



समुन्नत नेपाल
SAMUNNAT NEPAL
Kathmandu

Samunnat Nepal Profile

2026

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Introduction:

Samunnat Nepal (SN) is a national non-profit social organization led by a group of professionals having had a long working experience in the field of education management and development, health, social and community development. It was officially registered at the District Administration Office (DAO) in Kathmandu on Ashwin 3, 2069 (Sep. 19, 2012), with registration number 317/2069/70. It is also affiliated with the Social Welfare Council (SWC) with affiliation number 36,257. As a leading social organization devoted to education development, it encompasses professional expertise in both formal and nonformal education development, management, planning and research as well. The organization has also established itself a pioneer in developing and introducing innovative educational programs like alternative learning programs, child friendly learning pedagogy in both of formal and nonformal education setting along with initiating various community development activities.

Vision

Work closely with state actors in building a prosperous, inclusive and harmonious society by means of quality education and community empowerment activities.

Mission

Providing support and expertise for the improvement of public education and for ensuring quality education for all through promoting holistic development based on human right principles.

Goal

Providing continuous support to state actors towards achieving universal access to quality education through introducing various research and development activities and undertaking innovative programs in education, learning and community development.

Objectives

1. Establish itself a pioneer organization in educational development, research and innovation.
2. Work for community empowerment by means of raising awareness, advocacy including training activities.
3. Undertake various educational research and development activities towards developing and introducing child-friendly and innovative learning programs.
4. Provide training and workshops to enhance the quality of basic education.
5. Undertake awareness programs on various themes including education improvement, environment protection and conservation, disaster risk reduction, human health and hygiene , education in emergency towards building a resilient society.
6. Provide technical support to government agencies and collaborate with relevant organizations for the expansion of child-friendly schools and for the improvement of public education.
7. Promote community development activities, disseminate educational researches and innovations through various media.
8. Conduct livelihood programs and support sustainable community development through integrated school and education initiatives.

Core Beliefs

SN envisions a prosperous and inclusive society in Nepal. To achieve this, it believes in integrating social development activities based on the principles of human rights. It is always committed to raising standards of quality education by means of strengthening public education system. Embracing 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, works in partnership with governments at all levels, development partner, 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.

Projects and Partnerships

Our projects support the economic and social recovery of disadvantaged communities. Additionally, we partner with various organizations to enhance community and school capacities in disaster risk reduction and response.

Board Members:

The following are the board members of SN, each with their respective areas of expertise, providing support to various projects as needed:

1. Yogesh Kumar Shrestha (Chairperson)

Education: Master's Degree in Arts and Bachelor's degree in Education.

Experience: Organization management and over three decades in the education sector. Formerly served at the Ministry of Education, Science & Technology (MoEST) and UNICEF in various educational program roles.

2. Radhika Tumbahanphey (Vice Chairperson)

Education: Graduate from Lucknow University in Social science and Diploma in Special Education from Oslo University, Norway

Experience: Education program implementation and community mobilization. Served 20 years in UNICEF Nepal as an Education Officer and is actively involved in various development and social works.

3. Gopal Bhattarai (Treasurer)

Education: Master's Degree in Nepali from Tribhuvan University, Nepal and Master's in Philosophy in Education from Danish University of Education, Denmark.

Experience: Over 30 years under MoEST in education management, planning, monitoring students' learning assessment including program design and implementation.

4. Bijaya Subba (Secretary)

Education: Master's Degree in Arts and Bachelor's degree in Education.

Experience: Training for community development, including reproductive health, and extensive work in materials editing and publishing.

5. Bodh Kumar Khanal (Board Member)

Education: Master's Degree in Political Science, and Master's Degree in Education

Experience: Over 25 years under MOEST in education program management, monitoring, training management.

6. Rajendra Pradhan (Board Member)

Education: Bachelor in Arts, Diploma in Market Research from Finland, NGO Management Course from Denmark

Experience: Excellent NGO management. Founder of Solve Nepal, conducting livelihood programs.

7. Uma Lama (Board Member)

Education: Master's Degree in Education

Experience: Over three decades in Mental Health and Early Child Development. Learning materials development with a major focus on child psychology.

Advisory Team:

The Advisory team comprises experts having had a long working experience in multiple areas of equitable educational planning and decentralized educational initiatives, including non-formal education, gender, social inclusion, disaster risk reduction, competency-based curriculum/textbook and material development, and life skills-based education and training.

1. Dr. Sumon Kamal Tuladhar

Education: Specialization in Curriculum and Evaluation from Tribhuvan University, Nepal; Educational Leadership from University of Massachusetts, Amherst, USA; Ed.D. in Alternative Education (1994).

Experience: Over 22 years of experience in research in education, gender, and social inclusion issues. Served 14 years in UNICEF Nepal Office as an Education Specialist. Fulbright Scholar (1986-88).

2. Prof. Bhola KC

Education: Master's Degree in Education, Tribhuvan University.

Experience: Over 40 years in teaching at Tribhuvan University. Actively involved in social and development works. Expert in Non-Formal Education and Nutrition. Developed ample teaching-learning materials and conducted training through different programs.

