

GLOBAL ACTION NEPAL

Annual Report

August 2024 – July 2025



Global Action Nepal

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From Director's desk

This year marks a significant milestone in the journey of **Global Action Nepal**, as we proudly celebrate **25 years of dedicated service**—reaching marginalized communities and more than 540 public schools across Nepal Trained 8994 teachers, benefited 11209 children.

It is with immense pleasure that I present this Annual Report, highlighting our work from **August 2024 July 2025**.



Throughout the year, our efforts focused on strengthening the quality of education and expanding learning opportunities for children and young people. Our activities emphasized **students learning with fun and creativity** through supporting teacher **performance development using hybrid approaches and regular teachers' clinic**. The organization equally gave importance of adolescence girls and women carrying out **action research** testing the quality of menstrual pads and the usefulness of menstrual education toolkits. In parallel, we continued our engagement in **civil society strengthening, youth empowerment, and environmental and climate change awareness**, alongside programs promoting **gender equity, child protection, and life skills development**.

All our projects is aligned with Nepal's **School Education Sector Plan (2022–2030)** and broader global frameworks including **Education for All (EFA)** and **Sustainable Development Goal 4**.

This year has also been a humble journey of collaborative and partnership to accomplish the common shared goals.

We were pleased to launch a collaborative **Education and Health Initiative** in **Marsyangdi Rural Municipality, Lamjung District**, in partnership with **Aussie Action Abroad, Pahar Trust Nepal**, and Marsyangdi Rural Municipality.

I extend heartfelt gratitude to all our funding partners, particularly the **European Union**, for recognizing the power of civil society through a project led by our umbrella organization, **National Campaign for Education Nepal (NCE Nepal)**, with **Global Action Nepal** and the **Women's Disability Association** as an implementing partners.

We are deeply grateful to **John Moore University** and **Cardiff University** for partnering with us to advance action research focused on menstrual health. We also express sincere appreciation to **Aussie Action Abroad** and **Pahar Trust Nepal UK** for their continued commitment to improving children's learning and educational opportunities.

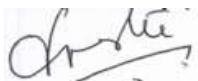
My gratitude extends to all consortium members—**NCE Nepal, Women's Disability Association** local level civil society partners of Karnali and Madhesh Pradesh.

We are very much pleased with our sister organization, **Global Action Nepal UK**, who has remained a pillar in our endeavors and including our national and international well-wishers, and media partners

Finally, I offer my deepest thanks to the dedicated team at Global Action Nepal. Their tireless work, compassion, and shared sense of purpose continue to shape our progress and celebrate our achievements.

As we reflect on 25 years of impact, we remain firmly committed to advancing inclusive, equitable, and quality education, and to empowering children, youth, families, and communities across Nepal.

Thank you !



Babukaji Shrestha
Founder /Director
Global action Nepal

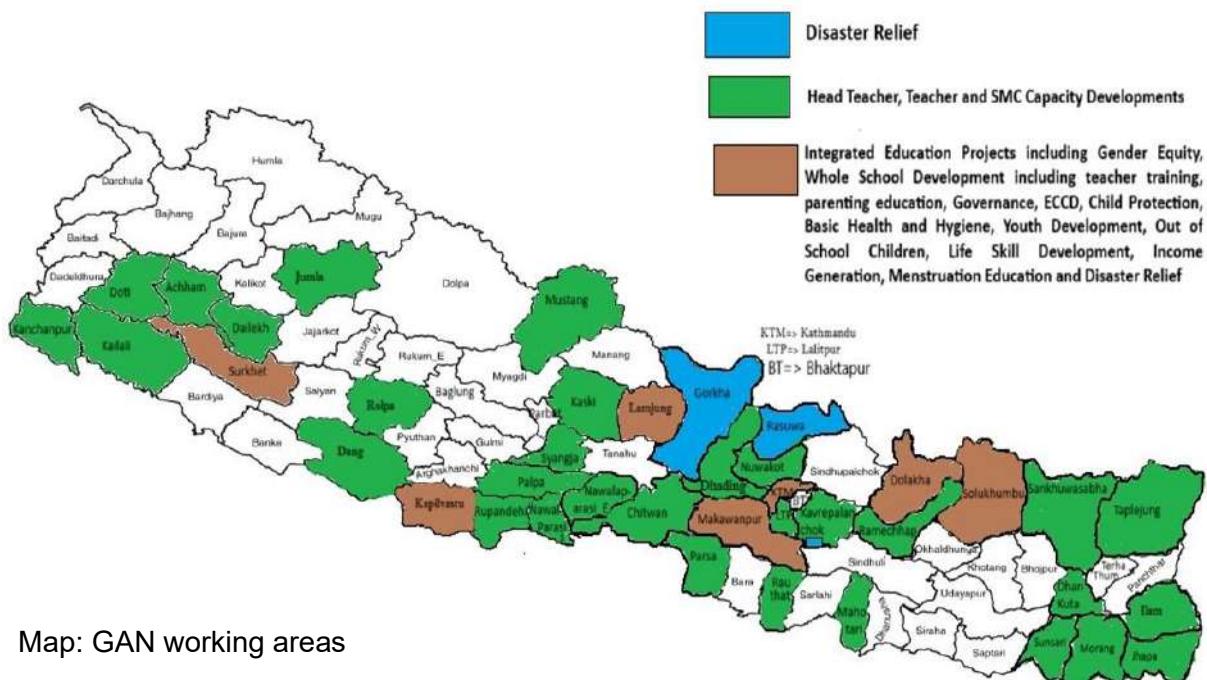
15 Jan 2026

Annual Report 2025

1. Introduction

Global Action Nepal (GAN) is a community-driven, non-governmental organization legally registered in Nepal, dedicated to foster positive and lasting change in society, particularly among marginalized communities. Rooted in the principles of equity, inclusion, and social justice, GAN focuses on advocacy, support, and direct action to uplift lives and promote dignity. GAN envisions an equitable, inclusive, and dignified society where all individuals, especially children, women, youth and marginalized communities that have access to quality education, health, and a sustainable environment.

