The annual accomplishments of 2018/2019 FY has set us on a path of achieving our Long-term Goals. REED Nepal with the support of our Donors and Partners has been successful in creating significant positive impacts in the regions of Rural Nepal. We are committed to uplift the lives of people in the rural setting through our Education and Environment related Projects and Initiatives. Quality Education along with awareness on the concept of Sustainability is a prerequisite to holistic development of a Nation. Most rural regions are facing a vicious cycle of poverty predominantly due to the geographic topography that leads to drudgery of movement, ultimately leading to a lack of access to basic needs. Education can help in breaking this cycle and transforming it into a virtuous cycle by creating awareness, opportunities to learn, building platforms to generate ideas and sharing them. We believe in working with a need-based approach, where the problems of inaccessibility to quality education, lack of child friendly environment in classrooms, lack of awareness about environmental issues, unsafe physical infrastructures of learning centers...are identified and addressed by collaborating with the concerned agencies, schools, human resources and communities involved. We recognize the importance of working in alignment with the Sustainable Development Goals. Hence, we have incorporated SDG's 4, 5 and 13 in our projects and initiatives.

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EMS Training in 100 Schools of Solukhumbu:

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EMS Training in 100 Schools of Solukhumbu:

10 days English, Math and Science (EMS) training has been completed in 1 Municipality and 6 Rural Municipalities of Solukhumbu district with the support of Australian Himalayan Foundation (AHF). There were all together 271 teachers (166 Male and 105 Female) participated in the training. The training was facilitated by REED Nepal's training and research team along with international volunteers of Australia. The training aimed to improve the quality teaching learning activities in 100 targeted schools. This training expected to promote the learning the achievement exceeding government's benchmark on three subjects: English, Math and Science. This training tried to motivate all EMS teachers to apply innovative teaching learning pedagogies based on basic level curriculum and apply formative assessment mechanism to enhance the learning outcomes of students.

Everest Youth Climate Initiative (EYCI):

REED Nepal in close partnership with Australian Himalayan Foundation is putting its efforts to strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in align with integrating it into practice and planning in upper Khumbu region of Solukhumbu. For that, awareness rising and capacity enhancement to students and teachers about the risk of climate change, adaptation and early warning actions so far recently. Scoping and climate study was carried out in Dec, 2018 with the purpose to identify climate change impacts on local vulnerable people and to recommend possible actions to reduce these vulnerabilities. Plantation has been done in some needy areas to grow native plants in June, 2019. Mobilization of local youth clubs and mother group for the planned activities to implement at local level has been coordinating with Sagarmatha National Park (SNP) and buffer zone as a regular activity.

MoU with rural and urban municipalities in different districts:

As of the constitution of Nepal, 2015 and aligning with the sustainable development goals with an especial focus on goal number 4, 5, 6, 7 and 10, there has been done collaboration with the local governing bodies, Teachers, Parents, Civil Society Leader, Head Teachers, Resource Persons, Education Development and Coordination Unit, Chair of Rural Municipality to build the regular strategic network in different districts. The MOU with Srijangha Rural Municipality, Phalewas Municipality, Mahakulung Rural Municipality, Necha-Salyan Rural Municipality, Mapya Dudhkoshi Rural Municipality and Talkot Rural Municipality along with EDCU units and schools of the area has been done to strengthen the vision of Nepal Government in terms of school education so far.
Different interventions in Solukhumbu:

