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ANNUAL REPORT 2080/81 BS

Samunnat Nepal



Maitidevi Mode, Gyaneshwor,
Kathmandu

E-mail: info@samunnatnepal.org;
samunnatnepal1@gmail.com

website: www.samunnatnepal.org.np

Registration # 317/069/070,
Kathmandu DAO

SWC# 36257, 2069 BS

Phone: 014533535/ 015905996

f: [samunnat@69](https://www.facebook.com/samunnat69)

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Abbreviations

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| ABL | : Activity Based Learning |
| ALP | : Alternative Learning Program |
| AEP | : Alternative Education Program |
| CDC | : Curriculum Development Center |
| CEHRD | : Center for Education and Human Resource Development |
| CLC | : Community Learning Centers |
| DAO | : District Administration Office |
| EDCU | : Education Development and Coordination Unit |
| EMIS | : Education Management Information Systems |
| Eol | : Expression of Interest |
| ERO | : Education Review Office |
| GCED | : Gender Sensitive Global Citizenship and Life skills Education for Youth |
| GHC | : Grievance Hearing Committee |
| GIEN | : Girls Inclusive Education Network |
| IE | : Inclusive Education |
| KSK | : Kheldai Sikne Kendra |
| LLL | : Life Long Learning |
| LPO | : Local Partner Organization |
| MoEST | : Ministry of Education, Science and Technology |
| MoU | : Memorandum of Understanding |
| NASA | : National Assessment of Student Achievement |
| NFE | : Non-Formal Education |
| NGO | : Non-Governmental Organization |
| NIRMIN | : National Association of Rural Municipalities in Nepal |
| NMICS | : Nepal Multiple Indicator Cluster Survey |
| NQF | : National Qualification Framework |
| OOSC | : Out-of-School Children |
| PA | : Performance Audit |
| PETC | : Provenance Education Training Center |
| PPP | : Public Private Partnership |
| SAC | : Social Awareness Center |
| SAGE | : Supporting Out-of-School Adolescent Girls' Education |
| SMC | : School Management Committee |
| SN | : Samunnat Nepal |
| SOSE | : Social Service Center |
| SWC | : Social Welfare Council |
| VSO | : Voluntary Service Overseas |

Acknowledgements

Since its establishment, Samunnat Nepal (SN) has involved in implementing various programs related to both formal and non-formal education sectors. Over the past 10 years, the organization has been promoting flexible learning programs like the "Kheldai Sikne Kendra (KSK)-Learning through Play" centers, which serve as a venue of alternative learning for out-of-school children (OOSC) aged 10 to 19. To date, these centers have benefited 3,769 out-of-school adolescents, with 28% mainstreamed in schools to pursue their schooling.

As its ongoing effort to ensure constitutional right of children to free and compulsory education at the basic level, SN has been advocating for and implementing innovative alternative learning programs for OOSC. In the previous fiscal year, the organization engaged in developing condensed the curriculum and learning materials for alternative path of learning appropriate for Levels 1 and 2 under non-formal and alternative pathway programs. This year, it has concerted its efforts to develop curriculum and learning materials for Level 3. Additionally, it has prepared 3 curricula, 20 learning materials, 1 implementation facilitation manual, and 2 facilitators' guidebooks, in collaboration with the Center for Education and Human Resource Development (CEHRD). Support from UNICEF and CARE Nepal has been invaluable in this endeavor.

Through the Gender Sensitive Global Citizenship and Life skills Education for Youth (GCED) program, over 5,000 students from grades 9 to 12 have benefited this fiscal year. These students have effectively managed social and financial enterprise activities participated in saving scheme while learning. In collaboration with the CEHRD, SN has also developed a customized five-day training curriculum, trainer's manual, and resource materials for secondary-level teachers on gender, life skills, and financial education and conducted training programs for trainers. For this initiative Aflatoun International has provided financial support.

We express our heartfelt gratitude to the direct beneficiaries, the KSK Management Committee, school head teacher, SMCs, other students, and all stakeholders involved in the local program implementation. We also sincerely appreciate the CEHRD and relevant section, including the Curriculum Development Center (CDC), Janakpur Sub-Metropolitan City, Shahidnagar Municipality, Jaleswor Municipality, Bardibas Municipality, Ratnanagar Municipality, Ward No. 15 of Kathmandu Metropolitan City, Marchawari Rural Municipality, Nepalgunj Sub-Metropolitan City, Bheriganga Municipality, Birendranagar Municipality, Dullu Municipality, and Thantikandh Rural Municipality for their direct support in coordination and collaboration for program implementation.

Furthermore, we extend our thanks to our partner organizations, including Hanuman CLC, Janakpurdham, Mahila Shahid CLC, Shahidnagar, Social Development Center, Jaleswor, Life Nepal, Dhanusha, Samudayik Sewa Kendra, Ratnanagar, Swayambhu CLC, Kathmandu, New Saraswati CLC, Marchawari, Ganesh CLC, Marchawari, Jayaprithivi Namuna CLC, Nepalgunj, Social Awareness Center (SAC), Surkhet, and Social Service Center (SOSEC), Dailekh.

Lastly, we extend our heartfelt thanks to the members, officials, and staff of the organization.

Thank you.

Paban Kumar Adhikari
Director
Samunnat Nepal

Message from Chairperson

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| <p>आदरणीय सदस्य तथा पदाधिकारीज्यूहरू,</p> <p>समुन्नत नेपालले आ.व. २०८०/८१ मा सञ्चालन गरेका कार्यक्रम र त्यसअन्तर्गतका गतिविधिहरू यहाँहरू समक्ष संक्षेपमा राख्न चाहन्छु । विस्तृत रूपमा जानकारीका लागि हजुरहरूलाई यो वार्षिक प्रतिवेदन अध्ययन गर्न निवेदन गर्दछु ।</p> <p>यस आ.व.मा सञ्चालन भएका कार्यक्रमहरू :</p> <ol style="list-style-type: none"> युनिसेफ नेपालसँगको साभेदारीमा Alternative Pathways for out of school adolescents and youth नामक कार्यक्रम प्रारम्भ भएको छ । यसको समयावधि ७ अगष्ट २०२३ देखि ३१ अगष्ट २०२५ सम्म रहेको छ । केएर नेपालसँगको साभेदारीमा Strengthening Opportunities for Adolescent Resilience (SOAR) नामक कार्यक्रम गत आ.व.बाट प्रारम्भ भएको छ । यसको समयावधि १५ मे २०२३ देखि ३१ अक्टोबर २०२४ सम्म रहेको छ । अफलाटुन इन्टरनेशनलसँगको साभेदारीमा Gender Sensitive Global Citizenship and Life skills Education for Youth (GCED) नामक कार्यक्रम विगत दुई वर्षदेखि सञ्चालन भइरहेको छ । यसको समयावधि १ अगष्ट २०२१ देखि ३१ जुलाई २०२४ सम्म रहेको छ । हाल डिसेम्बर २०२४ सम्म विस्तार भएको छ । <p>यी तीन ओटा कार्यक्रममा भएका मुख्य मुख्य क्रियाकलाप र तिनको उपलब्धि यहाँ सामान्य रूपमा प्रस्तुत गर्न चाहन्छु । दातृ निकाय र कार्यक्रमअनुसारको विस्तृत विवरण यसै वार्षिक प्रतिवेदनमा समावेश गरिएको छ ।</p> | <p>Respected Members and Board Members,</p> <p>I would like to briefly present the programs and activities that Samunnat Nepal has undertaken during the fiscal year 2080/81. For more detailed information, I kindly request you to review this annual report.</p> <p>Programs conducted in this fiscal year:</p> <ol style="list-style-type: none"> The program titled "Alternative Pathways for Out-of-School Adolescents and Youth" runs in partnership with UNICEF Nepal. which commenced from August 7, 2023 lasting to August 31, 2025. The Strengthening Opportunities for Adolescent Resilience (SOAR) program came into implementation since May 152023 in collaboration with CARE Nepal which lasts up to October 31, 2024. The Gender Sensitive Global Citizenship and Life Skills Education for Youth (GCED) program has been running since the last two years in partnership with Aflatoun International, the duration of this program is August 1, 2021, to July 31, 2024. It has now been extended up to December 2024. <p>I would like to briefly highlight the key activities and achievements of these three programs. Detailed information, organized by donor agencies and specific programs, is included in this annual report.</p> |
| <p>अनौपचारिक तथा वैकल्पिक शैक्षिकको कार्यक्रम र प्राप्त उपलब्धि</p> <ul style="list-style-type: none"> विगतदेखि जनकपुरधाम उमनपा, शहीदनगर नपा, रत्ननगर नपा, काठमाडौं वडा नं. १५ र नेपालगञ्ज उमनपामा सञ्चालन हुँदै आएको १२ ओटा खेल्दै सिक्ने केन्द्र अहिलेको कार्यक्रममा पनि निरन्तरता दिइएको छ । साथै मर्चवारी गा.पा.मा ३ ओटा केन्द्र नयाँ सुरु गरिएको छ । सबै सम्बन्धित पालिका र स्थानीय संस्थासँग त्रिपक्षीय सम्झौता गरिएको छ । ती १५ ओटा केन्द्रमा हालसम्म ७८० जना (लक्ष्यको | <p>Non-Formal and Alternative Educational Programs and Achievements</p> <ul style="list-style-type: none"> Continuation of KSK: The 12 existing KSK in Janakpurdham Sub-Metropolitan City, Shahidnagar Municipality, Ratnanagar Municipality, Ward No. 15 of Kathmandu, and Nepalgunj Sub-Metropolitan City have been continued in the current program. Additionally, three new centers have been established in Marchawari Rural Municipality. A tripartite agreement has been signed with all concerned |