We work to empower children, youth, women, and disadvantaged groups by driving social transformation, nurturing local leadership, and shifting societal mindsets for long-term, sustainable development. Our efforts are centered on improving the quality of education, health, and community resilience by mobilizing research, building strong partnerships, and leveraging available resources. Through this integrated approach, GAN strives to create inclusive systems and empowered communities equipped to shape their own futures.



GAN continued its mission of empowering communities and strengthening education, health, and social well-being through impactful projects and collaborative partnerships in 2024–25. Over the reporting year, GAN implemented diverse initiatives in collaboration with government agencies, civil society, international partners, and local communities.

Major projects included the Civil Society Participation in Education (COPE) project, funded by the European Union, which enhanced civil society engagement in strengthening the public education system in Karnali and Madhesh Provinces; Science in the Sky, which equipped schools in Lamjung with science laboratories, materials,

and teacher training to promote practical STEM learning; the SunPad Study, in partnership with Cardiff University and Tribhuvan University, which advanced innovative menstrual health solutions; and the Marsyangdi Model Development Project, which built local capacity for child-friendly education, health, and community development in Lamjung. In addition, GAN marked its 25th anniversary, celebrated Menstrual Hygiene Day 2025, and engaged in multiple capacity-building, advocacy, and awareness programs.

2. Project Highlights

Project 1: Civil Society Participation in Education (COPE)

The COPE project, funded by the European Union, is implemented in Karnali and Madhesh Provinces with National Campaign for Education (NCE) Nepal as lead, GAN at provincial level, and National Disabled Women's Association (NDWA) at local level. It aims to strengthen the public education system and ensure free, inclusive, and equitable quality education through active civil society engagement. By fostering collaboration between local governments, schools, and CSOs, COPE promotes localization of the School Education Sector Plan (SESP), accountability practices, and the effective use of education data.

Result 1.1: Advancing Local Education Planning through SESP Localization

The School Education Sector Plan (SESP) localization workshops in Karnali and Madhesh Provinces provided a vital platform for local governments and civil society organizations to jointly identify pressing education challenges and opportunities. These efforts led to Narayan Municipality preparing to endorse its local education plan, while Dungeshwor Rural Municipality (Karnali) and Chandrapur Municipality (Madhesh) are planning budget allocations aligned with SESP.

Global Action Nepal actively facilitated these workshops, engaging civil society representatives, local government officials, teachers, and members of School Management Committees (SMC) and Parent-Teacher Associations (PTA). Workshops were held across Year 1 and Year 2 of the COPE project, enabling provincial education groups to assess education status, explore implementation opportunities, and address local challenges.

By the end of Year 2, three workshops were completed, directly reaching 98 participants (Male: 90, Female: 8). These efforts significantly strengthened collaboration between municipalities and CSOs, promoting evidence-based and participatory approaches to education planning. The Chief Administrative Officer of Narayan Municipality praised the initiative, recognizing the team's success in contextualizing SESP with real-world evidence and emphasizing the importance of continuing such workshops to sustain momentum in local education planning.



Pic 1: Preparing group work by three different districts of Karnali Province

Result 1.2: Strengthening Social Accountability for Education Governance

A total of 60 civil society representatives from Madhesh and Karnali Provinces trained in a three-day Training of Trainers (ToT) on social accountability tools, followed by a one-day action planning workshop held from 21–24 January 2025. Out of 12 municipalities, five CSOs have already integrated the tools into their local government processes, marking a significant step toward institutionalizing accountability in education governance.

The training package introduced four core accountability tools i.e., public hearing, social audit, youth-led monitoring, and accessibility audit, equipping participants with practical skills to monitor education services and promote transparency. A mock session on social audit, conducted in coordination with the Ward Chairperson of Janakpurdham Sub-Metropolitan City–8, provided participants with real-life experience in applying these tools.



Pic 2: Training Participants

Beyond knowledge building, the training also resulted in the development of district-level action plans, with participants committing to implement activities within the current and upcoming year. The adoption of accountability banners by GAN and several CSOs further symbolizes transparency and reinforces a culture of openness in education governance.

This result demonstrates measurable progress in empowering civil society to act as watchdogs of education policy implementation, while fostering stronger collaboration with local governments in Karnali and Madhesh.

Result 1.3: Enhancing Education Policy Advocacy through EMIS Capacity Building

Global Action Nepal, in partnership with NCE Nepal and NDWA and with financial support from the European Union, conducted a three-day capacity-building workshop on the Integrated Education Management Information System (IEMIS) for CSOs, teachers, and education officials in Karnali and Madhesh Provinces from 14–16 May 2025. The training aimed to strengthen participants' understanding of EMIS as a key tool for planning, implementation, monitoring, and evaluation of accessible and quality education at the local level.

The workshop engaged provincial education section chiefs, head teachers, EMIS focal persons, PTA and SMC members, and civil society representatives, providing interactive sessions on the significance of EMIS, the global history of educational data collection, updates to the IEMIS package, technical use, and the roles of civil society in evidence-based advocacy and budget planning. Practical exercises motivated head teachers and EMIS focal teachers to accurately collect and manage school-level data and extend support to neighboring schools.

The training received strong appreciation from municipalities and education officials. Municipalities suggested expanding the number of schools in upcoming EMIS capacity-building sessions, while EMIS focal teachers expressed eagerness to conduct similar trainings in their communities. Head teachers and civil society members recognized the program as a historic milestone, marking the first comprehensive IEMIS orientation in Madhesh Province, and celebrated the enhanced role of EMIS in evidence-based education planning.

Project 2: Science in the Sky

Science in the Sky focuses on strengthening science education in Lamjung by establishing science laboratories, providing materials, and building teacher capacity through hybrid training models. The project links classroom learning with STEM practices, encouraging activity-based and project-based approaches. By supporting teachers and schools, the initiative helps shift traditional teaching into more engaging, practical, and student-centered science learning.

