with messages on preparedness for flood, earthquake, fire and landslide have proved to be a valuable teaching learning aid for teachers and students alike.

Participation in advocacy days

Besides these specific school related activities project has encouraged active participation of school going children in celebrations of advocacy days such as International Strategy for Disaster Risk Reduction (ISDR), Earthquake Safety Day and World Environment Day for generating mass awareness on DRR and DP at community, VDC and district level.

Awareness activities

Fairs, cultural programmes, street dramas and radio programmes that convey messages on DRR and DP are other project activities wherein students along with other sections of the communities have received valuable messages on disaster preparedness and risk reduction.

3. Geographical Coverage (District and VDC Coverage)

Darchula, Bajhang, Bajura, Bardiya, Banke, Baitadi, Accham, Doti, Kailali, Dadeldhura, Kanchanpur, Humla, Mugu, Pyuthan, Lamjung, Tanahun, Syangja, Parsa, Bara, Rautahat, Mustang, Manang, Kalikot, Jumla, Dolpa, Dailekh, Jajarkot, Rukum, Surkhet, Kapilvastu, Rupandehi, Nawalparasi, Gorkha, Dhading, Chitwan, Makwanpur, Sarlahi, Mahottari, Dhanusha, Okhaldhunga, Udaypur, Dhankuta, Terathum, Panchthar, Taplejung, Kaski.

4. Working Modality and Approach

Through Partnership

5. Good Practices (success stories)

6. Partners

6.1 Donors

EU, UKAID, USAID, DANIDA, Austrian Development Agency & private donors

6.2 Implementing (NGOs)

Maiti Nepal, Kathmandu

ABC Nepal, Kathmandu

Jagaran Nepal, Kathmandu

National Forum for Women Rights Concern (NFWRC) Secretariat, Kathmandu

Karnali Integrated Rural Development and Research Center (KIRDARC)

Village Community Development Committee (VCDC), Sarlahi

Bagmati Sewa Samaj (BWSN), Sarlahi

Sahayogatmak Samaj (SAHAS), Mahottari

Ratauli Yuba Club (RYC), Mahottari
Rural Development Foundation (RDF), Dhanusha
Federation of Community Forest Users Nepal (FECOFUN)
Community Family Welfare Association (CFWA)
Tarai Dalit Sarokar Kendra (TDCC) Nepal, Rupendehi
District Health Office, Doti
District Public Health Office, Kailali
Society for Environment and Human Resource Development (SOURCE-Nepal), Doti
Forum for Awareness and Youth Activity (FAYA-Nepal), Kailali
Participatory Effort at Children Education and Women Initiative Nepal (PEACEWIN), Bajura
Gangotri Rural Development Forum (GaRDeF), Achham
Samajik Samanta Abhiyan (SSA), Kanchanpur
Saipal Youth Club, Bajhang
Nepal Red Cross Society, Dadeldhura
Conscious Society for Social Development (CSSD), Kailali
Nepal Rural Self Reliance Campaign (NRUSEC), Chitwan
Women Skill Creation Center (WOSCC), Makwanpur
Nepal Federation of Indigenous Nationalities (NEFIN), Lalitpur
Samaj Utthan Yuba Kendra (SUYUK), Dhanusha
Janaki Women Awareness Society (JWAS), Janakpur
Tarai Private Forest Development Association (TPFDA), Dhanusha
National Federation of Irrigation Water Users Association (NFIWUAN)
National Association of PLHA in Nepal (NAP+N), Kathmandu
Nepal Red Cross Society (NRCS), Doti
Nepal National Dalit Social Welfare Organisation (NNDSWO), Dadeldhura
Legal Aid and Research Center (LARC), Nawalparasi
Kalika Community Women's Development Center, Chitwan
Rural Women's Service Centre, Makwanpur
Dalit Social Development Center, Kapilavastu
Himalayan Grassroots Women's Association for Natural Resource Management in Nepal (HIMWANTI),
Lalitpur
Forum for Social Development (INDRENI), Nawalparasi
Nagrik Aawaz, Lalitpur
Shantimalika (Network for Women and Peace), Kathmandu

6.3 Others

Jersey Overseas Aid commission, TOSA Foundations, David Wischs Funds, Seattle Women's Group

7. Partnership and MOU/Agreement Status with:

7.1 MOE

7.2 DOE

7.3 DEO

8. Publications

8.1 List of Major Publications (educational documents, manuals, research reports and papers produced by the organisation)

8.2 How can these be accessed? (Dissemination practice)

All our publications can be accessed from our website.

9. Source of Funding

Donor

Section A: General information of member

Name of Organisation	ChildFund Japan
Address/Telephone	Jhamsikhel, Lalitpur, 977-1-5528-166/069
Contact Person/Designation	Mr. Bir Kumar Shrestha / Program Officer
Country Head	Ms. Mariko Tanaka
Budget for Education Sector	NRs. 4,000,000 per annum
Email	cfjnepal@mail.com.np
Website	www.childfund.or.jp

Section B: Narratives

1. Core Program/Components

Core program

- Sponsorship program

There are 3 impact areas of sponsorship program. Impact area wise components are as follows;

- 1) Child Development
 - (1) Awareness raising (value formation)
 - (2) Education
 - Formal education (scholarship support, tuition class, etc.)
 - Non formal education
 - Sports
 - Library
 - Art & culture
 - (3) Basic Needs
- 2) Family Development
 - (1) Awareness raising (value formation)
 - (2) Income generation
 - (3) Basic Needs
- 3) Community Development
 - (1) Awareness raising (value formation)
 - (2) Income generation
 - (3) Capacity building of CBOs and service providers
 - (4) Coordination (district / VDC)
 - (5) Survey

2. Areas/Fields of Engagements or Supports

Please specify and provide brief narratives on the areas or fields that your organisation is engaged in or supporting.

Basically followings are the areas of fields related to education sector in which ChildFund is supporting.

2.1 ECD

ChildFund is raising awareness among parents and schools in order to enroll children in ECD in right age. It is supporting in ECD facilitator's training, local materials development training, ECD facilitators incentives, low height table, cushions, carpet and other ECD materials to the center for child friendly and enjoyable environment in the center.

2.2 Basic Education

ChildFund Japan aims to support government schools in order to make them capable in delivering quality education to the children for their better learning achievement. So, it supports in trainings, teachers' incentives, materials, infrastructure and scholarship. Grade teachers teaching training, child friendly teaching training, volunteer teachers' incentive support, white board, instructional materials support, classroom construction, classroom renovation, play ground construction, drinking water tank construction, toilet construction, extra tuition classes and scholarship support are the major support being carried out.

2.3 Secondary Education

Scholarship support, Extra tuition class support,

2.4 Teacher Professional Development

Seminar on quality education, exposure visits to model schools, Grade teachers' teaching training, child friendly teaching training.

2.5 Child Friendly School Initiatives

Child friendly teaching training, Child friendly management training, Local material development training, Child club formation and support children's activities, support in school improvement plan (SIP) review, writing and its activities, support in providing game materials, musical instruments and books.

2.6 Capacity development of school management committee (SMC) and parents' teachers association (PTA)

For the smooth management of government schools and appropriate feedback to SMC from PTA, ChildFund supports in capacity building of SMC and PTA through awareness raising to hold meetings of SMC and PTA in required numbers. SMC and PTA members are encouraged to join exposure visits and conduct quality social audits.

3. Geographical Coverage (District and VDC Coverage)

- District : Ramechhap
- VDCs : Sukajor, Ramechhap and Rampur

4. Working Modality and Approach

Following approaches have been taken to work with in education sector;

- Program intervention through partner NGO.
- Implement activities in close coordination with government line agencies, especially with District Education Office (DEO).
- Application of right-based approach
- Interventions to government schools.
- Enhance the capacities of SMC/PTA and teachers.
- School improvement plan (SIP) is basis for support.
- Matching fund of school is a must for infrastructure and volunteer teachers' incentive supports.
- This education program will be implemented as a supplementary of sponsorship program.

5. Good Practices (success stories):

- 1) Schools' SIPs reviewed and re-planned in the participation of students, guardians and community representatives along with teachers, SMC and PTA members.
- 2) Many schools prepared year 2068/69 annual progress report card and distributed to students which was not in practice earlier.
- 3) SMC/PTA and teachers of some schools visited DEO and did negotiation for ECD quota, toilet construction, and other construction support.
- 4) More schools have started grade-teaching in independent classrooms for ECD to grade3. They have prepared individual students file to assess students according to continue assessment system (CAS).
- 5) Child clubs have started to become active for improvement of school environment. They have established funds to use them in extracurricular activities, supporting such students who are not able to purchase stationary and in emergencies. One child club already supported Rs. 500/- cash for a fractured case of a student.
- 6) Replication of good practices of Nabin primary school of Kavrepalanchowk district has been observed in some schools after SMC / teachers' paid exposure visit.
- 7) All schools distributed government scholarship to needy students by making detail student's list for their identification.

6. Partners

6.1 Donors

- NA

6.2 Implementing (NGOs)

- Ramechhap Business and Professional Women (RBPW)

6.3 Others

- NA

7. Partnership and MOU/Agreement Status with: NA

7.1 MOE

7.2 DOE

7.3 DEO

- Working in close coordination with DEO.

8. Publications: NA

8.1 List of Major Publications (educational documents, manuals, research reports and papers produced by the organisation)

8.2 How can these be accessed? (dissemination practice)

9. Source of Funding

- Sponsorship fee
- Donation raised in Japan

Section A: General information of member

Name of Organisation	Enfants&Developpement
Address/Telephone	GPO Box: 8975 EPC 493, 977-1-5549588, Sanepa, Laliptur
Contact Person/Designation	Nirmal Bhandari / Program Officer
Country Head	Amelie Prevalet, amelie.prevalet@enfantsetdeveloppement.org
Budget for Education Sector	US\$/Euro/GBP/NRs..... per anum
Email	nirmal.bhandari@enfantsetdeveloppement.org
Website	www.enfantsetdeveloppement.org

Section B: Narratives

1. Core Program/Components

Basic and secondary education for former street children

100 children (per year) rescued in VOC drop in and preparation centers (in Kathmandu) and reintegrated in their families receive an education support (school fees) after assessment of the socio-economic situation of the families. Thus, 100 former street children go back to school each year for a successful reintegration.

Vocational training

Among former street children in VOC centers, reintegrated in family or within the community, who have completed high school or who are too old or not interested in joining formal education system, youth from vulnerable families and children victims of sexual abuses, the social workers identify the youth with a high motivation for training.

Before starting training, all information regarding the corps de métier, training contents and training centers, job market, building trades, are presented to the youth to help him to write their individual action plan. 225 youth (per year) participate in orientation sessions about training centers, job market... and 300 attend individual discussions.

100 youth are engaged (per year) in a vocational training, and have developed their professional and life skills.

Among the new youth 25% come from the street and 75% come from low-rented areas or slums.

The trainings take place in 15 different training centers with which cooperation and coordination is led and with all a partnership agreement is signed.

85% of the youth complete their training. Then, the youth receive a support) to build their self reliance, and are accompanied on the job market and assisted in their job seeking. 100% of the new youth have started a job 6 months after termination of the training the last year.

2. Areas/Fields of Engagements or Supports

Please specify and provide brief narratives on the areas or fields that your organisation is engaged in or supporting.

- 2.1 Basic Education:** E&D and its partner VOC support former street children's families (counseling, follow-up, financial support) where a child has been reintegrated. After assessment of the socio-economic familial context a financial support for one or several year is provided in order to sustain the reintegration.
- 2.2 Secondary Education:** E&D and its partner VOC support former street children's families (counseling, follow-up, financial support) where a child has been reintegrated. After assessment of the socio-economic familial context a financial support for one or several year is provided in order to sustain the reintegration.
- 2.3 Technical Education and Vocational Training (TEVT):** E&D and its partner VOC give the opportunity to former street children / youth or children / youth living in the slums or low-rented areas of Kathmandu Valley who are too old or not interested in formal education to gain practical skills through a vocational training.

3. Geographical Coverage (District and VDC Coverage)

Kathmandu Valley

A former street child reintegrated into family can receive a educational support out of Kathmandu, according to the location of the family.

4. Working Modality and Approach

The approach of E&D - VOC aims at the global reintegration of former street children into the society as well as the sustainable improvement of the economic prospect of vulnerable families. In this respect, the approach does not only emphasize on the access to vocational trainings but also on the individualized follow up and support the youths will receive throughout the process. In particular, in order to avoid drop outs during the training, the importance of a good preparation of the future trainee has been highlighted.

The process is focus on several aspects:

1. Information provided to the future trainee (information card for each training available, creation of a short documentary on some of the training proposed, analysis of the job market, exposure visits in training centers and potential job places, youth to youth awareness raising, etc).
2. Development and strengthening of the child/youth's basic life skills (non-formal education classes, literacy classes, orientation on tools and terminologies used in particular training, orientation / sensitization on labor law, basic rules in workplace, health and drug abuse, gender issues, etc)

- 3 Individual follow up / support of the youth in case of any difficulties to adjust to the training or any other family difficulties that may jeopardize the plans (counseling, support to understand / analyze difficulties, support to find adequate solutions, to make plans, to take decision, etc). This follow up involves the parents through home visits whenever possible.

As a result, the trainee is able to make an informed choice based on his capacity and interest and that the training chosen is always in line with job opportunities existing in the job market.

The access to employment of newly graduated youth is ensured by a regular assessment of the job market, the development of apprenticeship, and networking with job providers. The youth are prepared to employment throughout their training (coordination of the vocational training team with the job placement in charge, meeting/ exposure to former trainees who have found a job, orientation/training on how to search for a job, on the development of micro-credit activities, etc).

Once the youth is engaged in a job, a regular and structured follow up of the youth by the job placement unit for a certain period of time (6 months) even after he engages in a job will help him to be well accommodated in new environment and solve his problems.

Collaborations with 20 training centers/institutions as well as with other organisations involved in economic development (vocational trainings, 50 job providers, micro-finance institutions, etc) are functional.

5. Good Practices (success stories)

N/A

6. Partners

6.1 Donors

UE and ProVictimis Foundation

6.2 Implementing (NGOs)

VOICE OF CHILDREN

Director Mr Krishna Thapa

info@voiceofchildren.org.np

6.3 Others

7. Partnership and MOU/Agreement Status with:

7.1 MOE

N/A

7.2 DOE

N/A

7.3 DEO

N/A

8. Publications

8.1 List of Major Publications (educational documents, manuals, research reports and papers produced by the organisation)

N/A

8.2 How can these be accessed? (dissemination practice)

N/A

9. Source of Funding

UE and ProVictimis Foundation

Section A: General information of member

Name of Organisation	Fida International Nepal
Address/Telephone	P.O.Box: 8975 EPC 2278, Cell: 9851111860, Kathmandu
Contact Person/Designation	Päivi Leppänen / Inclusive Education Advisor
Country Head	Sam Hatava / NSAsia Regional Director & Nepal Country Director
Budget for Education Sector	51800 € per annum
Email	paivi.leppanen@fidadevelopment.fi
Website	www.fidadevelopment.fi

Section B: Narratives

1. Core Program/Components

- Basic Education (Primary Education Support)
- Vocational Education
- Non Formal Education

2. Areas/Fields of Engagements or Supports

Please specify and provide brief narratives on the areas or fields that your organisation is engaged in or supporting.

2.1 ECD

ECD support has been integrated to primary school education support, not given independently.

2.2 Basic Education

Fida is supporting 14 primary schools (in five districts) out of which eight are government schools and six community based schools.

2.3 Secondary Education

N/A

2.4 Technical Education and Vocational Training (TEVT)

In 2012 Fida is supporting three Technical Education and Vocational Training Centres: two Youth Centres run by Nepal Integral Mission Society and one Vocational Training Institute by Transformation Nepal. Through Rescue Nepal Fida has granted scholarships for vocational training for unemployed youth.

2.5 Literacy and Lifelong Learning

Fida is supporting literacy and lifelong learning by giving teaching and learning materials for the literacy classes.

2.6 Teacher Professional Development

The basic education support given to 14 schools includes teachers' professional development in the form of child friendly teacher training: basic training, refreshment training, further training).

