

Annual Progress Report (2073/2074) of Samunnat Nepal (July 2016-July 2017)



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This Annual Progress Report of Samunnat Nepal covers the program period of the fiscal year 2073/2074 B.S from 15th July, 2016 to 14th July 2017. 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
CSE:	Comprehensive Sexuality Education
CSFE:	Child Social and Financial Education
DEO:	District Education Office
DoE:	Department Of Education
ERO:	Education Reform Office
GBV:	Gender Based Violence
KSK:	Kheldai Sikne Kendra
LMTF:	Learning Metrics Task Force
MDG:	Millennium Development Goals
MGML:	Multi grade multilevel
MoE:	Ministry of Education
MToT:	Master Training of Trainers
MoU:	Memorandum of Understanding
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
TOT:	Training of Trainers
UNICEF:	United Nations Children's Fund
UOSP:	Urban Out of School Program



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, Doti, Dhanusha, Kathmandu) 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 as well as District Education Offices in Dhanusha and Kathmandu for recognizing the importance of KSK model 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 program.

Especial vote of thanks and appreciation goes to the UNICEF Education section especially the support from Marilyn Hoar-Education Chief, Mr Purushottam Acharya, Purnima Gurung- Education Officer, Bimala Manandhar- Education Officer (Central & Western Region), Radhika Tumbahangphey & Indra Panta-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, Program Advisors 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 forward.

Mr Yogesh K Shrestha
Executive Director
19th September, 2017



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 fifth 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. Let's 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, the piloting of flexible learning centre namely *Kheldai Sikne Kendra* or KSK has been continued with the signing of PCA with UNICEF from Sep 2016-Dec 2017 and the KSK is now being piloted in the Community Learning Centres in Dhanusha (Janakpur) and Kathmandu (Swayambhu). In addition the KSK in Nepalgunj, Ratnanagar and Bharatpur municipalities are functional and being run in these urban centres to provide second chance educational opportunities for the underprivileged children. Secondly, mainstreaming activities for integration of *Child Social and Financial Education* or CSFE for the adolescent youth in formal education is being carried out. 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, advisory board and program advisors 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, 2017



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

- I. Name of program:** *Supporting the Government for Quality, Innovative & Inclusive Learner Friendly (ILF) Education in Non-Formal and Formal Settings.*
- II. Funding period:** *Sep 2016 to Dec 2017*
- III. Working Area:** *Nepalgunj, Chitwan, Dhanusha and Kathmandu districts.*
- IV. Objective:** *To improve access, equity and quality education by supporting the School Sector Development Plan (2016-2022).*
- V. Modality:** *PPP approach*
- VI. Implementing Partners:** *Nepalgunj municipality, BankeUnesco; Bharatpur Municipality, Diyalo Pariwar; Ratnanagar Municipality, Samudayak Sewa Kendra; Hanuman CLC and Swayambhu CLC.*
- VII. Technical support partner:** *Samunnat Nepal*
- VIII. Funding Partner:** *UNICEF*
- IX. Beneficiaries:** *500 out of school children aged 10-18 yrs within one year of implementation.*
- X. Results:**
- a. *4 KSKs with child friendly learning environment are being run.*
 - b. *2 more KSKs are being established in the CLCs of Dhanusha and Kathmandu.*
 - b. *30% of those enrolled at Kheldai Sikne Kendra mainstreamed into schools.*



The Innovative Models:

A) The Kheldai Sikne Kendra:

The *KheldaiSikneKendra* or KSK is a flexible learning centre with a *child centred learning environment* which tries to meet the special needs of *hard to reach* out of school children using the multi-grade multilevel methodology (MGML) and caters the needs of children of different age groups and grade levels. Children attending KSK can drop in the KSK centre anytime between 10 am to 4 pm 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.

The beneficiaries of KSK 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.

