

ANNUAL REPORT



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Global Action Nepal




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 Babu Kaji Shrestha
Director

From Director's Desk

It is my immense pleasure to bring this annual report 2018-2019 out to the public with full of enthusiasm; including our efforts, best practices and achievements in five districts of Nepal including outskirts of Kathmandu/Lalitpur, Lamjung, Surkhet and Kapilvastu.

All GAN projects has been interwoven with School Sector Development Plan (2016-2021) focusing goal 4 and 5 of Sustainable Development Goal (2016-2030)

The major intervention of the organization for this year has been (i.) Lifelong and Life wide learning - Established sustainable Community Learning Resource Centre along with capacity building and providing resources. (ii) Access, retention and quality education and safety for girls - through Sister for Sister, PEAK, Khelau Khelau and Dignity without Danger Research projects. (iii) Classroom transformation – Learning focus with the intervention of Better Classroom Better Learning, CPECP, Connecting Classroom, Mobile teachers clinic, PTN/Fair connections Puppets training , promoting child friendly, interactive teaching learning pedagogy with continue support for teachers. iv Child protection and youth empowerment has been one of the focus of the organization through Sister for Sister/ CPECP/PEAK and Equal Opportunity for All project.

In this Journey, I would like to extend my gratitude to all the stakeholders, particularly federal, provincial and local governments, communities, schools for collaborative efforts to reach to the deserving people of the rural communities.

Unforgettably, I would also like to thank Schools families to take step forward and trying to break the mind-set and being active in learning activities in and outside the classroom. I highly admire those little sisters who are refusing to get married in early age and continuing education.

I would like to express my sincere gratitude to the donors particularly DFID/EU/British Council /GAN UK/Play for Change and consortium partners VSO/We World onlus/John Moore University UK. National and International Networks; ASPBAE/ CIVICUS/ NCE –Nepal/ Children Consortium, former GAN personnel and national /International well-wishers, media, district education office personnel who travelled together in the journey of bringing positive change in the deserving people of the country.

Last not the least, my sincere appreciation goes to all my team members including programme and operational colleagues for their hard work and dedication in achieving the desired goal.

Babukaji Shrestha
Founder /Director
Global Action Nepal



Chris Sowton
Founder and Trustee
Global Action Nepal UK

Message from sister organization UK

In recent times, Nepal has been through many social, economic and political changes. Throughout these times, it has been fantastic to see Global Action Nepal continue to make so many positive changes to people's lives across the country. Whilst GAN has always been an organization which has been very focused on education, it has spread its wings into other areas, such as gender equity and income generation, where it is also making a huge impact.

I am proud to have been the founder of GAN UK, and am delighted to see the scope of its activities nearly 25 years on.

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Introduction

GAN is an innovative, social and educational development organization. It was established in 1996 with the aim of improving the quality of life of marginalized people by promoting quality education, equity, human rights and lifelong learning. Children are at the centre of everything we do. Using a sustainable holistic development approach, we engage meaningfully with all stakeholders for social transformation. We believe children are a country's present and future, and the means by which real change occurs. Since our inception, GAN has been a helping hand to the nation, working continually to improve education through our innovative approaches. We have taken small but vigorous steps to implementing quality education alongside the government of Nepal. So substantial have GAN's efforts been that they have been widely acknowledged by stakeholders at both the local and national level.

The aim of the SSRP, and the more recent SSDP, has been to strengthen equity within the education sector. The main focus of the reform has been on girls and women and children from educationally deprived groups so that they will participate equally and attain equitable results. As such, there has been a need to develop a broader framework of equity and inclusion within the education system as a whole. In order to 'participate equally' and 'attain equitable results', all children need equitable access to and participation in education, which will result in equitable attainment. This fact is more significant where children from disadvantaged and marginalized communities, remote geographical areas and culture have diverse learning needs. Meeting these diverse learning needs possess a challenge unless handled properly, where all learners receive appropriate content and have easy access to school.

For more than two decades, GAN has advocated that access to education is far more than simply going to school. A child-friendly environment and infrastructure, creative interactive teaching and life skills development is necessary in order to prepare them for a changing world. This minimal provision are a prerequisite for quality education, which is vital for narrowing the gaps between the "haves" and the "have-nots" and so to engender a more equitable society in the long run. GAN wants to achieve a society where its citizens have good values and attitudes towards themselves and others.

Over the years, GAN has diversified its activities, and now works in several areas including community empowerment, environmental protection and preservation, disaster preparedness and response, and health and sanitation. Notwithstanding these diversifications, a focus on children's educational rights remains at the centre of GAN's work.

1. Vision

An equitable, sustained and just society.

