



Global Action Nepal

ANNUAL REPORT

2021 – 2022



Global Action Nepal (ज्ञान)

Kathmandu, NEPAL

Post Box No.: 2717

Phone No.: 01 - 4650420

E-mail: info@gannepal.org.np

Website: www.globalactionnepal.org

From Director's Desk

The Year 2021-022 GAN has started making partnership with academicians and researchers to design and develop the project with evidence keeping beneficiaries at the centre. GAN continued focusing on improving quality education with using sustainable holistic approach, gender equality including reviewing menstruation taboos, stigma and exercise their right to live with dignity.



All GAN projects have been tangled with School Sector Reform Plan (2009-2015) and School Sector Development Plan (2016-2021) under the umbrella of Education for All (EFA 2000-2015) and goal 4 of Sustainable Development Goal (2016-2030).

It is my immense pleasure to bring this annual report out to the public with full of enthusiasm; including our efforts, best practices and achievements in the grassroots level to the federal level.

In this year Journey, I would like to extend my gratitude to all the funding partners particularly John Moore University, GiZ and Aussie Action Abroad. Similarly, my sincere appreciation goes to Bagmati Health Training Centre and MHMPA for continuation of their partnership in the journey particularly menstruation education and policy advocacy.

Very sincere thanks to Ms. Saloni Singh member, planning Commission who has been inspiring us to move further. Similarly, Ms. Suman Silwal from Curriculum Development Centre (CDC) for making a commitment on incorporating these products as a reference materials in the curriculum and also strongly recommending to all schools to use these materials and other reference as reference guide in the classrooms while teaching the subject of sexual reproductive health and menstruation.

I would like to express my sincere appreciation to consortium, Networks, former GAN personnel, X-pose Nepal and national /International well-wishers media particularly SEJ, Panorama TV, Sikchhyalaya who travelled together in the journey of bringing positive change in the deserving people of the country.

Last but not the least, I would also like to thank my team and colleagues for working hard and tirelessly and celebrating successes and accomplishments of the year

B. K. Shrestha
Founder /Director
Global action Nepal

25 Dec 2022

1. 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 meaningfully with all stakeholders for social transformation. It believes that children are at first, the present and then only the future of the country and the means through which many real changes comes about.


GAN, a helping hand to the nation since its inception, has continually been working to improve the best sought educational situation through innovative approaches. GAN has taken a small but vigorous stapes with regard to uplifting the recovery situation of quality education in the effort of the government of Nepal. GAN's efforts have been substantial to improve the situation and widely acknowledged by the stakeholders at national and local level.

Previously launched SSRP and recently introduced SSDP aims to strengthen equity in the education sector, and through that within the Nepalese society, as 'the reform will focus on girls and women and children from educationally deprived groups so that they will participate equally and attain equitable results', thereby there is a need for developing a broader framework of equity and inclusion in the education. In order to 'participate equally' and 'attain equitable results' all children should have equitable access to the quality education, equitable participation in education, leading to equitable attainments. This fact is more significant where children from disadvantaged and marginalized communities, remote geographical areas and culture have diverse learning needs. Meeting the diverse learning needs poses a challenge unless handled properly with appropriate content and easy access to school.

GAN since long is advocating and lobbying for access to education is more than simply going to school, for equitable attainment; it requires a minimal level of child friendly environment and infrastructures, creative interactive teaching learning opportunity for all children and life skills development at school to prepare them for the changing world. Such minimal provisions at school are prerequisite for quality education 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 child friendly education for confident build up and develop into citizens with good values and attitudes towards themselves and others.

Over the years, GAN has diversified its activities and works within a number of areas including community empowerment, environmental protection and preservation, response to disaster situation, health and sanitation. Despite this diversification, at the very heart of GAN is the continued focus on children's educational rights.



