REED Nepal accomplished five days child friendly learning environment development training cum workshop for community and private schools’ teachers. It was conducted at REED Nepal Center Office, Bakhundole, Lalitpur from 8 July to 12 July 2018. Altogether 18 participants, including 9 male and 9 female attended the training. The major focus of the training was the child friendly national framework and international practices, mapping curricular objectives of basic level and finding child friendly strategies, multiple intelligence based classroom management, project based teaching-learning, designing and printing for English and Nepali letter writing. The training also highlighted the Creative art: alphabet and number art practice, appreciative enquiry vs. critical thinking approaches into classroom and motivation/reinforcement and nurturing self-esteem of students. The participants were curious and keen to learn the new ideas of child friendly learning environment development approaches. The whole course was full of excitement and very interactive. The training was facilitated by REED trainers and board members.

Events Organized at Central Level

Learning Environment Development Training cum workshop:

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Grande Holdings: “Transforming Children into Champion Thorough Quality Education (TRAC) Project”

REED Nepal accomplished five days child friendly learning environment development training cum workshop for 6 community schools’ teachers namely Dugdeswor Secondary School, Gyaneshwori Secondary School, Bhrakamdevi Secondary School, Balpratibha Basic School, Srijana Basic School and Samaj Kalyan Basic School. It was conducted at Bhakram Devi S.S, Panchakhal, Kavre from 25-29 December 2018. Altogether 65 participants, including 32 male and 33 female teachers were participated in the training. The major focus of the training were the Material construction and teaching strategies, Classroom organization and management of soft skills, child friendly national framework and international practices, mapping curricular objectives of basic level and finding child friendly strategies, multiple intelligence based classroom management, project based teaching-learning. This training was funded by Grande International under corporate social responsibility (CSR) funding to improve the teaching learning environment in above-mentioned schools.
**Community Orientation Program**

Community Orientation Program was organized in 7 Namuna schools of 7 different RMs. 265 participants were (including 96 male and 169 female) participated in the program. It was an initiation of mobilizing parents in the school to develop ownership and keep an eye over activities of Namuna schools. Parents were encouraged to have sense of cooperation in school through the activity like “One Parent, One Support”. This approach has increased parents and school interactions. At the same time, parents are aware of key milestone to develop school as a Namuna school and are conscious about their children and interact with teachers regularly. EDOs of respective municipalities facilitated the training ensuring that the participants implement the learning in their respective schools. EDOs will follow up and monitor the model schools in order to make sure that the trained teachers practice what they learned.

**ECED Training**

10 days ECED training was organized for the teachers of 6 Model schools of Rural Municipality and 1 model school of Municipality. To strengthen quality of ECED, the 10 days ECED training was executed from 6th to 15th December 2018. The main purpose of the training was to enhance skill of teachers on caring ECED children and to support them on basic aspects of physical, mental, social, emotional, linguistic and cultural development. There were altogether 9 female participants. The contents include development of educational materials, importance of children development, classroom management, parental education, continuous evaluation, need of games, music, poem stories and daily action plan etc. REED Education Development Officer facilitated this activity and they will follow up in the days ahead as well.

**Functional Child Club**

With an aim to make the child club more functional, raising awareness on child protection and developing leadership in students, TTQE annual plan 2018/19 has highly valued the continuity of child clubs in targeted schools. EDOs of respective RMs visit Namuna schools and EMS implemented schools regularly to look over overall functions of child clubs. EDOs interact and note down concerns of child club members. During the period of July 1st to December 30, celebration of children day and reformation of child clubs in 7 Namuna schools were accomplished. Likewise, rural municipality level child club network was formed and child club network meeting was conducted in Mapya Dudhkoshi Rural Municipality. However, the EDOs will complete child club network formation and its meeting within the following quarter. Similarly, child club talent show activity, related to developing students leadership will be organized in the later phase of the year.

**Child Right Orientation**

As mentioned in the annual plan 2018/19, one day child right orientation was carried out in NS. Orientation aimed to create awareness of child rights and child protection especially in Namuna schools and then in the EMS implemented schools. All the students and focal Teachers of Namuna schools in respective rural municipalities received one day child right and child protection orientation. There were total 121 participants, comprising 60 males and 61 females. EDOs of respective rural municipalities are providing follow up support for child safeguarding and protection.