Result 2.1: Strengthening Science Teaching through Online Teacher Engagement

Global Action Nepal (GAN) organized two online meetings with trained science teachers and head teachers from schools in Kwolasothar Rural Municipality, Lamjung, on 10 December 2024 and 18 February 2025. These meetings provided a platform to review progress after basic science training, reflect on challenges encountered during teaching, and plan for the next phase of capacity-building activities. Participants shared issues related to teaching methodologies, resource availability, and classroom implementation, which will inform future online and in-person training sessions.



Pic 3: Online Meetings

The second meeting included the participation of Dr. Sanju Shrestha from the Science Department of Tribhuvan University, who discussed potential collaboration for further teacher capacity-building initiatives and provision of science materials to schools. GAN facilitated discussions on practical strategies to enhance science education delivery and support teachers in applying activity-based and project-based learning approaches.

A total of 12 participants attended both meetings. Dr. Sanju Shrestha committed to supporting ongoing online training for science teachers in Kwolasothar Rural Municipality, ensuring continued professional development and improved science instruction in local schools.

Result 2.2: Monitoring and Evaluation of Science Teaching Improvements

Global Action Nepal (GAN), in collaboration with PTN UK and PTN Nepal, conducted a joint monitoring and evaluation visit to schools in Kwolasothar Rural Municipality, Lamjung from 21–24 February 2025, to assess the progress and impact of science teacher training and material support.

The visit aimed to evaluate how training had influenced teaching practices, student engagement, and classroom utilization of science labs and resources. Observations included enhanced lesson planning, increased teacher confidence, and higher student engagement in practical science lessons.

The visit covered four schools:

1. Shree Suryodaya Secondary School, Lamjung
2. Pasgaon Thanti Secondary School, Pasgaon
3. Himalayan Secondary School, Singdi
4. Buddhodaya Secondary School, Gelung



Pic 4: Joint Monitoring

The visit involved 15 participants from GAN, PTN UK, and PTN Nepal. Teachers reported that 75–80% of students showed increased engagement in practical lessons, and around 65% demonstrated improved confidence in using lab materials compared to pre-training levels.

Project 3: The SunPad Study

In partnership with Cardiff University and Tribhuvan University, the SunPad Study explores innovative reusable menstrual pads designed to reduce health risks through sunlight-activated technology. The project gathers evidence on women's experiences, cultural practices, and barriers related to menstrual health in Nepal. Findings aim to inform large-scale implementation and provide sustainable, safe, and affordable menstrual health solutions for women and girls.

Result 3.1: Advancing Menstrual Health Research through the SunPad Study

Global Action Nepal (GAN), in collaboration with Cardiff University (UK) and Tribhuvan University (Nepal), conducted a comprehensive research study on women's experiences accessing, using, cleaning, and reusing menstrual products in Nepal. The study aimed to identify current practices, challenges, cultural norms, costs, and barriers related to menstrual health products, as well as opportunities for participation in research and the feasibility of introducing innovative products such as reusable SunPads.



Pic 5: FGD with women groups

GAN completed 20 Key Informant Interviews (KII) and 4 Focus Group Discussions (FGD). All collected data underwent thorough transcription, verification, translation, and coding, followed by detailed analysis to prepare a draft manuscript for review with the UK team. The research findings provided critical insights into menstrual hygiene practices, obstacles faced by women during monsoon periods, frequency of pad usage, and affordability challenges.

To strengthen scientific collaboration, the GAN SunPad team — including Babu Kaji Shrestha, Prof. Madhu Sudan Subedi, and Shree Krishna Wenju — visited Cardiff University, UK. During the visit, the team:

- Reviewed the scientific development and production processes of SunPads, including laboratory demonstrations and microbiology presentations.
- Participated in a Women's Health Themed Seminar.
- Met with SunPad project leads and potential donors, including Sharon Achilles from the Gates Foundation, to discuss project updates, feasibility findings, and opportunities for scaling collaborative programs.
- Held strategic meetings with PTN UK and GAN UK representatives to explore further partnership opportunities.

Additionally, GAN participated in whole-team and technical online meetings organized by Cardiff University to coordinate project activities and ensure alignment on data analysis, reporting, and follow-up research steps. Based on the data collected from KII and FGD, GAN prepared a manuscript report summarizing the findings and preliminary recommendations for menstrual health interventions in Nepal.

Project 4: Marsyangdi Model Development

The Marsyangdi Model Development Project supports education, health, and community well-being in Marsyangdi Rural Municipality, Lamjung. With a focus on teacher training, pedagogy, and locally developed learning materials, the project promotes child-friendly classrooms and improved educational practices. It also aligns with broader municipal efforts to raise social, economic, and environmental standards through accountable and inclusive local governance.

Result 4.1: Enhancing Pedagogy and Teaching Materials in Marsyangdi Rural Municipality

Global Action Nepal conducted a three-day pedagogy and materials development training for 54 primary school teachers (38 female) from Marsyangdi Rural Municipality. The training focused on child-friendly teaching materials, classroom



Pic 6: Training in Marsyangdi RM

tools, goal setting, and learning intentions, enabling teachers to integrate materials effectively into classrooms.

Participant feedback highlighted the training as highly practical, supporting both teacher and student material development, and participants requested further hands-on training sessions. The presence of the Municipality President and Education Head reinforced the training's significance and encouraged local implementation.

3. Celebration of Global Action Nepal

Global Action Nepal (GAN) marked its 25th anniversary with an Annual General Meeting (AGM) and celebratory program on 23 November 2023 at the GAN Center, Lalitpur. The event featured a variety of activities, including face painting, educational material exhibitions, learning games for grades 1–5, dance performances, dissemination of the R4ME report, video demonstrations, and an eye camp. The

celebration showcased GAN's journey over 25 years, highlighting its achievements and ongoing commitment to education, health, and community development.