2. Mission

To improve the quality of life for unreached people, and to promote human rights and lifelong learning.

3. Objectives

- To improve the quality and relevance of basic school education;
- To carry out research and advocacy in the education and health-related sectors;
- To ensure inclusion, access and equity for all children in basic health and education;
- To develop the social and emotional life skills of children and young people;
- To promote volunteerism, and the exchange of cultures through national and international volunteer involvement in the development process;
- To promote the protection of human rights, focusing in particular on children and women.

4. Thematic areas

4.1 Access to Quality Education

4.1.1 Training for teachers in child-centred approaches

This training was organized for 258 teachers in the districts of Kapilbastu, Lamjung and Surkhet, and its main focus was on promoting teaching quality. Specific contents included pedagogy, methodology and continuous assessment and assessing students in terms of their learning capacities.



Learning can take place in different forms and by using variety of tools. Use of puppet as one of the teaching aid is as fun as it plays a major part in retaining students in the schools. In ECD classes, it not only supports in creating an effective learning environment but also makes learning fun in collaborative and participatory manner. The puppet use in teaching learning, enable students to be creative and promotes life-long learning as well.

4.1.2 Exchange visit for learning and replication

Exchange visits for learning and replication was undertaken within the *Sisters for Sisters* Education Project, including teachers, students, staff, community volunteers and representatives from the district and palika level. These visits were arranged in order to observe and learn about new, innovative ideas and practices which could subsequently be implemented in their own schools and communities. The team observed *Sisters for Sisters* activities in Parsa and Butwal and in schools involved in the PEAK project in Kapilbastu. Similarly, 44 participants from PEAK schools, representing school teachers, focal teachers, ECD facilitators and CSO members, participated in a learning visit to schools in Surkhet. The purpose of the visit was to identify best practices in gender-sensitive teaching, and how child-friendly teaching was being adapted in schools. After the visit, each individual prepared their learning implementation plan, with the visitor teachers organizing a sharing meeting in their school to cascade their main learning points.

4.1.3 Learning support classes (“Gyan Batika”)

GAN has been organizing learning support classes (“Gyan Batika”) in its project areas in the districts of Kapilbastu, Surkhet, Lamjung and Kathmandu. The aim of these classes is to uplift the academic performance of weak performing students, and those students who are at risk of dropping out of school entirely. In Surkhet and Lamjung, 24 classes were operated for grade 8 students, focusing in particular on three major subjects, i.e. Science, Maths and also Nepali / Social Studies in some schools. In Kapilbastu, the classes were organized for Grades 1-5 in 43 Centres. In Kathmandu, classes were organized on a need basis. In total, 2,704 children benefited from the classes. Such has been its success that local government is carefully monitoring the programme.

4.1.4 Classes for out of school children (OOSC) who are too young to walk long distances

One component of GAN's PEAK project in Kapilbastu was to address the needs of those children who have remained outside the formal education system. In total 11 OOSC classes were operated with 224 students enrolled. They were supported with bridging courses so that they could eventually enter mainstream education. To facilitate these classes, 22 facilitators were selected and trained in alternative education packages. After completion, 215 children were successfully enrolled in mainstream education.

4.1.5 Focal teachers training

GAN trained two focal teachers in each school of the PEAK project (in Kapilbastu), one for education and one for child protection. In the Khelau Khelau project in Lalitpur, one teacher was upskilled in how to deliver sports events in schools. For the focal teachers who were focused for education and child protection, sessions on pedagogy, facilitation, team building, observation and monitoring skills were carried out. As for the sports focal teachers, they were supported in coaching basic skills in volleyball and badminton. Altogether, 54 teachers participated in the training.

4.1.6 Teachers clinics

Teachers' clinics are a unique GAN concept, which have been successfully implemented in its project locations. Teachers' clinics are focused mainly on sharing information about the teaching learning environment and discussion on children's performance and their regularity in classes. These clinics also focus on practical aspects like material development, classroom setup, and low / no cost material development. The participants shared their ideas initiated in the classroom regarding use of materials and its impact on learning environment.



82 events were arranged this year, with 280 participants. The clinics were also organized on a rotation (mobile) basis. These mobile clinics focus on sharing classroom teaching methodology, the status of teacher training reflection in the classroom, the interaction between participants, the sharing of learning materials, the production of teaching learning materials and also the observation of host schools. A total of 233 teachers participated in these mobile clinics.

4.1.7 Teachers professional development trainings

Different professional development trainings were also organized to support teachers to enhance their skill in child friendly teachings. Trainings on Creative Art, Information Technology, Pocket Chart Development and its usage, Base 10 block develop and its use in teaching mathematic, Refresher training in MGML were organized. Likewise, training on badminton and volleyball were also organized to support sports focal teacher to train the students in their respective school. Altogether 118 teachers participated in these trainings.