The KSK initiative was started in the year from Dec,2014-Nov,2015 through support from UNICEF. The agreement with UNICEF was again renewed from Sep 2016 to Dec 2017. As part of the program cooperation agreement (PCA) the current KSK is running in the four centres were again restarted with the addition of two new KSK centres established in the two CLCs in Dhanusha (Hanuman CLC) and Kathmandu (Swayambhu CLC) districts. The following activities have been carried out:

Outputs and Achievements:

1. Six KSK centres are functional in five urban municipalities- Nepalgunj, Bharatpur, Ratnanagar, Janakpur and Kathmandu of four districts (Banke, Chitwan, Dhanusha and Kathmandu). The set up in each KSK center includes carpeting with cushions and low tables, cupboards, teaching and learning materials, required stationery, audio visuals etc.
2. A tripartite agreement was signed between each of the municipality/ DEO, local partner/ CLC and Samunnat Nepal in order to receive their commitment and support for the implementation.

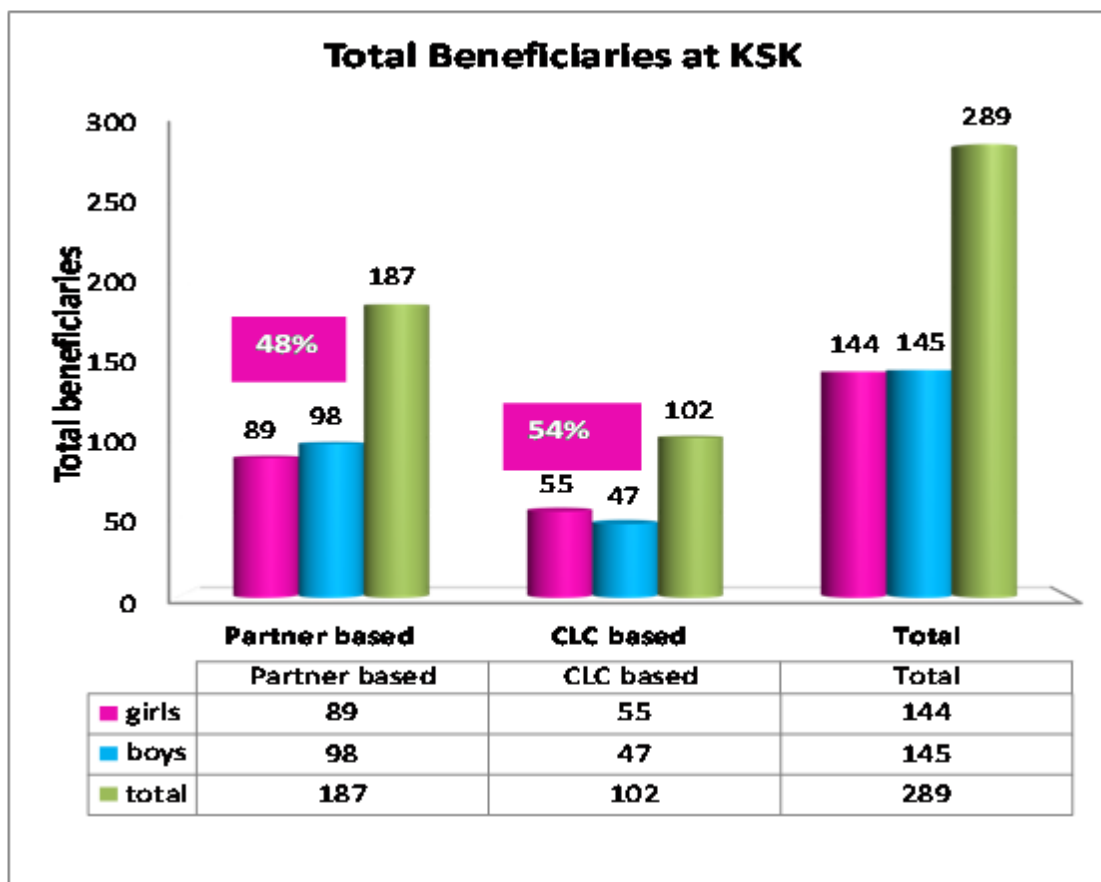


The KSK center at Salyanibagh, Nepalgunj

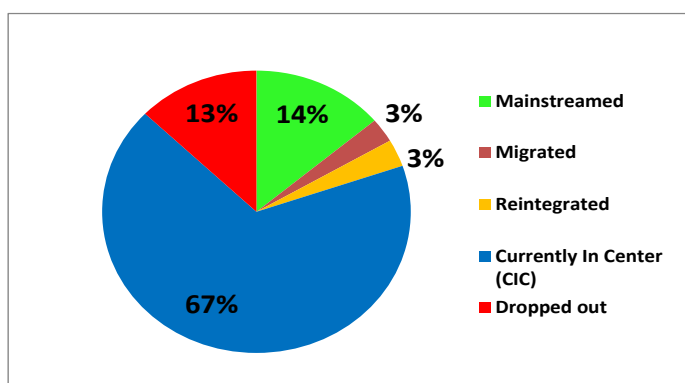


KSK visit during orientation of management committee members at Hanuman CLC

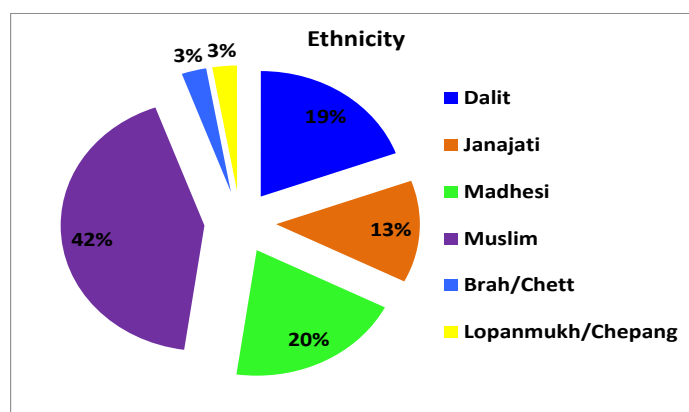
3. The Learning materials have been distributed in each centre and local facilitators hired by Local Partner/ CLC have been provided with 7 days training on child centred learning process, MGML methodology, KSK management as well as reporting aspects.



4. A total of 289 children aged 10-18 have been beneficiaries of the KSK centre from Jan 2017 till July 2017 of which 50% are girls (144) and 50% are boys (145).



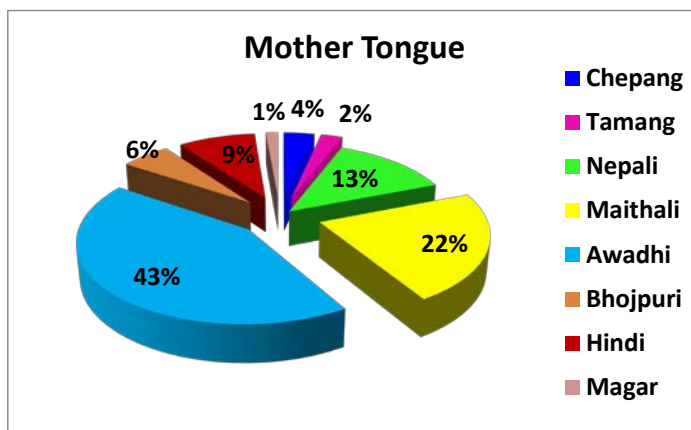
5. The data of the children shows that around 67% are currently attending the centre while 14% have been mainstreamed into formal schools and 13% have also dropped out due to various issues. Around 3% have been reintegrated with their families and 3% have left the centre due to migration.



