



Global Action Nepal

ANNUAL REPORT

2019 – 2020



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From Director's Desk



It is my immense pleasure to bring this annual report 2019-2020 out to the public with full of enthusiasm even in this COVID-19 challenging Era. We could work only eight months on a full fledge and had to move to virtually for four months in three districts of Nepal including Lalitpur, Lamjung and Surkhet.

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

The major interventions of the organization for this year has been continuation of previous year's project giving efforts on classroom transformation-Learning focus, Child participation and protection, gender equality, bringing out of school children inside school and retaining them with dignity, Youth empowerment particularly girls through Sister for Sister Education Transition Project (SfSTE), Community Participation for Education and Child Protection (CPECP), Equal Opportunity for All and Partnership for Equity and Access in Kapilvastu (PEAK) project.

The organization also conducted and manages researches on dignity without dangers, Bricks on the wall, self-defense and Youth Action Research.

The annual report has included Projects in brief and its interventions/achievements thematic wise.

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 children and adolescents for breaking the mind-set and being active in learning activities in and outside the classroom. I highly admire those little sisters who refused to get married in early age with the support of big sisters.

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, local government, Resource persons who extends their hands together in the journey of bringing positive change in the community.

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.

Mr. B. K. Shrestha
Founder /Director
Global action Nepal

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 the marginalized people through promoting quality education, equity, human rights and lifelong learning by *"Putting Children at the Center"* and applying a sustainable holistic development approach whilst engaging all stakeholders meaningfully for social transformation. It believes that children are the first, they are the present and the future of the country and they are the means through which many real changes comes about.

GAN has been an educational arm to the nation building since its inception, has continually been working to improve the best sought educational situation through innovative approaches. GAN has taken small but strategic steps to bring quality learning inside the classroom and be the part of the team player of the government of Nepal. GAN's program has tailored as per the SSDP's key dimensions based on Sustainable Development Goal (SDG) four and five .

The SSDP's theory of change is based on strengthening the school education sector in its core dimensions, through a number of key result areas within and across these dimensions, in order for the SSDP to achieve its goal, these dimensions are:

I. Equity: To ensure that the education system is inclusive and equitable in terms of access, participation and learning outcomes, with a special focus on reducing disparities among and between groups having the lowest levels of access, participation and learning outcomes.

II. Quality: To increase students' learning through enhancing the relevance and quality of the learning environment, the curriculum, teaching and learning materials (including textbooks), teaching methods, assessment and examinations.

III. Efficiency: To strengthen and reorient governance and management systems in the education sector to make them robust and accountable to local governments while assuring agreed overall minimum standards in teaching and learning processes and the learning environment.

IV. Governance and management: To accommodate the political and administrative restructuring of the education sector in line with the identified needs and the federal context and to ensure sustainable financing and strong financial management by introducing a cost-sharing modality between central, provincial, and local governments.

V. Resilience: To mainstream comprehensive school safety and disaster risk reduction in the education sector by strengthening school-level disaster management and resilience amongst schools, students and communities and to ensure that schools are protected from conflict.

GAN focused its efforts strengthening the equity and quality in the education sector focusing girls from educationally deprived groups so that they can participate equally and attain equitable results. GAN projects designed and implemented such a way that all children have equitable access, equitable participation so that children particularly girls can participate equally and leading to equitable attainments.

GAN advocating and lobbying for access to quality education for all since its inception having an advocacy statement such as *"Quality Learning is more than simply going to school, it depends on a minimal level of child friendly and safe learning environment, Creative interactive teaching*

learning opportunity and research based learning, life skills development, engaging themselves in extra-curricular activities at school which can be base to prepare children for the changing society. Such minimal provisions at school are prerequisite for holistic development which is vital to narrow down the gaps between "haves and have not's" so as to create an equitable society in long run"

GAN desires for all the children to receive quality learning opportunities for confident build up and develop into citizens with good values and attitudes towards themselves and others. As an organization GAN has following Vision , Mission and objectives:

1. Vision

'An equitable, sustained just society'

Mission

To improve quality life of unreached people, promoting human rights and lifelong learning

Objective

- To improve the quality and relevance of basic school education
- To carry out research and advocacy in education and health related sector.
- To ensure inclusion, access and equity in all children for basic health and education.
- To develop social and emotional life skills of children and youth
- To promote volunteerism, exchange of culture through international and national volunteers' involvement in the development process.
- To promote protection of and human rights focusing child and women.

The narrative report has included in two sections brief project wise activities and interventions and thematic wise contribution

Projects (2019-2020)

1. Sister for Sister Education Transition Project (SfEST) – Lamjung and Surkhet
2. Community Participation in Education
3. PEAK
4. Equal Opportunity for All - Lalitpur
 - Play for change
 - Child Bright Future
 - Teachers Mobile Clinic

Projects in Brief

Completed Projects in 2020

1. Community Participation for Education and Child Protection (CPECP)

Partner : *We World Onlus*
Project Period : *May 25, 2016 to May 24, 2019 (Extended to Nov. 2019)*
Project Area : *Sankharapur Municipality ward 1-4, (Nanglebhare & Lapsephedi)*
Thematic Area : *Education*
Target beneficiaries : *Students, child club members, SMC,PTA, H./teacher and parents of 4 wards.(4498)*

Over all Objective

The overall objective of the project is to contribute towards accessing quality ECD and primary education as mentioned in SSRP

Specific objective

To create participatory management and good governance, child friendly physical infrastructure and participatory, interactive and joyful teaching learning environment in 14 schools of Shankharapur Municipality ward 1 to 4.

Major Achievements of the Project

- a. Child friendly classroom :
 - a. One classroom of each 10 schools (Baljyoti, Ratomate, Pokharichaur, Suryajyoti, Mahendra, Bhubaneswor, Shiladevi basic schools and Chapabot, Sarada, Kalikasharan secondary schools) have been set up with carpet, p-form in the ground and decorated with cushion, colorful low height table including white board. From this setting up of classroom, students of those grade (grade One) have got some joyful, healthy and better classrooms supported which has created a better learning environment as well.
- b. Children Club:

9 child groups and 5 child clubs are formed in schools and actively working in schools to increase their participation through different 41 extra/ co-curricular activities supported from the project in the first year.
- c. Learning Achievements

Average learning achievement of 14 schools of up to grade 5 has increased by 3.37% in this year 2017 comparing to the previous (baseline) year 2016. Among 14 schools, learning achievement have increased by 0.18% to 10.74% of 11 schools. Schools whose learning achievement have improved are Baljyoti Basic, Ratomate Basic, Chhapabot Secondary, Pokharichaur Basic, Sarada Secondary, Mahendra Basic, Bhubaneswor Basic, Kalikasharan Secondary, Devi Basic and Shiladevi Basic schools.
- d. Number of teachers trained : 142 (95 Male; 47 Female)
- e. Number of PTA benefited: 200 (168 Male; 32 Female) out of 280 Members.
- f. Construction

- a. School renovation: in 8 schools (truss and RCC building renovation in 4 schools, fencing, toilet renovation, land protection in 4 schools).
- b. Two truss buildings as one room ECD building. Two room truss building
- c. Two Community Learning Centre

2. Partnership for Equity and Access in Kapilbastu (PEAK)

Project Period (2016 September -2020 Feb)

Overall Objectives

To contribute to achieve Universal Basic Education in Nepal through the enhanced participation of local Civil Society Organizations (CSOs) in the decision making and management of quality Basic Education services.

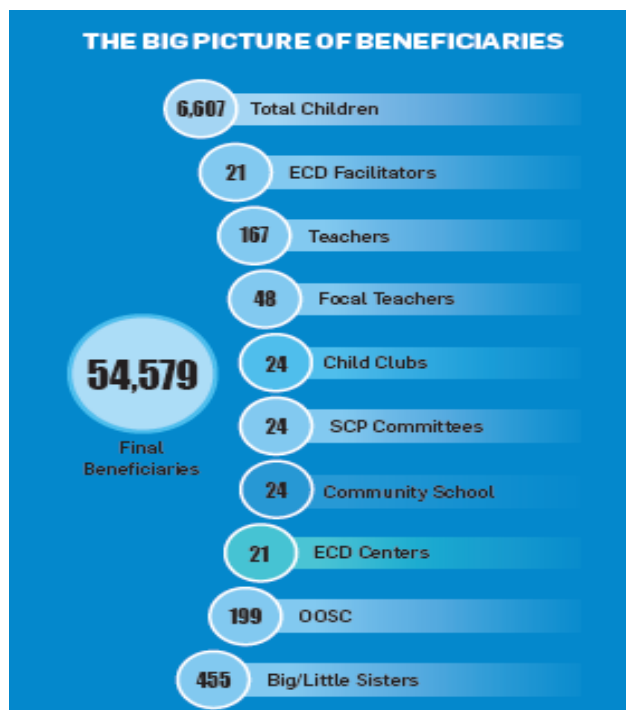
Specific Objectives

To contribute to achieve **Universal Basic Education** in Nepal through the enhanced **participation of local Civil Society Organizations (CSOs)** in the decision making and management of quality Basic Education services. □ To strengthen coordination mechanism among local government, CSOs and local communities and to advocate for enhanced equity in basic education at district and national level;

Collaborative Partners: European Union and We World (Lead Partner)

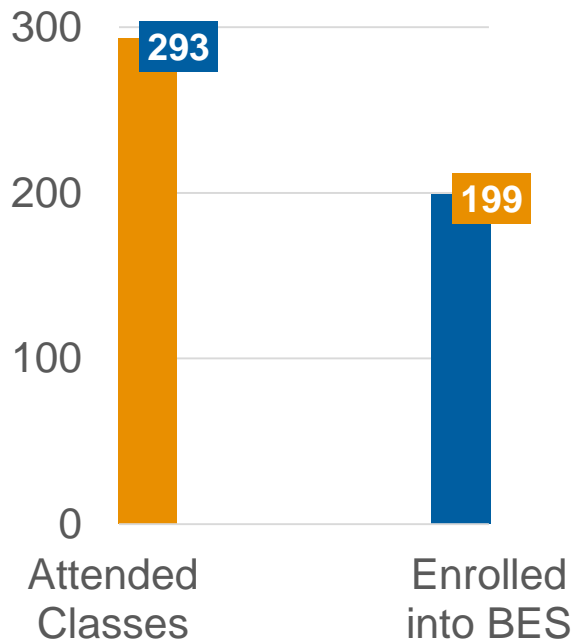
Project Period : September 2016 – 2020 February