4.1.8 Child friendly classroom setup

14 Schools, Grade 2 classrooms in the CPECP project in Kathmandu were made child-friendly, with materials like low-height tables, chairs, carpets, cushions and white boards being put into classrooms. There were positive impacts on the school experience of these children, as well as positive impact on the pedagogy and methodology used by the teachers.



4.1.9 School IG programme

GAN's School Income Generation programme had two broader objectives. One was to provide income generation opportunities for the school to carry out initiatives within a child-friendly school environment, while the other was to ensure a source of income for the poorest parents – income which could ultimately be used to help them send their children to school.

4.1.10 Walk to school buddy campaign

GAN is continuously organizing different campaigns to generate public support and encourage parents to enrol their children in mainstream schools. One such initiative in the PEAK project in Kapilbastu was a 'walk to school buddy campaign', the aim of which was to encourage parents and children to enrol in mainstream education. Stakeholders including child education concern groups, school management committees, civil society organizations, child clubs and parents were actively engaged in this campaign.

4.1.11 SMC/PTA endowed with specific methodology and tools to identify children at high risk of dropping out

The GAN PEAK team, working alongside schools, developed a simple tool based on attendance and performance of the students, for identifying children at high risk of dropping out. Using these tools it was possible to identify such children which was then confirmed following discussions with head teachers, ECD facilitators and teachers. Teachers and SMC/PTA met on a periodic basis to report on the dropout risk of students who were supported with counselling sessions as necessary.

4.1.12 Participation in district level girls education networking meeting

A district-level girls education network was held which involved the Gender Focal Persons from the project schools in Lamjung and Surkhet, in coordination with Girls Education Network (GEN). The aim of these meetings was to disseminate the GEN provisions at district, palika and school level. GEN committees were formed in schools to help achieve this, deciding what issues needed to be relayed via the complaint response mechanism to ensure that the issues got addressed accordingly.

4.1.13 Sports material hand over to the schools

To create the child friendly school environment and to create playing opportunities in school, GAN distributed play materials to its project schools in Lalitpur. The materials were distributed jointly by the DEO representatives and school head teachers. A total of 12 different sports materials were distributed. With support of the materials, it was found that the students were encouraged to participate in sports events and to continue sports training regularly in schools.

4.1.14 Educational material support

As part of the PEAK project, GAN supplied educational materials such as bags and stationery to the "little sisters". These educational materials were provided to 356 "little sisters" and a 1,000 other students from between ECD and Grade 5, all from most the marginalized and disadvantaged families.

4.2 Life long learning and life skill development

4.2.1 Mobilization of youth volunteers

Six female youth volunteers were mobilized for six months in CPECP project schools. The main objective of this mobilization was to support schools in promoting a child-friendly school environment, data collection and compilation, and the management of teaching materials. Prior to their mobilization, volunteers were trained in how to create a child-friendly school environment, life skills, and community mobilization and child protection issues.

4.2.2 Capacity development of big sisters / peer-to-peer gender-focused education program



The idea at the base of this approach is that the older girls support the younger ones psychologically, emotionally, mentally, physically and socially - within the school, the community and home environment. Each big sister mentors four younger sisters.

In order to enhance the skills and capacity development of big sisters, capacity development sessions on life skills education, mentoring, gender, community mobilization, adolescents' sexual and reproductive health (ASRH), child marriage, child protection and on self-esteem were organized for them. The approach was pioneered in GAN's *Sisters for Sister's Education in Nepal Program* in Lamjung and Surkhet and is newly introduced in *Partnership for Equity and Access in Kapilbastu* Project in Kapilbastu. In Kapilbastu, the concept of senior big sisters was also initiated. A total of 143 young women were mobilized as big sisters to directly support 862 marginalized little sisters.

4.2.3 Training on ASRH for big sisters and community mobilizers

ASRH training for trainers was conducted in Surkhet and Lamjung with the purpose of enhancing the knowledge of community mobilizers (CMs) and big sisters concerning comprehensive sexuality education, supporting them in delivering this knowledge to the big sisters, little sisters and other marginalized girls and boys. 59 community volunteers and CMs were present in the training as trainees.

After completing the training, its contents were cascaded to other big sisters and little sisters on a cluster basis. The knowledge and information gained by the big sisters was delivered to the little sisters. This was also a platform for the little sisters to discuss their adolescent experiences. 586 little sisters and big sisters were participated in the two days training.



4.2.4 Training in self-defence for little sisters

The training is delivered to 668 little sisters in 24 schools. These sessions were organized in collaboration with district police office and local level police unit to support for facilitation about the child protection basic principles and criminal issues. The participants reported that they were very happy to get this skills-based training. It also supported the participants in terms of their ability to protect themselves in different critical situations.

