

Annual Progress Report (2074/2075) of Samunnat Nepal (July 2017-July 2018)



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This Annual Progress Report of Samunnat Nepal covers the program period of the fiscal year 2074/2075 B.S from 15th July, 2017 to 14th July 2018. 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
CEHRD:	Center for Education and Human Resources Development
CSE:	Comprehensive Sexuality Education
CSFE:	Child Social and Financial Education
DEO:	District Education Office
GBV:	Gender Based Violence
KSK:	Kheldai Sikne Kendra
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
SBDRR/ CCA:	School Based Disaster Risk Reduction/ Climate change adaptation
SDG:	Sustainable Development Goals
TOT:	Training of Trainers
UNICEF:	United Nations Children's Fund



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 Kathmandu 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 (Samudayak Sewa Kendra, Chitwan and Banke Unesco, Nepalgunj) and Community Learning Centers (CLC) of Swoyambhu, Kathmandu and Hanuman CLC of Janakpur 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, Purnima Gurung- Education Officer, Bimala Manandhar-Education Officer (Central & Western Region), 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, 2018



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 sixth 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 flexible learning centres namely *Kheldai Sikne Kendra* or KSK has been continued in the municipalities of Ratnanagar, Nepalgunj, Janakpur and Kathmandu with the signing of PCA with UNICEF from Mar 2018-Apr 2019. The aim has been to mainstream the efforts of KSK in the local government's annual plan. Similarly, partnership with UNESCO, Plan International Nepal, Save the Children Nepal was extended to carry out numerous assignments.

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, 2018



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: *Alternative Education Approach and support to Government for reducing out-of-school adolescents.*

II. Funding period: *March 2018 to April 2019*

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 Sub-Metropolitan City, Banke Unesco; Ratnanagar Municipality, Samudayak Sewa Kendra; Janakpur Submetropolitan City, Hanuman CLC and Kathmandu Metropolitan City, Swoyambhu CLC.*

VII. Technical support partner: *Samunnat Nepal*

VIII. Funding Partner: *UNICEF*

IX. Beneficiaries till date: (544 girls+614 boys) 1158 out of school children aged 10-19 yrs.

X. Results for this year:

- a. *5 KSKs with child friendly learning environment are being run.*
- b. *35% of 10-13 years enrolled at KSK mainstreamed into schools.*
- c. *Four Levels of Learning Assessment tools implemented.*



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 laborers, children working in the construction works, automobile workshops and other daily labor 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. The third phase started with the program cooperation agreement (PCA) on March 2018-April 2019. The current KSK is running in the five centres viz Nepalgunj (2 centers), Ratnanagar-1 and CLCs in Dhanusha (Hanuman CLC) and Kathmandu (Swoyambhu CLC) districts. The following activities have been carried out:

Outputs and Achievements:

1. Five KSK centres are functional in four urban municipalities- Nepalgunj, Ratnanagar, Janakpur and Kathmandu of four districts (Banke, Chitwan, Dhanusha and Kathmandu). The KSK centers are fully equipped with teaching and learning materials, required stationery, audio visuals and is carpeted with cushions and low tables, cupboards, etc.

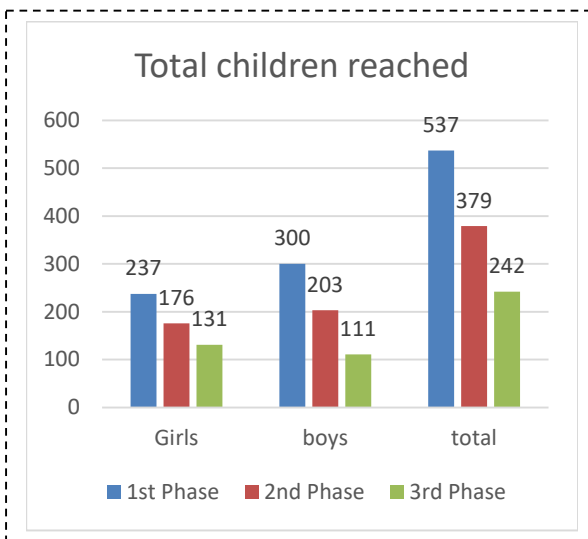


Workshop at Nepalgunj to develop KSK mainstreaming plan

2. Each of the four municipalities have developed an action plan that will help support for the mainstreaming of the KSK centers in their respective municipalities so that it serves the purpose of reaching out to serve the educational needs of out of school children and adolescents.

