

# Annual Progress Report (2076/2077) of Samunnat Nepal (July 2019-July 2020)



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*-promoting equitable quality learning society*

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.

## Table of contents

<b>1. Acknowledgement .....</b>	<b>3</b>
<b>2. Message from the Chairperson's Desk .....</b>	<b>4</b>
<b>3. About Samunnat Nepal .....</b>	<b>5</b>
<b>4. Major Programs and Activities.....</b>	<b>6</b>
<b>5. Future Directions .....</b>	<b>15</b>

## 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 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 8.

We would like to applaud the support from the Municipalities of Nepalgunj, Janakpur, Ratnanagar, Shahidnagar 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 and Mahila CLC of Shahidnagar 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 Mark Waltham-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, 2020



## 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 fourth phase of running the flexible learning centres namely *Kheldai Sikne Kendra* and we are working on continuing partnership in the next phase too. The aim has been to mainstream the efforts of KSK in the local government's annual plan.

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, 2020



### 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:** *Joining hands with the Local Government to Leave no Child Behind*
- II. **Funding period:** *September 2019 to December 2020*
- 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; Shahidnagar Municipality, Mahila Shahid CLC and Kathmandu Metropolitan City, Swoyambhu CLC.*
- VII. **Technical support partner:** *Samunnat Nepal*
- VIII. **Funding Partner:** *UNICEF*
- IX. **Beneficiaries till date: (850 girls+800 boys) 1650 out of school children aged 10-19 yrs.**
- X. **Results for this year:**
  - a. *Government scale up of KSK program into 9 centers*



### **The Innovative Models:**

#### **The Kheldai Sikne Kendra:**

The *Kheldai Sikne Kendra* 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.

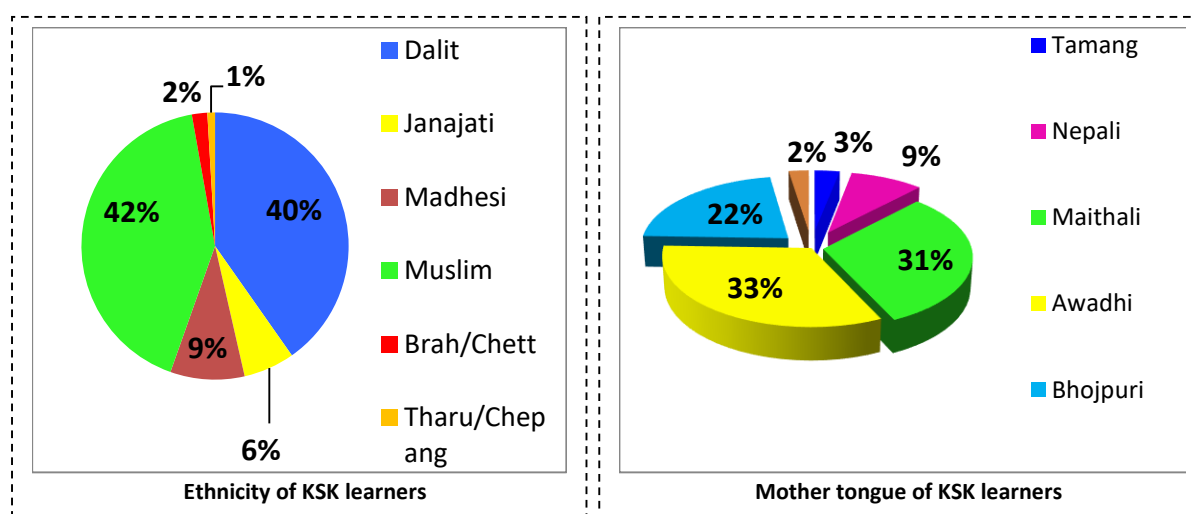
The beneficiaries of KSK include urban out of school children and adolescents aged 10-19 years, street children, children selling newspapers, porters, domestic and industrial laborers, children working in the construction works, automobile workshops and other daily labor works, children in the transportation 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 August 2019 to September 2020. Due to the COVID-19 crisis, and consequent lockdown situation, the program cooperation was amended and increased for three more months till December 2020 to include COVID awareness and learning continuity. The current KSK is running in the nine centres viz Nepalgunj (3 centers), Ratnanagar-1 and 4 CLCs in Dhanusha (Hanuman CLC-2 centers & Mahila Shahid CLC-2) and Kathmandu (Swoyambhu CLC) districts. The following activities have been carried out:

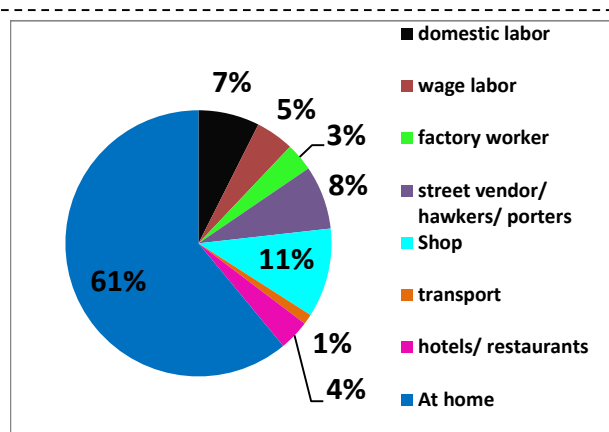
### **Outputs and Achievements:**

1. The five municipalities of Nepalgunj, Ratnanagar, Janakpur, Shahidnagar and Kathmandu have extended the KSK program for this fiscal year upto July 2020 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 **1650 (850 girls+800 boys) children aged 10-19** years have been beneficiaries of the KSK centre from Jan 2015 till July 2020 of which 51.5% are girls and 48.5% are boys. In the year 2019/20, 411 children participated in the nine 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% Madhesi 6% Janajatis covering the Tamangs, Tharus, Newars etc and 1% Chepang castes and 2% Brahmin Chettri castes.



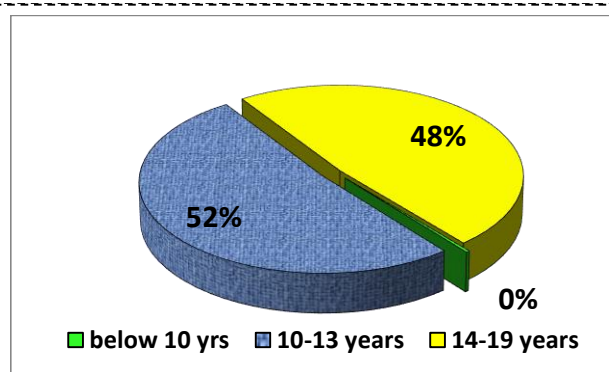
4. Regards Mother tongue, around **43% speak Awadhi language followed by 22% speaking Maithali and 13% speak Nepali**. The remaining 9% speak Hindi, 6% speak Bhojpuri, 4% speak Chepang and 2% speak Tamang language and 1% speak Magar language.

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

6. More than half of the KSK learners (52%) are of age 10-13 years while the rest 14-19 years are nearly half comprising 48%.



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.

### Challenges:

- Due to the COVID-19 crisis that started in March 2020 with consequent lockdown measures have hampered the program activities that led to the cessation of all activities at the KSK centers in all the districts. Although CLCs in Shahidnagar and Janakpur opened in brief periods of time, the entire team of the facilitators were also devoted to COVID awareness and relief distribution services.



## II. Social Exclusion and Gender Analysis (SEGA) for ENGAGE Project

**I. Name of program:** *Social Exclusion and Gender Analysis for ENGAGE project*

**II. Funding period:** *July 2019 to October 2019*

**III. Study Sites:** Banke, Parsa and Sarlahi districts

**IV. Objective:** *To conduct Social Exclusion and Gender Analysis of the project beneficiaries in the targeted locations of ENGAGE project.*

**V. Modality:** *Research*

**VI. Implementing Partners:** *Local partners in the 3 districts.*

**VII. Research Consultant:** *Samunnat Nepal*

**VIII. Funding Partner:** *VSO Nepal*

**IX. Aim of SEGA:**

*The Social Exclusion and Gender Analysis will provide a comprehensive understanding of exclusion and gender status and the form in which they manifest themselves and the root causes of such forms of exclusion and gender dynamics among VSO primary actors in ENGAGE project district – Banke, Sarlahi and Parsa in order to inform ENGAGE program priorities and delivery mechanisms.*



Researcher in an active focus group discussion with the female parents of ENGAGE girls



Orientation to SEGA researchers

Social Exclusion and Gender Analysis is an integrated framework for analysing social disadvantage, including gender as a form of exclusion.