2.7 Non Formal Education

Non formal education supported by Fida includes adult literacy classes run by Relative Nepal and Rescue Nepal, and flexible schooling arranged by Transformation Nepal. Flexible schooling classes are for school drop-outs (children/youth of age 8-14), and they include also literacy classes.

2.8 Multi Grade and Multi Lingual Educations

The MLE supported by Fida is done by Relative Nepal in five schools in Mahottari and Dhanusha districts. Fida is not involved in Multi Grade education.

2.9 Special Needs Education

N/A

Since disability is one of the Fida's crosscutting themes, the disable people are prioritized in many respect in the project implementation. However, special needs education has not been organized yet. Students with special needs have been integrated to some extent to normal classes.

2.10 Child Friendly School Initiatives

The child friendly education is the main focus in the basic education support. The concept is introduced to all stakeholders in the schools: children, teachers, parents, SMCs.

2.11 SZOP

Fida has not supported any specific programs on SZOP but since peace building is one of the crosscutting themes in Fida, peace building aspect should be seen in all work. The projects support the government peace building policies with small practical acts.

2.12 Education in Emergency and School Based DRR

N/A

3. Geographical Coverage (District and VDC Coverage)

- Banke – Nepalgunj – Youth Centre (NIMS)
- Bhaktapur – Sanothimi - Vocational Training Institute (TFN)
- Chitwan – Duisayabigha – government school (rescue Nepal)
- Dhanusa – Bateshwar, Mithileswarnikas, Mujelia – community based schools (Relative Nepal)
- Kathmandu – Kathmandu – Youth Centre (NIMS)
- Mahottari – Sangrampur, Shrinagar – community based schools (Relative Nepal)
- Nuwakot – Charghare - government schools (TFN)
- Sarlahi – Bhaktipur – government schools (TFN)

4. Working Modality and Approach

- Capacity building
- Community mobilization through parental education and child clubs
- Coordination and cooperation with DEOs, VDCs and Resource Centers
- Community Health Education (CHE) approach used especially in the work of Rescue Nepal and Relative Nepal

5. Good Practices

- Fida International is working with primary schools. All the schools are either community based (6 schools) or government supported (8 schools).
- A good coordination has been developed with Resource Centres and District Education Offices, which has resulted to increased infrastructure and technical support from the government.
- Parental education has been an effective approach to enroll and sustain the children in the school. Parents are also more actively supporting their children's education at home.
- Child clubs supported the schools to enroll the children to school. The clubs have been engaged in community awareness raising through different activities, like making wall papers, newspaper articles and radio programs on the community issues.
- Regular community mobilization and school support has been provided by social mobilizers trained in education.
- By integrating Early Childhood Education with Primary Education the transition from ECD to primary school took place smoothly.

6. Partners

6.1 Donors

Ministry for Foreign Affairs for Finland

Private (individual and community donors)

6.2 Implementing (NGOs)

- Transformation Nepal, TFN, (education sector only)
- Relative Nepal (education sector one of three sectors of work)
- Nepal Integral Mission Society, NIMS, (education sector one of the key sectors)
- Rescue Nepal (education sector work in Child Sponsorship Program and literacy classes)

6.3 Others

Cooperation in Education Sector with the following:

- Embassy of Finland (cooperation meetings with government line agencies of Nepal and Finland)
- Finnish MLE-project (participation to workshop, materials)
- AIN EWG (cooperation meetings, experience sharing)

7. Partnership and MOU/Agreement Status with:

7.1 MOE

N/A

7.2 DOE

N/A

7.3 DEO

N/A

8. Publications

8.1 List of Major Publications (educational documents, manuals, research reports and papers produced by the organisation)

N/A in education sector

8.2 How can these be accessed? (dissemination practice)

9. Source of Funding

Fida International has a partnership agreement with the Ministry for Foreign Affairs for Finland. That guarantees 80 % of the funding. The remaining 20% is collected by Fida International itself from private individual and community donors, special fund raising campaigns and the profit of the second-hand shops run by Fida. For the sustainability of the work, the partner NGOs are taught and expected to raise an increasing amount of funding annually by themselves.

Section A: General information of member

Name of Organisation	German Nepalese Help Association
Address/Telephone	104 Jit Jung Marg, Thapathali Height, 977-1-4246448
Contact Person/Designation	Kedar Tamang / Program Coordinator
Country Head	Kamal Rupakheti
Budget for Education Sector	Euro 150,000.00 per annum
Email	gnhanepal@wlink.com.np
Website	www.dnh-stuttgart.org

Section B: Narratives**1. Core Program/Components****2. Areas/Fields of Engagements or Supports**

Please specify and provide brief narratives on the areas or fields that your organisation is engaged in or supporting.

2.1 ECD

2.2 Basic Education

2.3 Secondary Education

2.4 Technical Education and Vocational Training (TEVT)

2.5 Literacy and Lifelong Learning

2.6 Teacher Professional Development

2.7 Non Formal Education

2.8 Multi Grade and Multi Lingual Educations

2.9 Special Needs Education

2.10 Child Friendly School Initiatives

2.11 SZOP

2.12 Education in Emergency and School Based DRR

3. Geographical Coverage (District and VDC Coverage)

District	VDC/Municipality	No. of Schools/other learning centers
Solukhumbu	Chaurikharka	1 School
Siraha	Sanaitha	1 School
Dolakha	Bhimeswor Municipality	6 Schools
Kavrepalanchowk	Panchkhal	2 School
	Kavre VDC	1 School
Bhaktapur	Bhaktapur municipality-11	1 School
Kathmandu	Kathmandu Metropolitan city	1 NGO
Dhading	Chhatredeurali-1	1 School
	Bhumisthan-7	1 School
	Katunje-6	1 School
Kaski	Pokhara Municipality	1 NGO

4. Working Modality and Approach

GNHA is contributing to enhance equal access and opportunity to education for the children of Dalit, ethnicity, Madhesi, marginalized and minority communities. GNHA fund contributes for physical infrastructure development of public schools as well as enhancing internal efficiency and professional development of working teachers to insure quality education. Intensive trainings to the working teachers and capacity enhancement of local school governing bodies is another aspect of GNHA working modality to transform the traditional classrooms and school environment into Child Friendly Environment. The “National Framework for Child Friendly School” and “Prioritized Minimum Enabling Condition” and other relevant documents disseminated from Department of Education are regarded in GNHA intervention in education.

Cooperation and collaboration with central level, district level and local level line agencies and other school stakeholders as guide lined in agreement with SWC and MOU with DoE are working policy of GNHA.

5. Good Practices (success stories)

“Well trained and self-motivated teacher who also worships to his/her profession can make difference”

It has been practiced and the result of it has acquired GNHA supported schools towards model/laboratory schools.

Garner

6. Partners

6.1 Donors

Deutsch-Nepalische Hilfgemeinschaft e.V, Germany

6.2 Implementing (NGOs)

PIN Nepal

Children Nepal

15 Public Schools with cooperation of DEOs

6.3 Others

7. Partnership and MOU/Agreement Status with:

7.1 MOE

7.2 DOE

MOU signed on May 7th, 2012

7.3 DEO

8. Publications

8.1 List of Major Publications (educational documents, manuals, research reports and papers produced by the organisation)

- a) Nepal Notizen (German)
- b) "Better Village School for All in Nepal" documentary film
- v) Circus Theater in Nepalese Village Schools "Terra Artistica" Documentary film

Section A: General information of member

Name of Organisation	Mennonite Central Committee Nepal
Address/Telephone	Ekantakuna, Jawalakhel, 977-1-5523854
Contact Person/Designation	Binod Deshar
Country Head	John Williamson
Budget for Education Sector	Approx. US\$ 44,000/-
Email	infonepal@nepal.mcc.org
Website	www.mcc.org

Section B: Narratives

1. Core Program/Components

- Education
- HIV/AIDS
- Peace and Interfaith bridge building
- Water/Agriculture
- Disaster Response
- Capacity Building

2. Areas/Fields of Engagements or Supports

Please specify and provide brief narratives on the areas or fields that your organisation is engaged in or supporting.

2.1 ECD

2.2 Basic Education

2.4 Secondary Education

2.4 Technical Education and Vocational Training (TEVT):-

- Empower poor and disadvantaged children, young people and women by providing educational, vocational skills that will allow them to contribute to the economic well-being of individual and also for their families and communities and also to strengthen management capacity of community school and enhance teaching skills of school teachers.

2.5 Literacy and Lifelong Learning

2.6 Teacher Professional Development

2.7 Non Formal Education

2.9 Multi Grade and Multi Lingual Educations

2.10 Special Needs Education:-

- Scholarship support for under privileged children and teacher training support. About 60 children are under the scholarship program.

2.10 Child Friendly School Initiatives

2.11 SZOP

2.12 Education in Emergency and School Based DRR

3. Geographical Coverage (District and VDC Coverage)

- Morang District, Bhogateni VDC
- Dhading, Mahadevbesi VDC
- Banke, Kohalpur VDC
- Lalitpur
- Kathmandu

4. Working Modality and Approach

- Program Implementation through Partner organisations. Partner organisation work closely with the District Education Office, Government Schools, School Management Committees and communities.

5. Good Practices (success stories)

6. Partners

6.1 Donors

- Mennonite Central Committee Canada.
- Canadian Food Grains Bank, Canada

6.2 Implementing (NGOs)

- Sansthagat Bikash Sanjal, Lalitpur
- Ichthus Educational Association, Kathmandu
- Brethren In Community Welfare Society, Morang

6.3 Others

- District Education Office and likeminded Organisations

7. Partnership and MOU/Agreement Status with:

7.1 MOE N/A

7.2 DOE N/A

7.3 DEO-Partner organisations plan and work closely with the DEO and related organisations.

8. Publications

8.1 s produced by the organisation

N/A

8.2 How can these be accessed? (Dissemination practice)

- Reports
- News letter
- Field Visits
- Case Studies/Successful story

9. Source of Funding

- Mennonite Central Committee Canada.
- Canadian Food Grains Bank, Canada

Section A: General information of member

Name of Organisation	Nepal Disabled Women Association (NDWA)
Address/Telephone	Kalopul, Kathmandu
Contact Person/Designation	Rama Dhakal / General Secretary
Country Head	
Budget for Education Sector	US\$/Euro/GBP/NRs10800 per anum
Email	ndwa_kath@yahoo.com, ndwa.2009@gmail.com
Website	www.ndwa.org.np

Section B: Narratives

1. Core Program/Components

1. **Advocacy and Awareness raising:** Increase and strengthen participation of women and Girls with Disabilities to formulate and implement policies for employment opportunities, access to education and health, a barrier free environment and social security.
2. **Health:** Raise awareness on available services and on the specific WWDs health issues. Promote access to free health services.
3. **Education:** Promote access to free formal & non-formal education and appropriate education environment.
4. **Representation & Participation:** Promote meaningful participation of WWDs in social, economical, legal, political, cultural and other spheres
5. **Economic Empowerment/Livelihoods:** Provide vocational & skill development trainings for WWDs and their parent through income generating activities and entrepreneurship. It has been supporting to self-help groups in community level, district chapter's member & general members who are living with poor economic condition.
6. **Capacity Building:** NDWA has focused to build the capacity of WWDs in gross root to National level to be empowered for advocating to get their rights and legal provision through training of trainer, leadership development legal awareness, Orientation on UNCRPD, Gender and disability, Disability and Inclusive development as well organisational development.
7. **Rehabilitation Center:** NDWA has been running Rehabilitation Center for WWDs since 2005. It has been giving priority to homeless and parentless, victim of Violence and living with economically poor condition coming from village and remote area. Those who are not getting chance to get primary level of education

2. Areas/Fields of Engagements or Supports

Please specify and provide brief narratives on the areas or fields that your organisation is engaged in or supporting.

2.1 ECD

2.2 Basic Education:

- Providing scholarship for Girl children with disabilities of project district. (Total 15),
- Similarly we are advocating for free education to all Girl/ women with disabilities in National level to grass root level.

2.3 Secondary Education

2.4 Technical Education and Vocational Training (TEVT) :

- We are advocating for free education to all Girl/ women with disabilities in National level to Grass root level.

2.5 Literacy and Lifelong Learning

2.6 Teacher Professional Development

2.7 Non Formal Education

2.8 Multi Grade and Multi Lingual Educations

2.9 Special Needs Education

2.10 Child Friendly School Initiatives

2.11 SZOP

2.12 Education in Emergency and School Based DRR

3. Geographical Coverage (District and VDC Coverage)

Eastern Region, Morang / (Indrapur, Dulari, Hasandaha, Bayarban, Sundarpur, Tadi, Mirgauliya VDC)

Far Western Region, Kanchanpur (Suda, Krishnapur, Rampurbilasipur, Raikawarbichuwa VDC, Laxmipur)

Central Level: Advocacy and lobbying for appropriate environment education for G/WWDs with the co-ordination of DPOs.

4. Working Modality and Approach

- Provide direct fund to the needy girls
- Advocacy through the regional office of NDWA
- Coordinate and collaborate with concern stakeholders

5. Good Practices (success stories)

6. Partners

6.1 Donors

- CBM

6.2 Implementing (NGOs)

6.3 Others

7. Partnership and MOU/Agreement Status with:

7.1 MOE

7.2 DOE

7.3 DEO

N/A

8. Publications

8.1 List of Major Publications (educational documents, manuals, research reports and papers produced by the organisation)

- Posters (Access to education of Women with Disabilities)

8.2 How can these be accessed? (Dissemination practice)

- We are distributing posters in public place, hospital, schools, the program where we organize and attend, individual distribution to our member, Distribution in self-help group through regional offices.

9. Source of Funding

- INGO/ NGOs
- Ministry of Women, Children and social welfare
- Membership
- Donation from individual and private organisation

Section A: General information of member

Name of Organisation	The Nepalese Children’s Foundation (NCF)
Address/Telephone	Bhimsengola, Baneshwor, 977-1- 4108945
Contact Person/Designation	Nirmala Adhikari / Director
Country Head	Nirmala Adhikari / Director
Budget for Education Sector	US\$/Euro/GBP/NRs 900,000 for 2012
Email	Nadhikari80@yahoo.com
Website	

Section B: Narratives

1. Core Program/Components

- Women literacy,
- Education materials support to poor student,
- School teacher’s training, and,
- Local school support (school infrastructure & other support)

2. Areas/Fields of Engagements or Supports

Please specify and provide brief narratives on the areas or fields that your organisation is engaged in or supporting.

2.1 ECD

2.2 Basic Education

2.3 Secondary Education

2.4 Technical Education and Vocational Training (TEVT)

2.5 Literacy and Lifelong Learning

2.6 Teacher Professional Development

NCF together with the DEO has conducted English subject teachers training for public school’s English teachers. The program focused on improving teachers’ English and their teaching skills. In addition training focuses on i) improving classroom performance of teachers of English, especially those teaching in remote or marginalized areas of Humla, and ii) increasing teachers’ access to a variety of development methods and English subject teaching materials. The training also focuses on classroom language and methodology in an integrated way, aiming to increase teachers’ confidence in their skills and language competence and to provide them with a rich fund of practical, context-specific skills, ideas and resources. The approach is flexible, allowing the emphasis to move between teaching and language, depending on needs and ability, but never losing sight of either

2.7 Non Formal Education

A six-month women's literacy class has been conducted, providing skills and knowledge to women in literacy, numeracy, micro-business/ enterprise, and information on social issues, such as basic health, nutrition, water & sanitation, family planning and children's education. After successful completion of six months basic literacy class, the graduated women enroll in post literacy class for another three months. Post literacy programs aim to maintain and enhance basic literacy, numeracy and problem solving skills giving individuals sufficient general basic works enabling them to function effectively in their societies. Post literacy includes a basic legal literacy as well. The legal literacy teaches women about their fundamental rights as women, as Nepali citizens and as human beings. Both basic and post literacy classes are an intensive 2 hours a night, 6 nights a week course for six and 3 months respectively.