**EGRP Training**

5 days refresher EGRP training was provided to teachers of 8 EGRP implemented school and Namuna schools. There were altogether 19 participants exceeding the target of 17, comprising 3 males and 16 females. The training was held from 6th to 10th, September 2018. The training covered useful contents like Gradual Release Model, Reading Skill Development, Educational Materials related to EGRP, Components of Reading etc. to overcome challenges among the students in reading mainly from grade 1 – 3. This training was facilitated by EDOs.

**Materials Support to Model School**

In line with the annual plan 2018/019, REED Nepal focused on material support to Model (Namuna) schools. Materials for science lab were provided to 6 Namuna schools except Garma S.S. There is adequate materials for science lab in Garma S.S. Based on the need and request from Garma School, furniture set up in science lab, toilet maintenance and drinking water supply system set up is ongoing. ECED materials were supplied in targeted Namuna schools. Sport materials were supported to 6 Namuna Schools namely Sahid Naranath Basic School Necha-Salyan, Budhakinja Basic School Likhupike, Rampur Basic School Mapya-dudhkoshi, Li-dhunga Basic School Sotang, Pelmang Basic School Mahakulung, Garma Secondary School Soludhukunda. Furthermore, based on the need of the school, computer accessories were delivered to Tribhuvan Bidhodaya Basic School of Thulung Dudhkoshi. Additionally, water filters were supported to 5 Namuna schools namely, Rampur Basic School Mapya-dudhkoshi, Li-dhunga Basic School Sotang, Budhakinja Basic School Likhupike, Sahid Naranath Basic School Necha-Salyan and Tribhuvan Bidhodaya Basic School Thulung Dudhkoshi. Similarly, musical instruments were supplied to Sahid Naranath Basic School Necha-Salyan, Budhakinja Basic School Likhupike and Tribhuvan Bidhodaya Basic School of Thulung Dudhkoshi.
Library Management Training

To strengthen and promote reading culture in school, two days library management training was carried out in 7 Namuna schools on September 20-21, 2018. 14 participants (2 teacher from each school) participated in the training. The training was mainly focused in library management (i.e., books classification, registration, coding, and shelving), operation (book issue and lending process), and sustainability. Formation of library management committee with their roles and responsibility initiated in line with government policy. i.e Library and Information Management Guideline 2010 was also one of the key achievements of the program. Participants made commitment to implement their learning in the respective schools. EDOs of concerned RMs will follow up and support in the Namuna Schools.

EMS Training

10 days EMS training has been completed in three RMs respectively Likhupike, Sotang and Mahakulung. There were all together 80 participants in these trainings. Among 80 participants 54 were males and 26 were females. EMS training in Likhupike rural municipality was conducted from September 24 to October 3, 2018. Similarly, the training in Sotang rural municipality was conducted from November 20 to 30 and in Mahakulung rural municipality from December 1 to 10, 2018. This training aims to improve quality teaching learning activities in EMS implemented schools and model schools. The follow up and monitoring of training will be carried out by EDOs. The remaining EMS training will be completed in of 3rd and 4th quarters. This training will support the promotion of learning achievements exceeding the government benchmark of three subjects: English, Maths, and Science. This training motivates all EMS teachers to apply the innovative teaching learning pedagogies based on basic level curriculum and to apply formative assessment mechanism to enhance the learning achievement of students.

SMC/PTA Workshop

2 days SMC/PTA workshop was carried out in 7 Namuna schools on September, 2018. 81 members participated in the workshop. The workshop was focused to develop action plan of Namuna schools. Sessions and contents of child rights, corporal punishment, child protection and gender inclusion were designed participatory, so that all SMC/PTA members took ownership in planning, execution, and impact measurement. Furthermore, SWOT analysis of each SMC/PTAs of model schools also carried out. Recently, plan of CEHRD about newly determined roles and responsibilities of SMCs and PTAs was discussed and disseminated.