The overall objective of the SEGA is to analyze the socio-cultural process in a deeper level to ensure

that ENGAGE is working effectively towards the elimination of poverty, by addressing the needs and rights of poor and excluded groups in all of its programs and policy work. SEGA aims to go beyond identifying which groups are excluded.

The Specific purpose of SEGA are:

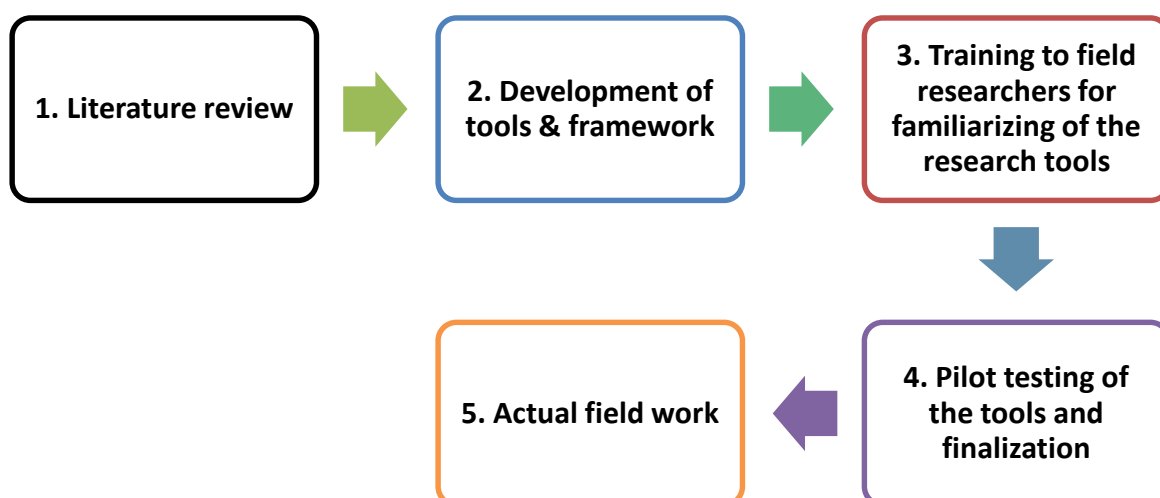
- To explore power dynamics and multidimensional effect of exclusion i.e. social, educational, economic, cultural and political dimensions of development

- To examine how power dynamics, play works in social relations and how gender is constructed and affected girls' education
- To analyse community perceptions, stereotypes, social institutions, practices and experiences, and how they affect power, exclusion and gender relations.
- To explore situation of gender based violence in project districts including abuse and neglect and its impacts on out of school disabled and marginalized girls' education
- To explore the situation of child and forced marriage including dowry system
- To analyse availability, access and knowledge of adolescent and youth sexual and reproductive health (AYSRH)
- To identify the What practical ways to ensure that the most excluded and disadvantaged girls are meaningfully empowered and engaged in project interventions

The SEGA study is based on qualitative research and the collected data is analyzed on the basis of content analysis under major five dimensions, which are as follows:

1. Exclusion and discrimination to girls with disabilities and to marginalized girls
2. Gender-based violence and gender discrimination
3. Culture specific norms, values, attitudes and behavior causing gender-based violence and gender discrimination
4. Socio-cultural norms impacting the access to quality education for girls and children with disability
5. Good practices in the community and culture which contribute to gender equality and social inclusion

The present study followed five steps procedures:



The Key Findings from the research shows that the communities where bridge course is running, is still vulnerable for girls especially with disability. There is high exclusion and marginalization of girls viewed as the inferior sex and women are deprived of their basic right to education, freedom, reproductive rights and citizenship rights as well as participation and

decision making rights. There is a high lack of awareness on the importance of girl education in the community which upholds high patriarchal values. Mothers and female members of the bridge class girls are not literate but however male members like fathers, grandfathers and uncles are literate and some even educated upto grades 10. The family believes that it is useless to educate a girl child because girls are not meant to get a job but have to learn household works. Child marriage is highly rampant and both girls and boys get married young. The system of dowry has penetrated their cultural definition of marriage which is one big reason for the low status of the girl child. Unequal power relations exist between husband and wife with all the decisions being made by male members.