Location: 8 VDCs of Kapilvastu district

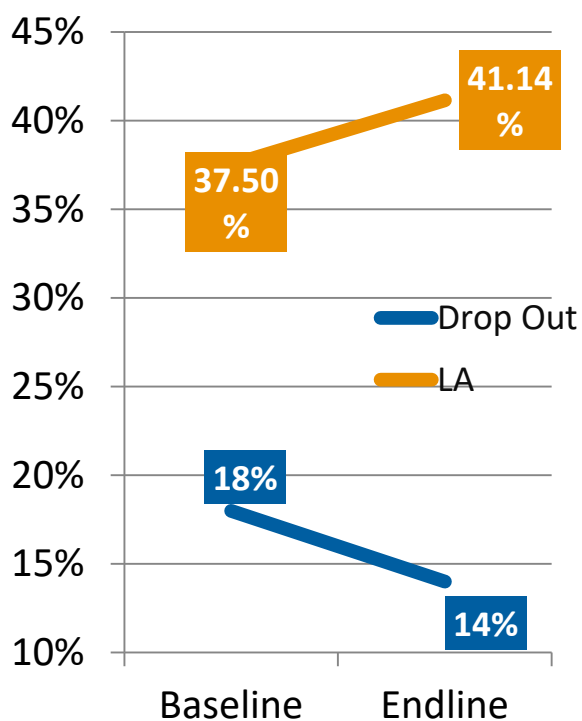


Major Achievements of the project

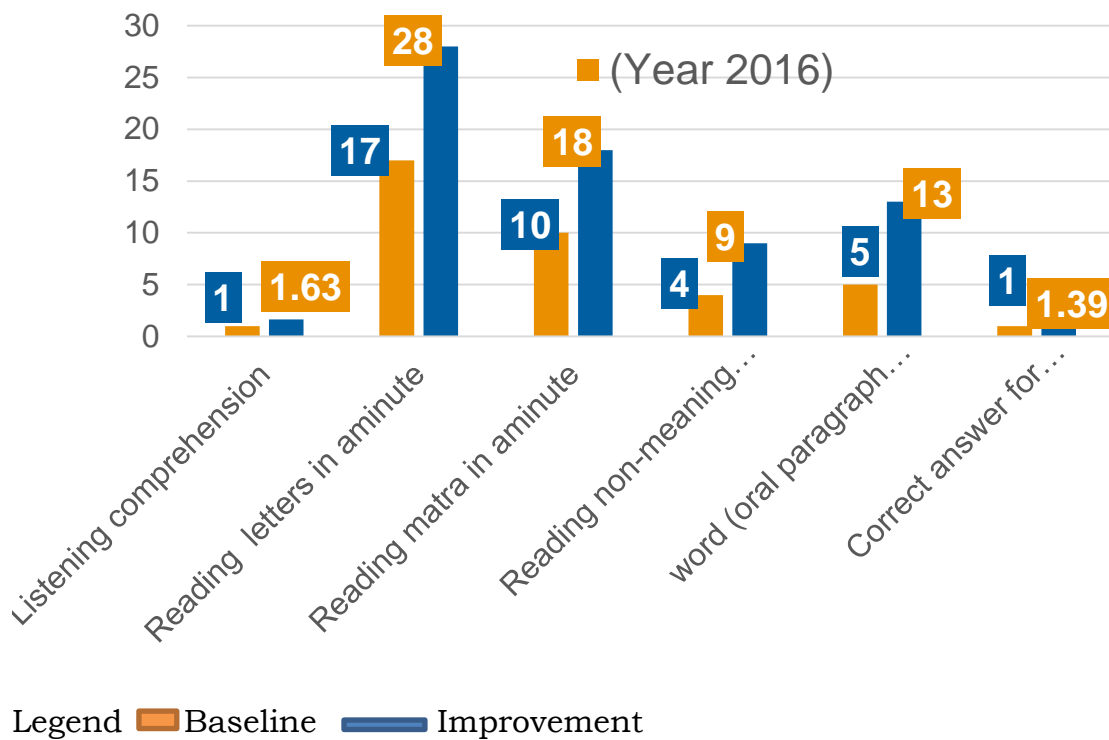
i. Brought out of school children to Basic Education System



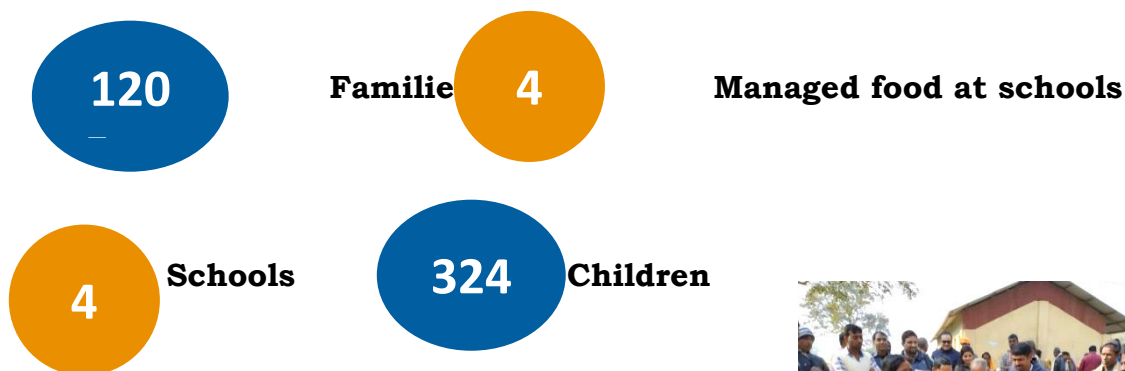
ii Reduced dropout – increase Learning Achievements



iii Early Grade Reading Assessment



iv Income Generation beneficiaries



Ongoing projects

3. Sisters for Sisters' Education Transition Project

Project goal and overall objective

To enable the girls to complete a full cycle of education to grade 8 and demonstrate learning of marginalized girls through by enrolling, retaining them in school and increasing their attendance rate.

- **Funding Partner:** DFID / VSO
- **Project duration:** 3 year
- **Starts date:** April 2017
- **Project End date:** March 2021
- **Location:** Lamjung and Surkhet

Beneficiaries:

640 little sisters girls (form grade 4 to 6 form 24 schools), 940 learning support class student (grade 1 to 3, age 6 to 9 form 24 target schools), 24 treatment school teachers, SMC, PTA and 30000 girls students form 24 school of two districts, 24 school catchment areas, parents and community members

Major intervention:

1. Access to Quality education

a. Training for Teachers

21 School level teacher training events were conducted focusing on the improvement in the quality of lessons, to be more inclusive, challenging, and teachers are better at responding to students' needs. Teachers' professional development has been best supported in schools, by staffs that have an existing relationship with teachers. In total 400 teachers from 21 schools participated in training at a school level training. The modality was adapted to enable the whole staff participate in the learning process rather than relying on cascade method; means we have been able to reach more than four times as many teaching staff with new techniques. This means more children are receiving better lessons, there is a sustained change to the schools' teaching practice, and it is more likely new teachers will adopt improved strategies.

b. Teachers Clinic

- c. The implementation of teacher clinic for the betterment of the teaching and learning process at Schools and for the development of child friendly learning process and support to the teacher with identification of the gap on learning process. The gap identifies from the consultation with the teachers of respective Schools and support then as per the identifying these gap for the teaching learning process which was implementing by the teacher at their Schools.

d. Learning support Class

- e. Learning Support Classes has just started in 24 project implementation districts in Lamjung and Surkhet district benefiting 1785 boys and girls.. The classes have started as per the necessities of the schools and as per the discussion with the head teachers of the school. This year only 2 classes for each school has been provisioned. However in Khudi, 2 extra classes have been provisioned as per the request from the schools. These learning support classes were started in order to support the most marginalized students, but the school has adapted as the regular tuition classes.

2. Lifelong Learning and Life Skills development

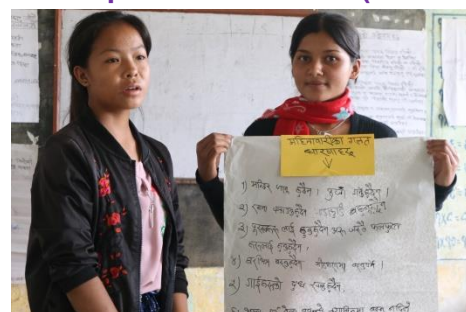
a. Capacity development of big sisters

53 senior big sisters (community volunteers) participated in 2 training events organized in Lamjung and Surkhet districts. The training had been designed on the need based capacity development of senior big sisters. The training started with identifying the training need collection during the first day of the training and plan rest of training day as per their demand. Basic concept refresher on mentoring and its process has plan for the first day.

The training has been plan for 3 days with full of interactive and participatory tools to delivery the contents. As per the design and plan the training was carried out with various interactive and participatory tools during the facilitation of training contents. Training management activities, documentation, and evaluation has been also included in this training for effective delivery. The energizers and icebreaker were also loaded in the entire training facilitation.

b. Cascade Training on Adolescents Youth Sexual and Reproductive health (AYSRH)

With the coordination of the health post and professional health worker, a one day orientation on AYSRH was conducted in 24 catchment schools where students (boys and girls) from grade 7-10 benefited from lessons around reproductive health system, adolescence, physical mental and emotional changes. This provided an opportunity for them to share their problems.



c. Training Little sisters on child protection and self defense

The main purpose of self-defense the concept of both child protection and self-defence were delivered to the school's girls to enhance the knowledge and skills the technique of self-defense for protecting themselves while they are in high risk in different kind of abuse. In our project implementing schools approx 1093 students; both boys and girls, benefited from this training. The events were organized in collaboration with District

police office and local level police unit to support us for facilitation about the child protection basic principles and criminal issues. The participants were happy for getting such training from the skills full consonant and it also helped them for such a critical situation of protection and they have developed their confidence level and school also happy for this training. They were able to gain knowledge and skills about the child protection and 7th self defense technique and this technique will help them for their own protection.

d. Mentoring

535 Little sisters have been mentored by 53 Senior/Big Sisters following the implementation of the mentoring manual. Regular Individual and Group mentoring support provided by with support from Adult Champions in 24 treatment schools. Group Mentoring & individual mentoring is being conducted to little sisters as per need where discussions revolve on study skills and exam performance, ASRH, MHM, family relationship, School relationship.