2.8 Multi Grade and Multi Lingual Educations

2.9 Special Needs Education

Educational materials (copy book, pen, pencil, erasers, sharpeners etc.) support to poor and Dalit school student in project VDCs

2.10 Child Friendly School Initiatives

2.11 SZOP

2.12 Education in Emergency and School Based DRR

3. Geographical Coverage (District and VDC Coverage)

Bargaun, Thehe, Kharpunath and Dandafaya VDCs of Humla

4. Working Modality and Approach

NCF works with the poorest and most excluded groups, particular women and Dalit members of the community. NCF ensures sustainability by engaging the community in program and implementation, working through and strengthening existing formal and informal structures. We combine a right-based approach with a value chain approach to promote economic and social empowerment.

5. Good Practices (success stories)

"Literacy class graduated women are more likely to visit a health post and return to the HP if their children's health does not improve"

Dan Bahadur, CMA, Thehe Health Post, Thehe VDC Humla

"The English subject teachers training course has helped us to transfer our theoretical knowledge into practical one. The way we are asked to manage classroom in teaching practice sessions is fantastic, learning quite new technique"

Suresh Thapa, a teacher in Rolling Secondary School, Bargaun VDC Humla

6. Partners

6.1 Donors

Small private institutional donors in Ireland along with community fund raising.

6.2 Implementing (NGOs)

CBO / cooperatives

6.3 Others

7. Partnership and MOU/Agreement Status with:

7.1 MOE

7.2 DOE

7.3 DEO

The educational development program will be conducted with the close collaboration and coordination of the DEO. For this purpose NCF has signed a MoU with DEO Humla.

8. Publications

8.1 List of Major Publications (educational documents, manuals, research reports and papers produced by the organisation)

8.2 How can these be accessed? (dissemination practice)

9. Source of Funding

Section A: General information of member

Name of Organisation	Plan International Nepal
Address/Telephone	Shree Durbar, Pulchowk, Lalitpur, 977-1-5535580
Contact Person/Designation	Prem Krishna Aryal / Country Learning Coordinator
Country Head	Donal Keane / Country Director
Budget for Education Sector	NRs. 18,00,00,000 (annual)
Email	prem.aryal@plan-international.org
Website	www.plan-international.org

Section B: Narratives

Internationally, Basic education is defined as early child hood development and primary and lower secondary education. (Source: EFA FTI Board of Directors Key Decisions, May 2010). Nepal, the basic education is defined 8 years formal course including early childhood development and education (ECED) or pre-primary class. The 8 years basic education has been parted into major three layers such as foundation school for grade one to three, primary school for grade one to five and basic education school for grade one to eight. The formal school age is 6 to 13 years for basic education and 3-5 years for ECED. However the non formal education (basic education) for out of school children up to 17 years is also offered. There is two layers of non formal (flexible hours with condense course) education scheme such as three years condense course (primary level education) and five years of condense course equivalent to basic education course (Source: School Sector Reform Plan, 2009/10-2014/015, MOE, DOE). Plan Nepal has also accepted the term of basic education in its country strategic plan as defined above and also designed its basic education long term plan.

1. Core Program/Components

Girls, children with disabilities, Dalit children, and children from the most marginalised groups will have access to and complete their basic education, in a child-friendly good-quality learning environment in which they have a voice.

Core objectives:

- To ensure that girls, children with disabilities, Dalit children and children from the most marginalised groups have access to and complete their basic education
- To ensure all children complete and transition through basic education by strengthening the capacity of schools and systems to develop relevant, inclusive curriculum through rights-based teaching in child-friendly learning and living environment
- To improve educational governance by ensuring that the most marginalised children, parents and communities participate meaningfully in decision-making and advocating for the effective implementation of free and compulsory basic education

2. Areas/Fields of Engagements or Supports

2.1 ECD

ECCD is one of Plan's priority themes in its Programme Framework. Investing in ECCD increases the cost effectiveness of Plan's operations in achieving the impact of our programmes: by laying the foundation and building blocks toward healthy, happy and intelligent children; children who are not passive recipients and objects of protection and care, but active social agents themselves capable of shaping their environment through interaction, learning, expression and participation.

Early Childhood Care and Development covers the period from pregnancy through the transition from home or early childhood programs into the early formal and non-formal primary school years (prenatal – 8 years of age).⁶ Children in this age group experience the most rapid period of growth and change during the human lifespan in terms of their maturing bodies and nervous systems, their increasing mobility, communication skills, intellectual capacities and socio-emotional development, and rapid shifts in their interests and abilities. Young children's earliest years are the foundation for their future physical and mental health, emotional security, cultural and personal identity, and competencies.⁷ ECCD seeks to ensure that children are physically healthy, intellectually engaged, emotionally resilient, and socially competent, ensuring their overall well-being now and providing the foundation for their becoming socially responsible, intellectually vibrant and economically productive adults.

Plan ensure that communities actively assume ownership of local ECED centers and both manage and monitor them effectively using a multiple-stakeholder approach to resource sharing which involved ECED and school management committees, NGOs and various government bodies. At the national level, Plan will help develop a set of early learning milestones and of minimum standards for the quality of ECED centers and pre-primary classes and ensure they are implemented. Plan also support to construct more ECED centers and ensure quality, by providing technical and monitoring support to the government and ECED management committees, that all are outfitted with disabled-friendly ramps as well as drinking water schemes and separate toilet facilities for girls and boys. Currently Plan Nepal is providing support to approximately 2000 ECED centers of Banke, Bardiya, Makwanpur, Baglung, Myagdi, Parbat, Rautahat, Sindhuli, Morang and Sunsari districts.

2.2 Basic Education

Improving access

- a. Construct more schools and ensure, by providing technical and monitoring support to the government and school management committees, that all are outfitted with disabled-friendly ramps as well as drinking water schemes and separate toilet facilities for girls and boys and are earthquake- and other disaster-resistant.
- b. Provide scholarships and offer short-term, fast-track non-formal education classes so that out-of school children can be mainstreamed into age-appropriate grade levels in the formal education system.
- c. For working youth and women members of organic groups involved in income-generating activities it will offer non-formal adult education programmes.
- d. Raising awareness among all stakeholders—children, parents, and communities—about the value of education and the fact that basic education is both free and compulsory and supporting the building of alliances for advocacy.

- e. Plan will actively campaign to have girls, children with disabilities, Dalit children, and children from the most marginalised groups enrolled in and regularly attending ECED centres and pre-primary classes

Improving quality

- a. In collaboration with the National Centre for Educational Development and district education offices, Plan will provide training to primary teachers as is needed, but specifically in non-violent teaching, positive discipline, gender sensitivity, the development of learning materials, and bi- and multilingual teaching.
- b. In addition, it will help develop new educational materials, both for children with disabilities and in local languages.
- c. It will help monitor whether or not trained teacher apply what they learn through school management committees and help schools develop a child-friendly code of conduct for teachers.
- d. It will also support the Curriculum Development Centre, the National Centre for Educational Development, and district and village education committees to develop curricula sensitive to local contexts and, for children with disabilities, develop appropriate sports equipment and learning-through-play materials
- e. At the national level, Plan will support the Ministry of Education in developing guidelines for implementing the right to mother tongue instruction and formulating policies to end corporal punishment in schools and to promote free and compulsory basic education.

Improving educational governance

- a. Build the capacity of child clubs, youth groups, school management committees, and village and district education committees to become actively involved in educational decision-making.
- b. Ensure that communities actively assume ownership of local ECED centres and both manage and monitor them effectively using a multiple-stakeholder approach to resource sharing which involved ECED and school management committees, NGOs and various government bodies.
- c. Assist school management committees in developing school improvement plans and village and district education committees in developing village education and district education plans which address the issues of increasing access and improving quality.
- d. To improve the monitoring of education programmes, it will work with district education offices to use the existing education information management system more effectively. Monitoring will concentrate on involving school management committees and village and district education committees in village- and district-level monitoring of enrolment, retention and achievements of girls, children with disabilities, Dalit children and children from the most marginalised communities.
- e. Plan will actively advocate for the proportional representation of women and girls, Dalits, people with disabilities, children and youth in school management committees and in village and district education committees. Youth, in particular, will be mobilised as committee members and as organisers of “education for all” and “learn without fear” campaigns.
- f. It will also advocate for increasing the national budget for education.

2.7 Non Formal Education

Plan Nepal continues its support to bring the out of school children, for example, domestic workers, kamalahari girls, street children, rick pickers, dalit children and girls in school. Initially Plan Nepal

support to bring them in non formal child literacy classes – flexible education class, and gradually shifted them into the formal schools and life skill education institutes. Currently 32 flexibile education classes are in operation especially in municipalities – Hetauda, Biratnagar, Itahari and Dharan.

2.8 Multi Grade and Multi Lingual Educations

Plan also believes that right to primary education in mother tongue is a minimum enabling condition for a child to improve his/her listening, speaking, reading and writing competency at early grades. For this purpose, Plan Nepal is supporting to organize national level lobby and advocacy workshop to promote local language medium of instruction. Further Plan also engages to prepare a guide book for application of mother tongue based medium of instruction.

2.9 Special Needs Education

- Plan is supporting to rescue Kamalahari girls for bringing them into schools and education assistantship to retain them in schools – Kailali, Kanchanpur, Dang, Banke and Bardiya.
- Plan is providing educational materials, training to the teachers and construct hostel for deaf, blind and mentally disabled children. Approximately 565 children with disability are getting these benefits. Plan also facilitates to form disable person organisation network, develop disabled friendly curriculum / text books and do advocacy for developing education policy for children with disability are the major works at national and district level.

2.10 Child Friendly School Initiatives

Learn without fear advocacy campaign is the key tool to implement the child friendly school initiatives. Plan is reaching more than 2500 schools of working districts. District Education Office, School Management Committees, Child Club, Resource Center and MOE, Department of Education, teachers organisations are the primary partners to implement the LWF campaign and promote child friendly school.

2.11 SZOP

2.12 Education in Emergency and School Based DRR

Plan recently initiated safer school project in Makwanpur. The project has three major components such as raising awareness on disaster risk reduction, hazard mapping and school safety.

3. Geographical Coverage (District and VDC Coverage)

1. Sunsari
2. Morang
3. Rautahat
4. Sindhuli
5. Makwanpur
6. Dang
7. Bardiya
8. Banke

9. Kailali
10. Kanchanpur
11. Baglung
12. Parbat
13. Myagdi
14. 200 Village Development Committees, 7 Municipalities

4. Working Modality and Approach

The program responses for addressing the issues and achieving the objectives set above are aligned with government education policies and programmes such as School Sector Reform Plan, EFA National plan of action and constitutional provision of ensuring free and compulsory basic education for all. At district and VDC levels, Plan's programmes will be integrated with the district education plans, village-level education plans and school improvement plans (SIP). Similarly, the basic education country program of Plan will also be integrated with other country programmes such as health, child protection, household economic security and disaster risk management.

The advocacy works of Plan and its capacity development supports to communities, school management committees, District and VDC education committees, District Education Offices will be coordinated with other supporting organisations such as Save the Children, Unicef Nepal, and national and local level NGOs. Plan will forge an alliance with like-minded organisations to actively campaign for increasing enrolment of girls, children with disabilities, Dalit children, and children from the most marginalised groups in ECED centres and pre-primary classes by raising awareness about the value of education and about the fact that basic education is both free and compulsory.

Plan's special support to protect the rights of vulnerable women and youth, such as survivors of violence, unemployed youth, landless, single; women, disaster victims will include non-formal and vocational education, beside other rehabilitative supports.

Plan will promote the establishment of monitoring teams at both the national and district levels. It will also facilitate the promotion of a participatory monitoring system at the national, district and village/community levels, focusing on updating the database, in particular working to collect disaggregated data, and on using this education information management system effectively during the planning, implementation and monitoring phases of the programme. At the school and village levels, it will support the establishment of socially inclusive monitoring committees representing the Ministry of Education, district education office, the Ministry of Local Development, district development committee, Plan Nepal, civil society organisations, the media, community members, parents, youths and children. Details on the roles and responsibilities of these monitoring committees will be worked out when programme units develop their long-term plans.

Plan will carry out studies and evaluations to ensure the quality and for evidence based advocacy:

- A study the prevalence of corporal punishment, sexual harassment and bullying in schools
- An assessment and mapping of the quality of existing ECED centres
- A baseline survey of children's access to basic education Plan decides to phase into
- A study of existing methods of teaching and of evaluating student learning achievement

- A compilation of best practices in community- and school-based ECED centres
- A study of how effectively educational governance mechanisms manage to ensure that education is both inclusive and good quality

To promote access to education by enabling rights-holders to claim their right to education, Plan's frontline staff must be well informed about detailed community demographic statistics, thoroughly versed in the government's specific educational obligations, policies and programme priorities, and aware of the appropriate bureaucratic channels for claiming rights. To ensure that quality standards are met, Plan's frontline staff will need to be able to monitor the quality of classroom learning activities and provide constructive feedback to teachers about how to improve their delivery of lessons. To support educational governance, Plan's frontline staff will need to be able to facilitate rights-holders in forming inclusive local-level committees, particularly school management committees, district and village education committees, and parent-teacher associations, in which all stakeholders are meaningful actors in effective participatory planning, implementation and monitoring.

Every programme unit will have a full-time education programme coordinator with the capacity to oversee all three dimensions of the education programme—increasing access to, improving the quality of, and improving the governance of education. She or he will need to be able to work as part of the programme unit team and education country program technical team under the supervision of the programme unit manager and national education coordinator. She or he will be experienced in child rights-based facilitation, well-informed about the government's education sector and the theory and practice of child-friendly teaching and learning methodologies, and experienced and skilled in advocacy. She or he will be responsible for developing the education component of the programme unit's long-term Plan. This district-level plan must complement the government's three tiers of education plans—district, village and school improvement plans. To assist in the production of this district-level plan and the village-level plans it comprises, a temporary education consultant will be hired.

The country-level national education coordinator/education programme theme leader will provide all the education-related input the country management team needs and ensure that the education component of each programme unit's long-term plan is in line with the goals of CSP-3. She or he will have to make sure she or he is aware of all local, national and international developments in the educational sector. These include advocacy efforts and campaigning; the formulation of policies, strategies, and programmes; and the impact of natural disasters and conflict-induced emergency on education. She or he will also ensure education country program goals for its alignment with PU long term plan, implementation strategies and measure its progress so far. The national education coordinator will be responsible for providing input to the Ministry of Education and Department of Education to assist it in formulating a child-friendly national education policy, curriculum frame work, and modular training packages for teachers. Short-term consultants will be required to help develop standards for ECED program and early learning achievements, to develop textbooks in local languages, to conduct an education baseline study in Plan's new districts, and to evaluate the programme.

5. Good Practices (success stories)



One Hand Sickle and Another Hand Book

I am Bishnu Kumari Chaudhary. My home is in Satabariya VDC, Dang. Before we shifted and started living in a jungle, we used to live on a bank of river Rapti. Later, when our houses, land, foods and shelter were being destroyed by the flood and landslide the condition was no better to stay there and we started searching a new place for living. Of course, finding a new place for livelihood and shelter was not that easy enough, we had no idea where to go, where to stay. We

struggled a lot for finding a place, so that we can at least save one's life. On this situation we have with us was no option rather than finding a place and took shelter in a jungle. We struggled a lot for making a jungle where we live today a better place to live in and today at least 72 families' lives here. We have named this place a 'Sangarsh Tole' (place where people struggle always, to live a normal life).

We people belongs to a very poor family. Due to our poverty I was compelled to work as Kamalari on other house. We are three sisters, one being already married. My other junior sister reads in class ten. I and my sister, we both are good in study. I have one brother as well, who study in the same school we do. When I was admitted to the school for the first time, I was so nervous and afraid but that day was one of my happiest days of my life. But, yes. The days ahead were not that easy, I really struggled very hard on my Study. I used to read almost whole day and night. Even while going to a jungle for wood and grass, ***I always use to carry my text book with me, being carrying a sickle on my other hand.*** This is the condition and environment I have studied in.

It has not been so long that I have been released from the House I used to work for as Kamalari. On 2062 I got released from there. I was engaged there for cooking, house cleaning, laundry and looking after the babies. I had a wish of going to school from my childhood only but my mother opinion was that girls in a society are not meant to read and write or go to the schools. But, now days she don't feel the same, she is happy enough to see my progress and I being educated. On the place where I used to work, I was not treated so well. I use to cook but was never allowed to eat. I was to eat after everybody was being done with their eating and many times son of my house owner use to spit on my food I eat. Many times I fall sick, but there was no option rather than drop a tear and hide the pain in myself. After all this I was paid Rs. 1500 per annum, but as this amount helps my parents in one or the other ways, that was the only reason to console myself. For treated as an animal not as a person on the place I used to work, one day I decided to do something on my own and give off working.

