

Annual Progress Report (2075/2076) of Samunnat Nepal (July 2018-July 2019)



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This Annual Progress Report of Samunnat Nepal covers the program period of the fiscal year 2075/2076 B.S from 15th July, 2018 to 14th July 2019. The report provides details of all the activities accomplished during the year.

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ACRONYMS AND ABBREVIATIONS

ALC:	Alternative Learning Center
ALP:	Alternative Learning Program
CDC:	Curriculum Development Center
CEHRD:	Center for Education and Human Resources Development
CLC:	Community Learning Center
CSE:	Comprehensive Sexuality Education
EDCU:	Education Development Coordination Unit
ERO:	Education Review Office
GoN:	Government of Nepal
GBV:	Gender Based Violence
KSK:	Kheldai Sikne Kendra
MDG:	Millennium Development Goals
MGML:	Multi grade multilevel methodology
MoE:	Ministry of Education
MTToT:	Master Training of Trainers
MoU:	Memorandum of Understanding
NASA:	National Assessment of Student Achievement
NGO:	Non-Governmental Organization
OOSC:	Out of school children
OMR:	Optical Mark Reader
PCA:	Program Cooperation Agreement
PPP:	Public Private Partnership
SDG:	Sustainable Development Goals
SN:	Samunnat Nepal
TA:	Test Administrator
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 Center for Education and Human Resource Development (CEHRD) for having us as partners with an MOU for all the non-formal programs. We would also like to thank the Education Review Office and UNESCO 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. This year we also got the golden opportunity to work closely with CEHRD to integrate the KSK learning modality and training into the Alternative Learning Program (ALP) implemented by CEHRD and look forward to collaboration in future too. Similarly, the partnership with ERO was strengthened with our successfully accomplishing the task on NASA research in grades 10.

We would like to applaud the support from the Municipalities of Nepalgunj, Janakpur, Ratnanagar and Kathmandu for recognizing the importance of KSK model and scaling up the KSK centers in their respective locations. 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, Hanuman CLC of Janakpur for implementing and working closely with Samunnat to manage the real implementation of the KSK program.

Especially 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), Manju Wagle-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, 2019



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.

This is the third phase of running the flexible learning centres namely *Kheldai Sikne Kendra* or KSK in the municipalities of Ratnanagar, Nepalgunj, Janakpur and Kathmandu and we are working on continuing partnership in the next phase. The aim has been to mainstream the efforts of KSK in the local government's annual plan. Similarly, partnership with UNESCO was extended to carry out numerous assignments.

I would like to thank the CEHRD and ERO 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, 2019



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 Sub-Metropolitan City, Hanuman CLC and Kathmandu Metropolitan City, Swoyambhu CLC.*
- VII. **Technical support partner:** *Samunnat Nepal*
- VIII. **Funding Partner:** *UNICEF*
- IX. **Beneficiaries till date: (586 girls+653 boys) 1239 out of school children aged 10-19 yrs.**
- X. **Results for this year:**
 - a. 323 children were enrolled at the 5 KSK centers with child friendly learning environment.
 - b. (108 out of 167 children) 65% of 10-13 years enrolled at KSK mainstreamed into schools.
 - c. Government scale up of KSK program into 10 centers



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.