Human Capital:

SN operates its programs with a dedicated team comprising 7 staff members at the central level and 7 at the field level. Project-specific staff are hired separately in program areas, supported by a pool of technical resource persons who serve as consultants and experts in various fields. The organization also includes 20 doctorate-level experts in their specific areas of expertise. For national-level assignments or special tasks, SN has access to a pool of 600 human resources covering all 77 districts. This robust staffing structure enables the organization to effectively implement its initiatives and achieve its goals.

S.N.	Name of Personnel	Qualification & Experiences	Position	Expertise	Responsibilities
1.	Paban Kumar Adhikari	Master in Business Administration (MBA), Masters of Arts in Sociology (M.A), Bachelor in Education (B.Ed.) with more than 30 years' I/NGO experience in education sector	Director	IEC/teaching learning, curriculum, materials development, technical write up, capacity development, program cycle implementation, monitoring and evaluation, training design and delivery	Over all organization management, operation, coordination, monitoring, supervision, technically support for all kind of program with monitoring and evaluation including human resource, finance & administration.
2.	Nabaraj Joshi	Master of Arts (M.A) in Rural Development) Master of Arts (M.A) in Economics with more than 25 years' experience in I/NGO development sector, strategic direction and leadership.	Team Leader	Programme Development, Personnel Management, Program, Monitoring, evaluation and Learning (MEL), training facilitation, Fund raising and project implementation & strategic direction including reporting.	Prepare proposals for the organizational fund raising. Designing of programs and implementation, Projects Monitoring, evaluation and Learning (MEL), training facilitation, Report writing, and coordination between different programs, donors contact as a liaison.
3.	Menuka Subedi	Master in Business Studies (MBS), with more than 11-years account officer.	Senior Admin and Finance Officer	Financial management, program budgeting, Accounts keeping	Over all financial management with plan and budget under the guidance of organizational policies.
4.	Dil maya Ale	BICTE (Bachelor of Information and Communication technology), with more than 4 years' experience in computer technician and computer science teacher.	IT and Documentation Officer.	Expertise in IT troubleshooting, system monitoring, data management, project coordination, and technical training.	Over all responsible for managing IT within organization, support IT related issues to staff, local government and CLCs in the area of EdTech solution such as Akelius, Rupantaran, NFE-EMIS as well as manage all official
5.	Ram Ekawal Mahara	Masters of Arts (political Science), with an Experienced in program management, leadership, human rights advocacy, media communication.	Field Officer (Cluster A : Saptari, Siraha, Dhanusha and Mohottari districts Madhesh Province)	Program management, leadership and capacity building, human right advocacy, local media communication.	Over all responsible for managing the program to achieve its goals and expected results within Cluster A, Ensure the effective implementation of approved activities in the assigned providences, districts, LGs, Technical support for CICs, NFE-EMIS, meeting with education unit, employment coordinator.
6.	Arbindra Kumar Sah	Bachelor in Education/ Masters running, with more than 10 experiences in different NGO/INGOs	Field Officer (Cluster B: Sarlahi, Rautahat, Bara and Parsa of Madhesh Province)	Expertise in education program management, leadership, coordination and community engagement, monitoring,	Over all responsible for managing the program to achieve its goals and expected results within Cluster B, Ensure the effective implementation of

S.N.	Name of Personnel	Qualification & Experiences	Position	Expertise	Responsibilities
				evaluation and reporting.	approved activities in the assigned providences, districts, LGs, Technical support for CICs, NFE-EMIS, meeting with education unit, employment coordinator.
7.	Sugrim Yadav	Bachelor of Art, with more experiences in different NGO/INGO	Field Officer (Cluster C: Rupendehi, Kapilvastu, Palpa & Nawalparasi districts of Lumbini Province)	Expertise in Community mobilization, education monitoring, project management, capacity building, stakeholder coordination.	Over all responsible for managing the program to achieve its goals and expected results within Cluster C, Ensure the effective implementation of approved activities in the assigned providences, districts, LGs, Technical support for CICs, NFE-EMIS, meeting with education unit, employment coordinator.
8.	Sagar Pariyar	BBS (Bachelor Of Business Studies, with experienced in managing NGO/INGO projects, including youth empowerment, community development, public administration, reporting	Field Officer (Cluster D: Rukum east, Pyuthan, Arghakachi and Gulmi districts of Lumbini province)	Report writing, Project, Community Engagement Youth, Team Leadership Public Relations, Training & Development	Over all responsible for managing the program to achieve its goals and expected results within Cluster D, Ensure the effective implementation of approved activities in the assigned providences, districts, LGs, Technical support for CICs, NFE-EMIS, meeting with education unit, employment coordinator.
9.	Laxmi KC	Masters in Education, with more than 10 years experiences in Community Learning Center	Field Officer (Cluster E: Bardiya, Banke, Dang and Rolpa districts of Lumbini Province)	Co-ordination and mobilizer of CLCs, Teaching and facilitation, Team co-ordination and supervision, Field research and data collection.	Over all responsible for managing the program to achieve its goals and expected results within Cluster E, Ensure the effective implementation of approved activities in the assigned providences, districts, LGs, Technical support for CICs, NFE-EMIS, meeting with education unit, employment coordinator.
10.	Bandi Rai	Master's in Business Study	Admin & Finance Officer	Bookkeeping, managing accounting system and administrative activities, reporting, planning and budgeting	Assist in managing financial activities, reporting, planning and budgeting