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| <p>५१ प्रतिशत) विद्यालयबाहिरका १० देखि १९ वर्षका किशोर किशोरी सहभागी भइरहेका छन् । तीमध्ये २३४ जना (लक्ष्यको ४७ प्रतिशत) विद्यालयको कक्षा १ देखि ८ सम्म भर्ना गरिएको छ । यसरी केन्द्र र विद्यालय भर्ना हुने ६० प्रतिशतभन्दा बढी किशोरी रहेका छन् ।</p> <ul style="list-style-type: none"> ● मर्चवारीमा स्थापना गरिएको ३ ओटा नयाँ खेलै सिक्ने केन्द्रको बसाइ व्यवस्थापनका लागि कार्पेट, चकटी, कुर्सी, टेबल, च्याक, दराज, पिजन होलसहित व्यवस्थापन गरियो । यसै गरी पहिलादेखि सञ्चालन भएका केही केन्द्रमा आवश्यकतानुसार कार्पेट, चकटी, दराज, च्याक, पिजन होल आदि व्यवस्था गरियो । ● अनौपचारिक तथा वैकल्पिक शैक्षिक कार्यक्रमअन्तर्गत तह ३ को पाठ्यक्रम र सिकाइ सामग्री शिक्षा तथा मानव स्रोत विकास केन्द्रसँग समन्वय, सहकार्य र साभेदारी गरेर विकास गरिएको छ । यस अन्तर्गत एउटा पाठ्यक्रम र भाग १ र २ गरी १२ ओटा सिकाइ सामग्री विकास भएका छन् । भाग दुईको ५ ओटा सिकाइ सामग्रीमा लेखन खर्चको व्यवस्थापन शिक्षा तथा मानव स्रोत केन्द्रबाट लागत साभेदारी अनुरूप भएको थियो । ● तह ३ को पाठ्यक्रम र सिकाइ सामग्रीलाई सहजीकरण गर्ने सहजकर्ताका लागि मार्गदर्शन पुस्तिका शिक्षा तथा मानव स्रोत विकास केन्द्रसँगको सहकार्यमा विकास गरिएको छ । ● तह ३ को भाग १ को नेपाली, सामाजिक अध्ययन तथा मानव मूल्य शिक्षा र स्वास्थ्य, शारीरिक तथा सिर्जनात्मक कला गरी ३ ओटा पुस्तकहरू एक हजार प्रतिका दरले छपाइ गरियो । साथै तह ३ को पाठ्यक्रम पनि २०० प्रति छपाइ गरियो । उक्त सामग्री केएर नेपाल र शिक्षा तथा मानव स्रोत विकास केन्द्रलाई हस्तान्तरण गरियो । ● अनौपचारिक शिक्षा तथा आजीवन सिकाइ कार्यक्रमका विद्यमान चार ओटा कार्यक्रमलाई न्यूनतम मापदण्ड कायम गर्दै एकरूपता दिनका लागि अनौपचारिक शिक्षा तथा आजीवन सिकाइ कार्यक्रम कार्यान्वयनसम्बन्धी सहजीकरण पुस्तिका, २०८० शिक्षा तथा मानव स्रोत विकास केन्द्रबाट तयार गरी अनुमोदन भएको छ । साथै यसरी विकास गरिएका सबै सामग्री सबैको सर्वसुलभ पहुँच होस् भनेर शिक्षा तथा मानव स्रोत विकास केन्द्रको वेब | <p>municipalities and local organizations. A total of 780 out-of-school adolescents aged 10 to 19 years (51% of the target) are currently participating in these 15 centers. Among them, 234 adolescents (47% of the target) have been enrolled in school from grades 1 to 8, with more than 60% of these enrolled students being girls.</p> <ul style="list-style-type: none"> ● KSK class setup: The three new centers established in Marchawari have been equipped with carpets, mats, chairs, tables, racks, cupboards, and pigeonholes. Similarly, some previously operational centers have been provided with necessary infrastructure like carpets, mats, cupboards, racks, and pigeonholes as required. ● Curriculum and Learning Materials Development for Level 3: The curriculum and learning materials for Level 3 have been developed under the non-formal and alternative educational program in coordination, collaboration, and partnership with the CEHRD. This includes one curriculum and 12 learning materials for Parts 1 and 2. The writing costs for five learning materials of Part 2 were managed through cost-sharing with the CEHRD. ● Facilitator's Guidebook Development: A facilitator's guidebook for easing the facilitation of the Level 3 curriculum and learning materials has been developed in collaboration with the CEHRD. ● Printing and Distribution of Educational Materials: Three books for Level 3, namely Nepali, Social Studies and Human Values Education, and Health, Physical and Creative Arts, were printed in 1,000 copies each. Additionally, 200 copies of the Level 3 curriculum were also printed. These materials were handed over to CARE Nepal and the CEHRD. ● Facilitation Manual for Non-Formal Education Programs: To maintain minimum standards and ensure uniformity in the implementation of existing non-formal education and lifelong learning programs, a facilitation manual for the implementation of non-formal education and lifelong learning programs was developed by the CEHRD in 2080 and endorsed. All the developed |
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| <p>पेजमा अपलोड गरिएको छ ।</p> <ul style="list-style-type: none"> ● अनौपचारिक तथा वैकल्पिक शैक्षिक कार्यक्रम अन्तर्गत तह १ र २ को संश्लेषित पाठ्यक्रम र सिकाइ सामग्रीलाई सहजीकरण गर्ने दक्ष प्रशिक्षक तयार गर्ने अभिप्रायले प्रशिक्षक सहजीकरण सामग्री तयारी भइरहेको छ । ● खेलै सिकने केन्द्रका सिकाइ कार्डहरूलाई वैकल्पिक शैक्षिक कार्यक्रमको तह १ र २ को संश्लेषित पाठ्यक्रम अनुसार अद्यावधिक गर्ने कार्यमा शिक्षा तथा मानव स्रोत विकास केन्द्रसँग समन्वय गरेर विषयगत विज्ञ लेखकहरूबाट भइरहेको छ । ● खेलै सिकने केन्द्रको सहजकर्ता सहयोगी पुस्तिकालाई अद्यावधिक गरिएको छ । यसलाई सिकाइ कार्ड परिमार्जन भएपछि थप अद्यावधिक गरिने कार्यक्रम रहेको छ । ● खेलै सिकने केन्द्रका सहजकर्ता, कक्षा परिचालक, संस्था प्रतिनिधिसहित ३२ जनालाई आधारभूत तालिम सञ्चालन गरिएको छ । यसै गरी उडान कक्षाका सहजकर्ताहरूका लागि ३ समूहमा ७ दिनेको दरले आधारभूत र एक ओटा ४ दिने पुनर्ताजगी तालिम वैकल्पिक शैक्षिक कार्यक्रम अन्तर्गत विकास भएको संश्लेषित पाठ्यक्रम र सिकाइ सामग्रीमा आधारित भएर सञ्चालन गरिएको छ । उक्त तालिमहरूबाट ९६ जना सहजकर्ता र संस्थाका कर्मचारीहरूको क्षमता विकास भएको छ । ● कार्यक्रमका कार्यकलापहरू सञ्चालनका क्रममा शिक्षा तथा मानव स्रोत विकास केन्द्रसँग समय समयमा समन्वय, प्रगति समीक्षा र सहकार्यका लागि बैठकहरू आयोजना गरिएको थियो । ● सिराहाका ४ ओटा र सुर्खेतको एक ओटा पालिकामा रहेका सामुदायिक सिकाइ केन्द्रको क्षमता विकासका लागि अनसाइट प्राविधिक सहयोगसहित अभिमुखीकरण गरिएको छ । सो अभिमुखीकरणका ९९ जना सहभागी हुनुहुन्थ्यो । त्यसै गरी सामुदायिक सिकाइ केन्द्रका परिचालकहरूलाई अनौपचारिक शिक्षाको EMIS तयार गर्नका लागि क्षमता विकास गरिएको छ । यसमा ५७ जना सहभागी हुनुभएको छ । ● अललाइन भर्चुअल माध्यमबाट गाउँपालिका महासंघ अन्तर्गत रहेका ४६० मध्ये २९६ गाउँपालिकाहरूलाई अनौपचारिक शिक्षा तथा | <p>materials have been uploaded to the CEHRD's web page to ensure easy access for everyone.</p> <ul style="list-style-type: none"> ● Trainer Facilitation Material Preparation: Trainer facilitation materials are being prepared to train skilled trainers to facilitate the condensed curriculum and learning materials for Levels 1 and 2 under the non-formal and alternative educational program. ● Updating Learning Cards: The learning cards used in the KSK are being updated in coordination with the CEHRD, with the help of subject matter experts, to align them with the condensed curriculum for Levels 1 and 2 under the alternative educational program. ● Facilitator's Guidebook Update: The facilitator's support guidebook for KSK has been updated. Further updates will be made after the revision of the learning cards. ● Training for Facilitators: Basic training was conducted for 32 individuals, including facilitators, class mobilizers, and organization representatives of the KSK. Additionally, three groups of facilitators from the UDAAN classes received seven-day basic training, and one group received a four-day refresher training. These training sessions were based on the condensed curriculum and learning materials developed under the alternative educational program. A total of 96 facilitators and staff members of the NGO enhanced their skills through these training sessions. ● Coordination and Progress Review Meetings: Meetings for coordination, progress review, and collaboration with the CEHRD were organized from time to time during the implementation of the program activities. ● Capacity Building for Community Learning Centers: On-site technical assistance and orientation were provided to develop the capacity of CLCs in four municipalities in Siraha and one in Surkhet. A total of 99 participants attended the orientation. Additionally, the capacity of CLC mobilizers was developed to prepare the curriculum for non-formal education and EMIS with 57 participants attending. ● Virtual Orientation for Rural Municipalities: An online virtual orientation on the existing policies, |
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| <p>आजीवन सिकाइ कार्यक्रमसम्बन्धी विद्यमान नीति, कार्यक्रम तथा भावी रणनीतिका बारेमा अभिमुखीकरण गरिएको छ ।</p> <ul style="list-style-type: none"> शिक्षा तथा मानव स्रोत विकास केन्द्रसँगको सहकार्य तथा लागत साभेदारीमा विरगञ्ज, लाहान र भैरहवामा दुई दिने अनौपचारिक शिक्षा तथा आजीवन सिकाइसम्बन्धी विकास भएका पाठ्यक्रम, सिकाइ सामग्री र अनौपचारिक शिक्षाको EMIS को अभिमुखीकरण गरिएको छ । उक्त तीनै स्थानमा गरी ९४ जना सहभागी हुनु भएको थियो । | <p>programs, and future strategies related to non-formal education and lifelong learning programs was conducted for 216 out of 460 rural municipalities under the Rural Municipality Federation.</p> <ul style="list-style-type: none"> Orientation on Non-Formal Education Curriculum: A two-day orientation on the curriculum, learning materials, NFE EMIS, and curriculum of non-formal education and lifelong learning developed in collaboration with the CEHRD and cost-sharing was held in Birgunj, Lahan, and Bhairahawa. A total of 94 participants attended the orientation in all three locations. |
| <p>औपचारिक शिक्षाको कार्यक्रम र प्राप्त उपलब्धि</p> <ul style="list-style-type: none"> यस आ.व.मा युवाका लागि लैङ्गिकता, जीवनोपयोगी सिप र वित्तीय शिक्षाअन्तर्गत तेस्रो वर्षको कार्यक्रम मधेश र कर्णाली प्रदेशका ४ ओटा जिल्लाको ७ ओटा पालिकामा सञ्चालन गरियो । यस कार्यक्रममा यस वर्ष ३८ ओटा सामुदायिक विद्यालय समावेश गरिएको छ । उक्त कार्यक्रम अन्तर्गत २ स्थानमा सामाजिक विषयको शिक्षक र प्रधानाध्यापक गरी ८९ जनालाई २ दिने अभिमुखीकरण कार्यक्रम सञ्चालन गरियो । मेधावी विद्यार्थीका लागि ६ ओटा स्थानमा तालिम सञ्चालन गरियो । उक्त तालिबाट १७८ जना (५४ प्रतिशत छात्रा) लाभान्वित भएका छन् । यसै गरी मेधावी विद्यार्थीमार्फत ४२ ओटा सत्रमा ३८ ओटा विद्यालयका ८८ ओटा कक्षाबाट ५,२५८ जना कक्षा ९ र ११ का विद्यार्थीहरू प्रत्यक्ष रूपमा लाभान्वित भएका छन् । जसमा २,५७२ जना (४८.९ प्रतिशत छात्रा) रहेका छन् । लैङ्गिकता, जीवनोपयोगी सिप र वित्तीय शिक्षाको विषयवस्तुलाई माध्यमिक तहका शिक्षकका लागि ५ दिने कस्टुमाइज तालिम पाठ्यक्रम, प्रशिक्षक निर्देशिका र स्रोत सामग्री शिक्षा तथा मानव स्रोत विकास केन्द्रसँग समन्वय गरेर तयार गरिएको छ । उक्त सामग्रीमा आधारित भएर सातै प्रदेशका गरी २५ जना रोष्टर प्रशिक्षकलाई ५ दिने तालिम सञ्चालन गरिएको छ । लैङ्गिकता, जीवनोपयोगी सिप र वित्तीय शिक्षाका सत्रहरूबाट विद्यार्थीहरूले सिकेर रुपैयाँ पैसासँगै | <p>Formal Education Programs and Achievements</p> <ul style="list-style-type: none"> Program Implementation: In this fiscal year, the third year of the program focused on GCED was implemented in seven municipalities across four districts of Madhesh and Karnali provinces. This year, 38 community schools were included in the program. Teacher and Head Teacher Orientation: Under this program, a two-day orientation program was conducted for 89 of social studies teachers and head teachers in two locations. Additionally, training sessions were held in six locations for lead students, benefiting 178 students (54% of whom were girls). Through these lead students, 5,258 students from 88 classes in 38 schools were directly benefited in 42 sessions of classes 9 and 11. Among them, 2,572 (48.9%) were girls. Customized Training Curriculum: A five-day customized training curriculum, trainer's manual, and resource materials on Gender, Life Skills, and Financial Education for secondary-level teachers were prepared in coordination with the CEHRD. Based on these materials, a five-day training session was conducted for 25 roster trainers from all seven provinces. Student Enterprises: Through sessions on GCED, students learned to save money and resources and initiated social and financial enterprises. These enterprises included mushroom farming, ginger cultivation, seasonal vegetable farming, and running low-cost stationery shops in schools. Girls Inclusive Education Network: An orientation program on the formation of a Girl- |

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| <p>स्रोत साधनको बचत गर्ने, सामाजिक तथा वित्तीय उद्यम सुरुवात गरेका छन् । यस अन्तर्गत च्याउ खेती, अदुवा खेती, मौसमी तरकारी, विद्यालयमा सस्तो मूल्यको स्टेशनरी पसल आदि उद्यमहरू सञ्चालन गरेका छन् ।</p> <ul style="list-style-type: none"> ● सिराहा र सुर्खेतका ८ ओटा पालिका, १६ ओटा विद्यालयमा बालिका समावेशी शिक्षा सञ्जाल गठनसम्बन्धी अभिमुखीकरण कार्यक्रम सञ्चालन गरिएको छ । यस कार्यक्रममा ७२ जना सहभागी हुनु भएको छ । सुर्खेतमा सोही सञ्जालको सम्पर्क व्यक्तिका लागि ३ दिने गुनासो सुनुवाइ तथा व्यवस्थापनसम्बन्धी कार्यशाला सञ्चालन गरिएको छ । जसमा १७ जना सहभागी हुनु भएको छ । ● सिराहाको धनगढीमाई नगरपालिकाको नगर शिक्षा योजना बनाउनका लागि पालिका स्तरीय सरोकारवालाको अभिमुखीकरण कार्यक्रम सम्पन्न गरिएको छ । उक्त अभिमुखीकरणमा २८ जना सहभागी हुनुभएको छ । ● यसरी सञ्चालित अनौपचारिक तथा औपचारिक दुवै कार्यक्रमको स्थानीय पालिका, साभेदार संस्था, खेलै सिक्ने केन्द्र कक्षा परिचालक, व्यवस्थापन समिति आदिबाट नियमित अनुगमन हुने गरेको छ । शिक्षा तथा मानव स्रोत केन्द्रसँग समन्वय गरेर सयुक्त अनुगमन, यसै गरी समाज कल्याण परिषदबाट र दातृ निकायबाट पनि कार्यक्रमको समय समयमा अनुगमनसहित सुझाव, सल्लाह र मार्गदर्शन प्राप्त भएको छ । | <p>Inclusive Education Network was conducted in eight municipalities and 16 schools in Siraha and Surkhet. This program had 72 participants. Additionally, a three-day grievance hearing and management workshop was conducted for the focal persons of the same network in Surkhet, with 17 participants attending.</p> <ul style="list-style-type: none"> ● Municipal Education Plan: A municipality-level stakeholder orientation program was completed to develop the Municipal Education Plan for Dhangadhimai Municipality in Siraha. The orientation had 28 participants. ● Monitoring and Evaluation: Both formal and non-formal education programs have been regularly monitored by local municipalities, partner organizations, KSK mobilizers, and management committees. Joint monitoring was conducted in coordination with the CEHRD, along with periodic monitoring, advice, and guidance from the Social Welfare Council and donor agencies. |
| <p>सिकाइ, चुनौती र अवसरहरू :</p> <ul style="list-style-type: none"> ● समाज कल्याण परिषद, शिक्षा तथा मानव स्रोत विकास केन्द्र, स्थानीय पालिकासँग समयमा नै समन्वय गरेर कार्यक्रमको अभिमुखीकरणसहित कार्यकलाप गर्दा सहकार्य गर्न सहज हुने रहेछ । यसको परिणाम स्वरूप केही कार्यकलापहरूमा शिक्षा तथा मानव स्रोत विकास केन्द्रसँग लागत साभेदारीसहित सहकार्य गर्ने अवसर समेत सिर्जना भएको छ । ● अनौपचारिक शिक्षा तथा आजीवन सिकाइका लागि सरकारको नीति तथा कार्यक्रम र प्राथमिकतामा परेका वैकल्पिक शैक्षिक कार्यक्रम अन्तर्गत संश्लेषित पाठ्यक्रम, सिकाइ सामग्री र सहजकर्ता मार्गदर्शन जस्ता सामग्री विकासमा गरिएको | <p>Learning, Challenges, and Opportunities:</p> <ul style="list-style-type: none"> ● Collaboration and Coordination: Effective coordination with the SWC, the CEHRD, and local municipalities, along with program orientation and activity execution, facilitated smoother collaboration. This has led to opportunities for cost-sharing and further cooperation with the CEHRD in some activities. ● Success in Collaborative Efforts: Through collaborative efforts in developing materials such as condensed curriculum, learning materials, and facilitator guides for non-formal education and lifelong learning programs that align with the government's policies and priorities, rapid achievements were made. This has strengthened partnerships and cooperation. |

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| <p>सहकार्यले चाडै नै उपलब्धि हासिल गर्न सकियो । यसले सहकार्य र साभेदारीलाई अझ मझबुद बनाउन सहयोग पुगेको छ ।</p> <ul style="list-style-type: none"> • युवाका लागि लैङ्गिकता, जीवनोपयोगी सिप र वित्तीय शिक्षा अन्तर्गत विद्यार्थीहरूमा रुपैयाँ पैसासँगै स्रोत साधनको बचत, सामाजिक तथा वित्तीय उद्यमका कार्यकलापहरू सञ्चालनले बालक्लब र विद्यार्थीबाट विद्यार्थीका लागि गरिने कार्यक्रम प्रभावकारी हुने रहेछ भन्ने अनुभूति भएको छ । • अनिवार्य तथा निशुल्क शिक्षा ऐनमा भएको व्यवस्थाअनुसार विद्यालयबाहिर रहेका बालबालिका, किशोर किशोरी र युवाका लागि शिक्षाको वैकल्पिक माध्यम अझ बढी सान्दर्भिक र सशक्त ढङ्गबाट पुर्याई गर्न आवश्यक भएको महसुस गरेका छौं । • ऐनमा भएको व्यवस्थाअनुसार तह ३ सम्मको संश्लेषित पाठ्यक्रम, सिकाइ सामग्री, प्रशिक्षक र सहजकर्ता सामग्री, कार्यान्वयन सहजीकरण पुस्तिका समेत विकास भइसकेको अवस्थामा लक्षित समूहमा यसको उपलब्धता सहित शिक्षाको वैकल्पिक माध्यम सुनिश्चित गर्न खेल्दै सिकने केन्द्र, उडान कक्षा र अन्य यस्तै वैकल्पिक शैक्षिक कार्यक्रममार्फत ती सामग्रीहरू प्रयोग गर्न सकिने अवसर सिर्जना भएको छ । | <ul style="list-style-type: none"> • Student-Driven Initiatives: Under the GCED program for youth, activities such as saving money and managing social and financial enterprises have demonstrated that student-led programs, supported by child clubs and peer-led initiatives, are highly effective. • Advocacy for Alternative Pathway: There is a recognized need to advocate more strongly for alternative pathway that are relevant and robust for children, adolescents, and youth who are out of school, in line with the provisions of the Compulsory and Free Education Act. • Leveraging Alternative Educational Programs: With the development of condensed curriculum, learning materials, trainer and facilitator resources, and implementation guides up to Level 3, there is an opportunity to ensure the availability of these resources to target groups through alternative pathway programs like KSK, UDAAAN classes, and other similar initiatives. |
| <p>संस्थाले गरेका पहल र भावि कार्यदिशा :</p> <ul style="list-style-type: none"> • संस्थाले यस आ.व.मा पाँच ओटा आशयपत्र (EOI) मा प्रस्तावना पेस गरेको थियो । एउटा आशयपत्रमा संस्थाहरूको सञ्जाल (Consortium) बनाएर पनि पेस गरिएको थियो । जसमध्ये केएर नेपालमा पेस गरेको आशयपत्रको निर्णय भइसकेको छैन । अन्य आशयपत्रमा हामी छनोट हुन नसकेको व्यहोरा जानकारी गराउन चाहन्छु । संस्थाले आगामी आ.व.मा पनि विभिन्न कार्यक्रमका लागि प्रस्तावना विकास गर्ने, दातृ निकायसँग पैरवी गर्ने लक्ष्य राखेको छ । साथै चालु कार्यक्रमका कार्यकलापहरूलाई अझ बढी लाभग्राहीमैत्री बनाएर कार्यान्वयन गर्दै लैजाने रणनीति अवलम्बन गर्ने छ । यसै गरी सम्पन्न भएका कार्यक्रमहरू समाज कल्याण परिषद्बाट मूल्याङ्कनका लागि अनुरोध गर्दै सहयोग गर्ने छौं । | <p>Initiatives Undertaken by the Organization and Future Directions:</p> <ul style="list-style-type: none"> • Proposals Submitted: This fiscal year, the organization submitted five Expression of Interest (Eoi), one of which was submitted through a consortium of organizations. Among these, the decisions on the Eoi submitted to CARE Nepal is still pending. Unfortunately, we were not selected for the other Eois. • Future Plans: In the upcoming fiscal year, the organization aims to continue developing and submitting proposals for various programs, advocating with donors to secure funding. Additionally, the organization plans to adopt strategies to make ongoing program activities more beneficiary-friendly. We will also request the SWC to evaluate completed programs and offer our support in the process. |
| <p>अन्त्यमा हामीले स्थानीय साभेदार संस्थामार्फत यस आ.व.मा कार्यान्वयन गरिएका क्रियाकलापहरूले लक्षित समुदाय, लाभग्राही र सरोकारवालाहरूलाई उल्लेखनीय सेवा प्रवाह गर्न सकेका छौं भन्ने ठानेका छौं । यसका लागि</p> | <p>In conclusion, we believe that the activities implemented through local partner organizations during this fiscal year have provided significant services to the target communities, beneficiaries, and stakeholders. We would like to express our gratitude</p> |