Deputy Speaker of Parliament Ms Indira Rana, Prof. Dr sara Parker and other dignitaries Inaugurating of GAN 25th Year Anniversary with the ceremonial release of Pigeons.



BK Shrestha Founder / Director making 25th year celebration remarks Blind Children singing celebration song

4. Celebration of Menstrual Hygiene (MH) Day 2025

Menstrual Hygiene Management (MHM) is defined as the practice of women and adolescent girls using clean menstrual products, changing them in privacy as often as necessary, maintaining hygiene through soap and water, and having access to proper disposal facilities. Menstrual Hygiene Day (MH Day) is observed on 28 May each year to promote awareness of good menstrual hygiene practices.

In 2025, GAN, in collaboration with the Menstrual Hygiene Management Partners Alliance (MHMPA) and other organizations, organized events under the theme “Together for a #PeriodFriendlyWorld.” Key activities included MHM exhibitions, policy dialogues, and awareness programs, providing a platform to showcase best practices and promote menstrual health initiatives across organizations.

GAN also organized orientations on menstrual hygiene management for students, teachers, women’s groups, local government representatives, and head teachers at the GAN Center,



Lalitpur. Additionally, GAN collaborated with X-pose Nepal and other partners to conduct a cycle rally, raising awareness about menstrual hygiene and fostering community engagement in promoting safe, healthy practices.

5. Strategic Planning Workshop

Global Action Nepal (GAN) has developed its long-term roadmap, Strategy 2030, through a *Goal-Based Strategic Planning* approach. The process began with a reflection on GAN’s identity—its vision, mission, and values—ensuring alignment with Nepal’s evolving development context. A strategic planning workshop was convened at the GAN Learning Center with active participation from staff, board members, beneficiaries, and partners. This inclusive process allowed for collective reflection on past achievements, critical analysis of lessons learned, and refinement of GAN’s Theory of Change to shape new programmatic and organizational priorities.

Using participatory methods such as facilitated reviews, reflective exercises, and collaborative sessions, stakeholders jointly identified strategic outcomes that will guide GAN’s work over the next five years. Strategy 2030 reaffirms GAN’s commitment to transforming the lives of marginalized people—particularly women, children, and adolescents—through inclusive education, protection, health, lifelong learning, and climate resilience. It emphasizes empowerment of target communities, strengthened engagement with civil society networks, and collaboration with government institutions to influence policies and sustain impact.

The draft strategy was further enriched through inputs from thematic experts in education, health, nutrition, and climate change, and formally endorsed by GAN’s Executive Board. As a living document, Strategy 2030 provides a clear and flexible framework, grounded in GAN’s 20 years of experience, that will steer the organization toward equity, dignity, and justice for all.

6. Cross Cutting Interventions

Gender Equality, Disability, and Social Inclusion (GEDSI)

Global Action Nepal (GAN) applied GEDSI principles across all projects to ensure equal participation of women, men, persons with disabilities, and marginalized groups. In the COPE project, 98 participants (90 male, 8 female) joined SESP localization workshops, and 60 civil society representatives including members of the National Disabled Women's Association (NDWA) were trained on accountability tools. In Marsyangdi, 54 primary teachers (38 female) received training on child-friendly pedagogy and materials development, strengthening women's professional leadership in education.

Innovative approaches also advanced inclusion. The Science in the Sky project used hybrid teacher training to reduce geographic and gender barriers, while menstrual health initiatives such as the SunPad Study and MH Day 2025 placed women's voices at the center through focus groups, key informant interviews, orientations, and community events like cycle rallies and exhibitions. By embedding GEDSI in planning, training, and advocacy, GAN ensured that marginalized voices were not only represented but empowered to shape education and community development.

Knowledge Management

Global Action Nepal (GAN) strengthened its knowledge management system by establishing structured mechanisms to systematically collect, document, store, and share learning throughout project implementation. Knowledge was generated through regular progress monitoring, field visits, stakeholder consultations, review meetings, training programs, and reflective learning sessions involving project staff, local governments, schools, civil society organizations (CSOs), and community stakeholders.

Internal coordination meetings, review and reflection workshops, and joint learning forums with local governments and CSOs served as key platforms for sharing experiences, challenges, and best practices. These processes fostered continuous learning, evidence-based decision-making, and adaptive programming across GAN's education, health, and social inclusion initiatives.

GAN produced diverse knowledge products including progress reports, training manuals, guidelines, learning materials, data summaries, case studies, and audio-visual documentation to capture institutional learning and support replication of good practices.

Key Publications and Knowledge Products

a) Menstrual Pain Pamphlet

The *Menstrual Pain Pamphlet* is an easy-to-understand educational resource developed to explain menstrual pain, its causes, and available treatment options. It

promotes awareness and informed health-seeking behavior among adolescents, women, and students experiencing school absenteeism due to menstrual discomfort. The pamphlet also supports teachers, social mobilizers, and community health facilitators in awareness-raising efforts. It was widely used as an Information, Education, and Communication (IEC) material during trainings, orientations, and community consultations facilitated by GAN.



b) Resource Kit for Menstruation Education (R4ME) for Students and Teachers

The *Resource Kit for Menstruation Education (R4ME)* is a curriculum-aligned reference package developed for students and teachers, comprising a teacher's guide, student guide, radio programme transcripts, and a Nepali translation of the WASH United Ruby Storybook. Designed to strengthen knowledge and practical understanding of menstruation education, the resource kit supports classroom teaching, school libraries, and home-based learning. It enhances students' awareness of menstrual hygiene management and promotes supportive roles of families, especially male members during menstruation.



c) Mahinawari Abhiyenta Ka Kathaharu (Stories of Menstruation Activists)