S.N.	Name of Personnel	Qualification & Experiences	Position	Expertise	Responsibilities
11	Anand Kumar Mahato	Bachelor Degree in Science (B. Sc.)	MEL Associate	Monitoring, Evaluation & Reporting, Inclusive Education & Gender Sensitivity, Community Mobilization & Engagement, Report Writing & Documentation, Program Coordination & Management, Social and Behavior Change Communication (SBCC, Advocacy & Gender Sensitivity, Stakeholder Coordination & Networking	Monitoring and Evaluation, Data Management and Reporting, Learning and Knowledge Management, Accountability and Quality Assurance, Capacity Building and Coordination

Work experiences:

SN has played a critical role in building capacity and developing materials to support the improvement of education programs benefiting children and adolescents in both formal and non-formal settings. SN takes pride in its successful partnerships with organizations like UNICEF, UNDP, UNESCO, and numerous INGOs working in Nepal, including AFLATOUN International, CARE Nepal, Shanti Volunteer Association (SVA) – From the People of Japan, Save the Children, Room to Read, World Vision, Rotary International, VSO, Plan International, Magic Bus India Foundation, and Education Review Office (ERO). Moreover, SN has been successful in maintaining close collaboration with various departments in the Ministry of Education. This collaboration has been institutionalized through a Memorandum of Understanding between SN and the Center for Education and Human Resource Development (CEHRD) and its line agencies. SN works closely with local governments in different program-implementing districts, along with the Education Development Coordination Unit (EDCU), Community Learning Centers (CLC), and local Community-Based Organizations.

Key performed projects & activities

Ongoing Programs

Name of Partners	Project and time period	Key outcomes	Target	Working Locations
UNICEF	Alternative Pathway for Adolescent and youth- August 2023 to December 2026	- Domestic finances and local resources leveraged by enhancing evidence-based inputs into LG planning and budgeting to increase CLC financing, including data analysis, budget analysis, and advocacy with LG officials. - Technical support provided to reallocate (or make 'operational')	This project estimates 57,546 (49% female) direct beneficiaries from adolescents aged between 10-19 years more than 10,055 out-of-school adolescents by covering 627 CLCs, 245 LGs and two Provinces Lumbini and Madhesh	All Districts, Local governments, and community Learning centers of Madhesh and Lumbini Province and Kathmandu metro polition city ward no 15 and Ratnanager of Bagmati Province

		CLCs. 3. NFE-EMIS data updated for 627 CLCs in the two focus provinces. 4. Learning continuity of 10,055 OOSC supported through 627 CLCs, ensuring 6,033 (60%) return to school. 5. Life skills for 1,000 older adolescents and youth developed to enhance employability in a co-financing approach with LGs, strengthened referral pathways through the NFE-NQF mechanism.		
CARE Nepal	Unnati (Unleashing New Narratives for Advancing Transformative, Inclusive Education through UDAAN) 17 th Dec. 2025- 31 st Oct. 2026	1. Strengthened systems and functionalized Community Learning Center (CLC) Ecosystem in areas where the UDAAN program is already operational under the CLC, with the objective of refining and finalizing a robust, scalable CLC model for UDAAN. 2. Systemic actions catalyzed through strategic advocacy with provincial governments, key educational stakeholders, and private sector partners.	OOSC = 25, UDAAN LGs = 4 CLCs = 5 Adult = 50 GRF = 48 Model CLC = 1 & Digitalize CLC Capacity dev. = 4	Siraha District Narara RM, Gharngadimai Municipality, Bhagawanpur RM, Sakhuwanankarkati RM

Past Experience

Name of Partners	Project name and time period	Key achievements
CARE Nepal	SOAR (Strengthening Opportunities for Adolescent Resilience) from Peierls Foundation and Bezos Family Foundation- 15 May 2023 to 31 May 2026	- Developed Level 2 and Level 3 Condensed Curriculum packages, including 16 learning material books, which were endorsed by CEHRD. - Developed 10 subject-wise and level-wise Facilitator Guides for Levels 1–3, all endorsed by CEHRD. - Conducted UDAAN Facilitator Basic and Refresher Training programs. - Facilitated Gender Equality and Social Inclusion (GESI) Training of Trainers (ToT) for Provincial Roster Trainers of the Education Training Centers (ETCs). - Conducted Gender Equality and Inclusion Network (GEIN) orientation sessions and focal person training on the Grievance Response Mechanism (GRM). - Provided technical support to local partner organizations across Madhesh, Lumbini, and Karnali Provinces. - Supported the school enrollment of more than 300 Out-of-School Children (OOSC) following the completion of UDAAN classes.
UNICEF	Implementation of Alternative Learning Program for learning continuity of Out of School	Geographical coverage - Madhesh Province – Dhanusha, Janakpurdham Sub Metro Politian City – 2 KSK, Sahidnagar Municipality – 4 KSK, Bagmati

