REED Strategy Map 2017-2021

Core values (Who we are)
- Honest
- Committed
- Energetic
- Disciplined
- Positive
- Respectful
- Responsible

Impact
- Quality Education
- Learning and Lifeskill
- Gender and social inclusion
- Environment and Climate change
- Child Protection

Process
- Strategic partnership
- Impact Measurement
- Community Engagement

Learning and Development
- Improve staff skill
- Better working environment
- Governance and Management

Resources
- Coordination Collaboration and integrated system
- Build relationship with Government and Stakeholders
- Donor engagement and Relationship
- Increase grant portfolio

workforce alignment
Who we are?

REED Nepal, as an NGO was established in 2000 AD with the motto of “Quality education our commitment” It began its journey incorporating Teacher Training Programs carried out by the Himalayan Trust, New Zealand (HTNZ). REED-Nepal has been following the footsteps of Sir Edmund Hillary in the Mount Everest Region and the Himalayan region since its establishment. In the past, REED Nepal worked in Humla, Kavre, Okhaldunga, Sindhuli, Bajhang, Dolpa, Myagdi, Rasuwa, Kapilvastu and Parsa districts of Nepal. Now, it has been working in Solukhumbu, Taplejung, Rupandehi, Kapilbastu, Palpa, Dolpa, Sidhuli, Bajhang, Dhading and kavre for the provision of accessible quality education in the community schools of rural Nepal with the principle of collaboration and coordination at local level. At national-level, we build strong partnership structures that encourages flexibility to address specific program goals and objectives. Annually, REED-Nepal works with 220 schools, over 2100 teachers, 31500 students and thousands of community members over the rural parts of Nepal. REED-Nepal works with a holistic approach in education that ensures quality and long term positive impacts. The organization attempts to empower teachers, head teachers, child clubs, school management committees (SMCs), parents-teachers’ associations (PTAs), parents and community members. It is committed to provide service on teachers’ training, school supplies and physical facilities and scholarships to the children of disadvantaged families and enhance capacity on accountability and governance, child protection, gender and social inclusion (GESI).

Our Funding Partners
Australian Himalayan Foundation (AHF), Australian Aid, Himalayan Trust, New Zealand (HTNZ) and Himalayan Trust UK (HTUK), Karuna Trust Germany, CHOICE Hong Kong, Grande Social Foundation, Rotary Club International, Rotary Club Stuart Australia/Madhyapur Rotary Club, Nepal Australia Friendship Association, Schulverein Lo-Manthang, Municipalities and Rural Municipalities of Government of Nepal along with individual donors.

Our Local Partners and Key Stakeholders
Municipalities and Rural Municipalities, District Coordination Committee, Education Development and Coordination Unit, School Management Committees, Parents Teachers Associations, Child Clubs, Eco Clubs, Youth Groups and Mother's Groups

Our Working Districts
Solukhumbu, Taplejung, Okhaldunga, Rupandehi, Kapilbastu, Palpa, Sindhuli, Kavre, Parbat and Dolpa

Our Vision
Our commitment to all children, have opportunity for quality Education.

Our Mission
Ensure that every children growing in poverty receives education to achieve positive changes in their lives.
I am delighted to present you the Annual Report of REED Nepal for FY July 2018- July 2019. REED Nepal has been conducting various programs and trainings to uplift the quality of education in numerous community schools of Nepal from the past 15 years. Our major goal is a holistic approach in education to bring a significant improvement in the lives of children through inclusive and quality education in rural Nepal.

REED Nepal is committed to provide need-based trainings for the teachers and contextualization of the curriculum as per local requirement which has enhanced the skills of teachers whilst helping them to incorporate unique and creative ideas in teaching methods. The TTQE Program has interceded in creating a child friendly environment in the school resulting in an increased learning achievement. Along with this, community Engagement has been an essential element in all our programs which has led to an increased involvement from the parents/guardians in the learning process of their children.

Aligning to the mission and vision of the organization, we have strategized the programs to reach the target group and are be able to establish achievements with a long-term impact which will further contribute in meeting the Sustainable Development Goals. The programs conducted by REED Nepal has been of great support to meet this aspiration, the testimony to, it is the approval by the Government of Nepal on our programs adding greater motivation and responsibility towards our mission.