Mahinawari Abhiyenta Ka Kathaharu is a narrative-based publication documenting the lived experiences of menstruation activists engaged in awareness and advocacy work for over two decades. The book highlights historical perspectives on traditional menstrual practices and the evolving social norms surrounding menstruation. It serves as an inspirational learning resource for educators, practitioners, and advocates working toward inclusivity and the elimination of stigma and taboos related to menstruation.



d) School Education Sector Plan (SESP) Passport

The *SESP Passport* is a concise reference document summarizing key provisions of Nepal's School Education Sector Plan to support local-level implementation. Developed under the COPE project by the National Campaign for Education (NCE) Nepal in partnership with GAN and Nepal Disable Women's Association (NDWA), the passport was distributed across schools in Madhesh and Karnali provinces. It helped stakeholders understand policy priorities and align local planning with national education goals.

e) Science Teachers Self-Monitoring Tool

The *Science Teachers Self-Monitoring Tool* was developed to track the application of practical, activity-based teaching approaches following GAN-led science training programs. Piloted in Kwolasothar Rural Municipality, Lamjung, the tool enabled teachers to assess classroom implementation and identify areas for improvement, thereby strengthening experiential science learning practices.

f) Survey Tools (Four Sets)

GAN developed four research-oriented survey tools targeting schools, teachers, students, and mothers to assess the status of menstruation education. These tools captured data on teaching practices, availability of learning materials, knowledge levels, and community perceptions of menstrual practices. The findings informed program design, advocacy, and evidence-based interventions to improve menstruation education outcomes.

Coordination and Collaboration

Key Stakeholders	Key achievements
Center for Education and Human Resource Development (CEHRD)	GAN signed a five-year Memorandum of Understanding (MoU) with CEHRD to jointly implement education-related programs. Under this partnership, GAN provided technical support for the development of online training materials on the Integrated Curriculum for Grades 1–3.
Curriculum Development Centre (CDC)	GAN coordinated with CDC to develop teaching and learning materials aligned with the Government of Nepal's national curriculum, supporting improved classroom instruction and curriculum implementation
Marsyangdi Rural Municipality	A tripartite agreement was established to provide technical support for the implementation of education programs within the rural municipality, strengthening local capacity for education planning and delivery.
PTN	GAN partnered with PTN to organize child-friendly teaching training using a hybrid approach in schools and to support the improvement of school infrastructure.
Province-Level CSOs	GAN partnered with provincial-level CSOs to strengthen civil society capacity and jointly implement activities under the Civil Society Participation in Education (COPE) project, enhancing local ownership and advocacy.

7. Challenges and Lessons Learned

Challenges

During the reporting period, GAN faced several operational and external challenges that affected the timely implementation of planned activities.

- Political instability in different parts of the country created an unpredictable security situation, making it unsafe to conduct gatherings and field-level events as scheduled. To ensure the safety of participants, facilitators, and staff, some activities were postponed or rescheduled.
- In addition, delays in the release and disbursement of funds affected implementation timelines. Late availability of financial resources constrained advance logistical preparations such as venue booking, participant mobilization, and procurement of materials, further contributing to delays in program delivery.

To address these challenges, GAN adopted flexible planning approaches, rescheduled activities in consultation with stakeholders, and strengthened coordination with partners to ensure activities were implemented once conditions improved. Improved financial planning and closer follow-up with funding partners remain ongoing strategies to minimize similar delays in the future.

Lessons Learned

The implementation of projects generated several important lessons that will inform future programming:

- The use of accountability banners during events proved effective in promoting transparency, increasing public visibility, and enhancing stakeholder awareness of project objectives, funding sources, and implementing partners.
- Avoiding plastic bottles during events demonstrated a practical commitment to environmental sustainability, reduced plastic waste, and encouraged participants to adopt eco-friendly practices.
- Strong coordination with local governments supported transparent participant selection, enhanced local ownership, and improved the relevance and effectiveness of activities.
- Leadership commitment from education sector heads (of palika) was critical in promoting the adoption and institutionalization of the School Education Sector Plan (SESP) at the school level.
- Collaboration with the CEHRD–IEMIS section ensured technical accuracy, alignment with national systems, and improved the quality and sustainability of EMIS-related training interventions.

8. Overview of Financial Performance for FY 2024–25

Incomes		
GAN UK Youth Champion for Green School	II	1,360,311.53
GAN UK - Office Operation	II	175,887.90
LJMU Research	IV	2,075,125.81
Science In The Sky Project	IV	1,314,315.87
Fund From UNICEF/OOOSC	IV	-
Donation Received	IV	-
Fund From COPE	IV	3,316,744.11
Fund From Cardiff University (SUNPAD)	IV	5,773,122.90
Bank Interest Income	V	164,130.01
Other Income	V	414,879.46
Total Income		14,594,517.59
Expenses		
Administrative Expenses		
Salary	VI	1,805,573.63
Office Expenses	VI	902,300.79
Depreciation	VI	103,277.92
Programme Expenses		
Resource Kit for Mensuration Education in Nepal(R4ME)	VI	430,069.50
PTN Project	VI	11,438.00
MH Event & Documentation	VI	527,389.10
GAN Programme	VI	216,462.00
Science In the Sky	VI	384,114.83
Youth Champion for Green School	VI	1,766,501.24
COPE Research Management	VI	3,302,251.62
Cardiff University SUNPAD Study Expenses	VI	6,530,055.12
Unicef/OOOSC Expenses	VI	-

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Annexes:

Annex I: GAN 2025 - Impact at a Glance

SESP Localization

- Participants: 98 (Male: 90, Female: 8)
- Provinces Covered: Karnali and Madhesh
- Focus Areas: SESP localization, collaborative planning, evidence-based budgeting
- Outcomes:
 - Municipalities preparing local education plans aligned with SESP
 - Strengthened collaboration between CSOs and local governments
 - Enhanced participatory planning for quality and inclusive education
- Significance: Promoted evidence-based and participatory local education planning