Name of Partners	Project name and time period	Key achievements
	Children (OOSC) – June 2021 to December 2022	Province – Kathmandu – 1 KSK & Chitwan, Ratnanagar Municipality -1, Lumbini Province – Nepalgunj Sub Metro Politian City – Nepalgunj -4 KSK, in total 1000 OOSC targeted to reach out and mainstream 300 (30%) Alternative Learning Program (ALP)- First phase completed. Madhesh province – Sarlahi – 3 ALP center, 3 Local Level, Mahottari -10 ALP center, 6 Local Level & Bara – 7 ALP center, 3 Local Level. Total 20 ALP centers, reached out 400 OOSC.
	Joining hands with the local government to leave no child behind. (2019/2020)	- Accomplished planning and development of an innovative flexible learning center including a curriculum and linked with the formal education as per need. The model is called Kheldai Sikne Kendra or KSK which has been successfully replicated in the target districts from 3 to 9 centers. - Five municipalities in the target districts are taking lead on managing the KSK centers and working in partnership with CLCs and communities. - Developed a training package and conducted training for facilitators and class mobilizers/supervisors of alternative education programs.
	Alternative education approach and support to Government for reducing out-of-school adolescents (2018-2019)	- Developed the assessment framework and tools to measure the learning levels of KSK learners. - Conducted training in 10 equity districts to support the governments Alternative Learning Program running on 47 centers/ sites.
	Supporting the Government for Quality, Innovative & Inclusive Learner Friendly (ILF) Education in Non-Formal and Formal Settings. (2016-2017)	- Conducted gap analysis on primary and basic level curriculum based on the Global Learning Domains Framework of the Learning Metrics Task Force (LMTF). - Supported Curriculum Development Centre to incorporate a curriculum on Child Social and Financial Education and integrated in grade 9 textbooks and Teachers Guide. - Reached out the real underprivileged and marginalized children (63% Dalits, 17 % Muslims, 11% Madhesis, 8% Ethnic castes including Tharus & Chepangs, 1% brahmins/ Chetteris etc) by the KSK model.
	Enhanced access & quality learning opportunities for out of school children and adolescents. (2014-2016). Integration and piloting of child social and financial education program (2014-2016)	- Developed the CSFE Instructional Guideline jointly with the government and Nepal Central Bank. - Organized the SBDRR trainings covering 80 schools from 5 districts. Each of the schools have developed an action plan that will be carried out in the days ahead. - Developed training manuals and learning materials on MSNP and delivered an MTOT jointly with the DOE, capacitating 30 RPs from 15 MSNP districts. - Developed exit plans for KSK centers in collaboration with local governments and partners - Equipped the adolescents in KSK centers with knowledge and skills and are mainstreamed or linked with skills training. - Provided technical support to the government for reduction of out-of-school adolescents to contribute to goals of the Equity Strategy

Name of Partners	Project name and time period	Key achievements
AFLATOUN International & Reach Out to Asia (ROTA)	Gender Sensitive Global Citizenship & Life Skills Education – September 2021 to March 2024, No cost extension January 2025	- Improved knowledge and capacity of CSOs to design and deliver gender-sensitive life skills and global citizenship education to youth in formal and non-formal education settings. - Improved gender-sensitive life skills and citizenship behaviors to effectively and responsibly make informed decisions that contribute to individual wellbeing and a more inclusive and sustainable space for youth (14 – 19 years old) for 12,000 youths. - Increased awareness of national authorities on the importance of including gender-sensitive life skills and citizenship education in national curricula to support youth in effectively contributing to a more inclusive and sustainable space (local/national). - Schools: 100, District: Surkhet, Dailekh, Mahottari, Dhanusha, Age group: 14-18, Grade: 9 to 12, Students: 12,000, Local partner: 4, Lead Students: 400, Teacher: 100, Palika: 7
Shanti Volunteers Association	Promotion of Child Centered learning through local subject (Mar 2020- Feb 2023)	- Developed the local curriculum for grade 1-8 and text book for same grade. Printed and delivered the local curriculum and text book to 52 schools of Raksirang Rural Municipality, Makwanpur district. - Trained 245, 80% teachers to deliver skills on local subject lessons using child centered pedagogy. - Equipped the 290 classrooms of 52 schools from ECD to Grade 5 with book corners consisting 100 titles of grade-wise books. - Supported 80% of the teachers on the use paper theatre to produce six titles of Kamishibai - Benefitted 6713 students from ECD to grade 8 from the local subject. - Developed the local curriculum and text books in close coordination with rural municipality & other stakeholders. And rural municipality has planned to scale up this activity to deliver the text book reaching out the children.
Rotary Club of Tripureshwor	Back to School Project (2020-2021)	Mainstreamed 266 out of school children into schools. From Dhanusha – 168 and Banke – 98 were reached out by mobilizing 17 volunteers (Dhanusha - 10 & Banke -7)
Education Review Office (ERO)	National Assessment of Student Achievement (NASA) for grade 5 (May-June 2022).	Conducted the NASA in grades 5 in the year 2022. SN carried out the test administration in 1749 schools through the mobilization of human resource in 76 districts of Nepal. In coordination with the ERO, EDCU, concerned schools, SN conducted test administration and logistical management through 473 test administrators. And collected the item booklets (42000) and handed over to ERO.
	Performance Audit (PA) 2021 March – June	Conducted PA in 149 schools (Bara-67 & Tanahun 82). In total, 19 auditors were mobilized throughout the district (Bara -6 & Tanahun-12)
	National Assessment of Student Achievement (NASA) for grade 8 (Jan-May 2020).	Conducted the NASA in grades 8 in the year 2020. SN carried out the test administration in 1800 schools through the mobilization of human resource in 75 districts of Nepal. In coordination with the ERO, SN carried out the required field operations including the data collection, OMR entry, data verification and cleaning. Finally, the cleaned data sets have been handed to ERO along with the student item booklets and a process final report.