Confidence among Marginalized girls has increased through regular mentoring which was visible and evident during the high level visit of Baroness Sugg(UK under secretary of parliament of DFID) visit to Khad Devi Secondary school, Chaurase, Surkhet.

e. Career Orientation for Big and little sisters

Career Orientation/ Orientation on successful transition session was delivered to the school students focusing on SEE preparing students. The workshop was all about Strength Week Opportunity and Time (SWOT) analysis and preparing own action plan setting their aims and also includes the information regarding School Ending Examination (SEE) grade (GPA) and eligible subject area or the scope after SEE.

f. Digital literacy

British Council EDGE project has trained over 24 Senior Big Sisters and 4 Big sisters and 48 Little Sisters to be Peer Group Leaders. The trained young girls facilitate English, digital and life skills sessions for 539 community girls using the EDGE club materials. Regular observation and monitoring by district staff using a coaching model has ensured timely adaptation to improve implementation (for example, successfully adopting a peer led, rather than teach-model approach, increasing interactive games, and removing hierarchy within the clubs). Bi-annual monitoring, evaluation and refresher training by the British Council, GAN staff and International Volunteers has resulted in specific interventions to overcome issues. During the visit the good impact of club has been seen. During the visit we found that the members are doing well in digital skills they can work on MS word and PowerPoint. In some of the clubs members can communicate in English with their friends. Overall impact of club is seen good to the members to develop English, Digital and social skills.

3. Promoting Child rights

Review planning and orientation for child clubs

48 events of Review and planning and orientation of child clubs was conducted in all treatment schools. The main purpose of this orientation was to ensure the right of child participation and to strengthen the capacity of children through participation of children in various school levels child clubs. During these child club capacity building events, the demand from the students were collected regarding the materials they need to continue their activities, and such materials were provided to 12 child clubs in Surkhet district.

4. Governance

a. Local Government

Global Action Nepal supported in coordination and collaboration with the municipalities in Lamjung and Surkhet in development of the Municipal Education Plan and Municipal Child Rights Promotion and Child Protection Policy. First drafts of the Child Rights Promotion and Child Protection Policies have been developed in Marsyangdi RM and Madhya Nepal RM in Lamjung district and Gurbakot Municipality, Bheriganga Municipality and Lekbesi Municipality with the technical support from SFSE-II team. Once the policies are approved by the Municipal Legislative body, all wards will be able to form their Child Protection Committees and such committees will be able to conduct activities focusing children with the ward budget.

Similarly, initial workshop on development of Municipal education plan has been conducted in all 5 SFSE-II working municipalities in Surkhet district and 3 Rural/Municipalities; Kwohasothar, Besisahar and Marsyangdi in Lamjung district.

b. School Improvement Plan

Supported 23 schools in revising SIP, formulating SIP, conducted inclusive workshop where the parents and students got opportunity to raise their concern. SIP formulation included the active participation from SMC, PTA, teachers, parents, students, local representatives and education professionals. Sharada SS, Chinchu in Surkhet didn't review their SIP due to the absence of the SMC.

5. Advocacy

Capacity development of the CRM committees and regular meetings with the CRM committee continued in coordination of School, SMC, child club and GAN where regular follow up meeting had developed a trained among teachers and students to raise their voice for the positive change.

Rural/Municipalities in Lamjung and Surkhet have found the practice of complaint response mechanism in the SFSE-II implementing schools as a positive initiative and have requested for technical support from the project teams. Orientation on CRM for the Head Teachers from Lekbesi Municipality, Barahtal RM, and Gurbakot Municipality in Surkhet district and Besisashar Municipality and Sundarbazaar Municipality were organized by the respective palikas and technically supported by Global Action Nepal.

6 Gender and Equity

a School events

School events have been an integral part of the capacity building of the young boys and girls. The school events are conducted throughout the year in leadership of the child clubs from the schools. The child club members take support from the teachers and other students in conducting such event. These events specially focus on quiz contest, speech contest, volleyball and other sports. These sports events have been utilized by the students to even practice for the Palika, district and National level Presidents cups.

b Community dialogue and Campaign

In 2019/20; 85 community level dialogue and campaign events were conducted in 24 communities in Lamjung and Surkhet districts in coordinating and collaboration with stakeholders. The stakeholders in the local and municipal level have participated in such events and have provided valuable feedback for the better implementation of the project. Communication dialogues have been focused in the relevant social issues such as Child

Marriage, Social Media Abuse, Drug Abuse, etc. These events were conducted in leadership with the students of the same school and lead by the Big sister and community mobilizers. Through such community level events, adolescent girls, youth and young women have been practicing their facilitation, communication, inter-personal relationships and other skills.

Equal opportunity for All , Lalipur



1.

Khelau-Khelau Project supported is being implemented from 2015 in Lamjung District and replicated in Lalitpur district from 2018 with the aim of creating a conducive learning environment for gender equity and to provide access to quality education by providing sport facilities to schools and communities for children's physical, mental and emotional health development within the district. It also focuses on parents' participation in schools through different outdoor sports materials like outdoor gymnastics etc.

Objectives

- To motivate students, especially girls to be pro-active and think positive
- To provide the concept of life skills to the students
- To make the students physically, mentally and emotionally fit that can be helpful in their studies
- To reduce dropout ratio in schools
- To empower women and girl students
- To provide sport facilities by providing outdoor gymnasium materials.

Project Period : 2017 – 2020 July

1. Achievements

- a) The project was well received by the local government. So with technical support from GAN, Lalitpur Metropolitan City ward # 22 had allocated budget for the establishment of community out door gym. Likewise, the municipality had allocated budget for the activities related to children.
- b) Good rapport and coordination was made with Nepal Sports Council and Nepal Badminton Association. The both sports association had technically supported the project and also committed to support in the future days as well.

- c) In SN 09, it was found that, only because of the sports, the dropped out student had rejoined in the school
- d) The huge numbers of students showed their interest during sport club formation and its reformation. So, the project staffs get very difficulty in choosing the representatives for executive committee.
- e) Members of sports club had started to raise their monthly fee to sustain their sports activities. They had also collected the monthly fee from the teachers as well which supported in sustaining the sports activities in each school
- f) Participation of Girls in sports are dramatically increased after the training in both badminton and volleyball
- g) 12 sport teachers are equipped with full skills of Badminton and Volleyball through
- h) 1748 students get directly benefited from the activities being organized by the project.

2. Challenges

- a) The high expectation from the schools. Most of the schools expected for the support in improvements in infrastructures. High number of sports materials. But gradually, due to implementation of activities, they realised the importance of the activities
- b) Some of the stakeholders have high expectation from program so sometimes it would be difficult to perform the task as per the requirements. For example: sports teachers expected allowance while coming to meeting or for being participated in a training.
- c) Parents/ teachers/ students did not like the concept of playing the girls and boys together at the beginning of the project. But over the course of project, with support from activities on gender sensitization classes, league competitions and sports club activities, the situation was changed gradually.

3. Recommendation

- a) Educational stakeholders should be trained/oriented on different capacities to make their best in support of schools holistic development.
- b) Leadership skill of Head teacher should be enhanced including management and communication skills.
- c) Teachers should be trained on techniques to identify individual children's need.

Some Glimpse of achievements



2. Creating Learning Communities through Mobile Teachers' Meetings

The project "Creating Learning Communities through Mobile Teachers clinic is guided by the structured package of cards that enable teachers to conduct mobile meetings. The ultimate aim of activity cards in mobile meetings is to enable professional development through collaborative support mechanism. Teachers work together in a collaborative way, share their experiences, knowledge and demonstrate their skills by holding meetings at least once a month. The meetings guided by activity cards emphasize sharing and discussions enabling peer learning. Within each mobile meeting, teachers from the 4-5 cluster schools discuss potential solutions to the problems they face in classes, and the teacher member of the Quality Teachers Network share their understanding about specific issues so as to build a common understanding before preparing a working plan to implement the agreed actions in their own school.

The project activities have been implementing in 20 schools with coordination of the Local governments and in-consultation with head teachers. 52 events were arranged this year, with 201 participants.

3. Sponsor children

Three Children are continuously receiving sponsorship for their education along with education materials, dress, tuition fee and other educational expenses. Their parents also receive funding support for nutritional food and snacks for their children.

4. Teachers Training

Quality education has been the major issues of Lalitpur area, they were given training in different phases and with different techniques. 12 schools teachers received puppet s training and materials to make classroom learning more interesting and joyful.

Mobile Teachers Training



Teachers receiving puppets training and training materials



THEMATIC Consolidated REPORT

GAN engaged in the following Thematic areas in the period of 2019-20 and contributed towards achieving the organization objectives

1 Access to Quality Education

a. *Teacher professional development Worskhop*

In the year of 2019-20 over 74 Schools received training on child centered and child friendly education. They also received different level of supports focusing in classroom learning; including improvement in the quality of lessons, classroom environment, to be more inclusive, and teachers are better at responding to students' needs. Teachers' professional development has been the key to bring change inside the students learning. In total 900 teachers participated in training at a school level training including all teachers and Head teachers following the whole schools approach.

b. *Teachers clinic*

Teachers' clinic is one of the sustainable mechanisms for individual teacher professional development. The Clinic is not only to give treatment for teachers but for head teachers as well. It has been a platform for teachers to share their successful initiatives, challenges and new ideas. The platform also use for developing low cost and no cost local materials for teaching and classroom setup.

c. *Focal teachers training*

As a sustainable mechanism each individual school has nominated a focal teacher to support other teachers in school. They are given training to be a resourceful teacher particularly in pedagogy, team spirit, mentoring and feedback etc. It exists in Sister for Sister, PEAK and CPECP project. CPECP and PEAK has thematic focal teachers for child club, and Equal opportunity khelau khelau project has sports or extracurricular activities to facilitate the respective students groups. The focal teachers also have monthly clinic to share their learning, challenges and new initiatives.

d. *First Aid training for teachers*

First Aid training including materials were given to 12 schools in equal opportunity for all in Lalitpur district. It has contributed to insure the safety of students during school time and training periods. The first aid kit has been an asset for schools for primary treatment of students.

e. *Sports facility improvement in schools*

A small grant was provided to all 12 core schools of khelau khelau to improve their sports physical facilities to carry out the sports activities in a safety environment. It has motivated both boys and girls in extra-curricular activities including physical education, sports etc.