4.2.5 Literacy classes for parents, held by child clubs

Child clubs in Kapilbastu organized monthly two-hour literacy classes for parents in its 24 project schools. Local CSOs and project personnel facilitated the child club members to operate the classes. The activities sensitized parents about the importance of children attending school whilst also helping them access basic literacy. In return, every quarter, the CECG will organize practical lessons held by parents in the school on issues related to their jobs. This will facilitate synergy and stimulate constructive dialogue between parents and children. 272 parents (98 male and 174 female) participated in the 15 events. Child-led literacy classes were organized in 14 schools. The classes focused the parent's orientation on the importance of education, the need for children to attend school regularly, the role of parents towards their children in education, the importance of regular coordination with schools, and the need for school visits in order to see how children were performing.

4.2.6 School-based disaster risk reduction training

In the PEAK project, GAN organized municipal-level disaster risk reduction training at its project schools. 32 participants from 12 schools, four ward representatives and none CSO representatives

participated in this training. They gained skills and knowledge regarding the potential risk of disaster as well as the possible ways to reduce those risks in school, vicinity and community level. Participants were prepared in terms of their disaster risk reduction preparedness so that they could manage the necessary materials and reduce the potential risk.

4.2.7 Mentoring by big sisters to little sisters

Regular mentoring continues to 526 little sisters from 54 senior big sisters, 11 big sisters and 71 adult champions. 116 little sisters participated in the SEE examination. Regular coaching and mentoring supports them in a range of subjects. Big sisters have been regularly visiting the homes of little sisters in order to create a positive atmosphere, which could improve their performance in school and their feeling in the community. Following this regular coaching and mentoring support, little sisters' attendance rate gradually improved in schools, and they have also been recording better results in school-level exams. There have been particularly positive changes in those studying in class ten, who now feel able to freely express their views and raise their voice, especially where they find violence, abuse and discrimination.

4.2.8 Interaction between big sisters and little sisters

The big sisters and little sisters interaction program was conducted in 48 clusters of Lamjung and Surkhet. Interaction meetings were conducted in the respective project schools. The main purpose of the interaction was to ascertain the progress of the big sisters' mentoring and to gather feedback from the programme in an effective way. This year, orientation was given about ASRH so the little sisters could develop their understanding about menstruation and menstrual health management. An interaction meeting was also conducted to share the existing knowledge between big sisters and little sisters. In addition, to understand the impact of mentoring and to discuss the various social, family and school issues which directly or indirectly affect little sisters, and to support them in solving the problems being faced, was another aspect of the interaction. Identical interaction programmes were also carried out in five clusters of the PEAK project area in Kapilbastu.

4.2.9 Career orientation session

This session helped young people identify their positive qualities, attitudes and skills and to identify strategies and mechanisms which could help them further develop. Furthermore, career orientation was also provided, in terms of the knowledge and skills about how to develop CVs, cover letters for job vacancies and interview sessions. 24 events of this kind were organized.

4.2.10 Life skills and positive training to youths

Life skills training to 49 youths, volunteers and community leaders was conducted at Janakalyan CLC in the CPECP project area. The sessions were facilitated using different participatory methods, and focussed on areas such as self awareness, effective communication, problem solving, decision making, leadership development, facilitation skills and presentation skills. During the training, half a day of field work was included about how to use PRA tools for the practical implementation of the knowledge gained during the training.

4.2.11 Female role model visit

With the purpose of motivating and inspiring little sisters, a female role model visit and interaction programme was implemented in Lamjung and Surkhet districts. By listening to the success stories of female role models, the little sisters were able to gain knowledge about the importance of leadership, and also came to see how education is of crucial importance in their lives. 24 school events of this type were organized.

4.2.12 English and digital for girls education (EDGE)

The main concept of EDGE is to support adolescent girls in improving their language and digital skills through peer-led sessions. Through these sessions, marginalized girls were able to communicate in English and to use laptops and phablets for their digital skills. 291 little sisters and big sisters have been trained in digital and English skills, with 17 little sisters becoming group leaders.

4.2.13 Training of volleyball trainers

GAN organized a two-week training session for 10 young people about how to become volleyball trainers. Trainees were taught the basics of volleyball – skills such as physical fitness, digging, lifting, holding the ball properly, fingering and spiking. There was also net practice with local players in order to gain more knowledge and experience. Following the training, the trainees were also mobilized in project schools for regular sports training.

4.2.14 Support for community learning centres (CLC)

The CPECP project supported the CLCs in its project areas with materials for the smooth operation of its office/activities. These materials included a set of desktop computers, printers, table chair and mats for the meeting hall. This made it easier for the CLCs to implement their activities.