3. A total of 1158 (916+242) children aged 10-19 years have been beneficiaries of the KSK centre from Jan 2015 till July 2018 of which 47% are girls (544) and 53% are boys (614).

4. 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.



5. 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.

6. 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.



KSK management committee meeting at Kureshinagar
KSK, Nepalgunj



Two Muslim girls attending the KSK center at Swoyambhu
CLC, Kathmandu

Challenges:

The life of out of school children vary greatly and a maximum have been found to be involved in work. Due to this great interdependency at work, education is not a top priority to them. As a result, irregularity is a constant issue with these children. It takes a lot of effort from the facilitators to make regular visits to these children to motivate them and persuade their guardians to make them regular. Low learning levels are another challenge which is being addressed by the facilitators by focussing on what and how they learn using various methods. These children also have various needs besides education and it is necessary for program planners to provide them these needs.

II. Facilitators training on Functional Literacy Program based on Comprehensive Sexuality Education and Gender Based Violence for Adolescent Girls and Young Women in Nepal

I. Name of program: *Facilitators Training on Functional Literacy Program based on CSE and GBV for adolescent girls and young women in Nepal.*

II. Funding period: *February 2018 to May 2018.*

III. Working Area: *Sunsari, Sarlahi, Rautahat, Bajura and Achham*

IV. Objectives of the facilitators training:

- *To inform the Facilitators about the revised Functional Literacy package and supplementary materials on CSE and GBV.*
- *To equip the facilitators with the required skills and methodologies to deliver package effectively.*
- *To share key messages and information on CSE and GBV including violence against women.*
- *To promote CSE and GBV focused learning and sharing opportunities among the local communities.*

V. Implementing Partners:

VI. Technical support partner: *Samunnat Nepal*

VII. Funding Partner: *UNESCO*

VIII. Beneficiaries: *30,000 adolescent girls and young women.*

IX. Training timeline:

- a. *Achham and Bajura- 13-17 March 2018*
- b. *Sunsari and Sarlahi- 7-11 May, 2018*
- c. *Rautahat-*



Meeting with KSK stakeholders and NFECC focal persons at Nepalgunj

In the previous assignment, the functional literacy package- (Nirantar Shikshya part 1 and 2) was revised based on comprehensive sexuality Education and gender based violence. In addition, two supplementary materials in local languages (Nepali and Maithali) was developed. 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.

As part of this program, Samunnat Nepal was also involved in the training of Facilitators of the functional literacy package in the same program districts. A training package was developed based on the six core areas of CSE and GBV. The trainings were carried out by two trainers from Samunnat Nepal namely Mr Bholu KC and Paban K Adhikari.

Following are the outputs of the training:

- A total of 49 participants participated in the training with 57% females. The training participants were a mix of CLC Facilitators (49%), CLC Committee members (23%), DEO representatives (16%), local government representatives (6%) and local partner NGOs (6%). See below chart.
- An action plan for the effective implementation of the Functional Literacy Class for Sarlahi, Sunsari, Achham and Bajura districts was prepared separately.