Acknowledging the efforts of our staff for their productive and responsible performance in FY 2018/019, I express my humble gratitude for indefatigable spirit and hard work which is also reflected in this Annual Report.

Appreciating the generosity of our every supporting Donors and Partners; Australian Himalayan Foundation, Himalayan Trust UK, Himalayan Trust NZ, Karuna Trust Germany, CHOICE Hong Kong, Rotary Club International, Rotary Club Stuart Australia, MRC, GSF, Nepal Government and its aligned bodies as well as local stakeholders.

Looking forward to continuous support and cooperation as we thrive to a make a difference in the rural parts of Nepal.

Thank You!!

Bhim Bahadur Bogati
CEO  REED Nepal
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## Acronyms

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<th>Acronym</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>AHF</td>
<td>Australian Himalayan Foundation</td>
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<tr>
<td>CLIPS</td>
<td>Children Literacy Improvement Program in Solukhumbu</td>
</tr>
<tr>
<td>DFAT</td>
<td>Development of Foreign Affairs and Trade, Australia</td>
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<td>DRR</td>
<td>Disaster Risk Reduction</td>
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<td>ECED</td>
<td>Early Childhood Education Development</td>
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<td>Early Grade Reading Program</td>
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<td>EMS</td>
<td>English, Math, and Science</td>
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<td>EYCI</td>
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<td>Learning Environment Progress Plan</td>
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<td>Parents Teacher Association</td>
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<td>Rural Education and Environment Development Center Nepal</td>
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Executive Summary

The Annual Report 2018/019 covers REED Nepal progress for the fiscal year 2018/019 (June 2018 to June 2019) in achieving REED’s goal to provide the opportunity to children for quality education in rural parts of Nepal. The report incorporates organizational vision, mission, core values and the summary of programs’ highlights and achievements with evidences and success stories as well as total beneficiaries. It also provides an overview of funding donors/partners, partnership with local government and financial summary. This report includes REED Nepal’s great achievement is that the organization has been continuously able to receive long term funding from AHF and HTUK due to its good impacts in the schools and communities. In addition, it has received funding for consortium project from Karuna Trust, Germany. Similarly, the organization has been able to expand its coverage in other districts such as Sindhuli, Okhaldunga, Palpa, Kapilbastu, Rupandehi, Dolpa and Kavre in teachers training. The teachers training package developed by the organization is approved by Government of Nepal because of its quality delivery in teachers training. Similarly, REED Nepal has made significant contributions through quality and inclusive education, environment conversation, Scholarships, WASH, DRR, child protection, GESI and some infrastructure interventions to address the issues of children in education and meet their needs and their families.

REED collaborated with Municipalities and Rural Municipalities to support Early Grade Reading Program (EGRP) by implementing it at local level and conduct teachers training to build the capacity of teachers. The major measurable achievement of REED is learning achievement is improved by 4% in overall. The significant change can be observed in teachers’ professionalism and their teaching learning practice into the classrooms. Additionally, REED has started risk assessment of children and program and developed risk matrix to mitigate the risks of children, gender and children with disabilities through program interventions.
1. Our Programs/Projects

1.1 Teachers Training Quality Education Program in Solukhumbu

Teachers Training Quality Education (TTQE) Program is a flagship program for Solukhumbu funded to REED Nepal by Australian Himalayan Foundation (AHF) and Development of Foreign Affairs and Trade (DFAT), Australia. The program aims to achieve quality and inclusive education of children in 100 community schools of one Municipality and six Rural Municipalities of lower Solukhumbu district. The goal is founded on the belief of providing access to quality education and complete secondary education. TTQE program focuses on creating schools as centres of excellence where children have a fair chance to reach their full potentials and practice educational opportunities in child friendly teaching learning environment.

The program is guided by four strategic pillars:

- Model Schools demonstrate the practice of quality and inclusive education (Namuna School program).
- Children read and write competently in Nepali by Class 3 (CLIPS program).
- Children meet/exceed prescribed government competency and benchmark standards in English, Math and Science at Basic level schooling (EMS program).
- Very disadvantaged children are supported to access and complete schooling (GSS program).