4.2.15 Annual planning for CLCs

A day-long workshop on CLC annual planning was conducted in Janakalyan CLC in the CPECP project area of Kathmandu. Participants representing CLCs and youth volunteers participated in the programme.

4.2.16 Orientation to CLC management committee and exposure visit

To support the effective management of the CLC, a day-long orientation about community learning centres, different ways in which they could be used, and the relevant government guidelines was held. This orientation was followed by an exposure visit to the best-performing CLC. The visit team composed of the deputy mayor, representatives of the education section and CLC members.

4.2.17 Children's event support

In collaboration with the CPECP project, two CLCs organized different children's competition events in their area. 93 participants were involved in these events. The organized events helped the CLCs in terms of visibility and in creating momentum to implement their annual plans.

4.3. Promoting Child Rights and Child Protection

4.3.1 Formation and mobilization of school child protection committees

As part of the PEAK project, 24 School Child Protection Committees (SCPC) or 179 members were formed in the project schools. The project team organized an induction meeting to orient schools as to the changing context of the federal structure with regards to child protection mechanisms at the school, ward and municipality levels. The participants were also oriented into child protection issues such as child marriage, child abuses and other related child protection issues. The committees continue to meet. Similarly, 5 SCPCs were formed in Kathmandu, with 47 people attending the programme.

4.3.2 Creation and training of child clubs

GAN's PEAK project formed and re-formed 24 child clubs (with 682 children) in its project schools. The activities undertaken included a one-day workshop on child participation and child rights, a three-day workshop on child club policy and management, code of conduct formulation and implementation,



planning, minutes writing, conduction of meeting and sharing role and responsibilities. Similarly, 48 review and planning events were also conducted in SFS project schools. The main purpose of this orientation was to ensure the right to participation and to strengthen the capacity of children by getting them involved in the running of the child clubs. Clubs in 14 CPECP schools and 11 Khelau Khelau schools were also created.

4.3.3 Supporting extra-curricular activities

Child clubs are conducting monthly meetings to discuss issues of interest and relevance to children. 24 clubs organized 127 events, including quizzes, sanitation rallies, gardening, dancing, drawing, poetry competitions and speeches. 2,659 students participated in these events. 14 further groups in CPECP project schools were supported in organizing 42 extra/co-curricular activities, involving 302 children.

4.3.4 Wall paintings related to child protection

With the aim of raising awareness about child protection issues and the importance of quality education, mural drawing on these topics were organized by the Khelau Khelau project, involving around 150 children. The drawings, which also create a more positive school environment, express messages on topics including gender equality, child protection, the importance of sports and health and different national emblems. The children were supported in their mural creation by professional artists.



4.3.5 Tiffin box and water bottle support for ECD children

216 ECD children were supported with a tiffin box by the CPECP project. Parents were involved in this process, and had to come to school to receive the box. Prior to the distribution, an interaction session was conducted with parents about importance of homemade lunch for their children.

4.3.6 Workshop for child club facilitator teachers on child club reformation and mobilization

CPECP project schools have been reforming child clubs in schools, but it was noticed that this was not in line with the new government guidelines. As such, a day-long workshop for child club facilitator teachers was organized, focusing on child club reformation and mobilization. 19 beneficiaries from the project area and eight other teachers participated.

4.4 Governance Improvement

4.4.1 PTA Training to conduct social audit

PTA training at the school level for conducting a social audit was delivered in 12 schools in Lamjung and Surkhet. Prior to this training, participants were not aware about the process or their responsibilities. Following the training, the participants could carry out social audits in their respective schools. Similarly, the PEAK project facilitated the reform of SMCs / PTAs in 24 schools. During the reformation, the roles and responsibilities of the committee were also shared. As a result, those committees met quarterly in order to report on those students at risk or dropout, and how they could provide additional support.

4.4.2 Cluster-wise sharing meeting of SMC/PTA

With the objective of sharing good practices of schools between schools in Sankharapur Municipality, the CPECP project organized a cluster-wise sharing meeting of the SMC/PTA. During the meeting, participants shared both good practices being practiced in their schools along with the challenges. Points discussed included the banning of junk food, special religious events, income generation, mother's group interaction and e-attendance initiation.

4.4.3 Social audit of projects

A social audit of the PEAK and CPECP projects was carried out. In Kapilbastu, this comprised the concerned authorities and stakeholders being informed about the project intervention, activities, progress, challenges, budget and expenditure, as well as operational expenditure. The purpose of this was to increase accountability, transparency and good governance, and to gain the commitment and support of the stakeholders, thereby increasing the effectiveness and quality of activities. 84 stakeholders were present. Similarly, a social audit of CPECP was also carried out in the project area. Participants from schools, child clubs and the wider community participated.