Organization's vision, mission and objectives


Vision

'An equitable, sustained just society'

Mission

To improve basic health, quality education, human rights and lifelong learning of the marginalized community

2. 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.
- 

3. Carried out Activities in the year 2021-2022

3.1 Developing and Piloting Education Toolkit on menstruation for schools in Nepal

Over all objectives of the project were:

- a) To approach the topic of menstruation from different perspectives (including health, hygiene, human rights, social aspects, etc.)
- b) To offer collaborative approach on “Education on Menstruation”, including multiple actors from MHMPA
- c) To offer inclusive and interdisciplinary teaching and learning methods (including books, arts, stories, etc.) about menstruation, allowing to address individual needs and preferences of teachers and students
- d) To strengthen MHMPA - as a renowned alliance of actors and knowledge hub on menstruation

The project was divided into two phases The first phase was completed during 2020 and 2021 bringing all menstruation existing materials in one place, Analyzing the curriculum and figuring out the gap in available materials and producing new materials required by the new curriculum and the second phase was carried out with some remaining activities which could not complete due to 2nd lockdown caused by the 2nd wave of COVID-19.



Phase II Activities

The second phase was which is very crucial for piloting these toolkits to make it more contextual and applicable in all schools in Nepal. The project envisaged that the piloting project leads to reach all 35,000 schools in Nepal through CEHRD, in coordination with local governments. Menstruation subject matter has not been a public talk in Nepalese society, it has been considered as a private and embarrassing matter however, the scenario seemingly change among some youth bulge and activists. The initiative is to make mensuration, a public talk, and a natural physiological process of adolescent girls and women.

In majority of Nepali schools menstruation topic has been a self-study matter not a discussion which has been restricting children to understand their body and the natural

process of menstruation. However, Including Menstruation in curriculum from grade four is very positive move, it does not mean teacher without hesitation will apply or conduct classes on this topic though. Curriculum Department believes that toolkits may be an asset for students and teachers to understand menstruation on a better way. The piloting phase is vital to prepare the best education materials on Menstruation and teaching pedagogy for the teachers to use inside the classroom setting. The endeavor is not only confined in schools but teachers to work with the community people particularly parents since the taboos, stigma and beliefs are deeply rooted in the Nepali society.

3.1.1. Teacher training for preparation of pre-test

After formally launching of second phase of MHM Toolkit, the teachers' training for preparation of pre-test was carried out. Initially, the training was focused mainly for the teachers of Kathmandu and Lalitpur district, but after consulting with the Bagmati Province Health Training Centers, school nurses were also included in the training. So, a total of 13 participants participated in the training including 4 school nurses representing Kirtipur Municipality, Godawari Municipality, Budhanilkantha Municipality and Tokha Municipality.



The three days' training was focused on introducing toolkits among the participants, session on the child friendly facilitation and planning for carrying out the pre-tests in the schools. Subarna Prabha Guragain, one of the members of the drafting committee of MHM toolkits facilitated the training session. The training was organized at the GAN Research and Learning Resource Center, Chunikhel, Lalitpur from 16-18 September, 2021.

3.1. 2. Pre-test of the toolkit

With an objective to get feedback on the developed material i.e MHM toolkits the participant teachers of the teachers' training along with the school nurses were engaged as the facilitators of the sessions in the schools. The participants discussed among themselves and came up with the sessions that they had planned to facilitate in the schools. Rudrayani Secondary School and Chuni Devi Basic School were selected to carry out the classes from grade 4 to 10.



The teachers and school nurses facilitated the sessions accordingly to their responsibilities with reference to the guidance in the MHM toolkit. Pre-test was also carried out among the students from Bal Uddar Secondary School, Jana Uddar Secondary School and Mada Aashrit Basic School from Kathmandu district. More than 150 students had directly

participated in the pre-test process of the toolkits.

After completing all the sessions, the teachers and school nurses came together for the reflection. They found that the toolkit was very helpful in delivering the information related to MHM and was supportive to the teachers to carry out their classes in their classes.

3.1. 3. Reflection meeting with the pre-test participants

With an objective to review the piloting process of MHM toolkit, reflection meeting was organized with the participants/teachers involved in the process.

During the meeting, the participants shared their experiences, the methods they had applied during the facilitation of the session, level of students' involvement, and the issues/areas needed to be incorporated in the MHM toolkits.

The participating teachers/nurses shared that the toolkits were found to be very effective in carrying the sessions on MHM and topics related to it. They expressed that it would help the teachers and students in getting more ideas on the topic related to MHM. During the meeting, it was found that the teachers needed more time to adapt and transform themselves from one-way teaching process to interactive teaching methods.

