

Annual Progress Report (2072/2073) of Samunnat Nepal (July 2015-July 2016)



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This Annual Progress Report of Samunnat Nepal covers the program period of the fiscal year 2072/2073 B.S from 15th July, 2015 to 14th July 2016. The report provides details of all the activities accomplished during the year.

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ACRONYMS AND ABBREVIATIONS

CDC:	Curriculum Development Center
CDO:	Chief District Officer
CCLP:	Child centred learning process
CFS:	Child Friendly Schools/ Child Friendly Space
CSFE:	Child Social and Financial Education
DEO:	District Education Office
DoE:	Department Of Education
EiE:	Education in emergency
ERO:	Education Reform Office
GST:	Ghumti Sikai Thalo
IEC:	Information, education and communication
KSK:	Kheldai Sikne Kendra
LMTF:	Learning Metrics Task Force
MDG:	Millennium Development Goals
MGML:	Multi grade multilevel
MoE:	Ministry of Education
MTToT:	Master Training of Trainers
MoU:	Memorandum of Understanding
NASA:	National Assessment of Student Achievement
NCED:	National Centre for Educational Development
NFEC:	Non-Formal Education Centre
NGO:	Non-Governmental Organization
OOSC:	Out of school children
PCA:	Program Cooperation Agreement
SDG:	Sustainable Development Goals
SSRP:	School Sector Reform Plan
TLC:	Temporary Learning Centre
TOT:	Training of Trainers
UNICEF:	United Nations Children's Fund
UOSP:	Urban Out of School Program
WASH:	Water, sanitation and hygiene
WVIN:	World Vision International Nepal



1. Acknowledgement

Samunnat Nepal wishes to acknowledge various organizations and personnel for supporting in carrying out its programs and activities which are crucial to achieve its goals and objectives.

Samunnat Nepal would first like to thank all the children of Nepal for providing us the opportunity to work to ensure quality learning needs.

Samunnat Nepal is proud to acknowledge and like to sincerely thank the Ministry of Education, Department of Education, Curriculum Development Centre, National Centre for Educational Development, Non-Formal Education Centre for having us as partners with an MOU for all the Unicef led programs. We would also like to thank the Education Review Office and District Education Offices (Sankhuwasabha, Rautahat, Lamjung, Surkhet and Doti) for providing us the opportunity as an able development partner for their continuous cooperation, coordination and support while implementing the concerned programs in the targeted locations. We appreciate their support and wish to be continually assisted in our future endeavours for quality learning efforts.

Similarly, we would like to applaud the support from the Municipalities of Nepalgunj, Bharatpur, Ratnanagar and Pokhara for recognizing the importance of KSK and GST models and working hand in hand to get these models running in their respective municipalities. We would also like to thank the local NGO partners for implementing and working closely with Samunnat to manage the real implementation of the KSK and GST models.

Especial vote of thanks and appreciation goes to the UNICEF Education section especially the support from Marilyn Hoar-Education Chief, Dr Sumon Kamal Tuladhar-Education Specialist, Purnima Gurung- Education Officer, Bimala Manandhar- Education Officer (Central & Western Region), Radhika Tumbahangphey-Education Officer (Mid & Far Western Region) and the Regional Chiefs and other officials for their valuable contribution in making this initiative possible. We wish for their continuous support even in the future.

We would like to thank the District Administration Office, Kathmandu and District Development Committee, Kathmandu and Social Welfare Council and concerned officials for guiding us in administrative purposes. Last but not the least, we wish to thank our Advisory Board, Executive Body and other members of the organization as well as staffs of Samunnat Nepal for their continuous efforts and hard work in coordinating and carrying out the programs for ward.

Mr Yogesh K Shrestha

Executive Director

19th September, 2016



2. Message from the Chairperson's Desk

Respected Board members and members of Samunnat Nepal!

Namaste,

I would like to welcome everyone on board the social organization of Samunnat Nepal devoted to influence and bring quality changes at the learning levels especially of the vulnerable, marginalized children which it serves. In the fourth year of its conception, I feel very happy to share with you the remarkable progress that has been achieved this year and am obliged to be of service and honoured to have the privilege of being the Chairperson of an organization which has achieved a lot in this year.

I am proud that what was envisioned in the making of this organization is slowly becoming a reality and is making steady progress. Lets celebrate this moment and wish that the board members, members, advisory team and the staffs of Samunnat Nepal are bonded together in unity and that together we can steer forward the vision and mission of Samunnat Nepal to higher ordeals. As education and learning are at the heart of development and in Nepal this is a great area to explore especially in the field of child friendly and quality educational needs of all children including the vulnerable and marginalized.