Social Accountability Training

- Participants: 60 CSOs
- Provinces Covered: Karnali and Madhesh
- Focus Areas: Social accountability tools, training of trainers, action plan development
- Outcomes:
 - 5 municipalities integrating social accountability tools into governance
 - Enhanced capacity of CSOs to conduct evidence-based monitoring
 - Practical application through mock social audits and community initiatives
- Significance: Strengthened transparency and citizen engagement in education governance

EMIS Capacity Building

- Participants: 60+ education officials, teachers, CSO representatives, SMC/PTA members
- Provinces Covered: Karnali and Madhesh
- Focus Areas: IEMIS technical usage, data-driven planning, advocacy, budget formation
- Outcomes:
 - Improved capacity to collect and use accurate education data
 - Strengthened evidence-based advocacy for education policy
 - Increased engagement of civil society in planning and monitoring
- Significance: Promoted data-driven, inclusive education planning

Online Teacher Engagement

- Participants: 12 (science teachers and head teachers)
- Location: Kwolasothar RM, Lamjung
- Focus Areas: Progress review, reflection, planning future training
- Outcomes:
 - Identified challenges in teaching science and resource use
 - Planned next phase of online/hybrid capacity-building
 - TU support secured for ongoing training
- Significance: Strengthened professional development and collaboration in science education

Monitoring Visit

- Participants: 15 GAN/PTN team members
- Schools Visited: 4 in Kwolasothar RM
- Focus Areas: Teacher performance, student engagement, lab utilization, practical science teaching
- Outcomes:
 - Improved teacher confidence in lesson planning and practical teaching
 - Increased student engagement and participation
 - Identified challenges for follow-up training and material support
- Significance: Strengthened evidence-based support for science education

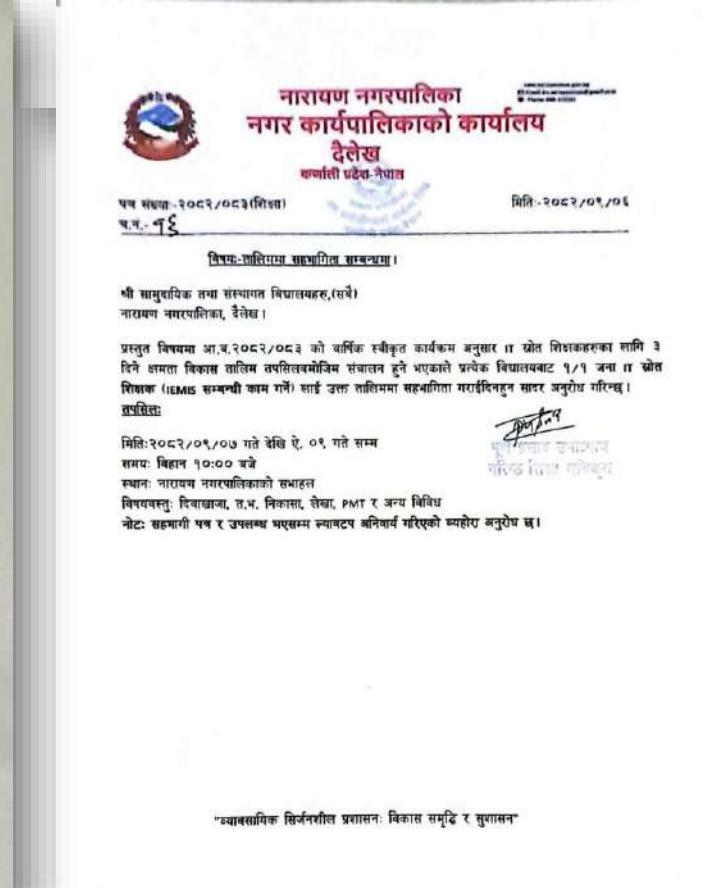
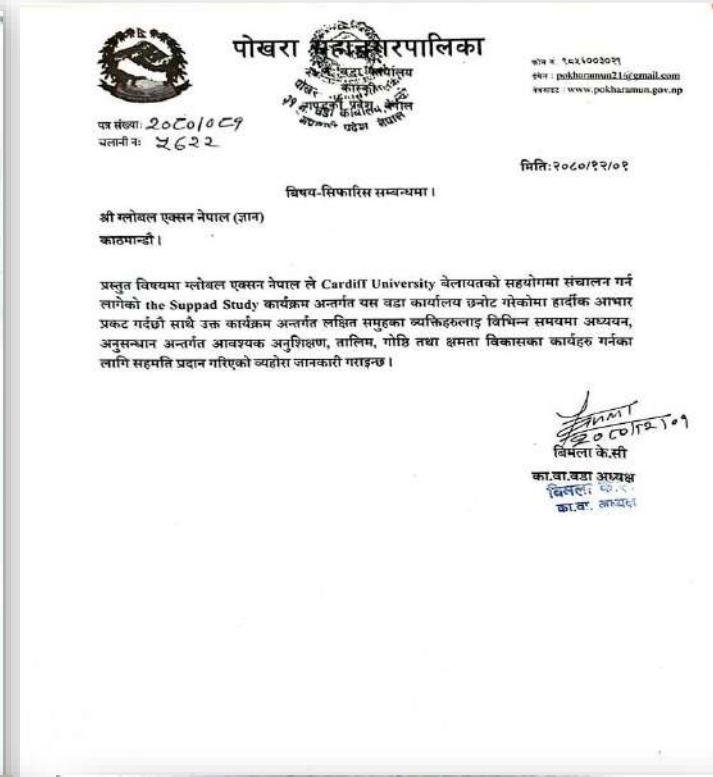
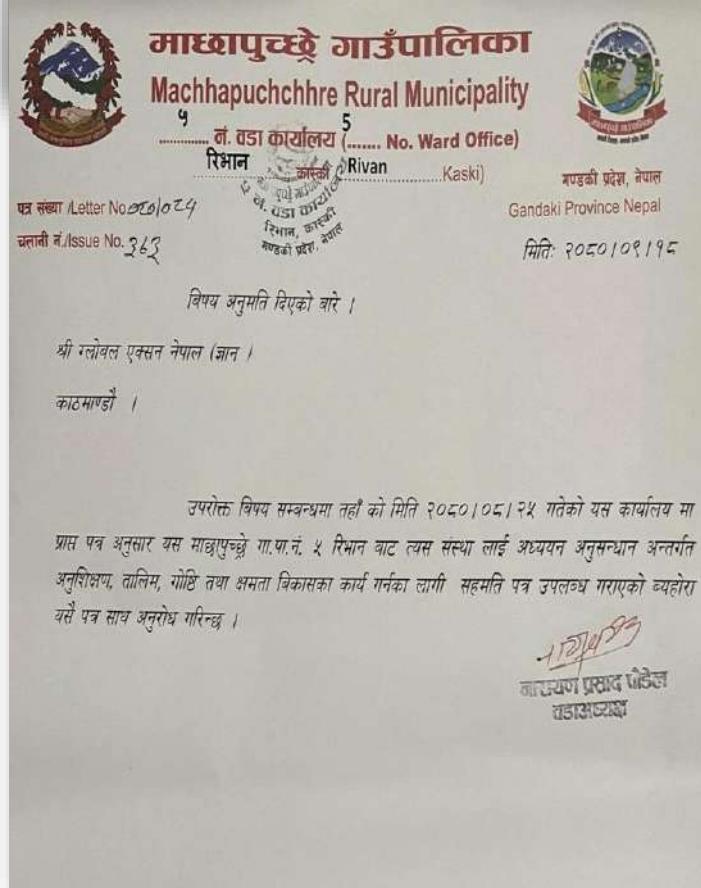
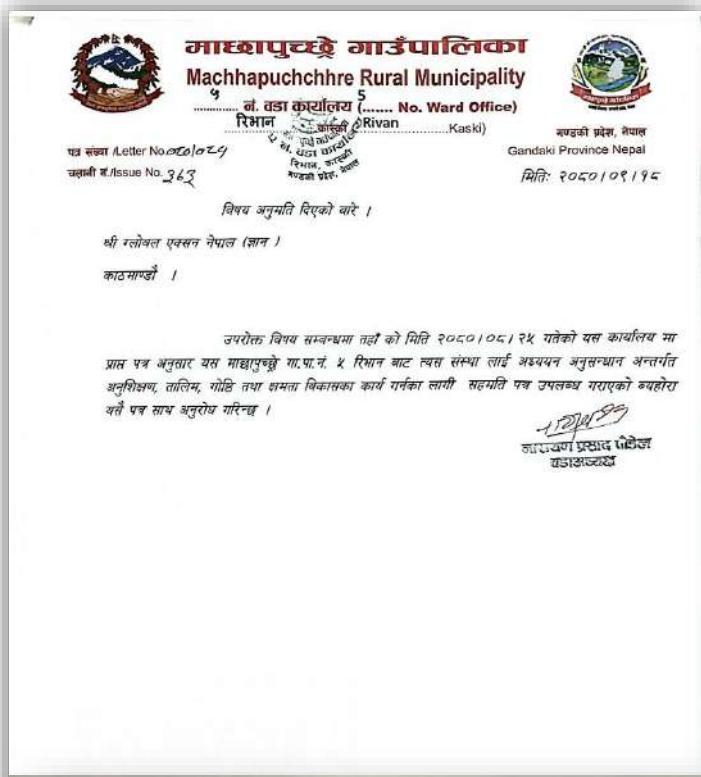
SunPad Study