3.1.4. Material finalization workshop

The material finalization workshop was held on 24th November 2021 at the Gan Research and Learning Resource Center, Chunikhel, Lalitpur.

A task force consisting experts involved in developing/ writing the toolkits was engaged in the workshop to revisit the toolkits and to incorporate feedback received from the pre-piloting. Participants involved in gap identification workshop also participated in revisiting the document and incorporating the feedback received from the pre-piloting process.



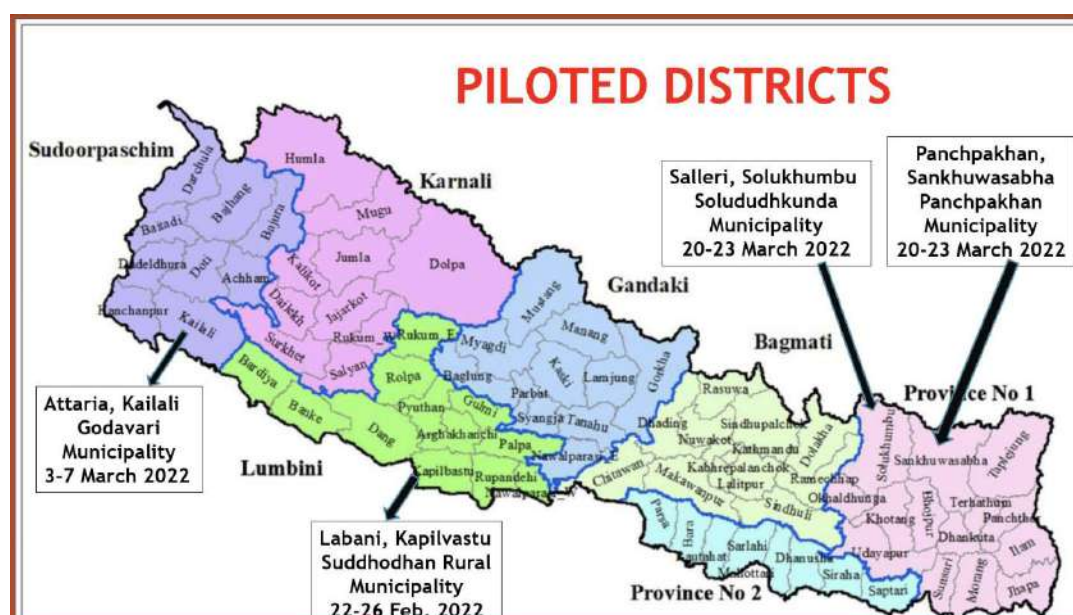
3.1. 5 Piloting of toolkits

Once the draft of the reference resource materials of teachers and students were prepared and pre-tested at the centre, the next important activity was to pilot these materials among the teachers and students at the district level to have their feedback and responses to the developed materials before finalizing them. Their responses and feedback were very necessary and important as they are the target audiences who are going to use these materials in their respective schools in the process of teaching and learning.

In this regard, four districts with four different geographical and ethnic settings were selected for piloting the developed materials so that menstrual practices, beliefs, traditions, attitudes etc. of these geographical and ethnic setting can be understood and revise and amend the resource materials accordingly in order to make the resource materials more practical and effective.

3.1.6. Selection of pilot districts

Considering the different and variation in the prevailing practices, culture and beliefs on menstruation, districts of Kapilvastu, Kailali, Solukhumbu and Sankhuwasabha were selected for piloting of the developed toolkits. The outcome of the Dignity without Danger (DwD) research project and the government piloting districts was also taken into consideration during the selection process. The municipalities or rural municipalities and certain number of schools were in consultation and coordination of the district/municipality education section chiefs.



3.1.7. Sharing and learning at the local level and Piloting of materials

As a part of piloting of the MHM toolkits and other reference materials related to MHM, sharing and interaction sessions were held among the government authorities during the first half of the opening days of 5/4 days' "Orientation and Training Workshop on MH Toolkits and Reference Materials" in all the four selected piloting districts. The participants of the programs were the representatives from the local governments, head-teachers, teachers, and organizations working in the menstruation field, women's groups and girls and local NGOs.