In this year, interventions in the form of piloting of two different kinds of programs have gained momentum. The first being the piloting of flexible learning centres: namely *Kheldai Sikne Kendra* or KSK and *Ghumti Sikai Thalo* or GST to provide second chance educational opportunities for the underprivileged children in Nepalgunj, Ratnanagar and Bharatpur municipalities through *ppp* approach after which the government will scale up based on the results. Second, the *Child Social and Financial Education* or CSFE for the adolescent youth in formal and non-formal settings in five districts covering the mountain, hill and Terai regions have been implemented. Both the programs have been carried out in close consultation and coordination with the government viz MOE, DoE and line agencies..

I would like to thank the MoE, DoE, CDC, NCED, NFEC, ERO, DEOs and especial thanks to UNICEF for their cooperation and coordination and for the efforts of the staffs of Samunnat and the guidance from the executive Committee and advisory board to steer forward the objectives, vision and mission of Samunnat Nepal. Finally I extend to you all my warm felicitations and high regards. I wish all those involved with Samunnat Nepal every success in the attainment of its objectives in the coming years ahead.

Prof Bhola KC

Chairperson

Samunnat Nepal

19th September, 2016



3. About Samunnat Nepal

Samunnat Nepal was established as a Non-Governmental organization on September 19, 2012 with a registration #317/069/070 at the District Administration Office in Kathmandu, Nepal. The organization is affiliated with # 36257 at the Social Welfare Council. The organization is an outcome of like-minded individuals working in various sectors in education to work for a common goal to deliver equitable quality learning environment for all. The working team comprise of educational personnel with extensive experience in child friendly training pedagogy, development of various educational learning materials, linkage with government line agencies for partnership and system strengthening etc.

Vision:

Education stakeholders capacitated with innovative solutions and strategies to promote lifelong quality learning for all.

Mission:

To advocate at the policy level to create equitable quality learning society through evidence-base strategies and integrated approaches to capacity building.

Goal:

Ensured support to the government in implementing the policy of equitable quality learning environment for all children and adolescents in the nation.

Objectives:

Samunnat Nepal has 3 strategic objectives in order to fulfil the above vision, mission and goal:

I. To demonstrate Innovative solutions:

- Design and develop innovative programs
- Design and develop resource materials (training materials, IEC materials, guidelines)

II. To build Capacity of partners and key stakeholders

- Provide training to key education stakeholders to implement the innovative solutions,
- workshops, consultations and planning meetings


III. To Advocate and promote Partnerships

- Conduct action research, evidences of best practices,
- Disseminate, share and exchange experiences, best practices
- develop evidence based strategies
- promote partnerships with civil society and government

4. Major Programs and Activities

Non-Formal Education:

I. Flexible Learning Centres for out of school children

<p>I. Name of program: <i>Enhance Access and Quality Learning Opportunities for Out of School Children and Adolescents.</i></p> <p>II. Funding period: <i>March 2014-Nov, 2015</i></p> <p>III. Working Area: <i>Nepalgunj and Chitwan districts</i></p> <p>IV. Objective: <i>To improve access, equity and quality education by supporting the School Sector Reform Plan (2009-2015).</i></p> <p>V. Modality: <i>PPP approach</i></p> <p>VI. Implementing Partners: <i>Nepalgunj municipality, Banke Unesco, Mahila Sahajkarta Manch; Bharatpur Municipality, Diyalo Pariwar; Ratnanagar Municipality, Samudayak Sewa Kendra.</i></p> <p>VII. Technical support partner: <i>Samunnat Nepal</i></p> <p>VIII. Funding Partner: <i>UNICEF</i></p> <p>IX. Beneficiaries: <i>537 out of school children aged 10-18 yrs within one year of implementation.</i></p> <p>X. Results:</p> <p><i>a. 4 KSKs and 4 GSTs with child friendly learning environment have been conceptualized, coordinated and established.</i></p> <p><i>b. 29% of those enrolled at Kheldai Sikne Kendra mainstreamed into schools.</i></p>	 <p>The Innovative Models:</p> <p>A) The Kheldai Sikne Kendra:</p> <p>The <i>Kheldai Sikne Kendra</i> or KSK is a flexible learning centre with a <i>child centred learning environment</i> which tries to meet the special needs of <i>hard to reach</i> out of school children using the multigrade multi level methodology (MGML) and successfully caters the needs of children of different age groups and grade levels. Children attending KSK can drop in the KSK centre anytime between 8 a.m to 5 p.m. and can engage in various learning activities of their interest. The KSK centre is managed by a team of two trained facilitators and an intern including a focal person to monitor and report the activities.</p>
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B) The Ghumti Sikai Thalo:

The *GhumtiSikaiThalo* or GST is a mobile learning cart with wheels and flexible boards that can be taken to different places where street children and adolescents are gathered (like bus parks, cinema halls, vegetable markets and other such sites) so that they can access a learning through different learning materials like games, charts which promote literacy, numeracy and life skills.



The KSK and GST initiatives focused on meeting the diverse learning needs of marginalized children and adolescents in different socio-cultural contexts as they comprise the *hard-core unreached* children and require special approaches to ensure their Right to education and learning.

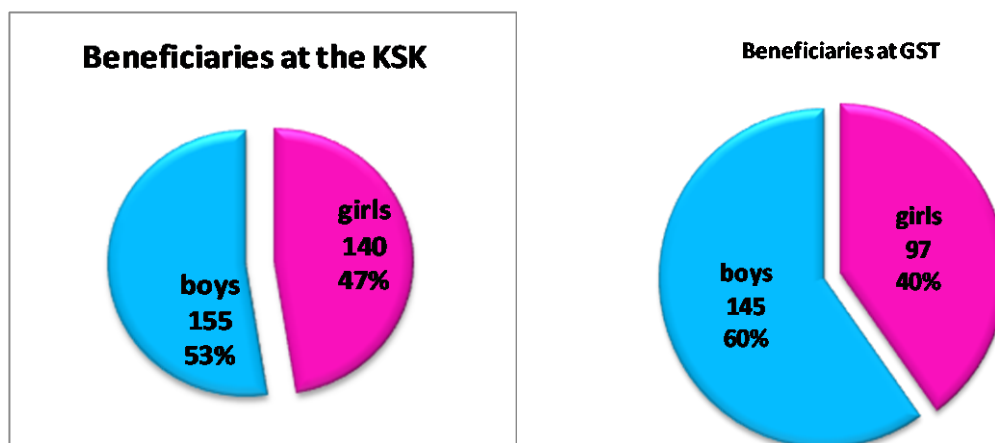
The beneficiaries of KSK and GST include urban out of school children and adolescents aged 10-18 years, street children, children selling newspapers, porters, domestic and industrial labourers, children working in the construction works, automobile workshops and other daily labour works, children in the transportation sector, children employed in hotels and hospitality jobs etc.

Achievements:

1. Four KSK and Four GST centres are functional in three urban municipalities- Nepalgunj, Bharatpur and Ratnanagar of two districts (Banke and Chitwan). The set up in each KSK center includes carpeting with cushions and low tables, cupboards, teaching and learning materials, required stationery, audio visuals etc. Each of the KSK centers was inaugurated by the respective municipalities and lead personnel amidst a huge mass of community and media attention.
2. A tripartite agreement was signed between each of the municipality, local partner and Samunnat Nepal in order to receive their commitment and support for the implementation

4. A curriculum and learning materials for flexible learning have been developed.

5. A total of 537 children aged 10-18 have been beneficiaries of the KSK and GST centre of which 44% are girls (237) and 56% are boys (300). At the KSK, a total of 295 children (47% girls) have been the beneficiaries while at the GST, a total of 242 children (40% girls) have been the beneficiaries.



4. Capacitated 36 participants (facilitators, interns and focal persons) for 15 day training in two phases so that they can manage and run the KSK and GST centres.

5. E-learning was implemented through introduction of XO-laptops and a- two day training to the implementing teams which has attracted children to come to the centres.

6. Joint monitoring visits by the government personnel to KSK and GST sites has gained visibility and interest to support for continuity for scale up through CLCs in the near future.

Challenges:

1. The degree of ownership by various municipalities differs. Strong coordination and follow up mechanism for continuity of the program is vital. The costs associated with these flexible learning centres are high but also yielding in terms of quality learning outputs and should be evaluated on the basis of its effectiveness and where needed.