4.4.4 Formulation/ revision of SIP

As part of the GAN PEAK project, 24 project implementation schools revised their school improvement plans with relevant stakeholders. This ensured the participation and involvement of stakeholders in planning, implementing and improving the overall activities undertaken by schools. This promotes the participation of SMC/PTA, child clubs, students and other relevant stakeholders in the planning and decision making process, thereby ensuring good governance.

4.4.5 Preparing and displaying a code of conduct

Schools developed a code of conduct by themselves, with GAN support, which was then displayed in the school. This was perceived as a positive step, as a joint process between students and teachers.

4.4.6 Training in leadership, governance and management

The PEAK project had three days training in good governance and leadership / management for SMC/PTA members and local government representatives. 29 participants received training. Highlights of the training included focussing on the role and responsibilities of actors of school, team building, strategic planning, decision making, audit and accountability, and SIP development / implementation.

4.4.7 Community participation in validating DOE tools for learning achievement

GAN organized and implemented learning achievement test and Early Grade Reading Assessment (EGRA) administration in its 24 project schools of Kapilbastu district. A set of tools for each test was administered. 24 enumerators were selected and trained for the assessment. The administration was conducted with technical support from the Education Review Office (ERO) and district education office.

4.5. Parenting Education

4.5.1 Formation and capacity development of CECG

Child Education Concern Groups (CECG) are the dedicated group of parents responsible for the close coordination and monitoring of school activities, bridging the school and community. To enhance the capacity of CECG members, training in parental awareness was given. The main contents included child rights and responsibilities, parents rights and responsibilities, awareness on roles and responsibilities of SMC/PTA, child health and hygiene, community sanitation and educational issues.

After the training, CECGs organized different school visit events, sanitation rallies, cleanliness campaigns with close collaboration with local government. 1,832 parents engaged in these trainings.

4.5.2 Parent / teacher day celebration

28 parents/teacher day celebration events were organized during the period, involving some 779 participants including parents, SMC, PTA members, CECG members, teachers, ECD facilitators, students and elected representatives. During the events, parents who visited schools at least three times a year to consult teachers about the performance of their children received awards. Teachers received awards on the basis of school recommendations.

4.5.3 Orientation to little sister's parents on child protection and positive discipline

Orientation to little sister's parents on child protection and positive discipline had been completed in all clusters of the Sisters For Sisters Education Project. Since parents are the main role model to their children, they need to be good guides in terms of influencing and motivating their children and to deal with issues which arise. 609 parents, little sisters, big sisters, teachers and other stakeholders participated in these events.

4.5.4 Bi-annual little sisters' parents' meeting

In 24 schools in Lamjung and Surkhet, 873 parents, teachers, students, community volunteers and other stakeholders participated in the little sisters' parents' biannual meeting. These events provided a platform for all these stakeholders to discuss education, and to orient parents in terms of their roles and responsibilities. This included the creation of a code of conduct for parents and little sisters. During the meeting, it became clear that regular mentoring has increased the attendance of little sisters at school.

4.5.5 Chautari discussion facilitation

In the year, a total of 8 *chautari* discussions were organized by CPECP project in Kathmandu, where they could focus on community issues. These topics included discussion about the role and importance of CLCs, WASH, the effects of junk food, female empowerment, and local government planning processes. 155 local people participated.

4.5.6 Orientation to parents in schools on a range of issues

An orientation programme for 331 parents from ECD to Grade 5 was conducted in 14 schools of the CPECP project in Kathmandu. A range of issues related to parents and their roles for the improvement of children's lives were covered. The programme was organized by ECD facilitators and supported by project personnel. One major topic was the impact of junk food on children's health. At the end of the orientation, parents agreed that they won't send junk food along their child to the school.

4.6. Gender and equity

4.6.1 Gender sensitization class

GAN's Khelau Khelau project has been organizing gender sensitization classes in its project schools and community since its inception. The main objective is to enhance knowledge of students/community people with regards to gender issues. Several different tools, including



orientation, drama and rallies were used. 400 people have, to date, participated in these classes.

4.6.2 Second Khelau Khelau league

The second Khelau Khelau league was successfully organized between the 11 schools in Lalitpur involved in the project. The league was organized by local youth group partners. The league was presented, and celebrated as a commitment to gender equality, with the games taking place in a mixed format. 143 students directly participated in the programme.

4.6.3 Regular sports training

The Khelau Khelau project in Lalitpur had used sports as the vehicle to create a gender-friendly and child-friendly school environment in its project schools. As such, regular sports training in volleyball and badminton have been carried out by sports teachers in those schools. During the training, both girls and boys are engaged. On average, 45 students participate in the training in each school.