2 Lifelong learning and life skill development

a. *Training to women group/ youth groups*

GAN organized 5 days training for women's group in Lalitpur focusing on production of liquid and solid soap making. These women participants were from the school

catchment areas of Khelau Khelau project Schools representing Chhampi, Bungamati and Chunikhel Community. The training was organized with the following objectives:

- To enhance skills of women and create economic opportunities for individual women and collective group.

The training included both theoretical and practical aspects for the production of soap. The participants were actively participated and discussed in their groups and with their friends and continue the process of making soap in community with their groups or individually A total of 25 women participated in the training.

b. *Training in life skills to sports club members*

With support from local youth partners, Global Action Nepal has successfully organized Life skill training for students of its project school. The program has covered grade 6 to 9 students from project running schools. The main purpose of the orientation is to:

- Share the major skills of life skill to students along with concept and problem arises during adolescence period.
- Make them able to identify their own problem and rationally act upon it.

Concepts and skills below are covered through different games, group work, discussion and presentations.

- Concept of adolescences
- Physical, hormonal, emotional changes seen during adolescences periods
- Concept of life skill
- Empathy
- Self-awareness
- Effective communication
- Creative thinking
- Stress Management
- Critical Thinking
- Problem Solving and Decision Making

A total of 701 (367Girls, 354Boys) students benefited from the soft skills training.

c. *Capacity development of big sisters*

53 senior big sisters (community volunteers) participated in 2 training events organized in Lamjung and Surkhet districts. The training was designed on the basis of senior big sister's needs. The training started with identifying the training need collection during the first day of the training and plan rest of training day as per their demand. Basic concept refresher on mentoring and its process has plan for the first day.

The training has been plan for 3 days with full of interactive and participatory tools to deliver the contents. As per the design and plan the training was carried out with various interactive and participatory tools during the facilitation of training contents. Training management activities, documentation, and evaluation has been also

included in this training for effective delivery. The energizers and icebreaker were also loaded in the entire training facilitation.

d. *Child club members*

As the members of child clubs became gradually empowered, different child club events were being organized by themselves. These children were given opportunities to organize co-curricular activities by themselves where teachers only facilitate them in management aspect. During the year a total of 11 such events were organized where 1748 (820Girs, 928Boys) students get chance to enhance their capacity. Co-curricular activities such as quiz competitions, speech contest, sports competition, community awareness activities etc. were organized during this period in all project districts. These sports events have been utilized as a practice for the Palika, district and National level Presidents cups.

e *Community dialogues*

In the fiscal year, 85 community level dialogue and campaign events were conducted in 24 communities in Lamjung and Surkhet districts in coordinating and collaboration with stakeholders. The stakeholders in the local and municipal level have participated in such events and have provided valuable feedback for the better implementation of the project. Communication dialogues have been focused in the relevant social issues such as Child Marriage, Social Media Abuse, Drug Abuse, etc. These events were conducted in leadership with the students of the same school and lead by the Big sister and community mobilizers. Through such community level events, adolescent girls, youth and young women have been practicing their facilitation, communication, inter-personal relationships and other skills.

3 Supports activities

i. Seed fund for sports clubs

Seed fund was provided to child clubs of 12 core schools under the equal opportunity for all project in Lalitpur to continue sports activities as a match fund. The objective of the matching fund was to sustain the sports activities initiative in schools. The sport Club under child club use the fund for buying sport materials, organize competition etc. Sport club members also contributed 10 - 15 rupees to take the ownership of the sports club.

ii Sports equipment, Uniform support

Sports were taken as a means to motivate children to come to school and complete at least secondary school cycle. Therefore, GAN has distributed the sport materials to all 12 project core schools and for the feeder schools and provided sports equipment such as volleyball, Badminton, Chess, badminton pole etc, The project distributed sports uniform for 3 schools in the third year of project as planned.

The sports materials motivated children towards school as well and engaged them in school activities. With support of the materials, it also helped in creating in playful learning environment in school and carry out the regular sports training in the schools.

One of the principle of the school stated that – “*I am feeling lucky and pleasure to promote children's rights to participation in sport and give opportunities to learn the social and emotional skills with physical growth*”.

iii Renovation of WASH facilities

Renovation of toilet was carried out in some schools of Lalitpur project area. After discussing with the school administration, toilet of the school was started to renovate with the vision to make it adolescent girls friendly. As the work was completed, students especially girls felt easy during the menstruation period as the toilet was safe for the girls.

4 Big sister and Little sisters

a Training on Adolescents Youth Sexual and Reproductive health (AYSRH) for big sisters and community mobilizers

With the coordination of the health post and professional health worker, a one day orientation on Adolescents Youth Sexual and Reproductive health (AYSRH) was conducted in 24 catchment schools where students (boys and girls) from grade 7-10 benefited from lessons around reproductive health system, adolescence, physical mental and emotional changes. This provided an opportunity for them to share their problems.

b Mentoring from big sisters to little sisters

535 Little sisters have been mentored by 53 Senior/Big Sisters following the implementation of the mentoring manual. Regular Individual and Group mentoring support provided by with support from Adult Champions in 24 treatment schools. Group Mentoring & individual mentoring is being conducted to little sisters as per need where discussions revolve on study skills and exam performance, AYSRH, MHM, family relationship, School relationship.

Confidence among Marginalized girls has increased through regular mentoring which was visible and evident during the high level visit of Baroness Sugg (UK under secretary of parliament of DFID) visit to Khad Devi Secondary school, Chaurase, Surkhet.

c. Career orientation

The purpose of the career orientation was to identify own positive qualities/ attitudes and skills and get way on how to enhance that quality, what additional factors are required to achieve that goal. Similarly career orientation was to provide the knowledge and skills to develop CV and cover letter for application to apply for the job vacancy and creating the interview session for who will they face the interview while they face job opportunities. They were delivered to (School End Examination (SEE) preparing students. The workshop was all about Strength Weakness Opportunity and Threat (SWOT) preparing own action plan setting their aims and also includes the information regarding SEE grade (GPA) and eligible subject area or the scope after SEE. A total of 24 events were organized for this purpose

d. English and Digital for Girls Education (EDGE)

British Council EDGE project has trained over 24 Senior Big Sisters and 4 Big sisters and 48 Little Sisters to be Peer Group Leaders. The trained young girls facilitate

English, digital and life skills sessions for 539 community girls using the EDGE club materials. Regular observation and monitoring by district staff using a coaching model has ensured timely adaptation to improve implementation (for example,



successfully adopting a peer led, rather than teach-model approach, increasing interactive games, and removing hierarchy within the clubs). Bi-annual monitoring, evaluation and refresher training by the British Council, GAN staff and International Volunteers has resulted in specific interventions to overcome issues.

It has been observed that members were doing well in digital skills on MS word and PowerPoint. The clubs members also enhanced their skills on communicating in English with their friends.

5 Child participation and Protection

a. Review and planning and orientation of child club in each school

48 events of Review and planning and orientation of child clubs was conducted in all treatment schools of Lamjung and Surkhet district. The main purpose of this orientation was to ensure the right of child participation and to strengthen the capacity of children through participation of children in various school levels child clubs. During these child club capacity building events, the demand from the students were collected regarding the materials they need to continue their activities, and such materials were provided to 12 child clubs in Surkhet district.

b. Reformation of Child clubs

Child clubs, which was formed with facilitation of GAN in Lalitpur project schools were regularly organizing different co-curricular activities. These child clubs were reformed annually with support from the project staff along with child club focal teacher of school. During regular monitoring of these clubs it was found that the clubs were regularly functioning well.

c. Wall paintings related to child protection

Open theaters are taken as an effective means for creating awareness in both community and in school. So GAN is also undertaking this means through empowering child club members so that they will be enable in performing open theaters in community and organize awareness campaigns on the issues related to them.

They learnt fundamentals of drama, nine emotions and how to bring emotion for real act with practical way. At the end of the training, they prepared and performed heart touching drama acting with the full of justice according to the characters. There is humor; sorrow and satire in the play which made the performance live. The performed drama was based on gender discrimination and the importance of sports for the development of children. It was also performed during the final/closing ceremony of league competition.

Also in Y2, including students from Y2 school along with the students from Y 1 school. A total of 22 students participated in the second training. After completion of the training, the participants performed drama in their locality. The performed dramas were related to gender issues and importance of sports for children.

d. Training for little sisters on child protection and self defense

The main purpose of self-defense the concept of both child protection and self-defence were delivered to the school's girls to enhance the knowledge and skills the technique of self defense for protecting themselves while they are in high risk in different kind of abuse. In our project implanting schools approx. 1093 students;



both boys and girls, benefited from this training. The events were organized in collaboration with District police office and local level police unit to support us for facilitation about the child protection basic principles and criminal issues. The participants were happy for getting such training from the skills full consonant and it also helped them for such a critical situation of protection and they have developed their confidence level and school also happy for this training. They were able to gain

knowledge and skills about the child protection and 7th self defense technique and this technique will help them for their own protection.

e. IEC material

IEC material with the information of project theme along with the message related to children's rights to participation in sports was published and placed in ground during the Khelau Khelau league. The information also emphasizes child participation from home to school and community considering their best interest for holistic development. Two flex were placed in Saibu and Bungamati with purpose of awareness rising on child participation.

Likewise, with the information of project and importance of sports, the flyers were also published in the annual planner being published by GAN and was distributed in different community and other relevant stakeholders.

6

Governance

a Support Local government on development of education planning process and child protection and participation policy

Global Action Nepal supported in coordination and collaboration with the municipalities in Lamjung and Surkhet in development of the Municipal Education Plan and Municipal Child Rights Promotion and Child Protection Policy. First drafts of the Child Rights Promotion and Child Protection Policies have been developed in Marsyandgi RM and Madhya Nepal RM in Lamjung district and Gurbakot Municipality, Bheriganga Municipality and Lekbesi Municipality with the technical

support from SFSE-II team. Once the policies are approved by the Municipal Legislative body, all wards will be able to form their Child Protection Committees and such committees will be able to conduct activities focusing children with the ward budget.