The main objective of such sharing and interaction programs was to get their opinions and feedback on the toolkits and other distributed reference materials before finalizing the materials. They were also oriented on the piloting project and MHMPA's endeavors in this field.

During rest of the days, related subject teachers, school nurses and representatives from the concerned municipalities, hospitals/health posts, and other related or concerned organizations were oriented on the two toolkits especially developed targeting the students studying from grade 4-12 and teachers teaching these students or school nurse providing their services to the girl students/lady teachers and staffs of the schools. The program also was intended to find out the prevailing family and social practices in the respective communities of different geographical regions during menstrual periods of girls/women. The programs also focused on knowing the existing understanding level about the menstruation among the participants in general and particularly among the teachers. Besides, the program also focused on to find out the existing ways of teaching menstruation lessons, their issues, introducing the toolkit, ways of delivery and getting feedback.

3.2 Materials production and Publication

Professionals expert were hired for pre-piloting and post-piloting of the toolkits and other reference materials to incorporate feedback, editing and developing into printable form utilizing the first phase materials workshop budget.



3.2.1 Launching Publication

The federal level launching, sharing and dissemination of "Education Toolkits on Menstruation for Schools in Nepal" was organized held on 20th June 2022 at Hotel Manaslu, Lazimpat with member of National Planning Commission (NPC) hon'ble Mrs. Saloni Singh as the chief guest. The program was chaired by Mr. Guna Raj Shrestha, national convener of MHMPA.



The launching and sharing program was attended by more than 60 persons representing CHERD, Ministry of Education, Curriculum department, Ministry of Health, MHMPA Members, GIZ, DWD members, Finnish Embassy, British Council, Academic institutions, INGOs and NGOs, Researchers, Media and other concerned org, and concerned individual institutional and individual stakeholders. The Tool kit (physical and electronic version) will be handover to the CEHRD/Ministry of Education. In the program, 2 toolkits (teachers' resource guidebook and students' toolkit) and a reference material entitled "Radio Sambaad Sangalo" in printed form were launched by the chief guest and other distinguished guests at the dais, which later on were distributed to all the participants. On the occasion, a presentation on Dignity without Danger and its accomplishments was presented by Prof. Dr. Madhusudan Subedi from Tribhuvan University.



Similarly, a presentation was also made on the objectives of the project, toolkits and reference materials, processes and activities undertaken during the development of the toolkits and the reference materials, which was then followed by open floor question and answer session. Key people involved in the process of development of the toolkits were then honored with handing of token of love. This was followed by remarks from distinguished guests present at the dais.

3.3 Training of trainers on enhancing capacity of teachers on use of creative technical skills for teaching



COVID-19 pandemic pushed learning processes from physical to virtual world. As the lockdown imposes due to growing cases of COVID 19 infections, learning processes were also carried out through the virtual means. But the virtual world was very new for many of the teachers and learners. Most of the teachers were not aware about the tools and don't possess such technical skills. And the learners were also not habitual on such methodologies. So, at the initial stages there were huge dilemmas on carrying on the learning activities of the school. But it had also provided opportunities to acquire and adopt new methodologies that were being practiced globally.



With an objective of enhancing the skills of teachers of Budhanilkantha Municipality in teaching through ICT and to develop a support system of teachers within the

municipality, with support from Municipality, Global Action Nepal organized ToT for 18 selective teachers. The teachers were selected through a round of selection process being organized by the municipality. With screening process, it supported in identifying the teachers which can also support teachers from their adjoining schools and do possess basic knowledge on IT.

The major sessions covered during the training were as follows:

- zoom
- Organizing the virtual online class
- Power-point presentation
- Padlet
- Google Jamboard
- Mentimeter
- Google accessories for classroom teaching
- E-Safety

3.4. Model School Planning Workshop



Global Action Nepal with support from Budhanilkantha Municipality organized and carried out existing situation analysis exercise and visioning workshop. Participatory methods were used to acquire accurate information of the schools as far as possible and to find the actual situation of the school. With the information gathered, with in the two days with participation from all of the

school staff and teachers, vision of Ganesh Secondary School was developed. The visioning workshop was carried out with an objective to develop the school as the model school so that best practices can be replicated in other schools of the municipality.