4.6.4 School events

School events were organized in Lamjung and Surkhet with the purpose of promoting gender equality and equity between students at school through extra-curricular activities. Different activities such as girls football, mixed-team volleyball, quiz competitions, dance competitions and handwriting competitions were held in schools.

4.6.5 Community dialogues and community level campaigns

73 community-level dialogues were organized in communities in Lamjung and Surkhet. These events were targeted at involving community volunteers in awareness-raising activities, self-esteem, school enrolment and other related issues. In the school enrolment dialogues, the role of parents in quality education was discussed thoroughly. The importance and significance of educational rights and the role of parents in assuring these educational rights was discussed. Community-level campaigns were also conducted on different special days such as Children days, World Health day, International Women's day and so on. Similarly, Menstruation Hygiene Day was also celebrated in all 24 communities.

4.6.6 Dignified menstrual research

Dignity Without Danger (DWD) a research project carried out in collaboration with the Central Department of Sociology, Tribhuvan University, Liverpool John Moore University, and SOAS University of London along with Global Action Nepal as a Lead organization is conducting a research on women's right to sexual and reproductive health and dignity. The study will explore the origin, diversity and impact of social, cultural and religious menstrual practices in Nepal which deny women and girls the right to a healthy and dignified menstruation. The Research will be conducted in 13 districts of seven provinces with the support of six partner organizations.

4.7 Policy dialogue

4.7.1 Interaction programme with districts, province and national level education stakeholders for quality education

In the PEAK project, GAN organized an event interaction programme with 71 district, provincial and federal level stakeholders to support them in the policy making process in education and child protection at the local level. During the dialogue, national level experts in education, law makers and national media participated. At the province level, a representative from Ministry of Social Development (education department) was present. Different issues of quality education such as allocation of low budget in education, low numbers of teachers in schools in comparison of students, and infrastructure were discussed. In order to promote quality education in district, stakeholders agreed that these issues must be solved from policy level. The issues raised during the interaction will be incorporated into the education development plan and policymaking processes of rural municipalities.



4.7.2 Teachers can make a difference

An interaction program that stated ‘teachers can make a difference’ was organized by the PEAK Project in Kapilbastu. The main aim of the event was to value the teachers’ role in the rural municipalities, communities and schools. In the event, national experts in education, law makers and national media exchanged their ideas with local authorities, teachers and stakeholders at the district level. A realization video about good teaching was presented during the event. The video was prepared by children themselves, with adults only facilitating the process.

4.7.3 MPAC meeting

A municipal level project advisory committee (MPAC) meeting was organized by the CPECP project in Kathmandu. Representatives of different stakeholders participated in the programme, where they discussed about the project’s achievements and challenges. The programme was organized under the chairmanship of the municipality mayor.

4.7.4 Orientation of child-friendly local governance

Child-friendly local governance (CFLG) seeks to put children at the core of the development agenda of local bodies, at the district, municipal and rural municipal level. It promotes collaborative planning for children from the bottom-up, and ensures the participation of children in these processes so that their voices are genuinely heard. Implemented by the Ministry for Federal Affairs and Local Development with technical support from other development agencies, CFLG not only provides voices for children but also the ears for adults to listen to those voices. The main purpose of this orientation program was to make local bodies aware of basic CFLG concepts. 146 participants were in the programme, from the 11 palikas of Lamjung and Surkhet.

4.7.5 Strengthen gender focal persons and complaint response mechanism at school level

Training for gender focal persons and complaint response mechanisms was conducted to address the complaints at schools. This can help strengthen girls’ education. This also ensures that schools are accountable to all stakeholders. Every month complaints were discussed by relevant stakeholders, and

acted upon appropriately. This can indirectly contribute to increasing the attendance level of students. The event was carried out in all 24 'sisters for sisters' education project schools.

5. Challenges

- The political restructuring was the main challenge observed in all of the project areas as most of the local level institutions were still not clear about their roles.
- There was a need to get approvals from all of the RM/Ms for implementation of project activities, which caused delays in implementing project activities.
- The shifting of district level related offices to municipal levels. However, the structures were not still well established at those levels.
- There as no regular support from the focal teachers in sport training and other activities due to the lack of provision of additional benefit or time contributed outside of school hours.