Similarly, initial workshop on development of Municipal education plan has been conducted in all 5 SFSE-II working municipalities in Surkhet district and 3 Rural/Municipalities; Kwolhasothar, Besisahar and Marsyangdi in Lamjung district.

b Support in formulation and revision of SIP

Supported 23 schools in revising SIP, formulating SIP, conducted inclusive workshop where the parents and students got opportunity to raise their concern. SIP formulation included the active participation from SMC, PTA, teachers, parents, students, local representatives and education professionals. Sharada SS, Chinchu in Surkhet didn't review their SIP due to the absence of the SMC.

c Stakeholders review and reflection meeting

GAN had annually conducted and organized Stakeholders' Review & reflection meeting with an objective to review and assess the performance of program in presence of stakeholders. The meeting emphasized on review of programs (achievements, challenges and recommendations), identifying the good practices and learning's and Planning for upcoming day by community themselves. This meeting also provided opportunity to all stakeholders to discuss and review in depth the project. As per the recommendations and feedback provided during the time of program, the implementation modality of the project was revised accordingly and the activities were implemented accordingly.

7. Parenting Education

i Community Outdoor Gym

Community Outdoor gym has been installed in Sainbu, Bungamati and Chunikhel Community for parents to keep fit their mental and physical health. It is to make parents aware, supportive and responsible towards their children on physical education and health. The outdoor Gym has includes Badminton court, Monkey bar, Deep Bar, Leapfrog Stick, Tire step wood and tire. They have been using all parents, Youth and children.

ii Bi-annual meeting of parents of little sisters

Global Action Nepal organizing bi-annual parents meeting in Lamjung and Surkhet district to discuss about their children's learning and their difficulties. Parents were informed that regular mentoring process increased the attendance ratio of Little Sisters and the meeting made them to be more responsible to their children's education. It also motivated them to increase their frequency of school visit to have better understanding about the school's activities as well as their children's activities.

8 Gender and equity

i Gender sensitization class

The project promoted gender equality and equity in schools through extra-curricular activities such as girls football, mixed team volleyball, quiz competition, dance competition, handwriting competition had been held in the schools incorporating the Friday activities as planned in the school calendar in Lamjung, Surkhet and Lalitpur.

The project has supported understanding the gender gap in school and its effects in their daily lives. Different activities like dramas, rally's, wall painting, dance for fitness classes, regular engagement of boys and girls in sports activities narrowed the gender barriers in schools and community. The activities were targeted to the students along with their parents, teachers and other stakeholders like members of SMC, PTA, women and youth groups. In the year 1114 people were engaged in such classes.

ii Khelau Khelau league

Khelau Khelau league was successfully organized among 12 project running schools of Lalitpur district. As per the plan, the league was organized by local youth group partners. From the first league, the league was appreciated as the celebration event to show the commitment on gender equality as the games were performed (participated teams) in mixed format. It also helped focal teachers to reflect their initiation that was done in schools. For this second Khelau Khelau league a total of 196 students directly participated in the event.

iii Sports Campaign

As an offshoot of the Khelaun Khelaun project, sports campaign has been carried out in different schools in Lalitpur district having objective of **using sports as a means to end gender barriers**. The campaign included life skills sessions encompasses theoretical and practical learning to enroot the student's teamwork, communication and leadership capabilities, listening, critical and creative thinking, dealing with pressure and managing stress, showing sportsmanship and developing self – awareness.

The camp was organized successfully in three clusters i.e Adarsha Shaula Cluster, Tri Ratna Cluster and Wani Bilash Cluster including grade 6 to grade 9 students of all 12 schools. A total of 96 students (48 male/48 female) participated in the camp for whole 6 days

iv. Gender Sensitization manual

Both SfST and khelau khelau project developed manuals on gender sensitization. It was targeted for students, parents and the school teachers. So after publication of the manual, it was distributed to all primary actors. The teachers received orientation in all three districts regarding the use of training manual and cascade their learning to students and parents on the importance of gender equality in schools and community.

9 Policy dialogue

I Girls mock parliament

In this fiscal year, GAN along with other like-minded organizations and in joint collaboration with Lalitpur Metropolitan City organized first ever Municipal Level Child Mock Parliament. The program was generally focused on discussing about the planning process of local government and presented their demand paper to the government representatives. The paper included the subjects related to non-discriminative environment in schools, provisions of free sanitary napkins in schools, play opportunities in school and in community, allocation of budget for the children, safe roads for children. A total of 76 children participated in the program.

ii Strengthen Gender Focal Person and, complaint and response Mechanism at School Level

Complain response mechanism raised their voice to maintain complain response mechanism in every school after capacity development of the committee.

Rural/Municipalities in Lamjung and Surkhet have established complaint response mechanism to give opportunities for children/ teachers to drop their complain into the complain box. They were provided course for their capacity development on managing complain boxes and response mechanism.

COVID-19 Era

The COVID-19 outbreak has deprived students who are among the most vulnerable. Government in collaboration with non-governmental organizations produced learning materials for children, TV, Radio program has been developed, online courses has been produced but could not reached to all. The digital division has been obviously appeared.

Distance mode of training

Despite the context of COVID-19 context, the teachers training was able to organize through distance mode of Learning using the zoom soft wares. The teachers from project schools of Kathmandu, Lalitpur, Lamjung and Surkhet were engaged in these trainings during the time of country wise lockdown because of COVID-19.

Students engagement learning through

Online course found to be quite stressful for children and not learning as much as they do face to face. Digital gap making community misbalanced, parents were getting pressure from their children demanding smart phone etc. Therefore Teachers in Lamjung, Lalitpur and Surkhet were conducting classes for children either in the field or door to door visit maintaining health norms.



प्रसारण तालिका

दिन	कक्षा ६	कक्षा ७	कक्षा ८
आइतबार	अंग्रेजी	अंग्रेजी	—
सोमबार	—	विज्ञान	विज्ञान
बुधबार	विज्ञान	—	अंग्रेजी
बुधबार	सामाजिक अध्ययन	सामाजिक अध्ययन	—
बिहीबार	—	—	सामाजिक अध्ययन

Good Neighbors International

Nepal Education Cluster
असल शिक्षा संगठन

नेपाल सरकार
शिक्षा, विज्ञान तथा प्रविधि मन्त्रालय
विज्ञान तथा मानव स्रोत विकास केन्द्र
कान्तिपुर, काठमाडौं



Through Radio

Learning in the Open field



Teachers Home visit

Gyan Surakshyako (Video PSA)

Amidst of COVID -19, as the whole country was in lockdown, GAN started Gyan Surakshyako, with the video messages from different stakeholders (from government authorities to community people), GAN reached out to its beneficiaries. Dispite the nationwide lockdown, the cases of gender based violence increased significantly. So GAN initiated the step and started the campaign through its social media pages. The messages were widely circulated and was very accepted in the community and by the people who watched the video



Promoting games for mental * Sanitizer production and physical health



• GAN's Engagement amid COVID -19



top : GAN Safety message
lower : conducting classes

Sanitizer production training and distribution

A day 'Sanitizer Making Workshop' was successfully completed with young people, both male and female, representing from Bungmati community of Lalitpur district. The workshop was in collaboration with Global action Nepal, Youth Arena of Lalitpur, Gan Research Learning Resource Centre and ward 22 of Lalitpur Metropolitan city on 11th July 2020 in Chunikhel, Lalitpur. The workshop was aimed at building the capacity of local youths to develop them as creative and responsible person to cope and prevent community from covid19 by making sanitizer so that they can carry out the further action to make sanitizer for their community. Trainer had trained trainees in two different methods i.e. theoretical and practical. In first session, trainer had given knowledge about the chemical reactions and its formula and use of sanitizer in different purposes. Different participatory and engaging methods were employed to deliver an agreed module throughout the sessions in the workshop. The participants have developed their own sanitizer and expressed their confidence to apply the knowledge and skills that they have gained during the workshop.



After the completion of sanitizer making workshop, the local youth groups of Bungamati have plan to reach sanitizer in every house of the locality and make aware about the Corona Virus and distribute sanitizers they have produced.

Period does not stop during pandemic

Radio Awareness program

The focus of the Radio program was on period does not stop for pandemics, it was a move to have a better understanding about the period, cultural stigma, taboos , pad making, and its management, Government policy, periods in curriculum etc. It focused on the safety of girls during COVID -19 The Radio program has produced by Young Star Club with the support of Radha Foundation, NFCC, GAN and Aasman Nepal. It has started to broadcast from 29 FM Radio stations throughout the country.

Education amid COVID-19 (videography)

A media organization has been selected to make a Video for the documentation of Education in Nepal including students learning, good practices around the country during pandemic that can be replicated in other parts of the country.

Brick Kiln children

A study has been carried out to develop a project document for the children's education and livelihood of workers of Brick children factory during pandemic. It has been done with the collaborative with Gan Research and Learning Resource Centre.

2. Challenges

- The biggest challenge that was faced during the year was - COVID - 19 pandemic. Due to which there was limitation in carrying out the activities and limited in reaching towards the beneficiaries.
- The high expectation from the schools. Most of the schools expected for the support in improvements in infrastructures. High number of sports materials. But gradually, due to implementation of activities, they realized the importance of the activities
- Limited/ lack of resources in the community and in schools which limits reaching towards students for alternative way of teaching



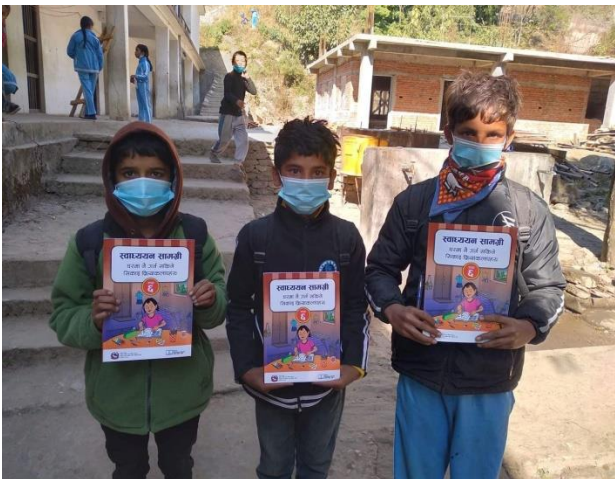
During COVID period Little sister receiving sanitary pad and health kits in Lamjung, Surkhet and Lalitpur