- Participants: 20 KII + 4 FGDs
- International Collaboration: Cardiff University (UK), Tribhuvan University (Nepal)
- Focus Areas: Menstrual health practices, product feasibility, research capacity building
- Outcomes:
 - Draft manuscript report completed
 - Evidence generated on menstrual health practices and barriers
 - Strengthened international collaboration and donor engagement
- Significance: Informed feasibility and scalability of reusable menstrual pads in Nepal

Pedagogical Training

- Participants: 54 teachers (38 female)
- Location: Bhulbhule Community Hall, Marsyangdi RM, Lamjung
- Focus Areas: Child-friendly pedagogy, material development, goal setting, learning intentions
- Outcomes:
 - Teachers equipped to implement practical classroom materials
 - Strengthened interactive teaching-learning practices
 - Positive participant feedback requesting further training
- Significance: Improved teacher capacity and promoted child-centered learning across Marsyangdi RM

Annex II: Collaboration Letters



Annex III: Media Coverage

शैक्षिक व्यवस्थापन लागि इमिस प्रयोगमा जोड



सिरहा, ५ पुस। सिरहा नगरपालिका शेत्र भित्र पर्ने सामुदायिक विद्यालयहरूको शैक्षिक सुधारका लागि इमिस भन्ने सफलतेवर प्रयोगमा जोडू दिइएको छ। शिक्षाका लागि राष्ट्रिय अधियान ने पाल र ग्लोबल एवं सामाजिक प्राविधिक सहकार्यमा इमिस भन्ने सफलतेवर लाग भएको हो। सिरहा नगरपालिकाका निमित प्रमुख प्रशासकिय अधिकृत मनोज टाक्कुरो अध्यक्षतामा भएको थैतैका बाट इमिसलाई थप व्यवस्थित तरिकाबाट प्रयोगमा ल्याउनका लागि श्रोत व्यक्ति चयन गर्नुपर्ने निर्णय भएको छो।