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| <p>हामीलाई साथ र सहयोग गर्नुहुने शिक्षा तथा मानव स्रोत विकास केन्द्र, पाठ्यक्रम विकास केन्द्र, युनिसेफ नेपाल, केएर नेपाल, अफ्लाटुन इन्टरनेशन, समाज कल्याण परिषद, जिल्ला प्रशासन कार्यालय, जनकपुर उमनपा, शहीदनगर नपा, जलेश्वर नपा, वर्दिवास नपा, रत्ननगर नपा, काठमाडौं मनपा वडा नं. १५, मर्चवारी गापा, नेपालगञ्ज उपनपा, भेरिगंगा नपा, वीरेन्द्रनगर नपा, दुल्लू नपा, ठाटीकाँध गापा र सबै साभेदार संस्थाप्रति आभार व्यक्त गर्न चाहन्छौं । साथै कार्यक्रममा प्रत्यक्ष लाभग्राहीहरूप्रति हृदयदेखि नै धन्यवाद दिन चाहन्छौं । यस महान कार्यको नेतृत्व गर्नुहुने संस्थाका, सल्लाहकार, पदाधिकारीहरू, सदस्य र सम्पूर्ण कर्मचारीहरूलाई पनि धन्यवाद दिन चाहन्छु ।</p> <p style="text-align: center;">धन्यवाद ।</p> <p>योगेश कुमार श्रेष्ठ अध्यक्ष समुन्नत नेपाल २०८१ आश्विन २१ गते</p> | <p>to the CEHRD, CDC, UNICEF Nepal, CARE Nepal, Aflatoun International, SWC, District Administration Office, Janakpur Sub-Metropolitan City, Shahidnagar Municipality, Jaleshwar Municipality, Bardibas Municipality, Ratnanagar Municipality, Kathmandu Metropolitan City Ward No. 15, Marchawari Rural Municipality, Nepalgunj Sub-Metropolitan City, Bheriganga Municipality, Birendranagar Municipality, Dullu Municipality, Thantikandh Rural Municipality, and all partner organizations for their support and cooperation.</p> <p>We also wish to extend heartfelt thanks to the direct beneficiaries of the program. Lastly, I would like to thank the organization's advisory team, board members, members, and all staff for their leadership and dedication to this great endeavor.</p> <p style="text-align: right;">Thank you.</p> <p>Yogesh Kumar Shrestha Chairperson Samunnat Nepal 7th October 2024</p> |
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About the Organization

Introduction:

Samunnat Nepal (SN) is a national non-profit social organization led by experienced Education, Health, Social, and Community Development professionals. It was officially registered at the District Administration Office (DAO) in Kathmandu on Ashwin 3, 2069 (Sep. 19, 2012), with the registration number 317/2069/70. Additionally, it is affiliated with the Social Welfare Council (SWC) under affiliation number 36,257. The organization includes individuals with long-standing professional expertise in the education sector.

| Vision | Mission | Goal |
|---|--|--|
| To build a prosperous society through quality education, human rights-based holistic development approach, and community empowerment. | We aim to ensure quality education for all, promote holistic development based on human rights principles, and empower communities to create a prosperous society. | Achieve universal access to quality education, foster holistic development grounded in human rights, and empower communities for prosperity. |

Objectives

1. Establish SN as a non-profit, social organization.
2. Conduct awareness programs through research, the development of educational materials, and infrastructure development for child-friendly education.
3. Provide training and workshops to enhance the quality of basic education.
4. Organize educational and awareness programs on various topics, including education, environment, and health during emergencies.
5. Implement education and development projects.
6. Offer technical support to government education programs and collaborate with relevant organizations for the expansion of child-friendly schools.
7. Promote community development activities and share educational research and initiatives with the media after obtaining necessary approvals.
8. Conduct livelihood programs and support sustainable community development through integrated school and education initiatives.

Core Beliefs

SN envisions a prosperous society in Nepal. To achieve this, it believes in integrating social development activities based on the principles and standards of quality education and human rights. Staying true to this belief, it conducts innovative research, studies, and model programs in education. The organization empowers the poor and marginalized communities, advocating for their rights, redistribution, representation, and resilience.

SN collaborates, coordinates, and partners with governments at all levels, development partner organizations, and other stakeholders to ensure the right to compulsory and free education for all. We believe education is a shared responsibility, not only of the government but also of other development partners, communities, and families. Investing in human resources is essential for success. SN is dedicated to empowering local communities and stakeholders, ensuring every child has the opportunity to reach their full potential- a basic human right.

History and founding

Since its establishment, SN has sought partnership with UNICEF Nepal to implement alternative learning programs for OOSC aged 10 to 19. The organization has been executing these educational programs through a Memorandum of Understanding (MoU) with the Center for Education and Human Resource Development (CEHRD). Additionally, the organization carries out various activities related to alternative learning in coordination, collaboration, and partnership with the relevant section of the CEHRD .

SN has gained experience in conducting National Assessment of Student Achievement (NASA) and Performance Audit (PA) in partnership with Education Review Office (ERO). Through this partnership, the organization had the opportunity to work on the assessment of learning achievement of around 140,000 students from grades 10, 8, and 5, along with collecting data from 5,400 headteachers and 13,800 teachers and creating a database of it.

Moreover, the organization has collaborated with UNESCO to enhance the capacity of Community Learning Centers (CLC) and to participate in various non-formal education activities. In collaboration with the Shanti Volunteer Association, SN has developed local curriculum and textbooks and trained teachers in child-friendly learning processes. It has also worked with Aflatoun International on programs focused on Gender Sensitive Global Citizenship and Life Skills Education for Youth (GCED).

Through partnerships with organizations such as CARE Nepal, SN has heavily involved in developing Condensed curriculum, learning materials, and the capacity building of facilitators in alternative and non-formal educational programs. The organization also has experience working with Rotary Club, VSO, World Education, Plan International, Save the Children, UNDP, World Vision, Room to Read, and Magic Bus India Foundation on various formal and non-formal educational initiatives.

Organizational structure

The individuals who have contributed to the education sector within the organization are recognized as general members. The General Assembly conducts the election of the organization's executive committee every two years. This committee comprises seven members, including three females. The organization operates under the leadership of the director, supported by three core staff members and 27 project staffs. Among them, 21 field staff members work through partner organizations. The director manages the organization's daily administration and operations, guided by the executive committee and chairperson. Consultants and experts are engaged as needed to support project execution. Additionally, a five-member advisory committee, composed of seasoned professionals with extensive experience in the education sector, provides valuable advice, suggestions, and direction to the organization.

Program and Impacts

SN carried out various activities under three major programs during the fiscal year 2080/81. These programs include one supported by UNICEF Nepal, which focuses on Alternative Pathways for out-of-school adolescents and youth; another supported by CARE Nepal, targeting the Strengthening Opportunities for Adolescent Resilience (SOAR) initiative; and a third program supported by Aflatoun International and Reach Out to Asia (ROTA), centered on Gender Sensitive Global Citizenship and Life Skills Education for Youth (GCED). The program with UNICEF Nepal was initiated this fiscal year, while the programs with CARE Nepal and Aflatoun International are continuations from the previous year.

The programs supported by UNICEF Nepal and Aflatoun International were launched following approval from the SWC, whereas the program supported by CARE Nepal was implemented after obtaining CARE Nepal's approval from the same SWC. Since all three programs are related to education, they are executed in collaboration with the Centre for Education and Human Resource Development (CEHRD) under the Ministry of Education, Science, and Technology, with an annual MOU in place.

This document provides a summary of all the programs and activities conducted by SN during the fiscal year.

(A) Partnership Program with UNICEF Nepal

1. **Program Name:** Alternative Learning Pathways for Out-of-School Adolescents and Youth
2. **Support:** UNICEF Nepal
3. **Program Duration:** August 2023 to August 2025
4. **Program Locations:**

Under this project, 15 "Kheldai Sikne Kendra (KSK) - Learning Through Play" centers have been established and strengthened as a part of an alternative educational program for out-of-school children, adolescents, and youth aged between 10 to 19 years. These centers are implemented through local Community Learning Centers (CLCs). The centers are functioning in Six local levels across Five districts and three provinces like Dhanusha, Chitwan, Kathmandu, Rupandehi, and Banke, spread across Madhesh, Bagmati, and Lumbini provinces respectively. The details of the program area are mentioned below.

Table-1: KSK project coverage area

| Province | District | Local Level | Ward number |
|----------|-----------|--------------------------------|----------------|
| Madhesh | Dhanusha | Janakapurdham Sub metropolitan | 7 & 8 |
| | | Sahidnagar Municipality | 3, 4, 6 & 7 |
| Bagmati | Chitawan | Ratnangar Municipality | 2 |
| | Kathmandu | Kathmandu Metropolitan | 15 |
| Lumbini | Rupandehi | Marchabari Rural municipality | 1, 5 & 6 |
| | Banke | Nepalgunj Sub metropolitan | 8, 20, 22 & 23 |

5. Local Organizations for Implementing the Program:

The KSK are operated by six CLCs and one non-governmental organization, which serve as local/implementation partner organizations for the program. These organizations are responsible for the implementation of the program activities at community level, with necessary facilitation and technical support from SN, CHERD and UNICEF. In addition, for effective implementation of the program a tripartite agreement among local government, SN and implementing partners has been established in the beginning of the project intervention. The details of the partner organizations based on the program locations are as follows:

Table -2: Details of partner organizations

| Province | District | Local Level | Local Partner | Operating KSKs |
|----------|-----------|--------------------------------|--|----------------|
| Madhesh | Dhanusha | Janakapurdham Sub metropolitan | Hanuman CLC, Janakpur | 2 |
| | | Sahidnagar Municipality | Mahila Shahid CLC, Yadhukuwa | 4 |
| Bagmati | Chitawan | Ratnagar Municipality | Samudayik Sewa Kendra, Ratnanagar | 1 |
| | Kathmandu | Kathmandu Metropolitan | Swoyambhu CLC, Kathmandu | 1 |
| Lumbini | Rupandehi | Marchabari Rural municipality | New Saraswati CLC and Ganesh CLC, Marchabari | 3 |
| | Banke | Nepalgunj Sub metropolitan | Jayaprithivi Namuna CLC, Nepalgunj | 4 |

6. Brief Introduction of the Programs

The Constitution of Nepal 2072 guaranteed compulsory and free education up to the basic level and free education up to the secondary level for all children as a fundamental right. To ensure this, the government has been prepared and implemented a Compulsory and Free Education Act, 2075 and its regulations, 2077. According to the Act, citizens who do not complete basic education by 1st of Baisakh, 2085 will be disqualified to receive the services and benefits from the state. In this context, the local government needs

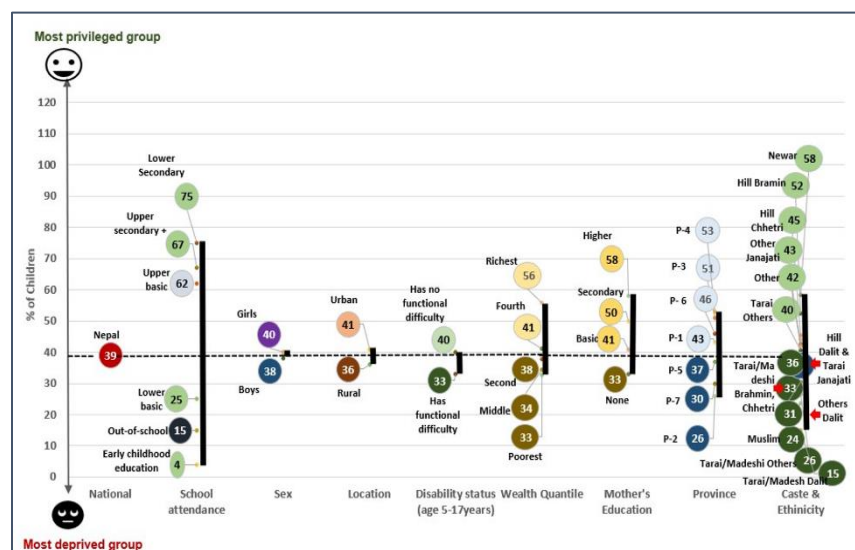


Figure 1: Participants disagreed data with most deprived and Privileged group

to develop and implement policies, programs, and procedures to ensure the out-of-school children, adolescents and youth to complete at least the basic level of education before the stipulated deadline. This program has been launched for supporting a noble task of the local government through an alternative educational model.

The Statistical data show that there is still a significant number of adolescents and youth are out of school, they have not completed the basic

level education yet, have dropped out of school. Most of them are engaged either in child labor or other risky activities in urban/rural life.

The national statistics indicate that 24% of children are still deprived of basic education (source: Flash report 2022/23). Furthermore, the basic literacy and mathematical skills of children are only 39% and 37%, respectively (Source: NMICS), which is extremely low and concerning. Various research reports highlight those issues such as urban migration, poverty, weak economic conditions, gender discrimination, and social exclusion are interrelated complexities causing a failure to complete basic education (Ref to Figure-1).

In this context, on the basis of Non-Formal Education Plan of government of Nepal, The SN has been operating a flexible program like the KSK for out-of-school children, adolescents, and youth aged 10 to 19 in urban/rural settings. In addition, to implement the program effectively, the SN has conducted a tri-party agreement between local municipalities, local CLC/NGOs, and SN in six phases starting from 2015/16. From the beginning, a partnership model has been adopted for cost sharing and Public-Private Partnerships (PPP) have been primarily embraced in this program. Right now, in the sixth phase is focused on to ensure the right to compulsory and free basic education for out-of-school adolescents and youth by aligning with local government policies and education plans, and to mainstream the children and addoloratos in formal school as well as expand or adapt the program by the local government based on its relevance and needs.