I can still remember the day I got released and my first day to school. Though I never have been to school, I stood first on my fifth standard and so on. On eight standards I stood second, I felt so bad for this and I struggled and concentrated more on my studies. Today because of my hard work and believe on myself I have scored first division in my SLC. I don't know where my destiny will leads me or how the upcoming days will be, but I have an aim of becoming a lawyer and I will do my best to fulfil it.

I feel sad missing those days to school where the teachers used to mistreat to Kamalari students and there were discrimination between Kamalari and other students. Even our school head teacher also used to

hurt us saying “You Kamalari is being Leader so you are moving here and there. I used to think why are we discriminated and mistreated by teacher It can be easily guessed how we felt that as already we had lot pain during staying as Kamalari as landlord home and after rescue also not good behave at school, though we have lot of pain during staying Kamalari at Landlord home.

Today’s date we all encourage the people around to read and write, children’s to attend school and we have succeed a lot. In ‘Sangarsh Tole’ we helped each other in need, anytime, anyone if need any help we all work as a team and do the needful. Today it is hardly can be listen that girl went to work Kamalari .when we know girls working as Kamalari we (rescued Kamalari) go to release them. We, being a citizen of Nepal should have all the privileges and rights that one’s country provides to its citizen and we will fight for our rights and for our better future.

6. Partners

6.1 Donors - International donors

6.2 Implementing (NGOs)

- 18 NGOs are getting involve as a partner to implement ECED and Basic Education program

6.3 Others

- CBOs and local level committees such as SMCs and Village Education Committee are also Plan partners.

7. Partnership and MOU/Agreement Status with:

7.1 MOE /DOE

Plan Nepal has signed MOU with Ministry of Education to implement the following program:

- School Physical Infrastructure Program (SPIP) and Promoting learning friendly environment in schools through Learn without Fear campaign
- Expansion of quality ECED program

7.3 DEO

Plan has also signed program /project agreement with District Education Offices.

8.1 List of Major Publications (educational documents, manuals, research reports and papers produced by the organisation)

LWF campaign plan

BIAAG Campaign document

8.2 How can these be accessed? (dissemination practice)

www.plan-international.org

9. Source of Funding

- Individual sponsorship – 20 developed countries
- Project based Grants – Germany, UK, Japan, Norway, Switzerland, Netherland

Section A: General information of member

Name of Organisation	READ Nepal
Address/Telephone	Dasharath Chandra Marg, Baluwatar- 4, Kathmandu
Contact Person/Designation	Ms. Pratima Sharma / Program Manager
Country Head	Ms. Sanjana Shrestha
Budget for Education Sector	US\$/Euro/GBP/NRs. per anum US\$ 400,000
Email	pratima@readnepal.org
Website	www.readglobal.org

Section B: Narratives

1. Core Program/Components

Education, Economic and Social Development are READ's core themes of program. In READ's project, there are library section, women section, children section (ECD), audio/video section, ICT section and community meeting hall and sustaining project of library that help to do education, economic and social development related program in their community.

2. Areas/Fields of Engagements or Supports

Please specify and provide brief narratives on the areas or fields that your organisation is engaged in or supporting.

READ has been working in following areas through it's community library and Resource Centre.

2.1 ECD

2.2 Basic Education

2.3 Secondary Education / NA

2.4 Technical Education and Vocational Training (TEVT) / NA

2.5 Literacy and Lifelong Learning

2.6 Teacher Professional Development / NA

2.7 Non Formal Education

2.8 Multi Grade and Multi Lingual Educations

2.9 Special Needs Education

2.10 Child Friendly School Initiatives / NA

2.11 SZOP / NA

2.12 Education in Emergency and School Based DRR / NA

2.13 Special Needs Education

2.14 Teacher's and student's reference books

2.15 Reading habit promotional activities

3. Geographical Coverage (District and VDC Coverage)

Geographical Coverage are:

- 39 districts of Nepal
- 84 VDCs
- 16 Municipalities

4. Working Modality and Approach

- Building community library and resource centre
- Working with local CBOs
- Ensuring of sustainability (viable income generating project) of READ supported project before launching the program
- Need based and demand led approach
- Integrated approach
- Social mobilization (cash and in kind)

5. Good Practices (success stories)

Ensuring the sustainability of READ supported community library and resource centre is our best practice which is generally not seeing in other's project. READ explores the sustainability of READ supported project before its launching.

Talking about success story please see some stories related to education in below.

6. Partners

6.1 Donors

- READ Global and
- NORAD/NALL

6.2 Implementing (NGOs)

- Read Information and resource centre at central level and
- 53 local CBOs in 39 districts

6.3 Others

- UNESCO

7. Partnership and MOU/Agreement Status with:

7.1 MOE NA

7.2 DOE NA

7.3 DEO NA

7.4 SWC

8. Publications

8.1 List of Major Publications (educational documents, manuals, research reports and papers produced by the organisation)

- Advance literacy package to adult women
- Booklets on Public Health, Migration, Sexual Reproductive Health and Legal education
- Success stories
- Profile of community library and resource centre
- Annual reports
- Documentaries
- Flyers/broachers

8.2 How can these be accessed? (dissemination practice)

READ has its information section inside the READ office. Anyone can visit to office and get information or IEC materials from respective section.

9. Source of Funding

READ Global

Good Practices (success stories)

Literacy Class Taught to Use Mobile Through Doko Namlo



Ms. Chuna Devi Pangeni 47, resident of Nawalparasi, Kolhuwa VDC, ward no. 8 always gets rush to go to study with carrying book, copy and pencil at 11am. She has five members in her family including her husband, son and grandson.

Her husband is in India for work. Remembering her bygone days, she says “I am very happy to study even in my old age however my parents didn’t send me school since I was a girl.” She says that she has faced problems due to being illiterate. She was not able to recognize numbers, alphabets, general

calculation and used to call for others to make read the letter sent from overseas by her husband. She was overwhelmed when she remembers one incidence that her sister-in-law tore out the letter and threw it away after reading it out and also another incidence of bringing her mother Khima Kumari Karki to hospital as she didn’t recognize the doctor’s room number for the treatment. Her current situation is not like before. She took literacy class regularly. From the literacy class, she is now able to read and write Nepali and English numbers and alphabets (A, B, C, D and 1, 2, 3). She further is able to read general books and names of shops in the market, the alphabets written in the board as well as can make calls by dialing the numbers and can communicate with her husband and relatives living abroad.

She says that her husband who is overseas has also supported her in attending literacy classes regularly. When it comes to reading, she can never forget her husband saying her that she should attend literacy classes even not taming the buffaloes. She is grateful to the project and READ Nepal for making her able to recognize numbers, alphabets, general reading writing and using mobile through literacy classes and further says “This project has opened my eyes. It has taught uneducated people to read and write. May this project will continue in upcoming days.” Chuna Devi motivates other sisters to attend the adult class regularly and become literate.

She feels proud: Literacy class taught to write name and village.

Bhagwati Mahato, resident of Agyauli VDC Ward No. 4 Godar Awastole in Nawalparasi District, is an illiterate woman of a poor family. Being a girl, her parents didn't allow her to go to school during her childhood. As she could not write her name and address, she often gets embarrassed in front of others. She lacked confidence to stand in front of other and share her feeling with them. Seeing others read and write, she often used to get surprised and wondered if she could also read and write like them.



Then, she joined literacy class conducted by Shiva Shakti Navadurga Community Library. There were 20 participants in the literacy class. After attending literacy class, not only she knew how to read and write but also became confident to talk in mass.

Bhagwati says, “After attending literacy class I can write name, caste, address, and talk easily in front of others.” She further adds, “After attending the literacy class, I am being able to use calculator and mobile. And I am going to send my son and daughters to school for study.” She expressed heartily gratitude towards Shiva Shakti Community Library for conducting the literacy program that has helped to open the eyes of community people.

Environment, a crucial factor for the student



Chhima Dharel, a 47 year old housewife, attended the literacy class regularly at Harmase Agyauli. Her family consist 9 members including a mother in law, two sons, two daughters in law and two sons in law. Her husband works as a teacher at a government school.

“I have keen interest to go to the school in my childhood but was compelled to perform household chores due to unwillingness of my parents to send me to the school” she says remembering her past. It is an example of superstition prevalent in the Nepali society, even in educated families. Due to illiteracy and lack of awareness, she doesn't have any ideas on how to take care children's school activities. She used to bother them while they tried to do their homework. She was unaware regarding the environment that required to the children.

When she knew about the literacy class that was going to start at her locality, she joined the literacy center and started to read and write. She attended the class regularly and does her homework at home too. Because of the big family, it has been difficult to concentrate on her homework which led her to fully understand the importance of environment for a student. She says, "It is very important to create a peaceful environment for a student for his/her successful education". She further added, "Nobody can progress for his education without better environment". After the participating in the literacy class now it is easy to care the child homework also. She gave vote of thank to READ Nepal for providing such an opportunity and felt proud to participate in the literacy class and learning more things through library.

Section A: General information of member

Name of Organisation	Room to Read, Nepal
Address/Telephone	Ward No. 1, Kupandole, Sanepa Road, Lalitpur. GPO Box 21103, Nepal, 977-1-5553987, 5564116, 5553983, Fax: 977-1-5547520
Contact Person/Designation	Mr. Ramesh Puri / Country Director
Country Head	Mr. Ramesh Puri / Country Director
Budget for Education Sector	US\$ 4.5 million in 2012
Email	Ramesh.puri@roomtoread.org, Nepal@roomtoread.org
Website	www.roomtoread.org

Section B: Narratives

1. Core Program/Components

Room to Read (RtR) has committed to address two important educational issues that are literacy of primary school children and **girl's education** starting from grade 6 of school. Under the framework of these issues, RtR has designed its Program House which is called as Theory of Change in education. This house includes two main pillars including principal outputs: (a) Primary School Children will become independent readers (b) Girls will complete secondary education and have the life skills necessary to negotiate key life decisions. Regarding its first pillar, RtR has been focusing on literacy of primary school children which is the foundation of all other learning. The literacy consists of two major areas: developing reading skills and habit of reading among primary school children. The RtR's second pillar is Girl's Education Program that has centered on equalizing the secondary school experience for girls as a means of improving gender equality in education along with promotion of quality of education for all children. This program intends to ensure that girls will have equal opportunity to attend secondary school. They will complete at least secondary education with life skills necessary to negotiate key life decisions. Therafter RtR provides necessary supports to the girl-scholars to complete higher secondary education (10+2).

In short, RtR programs look like this:

A. Literacy Program

- Book Publishing Project – In collaboration with different institutions, networks and experts, this project produces appropriate and relevant reading materials for primary school children required in library.
- School Library Project – this project supports in establishing school library to create reading habit among children and provides capacity building training to teachers for effective functioning.
- School Infrastructure Improvement – This project supports to improve school physical infrastructure to make them more child friendly.
- Literacy Instruction Project – This project builds teachers' capacity in teaching effectively so that primary school age children improve their literacy skills. Literacy skills include listening, speaking, reading and writing abilities.

B. Girls Education Program – This program aims to ensure that girls from under-privileged families complete at least secondary school and get life skills education to build their capacities to make key decisions in their lives.

Expected Change

It is expected that more primary school children will become independent readers through developing reading habit and reading skills among the children. The major expected changes are the following:

- Improve the literacy skills of primary school children
- Improve the reading habits of primary school children
- Improve access to culturally relevant, age-appropriate, and gender-sensitive reading materials
- Increase effectiveness of teachers and librarians to teach literacy skills and develop the habit of reading
- Improve school environments to be conducive to learning
- Increase family, peer and community awareness and support of reading
- Increase collaboration with governments to support policies and programs to promote primary school literacy

Program Component

Based on the RtR two pillars and defined objectives for Literacy of Primary School Children and Girl's Education and expected changes, RtR has designed and has been implementing the following core programs in Nepal:

1.1 Book Publishing Program

Since 2003 RtR started book publishing program as Local Language Publishing to produce books to make available in school library for early readers. This program has been one of the supporting programs to school library and reading & writing program. The focus of Book Publishing Program is to provide children with quality pictorial books that would inspired them to read, expand their minds and develop a life-long love for reading.

The aim of this program is to provide a variety of contents to children with abundant coverage of myriad of themes. The books emphasis on building vocabulary, learning simple sentences and developing awareness on environment, society, social values, health, values, animal life, family life, folktales, rhymes and poems. Till 2011, RtR has published 231 types of books and distributed to RtR established school libraries.

1.2 School Library (SL)

Since 1998 RtR started its program through book distribution to schools for the establishment of library in school. In 1999 Reading Room program was formally started which well-known program at different level which is currently called as School Library. School library program is one of the key RtR's programs. The ultimate goal of school library program is to develop reading habit of primary school children. This program establishes a library in its project schools with support of school management committee and community. RtR provides furniture, books, educational materials, book rack and shelve for establishing library. With a view to effective utilization of library, this program provides training in library management and usage of library resources for capacitating teachers to manage

library and maximizing its usage properly. School library as a hub of learning, teachers conduct a number of reading activities that includes loud reading, shared reading and peer reading for making school children independent readers. The primary school students do a number of reading activities that include book review, book discussion, drawing, writing story etc. These education activities help children for developing their reading habit and gradually encourage them for becoming independent readers

RtR provides continuously a three-year support to its projects schools for developing capacity of school and sustaining library. During this period, school develops a library sustainable plan for promotion and sustaining school library. RtR has established 3,336 school libraries in its project districts.

1.3 School Infrastructure

Since 2000, RtR Nepal started initially School Room Program to improve the school physical facility. At present, this program is called as School Infrastructure. This program constructs school building based on the need of school and request of community. The number of classrooms to be constructed depends upon the need of the school. Generally, this program constructs school building having one to six rooms through community mobilization with commitment of establishing school library.

Due to need of school, this program has started repair and renovation work to improve physical facility of existing school with a view to making a safe learning environment in school.

RtR provides technical support and lump sum grant money to School Construction Committee for school building construction and repair and renovation whereas community raises challenge grant for this purpose. The School Management Committee takes responsibility for sustaining the building after completion of the construction work. To date RtR has built 391 school building of four rooms, 101 on room building (constructed reading room) and 570 schools were repaired and renovated in collaboration with Department of Education.

1.4 Reading and Writing Program

Since 2009 RtR has been implementing Literacy Instruction Program as pilot project which is renamed as Reading and Writing program at present. This program has been in implementation in 80 schools in RtR project districts. The main objective of this pilot program is to develop reading skills of primary school children for becoming them independent readers. As literacy is the foundation for future learning of children this program gives prominence on developing reading skills and habit of reading among primary school children. Approximately, 6,000 children of a total of 80 schools have been benefited from this program. RtR will gradually expand this program integrating with other programs with a view to producing synergetic impact on children's learning process.

1.5 Girl's Education Program

Girls' Education Program (GEP) which was started in 2001 aims at promoting gender equality in education for equalizing secondary school education for all students. This approach will provide equal opportunity of school education to girls and boys. The purpose of GEP is to facilitate girls to complete secondary school (1-10 grades) with necessary life skills. After this, RtR continues its support to

complete higher secondary education. To achieve this, RtR's has been providing tuition fees, making effort for developing their life skills, fostering girl-friendly school environment, encouraging them to attend school regularly and supporting government policies that promote girls' education.

Till 2012, RtR has been providing educational support to 2,587 girl-scholars for getting secondary education.

2. Areas/Fields of Engagements or Supports

Please specify and provide brief narratives on the areas or fields that your organisation is engaged in or supporting.

2.1 ECD N/A

2.2 Basic Education

RtR has been supporting Basic Education under School Sector Reform Plan (2009-2015) as envisioned by Government of Nepal. With its mission, RtR has been concentrating its programs on primary school children either they are studying in primary school and above that level. The main objectives are to improve school physical facility for providing a conducive learning environment and develop reading habit and reading skill of children through teacher training, providing education materials, facility of school library and improving teaching learning process in school. It is expected that these supports will help children to get quality education at primary level and to become independent readers.