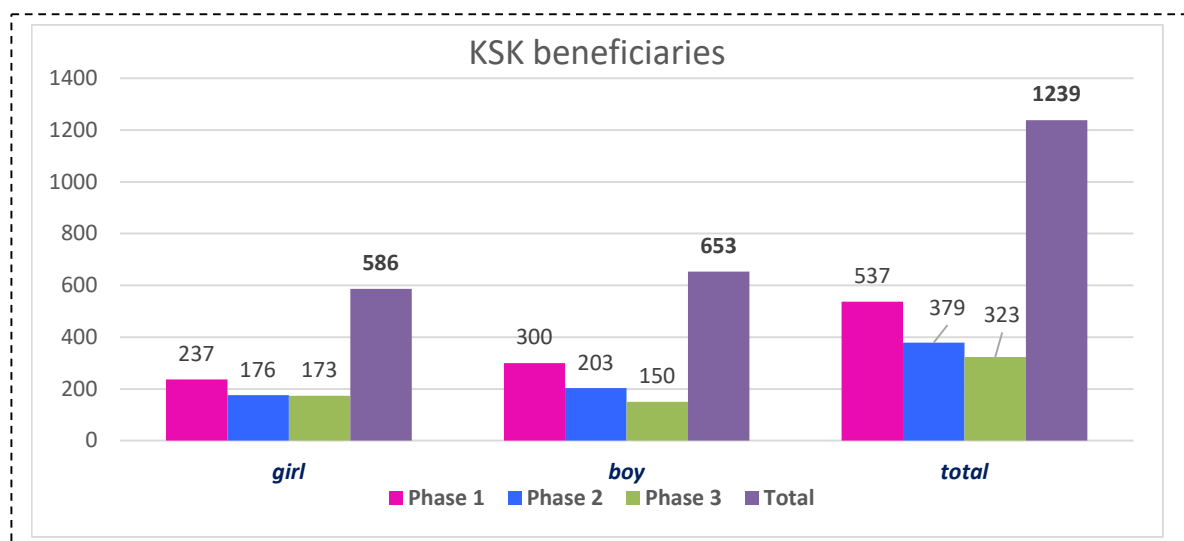
The beneficiaries of KSK include urban out of school children and adolescents aged 10-18 years, street children, children selling newspapers, porters, domestic and industrial laborers, children working in the construction works, automobile workshops and other daily labor works, children in

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 renewed from March 2018 to April 2019. The next phase of partnership with UNICEF for continuity is being worked on. The five municipalities in Janakpur, Shahidnagar, Ratnanagar, Nepalgunj and Kathmandu have extended the KSK program for three months till end of Ashadh (May-July 2019) providing own funds for remuneration of facilitators and mid-day meals. 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:

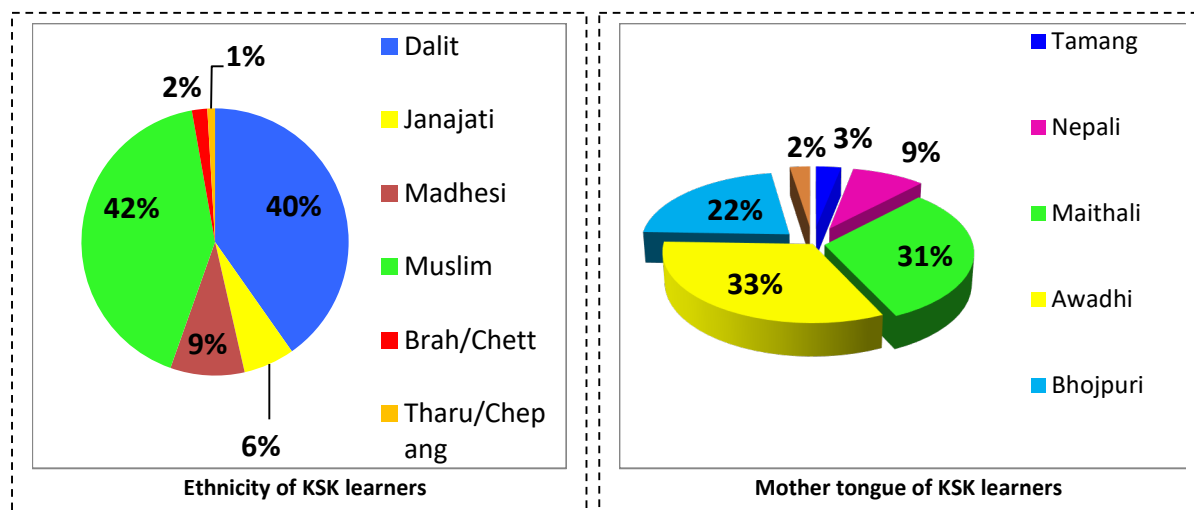
Outputs and Achievements:

1. The four municipalities of Nepalgunj, Ratnanagar, Janakpur and Kathmandu have extended the KSK program for this fiscal year upto July 2019 (Ashadh 2076) by allocating the remuneration of the facilitators and class mobilizers and also have developed an action plan to mainstream the KSK program in their next fiscal year annual plan 2076/77. Each KSK center is being led by a Task Force team headed by the Deputy Mayor, education focal person of the municipality, CLC chairperson/ focal person of partner and other KSK management committee members.



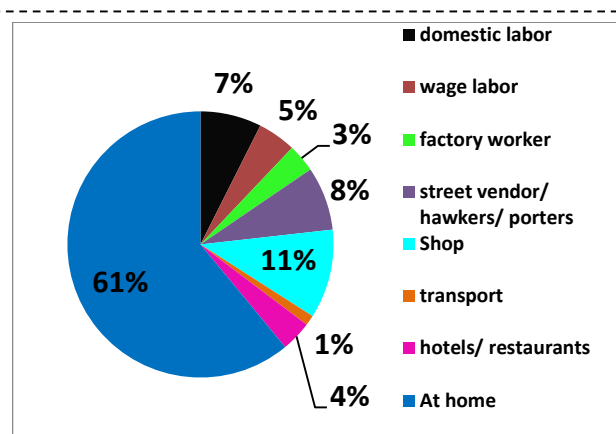
2. A total of **1239 (586 girls+653 boys) children aged 10-19** years have been beneficiaries of the KSK centre from Jan 2015 till July 2019 of which 47% are girls and 53% are boys. In the year 2018/19, 323 children participated in the five KSK centers.

3. **Access to the most marginalized and hard to reach group** has been ensured with KSK centers reaching out to **42% Muslims, 40% Dalits**, 9% Madhesis 6% Janajatis covering the Tamangs, Tharus, Newars etc and 1% Chepang castes and 2% Brahmin Chettri castes.

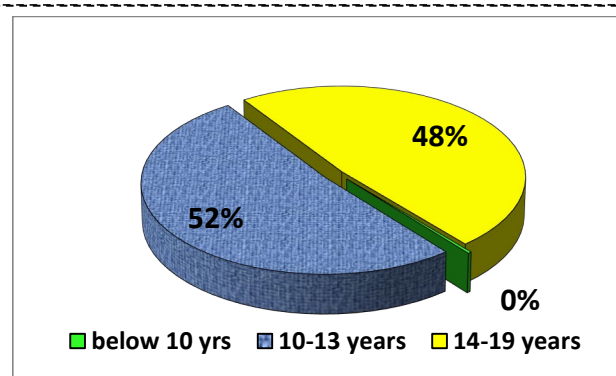


4. Regards Mother tongue, around **43% speak Awadhi language followed by 22% speaking Maithali and 13% speak Nepali**. The remaining 9% speak Hindi, 6% speak Bhojpuri, 4% speak Chepang and 2% speak Tamang language and 1% speak Magar language.

5. Many of the KSK attending children are found involved in work. The adjacent chart shows that **over half the children work in their own homes (61%)** 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.



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



Age distribution of KSK learners

7. KSK facilitators and mobilizers/ focal persons have established **good linkage with schools** where KSK children have been enrolled and are carrying out follow up visits to support the mainstreaming process by providing them

mental and material support through linkages with various services like school support materials and home-work support during holidays. Similarly, facilitators have linked the KSK learners with various skill development trainings like hand bag training, sewing and tailoring etc to the interested children.