7. Objectives of the Program:

- Enhance human resources capacity and create Trainer Manuals for Alternative Learning Program (ALP) Levels 1 & 2 in targeted provinces.
- Support local government mainstream and scale up harmonized Non-Formal Education (NFE) solutions for adolescents that include areas related to numeracy, literacy, life skills, and learning-to-earning opportunities, Mental Health and Psycho-Social Support (MHPSS), including strengthening referral services for adolescents with specialized needs.
- Leverage domestic finances and local level resources by providing capacity development to local governments in areas of planning and budgeting to increase budget allocations to finance NFE solutions such as KSK that, will include data analysis, budget analysis, and advocacy with local government officials.

8. Expected Outcomes:

- Minimum of 15 Trainers will be trained on Alternative Learning Program (ALP) level one and two packages in UNICEF focused provinces/municipalities.
- NFE will be integrated into local level plans of municipalities, and ensuing inclusion for scale-up via domestic financing.
- Leverage local government and community resources to finance and scale up accredited NFE solutions for marginalized adolescents.
- Harmonize common sets of solutions for different NFE pathways that, will support scaling up (e.g., remedial support, homework clubs, home schools, accelerated learning package (KSK & SEGE) activity-based learning (ABL) in terms of duration and competencies level) to be endorsed by government.

9. Target Group:

- Adolescents and youths age between 10-19 years,
- School dropout children,
- Never enrolled both boys and girls.

10. Main Outputs of the Program:

The program has four key outputs. To achieve the expected outcomes, each output includes various activities, which are mentioned as follows:

| | |
|--|----------|
| Enhance human resources capacity and create Trainer Manuals for ALP Levels 1 & 2 in targeted provinces | Output 1 |
| Increased capacity of Local Governments for NFE solutions for out of school adolescents and youth | Output 2 |
| Non-formal Learning Pathway competencies harmonized and endorsed at national level. | Output 3 |
| Increased capacity of mobilizers, facilitators for reaching OOSC and mainstreaming back to school | Output 4 |

11. Activities and Achievements Based on Program Outputs:

| | |
|--|----------|
| Enhance human resources capacity and create Trainer Manuals for ALP Levels 1 & 2 in targeted provinces | Output 1 |
|--|----------|

Under this output, there are primarily three main activities. Of these, two activities have already begun in the current fiscal year. They are as follows:

a. Training manual packages has been developed for ALP level 1 & 2.

Under the NFE and alternative educational program, the SN has facilitated to develop, endorsed and implement the condensed curriculum and learning materials up to level 3. Likewise, the SN also support to prepare and finalize different training materials to train skillful facilitators for facilitating the condensed curriculum and learning materials for levels 1 and 2. To accomplish this, SN has collaborated in content writing with the CEHRD experts, and the developed materials were reviewed by a committee consisting of the Director General, Deputy Director General, and Director of the CEHRD before finalized it. The materials include sessions for a 7-day basic training and a 3-day refresher course including study and reference materials for facilitators, which is also available in the website of the CEHRD.



b. TOT on ALP Level 1 & 2 package

Based on the trainers training materials endorsed by CEHRD, the program has organized seven days training for 20 (female --) facilitators representatives from Madhesh, Lumbini, Karnali, and Sudurpashchim provinces. The training held on 3rd to 9th of Shrawan, 2081 (BS) in Lumbani. In the training eight participants were participated from Madhesh Province, three from Lumbini, and two each from Karnali and Sudurpashchim provinces. In addition. SN collaborated with the CARE Nepal to participate in the training, so additional 5 participants also participated in the training from CARE Nepal.

Increased capacity of Local Governments for NFE solutions for out of school adolescents and youths for scale up integrated via local government plans

Output 2

Under this output, there are primarily six main activities. Of these, four activities have already begun in the current fiscal year. They are as follows:

A. Triparty agreement with the Local Government & Local Partner Organisations.

A tripartite agreement was made with Janakpur Sub-Metropolitan city, Shahidnagar Municipality, Ratnanagar Municipality, Kathmandu Metropolitan city Ward No. 15, Marchawari Rural Municipality, and Nepalgunj Sub-Metropolitan city, along with local partner organizations (LPO), to operate KSKs as an alternative educational program for children, adolescents, and youth aged between 10 to 19 who are out of school for program period.

Tripartite agreement

| Place | Date |
|--------------|---------------|
| Janakpur | 2080 Saun 30 |
| Shahidnagar | 2080 Saun 30 |
| Ratnanagar | 2080 Saun 32 |
| Kathmandu 15 | 2080 Saun 29 |
| Marchabari | 2080 Bhadra 8 |
| Nepalgunj | 2080 Saun 30 |



Vice mayor of Kathmandu metropolitan city in the occasion of triparty agreement

Prior to the tripartite agreement, information was provided regarding the program, the role of the municipalities, the role of local partner organizations, and the role of Samunnat Nepal. All agreements were made with witnesses of the respective local municipality offices. According to the agreement, the municipalities are required to provide key support such as the remuneration for one facilitator per center, arranging necessary space for the centers, and where possible provide snacks for children.

B. KSK Operationalization cost of existing & new establishment

Under this activity, 15 KSKs were initiated in the mentioned municipalities. To facilitate this, 12 existing centers in Janakpur Sub-Metropolitan City, Shahidnagar Municipality, Ratnanagar Municipality, Kathmandu Metropolitan City Ward No. 15, and Nepalgunj Sub-Metropolitan City were relocated to areas with the highest number of out-of-school adolescents within the municipalities. Additionally, three new centers were started in Marchawari Rural Municipality. For this, physical materials such as carpets, mats, drawers, chairs, tables, pigeonholes, and racks were

What is a KSK?

A KSK is an informal and alternative learning opportunity for adolescents and youth aged 10 to 19 who are out of school. It provides a second chance for them to receive compulsory and free education up to the basic level. This program is specifically designed for implementation in urban areas. The centers are established to be permanent as needed. They can be open from early morning to late evening, allowing participants to attend at their convenience. Each participant is provided with free learning and materials. Learning is based on integrated curriculum and multi-level learning methods using learning cards, tailored to the participant's learning level and abilities. The centers offer opportunities for education up to the basic level, including first, second, and third levels. Emphasis is placed on coordinating with the primary schools to facilitate re-enrollment and continuity of learning. The centers also encourage the development of life skills, healthy lifestyles, positive behavior, life skills, and cultural values.



provided for setting up the centers. Existing centers also received materials like carpets, mats, drawers, tables, shoe racks, and pigeonholes as needed. Learning card sets, four types of loose sheets, ring files, and health and sanitation kits were provided for all centers. In addition, the local partner organizations also arranged and distributed materials like pencils, erasers, cutters, markers, and sign pens for KSKs.

Similarly, the 12 existing centers began operations from the 1st of Bhadra, 2081 (BS), and the 3 centers in Marchawari started from the 15th Bhadra 2081. Before starting the centers, the training for facilitators was conducted and developed action plan. Following the training and action plan, the facilitators has conducted participant surveys, enrollment in centers, and preparation for center management during this reporting period. As a result, 780 (out of 1500 target) children/participants had been enrolled in the 15 KSKs by the end of Ashad 2081. Among the enrolled children in KSKs 501 being girls, which covered 64.2%. The details of children enrolled in KSKs are mentioned in below.

Table-3: Children in KSKs

| Province | District | Local Level | Girls | Boys | Total | % of Girls |
|--------------|-----------|--------------------------------|------------|------------|------------|-------------|
| Madhesh | Dhanusha | Janakapurdham Sub metropolitan | 77 | 49 | 126 | 61.1 |
| | | Sahidnagar Municipality | 130 | 82 | 212 | 61.3 |
| Bagmati | Chitawan | Ratnangar Municipality | 33 | 18 | 51 | 64.7 |
| | Kathmandu | Kathmandu Metropolitan | 18 | 22 | 40 | 45.0 |
| Lumbini | Rupandehi | Marchabari Rural municipality | 67 | 60 | 127 | 52.7 |
| | Banke | Nepalgunj Sub motropolitan | 176 | 48 | 224 | 78.6 |
| Total | | | 501 | 279 | 780 | 64.2 |

Through this program, which has been implemented in six phases, a total of 3,769 out-of-school children, adolescents, and youth have benefited so far. Among them, 57% are girls. There are 1,068 students who have been mainstreamed in schools through the centers, with 60% being girls. Initially, the program started with 4 centers in Chitwan and Nepalgunj (2 each). It has gradually expanded to 6, 7, 9, 12, and currently 15 centers (Ref to figure-1 and table-4).

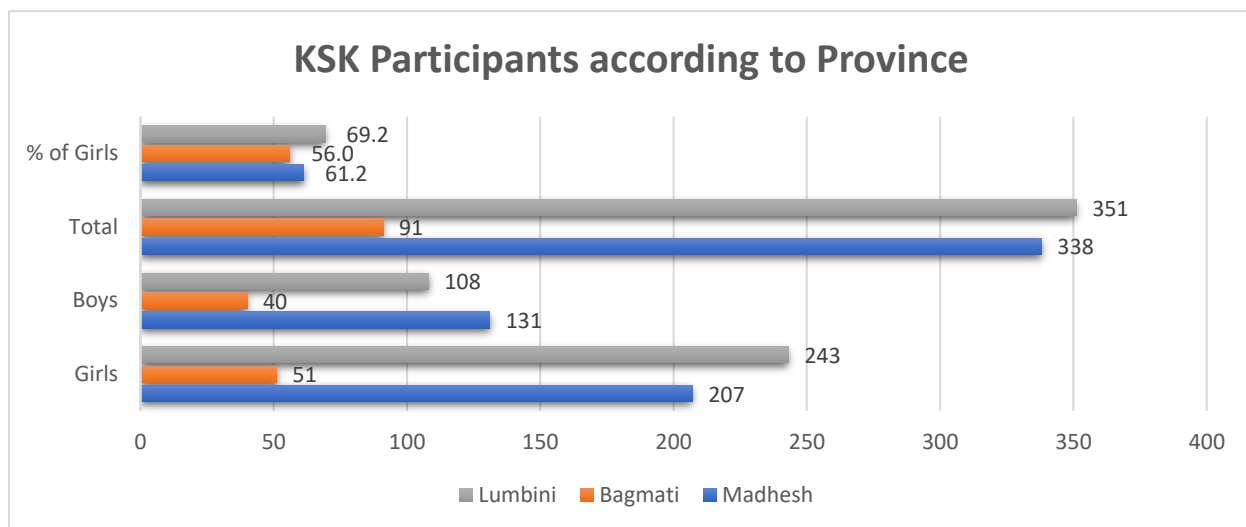


Figure1: KSKs participants

Table 4: Desegregated data of KSK children

| Year | KSK enrolled participant | | | | School enrolled (mainstreamed) | | | | % of School enrolled | # of KSK |
|--------------|--------------------------|-------------|-------------|-----------|--------------------------------|------------|-------------|-----------|----------------------|----------|
| | Girls | Boys | Total | % of G | Girls | Boys | Total | % of G | | |
| 2015/16 | 237 | 300 | 537 | 44 | 45 | 40 | 85 | 53 | 16 | 4 |
| 2016/17 | 176 | 203 | 379 | 46 | 47 | 25 | 72 | 65 | 19 | 6 |
| 2018/19 | 173 | 150 | 323 | 53 | 56 | 52 | 108 | 52 | 33 | 7 |
| 2019/20 | 465 | 292 | 757 | 61 | 127 | 110 | 237 | 53 | 31 | 9 |
| 2021/22 | 604 | 389 | 993 | 61 | 205 | 127 | 332 | 62 | 36 | 12 |
| 2023/24 | 501 | 279 | 780 | 64 | 150 | 84 | 234 | 64 | 30 | 15 |
| Total | 2156 | 1613 | 3769 | 57 | 630 | 438 | 1068 | 60 | 28 | |

C. Established and strengthened KSKs and Case Management Committees

A 7 to 9 membered case management committee has been established for each KSK including parents of adolescents, adolescents themselves, ward chairs, and representatives from local security agencies. The committee helps to address issues within the center, ensure regular attendance of participants, and manage incidents of violence, discrimination, and abuse that may occur at the center. based on guideline, the KSK management committee holds meetings regularly, if needed they can manage as per need. The committee also requests the municipality and ward to arrange for snacks for the participants based on action plan.

D. Learning sharing visits for KSK participants has been conducted

Most participants in the KSK come from marginalized, disadvantaged families and

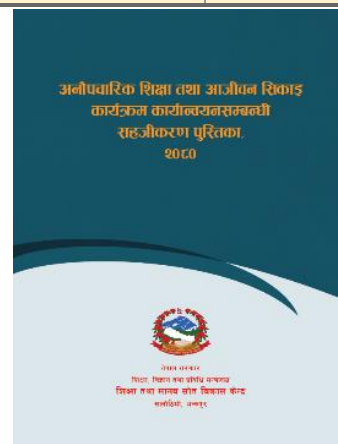


communities. To help them acquire life skills beyond the classroom, project work activities are conducted. In such project work activities, participants are taken to the local ward office, municipality, primary school, and security agencies to learn directly from ward chairs, mayors, deputy mayors, and school principals about accessing services, facilities, and programs for children, as well as budget-related aspects. This provides them with information on registering personal events, how to access services from service providers, and the services and facilities provided by the state. It helps them learn how to access and obtain information. In this fiscal year, project activities for knowledge exchange have been conducted with participants from all centers at the ward and municipality levels.

Non-formal Learning Pathway competencies harmonized and endorsed at national level.

Output 3

In collaboration with the CEHRD, a guideline for facilitating and implementation of NFE and lifelong learning programs to bring consistency among organizations who are working in these areas has been developed with the name of "NFE and Lifelong Learning Program Implementation Facilitation Handbook 2080" and endorsed. For this purpose, various meetings has been conducted in different stages, including a one-day workshop. During the preparation stage, the draft was prepared by experts from CEHRD and approved with review from the concerning authorities. The guideline included outlines minimum standards for aspects such as learning, human resource and physical management, diversity and inclusion, good governance, coordination, and collaboration for four NFE and lifelong learning programs. This material is also available on the website of the CEHRD.



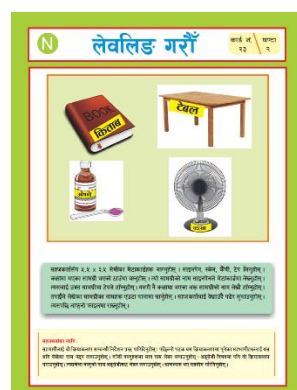
Increased capacity of mobilizers, facilitators for reaching Out of School Children (OOSC) and mainstreaming back to school.

Output 4

Under this output, there are primarily 7 key activities. All of these activities have already commenced in the current fiscal year. They are as follows:

A. Creation and Revised KSK Learning Cards

The learning cards especially used in the KSKs, it's a new creation for supporting KSK's children for learning. These cards originally developed based on the curriculum of NFE. Likewise, the condensed curriculum and learning materials up to Level 3 (basic level) have been developed under the alternative educational program. The KSKs operates through a multi-grade and multi-level method, using learning cards, and participant-friendly activity, these all are guided by the condensed curriculum.