2.3 Secondary Education

RtR has been implementing Girl's Education Program (GEP) that starts from grade 6 of lower secondary school. The RtR's support continues to the girl-scholars to complete higher secondary education with life skill necessary to negotiate key decisions in their life.

2.4 Technical Education and Vocational Training (TEVT) N/A

2.5 Literacy and Lifelong Learning

RtR has been implementing literacy program as a pilot initiative since 2009 which has been supported by and layered with school library, book publishing program and school infrastructure. RtR believes that the development of reading habit and reading skills makes children independent reader which is the basis for lifelong learning. After 2015, Literacy program will be the core program for developing literacy and lifelong learning of primary children.

2.6 Teacher Professional Development

Teacher professional development is one of the important means for implementation of RtR programs. School library program provides training to teachers in library management and library resource usage. Reading and writing program has been providing training for primary teachers in teaching methods of Nepali language for brining improvement in teaching pedagogy of elementary grades (1-3).

2.7 Non Formal Education N/A

2.8 Multi Grade and Multi Lingual Educations N/A

2.9 Special Needs Education N/A

2.10 Child Friendly School Initiatives

RtR programs have been supporting to implement National Framework on Child-friendly School 2067 of Ministry of Education/GoN. Under this framework, RtR develops child-friendly environment in schools by providing child-friendly furniture and making child-friendly seating arrangement. RtR has been providing training in child-friendly teaching methods and behaviors for teachers to make child-friendly teaching learning process in classroom. RtR has been providing child-friendly books considering their learning pace and reading levels.

2.11 SZOP N/A

2.12 Education in Emergency and School Based DRR N/A

3. Geographical Coverage (District and VDC Coverage)

RtR has been implementing its programs in 18 districts to date. Currently, it has consolidated its programs in five districts namely, Dhading, Bardiya, Lamjung and Nawalparasi. These are active program districts whereas remaining thirteen districts are in withdrawal in progress. The table below gives a status picture of the RtR project districts:

Table 1: Geographical Coverage and Districts (R&W: Reading and writing, SI: School Infrastructure, SL: School library and GEP: Girl's Education Program)

S.N.	Province/ State	District	Status	R&W	SL	CRR	SI	GEP
1.	Bagmati	Dhading	Existing	X	X	X	X	
		Kathmandu Valley (Kathmandu, Lalitpur, Bhaktapur)	Existing		X			x
		Kavrepalanchowk	Withdrawal in progress		X			X
		Sindhupalchowk	Withdrawal in progress					X
2.	Bheri	Bardiya	Existing		x	x	x	x
3.	Dhaulagiri	Baglung	Withdrawal in progress		x			
		Myagdi	Withdrawal in progress		x			
		Parbat	Withdrawal in progress		x			
4.	Gandaki	Kaski	Withdrawal in progress		x			X
		Lamjung	Existing		X	X	X	
		Syangja	Withdrawal in Progress		x			
		Tanahun	Withdrawal in progress		X			
5.	Lumbini	Nawalparasi	Existing	X	X	X	X	
		Palpa	Withdrawal in progress		X			
6.	Narayani	Chitwan	Withdrawal in progress		x			
7.	Rapti	Pyuthan	Existing	x	x		x	

4. Working Modality and Approach

RtR has been designing and implementing its programs by building a stronger partnership with Government, well-recognized NGOs, community and schools for ensuring scalability and sustainability of RtR both pillars--Literacy of Primary School Children and Girls' Education Program. The strategy of these programmatic pillars is being collaborated and layered at all potential levels of government, partner organisations and local communities to achieve program goals without duplication and building capacity of stakeholders in the programmatic areas.

5. Good Practices (success stories)

There are a number of good practices of RtR. One of them is the development of child-friendly and culturally appropriate books to early readers of primary school children by developing networks at development regions of Nepal. The establishment of school library is RtR unique program that has contributed to develop reading habit of children that will be a lifelong gift to children. Another best practice is changing the teaching strategy of Nepali language at primary school for developing reading skills for sustaining their learning. RtR has constructed school building through partnership with community and building their capacity in sustaining school building. Girls education program has been providing education to disadvantaged girls to make their future better and educate them in life skills for preparing them to negotiate key life decisions.

6. Partners

Ministry of Education/GoN, community and School Management Committee/School Construction Committee of School and local NGOs

6.1 Donors

6.2 Implementing (NGOs)

S.N.	Name of NGOs	Project District
1.	Fulvari Integrated Rural Development Organisation (FIRDO)	Pyuthan
2.	Vijaya Development Resource Center (VDRC)	Chitwan and Nawalparasi
3.	Child, Health and Environment Save Society (CHESS)	Lamjung
4.	Backwardness Eradication Society (BES)	Palpa
5.	Paropkar Primary Health Care Center (PPUK)	Kavre
6.	Prayatnashil Community Development Society (PRAYASH NEPAL)	Dhading
7.	Gaja Yuba Club (GYC)	Baglung and Myagdi
8.	Backward Society Education (BASE)	Bardiya
9.	Manabiya Srot Bikas Kendra Nepal (MSBK)	Tanadhun, Kaski and Syangja
10.	Educational Resource Development Center Nepal (ERDCN)	Kathmandu, Bhaktapur and Lalitpur

7. Partnership and MOU/Agreement Status with:

7.1 MOE

Room to Read also partners with the Department of Education's (DOE) in an effort to reach out to more and more communities through the construction of school blocks. Room to Read plans to share this responsibility of reaching the communities with the DOE by helping in the construction of the blocks.

As a whole, this is also a big opportunity for Room to Read to collaborate with the Ministry of Education/ Department of Education and show our work. Room to Read was invited by the DOE to implement the program in partnership. This is a big recognition for RtR and its work as other partners of DOE has been working in Nepal for past 30 years or so. In the span of 7 years, RtR Nepal has been recognized by the government as one of the main players in the education sector.

The formal MoU with Department of Education/Ministry of Education is towards the final stage of signing between both parties.

7.2 DOE

RtR has been closely with Department of Education. School infrastructure has been built in accordance with building construction codes. RtR conducted repair and renovation of 570 schools in collaboration with Department of Education. Girl's Education Program has been collaborated with Department of Education especially for planning and implementation of programs related to Gender Equality in Education such as gender responsive teaching.

7.3 CDC

Book publishing program has been collaborated with Curriculum Development Centre for developing appropriate books for primary school children. The collaborations have been taking place through review of books, selection of manuscripts, editing of the contents etc.

Girls' Education Program has been working with CDC for integrating life skills education in curriculum and textbooks of schools without increasing content and teaching load at school level.

7.4 NCD

RtR has started discussion with National Centre for Education Development to collaborate its different RtR programmatic training programs for making effective training package, reducing overlapping of activities and joint monitoring at school level.

7.5 DEO

At district level, RtR has been working closely with District Education Office in program implementation. There is District Planning and Coordination Committee at district level that body coordinates RtR and government programs to reduce duplication and to make combined efforts on providing quality education to children.

8. Publications

8.1 List of Major Publications (educational documents, manuals, research reports and papers produced by the organisation)

RtR Nepal produces Annual Reports in English and Nepali languages. It produces internal evaluation reports of the programs and children books for primary level. In addition, RtR produces programmatic brochures and success stories and documentary on special events.

8.2 How can these be accessed? (dissemination practice)

RtR disseminates its publications to partners and other interested individuals on request. These reports are also shared with the government line agencies and stakeholders at central and district levels. The children's books published by RtR are distributed in a limited number to selected public schools.

9. Source of Funding

RtR generates its fund through individual donors and corporate who are interested in RtR programs.

Section A: General information of member

Name of Organisation	Save the Children, Nepal Country Office
Address/Telephone	Shree Krishna Bhawan, Airport Gate, Shambhu Marg, Sinamangal, Kathmandu, Nepal
Contact Person/Designation	Mr. Pashupati Sapkota / Education Program Manager
Country Head	Mr. Brian Hunter
Budget for Education Sector	NRs. Twenty-six crore per anum approximately
Email	Pashupati.sapkota@savethechildren.org
Website	www.savethechildren.net

Section B: Narratives

1. Core Program/Components

- 1.1. Education
- 1.2. Health and Nutrition
- 1.3. Livelihood
- 1.4. HIV and AIDS
- 1.5. Humanitarian
- 1.6. Child Protection and
- 1.7. Child Right Governance

2. Areas/Fields of Engagements or Supports

Please specify and provide brief narratives on the areas or fields that your organisation is engaged in or supporting.

2.1 ECD

SC has been working for more than 2 decades for establishing community based and school based ECD centers. Currently SC is supporting the ECD centers to ensure quality through capacity building of facilitators and management committee members, providing learning material support, constructing and renovating the ECD buildings. Integrated and Holistic Child Development Program has been piloted in 5 districts jointly with the Department of Education, UNICEF, UNESCO and Israeli Embassy. In addition, Early Stimulation & Nutrition program (ESAN) and Healing and Arts through Education (HEART) have been implemented in ECD centers.

SC is also networking with other organisations for the policy advocacy for ECD program.

2.2 Basic Education

Ensuring access to quality Basic Education program for all children, especially for girls, children with disability and disadvantaged children are topmost priority of Save the Children. For this, SC is supporting schools and school children. Following are the key intervention under the Basic Education Program.

- a. School Support program – classroom renovation and construction; furniture, drinking water, toilets, learning materials, book corner, e-library etc.
 - b. Student support program – scholarship, dress and stationery
 - c. Literacy Boost to enhance reading skills of school children
 - d. Capacity building of school teachers, SMC members and community people
 - e. Support to the religious schools such as Madarsha and Gumbas
- 2.5. Literacy and Lifelong Learning
 - 2.6. Teacher Professional Development
 - 2.7. Non Formal Education
 - 2.8. Multi Grade and Multi Lingual Educations
 - 2.9. Special Needs Education
 - 2.10. Child Friendly School Initiatives
 - 2.11. School as Zone of Peace (SZOP)

2.12 Education in Emergency and School Based DRR

3. Geographical Coverage (District and VDC Coverage)

- a. Siraha
- b. Saptari
- c. Udayapur
- d. Dhanusha
- e. Mahottary
- f. Sarlahi
- g. Kavre
- h. Dhading
- i. Sindhupalchowk
- j. Nawalparasi
- k. Baglung
- l. Kapilvastu
- m. Pyuthan
- n. Bardiya
- o. Banke
- p. Kalikot
- q. Mugu
- r. Rukum
- s. Rolpa

- t. Doti
- u. Achham
- v. Bajura

4. Working Modality and Approach

- a. Partnership with the local and national NGOs
- b. Collaborative partnership with the Department of Education

5. Good Practices (success stories)

- a. Literacy Boost program for enhancing reading skill of school children
- b. Early Stimulation and Nutrition in ECD Centers
- c. Healing and Art through Education
- d. School as Zone of Peace

6. Partners

6.1 Donors

- a. Save the Children members
- b. JICA

6.2 Implementing (NGOs)

S. No.	Partners	District	Location
1.	Aasaman Nepal	Dhanusha	Bhanu Chowk, Janakpurdham
2.	Bhawani Integrated Development Centre	Siraha	Bhawanipur - 4
3.	Child Development Society	Udaypur	Triyuga Nagarpalika-2
4.	Indreni Service Society	Siraha	Gol Bazaar, Siraha-7
5.	Nepal Red Cross Society	Siraha	Siraha, Nagarpalika-7
6.	Sripuraj Community Development centre	Saptari	Centre, Kushah (Saptari)-2
7.	Under Privileged Children Association	Sunsari	Dharan - 9, Acharya Line
8.	Youth Empowerment Trust - Nepal	Saptari	Saptari, Rajbiraj - 8
9.	Nepal Red Cross Society	Taplejung	Taplegunj - 7
10.	Nepal Red Cross Society	Bhojpur	Dada Gaun
11.	Nepal Red Cross Society	Illam	Sitalu Chauk - 2
12.	Tuki Association Sunkashi (TUKI)	Sindhupalchowk	Thumpakhar, Sindhupalchowk
13.	Mahila Atma Nirvarata Kendra (MANK)	Sindhupalchowk	Melamchi, Sindhupalchowk
14.	Nepal National Dalit Social Welfare Organisation (NNDSWO)	Lalitpur	Bakhundole, Lalitpur
15.	Nangshal Association	Kavre	Dhulikhel, Kavre
16.	Concern for Children and Environment (CONCERN)	Kathmandu	Swayambhu, PO Box 4543
17.	Karnali Integrated Rural Development Centre (KIRDARC)	Kalikot	Manma

18.	Dalit Welfare Organisation (DWO)	Bardiya	Santoshi Tole, Ward#. ^, Near Fulbari, Bardiya
19.	Human Rights Awareness Centre (HURRAC)	Rolpa	Liwang
20.	Child Concern Centre	Rukhum	Musikot
21.	Karnali Integrated Rural Development Centre (KIRDARC)	Mugu	Gamgadhi
22.	Seto Gurans Child Development Service (SGCDS)	Baglung	Baglung
23.	Gaja Youth Club (GYA)	Baglung	Baglung
24.	Backwardness Eradication Society (BES) Nepal	Nawalparasi	Parasi
25.	Kalika Self Reliance Social Centre (KSSC)	Kapilvastu	Taulihawa
26.	Sunshine Social Development Organisation (SSDO)	Kapilvastu	Dhankauli
27.	Kalika Development Centre, Nepal (KDC)	Pyuthan	Bijuar
28.	Backward Education Centre (BASE)	Kailali	Dhangadhi
29.	Community Development Centre (CDC)	Doti	Silgadhi
30.	Participatory Efforts and Child Women in Nepal (PEACEWIN)	Achham	Mangalsen
31.	Participatory Efforts and Child Women in Nepal (PEACEWIN)	Bajura	Martadi

7. Partnership and MOU/Agreement Status with:

7.1 DOE

7.2 DEO

8. Publications

8.1 List of Major Publications (educational documents, manuals, research reports and papers produced by the organisation)

- a. SMC training manual
- b. Active Teaching Manual
- c. Khadai, Kheldai (for ECD)
- d. Non-violent teacher training manual
- e. Child-friendly teaching manual
- f. Peace Education training manual

8.2 How can these be accessed? (dissemination practice)

9. Source of Funding

Differe nt SC members

Section A: General information of member

Name of Organisation	SIL International (Nepal)
Address/Telephone	Sanepa, Lalitpur, 977-1-5520034, 5555736
Contact Person/Designation	Rupa Bista / Administrator
Country Head	Curtis Wong
Budget for Education Sector	NRs. 211,00,000 per annum
Email	Info_nepal@sil.org , admin_nepal@sil.org
Website	www.sil.org

Section B: Narratives

1. Core Program/Components

Mother Tongue Adult Literacy, Mother Tongue based Multilingual Education and Language development.

2. Areas/Fields of Engagements or Supports

Please specify and provide brief narratives on the areas or fields that your organization is engaged in or supporting.

2.1 ECD

2.2 Basic Education

2.3 Secondary Education

2.4 Technical Education and Vocational Training (TEVT)

2.5 Literacy and Lifelong Learning

2.6 Teacher Professional Development

2.7 Non Formal Education

2.8 Multi Grade and Multi Lingual Educations

2.9 Special Needs Education

2.10 Child Friendly School Initiatives

2.11 SZOP

2.12 Education in Emergency and School Based DRR

3. Geographical Coverage (District and VDC Coverage)

Jhapa – Korobari, Khajurgadhi

Kavre

Upper Mustang- Lomanthang

Bhaktapur- Sanothimi

Lalitpur

Kirtipur

Sankhuwasabha- Hatiya, Chepuwa, Kimanthanka

4. Working Modality and Approach

SIL International is providing technical support to partnering NGOs and CBOs to implement Mother Tongue Base (MTB) transitional adult literacy programs and MTB, MLE programs. SIL International is committed to share our experience and expertise in MTB formal and non- formal education with any interested organization.