2 days Library Management Training (LMT) was organized for teachers of 7 Namuna (Model) schools to manage books according to library management guideline and operate accordingly in their respective schools. 15 teachers (11 Male and 3 Female) were trained on library management such as books classification, registration, coding, shelving, book issuing and lending to the children, teachers and other readers. Likewise, 833 parents, mother’s groups and community people (238 Male and 595 Female) of 7 Namuna schools were oriented about the concept of Namuna school, children education and learning environment. Exposure visits were done by head teacher (7 teachers) and chairperson (7 chairpersons) of school management committees of 7 Namuna schools. They visited another Namuna schools with the purpose of learning and sharing good practices and challenges each other. With the objective of making child clubs functional in Namuna schools, some initiatives related to child club mobilization were taken; child clubs were reformed in 7 Namuna schools and one day orientation provided to the child clubs about child rights, child protection and leadership. Total 134 child club members (70 Boys and 64 Girls) of 18 schools including 7 Namuna schools were oriented about child rights and protection. Likewise, focal teachers of 7 Namuna schools were also oriented about child safeguarding and addressing child protection issues in schools. Child clubs have also prepared annual plan of actions which are reviewed on monthly basis with the support of REED and schools.

Similarly, 3 days Disaster Risk Reduction (DRR) Training was provided to REED staffs by an external and internal expert of REED about risk of disasters, hazards and socio-economic vulnerabilities that can happen in schools at any time. They were also oriented about government’s comprehensive school safety master plan and school safety package. 24 people (18 Male and 6 Female) representing REED and 7 Namuna schools were participated in 3 days First Aid Training facilitated by District Red Cross. With the main objective of promoting health and hygiene of students and teachers in 7 Namuna schools, hand washing basins with water supply are set up and toilets are renovated. In addition, hygiene materials such as soaps, tooth brushes and pastes, towels and mirrors are distributed to the children. Tiffin boxes are also provided to the children of grade 1 to 5 in order to develop their habits of carrying homemade lunch to schools. 4 days Gender and Social Inclusion (GESI) training to REED staffs was facilitated by an external GESI trainer which was aimed to analyze the situation of men and women in the working area/place. After GESI TOT training to REED staff, REED staffs organized 3 days GESI training for 132 SMC/PTA members and teachers (53 Male and 79 Female) of 7 Namuna schools. The same participants were participated in 2 days DRR training which was also facilitated by REED staffs. Total 81 members representing from School Management Committees (SMCs) and Parents Teachers Associations (PTAs) of 7 Namuna schools participated in 2 days SMT/PTA workshop which was conducted by REED staffs. 210 community people and parents (78 Male and 132 Female) of 7 Namuna schools were oriented about the concept of Namuna School and its key milestones to develop it as model school. Seed money of Rupees 5,000 (Five Thousand) was provided to mother’s groups of 7 Namuna schools to initiate the schools’ internal fund and increase it on their own. 34 (18 Boys and 16 Girls) children of Pathivara school of Sotang was benefited from school mid-day meal program in partnership with school and local government/Rural Municipality. The main objective of the program was to motivate children attend school regularly. National Education and Children day were celebrated by 7 Namuna schools on 8 and 14 September, 2018 respectively. Hoarding boards are placed in 7 Namuna schools to spread awareness against corporal punishment to children. Joint monitoring was carried out by REED staffs with chairpersons, education officers and representatives of Rural Municipalities/Municipality to share REED project interventions and get feedback and inputs from local government to improve the program.

ECED Training/Orientation and Classroom Set up:

With the objective of strengthening Early Childhood Education Development (ECED) centres, 10 days training was organized for ECED teachers of 7 Namuna schools and 2 other schools. Total 9 ECED female teachers were trained by REED staffs. The contents of the training covered the concept of pre-literacy and numeracy as the foundation of literacy to support children for their physical, mental, social, emotional, linguistic and cultural development. Development of ECED learning materials and set up of 6 learning corners were also included in the training’s sessions. The training was based on practical sessions such as singing, playing games, development of materials and demonstration of class. At the end of the training, plan of actions were developed by teachers. In addition, REED has provided ECED materials such as puzzles, alphabet and number charts, dolls, visual materials and filters to the schools. The ECED centers are well furnished with carpets and furniture. The wall of the centers are painted with different colors, alphabets and pictures. Similarly, mothers of ECED centers of Namuna schools are oriented about the importance of ECED, home learning environment as well as children’s health and hygiene. To make local government i.e Rural Municipality/Municipality sensitize about children learning environment, REED has facilitated local government to support in preparing integrated plan and budgeting for ECED development in schools.