V-PAC/M-PAC Meeting

Village level Project Advisory Committee Meeting and Municipality level Project Advisory Committee Meeting was mainly focused on project design document and plan of action endorsement to local government bodies. the meeting also assessed REED’s past and present programs. There was also a discussion over REED’s program and its impacts. The committee members were eager to work and collaborate with REED Nepal. There was the presence of chairperson, resource persons, administrative officer of 6 rural municipality and 1 municipality, CDO (Chief District Officer), LDO (Local Development Officer) and DEO (District Education Officer), school supervisors, resource person and representative from like-minded GOs and INGOs participated in the meetings. Chairperson of rural municipalities proposed for joint venture program especially in capability building program for the teachers of model schools, exposure to model school and child talent show program in coordination with REED Nepal.

REED Nepal successfully completed the three days for community and private schools’ teachers. It was conducted at REED Nepal Center Office, Bakhundole, Lalitpur from 3-5 August 2018. Altogether 7 participants attended the training. The training focused on master plan and ICT policy of Nepal, MS-power point, word and excel in teaching-learning. Use of ICT tools for formative evaluation, students’ data management and result analysis, creating blog/sites with project base teaching-learning etc. The training was facilitated by Mr. Khadga Kumar Shreshta, REED trainer and Mr. Puran Oli, IT officer. Teachers were highly motivated and inspired throughout the training period.
In School Support/Child Bulletin

From this FY the number of working schools are minimized to 100. Throughout 6 months period i.e. July to December 018, EDOs of respective RMs were engaged 20 days in 7 Namuna schools and made an effort to regular follow up in the schools. Out of 100 schools having EMS, 51 schools were visited. Class observation, model class demonstration and interaction, staff meeting and subject wise feedback were key activities during in-school support.

Child Bulletin namely, 'Voice of Children: Solukhumbu' was published. It was an initiation of giving students access over media i.e. half yearly magazine. 500 copies of bulletin were published and distributed to working schools, RMs, EMS implemented schools and local stakeholders. Remaining 500 prints will be published at the end of year. General knowledge, poem, story, socio-cultural features of Solukhumbu, constitutional provision of child rights and child protection in Nepal and natural heritage of Solukhumbu were key contents incorporated in Child Bulletin.

CHOICE Service Trip 2018

CHOICE Service Trip 2018 was mainly focused across 3 schools in Sindhuli district. Target students range from the age of 11 to 14 (grades 6 to 9). Service trip of Volunteer group from CHOICE Hong Kong focused on teaching the subject of English. The major focus of the Nepali curriculum on language competency through practising four skills: listening, speaking, reading and writing. The activity-based approach aligned with the learning facilitation process advocated in the curriculum. The curriculum provides for classroom activities, such as storytelling, role play, pair work, group discussion and use of pictures. Additionally, Volunteers carried out 2-hour extra-curricular activities in 3 targeted schools. Most of the ECA plans consist of guided discovery tasks as a way of making the whole inductive process more student driven and inquiry-based. Besides this, teaching-learning and WASH materials distributed. So that schools equipped with facilities like libraries, they are not well utilised because these learning resources are not well advocated or incorporated into the curriculum or methods of Teaching.

School Rebuild Project-Making a Difference

Garma Hall project is a new approved concept designed by Australian designer companies Taylor Thomson Whitting (TTW) and Davenport Campbell (DC). With the funding partners National Association for Women in Construction (NARWIC) in coordination with AHF, TTW, DC, REED Nepal and Nepal Government. The hall is under construction at Garma. It will provide a large, secure, earthquake and wind-proof structure for the community. It will be completed and handed over by the end of March, 2019.

Simple School Project (SSP)

"Simple School Project" is a new approved project by Stuart Rotary Club of Alice Springs, District 9500, and Australia. 2 rooms school building has been started at Bhumesthan Basic School, Okhaldunga. Earthquake resilient school infrastructure for right based education ensure child friendly learning governance after the construction of school. Furthermore, Teachers Professional Development Training in 10 schools will be executed in Khejidemba and Molung Rural Municipality of Okhaldunga district.

Scholarship Program

Higher study scholarship program is one of the highly effective program of TTQEP. The main goal of this scholarship program is to increase access to higher education for SEE graduates who are socio economically disadvantaged and need to be enrolled in the schools for higher education. Based on the recommendation of scholarship management committee, this fiscal year full scholarship was provided to 1 student, half scholarship was awarded to 3 and 4 students were awarded by partial scholarship.