During the workshop, representatives of Budhanilkantha Municipality and along with the representatives from education section were actively participated in the workshop.

3. 5 Dignity Without Danger: Collaboratively analyzing stigma and taboos to develop innovative strategies to address exclusions in Nepal

7.1 Collaborative Film Making – Reaching Menstrual Health Policy Stakeholders in Nepal

In Dec 2020 10 women who had made two collaborative films with DWD came to Kathmandu with the local ward chair Ganesh BK - to attend premier of films and KIMFF and to engage with policy makers and reflect on key lessons learnt from collaborative filmmaking as well as so use their aspirations for future . Policy maker workshop - films were shown and interaction session was help Friday 10th Dec



For many of the women this was the first time they had visited Kathmandu and they were excited not only to see the film being shown but also to visit key sites in the capital of Nepal.

In the initial meeting they requested to also take this opportunity to develop their knowledge and skills in menstrual pad making and to learn more about pickle making as they had some basic training and were keen to know more.

Whilst they were in Kathmandu, the produced films were shown to the policymakers and hosted an interaction session so that the women could be asked questions about their films and what they hope to achieve. The women explained how they had grown in confidence and how difficult it was for them to fight against its taboos in their society and requested policy makers to support them in their fight.

Women attend the premier of the film at KIMFF was really important part of the process given collaborative filmmaking is based on participation and engagement. They got opportunity to express their views with larger audience and got engaged in interaction program with the audience.

3.6 International Menstruation Hygiene Day Celebration

Menstrual Hygiene Management (MHM) is defined as *'Women and adolescent girls using a clean menstrual management material to absorb or collect blood that can be changed in privacy as often as necessary for the duration of the menstruation period, using soap and water for washing the body as required, and having access to facilities to dispose of used menstrual management material'*. And, **Menstrual Hygiene Day (MHD, MH Day** in short) is marked on **May 28** every year in order to highlight the importance of good menstrual hygiene management.



With the theme, Global Action Nepal along with Menstruation Hygiene Management Partners Alliance (MHMPA) jointly organized MH Day with different activities. The major highlights of the program was the exhibition related to MHM and the policy dialogue related to the same. The program was supportive in showcasing the activities being carried out in MHM sector

by different organization and to share the best practices within one common platform. As being the member of MHMPA, Global Action Nepal also actively participated in both of the events i.e stall exhibition and policy dialogue related to MHM.

3.6.1 Cycle Rally

To mark international menstruation hygiene day, Global Action Nepal/ Dignity Without Danger jointly organized informative cycle rally on 27th of May 2022. As the international theme for the year to celebrate the day is – Menstruation in School, the participants of the rally holds different messages related to the same. More than 50 cyclists' participants participated in the rally which was started from Kathmandu Durbar Square and was ended at Patan Durbar Square.



The program was also supported by Kathmandu Metropolitan City, Lalitpur Metropolitan City and along with different other like minded organizations. Every year, Global Action Nepal is marking the Menstruation Hygiene Day with organizing different awareness activities. It was organized in collaboration with X- pose Nepal.

GAN Research and Learning Resource Centre

Gan Research and Learning Resource Centre was established at a challenging time in Nepal when about a third of the national population was affected by the 2015 earthquakes and the beginning of the era of sustainable development goals as outlined by the United Nations.

However, initially, it has started its journey by engaging itself in disaster relief response particularly in rural local communities; it then broadened its arena and redefined itself as a resourceful sustainable mechanism as a learning laboratory and resource hub for all imagining future scenarios directly linked with the UN Sustainable Development Goals.

The centre focus on Intergenerational learning, promotes indigenous knowledge, work for skills and innovative technologies, the building of global citizens and valuing lifelong and life-wide learning for the 21st century.

Mission of the center

The mission of the center is – establishment of a learning laboratory for innovative ideas, develop service and learning centers and community learning hubs as a sustainable mechanism to support marginalized groups of people.

Operated as the learning center

Gan center is utilizing its property by providing its services to different individuals and organizations for carrying their educational, social and economical developments. Along with it, carrying different researchers and sharing with the local communities and supporting them as per their needs are also carrying through the center.