In School Support Program in 10 Districts:

School based mentoring from subject experts on an individual basis to nurture the stakeholders’ capacity and materialize the objectives envisioned by funding partners and REED Nepal was done in more than 200 schools from 34 staff of REED in this year. Addressing local educational issues aligning with national curriculum was the main motto of this program which is regarded as one of the comprehensive initiative by REED Nepal.
Ten Days Second Phase Head Teachers’ Management &Leadership Training and other workshops in Taplejung:

Head Teacher Management and Leadership Training is one of the important events to enhance the school education. REED conducted this training with the coordination of NCED, EDCU Taplejung and ETC Inaruwa, as per the new training modality of NCED in Taplejung district with the financial support from HTUK. Altogether 31 teachers from Community and Private Schools of Taplejung district have participated in this 10 days training. The main objective of the training was to develop better managerial and leadership skills among Head teachers, and generate equity, ensure the quality and inclusiveness in education and develop the schools as better learning centers with better environment. The important part of the training was the preparation and declaration of “Education Development Declaration Taplejung, 2075” which focuses on three aspects: academic, physical and good governance for the well-functionality of the schools. The Head teachers have committed to work according to this declaration to make their schools, a Model School. The declaration includes some practical approaches to enhance the quality education so it has highlighted and supported by local and national media as well. REED has made coordination with District Education Office Taplejung. Local bodies and Resource persons for the implementation of this declaration in the schools. REED has also made a plan to visit the schools for the follow up of this program. So, Head teacher management and leadership training has become a road map to enhance the quality of education in Taplejung district.

Similarly, basic learning resource/material construction workshop was conducted for 21 teachers; MGML (Multi Grade Multi Level) teaching approach was facilitated to 4 teachers of schools as well as RLT (Resource Leading Team) workshop was also conducted for 39 teachers in Taplejung. Also, Community Orientation Program was conducted for the parents of schools. Resulting to which, 50% parents are actively involving in school's activities. 16 Eco Clubs formed and their effective mobilization and support has been happening intensively in the program area. Teaching Learning Material Support to 30 schools is boosting the teachers' morale to create the child friendly learning environment based on child friendly learning framework of Nepa l Government. ECCD (Early Child Care Development) teachers were trained and 12 ECED classrooms were also well set up. Because of all these TTQE programs, the learning achievement of the district is exceeding in national benchmark, i.e. 62.4% in an average.

Altogether fifty seven students have grabbed the scholarship opportunity for higher education till this year in Taplejung which was supported by HT, UK. This program has encouraged students to study hard and pay attention in their further studies. REED Nepal also provided cash support to 487 scholarship children and stationery materials to 469 children in this year out of total 523 scholarship children in Solukhumbu with the support of AHF/ANCP.

Integration of ICT into Education workshop:

Integration of ICT into an instructional strategy 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. Based on the need of the schools, REED Nepal conducted five days ICT training at Kanchangunga Secondary School, Yamphudin in Srijanga Rural Municipality of Taplejung district from 14 to 18 September, 2018. 12 participants (9 males and 3 female teachers) from 4 schools namely Kanchanjanga Secondary School, Gaunbari Basic School, Krisna Basic School and Yamphudin Basic School were participated in the training. Likewise, REED Nepal successfully completed the three days for community and private schools’ teachers’ ICT training in REED Nepal’s Center Office, Bakhundole, Lalitpur from 3-5 August, 2018. Altogether 7 participants attended in the training. To make the teaching and learning effective and ICT based, 10 days Flipping Classroom Teacher Training was conducted at Rani BS School for 22 teachers in Phoktanglung rural municipality on 19 to 28 December, 2018 in terms of learner centered model and creating meaningful learning. 2018 in terms of Learner Centered Model and creating meaningful learning.
Dynamic Funding Initiative at Taplejung:

Dynamic Funding has been launched to improve the infrastructure of the school and create child friendly teaching learning environment in the school through availability, access and appropriate use of teaching learning resources. It focuses in creating child friendly set up in the classrooms and safe surrounding around the school premises. To develop the child friendly school environment, REED Nepal has been supporting on constructing school buildings, effective infrastructure of school, and child appropriate equipment as per the schools’ requirement. In this FY 2019, REED has supported Rani Basic School & Sundevi secondary school where per school got 1, 00,000 for library construction. Rani Basic School has already completed the construction of library whilst the other school is still in construction phase. Similarly, lunch box facility, i.e. fencing, classroom renovation, drinking water, toilet and the provision of revolving fund has been initiated in Taplejung with the financial support of HT, UK.

Strong Girls’ Project:

Strong Girls project has been implemented in Plapa, Rupandehi and Kapilvastu of province number 5 with financial support of Karuna Trust, Karuna Deutschland and BMZ. It has been implemented in consortium with Green Tara Nepal (GTN), Feminist Dalit Organization (FEDO) Nepal and REED Nepal. The main objective of this project is to enable children of Dalit and other marginalized families receive inclusive and high-quality education of the 3 targeted districts. It will help the children to complete successfully the basic education and enter secondary school. This project has integrated livelihood support to the families of Poor and Dalit students. The project covers 15 schools of the 3 districts.

During the period of 9 months of its implementation, the following activities were executed successfully:

- Baseline survey in 15 schools of three districts
- Orientation of projects in schools and district
- Ten days teacher’s training in 3 districts. One hundred ninety seven teachers were involved.
- Educational materials, curriculum, teachers guide and reference books support in 15 schools.
- Stationeries support to 390 students
- Income generation trainings to seven women groups
- Book corner installed in 65 classrooms
- Supported six schools for management of girls’ friendly toilet.
- First aid kit support and implementation

Donor's visit:

This year, donor’s engagement in different project implementing areas of REED could be seen remarkably. Donors from HT, UK spent many days in Taplejung to know about the project impact and feasibility study. Similarly, Simin Balderstone, Angela Ford from AHF, donors from Sunrise Foundation, Swiss Foundation, CHOICE, Rotary Club of Australia, Karuna Trust, Germany also visited our project areas with some important insights and feedback. We acknowledge their support and donation from bottom of our heart. Simultaneously, REED sent Mr. Rajendra Panta: district manager of Taplejung to UK for 20 days in fundraising initiative which happened at Royal Geographical Society, London and he shared the impact of REED program with international partners.

Baseline Survey:

Baseline survey in Dolpo Buddha and Shey Phoksundo Rural Municipality of Dolpa district was carried out with the support of 12 different funding partners. Similarly, baseline assessment was also carried out in 6 schools of Panchkhal Municipality of Kavre district which was financially supported from Grande Social Foundation.

Furthermore, based on cooperation agreement with BMZ/Karuna Trust, baseline survey was completed in 3 districts’ 15 schools, namely, Kapilbastu, Rupandehi and Palpa. Likewise, baseline study was carried out in 6 schools of Parbat which was supported by Phalewas Municipality. The baseline study in 15 schools of Khaptad, Chhanna Rural Municipality of Bajhang was carried out for ‘Chhaupadi project. The baseline study in 7 model schools of Solukhumbu was carried out which was financially supported by the Australian Himalayan Foundation. The EGRP baseline study in 7 model schools was also done to further strengthen the program in Solukhumbu. Similarly, impact study of ‘Going to School Support Program’ was also accomplished in Solukhumbu. Lately, rapid study was accomplished in 2 rural municipalities of Bajhang and Bajura for ‘Chhaupadi Project’ which was financially supported by Karuna Trust, UK. The baseline study in 30 schools of Talkot rural municipality of Bajhang which was supported by Talkot Rural Municipality has been accomplished recently. The 7 model schools’ key milestones’ review and baseline study in 4 model schools in Solukhumbu also has been accomplished with the support of Australian Himalayan Foundation and Western Sydney University. The baseline study in the schools of Taplejung in new area has been accomplished recently which was supported from Himalayan Trust, UK. Likewise, the baseline study was accomplished in upper Khumbu region for EYCI project which was supported by Australian Himalayan Foundation.