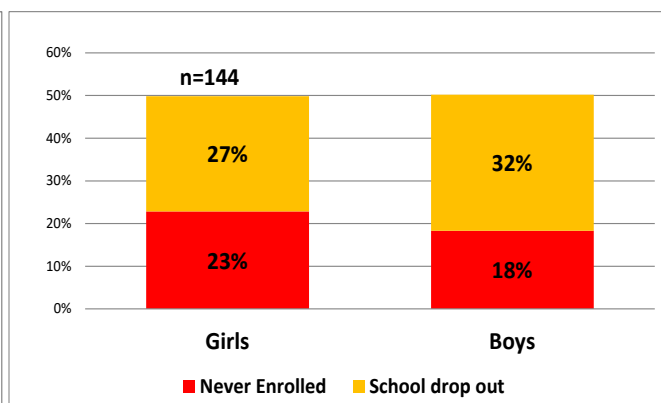
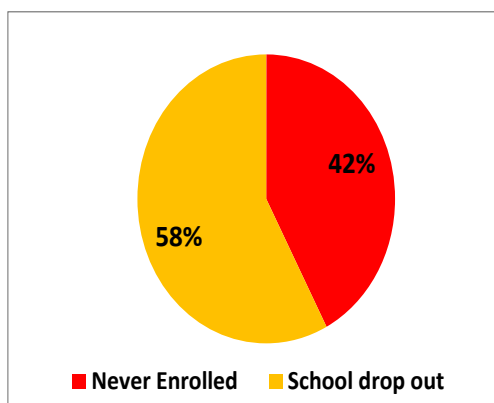
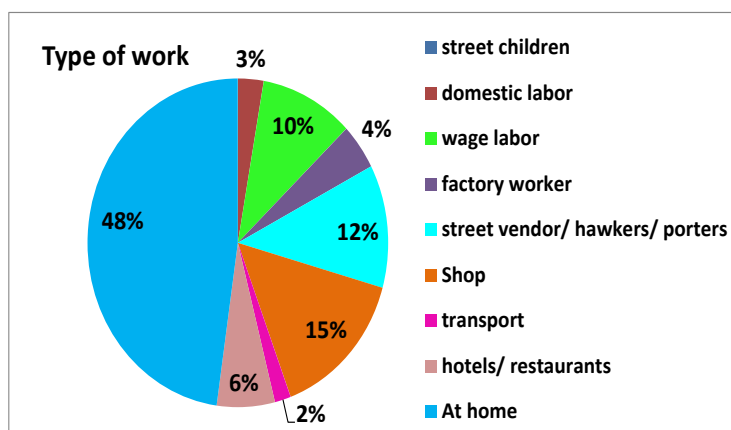
6. A detailed profile of the children has been maintained in each of the centres based on which the following ethnicity data can be

shown. The KSK centres have reached out to 42% Muslims, 20% Madhesis followed closely by 19% Dalits, 13% Janajatis covering the Tamangs, Tharus, Newars etc and 3% Chepang castes and 3% Brahmin Chettri castes.

7. Regards Mother tongue, around 43% speak Awadhi language followed by 22% speaking Maithali and 13% speak Nepali. The remaining 9% speak Hindi, 6% speak Bhojpuri, 4% speak Chepang and 2% speak Tamang language and 1% speak Magar language.

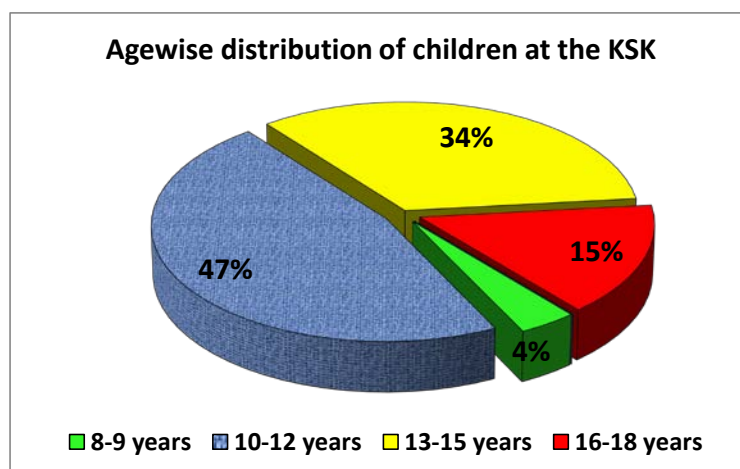


8. Many of the KSK attending children are found involved in work. The adjacent chart shows that nearly half the children work in their own homes (48%) helping their parents in their household chores and taking care of the younger children. Around 15% are seen involved working in shops as a helper; followed by 12% involved as street vendors selling maize, water bottles etc and 10% as wage labours. Around 6% are found involved working in small hotels/ restaurants as kitchen helpers and 4% as factory workers. Around 3% are working as domestic labours and 2% in the transport sector.