Monitoring from Ministry of Education, NFEC and UNESCO



Play way methodology being practiced by participants at Achham

Formal Education:

III. School Based Disaster Risk Reduction (SBDRR) Training in Sindhupalchowk and Kathmandu

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| <p>I. Name of program: <i>School Based Disaster Risk Reduction Training: Local capacity strengthening to make schools safe.</i></p> <p>II. Funding period: <i>Jan-March 2018</i></p> <p>III. Working Area: <i>Sindhupalchowk and Kathmandu.</i></p> <p>IV. Objective: <i>1. to build capacity of local stakeholders to identify possible disaster risks at school and to develop risk management and preparedness plan.</i></p> <p>V. Technical support partner: <i>Samunnat Nepal</i></p> <p>VI. Funding Partner: <i>Plan International Nepal</i></p> <p>VII. Beneficiaries: <i>93 RPs and focal persons</i></p> <p>VIII. Results:</p> <p><i>a. 93 participants with 43% females were capacitated on SBDRR training.</i></p> <p><i>b. A total of eight PWD including 5 students (2 girls and 3 boys) and 3 teachers were participants of the training.</i></p> <p><i>c. A comprehensive School Disaster Risk Management Plan was prepared for all three schools.</i></p> | <p>The School Based Disaster Risk Reduction (SBDRR) training project, funded by the Plan International Nepal was carried out in three schools namely Shree Singhamati Secondary School, Bhumesthan Basic School in Sindhupalchowk and Shree Khagendra Navajeevan Especial Education Secondary School Jorpati in Kathmandu Nepal.</p> <p>As per the project work plan, a pre-visit to all three schools was carried out to develop training plan, coordination with DEO and school management for selection of appropriate participants and to organize in an appropriate date and time. This was followed by pre training activities which include developing session plans, managing the first aid and LSAR materials including training materials. The schools were coordinated accordingly to inform the participants including municipality personnel.</p> <p>The training was organized in two phases for 3+3 days. There were 65 participants in the first phase and 66 in the second phase. Due to many new participants attending the training in the second phase the total number of participants is 93 (43 percentage females). The participants were diverged in age, level of literacy and caste/ethnicity. A total of 62.37</p> |
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percent of Khas/Brahmin participated in the event, followed by 25.8% Janajati and 7.5% Dalit and 4.30 percent people from Madhesi also participated in training. The majority of the participants were students (38%) followed by teachers (26%), SMC (13%), PTA (13%), Community (5%) and local government (5%). The training used slide presentations, visual presentation, story-telling, case-study, experience sharing,

simulation & first aid exercise etc were employed effectively to train the participants. As part of the training, participants developed the draft SBDRM plan and provided the First Aid kits and LSAR materials. On the final day, the participants were handed out certificates.



IV. Disaster Risk Reduction Education through Local curriculum:

- I. **Name of program:** *Training teachers on integration of SBDRR/ CCA (School Based Disaster Risk Reduction / Climate change adaptation) education through local curriculum.*
- II. **Funding period:** *As part of UNICEF PCA 2016- Dec 2017*
- III. **Target Districts:** *Saptari, Dhanusha, Dolakha, Dhading and Baitadi*
- IV. **Target Schools:** *75 schools (15 schools per district)*
- V. **Objective:**
 1. *To capacitate teachers of grades 1-5 to integrate disaster management and risk reduction as well as climate change education through local curriculum at the primary level.*
 2. *To introduce child friendly based activities that support the teaching of DRR/CCA education through use of Teachers Guide.*
- VI. **Technical support Partner:** *Samunnat Nepal and respective DEO as monitoring*
- VII. **Funding Partner:** *UNICEF*
- VIII. **Output/ Deliverables:**
 - a. *153 education stakeholders including 141 teachers (47; 31% females); 12 Resource Persons were capacitated on integration of DRR/ CCA in their local curriculum.*
 - b. *80 schools developed an action plan.*



Figure 1: Participants at the SBDRR training at Saptari

The School Sector Development Plan (2016-2023) has stressed the need to ensure that all children have access to a safe enabling learning environment for which the comprehensive school safety and disaster risk reduction programs have been envisioned for every school. The concept of safe schools covers the three pillars of comprehensive school safety framework. The teacher training and strengthened teaching learning in classrooms contribute to the third pillar of comprehensive school safety framework which is: strengthened resilience among communities and school stakeholders.