Women led their lives inside the burqa (veil). Women do not go out for 5 years after getting married. Women are allowed to go outside only after having children. They cannot go outside to work and earn which is the job of the male member. Male members have to shoulder this responsibility and are the breadwinners. Women on the other hand are responsible for having babies and as a result they have multiple children throughout their reproductive life. Child labor is present but unseen by the outsiders. All unpaid work is carried out by girls in the families. Migrant families including girls work in local mills and factories. Boys once they reach 10 get involved in work and earning. More than education, boys get involved in earning from a young age. Untouchability is deeply rooted in the society and Hindus do not enter in Muslim Homes and vice versa. Similarly, the Dalit castes are highly ostracized and do not eat or enter public places inhabited by the Dalits like Chamar, Teli, Ram that are Dalits inside the muslim communities.



FGD with Girls at Belapur, Banke



KII with the Deputy Mayor at Kohalpur, Banke

## Formal Education:

### III. National Assessment of Student Achievement (NASA) in Grades 8

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

**II. Funding period:** *Jan 2020- May 2020*

**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 8 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)*

**VIII. Deliverables:**

- a. student item booklets*
- b. head teachers background information*
- c. subject teachers' background information book*
- d. scanned OMR sheets (of students, head teachers and subject teachers).*



This study or assessment was carried out by Samunnat Nepal in order to accomplish the overall objective of the Nepal government set for grade 8 by the national curriculum with specific focus on Nepali, Science, English and Mathematics on whether the students of grade 8 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 8 students of 1800 schools from 75 districts of Nepal within a given and stipulated time ensuring the quality of administration and management.

The ERO has been regularly conducting NASA every year in various grades for eg in 2011 and 2013, NASA was conducted in grade 8. In 2019 NASA was conducted for grades 10 and in 2020 NASA is again being carried out for grades 8.

The population of this assessment was all grade 8 students from 75 districts of Nepal from 1800





*TA Orientation at Kathmandu; DG talking with the TAs (left), Dadeldhura (center), Dhangadhi (right)*

Basic and Secondary schools. The sample size of assessment was 48000 grade 8 students throughout the country selected through the use of random sampling technique. 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. The assessment used 10 sets of assessment booklets to assess the learning achievement of grade 8 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



**Monitoring of the Test administration by the Team Leader**

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 and District 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. 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 at Samunnat Office premises.

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. Subject wise teaches were actively mobilized to accomplish the scoring. 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. 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.



## IV. Promotion of Child Centered Learning Through Local Subject

X. **Name of program:** *Promotion of Child Centred Learning Through Local Subject*

X. **Funding period:** 1 March 2020- 28 February 2023 (3 year period)

XI. **Working Area:** *Raksirang Rural Municipality, Makwanpur*

XII. **Objective:**

XIII. **Implementation partner:**  
*Samunnat Nepal*

XIV. **Funding Partner:** *Shanti Volunteers Association*

XV. **Beneficiaries:** 53 schools, 245 teachers, 6713 students of ECD to Grade 8.

XVI. **Deliverables:**

- Local subject curriculum for G1-G8 is developed and student textbooks for local subject for G1-G8 are respectively developed.*
- Teachers are equipped with skills and knowledge to teach local subject and to employ child-centered learning method.*
- Class rooms for ECD -G5 in 53 schools are equipped with book corners with 100 titles of grade-wise books.*
- Quality Kamishibai (paper theatre) is produced and distributed*
- Education authority is well capacitated to promote local subject.*

### Subject



Group picture of the participants in the curriculum development workshop

This project aims to provide local subject classes regularly through child-centered learning methods. The project started in March 2020 and is working with 53 schools in Raksirang Rural Municipality of Makwanpur district. The overall goals are to equip students with knowledge about local culture, history, society, economy, geography, natural resources, traditional knowledge & skills and environments. The process will involve schools to use child centered process to accomplish this goal.

Due to COVID-19 the activities as planned could not be executed. But after the lockdown loosened, Samunnat successfully conducted the Learning Needs/ resource identification workshop on 7th July 2020. Similarly, consultation meetings with stakeholders, formation of local curriculum development committee, local curriculum development workshop was also conducted and a draft of the local curriculum was prepared.



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## **Future Directions**

Due to the COVID crisis, Samunnat Nepal has a plan to work for learning continuity of thousands of children that are out of school through COVID awareness and planning alternative ways of delivering effective education to these marginalized children and adolescents. Additionally, coordinating 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.

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.