9. The above chart shows that 42% (119) of the children have never been enrolled in school and that 58% (170) children have been school dropout. More girls (23%) have been unschooled (never enrolled) than boys (18%) while more boys have been dropout(32%) compared to girls (27%).

10. Nearly half the children 47% studying at the KSK centres are of the age group 10-12 years (135) followed by 34% children belonging to 13-15 years age group (98) while 15% children are of age group 16-18 yrs (45). There are few-4% of age group 8-10 years (11).



11. Around 25 participants (11 females, 14 males) that were the management committee members of the two CLCs received the 3 day Orientation workshop which was held on 21st to 23rd March in Janakpur, Dhanusha and 2nd to 4th April, 2017 at Swayambhu CLC in Kathmandu. Each CLC has developed a detailed action plan for its management committee to support the smooth functioning of the KSK centre at the CLCs.

12. A joint monitoring visit was organized with the Director of NFEC, Mr Chudamani Sharma and other NFEC personnel on 25th April, 2017 in Nepalgunj. Similarly, A team of UNICEF officials mainly Marilyn Hoar, Chief of Education Section; Marianne, Chief of Protection Section; Purnima Gurung, Education Officer; Shiva Shankar Dangol, Child Protection Officer and Rosy Shakya, Program Coordinator from Samunnat Nepal visited Swayambhu CLC on 5th July, 2017.

13. There has been several visitors especially at the KSK center in Nepalgunj including Talal Ayamal, Bakhat Niroula, Dr Mafiz from World Food Program on April 20, 2017 and they have posted their comments saying inspiring and impressive endeavour!! Similarly, Jean Gough, Regional Director of UNICEF and Giri Raj Gyawali, Executive Officer of Nepalgunj Metropolitan City on 11th Jan, 2017; Tomoo Hozomi, Representative- UNICEF on 10th Jan, 2017 and Woolf Strateglus and Poulet, consultants of UNICEF on 27th March, 2017.

14. An assessment framework for measuring learning by setting up learning standards has been developed and tools for assessment have been developed which is being currently used by the facilitators and a separate report will be developed based on that.

15. An independent Consultant- Mr Gopal Bhattarai was hired and the Assessment of KSK to measure its effectiveness has been carried out. The final report based on the assessment has been developed.



Facilitators being trained for KSK management and class conduction



Children learning at the KSK centre in Quresitole, Nepalgunj



Meeting with KSK stakeholders and NFEC focal persons at Nepalgunj



Technical monitoring support at Nepalgunj KSK centres

Challenges:

1. The sustainability of these centres has been a challenging issue given that the municipalities in lead of them lack the capacity to plan for long term for these centres. The recent piloting/ testing of the KSK in the CLCs is also a test for its sustainability and should be established in areas with high degree of the presence of OOSC children.
2. The recent restructuring/ transition of the entire education system is taking time and it is yet to know how the mainstreaming and streamlining of the KSK centres are going to take place as local bodies are getting more empowered and ownership is going to fall in their hands.

II. UOSP Program

Samunnat Nepal has been providing technical support to the UOSP program from the very beginning of its inception. It has been around 20 years since UOSP was implemented in the target municipalities reaching many vulnerable children.

The UOSP has been providing second chance educational opportunities for those who have missed school due to various reasons. However, at the urban areas, many of these children were involved in livelihood supporting the family. These constitute the never enrolled and drop outs. Once children are enrolled at the UOSP, it is expected that they acquire a primary level learning specifically the learning outcomes of grade 3 by level I and grade 5 by level II. The program was implemented in two levels for a period of 10 months for each level for two hours on a daily basis. The target beneficiaries were mainly street children, daily wage labourers, children working at hotels and restaurants and domestic workers as well as out of school children staying at homes. The textbook Navajeevan part 1 & 2 for level 1 and Jeevan Jyoti part 1 & 2 for level 2 were being used to gain literacy and numeracy.