The National Curriculum Framework has strongly stressed on the need to develop a local curriculum. The government has a provision of 20% weightage for inclusion of locally designed curriculum. In this context, there is a need to capacitate teachers and local stakeholders to help support through integration of SBDRR/ CCA contents through the platform of the local curriculum.

The training was carried out for three days through coordination with the respective DEOs in 80 schools where the school safety program was being implemented. Teachers of grades 1-5 specifically language and social studies teachers were targeted so they are able to understand the

concepts and thereby integrate the contents in their respective subjects. The major outcome was the development of an action plan based on five activities that the participants have to carry out in their school along with their timelines which include sharing of the training experiences and developing a contingency plan for the school, orientation to guardians, teaching learning plan on SBDRR and practice of protective measures during an event of a disaster.

V. Developing Integrated Flip Charts for educating parents and children separately and to provide ToT to

IX. Name of program: *Developing Integrated Flip Charts for educating parents and children separately and to provide ToT to selected Facilitators.*

X. Funding period: *Oct 2017-Jan 2018*

XI. Target District: *Rolpa*

XII. Objective: *1. Develop a flip chart for vulnerable children and adolescents aged 13-18 on children's protection issues with focus on migration and work in brick kilns.
2. To prepare facilitator's Instructional material to use the flip charts effectively.
3. To prepare contents and session plan and conduct ToT on the effective use of flip charts.*

XIII. Implementing Partners: *HURAC Rolpa and Tribeni Rural Municipality*

XIV. Funding Partner: *Save the Children*

XV. Output/ Deliverables:

- 1. Two sets of Flip Charts targeting adolescent children (aged 13-18) and their guardians were developed.*
- 2. 35 participants including teachers, HTs, RPs and PSWs were trained on the use of the Flip charts and training sessions to be delivered effectively in their respective schools and resource centres.*
- 3. 34 participants mostly guardians including PSWs, JTAs, counsellors and social mobilizers were trained on the use of Flip Charts.*

selected Facilitators:

Save the Children Nepal in partnership with HURAC Rolpa and Tribeni Rural Municipality is implementing an integrated program to protect children from migrating to child labour in Rolpa. The program started from August 2017 with a three-year time period up to 2020. The program has a strategic intervention of integration of education, child protection and livelihood sectors by targeting the at risk adolescents and out of school children as well as their guardians. Samunnat Nepal has been partnered to develop relevant learning materials for an alternative education program and to provide the ToT to the relevant target groups.

As per the assignment, two sets of flip charts were prepared for adolescent children and guardians. The Flip chart for adolescent children were based on contents related to life skills, financial skills, pre-vocational skills, sexual and reproductive health, child protection. Similarly, for the guardians, contents related to child protection, positive discipline, safe migration, basic literacy, financial education, investment in children, importance of education and GESI were reviewed and incorporated.

Once the Flip charts were finalized, a ToT was carried out to capacitate the participants to be able to facilitate sessions to the real adolescents and guardians through the use of the flip charts developed for the purpose and be able to develop work-plans to facilitate the sessions. The methodology used was participatory approach with group discussions, brainstorming, question & answer, short speech, group presentation, role play, micro teaching, picture discussion, material development, power point presentation. Mr Paban K Adhikari and Ms Bijaya Subba from Samunnat Nepal facilitated both the trainings.

The Training of Trainers was carried out in two phases:

1. First phase ToT was targeted for the guardians and was carried out from December 22- 26, 2017 for five days at Rolpa Guest House amongst 30 participants with 86.6% females. The participants were mainly PSWs, JTAs and Social mobilizers.
2. Second phase ToT was for the adolescents and was carried out from December 27- 31, 2017 for five days at Rolpa Guest House, Liwang amongst 31 participants with 35.5% females. The participants were mainly secondary level teachers and PSWs.