ICT Training

Information and Communications Technologies (ICT) have become the most basic building block of modern education system. Mastering information technology and understanding basic skill and concept of ICT is now high demand of teachers. Schools are using a diverse set of ICT tools to communicate, create, disseminate, store, and manage information. Based on the need of the schools, REED Nepal has conducted five days ICT in education training at Kanchanjunga Secondary School Yamphudin in Srijanga Rural Municipality of Taplejung district from 14 to 18 September 2018 the program mainly focused on the use of ICT in education based in classroom teaching. According to the needs of the teachers, the training objectives were focused on their basic need of ICT in education and basic operation of computer. 12 participants (9 male and 3 female teachers) from 4 schools namely Kanchanjanga Secondary School, Gaunbari Basic School, Krishna Basic School and Yamphudin Basic School were participated in the training.

Yamphudin Health Post

Yamphudin health post has been completed in Taplejung district of Nepal with the funding support from Himalayan Trust United Kingdom (HTUK). This project will help the villages to avail of health facilities at their own place.

The 9th room building facility, including the birth center, has been completed.
Flipping Classroom Training

A flipped classroom is an instructional strategy which reverses the traditional instruction method by delivering instructional content, often online, outside of the classroom. It moves activities, including those that may have traditionally been considered homework, into the classroom. In a flipped classroom, students watch, collaborate in online discussions, or carry out research at home while engaging in concepts in the classroom with the guidance of a teacher. In the traditional method of classroom instruction, the teacher is typically the central focus of a lesson and the primary disseminator of information during the class period. The teacher responds questions while students refer directly to the teacher for guidance and feedback. The flipped classroom intentionally shifts instruction to a learner-centered model in which class time explores topics in greater depth and creates meaningful learning opportunities, while such as online videos are used to ‘deliver content’ outside of the classroom. To make teaching and learning effective and ICT based, 10 days Flipping Classroom Teacher Training was conducted at Rani BS School in Phoktanglung rural municipality on 19 to 28 December, 2018 in terms of learner centered model and creates meaningful learning. There were 11 teachers among them 3 were females and 8 were males.

In School Support Program

The main aim of this program is nurturing teachers to build capacity, to conform the proper utilization of the supported resources and services provided by REED. From July to December 2018, REED Nepal trainers regularly visited the schools working together with the teachers and demonstrated model classroom teaching and learning. Out of total 25 schools, 21 schools are located in Phoktanglung rural municipality and 4 schools are in Srijanga rural municipality. The REED staff visits and supports schools with variety of activities. Activities include teaching-learning materials development, model class demonstration, classroom management, wall painting, supplement and track the progress of learning environment promotion plan, student data collection, progress monitoring, CAS and teachers dairy observation, awareness of student & parents sanitation, support child club activities etc.

Everest youth climate initiate (EYCI)

A scoping and climate change study was carried out in Khumbu area during 9th Dec-18th Dec, 2018 with the purpose to identify climate change impacts on local people for vulnerability and to recommend possible actions to reduce these vulnerabilities. Increasing negative influence by the effects of climate change, including increased variability on water availability, extreme weather events and natural disasters were key findings of the study. During scoping study visit, mutual understanding and coordination among stakeholder are developed. Additionally, stakeholders are happy to support and own the project initiatives to implement.

Sensitization and awareness program has to be conducted on the theme climate change- its effect and coping skills. Nursery is to be developed in some needy area to grow native plants. Solid waste especially plastic dirt have to be managed properly to create hygienic environment. Mobilization of local youth clubs and mother group for the planned activities to implement at local level is essential and coordination with Sagarmatha National Park (SNP) buffer zone user group to minimize duplication in Buffer zone area of SNP are recommended to be incorporated in the program in the days to come.
MoU with Srijangha Rural Municipality and Laxmi Secondary School

As of the constitution of Nepal 2015 and aligning with the Sustainable development goal with an especial focus on goal number 4, 5, 6, 7 and 10. There has been collaboration with the local governing bodies, Teachers, Parents, Civic Society Leader, Head Teachers, Resource Persons, Education Development and Coordination Unit, Chair of Rural Municipality to build the regular strategic network. The Village Project Advisory Committee in the respective working rural municipalities before implementing the project, during implementation and at the end of the project has helped in creating ownership, efficiency, effectiveness and sustainability. Recently, MoU between REED and Srijangha Rural municipality is signed for the funding partnership to execute new approach of “Flipping Classroom” in Kanchanjungha secondary school. Furthermore, to construct Laxmi Secondary School in Manangkhe, MoU was signed. It will be the new project area of HTUK and REED from this fiscal year.