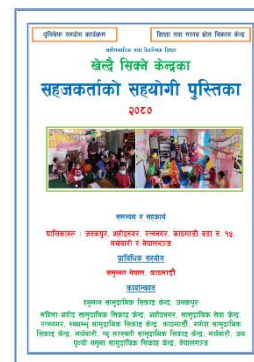
Being a live document, SN has collaborated with the CEHRD for reviewing the existing learning cards, being updated and prepare new learning cards align with the condensed curriculum and learning materials for Levels 1 and 2. During this fiscal year four subject experts in Nepali, English, Mathematics, Science, Health, Social Studies, Creative Arts, and Physical Education have been assigned for preparing the learning cards. As a result, new learning cards for all subjects has been developed and used in different KSKs. To accomplished this mission, the SN has conducted couple of meetings with UNICEF Nepal and the CEHRD. Finally, the learning cards has been prepared by the experts and approved from CEHRD after endorsed the feedbacks received from experts. The finalized learning cards also available in the CEHRD's website for all. Regarding the use

of these cards, SN is already using these cards in alternative educational programs through KSK for learning materials.

B. Developed facilitator's guide for KSK facilitators.

To ensure that facilitators can easily follow the learning process at the KSK, the facilitator's manual was initially prepared. This manual has now been updated to include relevant and timely content and incorporates the condensed curriculum and learning materials up to level three of the alternative educational program.

As the process of updating and creating new learning cards for the centers is ongoing, the manual will also include these updates. Plans are in place to further revise and finalize the facilitator's manual in the upcoming fiscal year to reflect these changes.



C. Prepared and used Learning Assessment tools

Learning assessment tools were being used for continuous evaluation of learners at the KSK, including pre-test. Since these tools were found to be somewhat cumbersome for facilitators, pre-test and continuous assessment tools were developed specifically for Nepali and Mathematics subjects, with five levels, and included in the facilitator's manual. The main aim of this learning assessment tools is to capture the progress of children every 60 days. The SN has enhanced the capacity of facilitators for effectively handling these tools during basic training.

Currently, based on these tools, assessments are conducted for learners both at entry and every 60 days. The assessments help identify areas where additional support is needed and provide remedial learning assistance. There are also plans to update the assessment tools following revisions to the learning cards.

D. Enhanced the Capacity of KSK facilitators and Others

Enhancing the capacity of KSK facilitators is regular activity of SN, for that, SN has conducted trainings, coaching, and mentoring for instance, a basic training for facilitators at the KSK has been conducted in Nepalgunj from August 17 to 23, 2023. Nilkantha Dhakal, Director of the NFE and Alternative Education Section at the CEHRD monitored the training and facilitated some sessions also. Altogether 28 (Female - 25) participants were participated in the training, including 24 facilitators, class mobilizer, and representatives from CLC and local government.

Similarly, training for facilitators and representatives of 3 centers in Marchawari Rural Municipality has been also conducted in Sauraha, Chitwan from September 1 to 5, 2023, with 5 participants.

The training covered key topics such as the introduction, need, and importance of the KSK, identification and use of subject-specific learning cards, center management procedures, learning practices, learner assessment processes, and the creation of learning



materials. Additionally, there are plans to organize refresher training once new learning cards are prepared.

E. School Enrollment and educational materials support for KSK children

The SN always encourage learners at the KSK to enroll in school and complete at least basic education.



Since the centers supported to marginalized and economically disadvantaged learners, efforts are made to ease their school enrollment by providing essential educational materials including school uniforms, bags, a dozen notebooks, pencils, pens, a geometry box, and a dictionary. The program aims to assist 500 children in enrolling in school. As of April-May 2024, 234 students have been enrolled, of which 150 (64.1%) are girls. These students have been placed in classes from grades 1 to 8, with the highest number, 57 students, enrolled in grade 3. The details of children enrolled in grades and locations are mentioned in Table -4:

Table -5: Details of children enrolled in schools

| Particulars | School Enrollment 2023 August-2024 May | | | | | | | | | | | | | | | | | |
|-------------------------------|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|-----------|----------|----------|----------|----------|----------|------------|-----------|
| | Grade 1 | | Grade 2 | | Grade 3 | | Grade 4 | | Grade 5 | | Grade 6 | | Grade 7 | | Grade 8 | | Total | |
| | G | B | G | B | G | B | G | B | G | B | G | B | G | B | G | B | G | B |
| Janakpur | 3 | 8 | 7 | 10 | 4 | 3 | 5 | 6 | 2 | 3 | 2 | 0 | 1 | 0 | 3 | 0 | 27 | 30 |
| Sahidnagar | 2 | 0 | 9 | 1 | 24 | 15 | 21 | 6 | 15 | 3 | 9 | 5 | 0 | 0 | 0 | 0 | 80 | 22 |
| Madheh Province Total | 5 | 8 | 16 | 11 | 28 | 18 | 26 | 12 | 17 | 6 | 11 | 5 | 1 | 0 | 3 | 0 | 107 | 52 |
| Ratnanagar | 2 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1 |
| Kathmandu | 2 | 0 | 0 | 3 | 0 | 1 | 0 | 2 | 1 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 4 | 8 |
| Bagmati Province Total | 4 | 0 | 0 | 3 | 1 | 1 | 0 | 3 | 1 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 7 | 9 |
| Marchabari | 0 | 0 | 8 | 8 | 2 | 1 | 1 | 0 | 1 | 2 | 1 | 0 | 4 | 0 | 0 | 1 | 17 | 12 |
| Nepalgung | 9 | 4 | 0 | 3 | 6 | 3 | 0 | 0 | 2 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 19 | 11 |
| Lumbini Province Total | 9 | 4 | 8 | 11 | 8 | 4 | 1 | 0 | 3 | 3 | 3 | 0 | 4 | 0 | 0 | 0 | 36 | 23 |
| Grand Total | 18 | 12 | 24 | 20 | 37 | 20 | 27 | 15 | 21 | 9 | 15 | 7 | 5 | 0 | 3 | 1 | 150 | 84 |

F. Mother School Meeting & follow-up monitoring at Municipality level

To facilitate the smooth reintegration of participants from the centers back into formal schooling, the schools they are likely to join are referred to as "Mother Schools," aligned with the academic calendar of the school year. To ensure that participants who wish to continue their education in these Mother Schools can be placed in the appropriate classes, an orientation program was organized for the head teachers of these schools. This program informed them about the teaching



methods at the KSK, as well as the provisions of the Compulsory and Free Education Act of 2075 and the related regulations of 2077, under which the centers operate as an alternative educational program.

This one-day orientation program was held in Janakpur, Shahidnagar, Marchawari, and Nepalgunj. Participants included head teachers of the Mother Schools, municipal education section officials, and ward chairs of the relevant wards. The program has made the process of school enrollment smoother for the students.

G. KSK monitoring and technical support



The regular monitoring of the KSK is carried out by the KSK's management committee including routine oversight from the CLCs. In addition, at Shahidnagar and Nepalgunj, where four centers are operating by SN, where one class mobilizer has been appointed for every four KSK, they also conducted regular monitoring of KSKs and update to SN. Similarly, the SN conducts periodic monitoring as well including the representatives from education and sports section of the

municipalities where the program is operating. For instance, a joint monitoring visit was carried out in Nepalgunj centers, including the head of the education section. Not only joint monitoring has been organized in different KSK centers, but also the representatives from CEHRD and UNICEF also monitored the KSKs. During this reporting period, a team led by Director Nilkantha Dhakal from the CEHRD monitored the centers in Ratnanagar and Kathmandu-15. Furthermore, UNICEF representatives, along with other donors monitored the centers and observed their effectiveness and functioning.



12. Achievements, Learnings, Challenges, and Opportunities from the Program:

As part of the program being implemented in partnership with UNICEF Nepal, a significant achievement has been captured, for instance, developed and endorsed of the facilitation manual for NFE and lifelong learning programs is key. Another key accomplishment includes the developed 7-day and 3-day training materials for facilitators, based on the curriculum and learning materials for Levels 1 and 2 under the AEP. Additionally, the expansion of the program with three more KSK is considered a notable achievement.

Efforts were also made to update the learning cards used at the centers according to the current needs, create a facilitator's manual, develop tools for learner assessment, and facilitate the enrollment of 234 learners (out of a total of 780, with 52% being enrolled in school and continuing their education).

The key Learnings, Challenges, and Opportunities Identified during the fiscal year:

Learnings

- Regular collaborate and coordinate with the CEHRD helps to prepare and endorse of different policy, educational materials and relevant documents in the government system, which helps not only to KSKs but also support to mainstreaming other programs.
- Some municipalities like Kathmandu-15, Janakpur, and Ratnanagar have provided snacks for learners, which helps to more regularity of participation in these areas compared to others.
- Use of learning cards helps to enhance the learning achievement, from this we have learn facilitator should treated individual instate of groups approach.
- Samunnat Nepal has conducted triparty agreement among Local government, CLC and SN, which helps to owning the program for mainstreaming in their regular plan and budget as well as capacitated local institution for NFE & LLL.

Challenges an gaps

- Inadequate authentic information/database of out-of-school children with Local Governments. Therefore, it is difficult to meet the target (who they are is not clear yet). It an opportunity to that, the NFE has developed NFE-EMIS and provided training for some CLCs. However, due to inadequate budget and coverage of CLCs, they are unable to take full household survey in all settlements.
- It is difficult to meet the target of 100 children one settlement because they are spread-out all over the ward. Also, children aren't interested travel more than half hour to join the KSK centers.
- Lack of parenting support for children to enhance the knowledge, skills and schooling for their children, they are struggling for their daily meal. Education of children is not in priorities of parents.
- Due to political interest in the local government representatives of some districts, SN is unable to allocate facilitator's salary from local government accordingly.

Opportunities and proposed way forward

- According to bylaws of Nepal, all children and adolescents must receive basic education by April 2085. This presents an opportunity to advocate with local governments to mainstream and expand the program. Also, scale of it NFE and LLL.
- According to Free and compulsory education act 2018, the MoEST has drafted and prepare action plan were mentioned for upscaling these types of alternative pathway program by the end of

2084. It's an opportunity to up-scale the program in more CLCs and districts in future. However, need to discuss on operating modality/approaches.

- Due to spread-out of out of school children in targeted area, we should either manage a mobile class, mentorship, reach out model or reduce the target based on actual database of OOSC accordingly.

13. Activities Planned for the Upcoming Year:

Under this program, the following activities are planned for the upcoming year:

- Conduct Training of Trainers Programs.
- Conduct monitoring visits and provide technical support to facilitator
- Formation of committees to manage KSK, mainstreaming the program, expansion, and exit strategies of the KSK, including their integration into the education plans, programs, and budgets of all municipalities.
- Organize workshops to approve mainstreaming, expansion, and exit plans.
- Continuing the operation of the KSKs and achieving the program's targets.
- Holding regular meetings of the center management committee and facilitating the project work of the center participants.
- Developing, approving, and uploading the learning cards of the KSK on the website, in collaboration with the CEHRD.
- Develop facilitator guides according to new learning cards, as well as developing and utilizing learner assessment tools.
- Organize refresher training programs for facilitators.
- Conduct orientation programs for the headteachers of the mother schools.
- Completing the remaining school enrollment targets by supporting enrollment from the KSKs.
- Regular monitoring of the KSKs.

(B) Partnership Program with CARE Nepal

1. **Program Name:** Strengthening Opportunities for Adolescent Resilience (SOAR)
2. **Support:** CARE Nepal
3. **Program Duration:** May 15, 2023, to October 2024
4. **Implementing Institutions and Locations:**

This program has been running in the Siraha and Surkhet districts through local NGOs, with SN providing central-level technical support. The primary focus is on developing materials for alternative educational programs in collaboration with the CEHRD. While local NGOs are responsible for executing project activities, SN ensures the necessary technical assistance. The specific municipalities where these local NGOs are implementing the program are as follows:

Table -6: Program location

| Province | District | Local Level | Local Implementation organization |
|----------|----------|--|-----------------------------------|
| Madhesh | Siraha | Naraha, Bhagawanpur, Sakhuwanankarkatti, Dhangadimai | SAMAGRA Nepal |
| Karnali | Surkhet | Chaukune, Panchapuri, Bheriganga, Gurvakot | Aawaaj Surkhet |

5. Brief Introduction to the Program:

SN, in partnership with CARE Nepal, is implementing the SOAR (Strengthening Opportunities for Adolescent Resilience) program, which is based on the accelerated learning concept for out-of-school adolescent girls. Under this program, in coordination and collaboration with the CEHRD, condensed curriculum and learning materials for levels 1 to 3 have been developed as part of an alternative educational program. The program is supported by Peierls Foundation and BEZOS Family Foundation through CARE Nepal.

The SOAR program is being implemented by Samagra Januthhan Kendra in Siraha and by Aawaaj in Surkhet, each covering four municipalities. Key activities under this program include the training of facilitators for the UDAAN classes, capacity building of CLCs, the development of a model educational plan for one municipality, digitization of condensed curriculum and learning materials up to level 3, virtual orientation for municipalities under the Rural Municipality Federation, orientation, formation, and capacity building of contact persons for complaints and grievances management, and printing of some learning materials.

6. Program Objectives:

The goals and objectives of this program are as follows:

Scale up the SOAR model in Madhesh, Karnali and Lumbini Provinces to increase educational opportunities for marginalized OOS girls.

- a. Improve access and retention in education for 550 adolescent girls from marginalized communities in Madhesh and Karnali. This will take place through the direct support of 22 accelerated learning centers where they gain an accelerated basic education and build life and leadership skills. We will also work with families and local communities to take action to improve

equitable learning environment in school and home and are well protected from all forms of violence, exploitation, and harmful practices.

- b. Provincial and local government have the systems and resources in place to scale up the UDAAN accelerated learning (AL) curriculum in local municipalities, through this, we will work with government officials to approve/accredit the accelerated learning curriculum, and we will work with government officials to build their capacity to scale the curriculum.

7. Key Outputs of the Program:

Under this program, activities have been conducted to achieve three main outputs. These three outputs are as follows:

| | |
|---|----------|
| Three local governments' systems and mechanisms are strengthened to functionalize AEP targeted at OOS marginalized girls. | Output 1 |
| Three local governments are capacitated to deliver AEPs targeted at OOS marginalized girls. | Output 2 |
| Review and validation of accelerated learning (AL) curriculum. | Output 3 |

8. Activities and Achievements According to Program Outputs:

Following are the activities conducted along with the achievements made corresponding to each output of the program. These include:

| | |
|---|----------|
| Three local governments' systems and mechanisms are strengthened to functionalize AEP targeted at OOS marginalized girls. | Output 1 |
|---|----------|

Under this output, two main activities were conducted:

A. Coordination meeting with CEHRD



SN held meetings with the CEHRD to develop a condensed curriculum and learning materials for Level 4 under the AEP. The first meeting held an advisory committee led by the Deputy Director General (DDG) and a writing task force led by the Director of the Non-Formal and Alternative Education section. These committees held periodic meetings to assign responsibilities, review progress, and finalize the materials.

B. Onsite mentoring to CLC in three palika from CEHRD

In coordination with the CEHRD – NFE and AE section, onsite visit program was carried out to introduce the concept, necessity, and importance of CLCs to local governments in four municipalities of Siraha district and one municipality of Surkhet district. The onsite visits were organized in collaboration with Samagra Januthhan Kendra in Siraha and Aawaaj in Surkhet, both of which are district-level partner organizations of CARE Nepal. During the onsite visit in Siraha, the UDAAN classes were also observed.



The Director of CEHRD facilitated the

program in Surkhet, while a Section Officer led the session in Siraha. A total of 99 participants attended these events, with 21 from Surkhet. The participants included mayors, deputy mayors, rural municipality chairs, vice-chairs, ward chairs, education section heads, CLC chairs, and facilitators. The sessions covered topics such as NFE & lifelong learning, AEP, policies, plans, and the role of local governments in supporting CLCs, as well as the standards for these centers.