- **All the centers are feeding mid-day snacks to the children** through funds allocated by local wards, municipalities. The facilitators have opined that the mid-day snacks have raised the attendance of the children in these centers.
- At the level of the learners, it can be said that **positive behaviour changes** have been observed in the KSK learners before and after coming to the KSK. This aspect of improving the social skills including proper behaviour, hygiene and sanitation and proper salutation can be seen in each of the KSK learners. Similarly, follow up visits to the schools are being made by the KSK facilitators and program implementers.

Challenges:

- Due to the restructuring of the local government, prioritization and intervention to address the needs of OOSC was limited. However, working in close coordination with the local government has helped to allocate funds for OOSC.
- CLCs are less capacitated to work on OOSC needs and they require more technical support and capacity building so that they can play a major role at the community level.
- As the beneficiaries of KSK are the marginalized children, they are vulnerable to all kinds of abuse, violence and child marriage. This has been observed in many cases at the KSK center. The facilitators have not been trained to manage such cases that present before them and are in a difficult position to address them. There needs to be interventions that support for the emotional wellbeing of these children at the KSK center because it affects these children in varied ways. Education interventions to such children need to be supported by protection and nutritional interventions too.
- The issue of low parental involvement and accountability of parents/ guardians towards their children to receive an education is still a challenge and facilitators and CBO/ CLCs are actively working with the wards to curb this problem in their communities by developing and linking with various other programs.

- 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:** Achham, Doti, Bajhang, Humla, Dolpa, Banke, Bara, Sarlahi, Parsa and Mahottari.
- 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:** *Local CLCs.*
- VII. **Technical support partner:** *Samunnat Nepal*
- VIII. **Funding Partner:** *CEHRD and UNICEF*
- IX. **Results for this year:**
 - d. *Developed ALC facilitation Booklet in coordination with CEHRD*
 - e. *45 educational focal persons from EDCU and 34 municipalities were oriented on the program.*
 - f. *87 participants mainly facilitators of 47 ALCs were given 5 days training to run the ALP program*
 - g. *48 ALCs were distributed with teaching and learning materials*

B) The Alternative Learning Program (ALP):



Facilitators of ALP program interacting with the KSK facilitators as part of the training session



Children attending an ALC program in Mahottari

Even though the Government has mandated Free and Compulsory Education, there are disparities in access. The Government's Equity Strategy aims to address the inequities through targeted interventions such as the Alternative Learning Centres (ALC) to provide learning opportunities to around 3000 Out of school adolescents and school drop outs. Efforts were geared to mainstream them into schools. The targeted districts and municipalities were selected based on low equity index.

Samunnat Nepal provided technical support to the ALCs constituting of capacity building and materials delivery which is crucial for educational quality employing child friendly, activity based methodologies. The KSK modality of teaching and learning was integrated into the ALP which is a blend of the Flexible Learning program of the government and KSK learning modality. Around 10 districts were targeted to run the ALCs in the year 2018/2019.

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:

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: *KOICA*

VIII. Coordination: *MoEST*

IX. Cooperation: *UNESCO, UNFPA/ UN Women*

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

XI. Training timeline:

- Rautahat and Sarlahi : 3-7 June, 2019*
- Achham and Bajura: 27 June-1 July 2019*
- Sunsari - 17-21 June, 2019*



CLC Facilitators doing group work

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 Sulav Giri and Chabbi Chaulagain.

Following are the outputs of the training:

- A total of 80 participants participated in the 5 days training with 96% (77) females. A majority

of the training participants were CLC Facilitators (70) and class mobilizers/ supervisors (7), CLC Committee members (1), EDCU representative (1) and local partner NGOs (1).

- An action plan for the effective implementation of the Functional Literacy Class for Sarlahi, Sunsari, Achham and Bajura districts was prepared separately.