5. Good Practices (success stories)

The visitors from Canada would like to push the test to another level, so Deryl the leader asked, “who can write Anthony?” pointing to Anthony standing beside him. The kids looked at each other and in a split of a second, Hari raised his hand. Wow! It was the month of June, Grade 1 has started just in less than 2 months ago, and no one would expect a Grade 1 student able to write in phonemes of a three syllables name that they never heard of in their lives. All eyes were staring at Hari while he slowly moved his chalk on the slate. Hari was not a smart boy when he first joined kindergarten in 2067. His baseline test was very ‘baseline’, all zero! But Hari was hard working and he enjoyed school to its fullness! He learnt very fast and very soon he became one of the top students.

Anthony was watching with amazement while his new friend scribbled on the slate in Devanagari script. After a short while, Hari handed the slate to Anthony, and all the teachers were so anxious to grape and check whether it was written correctly. It was dead silent! Then there was a loud applause and clapping! ‘ANTHONY’! Cameras and flashes clicking one after another!

Anthony still could not believe what he saw; he asked the MLE team leader when did these kids learn writing? “Just few months ago, in kindergarten! And it would never be the same if they were taught in Nepali!” Anthony left after spending few days with our MLE students, with a full conviction that mother tongue is the best and only medium of instruction for these children to begin their education. Hari continued his study and he finished Grade 1 as the top student! He also learnt that AN-THO-NY is the name of his Canadian brother!

6. Partners

6.1 Donors

SIL International

6.2 Implementing (NGOs)

Nepali National Languages Preservation Institute (NNLPI)

Mother Tongue Centre Nepal (MTCN)

Transformation Nepal

HIS Nepal

NELHOS

6.3 Others

READ Global Nepal

7. Partnership and MOU/Agreement Status with:

7.1 MOE – N/A

7.2 DOE – N/A

7.3 DEO – N/A

8. Publications

8.1 List of Major Publications (educational documents, manuals, research reports and papers produced by the organization)

- Socio-Linguistic report of various language published together with CDL (TU), LinSuN
- Supplementary materials for kindergarten to grade 2 in Rajbanshi Language jointly published with NNLPI
- MLE brochure of Nepali and Rajbanshi language published

8.2 How can these be accessed? (dissemination practice)

We disseminate these materials through our partnering NGOs

9. Source of Funding

SIL International

SIL LEAD

Section A: General information of member

Name of Organisation	Stichting Veldwerk the Netherlands (SVN)
Address/Telephone	Aasahi Homes Complex, 5th Floor, Jyatha, Kathmandu 977-1-4239900
Contact Person/Designation	Caroline Scheffer, CR
Country Head	Caroline Scheffer, CR
Budget for Education Sector	Euro 85,973.89 per annum
Email	carolinescheffer@stichtingveldwerk.nl
Website	www.stichting-veldwerk.org

Section B: Narratives

1. Core Program/Components

The core components of SVN's work is Women and Child Development, through education, healthcare, awareness raising, vocational training and income generation)

Women Development: In this working sector SVN mainly focuses on income generation programs for women, like goat keeping training and vocational skills training like tailoring training, compared with micro finance. Workshops on women's rights, trafficking, typical female health issues etc. are also provided to women in our working areas. In Dhading district SVN has set up a health program to improve the health of the local people, women, men and children alike, to promote their development.

Child Development: SVN's focus is mainly on child development as children are 50% of Nepal's population and 100% of its future. Sustainable development can only be accomplished through supporting these groups by education them and making them independent.

SVN does so through focusing on child protection and development, by running two children's home where the children grow up in a safe environment and are prepared to enter Nepali society as responsible and independent active participants of society.

Furthermore, there is a large focus on education as education is believed to be essential for development. SVN focuses on ensuring that poor and marginalized children, young people and adults get access to quality, relevant education in formal and non-formal setting. We do this through supporting Early Childhood Education centers; providing scholarships for primary and secondary education; improving quality of education through trainings or improvement of teaching facilities; and by running a vocational training center. In this center youngsters and adults (with a special focus on women and disabled) can learn skills in short courses (3-6 months) which are very practical and for which there is a high demand on the job market.

Last but not least, SVN place strong emphasis on renewable energy, organic farming and the environment.

2. Areas/Fields of Engagements or Supports

Please specify and provide brief narratives on the areas or fields that your organization is engaged in or supporting.

2.1 ECD

In Dhading SVN has built and is now supporting 6 ECD and Health centers. About 155 children total between the ages of 2-5 are daily attending these centers where they receive free pre-primary, non-formal education. In Chitwan and Balaju we are supporting 2 other ECD centers where 55 children and 30 children respectively receive pre-primary, non-formal education every day. In Sankhu, in our Hamro Gaun project, a day care center has been set up for early children where they receive early childhood education, but also for the slightly older children (12 years) who never received a chance to attend school. All teachers have received several trainings in early childhood development and education and we are always seeking ways on improving the quality of teaching, matching the needs and capacities of the children.

2.2 Basic Education

Through our scholarship program, in which 150 students are involved, we support students from marginalized and excluded backgrounds in receiving primary and secondary education, until they finish SLC. After SLC we motivate them to go into vocational training so they can start working and become financially independent in a rather short time frame. In some exceptional cases, students enter +2 under the program. Furthermore, the students of the children's homes (60 students total) are supported in their primary and secondary education as well.

2.3 Secondary Education; See above: same programs.

2.4 Technical Education and Vocational Training (TEVT);

One of our projects, Hamro Gaun, also runs a vocational training center for marginalized youngsters and adults (main focus on women and disabled) of the surroundings or from outside Kathmandu. Based on the market demands and job perspectives several trainings are organized; mushroom farming trainings, tailoring trainings, basic computer course, assistant house wiring trainings and bamboo weaving trainings. In some cases participants receive micro finance (which they are expected to pay back) in materials; like sewing machines or materials for mushroom farming (per group of 5) so they can start generating their own income.

2.5 Literacy and Lifelong Learning; N/A

2.6 Teacher Professional Development;

We support our teachers and teachers of local schools in their development and to improve the quality of teaching by sending them to the Early Childhood Education Center for trainings on Early Childhood Development and Education.

2.7 Non Formal Education;

As mentioned in 2.1 non-formal education takes place in the ECD centers. The Center in Hamro Gaun also focuses on non-formal education for slightly older children (up to the age of 12) where they can receive first basic education and are prepared to enroll formal school. Through making the parents and the children aware of the importance and education, but also through giving the

children special attention so they can enroll in grade 2 or 3 after one year of quality education in the center, they are attending formal school afterwards and are still able to catch up with their fellow students.

2.8 Multi Grade and Multi Lingual Educations; N/A

2.9 Special Needs Education; N/A

2.10 Child Friendly School Initiatives; N/A

2.11 SZOP; N/A

2.12 Education in Emergency and School Based DRR; N/A

3. Geographical Coverage (District and VDC Coverage)

- Dhading; Nalang and Salang
- Chitwan; Ratnanagar
- Kathmandu, Balaju
- Kathmandu; Sankhu
- Kathmandu valley (scholarships)
- Sindhupalchowk; Barhabise

4. Working Modality and Approach

SVN aims to work from a grass root approach. This means that it is involved in projects that are focused on, and supported by the local community. With this approach, SVN tries to support and empower the people as much as possible within their local community, rather than taking them out of their community. Therefore SVN works with the community and local partners, focusing on empowering them and offering our assistance where needed. We do not disturb the local know how and social structures while implementing projects, but rather incorporate them. Also, SVN puts strong emphasis to work towards a point where the project can continue with minimal external support carried out by the local partner.

From this approach our working modality is based on partnering with local NGO's and GO's; collaborating with local government line agencies; involving community stakeholders and capacity building of the community, partners and local staffs. Altogether we work with 7 partner NGO's, who are the experts and carry out most of the work, with our guidance and assistance; they in turn work together with government agencies, community groups like Aama Samuha and committees.

5. Good Practices (success stories)

First of all, the establishments of the ECD centers in all working area's have resulted in an increase of enrollment in primary schools and less dropout rates as parents are made aware on the importance of education as well. Where most poor and marginalized children who did not get a chance to receive pre-primary education were struggling in formal school (if they even attended at all), are now able to do well and get good results. The trainings given to the teachers have made it for fun to the children to attend the ECD centers and most are attending every day. The enrollment of girls has also increased due to raising awareness on why girls should be given an equal right to education.

The scholarship program has book good results as well, where one student for example has finished her Master in Social Work and is now working in a prominent development organization, JICA. Even though she came from a very poor background and was not attending school until the age of 6, due to the scholarship program she received a chance to education and has passed her schooling always with remarkable results. Another success story in this regards is where one of our weak students, mainly due to his family background and lack of support, unfortunately failed his SLC but has passed his pre-exam for mechanics and is now studying to become a mechanic so he can live a dignified and independent life as well.

The vocational trainings have increased the social and economic situation of some of our participants, women, who are now earning their money with their own tailoring shop which was started with the help of SVN.

6. Partners

6.1 Donors

- Wild Geese
- ONGD-FNEL (through government of Luxembourg)
- Maha Mata Foundation
- Stichting Waar Ontwikkeling Werkt
- Individual donors and companies from the Netherlands

6.2 Implementing (NGOs)

- Bal Kshetra Nepal (BKN)
- Child Education Service Center (CESC)
- Cooperative Women Development Foundation (CWDF)
- Education First Foundation (EFF)
- Fieldwork Foundation Nepal (FIFON)
- Siddha Samaj Sewa Nepal (SSSN)
- Women for Human Rights (WHR)

6.3 Others

N/A

7. Partnership and MOU/Agreement Status with:

7.1 MOE

N/A

7.2 DOE

N/A

7.3 DEO

SVN's six ECD centers in Dhading and ECD center in Chitwan have an agreement status under the ECD program of the Ministry of Education, in which the DEO has agreed to bear costs as per the provision in the ECD policy (one facilitator and administration costs).

8. Publications

8.1 List of Major Publications (educational documents, manuals, research reports and papers produced by the organization)

N/A

8.2 How can these be accessed? (dissemination practice)

N/A

9. Source of Funding

Private donations mainly from the Netherlands, grants from Wild Geese and ONGD-FNEL and funding from several foundations and companies.

Section A: General information of member

Name of Organisation	Stromme Foundation
Address/Telephone	Jawalakhel, Lalitpur, 977-1-5546568
Contact Person/Designation	Mr. Sudhir Malla / Sr. Programme Officer
Country Head	Mr. Bishnu Kumar Shrestha / Programme Coordinator
Budget for Education Sector	NRs. 17.5 million for 2012, 26.00 million for 2013
Email	Bishnu.shrestha@stromme.org
Website	www.stromme.org

Section B: Narratives

Stromme Foundation (SF) has been established in 1976 as an independent International Development Funding Organisation registered in Norway and the Asia Regional Office registered in Sri Lanka. Its mission is to eradicate poverty, Stromme works solely with local NGOs to implement programmes, focusing on the areas of Micro Finance and Education, with active participation from the people.

SF's work is concentrated in four regions: South Asia, East Africa, West Africa and South America. SF works through four regional offices, located in Colombo in Sri Lanka, Kampala in Uganda, Bamako in Mali and Lima in Peru. Today, Stromme Foundation supports more than 140 projects in 15 countries in partnership with 115 local partner organisations..

In March 2011, Stromme Foundation (SF) started its operation in Nepal. SF is implementing its Education Programme incorporating holistic & integrated approach adopting "family as a unit". SF has developed and adopted its own Education programme model from Bangladesh called "Shonglap" (means 'Dialogue' in English). This model programme is already replicated in SF's other working regions like East Africa. After contextualising, SF Nepal is implementing this Education programme in Nepal called SAMVAD (means 'Dialogue' in English) programme through its local implementing partners.

1. Core Program/Components

SF has implemented holistic & integrated programmes in four districts, which incorporates four major strategic interventions in the programme. The intervention lines are mentioned below;

- I. Community empowerment for democratization
- II. Provision of holistic pro-poor financial and non-financial services
- III. Empowering adolescents on their rights
- IV. Strengthening basic education, formal and non formal

2. Areas/Fields of Engagements or Supports

Please specify and provide brief narratives on the areas or fields that your organisation is engaged in or supporting.

2.1 ECD

2.2 Basic Education

2.3 Secondary Education

2.4 Technical Education and Vocational Training (TEVT)

2.5 Literacy and Lifelong Learning

2.6 Teacher Professional Development

2.7 Non Formal Education

2.8 Multi Grade and Multi Lingual Educations

2.9 Special Needs Education

2.10 Child Friendly School Initiatives

2.11 SZOP

2.12 Education in Emergency and School Based DRR

3. Geographical Coverage (District and VDC Coverage)

Districts	Partners	Covered VDCs and Municipality
Rupandehi	ABC Nepal	Dhakadhari , Basantapur
		Bagaha and Pokharvindi (4 VDCs)
Rautahat	NNDSWO	Laxmipur, Pratappur Paltuwa, Simara Bhawanipur, Sakhuwa Dhamaura and Gaur Municipality (4 VDCs and 2 wards of 1 Municipality)
Makawanpur	RRN	Bhaise and Namtar (2 VDCs)
Surkhet	KIRDARC	Kunathari, Lekhgaun and Gadhi Bayalkata (3 VDCs)

4. Working Modality and Approach

Stromme works solely with local NGOs to implement programmes, focusing on the areas of Micro Finance and Education with active participation from the people.

Stromme Foundation uses the approach of “Help for Self help” to combat poverty in the region. The main strategy is to empower individuals, households and communities and thereby reduce vulnerability and increase the capacity, to organize and work as a force. SF applies participatory processes in working with the poor. Together with partners who share SF’s vision. SF facilitates people’s efforts to cross the poverty line.

5. Good Practices (success stories)

SF is implementing its Education Programme incorporating holistic & integrated approach adopting “family as a unit”. SF has developed and adopted its own Education programme model from Bangladesh called “Shonglap” (means ‘Dialogue’ in English). This model programme is already replicated in SF’s other working regions like East Africa. After contextualising, SF Nepal is implementing this Education programme in Nepal called SAMVAD (means ‘Dialogue’ in English) programme

6. Partners

6.1 Donors

- NORAD
- Geneva Global

6.2 Implementing (NGOs)

1. Rural Reconstruction Nepal (RRN), Nepal
2. National Dalit Social Welfare Organisation (NNSWO)
3. Karnali Integrated Rural Development and Research Centre (KIRDARC)
4. Agro forestry Basic Health and Cooperative Nepal (ABC Nepal)

6.3 Others

- NA

7. Partnership and MOU/Agreement Status with:

7.1 MOE

NA

7.2 DOE

NA

7.3 DEO

NA

7.4 Others

- SWC
- DDC

8. Publications

8.1 List of Major Publications (educational documents, manuals, research reports and papers produced by the organisation)

- Processing

8.2 How can these be accessed? (dissemination practice)

- Official request

9. Source of Funding

- Donors and Private sectors

Section A: General information of member

Name of Organisation	Swedish Organisation for Individual Relief (SOIR-IM)
Address/Telephone	Pragatinagar-3, Nawalparasi, Nepal
Contact Person/Designation	Bharat S Pokharel / Finance Officer
Country Head	Keshab Prasad Bhattarai
Budget for Education Sector	NRs. 60,00,000 per anum
Email	soir_im@ntc.net.np , gramin_keshab@yahoo.com soirim.nepal@gmail.com,
Website	www.manniskohjalp.se

1. Core Program/Components

SOIR-IM's support is concentrated mainly in three components, health education and Income generation within which environment, human right and gender issues are mainstreamed.

In education the support is primarily focused on creating child friendly school environment, improvement of infrastructure, trainings to teachers, reduction of corporal punishment etc.

2. Areas/Fields of Engagements or Supports

Please specify and provide brief narratives on the areas or fields that your organisation is engaged in or supporting.

2.1 Basic Education

Access to basic education is the fundamental human right. SOIR-IM is contributing its cooperation in the improvement of basic education and helps schools to bring students to the school by helping schools to create child friendly environment. SOIR-IM does not always support on individual basis, instated the organisation works with schools and local organisations to help the school and community to achieve the targets and objectives.

2.2 Secondary Education

Working for secondary education is also one of the activities of SOIR-IM in Nepal. We believe that secondary education is also equally important as basic education to make an individual and the family socially and economically better. Helping schools in infrastructure and other issues is the activity carried out in this respect.