Additionally, a two-day orientation training on the NFE-EMIS system, which deals with data management for CLCs, was conducted separately in Siraha and Surkhet. A total of 57 participants, including 32 (13 female) in Siraha and 25 (22 female) in Surkhet, were trained. A follow-up visit was also conducted a few months later.

Three local governments are capacitated to deliver AEPs targeted at OOS marginalized girls.

Output 2

Under this output, two main activities were conducted.

A. Training of Trainers delivered to LRPs in Provinces 2 and 6, giving priority to CLC facilitators in order to develop Master Trainers to train other resource persons

A basic training for facilitators of the UDAAN classes under the NFE & AEP was conducted in Rupandehi from Shrawan 9 to 15, 2080 (July 24 to August 1, 2023). The training was based on teaching methods for the condensed curriculum and learning materials for Levels 1 and 2 of the AEP. It was attended by 28 facilitators, supervisors, and focal persons from the



UDAAN classes in Siraha, Mahottari, Dhanusha, and Surkhet districts. The training focused on capacity building for facilitating the Level 1 and 2 curriculum and learning materials, including a facilitator's guide prepared for the curriculum, class timings, teaching methods, sample activities and exercises, and material development.

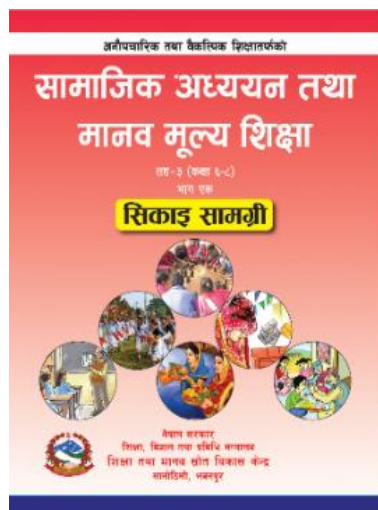
B. Conducted a workshop on Curriculum development

In coordination with the CEHRD, a two-day workshop was held in Dhulikhel to develop the condensed curriculum for Level 3 under the AEP, with subject experts appointed. The workshop prepared a curriculum framework, and based on this, subject experts drafted the curriculum. The draft was reviewed and suggested upon by an advisory committee. Following the suggestions, the expert group finalized the curriculum. It was printed in two hundred copies and made available to the public on the CEHRD's website.

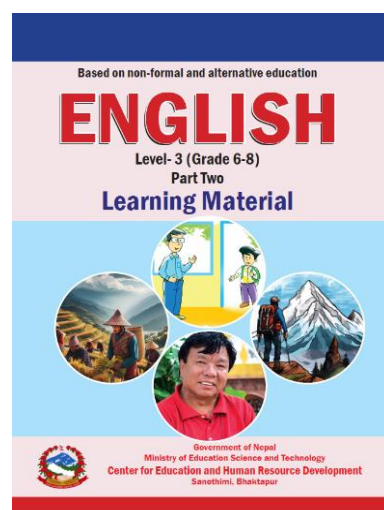


C. Level 3 part one & two learning materials write up and design

In coordination with the CEHRD, subject experts were assigned the responsibility to develop six learning materials for Part 1 based on the condensed curriculum for Level 3. The

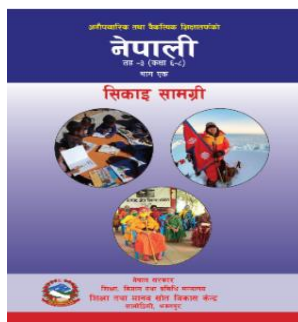


subjects include Nepali, English, Mathematics, Science and Technology, Social Studies and Human Values Education, Health, Physical, and Creative Arts. A one-day workshop was held to present and discuss the materials for Part 1. Similarly, for the writing of Part 2 materials, five subjects were managed through the CEHRD, and one subject was managed through



CARE Nepal for writer remuneration. The learning materials prepared by the writer were reviewed and finalized by an advisory committee based on the received suggestions. After language editing and design, a total of 12 learning materials for Level 3, including Parts 1 and 2, were made available on the CEHRD's website.

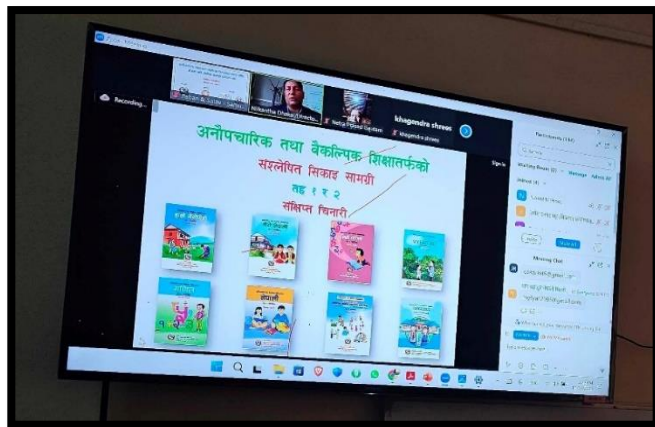
D. Text book and learning materials printing and distribution (LS)



Under this program, there was also an activity to print learning materials for Levels 1 and 2. However, since CARE Nepal had already printed the materials for these levels, it was decided to use the same budget to print learning materials for three subjects of Part 1 of Level 3 (1,000 copies per subject). Accordingly, the learning materials for Nepali, Social Studies and Human Values Education, and Health, Physical, and Creative Arts were printed and handed over to CARE Nepal. Additionally, 200 copies of the Level 3 curriculum were also printed.

E. Review and sharing meeting with NARMIN on existing educational policies and support local government to update as inclusive and resilient education policy in the LGs

Through repeated coordination meetings with CEHRD and NARMIN, a virtual orientation program was conducted via Zoom on November 28, 2023, for the mayors, deputy mayors, administrative chiefs, and heads of education sections of rural municipalities affiliated with the NARMIN. The program was attended by 216 participants. The orientation covered various topics, including current policy and legal frameworks related to NFE and lifelong learning, ongoing programs, the condensed curriculum and learning materials for Levels 1 and 2 prepared for AEPs, the provisions of the Compulsory and Free Education Act 2075 and the Rules 2077, the provision that citizens who do not complete basic education by Baishakh 1, 2085 may be deemed ineligible, and the roles that the Rural Municipal Association and municipalities should play. The orientation also included how to use the prepared materials.



Review and validation of accelerated learning (AL) curriculum

Output 3

Under this output, eight main activities were conducted.

A. Capacity building of teachers on UDAAN pedagogy and approach

Under this program, two basic and one refresher training programs were organized. The first basic training was conducted in Lumbini from 27th Bhadra to 3rd Ashwin 2080 (September 12 to September 19, 2023) for 8 days. The training focused on facilitating facilitators from CLCs and open schools, covering the curriculum for Levels 1 and 2 under the AEP, learning materials, and the facilitator's guide. The training aimed to support CLCs and open schools in conducting NFE & AEP.

A refresher training was organized in Lahan from 25th to 28th Magh 2080 (February 8 to February 11, 2024) for the participants of the basic training held in Rupandehi from 9th to 15th Sawan 2080 (July 24 to July 30, 2023). The refresher training was attended by 24 participants (21 female) including UDAAN class facilitators and program staff. The training focused on reviewing basic training learnings, identifying and discussing challenging activities in learning materials, practicing sample and effective teaching methods,

micro-teaching, and evaluation processes. This refresher training provided additional support to make UDAAN class facilitators more effective in the classroom.



Similarly, a second basic training for UDAAN class facilitators under the AEP was held from 17th to 23rd Jestha 2081 (May 30 to June 5, 2024) in Bardibas, Mahottari, for 7 days. The training was attended by 24 participants (21 female), including 21 UDAAN class facilitators and 3 program staff from Siraha, Mahottari, Dhanusha, Rautahat, and Parsa. The training covered the introduction of the program and AEP, the condensed curriculum and learning materials for Levels 1 and 2, weekly and daily routines of UDAAN classes, initial and regular

activities and exercises, analysis of learning materials and challenging activities, sample classes and micro-teaching practices, sample activity-based learning activities and their concepts, introduction and practice of assessment tools for Levels 1 and 2 learners, introduction and practice of life skills and practical skills, and work planning.

B. Interaction with CEHRD's IE section to discuss about the GIEN's strategy and its formation process

On 4th Baishakh 2081 (April 17, 2024), a coordination meeting was held regarding the progress of programs conducted by SN in collaboration with the CEHRD and on the Girls Inclusive Education Network (GIEN). The meeting was attended by 12 participants (3 female), including the Director General of CEHRD, Deputy Directors, the Director and officers of the Inclusive Education (IE) section, and Directors of the Training section and NFE & AE section.

During the meeting, a MOU with the CEHRD was discussed, and technical support provided by SN was presented. This included the condensed curriculum



and learning materials prepared for NFE & AE, as well as the establishment and implementation plan for the GIEN in local governments and schools in Siraha and Surkhet districts, where CARE Nepal is conducting programs.

Following this, it was agreed to organize a one-day orientation for stakeholders on the formation of the GIEN and grievance management at both locations, followed by three days of training for each.

C. Organize GIEN formation orientation

With the support of CARE Nepal, various programs are being conducted in 8 local governments and 16 schools in Siraha and Surkhet districts. To make the establishment of the GIEN and grievance management effective in these local governments and schools, orientation programs were organized on 12th Baishakh 2081 (April 25, 2024) in Lahan, Siraha, and on 19th Baishakh 2081 (May 2, 2024) in Birendranagar, Surkhet. The programs were attended by 72 participants in total, including 41 (11 female) in Lahan and 31 (11 female) in Birendranagar.

The orientation programs included participation from the respective municipal heads, heads of education sections, school principals, gender focal persons, and staff from local partner organizations. The programs provided clarity on the concept, need, principles, formation process, and roles of the GIEN. They also included content based on the standards of 2080 (2023). The workshops aimed to prepare and commit to action plans for establishing the GIEN in municipalities and schools.

D. GIEN Focal person training

In the context of the GIEN, a training for the members of the Grievance Hearing Committee (GHC) was held in Birendranagar, Surkhet, from 27th to 29th Asar 2081 (July 11 to July 13, 2024). The training was attended by 17 participants (9 female), including education heads from Bhaireganga, Gurbakot, Panchpuri municipalities, and Chaukune Rural Municipality, as well as officials from the Women and Children Development Branch, principals from five schools, and contact persons.

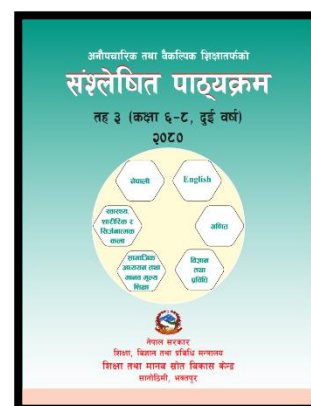


The training was facilitated by Dr. Ganesh Prasad Bhattarai, Director of the Inclusive Education Section at the CEHRD. The training covered topics such as the concepts of equality, justice, and inclusivity, the GIEN standards of 2080 (2023), identifying grievances, grievance hearing processes of 2074 (2017), major grievance areas, practical transformation of grievance management methods, the relationship between violence, threats, and grievances, grievance box management, efforts made in grievance management, and awareness plans for students and parents.

Additionally, there are plans to conduct similar programs in the coming fiscal year in four municipalities and eleven schools in Siraha district, with the support of CARE Nepal.

E. Develop and validate AL curriculum for level 3

Under this activity, six learning materials for Part 2 of Level 3 were designed and finalized. The writers finalized the materials based on the suggestions of the advisory committee. After language editing and design, the materials were submitted to the CEHRD. They were then made available on the website. The remuneration for the writer of one subject of Part 2 of Level 3 was paid by



CARE Nepal, while the remuneration for the writer of five subjects was paid by the CEHRD. The costs were shared in this regard, and the activity was completed accordingly.

F. Organize provincial level workshop for the dissemination of level 3 curriculum

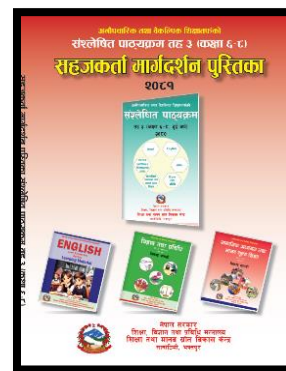


Under this program, a two-day orientation workshop on the condensed curriculum up to Level 3 for NFE and AEPs, learning materials, and the National Qualification Framework (NQF) for lifelong learning, as well as the NFE EMIS, was organized in three locations. The workshop included participation from EDCU heads, some local municipal education sections, open schools, and CLC chairperson, mobilizers.

The workshop was held in Birgunj, Parsa, on 30th Falgun and 1st Chaitra 2080 (February 13 and 14, 2024). It was attended by 27 participants (12 female) from Bara, Parsa, and Rautahat districts. Similarly, a workshop was conducted in Lahan, Siraha, on 10th and 11th Baishakh 2081 (April 23 and 24, 2024). This workshop was attended by 30 participants (14 female) from Saptari, Siraha, Dhanusha, and Mahottari districts. Another workshop took place in Bhairahawa, Rupandehi, on 28th and 29th Baishakh 2081 (May 11 and 12, 2024). This session saw participation from 37 individuals (16 female) from Kapilvastu, Rupandehi, Arghakhanchi, Palpa, and Gulmi districts. All these workshops were completed with cost-sharing from the CEHRD.

G. Develop AL facilitator guideline for level 3

Under the NFE and AEP, a facilitation guidebook for facilitators of Level 3, covering the curriculum and learning materials for Parts 1 and 2, was prepared in 2081 (2024). This material has been uploaded to the website of the CEHRD.



H. Support educational plan development



Under this program, an initial meeting to develop a municipal education plan was held on 26th Baishakh 2081 (May 9, 2024) in Dhangadhimai Municipality, Siraha. The meeting included participation from the Deputy Mayor, education branch representatives, local partner organizations, SN, SAMAGRA, and the CEHRD, with a total of 12 participants (5 female).

Subsequently, on 17th Ashadh 2081 (July 1, 2024), the first workshop for preparing the municipal education plan of Dhangadhimai Municipality was

organized. The workshop involved 28 participants (5 female), including the Deputy Mayor, ward chairs, school principals, School Management Committee (SMC) members, and representatives from the municipality's planning and education sections. The workshop developed a plan to prepare a draft by 25th Shrawan (August 9, 2024) and finalize the plan by the end of Bhadra (September 2024).

9. Achievements, Learnings, Challenges, and Opportunities from the Program:

Through coordination, collaboration, and partnership with CARE Nepal, the programs conducted have achieved significant results in a short period. The journey that began with the development of the condensed curriculum and learning materials for Level 1 and 2 under NFE and AEPs has successfully progressed to the development of the condensed curriculum and learning materials for Level 3 this fiscal year. This year, 12 learning materials for Level 3, Parts 1 and 2, and 14 materials including the facilitator guidebook for Level 3 were developed. Printing was completed for 200 copies of the Level 3 curriculum and 3,000 copies of three books for Level 3, Part 1. These developed materials have been uploaded to the CEHRD's website.

Orientation workshops were conducted for 94 individuals in Birgunj, Lahan, and Bhairahawa. Additionally, online virtual orientation was provided to representatives from 212 out of 460 rural municipalities affiliated with the NARMIN. Technical assistance activities related to NFE information systems, including capacity development with a focus on CLCs' needs and importance, were conducted with the participation of 156 individuals. Three basic training sessions for facilitators of the AEP, including the UDAAN classes, helped develop the capacity of 72 individuals, with refresher training provided to 24 participants. Capacity development work was also carried out for 72 individuals on the formation of the GIEN and grievance handling processes. The municipal education plan for Dhangadhimai Municipality has been initiated.