On 6th and 7th July, 2017 a review of the UOSP program was held at River Park Resort, Chitwan with 17 participants mainly UNICEF central and regional officials from Education and Protection Sections as well as program implementing partners and municipality focal persons. The objectives were:

1. To review the 5 years UOSP program cycle (trend analysis of no of classes, no of children, enrolled/reached, completed and mainstreamed)
2. Sharing of key strategies and best practices that have helped in mainstreaming.
3. Sharing of Government's policy on free and compulsory education in line with and SSDP 2016- 2023.
4. To identify other alternative modalities and possibility of its continuation by local levels (if required) or phasing out by end of 2017.
5. To explore possible linkages with Protection Section of UNICEF.



Participants in group work during the review

Formal Education:

A. Multi Sector Nutrition Program:

In order to achieve the aims of the multi sector nutrition program to inculcate nutrition through education, SN has developed a comprehensive training manual for RPs and trainers

- I. **Name of program:** *Integration of Nutrition in education program*
- II. **Funding period:** *Sep 2016- Jan, 2017*
- III. **Working Area:** 15 districts
- IV. **Objective:** *1. To develop training manual and teaching learning materials to support MSNP delivery.*
2. To conduct a 5 day TOT to the RPs and key focal persons from 15 districts.
- V. **Technical support partner:** *Samunnat Nepal in collaboration with CDC and NCED*
- VI. **Funding Partner:** *UNICEF*
- VII. **Beneficiaries:** 30 RPs and focal persons
- VIII. **Results:**
 - a. *A training manual and various learning materials on MSNP developed which can be readily used at the school level to deliver key nutrition messages.*
 - b. *30 participants have been capacitated with TOT so that they can carry out a one day orientation at the local level.*

in order to reach key nutrition messages to all school stakeholders. The nutrition manual covers topics ranging from balanced diet, importance of nutrient rich foods focussing on locally available nutrient foods, nutrition for adolescents and women. The manual also stresses on the importance of the thousand golden days of life including pregnant, maternal and child care as well as information on malnutrition and under-nutrition in Nepal.

The training manual is a practical hands on manual that has been developed using activity based methods for conducting a 5-day training session. At the end of the 5 day session, participants work in groups to compare and understand various aspects of the primary curriculum with nutrition messages and work to integrate various methods to deliver these messages in a creative way. Participants also develop an action plan that can be carried out through various innovative activities in schools to deliver nutrition related messages in an effective way.

In order to support for the effective integration of nutrition in education, various learning materials were identified and developed as part of the

training package which include: sets of 54 learning cards, a height-weight ruler, quiz sets, snake and ladder game, daily food chart game etc.

The MSNP MTOT training was held for 5 days from 26 February to 3rd March, 2017 at Riverpark Resort, Chitwan. Altogether, 30 participants (4 females) from 15 districts

(Panchthar, Khotang, Saptari, Dhanusha, Mahottari, Rautahat, Parsa, Nawalparasi, Kapilvastu, Jumla, Kalikot, Bajura, Bajhang, Baitadi & Dadeldhura) attended the training which was organized through coordination with the MOE/ DOE. The aim of the training was to equip the Resource persons and district focal persons on key nutrition messages so that they are able to carry out a one day orientation to the teachers and other school stakeholders regards MSNP.



Participants at the MSNP TOT in a group photo



Mr Khemnanda distributing certificates to the participants



MSNP consultative meeting at DOE



B. Child Social and Financial Education Program:

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.**

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| <p>I. Name of program: <i>Integration and piloting of child social and financial education program</i></p> <p>II. Funding period: <i>Nov 2015-Nov, 2016 and Sep2016-Dec 2017</i></p> <p>III. Working Area: <i>Sankhuwasabha, Rautahat, Lamjung, Surkhet and Doti districts</i></p> <p>IV. Objective: <i>1.To support the CDC in integrating the CSFE component in the curriculum and textbook of grades 9 and 10 an</i></p> <p>V. Implementing Partners: <i>Five District Education Offices of target districts and 17 schools.</i></p> <p>VI. Technical support partner: <i>Samunnat Nepal in collaboration with CDC and NCED.</i></p> <p>VII. Funding Partner: <i>UNICEF HQ</i></p> <p>VIII. Beneficiaries: <i>2194 children.</i></p> | |
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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. During this period, 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.