Name of Partners	Project name and time period	Key achievements
	National Assessment of Student Achievement (NASA) for grades 10 (Jan- May 2019).	Accomplished entire test administration in all sample schools by mobilizing a huge team of human resources in all 75 districts. Carried out the necessary field operation including data collection, OMR entry, data verification as well as submission of the inception, midterm and final reports as per planned in coordination with ERO. Finally, the hard and electronic data sets were handed to ERO with the following deliverables: 1) 4510 Used and 2472 unused student item booklets; 2) 7 booklets from 7 provinces on head teachers background information totaling 1800. 3) Subject teachers background information books-28, 4) 55 books on TA report 5) scanned OMR sheets (45103 students, 1800 head teachers and 3600 subject teachers).
VSO Nepal	Social Exclusion and Gender Analysis – SEGA study for ENGAGE Project (July 2019- Oct 2019)	Developed a qualitative research study for VSO's ENGAGE project in three districts of Parsa, Banke and Sarlahi to provide a comprehensive study on Social Exclusion and Gender Analysis of the target communities in the districts
UNESCO	Planning effective delivery of education in the future federal state (2014).	Organized workshops at the regional level and collected school stakeholders' opinion on education in federalism.
	Empowering Adolescents Girls & Young Women Through the provision of Comprehensive Sexuality Education and a safe Learning Environment in Nepal	- Reviewed of Functional Literacy Package and development of local language materials on comprehensive sexuality education and gender-based violence. (2017) - Integrated CSE and GBV contents in the Functional literacy package of the government (Nirantar Sikshya Part I & II).
	Strengthening Community Learning Centers: Creating sustainable path ways for community learning and work opportunities	- Organized facilitators training on Functional Literacy Program based on Comprehensive Sexuality Education and Gender Based Violence for Adolescent Girls and Young Women in Nepal. (2018) - Organized capacity building training for to facilitators from five districts of Achham, Bajura, Sarlahi, Rautahat and Sunsari regards the delivery of CSE and GBV contents to the intended beneficiaries in an effective way. (Completed on May, 2018)
	Provide logistic and expert support for the 5 days residential training (April 24-28, 2022)	- Conducted training for strengthening the CLC with capacity building of members (CLC chairperson & facilitators) and stakeholders. And provided the grant to 3 CLCs amounting NPR. 5,00,000/ on the basis of project proposal on library setup, goat grooming/distribution & IT – training on basic computing skills. - Capacity development of 28 CLC's in Mahadesh, Bagmati, Gandaki and Lumbini province based on new CLC management and capacity development manual with in the CapED literacy project.
World Education	Enabling Writers Program to produce Early grade reading materials in Nepali and Nepal Bhasa. (2018)	Produced 200 decodable and leveled books each in Nepali and Nepal Bhasa respectively through 5 days residential training to writers of Nepali subject – 20 and Nepal bhasa- 20.
Plan International Nepal	Enhancing Local capacity to Make Schools Safe: Conduct School Based DRR training in Sindhupalchowk and Kathmandu (completed in April 2018;)	60 school level stakeholders from 3 schools were capacitated on school based DRR through 3 days training. 1 set of LSAR and 1 set of the small First Aid kit box were distributed to each of the 3 schools as part of DRR training for use in their respective schools.

Name of Partners	Project name and time period	Key achievements
		3 schools developed DRRM plans based on VCA training
Save the Children	Developing Integrated Flip Charts for educating parents and children separately and to Provide ToT to selected Facilitators. (2017-2018)	- Developed 2 sets of Flip Charts (A3 size) targeting adolescent children (aged 13-18) and their guardians for discussion session on positive parenting, SRH, child protection, life skills, financial skills & pre vocational skills composing of 30 session targeting adolescent 13-18 yrs. for Rolpa district. 35 participants including teachers, HTs, RPs and PSWs were capacitated on the use of the flip charts and training sessions to be delivered effectively in their respective schools and resource centers.
	Design manual for life skill and financial skill and training. (2016)	- Trained 34 participants mostly guardians including PSWs, JTAs, counselors and social mobilizers on the use of Flip Charts. - Developed and designed the training manual package on life skills and financial skills including 5 game sets for life skills, financial skills, child labour and conducted Training of Trainers for facilitators in Rolpa.
UNDP	Strengthening Rule of Law and Human rights and protection program in Nepal (2015)	Designed and produced two user friendly information booklets on Dalits for potential beneficiaries at the community level.
Magic Bus India Foundation	Contextualization of adolescent curriculum (2016)	Contextualized the adolescent manual developed by Magic Bus India foundation to be used in Nepal.
World Vision	Education in Emergency. (2015)	Developed training materials in collaboration with National Center for Education and Development and conducted training to school teachers in Gorkha, Sindhuli, and Bhaktapur districts.
Room to Read	Early grade class room management and child centered learning activities (2015)	Developed training materials and sessions plans and conducted training to senior staffs of Room to Read

Materials development capacity:

Materials development is one of the competency areas of SN, encompassing both Non-Formal and Formal Education. This includes curriculum, textbooks, trainer/teacher manuals, teacher guides, learning cards, and various learning game sets. SN has extensive experience and a robust pool of expert human resources in these areas. Additionally, SN has developed student learning assessment frameworks and tools, supported by an expert team readily available. For cross-cutting issues such as nutrition, WASH, social & financial education, and life skills, SN has the capability and experience to develop related IEC materials, training resources, learning materials, game sets, and implementation guidelines based on the program's needs and context. The table below highlights major experiences in designing, developing, and printing materials targeting different groups across various programs.