The key achievements, learnings, and challenges are as follows:

- Coordinating and collaborating with the CEHRD created an opportunity to work together on the development of the condensed curriculum and learning materials up to Level 3 under NFE and AEPs, including their orientation. This process allowed for cooperation in government priority tasks and achieving results through cost-sharing.
- Developing and making accessible the curriculum and learning materials for AEPs, such as UDAAN, for children, adolescents, and youth outside of formal schools.
- Challenges were faced due to the operational activities being conducted by local partner organizations, which made coordination difficult. Additionally, starting the preparation of educational plans for local municipalities was challenging due to the lack of budget.
- Significant effort and facilitation were required to ensure uniformity in the materials developed by expert writers.

10. Activities for the Coming Year:

In partnership with CARE Nepal, support will be provided for the development of the municipal education plan for Dhangadhimai Municipality. Orientation will be conducted for CLCs and local NGOs on the condensed curriculum, learning materials, and facilitator guidebooks prepared under NFE and AEPs. A three-day training program for focal persons under the GIEN in Siraha will also be organized. Additionally, refresher training for facilitators of the UDAAN classes, which was conducted last Jestha, will be organized. Coordination with CARE Nepal will continue to ensure the continuity of these programs.

(C) Partnership Program with Aflatoun International

1. **Program Name:** Gender Sensitive Global Citizenship and Life skills Education for Youth (GCED)
2. **Support:** Aflatoun International
3. **Program Duration:** 1st August 2021 to 31st July 2024 and extended up December 2024
4. **Program Implementation Locations:**

This program is currently being implemented in 38 community schools across two provinces, four districts, and seven municipalities. In the previous fiscal year, it was conducted in 44 community schools.

Table -7: Program location

| Province | District | Local Level | No of School | |
|--------------|-----------|-------------------------------|--------------|-----------|
| | | | YR. 2023 | YR -2024 |
| Madhesh | Dhanusha | Janakpurdham Sub metropolitan | 9 | 9 |
| | Mahottari | Jaleshwor Municipality | 8 | 8 |
| | | Bardibas Municipality | 3 | 5 |
| Karnali | Surkhet | Bheriganga Municipality | 6 | 2 |
| | | Birendranagar Municipality | 9 | 6 |
| | Dailekh | Dullu Municipality | 8 | 4 |
| | | Thatikandh Rural municipality | 2 | 4 |
| Total | 4 | 7 | 44 | 38 |

5. Local Institutions Implementing the Program:

This program is being implemented in partnership with four local institutions. They are as follows:

Table -8: Local Partner

| Province | District | Local Level | Local Partner |
|----------|-----------|-------------------------------|--|
| Madhesh | Dhanusha | Janakpurdham Sub metropolitan | Life Nepal, Dhanusha |
| | Mahottari | Jaleshor Municipality | Social Development Center (SDC), Jaleswor |
| | | Bardibas Municipality | Life Nepal, Dhanusha |
| Karnali | Surkhet | Bherigarnga Municipality | Social Awareness Center (SAC) Nepal |
| | | Birendranagar Municipality | |
| | Dailekh | Dullu Municipality | Social Service Center (SOSEC Nepal), Dailekh |
| | | Thatikandh Rural municipality | |

6. Brief Introduction of Program:

The world's increasing connectivity through media and communication technology has introduced new opportunities and challenges, particularly for youth. Global Citizenship Education (GCED) plays a crucial role in addressing these challenges by promoting values like creativity, human rights, and sustainable development. GCED equips young people with the knowledge and skills needed to contribute to a just and inclusive world.

In Nepal, youth face significant learning and inclusion challenges, worsened by political instability and structural inequalities like discrimination and gender bias. This project, focused on life skills and financial literacy, provides an inclusive learning environment to help youth transition into adulthood with dignity

in collaboration with Aflatoun International. The project targets marginalized groups, including girls and young female facing early marriage.

SN will collaborate with government institutions locally and centrally to integrate GCED into national curricula. Activities include advocacy, curriculum development, and capacity building of education officials, teachers, and students

7. Objectives of the program:

The primary objective of the proposed project, "Gender-sensitive Global Citizenship and Life Skills Education for Youth," is to socially and economically empower 12,000 youth aged 14 to 19 in Nepal by providing them with essential gender-sensitive global citizenship skills and behaviors. These include financial literacy, creativity, critical thinking, problem-solving, cooperation, negotiation, decision-making, financial management, resilience, communication, respect for diversity, and empathy—skills vital for thriving at the individual, community, and civic levels.

The specific objectives of the project include:

- To improve the knowledge and capacity of CSOs/ CLCs in partnership with the local governments to design and deliver gender sensitive life skills and global citizenship education to youth in formal and non-formal education settings
- To provide gender sensitive and global citizenship education to youth in formal and non-formal education settings through needs assessment and contextualization of the Aflateen+ curriculum
- To increase awareness of national and local authorities to support the implementation of the activities through integration in national curricula.

8. Expected outcomes of the program:

Through the trainings, orientation and intervention in the schools the project expects following outcomes;

- 76 focal teachers and head teachers will understand about methodology & importance of the content & curriculum,
- 180 lead students will be capacitated on content and delivery process to operate the sessions in their respective classes,
- 76 classes will be operated to deliver 42 sessions to reached out 6500 beneficiaries,
- 6 activities will be carried out to celebrate Global Money Week in local level,
- 1 Curriculum, 1 Teachers Guide & 1 Teachers Reference material will be developed for customized training for secondary level teachers on GCED content,
- 25 master trainers will be trained on customized training package
- 38 financial enterprises will be operated in school level,

9. Target group:

The project beneficiaries are youth of age 14-19 studying in grade 9 & 11 from 38 government schools selected under the project. Beside that Social teachers and head teachers of the selected schools, Roaster trainer and trainer of PETC are the direct beneficiaries of the project. Whereas the child clubs and students studying in other grades, parents and community are indirect beneficiaries of the project.

10. Key Activities and Achievements of the Program:

A. Training for Head teachers and Teachers:

A two-day training session on gender, life skills, and financial education concepts, along with program introduction and management, was organized in Birendranagar and Janakpur for the head teachers and social studies teachers from 38 selected schools. The training was facilitated by Mr. Girman Thapa, Director of the Education and Human Resource Development Center, Mr. Hari Rawal, Officer at the Provincial Training Center in Surkhet, and Mr. Hemraj Khatriwada from the Curriculum Development Center along with girman Thapa in Janakpur, Dhanusha. A total of 89 participants from schools, municipality and implementing organization attended the sessions. These 2 days session will help them to select the lead students for training and as well as to manage the sessions in schools.



Table -9: Teacher Training

| SN | Training Venue | Date | Participants | | | |
|----|------------------------|-----------------|----------------|--------------|-----------|-----------|
| | | | Social teacher | Head Teacher | Others | Total |
| 1 | Birendranagar, Surkhet | 6–7 Oct. 2023 | 17 | 15 | 8 | 40 |
| 2 | Janakpurdham, Dhanusha | 13–14 Oct. 2023 | 22 | 20 | 7 | 49 |
| | Total | 2 | 39 | 35 | 15 | 89 |

B. Training for Lead Students:



A four-day training program was conducted at six different locations – Municipality wise for lead students from grades 9 and 11 in the 38 selected schools. The training was focused on gender, life skills, and financial education, covering 42 sessions. A total of 178 lead students from 38 schools participated which includes 97 female participants i.e 54.5% of the participants. The session was not just focused on knowledge sharing it was focus on transforming the delivery skills in classroom with lots of Active Learning Methods, which will help them to create learning environment in play way method.

Table -10: Lead Student Training

| SN | Training Venue | Date | Participants | | |
|----|------------------------|--|--------------|-----------|------------|
| | | | Girls | Boys | Total |
| 1 | Dullu, Dailekh | 5 th – 8 th Nov. 2023 | 18 | 12 | 30 |
| 2 | Birendranagar, Surkhet | 26 th –29 th Nov. 2023 | 24 | 22 | 46 |
| 3 | Bheriganga, Surkhet | 22 nd –25 th Nov. 2023 | 10 | 8 | 18 |
| 4 | Janakpurdham, Dhanusha | 22 nd –25 th Nov. 2023 | 21 | 15 | 36 |
| 5 | Bardibas, Mahottari | 18 th –21 st Dec. 2023 | 13 | 11 | 24 |
| 6 | Jaleshwor, Mahottari | 20 th –23 rd Nov. 2023 | 11 | 13 | 24 |
| | Total | 6 | 97 | 81 | 178 |

C. Conducting Sessions on Gender, Life Skills, and Financial Education:

The trained lead students from 38 selected schools conducted and delivered their session in 88 sections on gender issues, life skills and financial education. The trained student used active learning methods and other tools to delivery their sessions effectively. As of now almost all the schools have complete their sessions, few schools and few section have to finished yet due to the school holidays



In 38 schools where the program was implemented, 88 sections of grades 9 and 11 had outstanding students who had received training. These students have been leading sessions on gender, life skills, and financial education in their respective classes and sections. As of now, an average of 38 out of 42 planned sessions have been completed. A total of 5,258 students from grades 9 and 11 have participated in these sessions, including 2,572 female students, representing 48.9% of the participants.

Table -11: Target Students

| SN | Name of Palika | No of schools | No of class | Session start date | No of session conducted | No of Student in session | | |
|----|----------------|---------------|-------------|--------------------|-------------------------|--------------------------|-------------|-------------|
| | | | | | | Girls | Boys | Total |
| 1 | Dullu | 4 | 9 | 2080-8-25 | 39 | 226 | 264 | 490 |
| 2 | Thatikandh | 4 | 7 | 2080-8-25 | 39 | 171 | 170 | 341 |
| 3 | Birendranagar | 6 | 23 | 2080-8-29 | 42 | 555 | 590 | 1145 |
| 4 | Bheriganga | 2 | 9 | 2080-8-29 | 42 | 260 | 231 | 491 |
| 5 | Janakpurdham | 9 | 16 | 2080-10-5 | 38 | 499 | 619 | 1118 |
| 6 | Bardibas | 8 | 12 | 2080-10-5 | 39 | 256 | 287 | 543 |
| 7 | Jaleshwor | 5 | 12 | 2080-8-25 | 32 | 605 | 525 | 1130 |
| | Total | 38 | 88 | | | 2572 | 2686 | 5258 |

D. Social and Financial Enterprises:

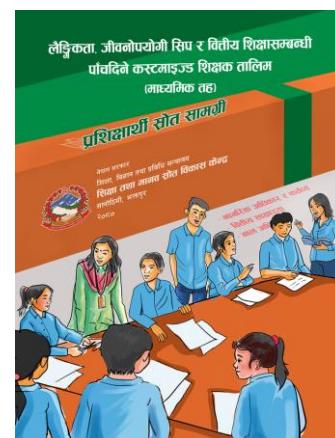
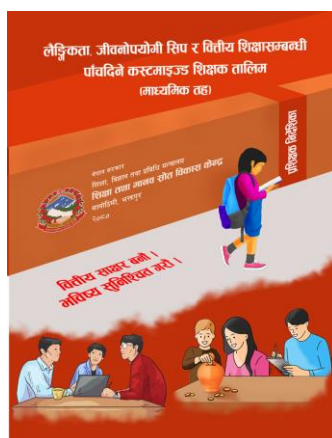
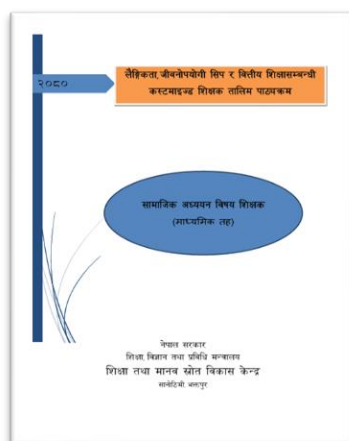


Under this each school were provided NPR. 15000 (Fifteen Thousand Rupees) as a grant money. Out of which NPR 10000 was for Seed money to do financial enterprises in the school premises which will help them to provide the knowledge about the financial planning budgeting and marketing. The remaining NPR 5000 was provided to carry out social enterprises through the child club to carry out awareness campaigns, and other activities related to environment and climate changes, gender issue, violence and other community issue. Through the seed money provide most of the school have selected to operate the stationery shop inside the school. Few of them are planning to do mushroom farming,

ginger and turmeric farming and poultry farming

E. Development of curriculum and training package

A customized five-day training curriculum for secondary-level teachers, incorporating topics on gender, life skills, and financial education, has been developed in cooperation with Training Division of the CEHRD. Based on this curriculum, a trainer's guide and resource materials have also been created. These teachers guide and training resource materials were printed and delivered 100 copies of each to CEHRD training department. Additionally, the curriculum has been uploaded in website of CEHRD's website.



F. Master training to trainers:

In collaboration with the CEHRD, a five-day MTotT was organized for trainers and roster trainers of CEHRD from all seven provinces, based on the developed customized training package to prepared skilled man power to trained social studies subject teachers across a nation on gender, life skills, and financial education. 25 participants from 7 provinces attend the training held in CEHRD, Sanothimi, Bhaktapur from 11th Feb – 15th Feb 2023. Out of 25 participants, 8 participants (32%) were female participants.



11. Participation in Program Closing Events:

The closing event for this program was held in Pontianak, Indonesia, from March 4–6, 2024. 6 people participate the event as representatives from Nepal which includes, Hemraj Khatiwada from the CDC as a government representative, Paban Kumar Adhikari, and Surendra Bajracharya from SN, From CSOs Jibaraj Regmi from SOSEC and Basana Lamichhane from SAC, and student representative Upama Shahi from Jana Namuna Secondary School, Birendranagar, Surkhet. The event was attended by representatives from SN, Aflatoun International, representatives from the Ministry of Education of the Kalimantan Province, and other government bodies. Sahil a implementing organization of Pakistan participated online due to the visa issue. The event was hosted by Aflatoun International's local partner, Lingkids Indonesia.



Similarly, from June 24–28, 2024, a five-day event was held in Cebu, Philippines, where the program focal person, Surendra Bajracharya, Girman Thapa from CEHRD as a government representative, Hira Singh Thapa and Sahil Thapa from SOSEC attended the event. This event was organized by NATCOO, a network association of credit and cooperatives of Philippines. Total 68 participants from 14 different countries have participated the event. The event was more focused on

sharing the good practices done by implementing partners of Aflatoun International in the Aisa. In this event Mr. Girman thapa shares the process of national integration and governments roles to scale up across the nation, Mr Surendra Bajracharya share the project status and the achievement of the program along with the project implementation.

12. Achievements, Learnings, Challenges, and Opportunities from the Program:

- Through this project, 89 people (Head Teachers and Subject Teachers) from 38 schools participated in 2 days training in provincial level.
- 178 lead students (54% girls) participated in 4 days trainings held in various date in municipality level.
- 5,258 students from grades 9 and 11 are benefited through the session conducted by 178 lead students 88 sections of 38 schools. Students were given a knowledge on gender issues, life skills, and financial education through active learning process and other play way methods. Among these, 2,572 (48.9%) were girls.

- A five-day customized training to 25 Roster trainer and government trainer from 7 province were given master training on gender, life skills, and financial education was developed in support with the CEHRD.
- The program has helped lead student and participating students become more confident in articulating their thoughts and ideas clearly, identify needs, and develop habits to reduce unnecessary expenses. Students have also learned to save and manage resources effectively.
- Lead students have developed the ability to manage groups, conduct sessions, and mobilize their peers. A behavior changes among the students have changes, they learn how to respect other, they listen others and others' views knowledge and capability to speak out against gender discrimination, gender-based violence, and domestic violence have been enhanced. Students are now more aware and capable of standing against harmful practices like child marriage and chhaupadi.
- The program has equipped students with life skills and the ability to apply them as needed. They have gained knowledge about entrepreneurship and have developed a mindset to engage in household and collective enterprises.
- Participating students and lead students have taken initiatives to do small financial and social enterprises such as tuition classes with and without fees, selling cosmetics, recycling and selling them, poultry farming and livestock business, supporting parents in vegetable farming, and financially supporting family members when needed through their savings and earnings.
- The program has highlighted the essential role of such initiatives in school education. It is important to advocate for similar programs in other community schools with the support of local municipalities, provincial and federal governments, and donor agencies.