Annex 1

Stuck between Education and Economy

Laxmi Sunar, 16, is one of the Little Sisters in the Sisters For Sisters Education Project. She is from Bheri Ma. Vi, Ranighat, Surkhet. She was studying in class 7, when the Sisters For Sisters Education Project was implemented in her school in 2014. She is from a poor family background, with her family working in agriculture and manual work. She used to be irregular at school because she had to help her mother in household chores. Sita BK, her big sister, visited her and her family and discussed about her low performance in her studies, which lead to her family supporting her much more. Slowly and gradually she improved her studies, eventually passing her SEE examination with GPA 2.25 from Bheri Ma Vi Ranighat.



After SEE, she wanted to attend the local technical college, but her economic condition compelled her to join grade 11 at Bijesgwori ma Vi, Pagma. Since she was a bright student, she applied for a Junior Technician Computer scholarship at Birendranager Municipality, and her hard work paid off as she received the scholarship. Her teachers remember her as a remarkable student who used to participate in all the activities organized by the school and other organizations. Ratan Buda, Principal from Bheri Ma. Vi recalls, ***"She was one of the best students of our school. She used to actively participate in different Extra Curricular Activities. With the encouragement of Big sisters, she became a child club and Red Cross member and decided to work for the children."***

Laxmi is one of the most hardworking and disciplined students in her school. Due to her performance, she was also a Peer Group Leader at English and Digital for Girls Education clubs for 2 months but had to discontinue due to her studies in Birendranagar. Sita BK, Laxmi's BS says, ***"Now she is struggling to study in Birendranagar due to financial issues. It will be helpful if the organization could help her to continue her studies by providing her financial support"***.

Laxmi shares her success to the support by Global Action Nepal and admits that if only she hadn't come this far in her academic career, she would have married in a young age. She wants to keep moving ahead in her studies and fulfil her dreams. She adds, ***"It's hard for me to fulfil my dreams now as my family cannot support me financially to study JCT staying in Birendranagar. I don't need to pay for my college bills but staying far from home, I must pay for accommodation and there are basic expenses which I am unable to manage here. So, to continue my studies, I am hoping for further support from the organization"***.

Her mother adds the same. The family is struggling to pay the rent and daily expenses for Laxmi in Birendranagar. Laxmi is also searching for a part time job to manage her expenses but all in vain. She adds, ***"After being the Little Sister my daughter have really improved in every single aspect. But after SEE, Laxmi wants to continue her studies staying in Birendranagar but due to the family's economic condition I can't help her. It costs 4000-5000 per month for her to study in Birendranagar. She is searching for part time job for her to manage her expenses, but she couldn't find any. GAN has helped her a lot before, so it would be so helpful for us if the organization could help her until she finds a job"***.

Annex 2

Tipper Loader Boy, Now a Student

Santa Bahadur Pakhrin is a 12 years-old boy living in Shankharapur -3, Pakhrintol with his father Min Bahadur Pakhrin, a 48-year-old construction worker. His mother died when he was seven. He has two elder brothers, Bir Bahadur (20) and Bishnu (18), and two sisters, Saraswoti (19) and Puka (9).

Santa was working as a child labourer from 2074 Ashoj to 2075 Magh (September 2017 to January 2018) for a tipper owner, as a materials loader. Before this, he was going to school, albeit on an irregular basis. When a GAN community mobilizer, Paban Waiba, came to know about this situation, he visited Santa's home many times, trying to counsel him, but in vain. Finally, Paban went to talk with Santa into his working place. When Paban met and talked to Santa about leaving school, Santa gave his reasons. He thought that money was more important than education, and so started to work. Once his brother noticed that Santa was not going to school, he said "If you don't want to study, stop going to school and focus on work; you do not need to go to school". He was also scolded by his older brother, which was another reason for his leaving the school.

Despite this, he was still interested in studying. Paban asked whether he was still interested in studying. Santa said he was: "If this can happen, I will commit to going to school." Paban then visited Santa's home and talked to his family members about the issue. Santa's elder brother was very strict towards Santa because of his previous irregularity at school, and was worried about sending him to school again. He said that "It is his choice, let him do his work otherwise he must be regular in the school and focus on study. I will manage his all costs for study if he goes to school but he should be going regularly." Eventually, all the family members agreed that Santa could return to school. Santa was also counselled by the head teacher of Shiladevi Basic School, and they provided support (e.g. school clothes) as best they could. Santa was happy to return, and participated in the final examination of grade 5 in 2075 BS. Now, Santa has been enrolled in grade 6 in Shiladevi Basic School.

Santa now says that "I will be a engineer of the road where I worked as a loader of the tripper", with his headteacher adding "a child labourer came back as a student, changed his mentality towards studying, which is very good for both us and him."



Some glimpse of interventions



Little sister Self defence training in Lamjung



Collaborative peer learning among adolescent girls



Mentoring little sister



Enabling Head Teachers through training



Children engaged in sports for positive change



Discussing on problems from school complain box