Monitoring visit from MOEST, KOICA, UNESCO, UNFPA and UNWomen



Monitoring visit from EDCU Sunsari and Ramdhuni Municipality, Sunsari

Formal Education:

II. National Assessment of Student Achievement (NASA) in Grades 10

I. Name of program: *National Assessment of Student Achievement*

II. Funding period: *Nov 2018- March 2019*

III. Working Area: *75 districts*

IV. Objective: *1. To print and deliver the test materials at the test administration centers in 1800 schools. 2 To administer assessment in Grades 10 for Maths, Nepali, Science and English. 3 To collect the administered test materials to the scoring center in KTM. 4 To design and print the OMR sheets with the data 5 To scan OMR sheets in the OMR machine and deliver the electronic copy of the tabulated data to ERO.*

V. Implementation partner: *Samunnat Nepal*

VI. Funding Partner: *Education Review Office*

VII. Sample size: *1800 schools, 1800 head teachers, 3600 subject teachers (Maths, Science. English & Nepali), 900 teachers, 45103 students of grades 10,*

VIII. Deliverables:

- a. student item booklets (45103)*
- b. head teachers background (1800) information*
- c. subject teachers' background information book*
- d. TA report (55 books)*
- e. scanned OMR sheets (45103 students, 1800 head teachers and*

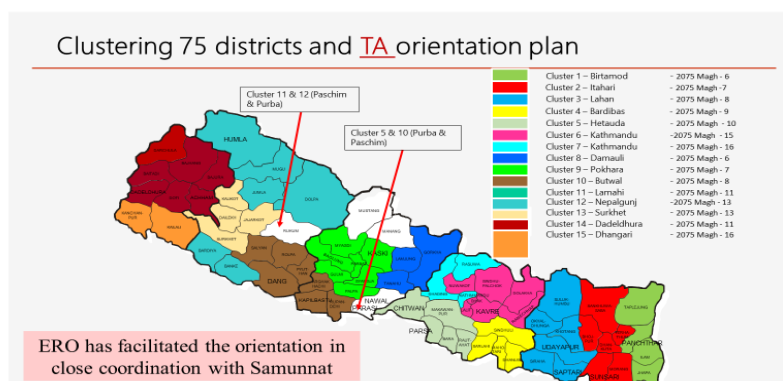
This study or assessment was carried out by Samunnat Nepal in order to accomplish the overall objective of the Nepal government set for grade 10 by the national curriculum with specific focus on Nepali, Science, English and Mathematics on whether the students of grade 10 have attained the national learning goals as set by national curricula. The assessment also generated data and information to assess the associated factors with the students' assessments through administering different other tools, collecting information and providing them to ERO.

The main objective of this study was to carry out the NASA assessment to grade 10 students of 1800 schools from 75 districts of Nepal within a given and stipulated time ensuring the quality of administration and management.

The government of Nepal (GON) established Education Review Office (ERO) in 2010 with the aim of informing educational stakeholders regularly about the effectiveness, efficacy, equity and quality of education. This will provide opportunities for the educational decision makers to make informed decisions to correct the problems and ensure the quality of service delivery and quality of education through initiating various interventions in education policy planning, programming to implementation including assessment and evaluation. Since the establishment of ERO, this office has been actively engaging and initiating various types of assessments i.e. large scale to small scale in different grades to examine the quality, equity, efficiency of education system through the use of

external evaluators. For instance, in 2011, NASA (grade 8), in 2013 again NASA (for grade 8) in 2019 this present study i.e. NASA for (grade10) has been carried out by ERO.

The population of this assessment was all grade 10 students from 75 districts of Nepal from 1800 Secondary schools. The sample size of assessment was 47575 grade 10 students throughout



the country selected through the use of random sampling technique. Altogether 45122 students participated in the assessment. Additionally, 1800 Numbers of school head teachers' 3600 numbers of subject teachers (Math, Science, English, and Nepali) teachers were also consulted and different tools were administered. In total 50522 numbers of people were took part in the assessment process. Population sample and respondents represents the political administrative regions (provincial representation), rural and urban location, geographical variations (mountain, hills, terai and valley), and ecological zones. The assessment uses 10 sets of assessment booklets to assess the learning achievement of grade 10 students.