Tole Reading Group Formation and Community Engagement:

To develop reading culture in the communities, reading groups were formed in 14 CLIP implemented schools and reading motivators have been selected. REED staff oriented reading motivators to manage and run the reading groups. Similarly, 422 (142 Males and 280 Females) parents were also oriented for developing reading culture and habit to make a conducive environment for their children learning. Some books for children and parents were also provided to develop reading habits of children and community people.
Construction Projects in different districts:

Garma hall was constructed which was designed by Australian designer companies Taylor Thomson Whitting (TTW) and Davenport Campbell (DC). The funding partners: National Association for Women in Construction (NAWIC) in coordination with AHF, TTW, DC, REED Nepal and Nepal Government provided a large secure, earthquake and wind-proof structure for the community. Yamphudin health post has been completed in Jhapa district of Nepal with the funding support from Himalayan Trust United Kingdom (HTUK) which has the 9 rooms building facility, including the birth center. Similarly, 2 rooms school building has been completed at Bhumesthan Basic School, O khaldunga which is earthquake resilient school infrastructure for right based education and to ensure child friendly learning governance. MSRP (Mamankhe School Reconstruction Project) is under construction with the aim of providing safe learning physical facility from which students and 14 teachers of Mamankhe School would be benefitted. This project is financially supported by H.T, U.K. Lately, Namo school construction is running in upper Dolpa region with the support from different funding partners.

Simple School Project (SSP), Okhaldhunga:

Simple School Project is a project supported by Stuart Rotary Club of Alice Springs, District 9500 Australia for TTQE in 9 schools and 2 rooms’ school building construction which has been accomplished recently, namely, at Bhumesthan Basic School, O khaldunga. The ten days Child Friendly Learning Environment Development Workshop for 67 teachers of 9 schools has been conducted following with curriculum based student centered activities and review of WASH support carried out during the year. This year, 4 days Child Friendly Learning Environment Development Workshop and 2 days Library Management Workshop following with learning resources and library books support will be conducted in October and November, 2019.

CHOICE program in Sindhuli:

Cambridge Hong Kong Operation for International Children’s Education (CHOICE) volunteers’ service trip happened in Sep, 2018 for 8 days mainly focused across 3 schools of Sindhuli district following 4 days pre-service trip in June, 2019 and 8 days main service trip in September, 2019. The trip was focused to conduct curriculum based student centered activities and review of WASH support carried out during the year. This year, 4 days Child Friendly Learning Environment Development Workshop and 2 days Library Management Workshop following with learning resources and library books support will be conducted in October and November, 2019.

Annual Review Meeting:

REED has conducted its 3 days annual review meeting at Makawanpur dated on 17th-20th July, 2019 with the purpose of reviewing current program wise objectives, processes, outputs and ways forward. The meeting concluded with some mutually agreed remarkable decision and action steps to materialize the vision envisioned so far. It explored the areas of programmatic improvements to achieve the institutional goals for upcoming years. There were 30 participants including all board members of the organization.