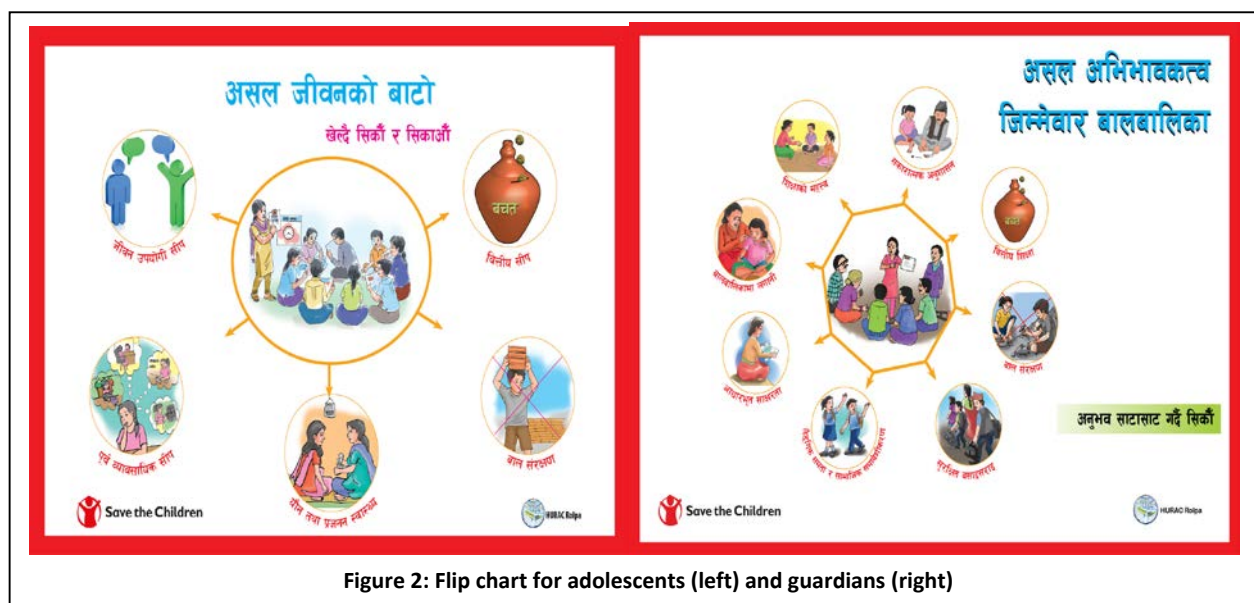


Figure 2: Flip chart for adolescents (left) and guardians (right)

VI. The 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.**

During this time period, SN was engaged in the monitoring of the 17 schools of the five districts (Sankhuwasabha, Rautahat, Lamjung, Surkhet and Doti) covering five development regions of



- XVI. Name of program:** *The Child Social and Financial Education Program*
- XVII. Funding period:** *Nov 2015-Nov, 2016 and Sep2016-Dec 2017*
- XVIII. Working Area:** *Sankhuwasabha, Rautahat, Lamjung, Surkhet and Doti districts*
- XIX. Objective:** *1. To support the CDC in integrating the CSFE component in the curriculum and textbook of grades 9 and 10 an*
- XX. Implementing Partners:** *Five District Education Offices of target districts and 17 schools.*
- XXI. Technical support partner:** *Samunnat Nepal in collaboration with CDC and NCED.*
- XXII. Funding Partner:** *UNICEF HQ*
- XXIII. Beneficiaries:** *2194+4171 children.*

Nepal to implement the CSFE Facilitation Booklet so as to scale up the program to the whole school covering other grades.