Hand washing stations in surkhet



GAN with Road track Teaching children hand washing



In Education Cluster -GAN contributed in developing Self -study book



parents teacher discussing about face to face course

Some Glimpse of activities



Self Defence Training



Self Esteem course for small sister during field visit



Children Rally for protecting their child right



Teachers workshop for quality Lesson



Adolescent girls discussing about Menstrual health



Creating gender equality



Little sisters enjoying learning through digital device



Public notice Board to stop Early Marriage

ग्लोबल एक्सन नेपालको शैक्षिक गतिविधीको अनुगमन



मस्र्याङ्दी समाचार, फागुन २०

जिल्लामा क्रियाशिल गैरसरकारी संस्था ग्लोबल एक्सन नेपालले संचालन गरेको शैक्षिक गतिविधिको अनुगमन भएको छ । जिल्ला समन्वय समिति, लमजुङ्का प्रमुख लोकराज पाण्डेको संयोजनमा एक टोलीले बेसीशहर नगरपालिका भित्रका दुईवटा विद्यालयको अनुगमन गरेको हो ।

टोलीले बेसीशहर १० मा रहेको जनजागृती मावि खासुरवेशी र बेसीशहर ११ मा रहेको जनकल्याण मावि चितीको अनुगमन गरेको हो । अनुगमनको क्रममा जिल्ला समन्वय समितिका प्रमुख लोकराज पाण्डेले दुवै विद्यालयमा संचालन भएको शैक्षिक क्रियाकलापले विद्यार्थीहरूको शैक्षिकस्तरमा सुधार भएको बताउनुभयो । संस्थाले विद्यालयमा सञ्चालन गरेको एज क्लव परियोजना र सिकाई सहयोग कक्षले विद्यार्थीहरूको अंग्रेजी भाषा र कम्प्युटर सम्बन्धी सिप वढाउनुको साथै थप सिकाईका लागि अतिरिक्त खर्च गनुपर्ने बाध्यता हटेको जिसस प्रमुख पाण्डेको भनाई छ ।

अनुगमनको क्रममा बेसीशहर नगरपालिकाका शिक्षा शाखा प्रमुख किसान राज चिलुवालले दुवै विद्यालयको गतिविधिको प्रत्यक्ष अवलोकन गर्दा परियोजनाको उद्देश्य प्रभावकारी रहेको र सिक्ने सिकाउने सिपबाट आफू प्रभावित भएको बताउनुभयो । संस्थाले जिल्लाका १२ वटा विद्यालयमा संचालन गरेको बहिनी शिक्षाका लागि दिदि कार्यक्रमले

विशेष गरि छात्राहरुको सिकाइ वृद्धिमा सहज पुगेको ग्लोवल एक्सन नेपालका कार्यक्रम संयोजक विष्णु चिलुवालले बताउनुभयो । संस्थाले गत भाद्र महिनबाट जिल्लाका १२ वटा विद्यालयमा एज क्लव गठन गरि छात्राहरुको अंग्रेजी भाषा र डिजिटल सिप वढाउन एज क्लव अर्थात इग्लिस एण्ड डिजिटल स्किल फर गल्स इजुकेशन कार्यक्रम लागू गरेको चिलुवालको भनाई छ ।

अनुगमन टोलीले जनजागृतीमविका कक्षा आठ र नौ का २४ जना छात्राहरु र जनकल्याणका माविको कक्षा ८ का २९ जना छात्राहरुलागि अंग्रेजी भाषा र डिजिटल प्राविधिको सिप अभिवृद्धि गर्नका लागि गठन गरिएको इग्लिस एण्ड डिजिटल स्किल फर गल्स इजुकेशन (एज क्लव) को गतिविधि, सिकाई सहयोग कक्षाको अवलोकन, प्रधानध्यापक, विद्यालय व्यस्थापन समितिका, अभिभावक, शिक्षक, वालक्लव र छात्राहरु संग कार्यक्रमको प्रभावकारीताको वारेमा छलफल गरेको थियो ।

अवलोकन तथा अनुगमनमा बेसीशहर नगपालिकाका प्रशासनीक प्रमुख मोहन मरासीनी, विद्यालय निरक्षक रामकृष्ण त्रिपाठी, ग्लोवल एक्सन नेपालका कर्मचारी लगायतको जिल्लाका केहि सञ्चारकर्मीहरुको सहभागीता रहेको थियो ।

जिल्लामा शैक्षिक क्षेत्रमा काम गरिरहेको ग्लोवल एक्सन नेपाल र भिएसओ नेपालले विगत ६ वर्षदेखि जिल्लाका १२ विद्यालयमा वहिनी शिक्षाका लागि दिदी परियोजना सञ्चालन गरेको छ । विद्यार्थीको पठनपाठन साथै क्षमता अभिवृद्धिका लागि छात्रा लक्षित शैक्षिक कार्यक्रम लागु गरीएको र कार्यक्रम निकै प्रभावकारी भएको संस्थाको दावि छ ।

कार्यक्रम अन्तर्गत संस्थाले विपन्न विद्यार्थीहरुलाई स्टेशरी, विद्यालय पोशाक लगायतका शैक्षिक सामाग्री प्रदान गर्दै आएको छ । योसँगै कार्यक्रम लागु भएका विद्यालयका शिक्षकहरुलाई विषयगत क्षमता अभिवृद्धिका लागि तालिम तथा विद्यालयका लागि भौतिक संरचना निर्माणमा समेत सहयोग गर्दै आएको छ ।



२०७६ फागुन २३ गते शुक्रबार
06 March Friday 2020

हाम्रो अरबहार दैनिक

परियोजनाको अनुगमन



■ **हाम्रो अरबहार संवाददाता**
सुर्खेत, २२ फागुन ।

ग्लोबल एक्सन नेपालद्वारा सञ्चालित 'बहिनी शिक्षाका लागि दिदी' परियोजनाको अनुगमन गरिएको छ । बिहिबार परियोजना सञ्चालन गरिएको गुर्भाकोट नगरपालिका-१३ गुमीमा रहेको आनन्द माध्यमिक विद्यालयमा अनुगमन गरिएको हो ।

परियोजनामार्फत सञ्चालित बहिनी शिक्षा, ईन्टेलस, डिजिटल गर्ल्स एजुकेशन, परियोजनासँग सहकार्य गरी सञ्चालित गुनासो सुनुवाई, बाल बलब जस्ता कार्यको अनुगमन गरिएको हो ।

अनुगमनका क्रममा गुर्भाकोट नगरपालिकाका मेयर हस्त पुनले परियोजनाले गरेका कामबाट प्राप्त सफलतालाई मनन गर्दै आगामी दिनमा नगरका तर्फबाट पनि यस्तो

कार्यक्रम सञ्चालन गर्ने बताए । उनले विद्यार्थीको गुनासो समाधानका लागि सकारात्मकतातर्फ ध्यान दिँदै अगाडि बढ्न सुझाव समेत दिए ।

विद्यालयका लागि स्थानीय सरकारले आवश्यकता अनुसार सेवासुविधा दिन नसकिएको बताउँदै उनले आफूसँग भएका स्रोतसाधनको भरपूर उपयोग गरी व्यवस्थित रूपमा पठनपाठन सञ्चालन गर्न विद्यालयलाई आग्रह गरे । मेयर पुनले विद्यालयमा भएको आराम कक्षलाई अभूत व्यवस्थित गर्न आवश्यकता अनुसार छुट्टै कार्यक्रम समेत सञ्चालन गरिने बताए ।

आनन्द माविका प्रधानाध्यापक धनपति ठकालले परियोजनाले सञ्चालन गरेका कार्यक्रमले बालिकाको पढाइसँगै व्यक्तिगत विकासमा पनि सहयोग पुऱ्याएको बताए । विद्यालय छोड्नेका

र विद्यालयमा कमजोर अवस्था भएका विद्यार्थीको शैक्षिक तथा व्यक्तिगत विकासमा 'बहिनी शिक्षाका लागि दिदी' परियोजनाले सहयोग पुऱ्याएको बताए ।

विद्यार्थीहरुका लागि अंग्रेजी भाषा सिकाई, प्राविधिसम्बन्धी सिकाईसँगै शिखरहरुलाई पनि समय सान्दर्भिक तालिम प्राप्त गर्न परियोजनाले सहयोग पुऱ्याएको प्रअ ठकालले बताए ।

अनुगमनका क्रममा आयोजित कार्यक्रममा बोल्दै 'बहिनी शिक्षाका लागि दिदी' परियोजनाका सुर्खेत जिल्ला संयोजक खगेश्वरी बोहराले परियोजनाको सकिने लागेकाले यसको प्रभावकारिताको अनुगमन गर्ने र केही प्रतिक्रिया भएमा संकलन गर्ने गरिएको बताइन् ।

परियोजनाको सहयोगमा सञ्चालित कार्यक्रममा सहभागी भई अहिले सिकेका विद्यार्थीले आगामी दिनमा पनि अरु विद्यार्थीका लागि सिकाईमा मार्गदर्शकका रूपमा काम गर्ने अपेक्षा परियोजनाको रहेको उनले बताइन् ।

परियोजनाले सञ्चालन गरेका जस्तै कार्यक्रमहरुलाई नगरपालिकाले पनि निरन्तरता दिन चाहेमा आवश्यक प्राविधिक सहयोग परियोजनाबाट गरिने प्रतिवद्धता पनि जिल्ला संयोजक बोहराले जनाइन् ।

नेपाल समाचार पत्र :

बहिनी शिक्षाका लागि दिदी कार्यक्रम प्रभावकारी



लमजुङ । लमजुङमा बहिनी शिक्षाका लागि दिदी कार्यक्रम प्रभावकारी भएको पाइएको छ । जिल्लाका विभिन्न १२ वटा सामुदायिक विद्यालयमा यो कार्यक्रम लागु थियो, त्यसको सकारात्मक प्रभाव पछि उक्त कार्यक्रम पुनः थप भई कार्य क्षेत्र विस्तार गरिएको छ ।

पहिले पहिले महिनावारी हुँदा समेत विद्यालय अनुपस्थित हुने बालिकाहरूमा सो कार्यक्रम लागू भएपछि परिवर्तन भई आफ्ना समस्याहरू धक फुकाएर अभिभावक तथा समाजसमक्ष राख्न सक्ने भएका छन् । उनीहरू आफुमा आएका कुनै पनि समस्या खुलेर भन्ने क्षमताको विकास भएको छ । त्यसको कारण हो बहिनी शिक्षाका लागि दिदी कार्यक्रम । उक्त कार्यक्रम ग्लोबल एक्सनले सञ्चालनमा ल्याएको हो ।