List of materials

SN	Name of materials	Type	Page	Size	Support	Year
1	Teachers guide on DRR of local curriculum (Grade 1-5)	Teacher guide book	168	18 x 24 cm	UNICEF	2013
2	KSK & GST curriculum	Curriculum	30	A4	UNICEF	2014
3	KSK & GST – Implementation Guide	Program guide book	71	A4	UNICEF	2014
4	Facilitators Guide –	Facilitators Guide	155	A4	UNICEF	2014

SN	Name of materials	Type	Page	Size	Support	Year
	Kheldai Sikne Kendra (KSK)	Book				
5	Learning cards	Learner materials	247	A4	UNICEF	2014
6	Facilitators Guide – Ghumti Sikai Thalo (GST)	Facilitators Guide Book	21	A4	UNICEF	2014
7	Learning Flex – GST	Learner materials	Single page total 88	18” x 24” Flex	UNICEF	2014
8	Teacher Training Manual on Social & Financial Education	Training Manual	64	A4	CEHRD, CDC, UNICEF	2014
9	Teacher Guide on Social & Financial Education	Guide Book	58	A4	CEHRD, CDC, UNICEF	2014
10	Student Learning Materials on Social & Financial Education	Learning materials	63	A4	CEHRD, CDC, UNICEF	2014
11	Saving Rulers – 5 types	Game set	1 set each	6 x 24 cm	CEHRD, CDC, UNICEF	2014
12	Project Work 1 & 2 on Social & Financial Education	Leaflet	6	18 x 24 cm	CEHRD, CDC, UNICEF	2014
13	Family Budget Set on financial education	Game set	1 set	15” x 18”	CEHRD, CDC, UNICEF	2014
14	Saving Pass Book	Practice book	20	9 x 15 cm	CEHRD, CDC, UNICEF	2014
15	Global Learning Domain – Report	Report in English & Nepali version	English -31 Nepali – 18	A4	CEHRD, UNICEF	2015
16	KSK & GST – Learning Assessment Framework	Framework	3	2’ x 3’ Flex	UNICEF	2016
17	KSK & GST – Item Booklet for 4 level	Assessment tool	40	A4	UNICEF	2016
18	KSK & GST Profile	Brochure	6	A3	UNICEF	2016
19	Trainers Resource Manual – Multi Sector Nutrition (Grade 1-5)	Resource Manual	144	A4	CEHRD, EU, UNICEF	2016
20	Game set on Nutrition & Hygiene	Game set	18	A4	CEHRD, EU, UNICEF	2016
21	Learning cards on Nutrition & Hygiene	Flyer & box	35 items	A4	CEHRD, EU, UNICEF	2016
22	Snake & Ladder on Nutrition & Hygiene	Game set for students	2	A3	CEHRD, EU, UNICEF	2016
23	Joyful Games for Adolescent Part 1 & 2	Translation & contextualization	Part 1 – 30 Part 2 – 40	A4	Magic Bus	2016
24	Positive Parenting	Flip chart	66	A3	Save the Children	2016
25	Child protection & Life Skills	Flip Chart	62	A3	Save the Children	2016
26	Training Manual on Life Skills & Financial Skills	Training Manual for children and Adolescent	224	A4	Save the Children	2016
27	Game set	Learning game based on child labor and life skills	20	A4	Save the Children	2016
28	Poster on Financial and Life skills	Poster	10	18” x 24”	Save the Children	2016
29	Text Book Level 1 & 2 based on Comprehensive Sexuality and Gender based Violence	Text Book	Level 1 – 103 Level 2 – 131	18 x 24 cm	MoEST, UNESCO, UN WOMEN, KOICA, UNFPA	2017
30	Facilitators Guide –	Guide Book	38	18 x	UNICEF	2018