Baseline Survey

Baseline survey in Dolpo Buddha and Shey Phoksundo Rural Musicality of Dolpa district was carried out on July 2 to 19, 2018. The major objective of survey was to identify the pre and post educational status of schools of Upper Dolpo to find the learning outcomes of students and to identify the status of teachers’ professional development, schools’ learning and physical environment. 12 schools were assessed during entire survey period. Similarly, baseline assessment was carried out in 6 schools of Panchkhal Municipality of Kavre district. As, REED has agreed with Grande International Pvt. Ltd to do need assessment for teachers training in 6 public schools to identify the genuine need of teachers in terms of their capacity building on teaching, creating school as a learning center, learning achievement of students and overall educational status of each selected schools. Moreover, the assessment provided specific future direction for intervention to improve the overall quality of education in these 6 school through teachers training in kavre district. Furthermore, based on cooperation agreement with BMZ/Karuna Trust, baseline survey was completed in 3 districts namely Kapilbastu, Rupandehi and Palpa. The survey was conducted by REED Nepal in close co-ordination with GTN and FEDO. In this survey, 15 government schools (5 schools from each districts), 15 Head Teacher, 15 SMC and PTA and 15 child clubs were assessed to explore real key barrier for low quality education and unfavourable experiences of girls and identify the situation of inadequate school infrastructure that impacts girls disproportionately and assess the situation of girls education and teachers’ professional development.

Human Resource (HR) Update:

REED would like to congratulate and welcome following new team members in REED Nepal:

Sabita Gurung
Education Program Leader
SOLUKHUMBU

Migma Dolma Rai
Community Mobilizer
SOLUKHUMBU

Tara Bhandari
Community Mobilizer
SOLUKHUMBU

Srijana Shaahankar BK
Community Mobilizer
SOLUKHUMBU

Shakti Kulung Rai
Community Mobilizer
SOLUKHUMBU

Thanks Note!!

We are proud of our donors, AHF, HTNZ, HTUK, Grande Holdings Pvt. LTD, BMZ/Karuna Trust and Stuart Rotary Club of Alice Springs, Australia

Our sincere gratefulness to Mahakulung Rural Municipality, Solukhumbu, Phalebas Municipality, Parbat and Srijangha Rural Municipality, Taplejung for funding partnership.

Finally, we extend our gratitude and deepest thanks to Australian Government and Australian Himalayan Foundation (AHF), Himalayan Trust New Zealand (HTNZ) and Himalayan Trust UK (HTUK) for the funding support to promote inclusive quality education in Solukhumbu and Taplejung districts of Nepal. Our goal is to provide the quality education to the needy people, teachers, students, SMC/PTA and the community in the very remote parts of mountainous districts of Nepal would not be successful without the continuous support from the Australian Himalayan Foundation and the Australian Government, HTNZ and HTUK. You have made a real difference in the lives of the community where we serve. Your continuous support has played a key role in our success in providing quality education and reducing illiteracy. There is no way to fully express our gratitude for your commitment. We are inspired by the dedication and generosity of donors like you. Your funding has made possible for us to continue our mission.

Upcoming events in next quarters:

REED is going to intervene the following events in next quarter as its regular program:

Solukhumbu:
§ 10 days EMS training in Solukhumbu: Necha-Saliya Rural Municipality, Mayu Dudhkhosi Rural Municipality and Solu-Dudhkhunda Municipality
§ Gender and Social Inclusion Training in Solukhumbu
§ DRR and School safety Training in Solukhumbu
§ First and Training

Taplejung:
§ HTUK Chairman Trek
§ Head Teacher Management and Leadership Training
§ Baseline Survey, Manangkhe, Srijangha Rural Municipality

Okhaldhunga:
§ 10 days Child friendly Learning Environment Development Training cum Workshop in Okhaldhunga

Parbat:
§ 10 days Child friendly Learning Environment Development Training cum Workshop in Phalebas Municipality, Parbat

Kavre:
§ Community orientation and child protection program in Kavre

For more information, please contact:
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