Similarly, the center is also supporting the community learning centers being established in the urban areas, support them in their capacity developments on other activities as per their needs. With the activities for the community, it is developing itself as the facilitator organization for the community learning centers. Also it is linking the community learning centers to the community based handicraft owners and agri products which ultimately support in increasing the living standards of community people.



1 Collaborative Initiatives

1.1 Teacher Training

Continuing its practices as of previous years, the organization supported the teacher training being organized by HELP Nepal in collaboration with GAN Learning Centre. The training was organized for 21 days and helped to develop 15 Peer subject teachers for subjects on Maths and English. The trained teachers will later be deployed to the community schools.

The project is continuously supporting the schools based in rural areas to fulfill the gap of recruiting quality teachers from grade 1-5. This year, HELP Nepal coordinated with Tripura Sundry RM and supported 5 schools with the trained teachers. It believes that, for proper teaching learning, the teachers should behave their learners as the friends. The training was focused on child friendly aspect and fulfilling the teaching requirements of 21st century.



1.2 Visioning Workshop of Model School Development

Gan Center with support from Budhanilkantha Municipality organized and carried out existing situation analysis exercise and visioning workshop. Participatory methods were used to acquire accurate information of the schools as far as possible and to find the actual situation of the school. With the information gathered, within the two days with participation from all of the school staff and teachers, vision of Ganesh Secondary School was developed. The visioning workshop was carried out with an objective to develop the school as the model school so that best practices can be replicated in other schools of the municipality.

During the workshop, representatives of



Budhanilkantha Municipality and along with the representatives from education section were actively participated in the workshop.

1.3 Training on Geographic Information System (GIS) management and its proper usage



The center had provided GIS management and operation training in previous year with support from Budhanilkantha Municipality. Inline with that training, this year along with Budhanilkanta Municipality, Gan Center organized teacher training on the effective use of ICT for the selective 18 teachers from its school

The teachers were selected through a round of selection process being organized by the municipality. With screening process, it supported in identifying the teachers which can also support teachers from their adjoining schools and do possess basic knowledge on IT.

1.4 Education Materials distribution

GAN Centre and collaboration with the Aussie Action Abroad distributed education materials to marginalized children of Tsung valley and Kailali. As per the village leader and head teachers of the school expressed their views “ Such kind of support will give opportunity to children to complete their school education.



1.5 Construction of a distance learning Lab

In collaboration with Rotary Eltham, Aussie Action Abroad and GAN constructed a distance learning lab which brings people together without boarder either urban, rural or National or , International. This year, construction of ground floor has been completed.



As the very first program in this hall after its completion, along with local youth groups, Gan center organized a felicitation program for the newly elected local governments. During the felicitation program, Mayor, Deputy Mayor, Ward Chair along with Ward members were present. Speaking in the program, they shared their commitment to support in the programs related to skill development of youths and women and preserving cultures and religions of the local community.

2 Program on Youth Exchange and Youth Conference

Gan Center hosted and managed 9 day long Youth Exchange (Youth Innovate) and Youth Conference organized by Association of Young Europe Society ((Erasmus+Project: Art of Social Innovators). The program was organized utilizing its both training halls. So, its feasible to organize youth exchange and seminar parallels. Through this program, it supported youths from different countries to exchange their education system and along with different cultures and religions of their respective countries.



Enormous supports have been provided to youths from different countries to become active citizens linking with different projects, developing their and long with enhancing learning through non formal approaches. In the program, 42 youths representing Italy, Nepal, South Korea, Thailand and Romania participated actively.

Successful endeavors

1. Generated fund locally to develop capacity of local government people, teachers, head teachers and provide support as per their requirements.
2. Developed lined with international communities like European youth organizations, Rotarians and CIVICUS etc,
3. Government has open the door for collaborating initiatives either in education or in health sector.
4. Linked with academicians and researchers which allow us to plan project on the basis of actual situation and data.

Issues and Challenges

1. Less number of project opportunities this year due to donors' priorities is less in Nepal they have cut off their fund dramatically.
2. Covid 19 making every ones lives very difficult this has been effecting not only in the field of development but every aspects of life.
3. It is too much time consuming and complex to get fund from the local government , bit discouraging