The process of student assessment study followed up to the OMR data entry was very comprehensive. Intensive interaction and discussion with ERO technical team was initiated and technical and professional inputs were taken throughout the total process. The given assessment booklets were edited, technically designed, printed and distributed to all assessment centers. All other information tools were carefully handled and distributed up to the assessment centers. The technical assessors were selected by following the given criteria, oriented technically and assigned to complete the test administration. Cluster coordinators, provincial coordinators were actively mobilized to assure the quality of test administration. Likewise, test administration activities in different districts and schools were closely observed and monitored by technical expert team and director general of ERO and World Bank Representatives as well. The test administration was smoothly conducted, where school heads took responsibility and ownership because of layers of interactions, discussions, orientations, and engagement in total administration process. All item booklets and background information packages were collected safely and deposited in a safe and secure assessment center in Kathmandu.

The scoring center was managed in a more effective way. In the center, project office was established and the technical team from Samunnat Nepal worked from there. Province wise, district wise, school wise assessment booklets, background information's were

categorized and well managed, which has minimized the problem of misplacing and missing the assessment booklets. Trained and experienced teachers were selected, oriented, and mobilized to score the answer booklets in a separate room. 41 subject wise teaches were actively mobilized to accomplish the scoring. In a close monitoring from ERO technical team, Director General, Samunnat technical team scoring was completed. Additionally, subject experts also cross verified the scoring and validate the scoring of answer booklets.

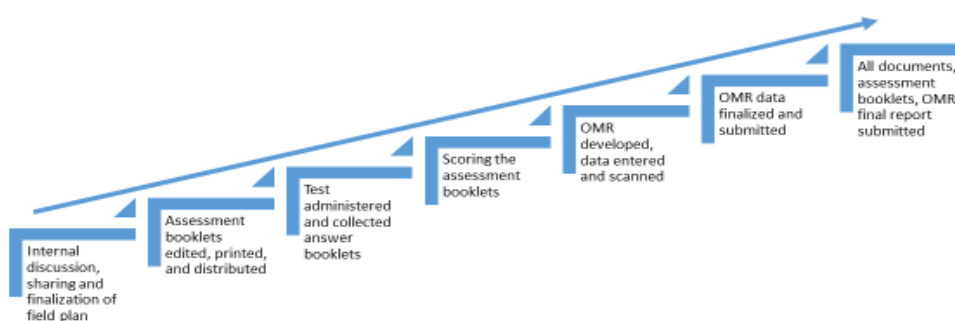
OMR sheet was developed with the technical inputs from ERO, verified and approved from the ERO. Separate technical persons were made responsible to enter all assessment score on OMR. Under close observation and supervision from Samunnat Technical Team OMR sheet was completed, date was verified and confirmed the data. They were scanned properly and scanned. Scanned data were uploaded into the prescribed software and read, cleaned and finalized then maintained properly. In total 127 technical paid volunteers were actively mobilized in OMR entry.



Figure 1: Orientation to the Scorers team

Regular discussion and interaction, sharing and reflection with ERO were the major part of the whole process, which have ensured the quality of processes used during the completion of study. Technical inputs from ERO and Samunnat technical team really helped in overall management of technical functions associated with this study. Frequent monitoring from ERO has further helped to complete the process in a more effective and efficient ways.

Process flow chart completed



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. With regards to the KSK program, through coordination with the local government has made it possible to scale up the KSK program in new locations. Further coordination with UNICEF Protection Section has made it possible to integrate the Child Protection concerns into the KSK program. In the near future, the concept of suggestion box is being planned to be launched at the KSK centers.

Similarly, the development of proposals to major donor organizations like the ERO, UNICEF and UNESCO 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.