General Assembly:

The General Assembly of REED has been accomplished on 24 August, 2019 with some comprehensive decisions on important questions, i.e. recruiting new Chief Executive Officer and Program Director, and review on budgetary matters including discussion over current policies and concepts. The general assembly has elected Neera Shakya as a chairperson, Dambar Angdambe as a vice chairperson, Meghnath Sharma as a secretary, Manju Dangol as a treasurer, Dr. Prem Thapa, Shanti Bogati and Ujjwal Amatya as members for two years. REED Nepal is thrilled to proudly announce the name of 7 visionary board of directors to upscale the social impact of organization with well-resourced programs. Each board member brings a breadth of expertise from their respective careers in education, policy, technology, philanthropy, strategy, academia and international development.atching this dynamic set of visionaries coalesce around our approach and organization is humbling. The caliber of our board speaks to the essential and timely nature of our work. Without their addition, we have never been more confident in our ability to spur systems-level change. We are delighted to work with them to extend transformative learning experience to the frontlines of social change.

Media Advocacy:

26 episodes of radio program have been aired in local media on a weekly basis. The main objectives of the radio program were to spread awareness to the community people about school enrollment, regularity, parenting education and child protection issues such as child rights and child marriage as well as update them about government policies and programs. In addition, the voices and creativities of children were also included in the program. In the episodes, dramas and interviews were played and educational activities were also disseminated to community people. The solutions of teaching learning problems were also discussed with education experts and trainers in the program.
Grande Social Foundation: "Transforming Children into Champion through Quality Education (TRAC) Project":

REED Nepal accomplished 2 days Leadership and Management Training to all HTs, SMC and PTA chairpersons of 6 schools of Panchkhal municipality recently dated from 24th-26th August, 2019 for Dugdeswori 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, Panchkhal, Kavre where 18 participants were participated in the training. Along with this, in school support in six schools happened from EPC of REED Nepal. This initiative was financially supported from GSF and organized by REED Nepal. Last year, we conducted 5 days Child Friendly Learning Environment Development workshop to 65 teachers of 6 schools following with 1 day community orientation program and in school support in each school.

Training on Children Literacy Improvement Program (CLIP):

To enhance the children's literacy and reading skills in Nepali, 10 days CLIP training was conducted for 30 Nepali teachers of 14 model schools of Lower Solukhumbu region which was financially supported by ANCP. The training focused on 6 components of EGPR: letter identification, vocabulary, phonemic awareness, fluency, comprehension and writing following the training framework of Nepal Government. The expected outcome has been improving among the children since its intervention.

Thanks Note!!

We are proud of our donors, AHF/ANCP, HTUK, Grande Social Foundation, BMZ/Karuna Trust, Stuart Rotary Club of Alice Springs, Australia, CHOICE and different municipalities of Nepal Government. Our goal is to provide the inclusive quality education to the needy people, teachers, students, SMC/PTA and the community in the very remote parts of mountainous and hilly districts of Nepal would not be successful without the continuous support from the funding partners. 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 inclusive 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.

Human Resource (HR) Update:

REED would like to congratulate and welcome to the following:

Mukti Ghimire
EPM (Solukhumbu)

Junu Hirachhan
EDO (Dolpa)

Manisha Tamang
Supervisor(Taplejung)

Thakuram Khadka
EDO (Solukhumbu)

Ram Bdr Bista
EDC (Bajhang)

Dolpa TTQEP:

10 days Child Friendly Learning Environment Development Workshop has been conducted in Dunai of Dolpa by inviting all teachers in district headquarter. There were 60 teachers from 15 schools who were directly benefitted from the program following school based mentoring and support from Education Development Officer of REED, which was based on the baseline survey report of Dolpo Buddha and Shey Phoksundo Rural Municipality carried out on 2018. The child friendly school construction is running in Namdo School of upper Dolpa which is financially supported from different partners.

Upcoming Events:

Solukhumbu

- RM level child club formation and mobilization
- 3 days HT/SMC training
- Basic and refresher ECED training
- GESI training
- 10 Days EMS training
- Ongoing scholarship support
- Basic and material development workshop

Taplejung

- Stationery materials support
- ICT/Flipping refresher training
- Baseline survey in new area

Karuna Trust

- Eco child club formation and orientation
- HT meeting and assessment of EMS
- Selection of best school and award distribution
- Ongoing in school support