13. Upcoming Year's Activities:

Even though the program was schedule to close in July 2024, there are still some activities need to carry out which are mention below. Beside the planned activities, through the unspent budget and additional amount from interest received and gain in exchange rate, the additional activities are planned as no cost extension till Dec. 2024

- (a) Completion of sessions – In schools where sessions have not been conducted due to holidays
- (b) Follow-up on Student-led enterprise
- (c) Review meeting of the program with Lead students to hear and share their experiences in provincial level.
- (d) Selection of schools for the training on entrepreneurial development
- (e) Training on Business planning, business canvas model, marketing strategy to students from selected schools,
- (f) Monitoring and supervision of the program
- (g) Program completion

Core and Program Staffs

| SN | Name of Staff | Position | Program Support |
|----|-----------------------|--------------------------------|--------------------------------|
| 1 | Paban Kumar Adhikari | Director | UNICEF, CARE, Aflatoun |
| 2 | Sulav Giri | Program Coordinator | UNICEF |
| 3 | Yubaraj Laudari | Senior Trainer | UNICEF |
| 4 | Surendra Bajracharya | M & E Coordinator | Aflatoun International |
| 5 | Uddab Pd. Pyakurel | Program Coordinator | CARE Nepal |
| 6 | Sapana Bomjan | Senior Admin & Account Officer | UNICEF, CARE Nepal |
| 7 | Kabita Phuyal | Account Officer | Aflatoun International |
| 8 | Sostika Baniya | Logistic Support | UNICEF |
| 9 | Pushpa Pandey | Support Staff | UNICEF |
| 10 | Mahbub Ansari | Focal Person | Aflatoun – SDC, Jaleshor |
| 11 | Shree Prasad Mandal | Focal Person | Aflatoun- Life Nepal, Dhanusha |
| 12 | Basana Lamichhane | Focal Person | Aflatoun- SAC, Surkhet |
| 13 | Jibaraj Regmi | Focal Person | Aflatoun- SOSEC, Dailekh |
| 14 | Dhirendra Thakur | KSK Class Mobilizer | UNICEF- MSCLC, Shahidnagar |
| 15 | Laxmi KC | KSK Class Mobilizer | UNICEF-JPMCLC, Nepalgunj |
| 16 | Rebita Kumari Sah | KSK Facilitator | UNICEF- HCLC, Janakpur |
| 17 | Jay Kumar Sah | KSK Facilitator | UNICEF- HCLC, Janakpur |
| 18 | Sita Kumari Mahato | KSK Facilitator | UNICEF- MSCLC, Shahidnagar |
| 19 | Bijaya Kumar Mandal | KSK Facilitator | UNICEF- MSCLC, Shahidnagar |
| 20 | Manisha Kumari Mandal | KSK Facilitator | UNICEF- MSCLC, Shahidnagar |
| 21 | Manju Kumari Mandal | KSK Facilitator | UNICEF- MSCLC, Shahidnagar |
| 22 | Rasila Pulami | KSK Facilitator | UNICEF- SSK, Ratnanagar |
| 23 | Renu Lama | KSK Facilitator | UNICEF- SCLC, Kathmandu |
| 24 | Tufel Ahamad | KSK Facilitator | UNICEF- NSCLC, Marchabari |
| 25 | Manju Mauriya | KSK Facilitator | UNICEF- NSCLC, Marchabari |
| 26 | Bijaya Kumar Mandal | KSK Facilitator | UNICEF- GCLC, Marchabari |
| 27 | Sunita Gudiya | KSK Facilitator | UNICEF-JPMCLC, Nepalgunj |
| 28 | Simran Thakur Nau | KSK Facilitator | UNICEF-JPMCLC, Nepalgunj |
| 29 | Jamuna Rawat | KSK Facilitator | UNICEF-JPMCLC, Nepalgunj |
| 30 | Ruchi Sriwastava | KSK Facilitator | UNICEF-JPMCLC, Nepalgunj |

Financial Reports

Sujit Wasti & Associates

Registered Auditor, RA 506

Saraswotinagar-7, Kathmandu, Nepal

COP 2374, VAT 100149825

Email: wastisujit@gmail.com

INDEPENDENT AUDITOR'S REPORT

TO THE MEMBERS OF
SAMUNNAT NEPAL
GYANESWOR, KATHMANDU, NEPAL

Report on the Audit of the Financial Statements

Opinion

We have audited the financial statements of SAMUNNAT NEPAL ("the NGO"), which comprises the statement of financial position as at 31, Ashadh 2081 and the statement of comprehensive income, and statement of cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

In our opinion, the financial statements present fairly, in all material respects, the financial position of the NGO as at 31, Ashadh 2081 (15th July 2024) and its financial performance and its cash flows for the year then ended in accordance with Nepal Accounting Standards for NPOs.

Basis for Opinion

We have conducted our audit in accordance with Nepal Standards on Auditing (NSAs). Our responsibilities under those standards are further described in the Auditor's Responsibilities of the Audit of the Financial Statements section of our report. We are independent of the NPO in accordance with the Institute of Chartered Accountants of Nepal's code of ethics for professional accountants (ICAN Code) together with the ethical requirements that are relevant with to our audit of financial statements in Nepal, and we have fulfilled our other ethical responsibilities in accordance with those requirements and the ICAN Code. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibility of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Nepal Financial Reporting Standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Firm's ability to continue with as a going concern, disclosing, as applicable, the matters related to going concern and using the going concern basis for accounting unless management either intends to liquidate the firm or to cease operations, or has no realistic alternative but to do so.

Auditor's Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatements, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit concluded in accordance with NSAs will always detect a material misstatement when it exists. Misstatements can arise from fraud and error and are considered material if, individually or in aggregate, they could reasonably be expected to influence the economic decisions of users of taken on the basis of these financial statements.

As a part of an audit in accordance with NSAs, we exercise professional judgement and maintain professional skepticism through the audit. We also:

Sujit Wasti



- Identify and access the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal controls relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the NPO's internal control.
- Evaluate the appropriateness of accounting policies used and the effectiveness of accounting estimates and related disclosure made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the NPO's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause to cease to continue as a going concern.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identified during our audit.

We also provide those charged with governance with a statement that we have complied with relevant ethical requirements regarding independence, and to communicate with them all relationships and other matters that may responsibly be thought to bear on our independence, and where applicable, related safeguards.

Sujit Wasti



RA Sujit Wasti
RA506, COP 2374
Date: September 05, 2024
Place: Kathmandu
UDIN

SAMUNNAT NEPAL
Gyaneshwor, Kathmandu
Statement of Financial Position
As on Ashad 31, 2081 (15 July 2024)

PAN:600933463

Amount in Rs


| Assets | Sch. | Current Period | Previous Period |
|---|-------------|-----------------------|------------------------|
| Cash & Cash Equivalents | 1 | 11,015,724.46 | 6,632,864.45 |
| Advances & Receivables | 2 | 737,837.12 | 508,885.33 |
| Fixed Assets | 17 | 879,753.96 | 613,484.33 |
| Total Assets | | 12,633,315.54 | 7,755,234.11 |
| Liabilities and Fund balance | | | |
| General Fund | | 471,615.18 | 471,615.18 |
| Deferred Capital Grant | | 879,753.97 | 613,484.33 |
| Liabilities | | | |
| Payables | 3 | 277,014.89 | 19,675.72 |
| Provisions | 4 | 49,336.00 | 49,336.56 |
| Donors' Fund | 5 | 7,612,216.44 | 3,026,484.19 |
| Income Tax payable (Income Statement) | | - | - |
| Total Liabilities | | 9,289,936.48 | 4,180,595.98 |
| Reserves & Surplus | 5 | 3,343,379.06 | 3,574,638.13 |
| Total Liabilities & Reserves | | 12,633,315.54 | 7,755,234.11 |


Significant accounting policies & other explanatory
notes


18


Schedules and Notes form integral part of this statement

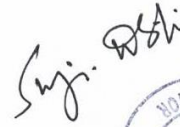
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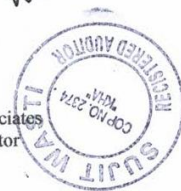

Gopal Prasad Bhattarai
Treasurer


Sapana Bomjan
Sr. Account Officer


Yogesh K. Shrestha
Chairperson


Paban Kumar Adhikari
Director


Sujit Wasti
Sujit Wasti & Associates
Registered Auditor



Date: 05 September 2024
Place: Kathmandu, Nepal



SAMUNNAT NEPAL

Gyaneshwor, Kathmandu

**Statement of Activities (Income & Expenditure) & changes in Reserves
for the period ending on Ashad 31, 2081 (15 July 2024)**

| Particulars | Sch. | Unrestricted Fund | Temporarily Restricted Fund | Permanently Restricted Fund | Amount in Rs | |
|---|------|---------------------|-----------------------------|-----------------------------|----------------------|-----------------------|
| | | | | | Total Current Period | Total Previous Period |
| Income | | | | | | |
| Grant Income | 6 | 1,203,811.38 | 39,263,117.76 | - | 40,466,929.14 | 32,155,351.98 |
| Other Income | 7 | 348,977.81 | | - | 348,977.81 | 631,986.04 |
| Membership Fees | 7 | 2,400.00 | | | 2,400.00 | - |
| Misc. Income | 7 | 2,048.01 | | | 2,048.01 | 54,817.34 |
| Bank Interest | 7 | 283,543.58 | | | 283,543.58 | 594,824.92 |
| Deferred Capital Grant Income (Depreciation & addition other than in kinds) | | 292,309.65 | | | 292,309.65 | 199,594.78 |
| Adjustment for OH income shown in Project | | (1,203,811.38) | | | (1,203,811.38) | - |
| Total Income | | 929,279.05 | 39,263,117.76 | - | 40,192,396.81 | 33,636,575.06 |
| Expenditures | | | | | | |
| Bidding/Program Expenses | 8 | - | 39,263,117.76 | - | 39,263,117.76 | 30,725,056.08 |
| Central Administrative and Management Cost | 9 | 2,072,039.85 | | - | 2,072,039.85 | 3,654,330.92 |
| Depreciation | 9 | 292,309.65 | | | 292,309.65 | 199,594.78 |
| Income Tax Provision | | | | | | |
| Adjustment for OH Expenses Charged in the projects | | (1,203,811.38) | | | (1,203,811.38) | |
| Total Expenses | | 1,160,538.12 | 39,263,117.76 | - | 40,423,655.88 | 34,578,981.78 |
| Surplus/ (Deficit) for the year | | (231,259.07) | - | - | (231,259.07) | (942,406.72) |
| Surplus (Deficit) upto previous year | | 3,574,638.13 | | | 3,574,638.13 | 5,330,123.96 |
| Adjustment of unrecognised capital grants | | | | | | (813,079.11) |
| Surplus (Deficit) Transferred to SOFP | | 3,343,379.06 | - | - | 3,343,379.06 | 3,574,638.13 |

Schedules and Notes form integral part of this statement

This is the financial statement referred to in our report of even date

Gopal Prasad Kulkarni
Treasurer

Sapana Bomjan
Sr. Account Officer



Yogesh K Shrestha
Chairperson

Paban Kumar Adhikari
Director

Sujit Wasti
Sujit Wasti & Associates
Registered Auditor



Date: 05 September 2024
Place: Kathmandu, Nepal

SAMUNNAT NEPAL
Gyanshwar, Kathmandu

Changes in Fund Balances and Reserves
for the period ending on Ashad 31, 2081 (15 July 2024)

| Particulars | Amount in Rs | | | | |
|---|-------------------|-----------------------------|-----------------------------|------------------|-----------------|
| | Unrestricted Fund | Temporarily Restricted Fund | Permanently Restricted Fund | General Reserves | Capital Grant |
| Opening Balance as on 2079/80 | 3,574,638.13 | 3,026,484.19 | | 471,615.18 | 613,484.33 |
| Changes during the period: | | | | | |
| Surplus/Deficit -adjustment/ addition during the period | (231,259.07) | | | | |
| Capital Grant To Income Statement/Depreciation | | | | | |
| Grant Received during the Period | | 45,414,311.02 | | | 558,579.29 |
| Grant Expenses during the period | | (39,263,117.76) | | | (292,309.65) |
| Grant Refunded to Donors | | (1,565,461.01) | | | |
| Closing Balance for 2080/2081 | 3,343,379.06 | 7,612,216.44 | - | 471,615.18 | 879,753.97 |
| | | | | | 7,686,221.83 |
| | | | | | 327,320.22 |
| | | | | | (292,309.65) |
| | | | | | 45,414,311.02 |
| | | | | | (39,263,117.76) |
| | | | | | 13,872,425.66 |

[Signature]
Gopendra Thakur
Treasurer

[Signature]
Sapana Bonjan
Sr. Account Officer

[Signature]
Rogesh K Shrestha
Chairperson

[Signature]
Paban Kumar Adhikari
Director

[Signature]
Sujit Wasti
Sujit Wasti & Associates
Registered Auditor



Date: 05 September 2024
Place: Kathmandu, Nepal

SAMUNNAT NEPAL
Statement of Changes in Fund Balance
Cash Flow Statement
for the period ending on Ashad 31, 2081 (15 July 2024)

Amount Rs

| S. N. | Particulars | Current Period | Previous Period |
|-----------|--|----------------------|------------------------|
| A) | <u>Cash Flow From Operating Activities</u> | | |
| | Surplus/(Deficit) during the period | (231,259.07) | (942,406.72) |
| | Prior period adjustments in fund balance | - | - |
| | <u>Adjustment for</u> | | |
| | Depreciation/Written off as Expenses | 292,309.65 | 199,594.78 |
| | Operation of Cash Flow before change in Working Capital | 61,050.58 | (742,811.94) |
| | <u>Changes in Working Capital</u> | | |
| | Decrease / (Increase) - Current Asset | (228,951.79) | 217,085.10 |
| | Increase / (Decrease) - Current Liabilities | 5,109,340.50 | 4,180,595.98 |
| | Net Cash Flow from operating activities | 4,941,439.29 | 3,654,869.14 |
| B) | <u>Cash Flow from Investing Activities</u> | | |
| | <u>Vehicle Purchase</u> | - | - |
| | Fixed Assets Additions During the Year | (558,579.29) | (49,865.94) |
| | Net Cash Flow from Investing activities | (558,579.29) | (49,865.94) |
| C) | <u>Cash Flow from Financing Activities</u> | | |
| | Net Cash Flow from Financing activities | - | - |
| | Net increase / (decrease) in Cash (A+B+C) | 4,382,860.00 | (18,517,950.69) |
| | Opening balance of Cash and cash equivalents | 6,632,864.46 | 25,150,815.15 |
| | Closing balance of cash and cash equivalents | 11,015,724.46 | 6,632,864.46 |

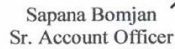
Schedules and Notes form integral part of this statement

This is the financial statement referred to in our report of even date


Gopal Prasad Bhattarai
Treasurer


Paban Kumar Adhikari
Director


Yogesh K Shrestha
Chairperson


Sapana Bomjan
Sr. Account Officer



Date: 05 September 2024
Place: Kathmandu, Nepal


Sujit Wasti
Registered Auditor