SN	Name of materials	Type	Page	Size	Support	Year
	Alternative Learning Program for OOSC			24 cm		
31	Local curriculum (Grade 1-8) for Raksirang RM	Local curriculum	125	18 x 24 cm	SVA/ From the People of Japan	2020/21
32	Teacher Training Manual (Grade 1-5) based on local curriculum	Training Manual	168	18 x 24 cm	SVA/ From the People of Japan	2020/21
33	Teacher Guide on Nutrition & Hygiene (Grade ECD-5)	Guide Book	151	18 x 24 cm	WFP, SVA/ From the People of Japan	2021
34	Poster on Nutrition & Hygiene	Poster	1	A3	WFP, SVA/ From the People of Japan	2021
35	Text Book – Local Curriculum (Grade 1-8)	Student text book	Grade 1- 84, Grade 2- 98, Grade 3- 98, Grade 4 – 104, Grade 5 – 112, Grade 6 – 112, Grade 7 – 99, Grade 8 – 100	18 x 24 cm	SVA/ From the People of Japan	2021/22
36	Teacher Training Manual (Grade 6-8) based on local curriculum	Training Manual	135	18 x 24 cm	SVA/ From the People of Japan	2021/22
37	Learning Assessment Tool Framework (Grade 1-5) based on local curriculum	Assessment Framework	46	A5	SVA/ From the People of Japan	2021/22
38	Assessment Item (Grade 1-5) based on local curriculum	Assessment tool	16	A5	SVA/ From the People of Japan	2021/22
39	Lead Student Aflateen + Session Manual	Training manual	374	18 x 24 cm	CEHRD, CDC, AFLATOUN International, ROTA	2022
40	Activity workbook Aflateen+ participants	Work book	84	18 x 24 cm	CEHRD, CDC, AFLATOUN International, ROTA	2022
41	Teacher Support Material Aflateen+	Facilitation material	39	18 x 24 cm	CEHRD, CDC, AFLATOUN International, ROTA	2022
42	Snake and Ladder on Aflateen+	Game set for students	2	A3	CEHRD, CDC, AFLATOUN International, ROTA	2022
43	NFE & Alternative Learning Program (ALP) Curriculum	Condensed Curriculum (3 Set)	Level 1 = 130 Level 2 = 134 Level 3 = 139	18 x 24 cm	CEHRD, CDC, UNICEF & CARE Nepal	2022/23
44	NFE & Alternative Learning Program (ALP) Learning Materials	ALP learning materials (20 Set) Level 1 (Nepali = 179, English = 158, Math = 190, Serofero = 175) Level 2 (Nepali = 153, English = 208, Math = 181, Social = 238) Level 3 Part One (Nepali =161, English = 170, Math= 261, Social =321, Science =215, Health =191) Level 3 Part Two (Nepali =198, English = 238, Math= 272, Social =277, Science =211, Health =161)		18 x 24 cm	CEHRD, CDC, UNICEF & CARE Nepal	2022/23/24
45	ALP Facilitator Guide	Level 1 & 2 facilitator	74	18 x	CEHRD, CDC,	2023/24

SN	Name of materials	Type	Page	Size	Support	Year
		Level 3 facilitator (2 Set)	110	24 cm	CARE Nepal	
46	NFE & LLL Program Implementation facilitation book	Benchmark, Guideline	44	A5	CEHRD, UNICEF	2024
47	Gender, Life skill & Financial Skills 5 days Customized Training Package	Customized Curriculum Teacher Guide Resource Materials	8 78 74	A4 A5 A5	CEHRD, Aflatoun, ROTA	2024
48	ALP Trainers Manual (Basic 7 days and Refresher 3 days)	Based on Level 1 & 2 curriculum and learning materials	200	A4	CEHRD, UNICEF	2024
49	ALP/KSK Learning Cards	Based on Level 1 & 2 condensed curriculum	318 set 641 pages	18x24 cm, A4	CEHRD, UNICEF	2024
50	ALP Subject wise Facilitator Guide	Level 1 (Nepali =88, English = 126, Math = 75, Serofero =143), Level 2 (Nepali =93, English =173, Math = 126 & Social and Others = 88)		18x24 cm	CEHRD, CARE Nepal	2025
51	Community Learning Center (CLC) Competency Facilitation Guidebook	Self-evaluation tools	26	A4	CEHRD, UNICEF	2026
52	Level 3 Learning card based on condensed curriculum	Nepali, English, Math, Science, Social & Health, Physical and Creative Art	559 Set 1118 pages	A4	CEHRD, UNICEF	2026

Capacity development:

As part of its core expertise, SN excels in developing human resources through a comprehensive training cycle. This cycle involves identifying training needs, designing programs, delivering content, and conducting thorough monitoring and evaluation. Across various programs, SN has organized numerous Master Trainer of Trainers (MtoT), Trainer of Trainers (ToT), generic training sessions, workshops, and orientation programs for stakeholders and frontline workers in both formal and non-formal education settings, addressing cross-cutting issues as well. The table below outlines the major capacity development events conducted by SN.

List of trainings & workshops

SN	Name of program	Group	No. of days	Participants	# participants	Venue(V) & District (D)
1	KSK – Facilitators Training	6 x 2=12	Basic 7 days Refresher 5 days	Municipalities, Local partners, Focal person, Class mobiliser & Facilitators	140	V= Nepalgunj, Chitwan, Nagarkot, Bardibas D= Dhanusha, Chitwan, Kathmandu, Rupandehi, Banke
2	Planning meeting & Orientation on ALP program	6	2 days	Local Government, CLC & partners	120	V=Nepalgunj, Chitwan D= Mahottari, Sarlahi & Bara
3	ALP – Facilitators Training	8	5	EDCU, Local Level, CLC Chairperson, Facilitators, Supervisor	205	V= Chitwan D= Mahottari, Sarlahi & Bara
4	MtoT on Multi Sector Nutrition Plan (MSNP)	1	5	Education Officers (DEO), RPs from 15 districts	30	V= Chitwan 15 districts
5	Teachers Training on School Based Disaster Risk Reduction	5	3	Teachers & RP's	153	V & D = Saptari, Dhanusha, Dhading, Dolakha & Baitadi