2.3 Teacher Professional Development

This is also one of the areas of SOIR-IM's concentration in the field of education. To improve quality in education and get better result is well connected with the teachers' professional capacity. SOIR-IM supports are also used in the professional development of teachers.

2.4 Special Needs Education

SOIR-IM's support is also in the special needs education. The support to deaf section at Janajyoti Namuna Kanya High School in Pragatinagar VDC in Nawalparasi is the example for this. The organisation supports the deaf section for their all-round development.

2.5 Child Friendly School Initiatives

This is one of the core focuses in education. The organisation pays attention and contributes its supports in the development of child friendly environment in schools. Reduction of Corporal Punishment in School is one of the major initiatives taken by SOIR-IM.

3. Geographical Coverage (District and VDC Coverage)

Nawalparasi	:	Pragatinagar
Parbat	:	Wahaki
Kathmadu	:	Gothatar, Baudha

4. Working Modality and Approach

SOIR-IM applies participatory approach wherein the Right Holders have possibility to participate in all the process of project/program. Right Based Approach (RBA) is therefore the working modality of SOIR-IM. SOIR-IM works with local partners. Out of 7 partners in total there are 4 partners working in education. The government line agencies like VDC, DEO and DDC are informed regarding the activities. The local diversity of belief and practices regarding culture and religion are highly respected so that the existing social and cultural integration and harmony does not get fragmented.

5. Good Practices (success stories)

Case 1

The deaf section at Namuna Kanya School in Nawalparasi is one of the inspiring projects supported by SOIR-IM in Nepal. The deaf students, who otherwise would not have access to better, learning environment in the school, have improved remarkably since IM supported came in the school. Good changes have resulted in teaching, infrastructures have been improved compared to previous years and the hostel got built. These are the immediate outcomes that have been seen.



Sarita Poudel is one of the students in the deaf section. She was interviewed at SOIR-IM's office with help of an interpreter, her own teacher for sign language, Mr. Shankar Nepali. She explained *"my name is Sarita Poudel. I am deaf. I am 12 years old. I am studying in grade four. I live in Pithuli VDC ward no 7 in Nawalparasi have a small family of five members. It takes around one hour to reach to my school from home. My father is working in India as a labor. My mother is a house wife. The name of my school is Janajyoti Namuna Kanya*

School. I like my school. I like all my friends. They are very cooperative. I like Shankar Nepali (one of my teachers) because he loves all students. He helps drawing and writing. All teachers are good and helpful".

It was a bit uncomfortable to interview her since we did not know sign language. There was her teacher who was assisting both of us. It was easier for us to understand each other well. The communication was understandable among us. We asked her further question about her family's financial condition. She explained, ***"I am from a very poor family therefore I don't have much financial support from my family. My elder sister is studying in grade 11 and my brother is in class 10. I would like to study further. This is the big problem in my family". She said, she likes everything in the school except sometimes boys fighting and disputing. She clearly said, "I learn many things from school. I do get good food from school and then in my leisure time, I do watch some good TV programs. Skipping is my favorite game in school".***

Sarita was also able to boldly say that before one year the teachers used to give physical punishment. They used to give punishment for not completing homework and for not following school's regulation. She said, ***"I don't like teachers using punishment. But these days giving punishment in schools has been stopped"***. She said she wants to become a good housewife and finally requested to continue IM's support in the school so that students like her can get access to good education.

The conversation with her was a good learning for us too. It looks like IMs contribution in the societies have been successful in opening various possibilities for those who don't have easy access to schools, are deprived of education and have no proper support from families and societies. It is good to hear directly from the beneficiaries or the right holder that they are motivated and inspired to search possibilities to live a dignified life of their own, does not matter what one becomes: a carpenter, a teacher, doctor or a house wife

Case 2



Shramsheel Bidhyapith- Nepal was established in year 2003 with an aim to imparting quality education to the children deprived from education due to various reasons. The school was conceptualized and established by National Development and Honour Center Nepal (NDHC-N). Since then a great shift has been noticed because of the dedicated members, teachers and parents.

At the time when the school started, the school had neither any property of its own nor support from outside. The only thing that they had was the strong desire to work for the poor people, an overwhelmed emotion towards them and a solid commitment. As the school team and the well-wishers started to work they received good responses from everywhere. Gradually they got inspired and motivated because the students from poor families were getting education without any cost. Many poor families came in touch with the school gradually each year. The school became a home and a good learning center for students from deprived families. After a short period of time the school and **NHDC-N** came in contact with Nepalhilfe Beilngries e.v. Germany and SOIR IM. It was the turning point for them. Nepalhilfe Beilngries e.v. Germany funded mainly for building construction and furniture and SOIR-IM supported for teachers' salary, for establishing a well equipped Montessori lab and also supported partially for building construction. Such collaboration helped the school improve its physical infrastructure and quality in education slowly.



The children remained in the old and rented building for around 5 years. It's been only 2 years the students are shifted to a new building. Everyone looks happy. A great change has occurred in a couple of years. This year (2012) the school got permission for 10th grade from the government which is a good recognition from the government side. Because of this, the number of students has been increased by more than 100% from this year. Now there are 427 students and the school has

stopped getting new students. There is no space for more students. A great achievement in terms of number of students willing to get admitted at Shramsheel!

Among 427 students Sunita Thapa (15 /female), the tenth grade student is one of them who is in the school since some years and is very happy with the school. She comes from a very poor family and expresses that due to her parents poor economic condition they could not help her with her basic and primary needs. She said ***“my parents are illiterate and they did not have possibility to get good job and good earning. That is why it is proved that education is very much important in our life”***. Her expression is trying to explain that she is well convinced regarding the importance of education that motivates her for her good education. She also said, ***“My parents had taken loan from a bank for my younger sister’s treatment but she could not get proper treatment. My younger sister still cannot read and write. She should not be given pressure otherwise she might lose her eye sight”***.

It looks like she is well motivated and committed to overcome the problems that she is encountering until now. She believes that to overcome most of the problems, education could be one of the best means. She is inspired very much with the possibility and opportunities given by the school for her education. A person like her from a deprived family is well motivated for her better future and also she is quite strong in saying that ***“My aim is to become a good nurse. If I would get a chance for becoming a nurse then I would contribute to my country. Especially, I would work for those who cannot afford money for treatment”***. She further said, SOIR-IM support should continue in the school so that individuals like her from deprive families can live better life.

Such a strong feeling is the outcome of the help contributed by SOIR-IM since couple of years. Here IMs support and all contributions give a new life to individuals who are deprived of education. A great meaning of IMs contribution can be explained with such a story from students.

6. Partners

6.1 Donors

The Swedish Organisation for Individual Relief (SOIR-IM), Sweden,

6.2 Implementing (NGOs)

- National Development & Honor Center-Nepal, Kathmandu
- Janajyoti Namuna Kanya High School, Pragatinagar, Nawalparasi
- Snow Lion Foundation, Kathmandu
- Wahaki Higher Secondary School.

6.3 Others N/A

7. Partnership and MOU/Agreement Status with:

7.1 MOE: N/A

7.2 DOE : N/A

7.3 DEO : N/A

8. Publications

8.1 List of Major Publications (educational documents, manuals, research reports and papers produced by the organisation: N/A

8.2 How can these be accessed? (Dissemination practice)

9. Source of Funding: SOIR-IM Sweden, SMC/SIDA

Section A: General information of member

Name of Organisation	United Mission to Nepal
Address/Telephone	P.O.Box: 126, Thapathali, Kathmandu, 977-1-4268900
Contact Person/Designation	Kshitij Raj Prasai / Team Leader
Country Head	Mark Galpin
Budget for Education Sector	US\$/Euro/GBP/NRs. 4,00,00000 per annum
Email	Kshitij.prasai@umn.org.np
Website	www.umn.org.np

1. Core Program/Components

United Mission to Nepal has played a significant role in Nepal’s development over the last 55 years and focuses on addressing the root causes of poverty. UMN works in partnership with 60 Nepali organisations for building their organisational and community development capacity. UMN has seven local offices in the poorer or needier districts of Nepal which are staffed by technical officers who are experienced in one or more thematic area. Partnerships which are normally five years are aimed at developing the partner organisation to a position where they can be self-sustainable, identify community need and design and implement their own programmes in discussion with the community and other stakeholders. Their community based development programmes often contain a significant School support program (ECD, MLE, Child friendly education and NFE element addressing literacy or life based skills.

2. Areas/Fields of Engagements or Supports

Please specify and provide brief narratives on the areas or fields that your organisation is engaged in or supporting.

2.1 ECD

UMN is engaged in ECD development in Sunsari Morang, Rukum, Nawal Parasi and Dhading districts. We are supporting to 60 ECD centers in these districts. Facilitator’s training, capacity development of SMC/PTA and supporting for child friendly materials are our main functions for ECDs. We work for both school based and community based ECDS.

2.2 Basic Education

We have partnership with 7 higher secondary schools (resource center schools) in Dhading, Kapilvastu, Sunsari, Rukum, Bajhang, Mugu, and Doti district. We support for capacity development of SMC/PTA/Teachers for quality education. We provide support to both leader and feeder schools through resource centers. There are around 100+ feeder schools where we try to support them. Library support, SIP, science lab support, child friendly classroom support, MLE initiations, support to CAS, SMC/PTA training and other activities mention in SSRP program.

2.3 Secondary Education

We support training for capacity building of the stakeholders. Besides, child friendly education, SIP formulation, good governance are some key interventions that we for Secondary education.

2.4 Technical Education and Vocational Training (TEVT)

We are not working for TEVT

2.5 Literacy and Lifelong Learning

2.6 Teacher Professional Development

2.7 Non Formal Education

UMN is doing NFE program in Nawal parasi with the partnership ISN Nepal. Similarly we are working with KCDC a local NGO Mugu for implementing literacy programs for Karan community from 2010. 43 literacy classes are running with UMN support in Nawalparasi, Dhading, Morang and Mugu. We plan to scale up these classes in future.

2.8 Multi Grade and Multi Lingual Educations

UMN is working for MLE education in Kapilvastu and Dhading district. Jankalyan HSS, Barkulpur is the lead school for MLE. Janakalyan H. Secondary school has already produced books for grade 1 and 2 and teacher guide for MLE. They also produced Big books for ECD and grade 1 as additional materials. Besides, MLE books for Abadhi language for grade 1 and 2 have been produced for Save the children. Save the children also have started practicing MLE in 10 community schools in southern Kapilvastu. Janakalyan HS School are practicing MLE with 6 other feeder schools in Abadhi and Tharu language from 2010. Similarly, 3 community schools in Mhadevsthan, Dhading have started MLE education in Chepang language. Big book writing, community orientation and teacher training have been already concluded there.

2.9 Special Needs Education

UMN is supporting to 15 deaf children by providing scholarship in Mahakali HS School in Mugu district. Similarly 10 blind children are getting UMN scholarship in Bal Mandir Primary school in Mugu.

2.10 Child Friendly School Initiatives

UMN is working in Child friendly initiatives in 100 schools in Dhading, Sunsari, Morang, Rukum, Mugu, Doti, Kapilvastu and Bajhang district.

2.11 SZOP

We do work in SZOP initiatives

2.12 Education in Emergency and School Based DRR

WE have started working in School based disaster in all above mentioned district.

3. Geographical Coverage (District and VDC Coverage)

Dhading, Sunsari, Morang, Doti, Rukum, Bajhang, Kapilvastu districts

4. Working Modality and Approach

We work through partner organisations. 7 +2 schools are partners for school support program and 3 NGOs for NFE and 4 NGOs for ECDs

5. Good Practices (success stories)



Purnakala confidently completes her test at the end of her post-literacy course.

Purnakala is “too much happy”

Like many women, Purnakala Darji never had the opportunity to learn when she was little. “When I was a child, I used to be very interested in study, but my family had traditional views,” she recalls. “I couldn’t keep learning. Instead I had to go to the jungle to collect the firewood for cooking, and look after the domestic animals.”

Purnakala’s dreams of getting an education received a further blow when she married. “Back then, women married very young. I got married to someone I didn’t even know, and then I was always busy in the kitchen, and with other household work.” She still dreamt of studying, but had no opportunity to do so.

Now, Purnakala is a widow. Her husband died many years ago, and she lives with her son in a simple hut. Her only daughter has gone to work abroad. Was this all that life had to offer for Purnakala?

Two years ago, a woman came to her house and told her about classes being conducted in nearby Hariyali Nagar by a UMN partner, Isai Samaj. Purnakala was invited to join the literacy class. “I ran away to join the class, full of excitement,” she says. “I started to attend regularly, without any hesitation. Now I am able to write my name and address, as well as do basic mathematics. I can add, subtract and multiply. I can read and write all the letters. I can even write letters to my daughter, Rita. Now I’m too much happy [sic] because finally I am able to learn to read and write.”

Purnakala really appreciates this opportunity, and is determined to make the most of it!

A new world for Jalekha Khatun

Every time Jalekha Khatun needed to sign a document or vote in an election, she could only use her thumbprint,



a humiliating admission that she could not read or write. When she was a girl 40 years ago, few people bothered to educate their daughters. Instead, girls were married early, as soon as they began to menstruate. Jalekha raised a family of six children, and helped her husband in their small “fancy clothes” shop.

Then, two years ago, Jalekha got the opportunity to learn to read and write in a literacy class run by UMN’s partner, Isai Samaj. Now, she can read, write and do simple calculations. She can write letters, and keep the records in the shop. She has also learned from the class how to do mushroom farming, and how to make nutritious food for babies – a skill she can pass on to her grown daughters.

At 46 years of age, the world is opening up for Jalekha Khatun.

6. Partners

6.1 Donors

UMN receives fund from Baptist World Aid Australia (BWAA) and FELM (Finnish NGO) for education programs. Similarly, UMN gets support from some individual donors for scholarship program. UMN is supporting to 450 poor, dalit and disadvantaged children for scholarship for their studies.

6.2 Implementing (NGOs)

NGO partners working with UMN on education programs are ISN, Nawalparasi, KCDC in Mugu, Prayash Nepal in Dhading, CMC/PMC in Sunsari and NCDC in Morang district.

6.3 Others

7 Higher Secondary schools are working with UMN as partner organisations. They are

- Achane Higher Secondary schools, Khahare, Dhading
- Shanti Higher Secondary School, Bajhang
- Vasi Higher Secondary School, Sunsari
- Buddha Higher Secondary school, Mangri, Mugu
- Rukmini Higher Secondary School, Rukum Kot, Rukum
- Janakalyan Higher Secondary School, Barkulpur, Kapilvastu
- Rampur Higher Secondary School, Budar, Doti

7. Partnership and MOU/Agreement Status with:

7.1 MOE

7.2 DOE

7.3 DEO

8. Publications

8.1 List of Major Publications (educational documents, manuals, research reports and papers produced by the organisation)

1. MLE books in Tharu and Awadhi (grade 1, 2 with teachers guide)

2. Local curriculum text books for school education on vegetable gardening, HIV Aids, Disaster management,
3. Pipal Pustak books series for NFE
4. SMC training manuals

8.2 How can these be accessed? (Dissemination practice)

Upon request to UMN these materials could be accessed. Besides, there is one NGO called ERDCN which is started by the former UMN staff initiation and managing UMN produced books and materials for sale and dissemination. Their address is Thapathali near from UMN office. Phone number is : 4227707

9. Source of Funding

Donors are

1. BWAA Australia
2. FELM, Finland
3. Opportunity Education Foundation, USA
4. UMC Advance, USA

Section A: General information of member

Name of Organisation	VSO Nepal
Address/Telephone	Sanepa, Lalitpur, 977-1-5541469
Contact Person/Designation	Raj Kumar Gandharba / Programme Manager – Education
Country Head	Arlene Mahinay / Country Director
Budget for Education Sector	GBP 376,657 per annum
Email	rajkumar.gandharba@vsoint.org
Website	www.vsointernational.org

1. Core Program/Components

- Education
- Secure Livelihood
- Health
- Gender and climate changes as cross cutting themes

2. Areas/Fields of Engagements or Supports

Please specify and provide brief narratives on the areas or fields that your organisation is engaged in or supporting.