C. The UOSP Program

As part of providing technical support, Samunnat Nepal provided one resource person to facilitate the 12 days +4 days UOSP Facilitators/ Class Mobilizers training in Nepalgunj and Tulsipur separately in January-February 2016. Similarly for Parsa UOSP mobilizers training was held in Chitwan for 7 days in December 2015.

Similarly, 18 UOSP classes were visited in Nepalgunj and Tulsipur in the month of April, 2016 to monitor and provide technical backstopping support to the UOSP Facilitators, Coordinators as well as Focal Persons from implementing partners. During the visit, qualitative reporting and orientation regards forms and formats were also provided to the team.



Figure 1: children using laptops for learning



Figure 2: Monitoring the KSK centers by N FEC Director, Mr Baburam Poudel



Figure 4: Children learning through GST



Figure 3: Observing children at the centres and their learning progress

Formal Education:

A. Child Social and Financial Education Program:

- I. **Name of program:** *Integration and piloting of child social and financial education program*
- II. **Funding period:** *Nov 2015-Nov, 2016*
- III. **Working Area:** *Sankhuwasabha, Rautahat, Lamjung, Surkhet and Doti districts*
- IV. **Objective:** *1.To support the CDC in integrating the CSFE component in the curriculum and textbook of grades 9 and 10 and,
2. To enable children and adolescents to become socially and economically empowered to lead responsible lives and become agents of change.*
- V. **Implementing Partners:** *Five District Education Offices of target districts and 17 schools.*
- VI. **Technical support partner:** *Samunnat Nepal in collaboration with CDC and NCED*
- VII. **Funding Partner:** *UNICEF HQ*
- VIII. **Beneficiaries:** *2194 children.*
- IX. **Results:**
 - a. *Adaptation of a CSFE curriculum and implementation in the target schools.*
 - b. *The curriculum and contents have been integrated in grade 9 textbooks.*

The Child Social and Financial Education Program (CSFE) was carried out to support the vision of the National Plan of Action (NPA) on Holistic Adolescent Development in Nepal which states that "All adolescents are economically empowered to deal with financial matters responsibly" as one of the 5 year goals and envisions **an empowered and competent new generation for a better Nepal.**

UNICEF HQ identified Nepal as one of the Pilot countries to promote and implement CSFE besides Macedonia, Nepal, South Sudan and Turkey. In close collaboration with Curriculum Development Centre (CDC), SN has recently completed piloting 'The Child Social and Financial Education Program' in 17 schools of five districts (Sankhuwasabha, Rautahat, Lamjung, Surkhet and Doti) covering five development regions of Nepal in the period between November 2014 to November 2015.

Piloting was planned by CDC to contribute to its process of curriculum review cycle of grades 9 and 10. As part of the pilot project, a relevant curriculum based on the Aflatoun's module in school settings was developed, together with Student Activity Book and various supplementary interactive learning materials and Teachers Guide. The Training to the social studies teachers of the targeted schools was carried out in two phases on the uses of the modules and materials. In addition to modules and materials, monitoring tools were also developed and used as part of the project.

As part of the program, a sum of NRs. 20,000/-to each school was provided to conduct at least 4 events, such as exhibition, starting entrepreneurship etc. During this period, Samunnat Nepal conducted joint monitoring visits

with DoE and CDC personnel in the pilot districts. A CSFE Review Workshop was conducted in April 23-24, 2016 at Chitwan amongst 32 (6 female and 26 male) participants that constituted teachers and students, DEO personnel of target districts, concerned personnel from DoE, CDC, NCED, NFEC and Nepal Rastra Bank in order to review the whole program, to share the progresses, challenges, lessons learned and future government strategies related to CSFE program.



Figure 5: Participants at the CSFE Review meeting

Achievement:

- Improved saving habit of the children with 15 schools carrying out savings program with savings amount totalling NPR 239,582¹.
- Altogether 34.8% out of 2,194 total targeted children are actively participating in the savings program at school. The average amount of per child saving is NPR 313.00.
- Children involved in various enterprising activities in school.
- The CSFE curriculum has been successfully integrated in grades 9 textbooks of social studies.

Challenges:

¹Sankhuwasabha (NPR25,475); Rautahat (NPR 28,760); Lamjung (NPR 111,877); Surkhet (NPR 21,450); Doti(NPR 52,020)



- The Earthquake in late April 2015 and consequent political crisis caused delays in program implementation at the local level schools as a result some planned activities could not be carried out as planned in the due time.