SN	Name of program	Group	No. of days	Participants	# participants	Venue(V) & District (D)
	(SBDRR)					
6	CLC Facilitators Training on ALP program	4	5	CLC facilitators	90	V= Chitwan 10 equity districts
7	Orientation on subject identification of local curriculum	4	1	Local representative, SMC, PTA, HT	80	V= 4 cluster at Raksirang RM, Makwanpur
8	Local curriculum development workshop	1	5	Local representative, SMC, PTA, HT	25	V= Chitwan D=Makwanpur
9	Local curriculum-based text book development work shop	2	5	Subject teacher, local organization representative	50	V= Chitwan D=Makwanpur
10	ToT on local curriculum subject	1	5	Roaster Teachers	10	V= Chitwan D=Makwanpur
11	Head Teacher Orientation on local curriculum & text book teaching pedagogy	3	3	Head Teacher	52	V= Chitwan D=Makwanpur
12	Teachers on local curriculum & text book teaching pedagogy	5	5	Teachers	196	V= Chitwan D=Makwanpur
13	Workshop on local curriculum revision	1	3	SMC, Head Teacher, PTA	20	V= Chitwan D=Makwanpur
14	CLC Facilitators Training on CSE, GBV & Functional Literacy	10	5	CLC Facilitators	250	V & D= Achham, Bajura, Sarlahi, Rautahat & Sunsari
15	Writer workshop on decodable story book production	2	5	Content writer – Nepali & Nepal Bhasa	40	V= Nagarkot, Kathmandu
16	School based DRR Training	3	5	SMC, PTA, HT, Teachers, Students	60	V & D = Sindhupalchowk
17	Teachers training Life skills & financial skills	9	5	Teachers, local partner organization	250	V & D= Rolpa, Nepalgunj, Dadeldhura, Surkhet, Sankhuwasabha, Lamjung, Banke, Rautahat,
18	Teachers Training on EiE	11	3	Teachers	319	V & D = Sindhupalchowk, Sindhuli, Gorkha & Bhaktapur
19	Orientation on EiE	6	2	SMC, PTA & HT	171	V & D = Sindhupalchowk, Sindhuli, Gorkha & Bhaktapur
20	Training EGR & CCLP	1	5	Personnel of ROOM to Read	15	V & D = Kathmandu
21	Teacher training for social study teachers on Aflateen+	4	3	Social teachers of community schools	136	V=Surkhet & Janakpur D=Surkhet, Dailekh, Mahottari & Dhanusha
22	Lead student training Aflateen+ manual based	6	4	Lead students of grade 9 & 11 from 46 schools	218	V= Birendranagar, Bheriganga, Dullu, Bardibas, Jaleswor & Janakpur D= Surkhet, Dailekh, Mahottari & Dhanusha
23	ToT on Alternative learning Package	2	8	CLC mobilizer, ALP facilitators	45	V= Rupandehi D= Rupandehi, Kathmandu, Siraha, Surkhet, Jajarkot

SN	Name of program	Group	No. of days	Participants	# participants	Venue(V) & District (D)
24	UDAAN Facilitator training on ALP	4	7	Facilitator, Focal persons	100	V= Bardibas, Lumbini, Sauraha D= Parsa, Rautahat, Mahottari, Dhanusa, Siraha, Surkhet, Rupandehi, Kapilvastu
25	ALP Trainers Training (ToT)	1	7	Trainer	20	V= Lumbini D= Saptari, Siraha, Dhanusha, Bara, Parsa, Kapilvastu, Rupandehi, Surkhet, Doti
26	GESI ToT on Customized training package	1	5	Roster Trainer, CARE Nepal Staff	23	V=Bardibas D= Madhesh province all districts, Surkhet
27	ToT on Level 1 & 2 Learning Card	1	5	CLC Mobilizer, SN Staff, NGO Focal Persons	20	V= Lumbini D= Madhesh, Lumbini, Karnali & Sudurpaschim Province
28	Social & Emotional Learning (SEL) training	3	5	CLC Mobilizer	63	V= Bardibas, Bhaluwang D= Madhesh & Lumbini Province
29	ALP package orientation for CLC facilitators	50	2	CLC facilitators at LG level	200	V= Madhesh & Lumbini province LGs D= 20 Districts
30	Social and Traditional leader orientation on SEL	63	1	Dhami, Jhakri, Paret, Lama etc social leaders	1200	V= Madhesh & Lumbini province LGs
31	CLC Self-assessment tools orientation	2	2	LPO, CLCs	45	V= Madhesh & Lumbini province LGs

Governance

SN emphasizes good governance to ensure systematic and efficient program management within the organization. This emphasis is reflected in the establishment of its own constitution (bidhan), which includes provisions for a general assembly and an executive board. Regular meetings are scheduled to facilitate active functioning. Additionally, SN operates with 3 sub-committees and adheres to specific bylaws such as the Human Resources, Resource Management, and Internal Administration Regulations, Financial Management Regulations, Prevention of Sexual Exploitation and Abuse (PSEA), Child Protection & GESI Policy, Anti-Corruption and fraud policy and procedure.

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Samunnat Nepal Organogram