During this period, various follow up activities were carried out like monitoring visits to the 17 schools in all five districts were completed. The visit has supported for the planning of the integration of CSFE specially the importance of saving money and resources as well as carrying out entrepreneurship activities in grade 9. The meeting with the school stakeholders and

interaction with the students of CSFE reveals that the monitoring visit has lend some positive drive that CSFE is integral and some schools have shown great initiative. The TG writers of Social Studies and Nepali were oriented on child social and financial education curriculum, contents and the package.

Achievement:

- The curriculum and contents have been in integrated in grade 9 Social Studies textbooks.

- A Facilitation manual on child social and financial education program has been developed. This document manual will be important tool for CSFE program to be carried out in schools.
- The Teachers Guide (TG) of grade 10 has been prepared and developed by CDC. There are contents on CSFE. The hardcopy is in the final stage and will be submitted once CDC provides us one.
- Improved saving habit of the children within 15 schools carrying out savings program with savings amount totalling NPR **239,582**
- 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.

Challenges:

- In Rautahat, the program was not found to be implemented in two out of three schools.



Children involved in potato farming



**CSFE monitoring visit with DEO of Doti to Padam
Public Mukti Narayan School, Silgadhi**

C. Programs on Education Policy:

A steering Committee comprised of 8 members has been officially formed under the chairmanship of the CDC Executive Director, Krishna Prasad Kapri. The Steering Committee provided direction to the continuity of the CSFE program and provided technical feedback in the process of carrying out gap analysis of the post primary level curriculum against the global learning domains framework recommended by the Learning Metrics Task Force (LMTF).

Achievement:

1. Gap analysis Report of basic level (grades 6-8) curriculum:

Based on the LMTF domains of learning, a gap analysis of the basic level curriculum (grades 6-8) was carried out based on the global framework of the learning domains of the LMTF report. The Gap Analysis process was carried out in coordination with the CDC curriculum Specialists. A series of meetings with the Steering Committee provided the direction and helped finalization of the 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 on August 2017.



Participants at the Dissemination program workshop

Around 38 participants (8 female and 30 male) from various government line agencies including DOE, MOE, NCED, CDC, ERO, NFEC and non-government agencies like World Education, EGRP, ERO, SOCE, UNESCO etc were present during the dissemination program.

D. Literacy package Review and incorporation of Comprehensive Sexual education (CSE) and Gender based Violence (GBV).

The assignment was to review and revise the functional literacy package- (Nirantar Shikshya part 1 and 2) and develop at least two literacy materials in local languages to make the



communities more informed and sensitized on Comprehensive Sexuality Education (CSE) and Gender Based Violence (GBV) including violence against women and girls. A national level Advisory Committee of 7 member team under the chairmanship of Dhruba Raj Regmi, *Under Secretary, MOE*, was formed to provide guidance to the review and drafting of the manuals. A review of the functional literacy package and integration of CSE and GBV contents have been carried out. Furthermore, a draft of the package has been prepared in Nepali and is based on the six core areas of the *International Technical Guidance on Comprehensive Sexuality Education, UNESCO*. This draft will be shared with the NFEC team and will be translated into Maithali. The assignment is part of the program on empowering adolescent girls and young women on CSE and GBV which is a five year program to be implemented in five districts of Sunsari, Sarlahi, Rautahat, Bajura and Achham.

5. Future Directions

Similarly, Samunnat Nepal has coordinated with UNESCO, World Education, Room to Read, Save the Children, and World Vision and have submitted various LOI and proposals to extend partnership with them. Similarly NGOs like Solve Nepal, NFE-NRC and Aasman Nepal have also been coordinated to lend partnership in this venture which will fructify in the days to come. Furthermore, new proposals will be submitted to various donor organizations to steer forward the vision and mission of the organization.