B. Programs on Education Policy:

Achievement:

1. Gap analysis Report of primary level curriculum:

Based on the LMTF domains of learning, a gap analysis of the primary level curriculum and teacher training package was carried out in order to influence curriculum change as per the recommendations sited in the LMTF consolidated report. This report is going to be handy in the next phase of the curriculum revision cycle of the formal education being carried out by CDC. The report was disseminated to senior government officials in January 2016.

C. Education in Emergency (June 2015-Aug 2015)

I. Name of program:

Education in Emergency

II. Funding period: *June 2015-Aug, 2015*

III. Working Area: *Bhaktapur, Sindhuli, Sindhupalchowk, and Gorkha,*

IV. Objective:

- *To orient SMCs, PTA's to appropriately respond to the earthquake*
- *To capacitate teachers at the TLCs to use activity based teaching and learning strategies to respond to the children's needs using various Resource Books and kits.*

V. Funding Partner: *World Vision International Nepal*

VI. Beneficiaries: *319 teachers, 171 SMCs and PTA.*

As part of the earthquake's response in 2015, Samunnat Nepal was involved in various activities to support education in an emergency. Samunnat resource persons were involved in developing of the Teachers Resource Book part I and part II that helps teachers deal with children about earthquake emergency response including key psychosocial messages and other activities crucial for children.

Two Senior trainers from Samunnat- Mr Yubaraj Laudari and Paban Kumar Adhikari who had earlier received Master Training of Trainers (MToT) from NCED, facilitated the training. Overall management of training was carried out by Samunnat Nepal in close coordination with the DEO.

In order to address the learning of all children of all grades kept together at the TLC, the concept of Multi Grade Multi Level teaching learning approach was practiced to address the learning needs in TLCs. Activities were visual, auditory & kinesthetic focusing on

learning retention of students. Different kits (School in a Box, Recreational Kit & ECD Kit) were demonstrated with orientation of its proper use at the TLCs.

Similarly, the Information folder developed by DoE was introduced and distributed entailing different key message for school stakeholders in a post disaster period. SN also developed and distributed several IEC -flex covering key lifesaving message, responsibilities of stakeholders, WASH messages and a glossary related to disaster risk prevention and reduction. Teachers also received a copy of *NCED Resource Book Part-1* and *Naba Marga* - a useful guidebook developed by Rato Bangala Foundation. Participants evaluated that the training was very much appropriate to the post earthquake context.

D. Program on Life-Skills

I. Name of program:

Development of Training module on life skills & financial skills and ToT

II. Funding period: *March 2016*

III. Working Area: *7 VDCs of Rolpa district.*

IV. Objective:

- *To develop a training package on life skills & financial skills.*
- *To capacitate trainers to facilitate sessions on life skills and financial skills in order to reduce child labor, child abuse, forced labor & its vulnerability among children and adolescents.*

V. Funding Partner: *Save the Children*

VI. Implementing Partner: *HURAC*

VII. Beneficiaries: *20 Trainers (17male & 3 female)*



Samunnat Nepal developed Life Skill & Financial Skill Training package which includes one training manual, 5 posters of life skill, 5 posters of financial skills, 5 game sets of life skill and 5 game sets of financial skill.

Samunnat Nepal delivered a 6-days ToT from March 10-15, 2016. Participants were selected by the project office of Save the children in the district and managed by HURAN, the implementing local partner. In total 20 participants were prepared as trainers from seven VDCs (Korchabang, Nabagaun, Jedbang, Jaulipokhari, Gairigaun, Ghartigaun and Talbang). The ToT was mainly focused on addressing the existing issues of child protection, child labour, child abuse, trafficking, forced



labor, seasonal & labour migration by introducing various creative tools on life skills & financial skills to reduce problems related to the above issues present in Rolpa.

5. Future Directions

A new PCA agreement with Unicef (2016-2017) is being proposed as part of Samunnat's efforts to support the Government of Nepal to work on Education. In collaboration and participation of NFEC, CDC and NCED, this proposal is expected to provide continuity of the existing Unicef supported and piloted programs on KSK and GST as well as child social and financial education programs. In addition, training to teachers on integration of DRR education through local curriculum and development of training materials for integration of Multi-sectoral Nutrition Program in education and a ToT to Resource Persons are also being proposed.

Similarly, Samunnat Nepal has coordinated with Magic Bus India Foundation and preliminary works on its Sports for development approach to education are being discussed to be carried out in the coming months.

Furthermore, new proposals will be submitted to various donor organizations to steer forward the vision and mission of the organization.