इमिसलाई -बाँकी ढाई पेजमा

इमिसलाई - बौद्धिकी द्वाई पेजमा

जवाहारलाल नेहरू अधिकारी द्वारा दिल्ली में लिखा गया एक लेख है।



हुकालोली

२०८२ मसिर २४ गते सोमवार

2025 Dec. 15 Monday

जवाफदेहिता सम्बन्धी अभिमुखीकरण



सिरहा, २८ मसिर। कार्यप्रति
जवाफदेहिताका लागि सिरहा
नगरपालिका-१७ माडर बजारस्थितको
ब्रजमोहन भवुराम जनता माध्यमिक
विद्यालयको सक्षा कक्षामा एक
दिवसीय अधिमुखीकरण कार्यक्रम
सम्पन्न भएको छ। ग्लोबल एक्स्प्ल
नेपालिको आयोजनामा नागरिक
समाज संस्थार ब्याचा सम्भूहरूका लागि

सामाजिक जबाबदेहिताका औजाहरु सम्बन्धी अभिमुखीकरण सम्बन्ध भएको हो । सार्वजनिक रूपमा रहेका सेवा प्रवाह गर्ने निकाय कर्तव्य पालन गर्ने सन्दर्भलाई विवेश रूपमा जोडेको थियो ।

पदिय जिम्मेवारीमा रहेका व्यक्ति
र संस्थाहरुलाई जिम्मेवार बनाउने
पारदर्शीताका दुर्लक्षहरु अपनाएर

विभिन्न खाले क्रियाकलाप
संचालनमा जुटन वक्ताहरूले माझ्रह
गरेका छन्। कुनै खास व्यक्ति र संस्था
केन्द्रित नभई समग्र त्रुटिलाई सुधार
गराउन क्रियाकलापमा ध्यान दिनुपर्ने
बताए। सिरहा नगरपालिकाका बडा
नं.१७ का वडाध्यक्ष उमेश यादव,
विधालय व्यवस्थापन समितिका
अध्यक्ष काशिन्द्र प्रासद यादव,
प्रधानाध्यापक जैशी यादव गरी ३
जनालाई एक ठाईंगा खोर सामाजिक
उत्तरदायित्व र पारदर्शीताको अवरथा
मजबुतिका लागि सार्वजनिक
सुनुवाईको नमूना अभ्यास गरिएको
थिए। अभिमुखीकरण कार्यक्रमको
सहजीकरण मोनु गुप्ताले गरेका
थिए।

स्वास्थ्य मन्त्रालयमा अर्ति
डा. संगीता कौशल

काठमाडौं, २८ मसिर । स्वास्थ्य ता
मन्त्रालयले अतिरिक्त स्वास्थ्य सचिव (१
रिक्त पदमा बढुवा प्रक्रिया अवधि बढाएक
गत कार्तिकमा डा. टेक्रप्रसाद याराकोटी
पारिवारिक कारण देखाउदै राजनीता वि
भएको थिए । मन्त्रालयको बढुवा समिति
सूचना प्रकाशित गर्दै नेपाल स्वास्थ्य
कार्यसम्पादन क्षमताको आधारमा बढ
दुने जानकारी दिएको छ । सूचना अनु
मसानतसम्म पौध वर्ष सेवा अवधि पूर
तहका अधिकृत कर्मचारीहरूले आवेदन
प्रोग्राम उम्मेदवारले फारम डाउनलोड ग
तैकिएको समयमा मन्त्रालयको क
शाखामा पेश गर्नपने व्यवस्था छ ।

तर, यस बीचमा डा. संगीता कराजीनामा र पदको स्थिति अझै अस आन्दोलनपछि सुशीला कार्को नेतृ

Annex IV: Success Stories

Story 1: Using Evidence to Strengthen Public Education in Dailekh

Bharat Raj Adhikari, District Chairperson of NCE Dailekh, is an active civil society advocate working to improve public education in Dailekh district under the Civil Society Participation in Education (COPE) project. He regularly collaborates with CSOs and municipal offices to promote better education planning and service delivery. However, despite good working relationships, his advocacy efforts often faced delays and limited response from municipal authorities.

Mr. Adhikari realized that while his intentions were strong, his advocacy lacked solid evidence to effectively influence decision-makers. This understanding deepened after he participated in a three-day training on Evidence-Based Advocacy and the Role of CSOs, organized by Global Action Nepal (GAN) through the COPE project. The training strengthened his skills in collecting, analyzing, and presenting education data to support policy dialogue. After the training, Mr. Adhikari adopted a data-driven approach in his engagements with local government. He began preparing relevant education data in advance and using it strategically during discussions with municipal officials. This shift significantly improved the quality and impact of his advocacy.

The results were tangible. In a recent meeting with Narayan Municipality, Mr. Adhikari presented evidence highlighting gaps in teachers' capacity to use the Education Management Information System (EMIS). His data-backed arguments convinced municipal officials to allocate a budget for EMIS capacity-building training for teachers in municipal schools. The municipality later issued an official letter confirming this decision. By using data effectively, Mr. Adhikari contributed to improved education governance and practical investment in public education at the local level.

Story 2: Empowering School Leadership through EMIS

Vijay Kumar Das is the Head Teacher of Shree Sarbajanik Basic School, a government-funded basic-level school in Sahidnagar Municipality. As the academic head, he leads the school while managing multiple responsibilities due to limited staff. In the absence of specialized personnel, Mr. Das was also assigned as the EMIS focal person, despite having no prior training or technical support to manage the system effectively.

Understanding the importance of EMIS for school planning, reporting, and accountability, Mr. Das repeatedly requested capacity-building support from the municipal education office. However, the municipality itself had limited technical knowledge on EMIS and was unable to provide training.

The situation changed when Global Action Nepal (GAN), through the Civil Society Participation in Education (COPE) project, organized a three-day capacity-building training on EMIS for head teachers, EMIS focal teachers, and municipal staff. Mr. Das was nominated by the Education Chief of Sahidnagar Municipality to participate. The training significantly strengthened his skills and confidence. After the training, Mr. Das became an effective user of EMIS, regularly updating school data, preparing student report cards, and issuing student identity cards through the system. He now uses EMIS-generated data to engage with municipal officials and advocate for improvements in school education.