2.1 ECD

- Working alongside facilitators in the classrooms
- Developing inclusive play activities through modeling, co-facilitating and observing, in a cluster of schools
- Sharing learning of districts with central level
- Adapt good ECD practice for the Nepal context
- Advocate for effective coordination and delivery of quality ECD
- Community awareness and involvement in schools
- Support schools to implement ECD curriculum

2.2 Basic Education

- Working alongside teachers in the classrooms
- Developing inclusive interactive approaches, through modeling, co-teaching and observing, in a cluster of schools
- Providing individual coaching, mentoring and training, within a cluster of schools in the Districts, to develop the capacity of RPs, HTs, SMCs, and PTAs
- Supporting them for observation, monitoring and evaluation of teaching and learning
- Support schools to develop SIP
- Strengthening the advocacy capacity and work of implementation partners/NGOs

2.3 Teacher Professional Development

- Accompaniment and capacity building of teachers on the delivery of quality child-centered teaching (class room layout, low/no cost materials and paired/group work)
- Supporting schools and RPs in the development and revision of local curriculum
- Supporting HTs and RPs to identify teachers' strengths and areas for development and to improve the quality of teaching in schools
- Support schools to include teacher development plan in SIP
- Support in roster trainings

2.4 Special Needs Education

- Training of teachers on inclusive teaching practices, child rights, and disability awareness
- Family, community and school awareness on disability
- School accessibility for children with disabilities
- **Assistive** device and mobility trainings for children with disability
- Support schools to include special education plan in SIP

2.5 Child Friendly School Initiatives

- Simplified the document itself at the first stage
- Supporting the enrolment of out of reach children from marginalised and disadvantaged communities
 - o Developing enrolment/retention/attendance monitoring systems and enrolment campaigns
 - o Accelerated learning programme classes for out of school children
 - o School accessibility assessments
 - o Safety and sanitation awareness and provision
- Students – teachers relationship
- Learning – teacher's planning
- Learning - during lessons
- Learning environment
- Inclusion
- SIP & Community involvement in schools
- Support to implement CAS
- Use of teacher self reflection tool designed based on the CFS framework

3. Geographical Coverage (District and VDC Coverage)

- Baglung
- Kailali
- Kaski
- Myagdi
- Rupandehi
- Surkhet
- In 72 schools of the above mentioned six districts

4. Working Modality and Approach

VSON supports communities to address the factors of poverty in a sustainable, locally-owned and cost effective way, mainstreaming issues of gender and climate changes across all that we do in education, health and livelihood. It works with non-governmental and civil society organisations and government partners to design and implement programmes, and build their capacity by sharing the skills and knowledge of its international volunteers. VSON also engages its target communities to consider their strengths, assets, needs and options, and works to inspire poor and marginalised people to lead the development of their communities.

VSO's implementation of programmes through international volunteers from a wide range of backgrounds offers opportunities for, among others, cultural interaction and sharing of experiences that can act as catalyst to broaden people's views and improve ways of working. For example, in volunteers' experience, whilst training and workshops are important in terms of raising awareness on issues and in knowledge building, it is the regular mentoring and coaching that follow such training, and where the volunteers act as role models, that are key in effectively influencing people to embrace change.

VSO's support from Ministry of Education to schools seeks to improve teaching quality and increase the effectiveness of education management.

Building on the above, VSO's work complements and adds value to efforts of other organisations. This is something that in the context of Nepal where fragmentation and lack of cohesion is an issue, VSO's role in bringing people together, and brokering relationships within and between organisations both governmental and non-governmental has indeed been a clear niche.

5. Good Practices

VSO Nepal's programme works at all levels of the Education system, from MOE, DOE to schools, encouraging quality and inclusion at all levels.

It has developed a number of good practice guides, including for ECD low cost, no cost materials development using locally available materials.

Teacher self reflection tool is one of the effectively used good practices which is used to set the target and their improvements of teachers have been measured through this tool.

6. Partners

6.1 Donors - European Union, DFID, Faroe Ministry of Foreign Affairs/Faroe Islands

6.2 Implementing (NGOs) – Aasaman Nepal, Community Support Association Nepal, Dalit Welfare Organisation, Nepal National Dalit Social Welfare Organisation, National Campaign for Education Nepal

6.3 Others: SMC/PTA, Schools, DEO, DoE, Ministry of Education

7. Partnership and MOU/Agreement Status with:

7.1 MOE

Yes

7.2 DOE

Is in the process

7.3 DEO

Yes

8. Publications

8.1 List of Major Publications (educational documents, manuals, research reports and papers produced by the organisation)

- Development of ECD Good Practice Book
- VSO International's Valuing Teachers
- VSO International's Managing Teachers
- START Guide to Advocacy
- Barefoot baseline tool/Teacher self reflection tool

8.2 How can these be accessed? (Dissemination practice)

Contact VSO Nepal for request for these materials

9. Source of Funding

International donors

Section A: General information of member

Name of Organisation	World Education Inc. (WEI)
Address/Telephone	Ratopul, Kathmandu, 977-1- 4422385/86
Contact Person/Designation	Rishi Ram Sharma / Program Officer
Country Head	Mr. Chij Kumar Shrestha / Country Director
Budget for Education Sector	NRs. 83,558,867 per annum
Email	chij@wei.org.np
Website	worldedu@wei.org.np

1. Core Program/Components

- Formal , Non-Formal and Information Education
- Child Labor, internal and cross border trafficking
- Civil Society, governance, Peace
- Health
- Sustainable Agriculture and Food Security
- Livelihood development, Micro Finance, Vocational Education and Training

2. Areas/Fields of Engagements or Supports

World Education has its direct supports and engagement in the following areas:

2.1 ECD

World Education Inc. has been providing technical and material support to all existing ECDs (school based and community based) in Banke, Dang and in Drop-in Centre of Change Nepal NGO in Kathmandu. Under this support, ECD teachers have been trained and learning materials appropriate for ages 0-4 have been provided with technical assistance from Seto Gurans.

2.2 Basic Education

For overall improvement of basic education, World Education has developed Quality Education Resource Package (QERP) for teachers' training, which has been mainstreamed in the National Centre for Educational. Besides, it organizes training and orientation to the School Management Committee (SMC) and Parent Teacher Association (PTA) to enhance their management skills and to nurture feeling of the ownership in running schools. It develops School Self Assessment (SSA) skill amongst the stakeholders to measure achievements. Besides, World Education supports the schools for Income Generation Programs (IGP) for financial self sustainability. It also provides scholarships to needy children to ensure their access to and retention in schools.

2.3 Secondary Education

World education supports the Secondary Schools of our project areas by the activities mentioned above in the Basic Education.

2.4 Technical Education and Vocational Training (TEVT)

World Education, through its project entitled 'Naya Bato Naya Paila' Project piloted pre vocational education in 36 schools in Nuwakot, Kavre, Sindhupalchowk, Dolakha, Ramechhap and Sindhuli. Teachers and schools have been supported to integrate practical vocational training and soft skills in schools (grades 6-9) that link to formal school curricula through 'Activity Based Learning Experience for child friendly and relevant schooling. Teachers were and materials were provided for this purpose. This Pre-vocational education piloting is to complement government on-going Technical Education and Vocational Training (TEVT) as an annex program in public schools.

World Education has developed an appropriate approach of curricular and work related components giving more flavor of generic (soft) and occupational knowledge and skills in grade 6-9, which will develop the capacity of school children either to engage in practical skills of productive employment or help to continue education at the territory level. Pre-vocational education consists of activities that are linked to their regular courses/curricula which are intended to help students developing learning and interpersonal skills and to enable them to explore careers.

2.5 Literacy and Lifelong Learning

World Education through its various projects provides Basic Literacy Class (BLC) for women and children followed by Financial Literacy leading to group formations for economic activities and accessing micro-credit from various micro-financing institutions. World Education facilitates BLC and Financial Literacy Graduates in linking them with micro-financing institutions to enable them to start their own enterprises.

World Education supports technically and financially for establishing and running Community Learning Centers in the areas where literacy classes are conducted. The very purpose of learning centers is to provide venue and opportunity for learners to learn from upper graders and facilitator. Though it meant mainly for children and youth, adults are also found enjoying the opportunities.

2.6 Teacher Professional Development

World Education trains all teachers in our program areas of Banke and Dang by following a system wide approach. Areas of training include use of continuous assessment, child centered teaching approaches, conferencing with parents, working with parents and community members to create locally relevant materials (including mother tongue materials), gender, and gender based violence, and child protection and various subjects' teaching.

2.7 Non- Formal Education

Non-formal educations for adult and for children have been one of the major components of World Education's program across the country. Several educational packages such as Basic Literacy Class (BLC), Girls Access To Education (GATE), Self Employment Education program (SEEP), Health Education and Adult Literacy (HEAL), Learning Circles (LC), Financial Literacy (FL), Career Counseling, Family Financial Education, Migrant Planning Course, Bridge courses, and Modular Courses have been developed tailored to the need of children, youth and adults. The Non-formal education courses such as GATE and Modular are for children and youth to support them to transition back into the formal education system.

2.8 Multi Grade and Multi Lingual Educations

Multi Grade and Multi Lingual Education is one of the components, World Education has worked long back. Now its project in Dang and Banke has planned to work on it by identifying schools in predominantly Tharu or Madeshi communities where mother-tongue education can be introduced. The project will then work with these communities to either introduce mother-tongue education or work with schools make greater use of mother tongue languages in the junior grades in the coming years.

2.9 Special Needs Education

Not engaged

2.10 Child Friendly School Initiatives

World Education is providing technical assistant to the Department of Education (DOE) for the implementation of Child Friendly School National Framework, which was endorsed by the government in 2010. With the financial and technical support from the UNICEF, World Education is working with Department of Education (DOE) to pilot CFSI in 50 schools of five districts (Dhankuta, Rasuwa, Kapilvastu, Banke and Dandeldhura). The schools are included from Basic to Secondary level. School diaries and action research tools have been developed; teachers have been trained in action research. Education Management Information System (EMIS) system of MOE has been strengthened under this initiative.

2.11 SZOP

World Education's SZOP program implementation begun in 2006 has reached to Eight hundred and fourteen (814) most conflict affected schools of nine Tarai districts (Sunsari, Saptari, Siraha, Dhanusha, Mahottari, Sarlahi, Rautahat, Bara and Parsa) by 2012). Program interventions range from providing training for parents and teacher, setting up response mechanisms to address SZOP code of conduct violation, to skill training on conflict resolution. One of the major achievements of this project is the production of the National Framework and Guidelines 2011 (2068), which was produced working together with Children as Zone of Peace (CZOP) network and the Department of Education. The frame work was endorsed by the Government of Nepal, Ministry of Education. World Education is providing technical support for the implementation of the National Framework .

2.12 Education in Emergency and School Based DRR

Not engaged apart from supporting education cluster in developing Standard Operating Procedure (SOP) in case of emergency.

3. Geographical Coverage (District and VDC Coverage)

World Education works in the following regions and their districts:-

Eastern Region:- Sunsari, Saptari, Siraha, Sankhuwasabha, Bhojpur, Khotang, Okhaldhunga, and Dhankuta.

Central Region:- Kathmandu, Bhaktapur, Lalitpur, Dhading, Chitwan, Kavre, Sindhupalchowk, Makwanpur, Dhanusa, Mahottari, Sarlahi, Rautahat, Bara, Parsa, Ramechhap, Dolkha, Rasuwa, Nuwakot, and Sindhuli,

Western Region:- Kaski, and Kapilvastu

Mid-Western Region:- Banke, Salyan, and Dang

Far Western Region:- Darchula, Dandeldhura, and Kanchanpur

4. Working Modality and Approach

World Education follows two prong approaches:

- 1) For the technical assistant (TA) projects like Child Friendly School Initiatives, Education Management and Information System, QERP production and Teachers Training, World Education works together with the government organisations at all levels from the Ministry to School by signing the Memorandum of Understanding between the MOE/ DOE and World Education.
- 2) For other areas of activities mentioned above, World Education Works in the project areas through its implementing partner Non- Government Organisations (IP NGOs) based locally by signing a partnership agreement.

5. Good Practices (success stories)

Quality Education Resource Package (QERP) development is considered a good practice. This package was developed by working together with the Department of Education (DOE) in 2004 with the financial support of UNICEF. The QERP contains 29 modules covering four areas: Community Mobilization, Students Enrollment and Retention, Improving School Infrastructure and Child Friendly Teaching and Learning. In coordination with DOE, NCED and UNICEF, World Education disseminated it throughout the country amongst the Head Teachers, Teachers, Resource Persons (RPs), School Supervisors (SSs) and NGO representatives. All of them found it very useful and relevant. As a result, the package is mainstreamed into NCED in 2010. It has been used now as reference materials in Teachers Professional Development (TPD) trainings of the government. It is acknowledged as one of the best reference materials for teachers' professional development.

6. Partners

6.1 Donors: USAID, UNICEF, USDOL and Private Foundations

6.2 Implementing NGOs: See Annex

6.3 Others: Ministry of Education/ Department of Education and its Offices in the districts and schools (Implementing partners for Technical Assistant project), NCED, CDC.

Technical assistance to partner NGOs: Setogurash, and Ratobangala Foundation

7. Partnership and MOU/Agreement Status with:

7.1 MOE

7.2 DOE

- MOU with DOE

7.3 DEO

Not relevant

8. Publications

8.1 Following are the publications of World Education:-

- Non –Formal Education Curriculum
 - GATE
 - Modular
 - SEEP
 - WEEL
- Quality Education Resource Package (QERP).
- CFSI related Brochure, Posters, Manual, and Implementing Guideline.
- Pre-Vocational Education Guideline.
- School Self Assessment (SSA)
- School Record Keeping
- Project Reports.
- Training Manuals (Various Sectors)
- Family Financial Planning
- Self Migration and Employment

8.2 How can these be accessed? (Dissemination practice)

For QERP and CFSI related documents, request to be made to NCED & DOE as these materials are mainstreamed into the Government system. Other publications are available on request & cost basis with World Education.

9. Source of Funding

Support for projects from various funding agencies and private foundations.

Section A: General information of member

Name of Organisation	World Vision International Nepal
Address/Telephone	Jamshikhel-3, Lalitpur
Contact Person/Designation	Rohit Pradhan
Country Head	Michael Frank
Budget for Education Sector	US\$/Euro/GBP/NRs approximately 900000 per annum
Email	Rohit_pradhan@wvi.org
Website	NA

1. Core Program/Components

- Quality Education
- Girls Education
- ECD
- Life Skills

2. Areas/Fields of Engagements or Supports

Please specify and provide brief narratives on the areas or fields that your organisation is engaged in or supporting.

- 2.1 ECD-Establish and support ECD Centers**
- 2.2 Basic Education- Improve Quality**
- 2.3 Secondary Education-Girls Education**
- 2.4 Technical Education and Vocational Training (TEVT)**
- 2.5 Literacy and Lifelong Learning**
- 2.6 Teacher Professional Development**
- 2.7 Non Formal Education**
- 2.8 Multi Grade and Multi Lingual Educations**
- 2.9 Special Needs Education**
- 2.10 Child Friendly School Initiatives-Infrastructure, educational materials and teachers/ SMC/PTA Training**
- 2.11 SZOP -Advocacy**
- 2.12 Education in Emergency and School Based DRR- HEA perspective**

3. Geographical Coverage (District and VDC Coverage)

Morang, Sunsari, Udayapur, Sindhuli, Kathmandu, Lalitpur, Bhaktapur, Lamjung, Kaski, Rupendehi, Jumla, Kailali, Doti, Achham. In total around 110-115 VDCs and 2-3 Municipalities

4. Working Modality and Approach

Partnership with Community
Area Development Programme
Sponsorship

5. Good Practices (success stories)

Education in Emergency stories
Child Health Now Launching

6. Partners

6.1 Donors

6.2 Implementing (NGOs) in total around 50-60 Partners

6.3 Others-NGO and Government line agencies in national district and community level

7. Partnership and MOU/Agreement Status with

7.1 MOE

7.2 DOE

7.3 DEO

8. Publications

8.1 List of Major Publications (educational documents, manuals, research reports and papers produced by the organisation)

Parental Education
Education in Emergency Nepalese version

8.2 How can these be accessed? (Dissemination practice)

Collect from Kathmandu Office
Collect from National Office

9. Source of Funding

Support office of World Vision