अहिले बालिकाहरूमा आफ्नो समस्या साथी, अभिभावक तथा समाजका अगुवाहरूसँग भन्नुपर्छ भन्ने बानीको विकास भएको दोर्दी गाउँपालिका अर्चलबोट स्थित लक्ष्मीनारयाण माविको कक्षा १० मा अध्यापनरत इन्दिरा कुवंर बताउँछिन् ।

उप जिल्ला शिक्षा अधिकारी श्रीप्रसाद भट्टराईले कार्यक्रमले बालिकाको क्षेत्रमा परिवर्तन ल्याएको बताउनु भयो । उहाँले यस्ता कार्यक्रमलाई निरन्तरता दिनुपर्ने बताउँदै स्थानीय तहमा महिला जनप्रतिनिधिसँग समन्वय गरेर काम गर्न आग्रह गर्नुभयो ।

सहायक प्रमुख जिल्ला अधिकारी काजिमान सुनारले गुणस्तरीय शिक्षा र लैङ्गिक समानताका लागि यो कार्यक्रम प्रभावकारी पाएको छ । जिल्लाका सबै विद्यालयमा यस्तो कार्यक्रम सञ्चालन गरे थप उपलब्धी हासिल हुन सक्ने बताउनुभएको छ ।

बालिका शिक्षा जिल्ला सञ्चालका अध्यक्ष समेत रहनु भएका जिल्ला शिक्षा अधिकारी गोपालप्रसाद कँडेलले बहिनी शिक्षाका लागि दिदी कार्यक्रम सञ्चालन भएसँगै सामुदायिक विद्यालयमा अध्यापन गर्ने बालिकामा खुलेर बोल्ने विकास भएको समेत बताउनुभयो । त्यसैले कार्यक्रम थप भएमा ग्लोबल एक्सनले गरेको कामको शिक्षा कार्यालयले समन्वयात्मक भूमिका खेलीदिने प्रतिवद्धता उहाँले व्यक्त गर्नु भयो । कार्यक्रममा १२ वटै सामुदायिक विद्यालयमा सञ्चालन हुँदै आएको छ । सो कार्यक्रम पछि विद्यालयमा हुने अतिरिक्त क्रियाकलापमा छात्रा विद्यार्थीको सहभागीता बढेको सम्बन्धित विद्यालयका प्रधानाध्यापकका भनाई छ । उनीहरूले कार्यक्रमलाई निरन्तरता दिन आग्रह समेत गरेका छन् ।

लमजुङमा पहिलो चरणको कार्यक्रम सफल भएपछि यसलाई निरन्तरता दिनको लागी दोस्रो चरणको कार्यक्रम शुरु भएको उक्त कार्यक्रमका शिक्षक प्रशिक्षक संयोजक मनहरि घिमिरेले जानकारी दिनु भयो । उहाँका अनुसार उक्त कार्यक्रम पहिलो चरण सन् २०१३ बाट सुरु भई २०१७ मार्चसम्म सञ्चालन भएको थियो । अब दोस्रो चरणको कार्यक्रम सन् २०२१ मार्च ३१ सम्म चल्ने घिमिरेले बताउनुभयो ।

उहाँका अनुसार ती कार्यक्रम यसअघि मध्यनेपाल नगरपालिकाको करापुकल्याण आधारभूत विद्यालय, सुन्दरबजार नगरपालिकाका सरस्वती सदन मावि ठूलोस्वाँरा, महेन्द्र मन्दिर मावि परेवाडाँडा र भारतीसदन मावि बलिथुममा सञ्चालित थियो । यसैगरी, दोर्दी गाउँपालिकाका सूर्योदय मावि भार्ते, लक्ष्मीनारायण मावि अर्चलबोट र बराह मिलन मावि हिलेटक्सार तथा बेसीशहर नगरपालिकाका जनकल्याण मावि चिति र जनजागृति मावि बाँझाखेत र कल्लोहासोथार गाउँपालिकाको जनज्योति माविका साथै मस्र्याङ्दी गाउँपालिकाको अमर मावि खुदी र महेन्द्रदेव मावि तराँचे रहेको घिमिरेले जानकारी दिनु भयो ।

उक्त कार्यक्रमको उद्देश्य सिमान्तकृत किशोरीहरुलाई आधारभुतबाट माध्यामिक शिक्षा र माध्यामिकबाट उच्चमाध्यामिक शिक्षामा स्थानान्तरण, दिगो जिविकोपार्जन वा शिक्षाको निरन्तरतालाई सवलिकरण गर्नु रहेको बताइएको छ ।

किशोरीहरू खुलेरै राख्छन् आफ्ना समस्या

शान्ता कताली/जया पत्रिका
लमजुङ, १६ असार

पहिले महिलावारी हुँदा विद्यालय जान हिँड्किचाउने यहाँका किशोरीहरू अहिले महिलावारी भएका बेला पनि विद्यालय जान थालेका छन्। पहिला विद्यालयमा शिक्षक-शिक्षिकाले थाहा पाउँछन् कि भन्ने डुरले किशोरीहरू महिलावारी भएको समयमा विद्यालय नगई घरमै बस्ने। तर, अबले किशोरीहरूको सोचाइमा परिवर्तन आएको छ। उनीहरू महिलावारी भएको समयमा विद्यालय मात्र जर्दिनन्, महिलावारीको विषयमा खुलेर कुरा गर्ने पनि भएका छन्।

लमजुङका १२ वटा सामुदायिक विद्यालयमा सञ्चालन भएको 'बहिनी शिक्षाका लागि विदी कार्यक्रम'ले विद्यालयमा पढ्दै गरेका किशोरीहरूको सोचाइमा सकारात्मक परिवर्तन ल्याएको हो। उनीहरू अहिले आफ्ना समस्या खुलेरै राख्छन्।

किशोरीहरू खुलेर बोल्न थाले विद्यालयमा 'बहिनी शिक्षाका लागि विदी' कार्यक्रम लागू भएपछि आफूहरूलाई धेरै विषयमा जानकारी भएको बोर्दी गाउँपालिकास्थित लक्ष्मीनारायण माध्यमिक विद्यालयमा कक्षा १० मा पढ्ने छात्रा इन्दिरा कुँवरले बताइन्। उनले भनिन्, '७ कक्षा पढ्दै गर्दा घरमाथि समस्याले बीचमै पढाइ छोड्नेकी थिएँ। विद्यालयमा बहिनी शिक्षाका लागि विदी कार्यक्रम लागू भएपछि पढाइलाई पनि निरन्तरता दिएँ। यो कार्यक्रमबाट हामीले धेरै ज्ञान प्राप्त गरेका छौँ।'

उनमा माव होइन, यो कार्यक्रमले कुँवरजस्ता धेरै किशोरीको सोचाइ र दैनिक जीवनमा सकारात्मक परिवर्तन ल्याएको छ। करण मझुवा कल्याण आधारभूत विद्यालयको कक्षा ८ मा अध्ययनरत सरिता परियारले पहिला महिलावारी हुँदा विद्यालय नआउने धेरै सार्थी अहिले नियमित विद्यालय आउने गरेको बताइन्। उनले भनिन्, 'पहिला-पहिला हामीलाई छात्रा भनेर कुनै पनि कार्यक्रममा विद्यालयले सहभागी गराउँदैनथ्यो। विद्यालयमा 'बहिनी शिक्षाका लागि विदी कार्यक्रम' लागू भएपछि हामीले पनि छात्राहरूसँगै धेरै कार्यक्रममा सहभागी हुन पाएका छौँ। आफ्ना समस्या खुलेर राख्न सक्ने भएका छौँ।' उनले सुन्सुम्मा आफूलाई मान्छेको भिडमा बोल्न डर लाग्ने

गरेको तर अहिले धेरै सहभागीको बीचमा पनि बोल्न सक्ने बानी विकास भएको बताइन्।

लमजुङका जिल्ला शिक्षा अधिकारी एवं बालिका शिक्षा जिल्ला सञ्जालका अध्यक्ष गोपालप्रसाद कुँडेलले 'बहिनी शिक्षाका लागि विदी कार्यक्रम' सञ्चालन भएसँगै जिल्लाका सामुदायिक विद्यालयमा अध्ययन गर्ने बालिकाहरू खुलेर बोल्ने बानीको विकास भएको बताए। सहायक प्रमुख जिल्ला अधिकारी काजीमान सतारले जिल्लाका सबै विद्यालयमा यो कार्यक्रम लागू गर्नुपर्ने बताए। उनले भने, 'गुणस्तरीय शिक्षा र लैंगिक समानताका लागि यो कार्यक्रम प्रभावकारी भएको छ।'

१२ वटा सामुदायिक विद्यालयमा कार्यक्रम

लमजुङका १२ वटा सामुदायिक विद्यालयमा 'बहिनी शिक्षाका लागि विदी कार्यक्रम' लागू भएको छ। लैंगिक



फोकल शिक्षिकाहरूले कार्यक्रम सञ्चालन भएसँगै किशोरीहरू महिलावारीको समयमा पनि निरन्तर विद्यालय आउन थालेका र विद्यालयका अतिरिक्त क्रियाकलापमा समेत छात्राहरूको सहभागिता बढ्न थालेको बताएका छन्। उनीहरूले कार्यक्रमलाई निरन्तरता दिन शिक्षा कार्यालयलाई आग्रहसमेत गरेका छन्।

महिला तथा बालबालिका कार्यालय लमजुङकी महिला विकास अधिकृत विष्णुमाया पौडेलले अब जिल्लामा बालविवाह नियन्त्रणमा सरोकारवालाको ध्यान दिनुपर्ने बताइन्। स्थानीय तहमा बालिका शिक्षालाई प्रभावकारी बनाउने उद्देश्यले बालिका शिक्षा सञ्जाल कार्यक्रम गरिएको 'बहिनी शिक्षाका लागि विदी कार्यक्रम' का जिल्ला संयोजक कृष्ण अधिकारीले बताए। जिल्लाका तीन सय २० जना बालिका यो कार्यक्रमबाट लाभान्वित भएका छन्।



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लम्जुङ

लम्जुङ जिल्लामा बालविवाह बढेकोमा चिन्ता

BY NEERU PARAJULI
DECEMBER 1, 2017

आफ्नो समस्या खुलेर भन्छन् बालिका

लम्जुङ १४ मंसिर । पहिले पहिले मनावारी हुदाँ समेत विद्यालय अनुपस्थीत हुने लम्जुङका बालिका अहिले आफ्नो समस्या खुलेर भन्न सक्ने भएका छन् । पहीले त उनीहरु विद्यालयमा शिक्षकशिक्षिकाले महिनावारी भएको थाहाँ पाउँछन् भनेर विद्यालय जादैन्थे तर उनीहरुमा भने अहिले परिवर्तन आएको छ ।