The monitoring visit has identified various social and financial enterprises that the schools are giving continuity. Most of the schools have carried out cleaning campaigns, waste management within the schools and in the community, tree plantation activities, collection of waste and reuse through manure, tap water utilization campaigns, rally against child marriage etc. Similarly, financial enterprises like making candles, tapari, decorative knit items, and knit-wears, vegetables farming, haircutting, gardening, water filtration, marketing various recycled products etc. The teachers and students claimed that the students have developed the saving habit and many have learned about the banking process. Many children of eligible age have opened an account in the nearby bank or cooperative and motivated family members and community to do

banking with ease. The monitoring visits to the schools were carried out with government personnel from CDC, DOE. Schools were given recognition tokens as participants of the CSFE program and for their encouraging endeavours.

Achievement:

- The curriculum and contents have been in integrated in grade 9 Social Studies curriculum, textbooks and Teachers Guide.
- A CSFE Instructional Guideline was developed through numerous consultations and feedback from government (DOE, CDC), NRB and other personnel. The Guideline was finalized by the Steering Committee and endorsed by the CDC and DOE.
- The contents on CSFE have been integrated in the Teachers Guide (TG) of grade 10 developed by CDC.
- Children involved in various enterprising activities in school.

VII. The Enabling Writers Program to produce Early Grade Reading Materials

- I. Name of program:** *The Enabling Writers Program to produce early grade reading materials.*
- II. Funding period:** *Jan 2018- Sep 2018*
- III. Working Area:** *Kathmandu and Lalitpur districts,*
- IV. Objective:** *1. To develop an electronic tool in BLOOM software for teachers, writers and language groups to produce levelled early grade readers in two local languages (Nepal Bhasha and Nepali).
2. Electronic access to levelled readers in two local languages.*
- V. Output:** *1) Levelled early grade readers developed in two local languages using bloom software.
2)100 decodable titles; 300 levelled readers prepared.
3) MOE has approved early grade readers in Nepal Bhasa and Nepali local languages for use in schools and reading programs.*
- VI. Implementing Partners:** *Five District Education Offices of target districts and 17 schools.*
- VII. Technical support partner:** *Samunnat Nepal*
- VIII. Funding Partner:** *World Education*



International research shows that children learn best in their mother tongue. They also do better in national and international languages if started in mother tongue. Under World Education's *Sangai Shikaun Sangai Badhau* program initial efforts on getting mother tongue Early Grade Reading materials have proven very effective with Tharu children using these materials in Grades 1, 2 and 3 showing marked and significant learning gains (WELA Report 2016). The National Early Grade Reading Program has also identified the need to develop more reading materials in local languages for minority groups.

As part of developing early grade materials for children, World Education received a grant to produce early grade reading

materials in seven different local languages through the use of Blooms software which uses templates and nationally approved reading levels to enable teachers, writers, parents and other educators to produce materials in different local languages. Samunnat Nepal Partnered with World Education to produce 50 decodable and 150 leveled Books through the use of Blooms software in Nepal Bhasha and Nepali.

For this, the Facilitators orientation was carried out in early January 2018 followed by Dialect mapping workshop of Nepal Bhasha which used participatory process and agreed on the use



of the nationally used dialect of Kathmandu and Lalitpur district. On 8th February a preparatory workshop was organized to finalize the decodable and levelled alphabets in Nepal Bhasa. Finally, the Writers workshop was held at Dhulikhel on 23-27 February, 2018 and Nagarkot on 19-23 April, 2018 for five days in Nepal Bhasa and Nepali respectively. Around 46 writers were capacitated to use the Blooms software to produce early grade reading materials in two languages. During the workshop, 163 levelled and 60 decodable e-books were developed in Blooms Software for Nepal Bhasa and 67 decodables and 168 levelled books were developed in Nepali. On 11 and 12 June 2018, a one-day review meeting was held to finalize the draft e-books in Nepali and Nepa Bhasa respectively.

5. Future Directions

In the near future, Samunnat Nepal has a plan to coordinate and work with the local government especially in the field of education and development. Similarly, the development of proposals to major donor organizations will be continued to extend partnership with them. Furthermore, new proposals will be submitted to various donor organizations to steer forward the vision and mission of the organization.