जिल्ला शिक्षा अधिकारी एवम् बालिका शिक्षा जिल्ला सञ्जाल सन् २०१७ अप्रिल १ बाट दोस्रो चरणको परीयोजना शुरु भएको हो । ग्लोबल एक्सन नेपाल ईकाई कार्यलय बेसीशहर लमजुङले बिहिबार एक कार्यक्रमको आयोजना गरी सोही परीयोजनाको बारेमा जानकारी गराएको हो ।

परियोजना अन्तर्गत चार जिल्लाका ५६ विद्यालयमा कार्यक्रम संचालन भएका छन् । दोस्रो चरणको कार्यक्रमले ठुली दिदी सानी बहिनि अनुगमन,सहपाठी सिकाइ सहयता,कर्मचारी सहकार्य र शिक्षक र जिल्ला शिक्षा कार्यलय लाई प्रशिक्षण,स्वयंसेवी भुमिकामा विस्तृत विविधताद्वारा सामुदायिक संलग्नता,श्रोत साझेदारहरु र कार्यन्वयन साझेदारहरु वीच विशेषज्ञता साझेदारी जस्ता प्रयासहरुलाई समाबेस गरेको छ ।

लम्जुङका सरकारी विद्यालयमा पढ्ने बालिकाहरु बहिनी शिक्षाका लागी दिदी कार्यक्रम प्रभावकारी भएको बताइएको छ । बिहीबार सदरमुकाम बेसिसहरमा आयोजना गरीएको बहिनी शिक्षाका लागी दिदि कार्यक्रम जिल्लास्तरीय बालिका सञ्जाल अन्तक्रियात्मक बैठकमा सो कुरा बताएका हुन् । यस कार्यक्रम मार्फत सिमान्तकृत किशोरीहरुलाई आधारभुतबाट माध्यामिक शिक्षा र माध्यामिक बाट उच्चमाध्यामिक शिक्षामा स्थानान्तरण,दिगो जिविकोपार्जन वा शिक्षाको निरन्तरतालाई सवलिकरण गर्ने परिकल्पना गरेको छ ।

"गहना किन्दा हुनुपर्छ आकर्षक र शुद्ध,
आकर्षक गहनाको लागि जाऊँ है जयबुद्ध"

हाथ सेवाहरु:-

- ❖ कम्प्युटर तोल्मा मेनिन कटिङ गरिएका तयारी तथा अर्डर अनुसारका आधुनिक एवं परम्परागत गरगहना पार्ने।
- ❖ प्रत्येक गहनामा पल्लोको म्याग्नेटो छाप लगाई म्याग्नेटो बिल चिन्ने।
- ❖ पुग्ना गहनाहरूमा नयाँ गहना सटफेर तथा खरिद बिछी गर्ने।
- ❖ राखी अनुसरका तथा अन्य किसिमका पत्थरहरू पार्ने।

जयबुद्ध ज्वेलरी (सुनवादी पसल)

बेसीशहर नगरपालिका-११, लमजुङ

फोन : ०६६-५२०४३५ / ५२०४७५

प्रो. मणिलाल विश्वकर्मा

शान्ति र विकासका लागि अर्पण

लमजुङ दर्पण

Lamjung Darpan National Daily

राष्ट्रिय दैनिक

हुलाकी सप्लार

बेसीशहर-१, शेरा, लमजुङ

आजको मूल्यः

ब्रोडलर मासु प्रति केजीः रु

छिउँदो ब्रोडलरको चोक खरिद मूल्यः रु

छिउँदो ब्रोडलरको चोक बित्री मूल्यः रु

स्थानीय अण्डा प्रति केटीः रु

स्थानीय अण्डा प्रति गोटाः रु

सम्पर्क नम्बर : ०६६-५२०४३५

वर्ष ४ अंक १६२, २०७४ मंसिर १६ गते शनिबार (Saturday, December-2, 2017)

पृष्ठ संख्या ४

मूल्य रु ५।-

8

२०७४ मंसिर १६ गते शनिबार

अन्तिम पृष्ठ

जि.प्र.का.स.र.न.

आफ्नो समस्या खुलेर भन्छन् बालिकाहरु

शान्ता कमली

लमजुङ, १५ मंसिर । पहिले पहिले मानिबारी हुदाँ बालिकाहरु हम्मैसी विद्यालय जाँदैनथे । आफूभित्रको समस्या खुलेर भन्दैनथे । तर, आजमाँसी उनीहरुको बानिमा परिवर्तन आएको छ । आफ्ना समस्या निर्धक्क राख्छन् ।

जब लमजुङका १२ वटा सामुदायिक विद्यालयमा 'बहिनी शिक्षाका लागि दिदी' कार्यक्रम लागू भयो त्यसपछि बालिकामा पनि परिवर्तन आउन थाल्यो । दोर्दी गाउँपालिकामा रहेको लक्ष्मी नारायण मावि अर्चलबोटको कक्षा १० मा अध्यायनरत इन्दिरा कुवर कार्यक्रमले आत्मबल बढाएको बताउनुहुन्छ । स्लोबल एक्सनद्वारा सञ्चालित बहिनी शिक्षाका लागि दिदी कार्यक्रम प्रभावकारी भएको उहाँको भनाई थियो ।

बिहीबार सदरमुकाम बेसिहसहरमा आयोजना गरिएको बहिनी शिक्षाका लागि दिदी कार्य तमको जिल्लास्तरीय बालिका सञ्जाल अन्तर्क्रियात्मक बैठकमा सहभागीले सो कुरा बताएका हुन् । जिल्ला शिक्षा अधिकारी गोपाल प्रसाद कडेलले स्लोबल एक्सनले गरेको कामको प्रशंसा गर्नुभयो । उहाँले बहिनी शिक्षाका लागि दिदी कार्यक्रम सञ्चालन भएसँगै सामुदायिक



विद्यालयमा अध्यायन गर्ने बालिकामा खुलेर बोल्ने विकास भएको समेत बताउनुभयो ।

त्यस्तै उप जिल्ला शिक्षा अधिकारी श्रीप्रसाद भट्टराइले यस्ता कार्यक्रमलाई निरन्तरता दिनुपर्ने बताउनुभयो । बालिकाको क्षेत्रमा परिवर्तन ल्याएको भन्दै स्थानीय तहमा महिला जनप्रतिनिधिसँग समन्वय गरेर काम गर्न आग्रह समेत गर्नुभयो । त्यस्तै सहायक प्रमुख जिल्ला अधिकारी काजिमान सुनारले जिल्लाका सबै विद्यालयमा यस्तो कार्यक्रम सञ्चालन गरे उपलब्धीमुलक हुने बताउनुभयो । उहाँले भन्नुभयो

गुणस्तरीय शिक्षा र लैङ्गिक समानताका लागि यो कार्यक्रम प्रभावकारी छ । कार्यक्रममा १२ वटा सामुदायिक विद्यालयका लैङ्गिक फोकल शिक्षिकाहरुको उपस्थिती रहेको थियो ।

उनीहरुले कार्यक्रम सञ्चालन भएसँगै बालिकाहरु महिनावारीको समयमा पनि विद्यालय निरन्तर आउने, विद्यालयका अतिरिक्त क्रियाकलापमा छात्रा विद्यार्थीको सहभागीता बढेको बताएका थिए । उनीहरुले कार्यक्रमलाई

निरन्तरता दिन आग्रह समेत गरेका छन् । महिला त बालबालिका कार्यालय लमजुङ महिला विकास अधिकार विष्णुमाया पौडेलले जिल्ला बालविवाह बढेकोमा चिन् व्यक्त गर्नुभयो । उहाँले आफै धेरै बालिकाहरु विद्यालय बाह्र भएको भन्दै उनीहरुला विद्यालयभित्र ल्याउन आग्र समेत गर्नुभयो ।

जिल्ला समन्वय समिति लमजुङका कार्यक्रम अधिकारी मेघेन्द्र बाँकी ३ पृष्ठम

समाचार तथा विविध

आफ्नो

पोखरेलले कार्यक्रम प्रभावकारी भएको बताउनुभयो । कार्यक्रममा बालिका शिक्षा जिल्ला सञ्जालका सदस्य सचिव रामकृष्ण त्रिपाठीले कार्यक्रममा स्वागत मन्तव्य राख्नुभएको थियो । कार्यक्रमको सञ्चालन स्लोबल एक्सन नेपालका शिक्षा परियोजनाका संयोजक मनहरी घिमिरेले गर्नुभएको थियो ।

सन् २०१७ अप्रिल १ बाट दोस्रो चरणको परियोजना शुरू भएको हो । स्थानिय तहमा बालिका शिक्षालाई प्रभावकारी बनाउने उदेश्यले बालिका शिक्षा सञ्जाल कार्यक्रम गरीएको बहिनी शिक्षाका लागि दिदी कार्यक्रमका जिल्ला संयोजक कृष्ण अधिकारीले बताउनुभयो । बैनी शिक्षाका लागि दिदी कार्यक्रम को पहिलो

चरण लमजुङमा २०१३ बाट २०१७ सम्म सफलतापूर्वक संचालन भएको थियो । लमजुङमा पहिलो चरणको कार्यक्रम सफल भएपछि यसलाई निरन्तरता दिनको लागि दोस्रो चरणको कार्यक्रम शुरू भएको छ । दोस्रो चरणको कार्यक्रम २०२१ मार्च ३१ सम्म चल्नेछ ।

यस कार्यक्रम माफर्त सिमान्तकृत किशोरीहरुलाई आधारभुतबाट माध्यामिक शिक्षा र माध्यामिक बाट उच्चमाध्यामिक शिक्षामा स्थानान्तरण, दिगो जिविकोपार्जन वा शिक्षाको निरन्तरतालाई संवर्धन गर्न परिकल्पना गरेको छ ।

लमजुङमा.....

संक्रमितहरु अनैतिक कार्य गरेका व्यक्तिहरु हुन भन्ने भ्रम समाजबाट हटाउन सकेमा उनीहरुलाई सार्वजनिक गर्न गाह्रो नहुने सरोकारवालाहरु बताउँछन् ।