REED partnered with 7 schools to implement Namuna schools-NS (Model School) approach according to REED Namuna School’s guideline. Schools were supported for the wholistic development of schools which are based NS milestones. According to NS approach, capacity building of SMCs, PTAs, teachers and child clubs on Subject Teaching Learning and Literacy, DRR, Frist Aid, GESI and Child Rights and Protection is carried out. ECED centres were equipped with educational materials and learning corners were set up. Reading corners were established in grade 1 to 3 and libraries were managed as well as teachers were trained on library management. Community engagement activities such as Tole Reading Groups (TRGs) and One Parent One Support program were functionalized as well as parents monitoring system was established.

WASH support and awareness program were one of the supports done in schools. Similarly, CLIPS program was executed in 14 schools including 7 Namuna schools to improve reading skills of children of grade 1 to 3 for which teachers were trained on literacy to assist the children in teaching learning in the classroom and practice books were provided to these children. Likewise, English, Math and Science (EMS) teachers of 100 schools trained on subject pedagogies to increase learning achievements of students. During this reporting period, the TTQE program focused on strengthening teaching learning practices to enhance children’s literacy and learning outcomes by building capacity of teachers, increasing parental support for children’s learning, improving access to quality and inclusive learning environment.
Story of Change 1

1. Relating Teaching with Real Life

Saran, teacher of Shree Sotang Basic School, Sotang said “After receiving 6 days EMS training from REED Nepal, I realized the importance of practical education. We should relate our teaching learning process into learner’s real-life situation. We should make them feel that my learning process is really for me so that I can utilize my knowledge in future. When we will be able to do so, then automatically learners will be active and curious to learn something. Their shyness and hesitation will decrease gradually and their self-confidence will raise. Keeping this in mind, teacher should focus their student’ learning towards real life situation. Based on text books lesson, we should prepare suitable teaching materials that increase learner’s activeness. Teaching materials is essential for effective teaching. We should prepare and use them properly.”

He further added “When I received awareness training in preparing teaching materials and demonstration at class, I found expected result. Learners were motivated towards learning and they changed their attitude. As an English teacher, I applied this technique to teach a second language which attracted and motivated my students. When they realized the matters with the help of visual aid, they became active learners. I let them to link their learning with their real-life situation automatically and helpful to change their behaviors and attitudes. When we follow above mentioned way of teaching, definitely our goal will be achieved. Even our small contribution and dedication will be beneficial to achieve national goal of education. Therefore, let’s try to be more active, positive, specific, and realistic and start incorporating practical knowledge and education for pupils to shape.”

as well as school management. Besides, REED also provided full package of scholarship to agricultural students (5 girls) which will help them pursue technical education at higher level in future and cash/stationery support distributed to 487 scholarship children of very vulnerable families for their regularity in schools to complete secondary education.

As a result of program interventions, 7 Namuna schools have learning corners with adequate educational materials in ECED centres and 14 schools have reading corners set up for grade 1 to 3 children. Child friendly teaching learning approach is practiced in 14 schools and teachers have made commitment to stop corporal punishment in 7 Namuna schools. The program is able to provide an opportunity to 6 children with hearing impairment to learn in an inclusive learning environment in

Garma Secondary School which is one of the Namuna Schools.

Similarly, 5 girls who are from poor socio-economic families are able to enroll in the school of technical education so that they will be able to pursue their career goals in future. 7 Namuna schools have provision of WASH management system and they have DRR plans incorporated in SIPs. The child clubs are active in 7 Namuna schools in leading schools’ sanitation programs, conducting extra-curricular activities and raising children issues to solve by themselves. Likewise, Learning Achievement is increased by 2 to 4 % in Namuna schools. It has also conducted the in-school support with mentoring the teachers’ to strengthen the teaching and learning skills.
After the intervention of the program, the following groups of people were benefitted with:

**Figure 1** The Community People: Teachers, Parents, SMC, PTA Benefited with TTQEP Program

**Figure 2** Number of Teachers Benefitted with Teacher Trainings
Story of Change 2
2. Transforming into Namuna School

Li Dhunga Basic School located in Sotang Rural Municipality is on the process of becoming a Namuna School as per Namuna school milestones developed by REED. REED Nepal has been focusing with primary interventions such as maintaining Child Friendly Toilet, setting up Hygiene Corner and facilitating with child friendly environment with furniture and carpet facilities. Along with it, there is support of ECED materials, science laboratory, computer and printing materials. Similarly, essential subjective training, First Aid Training, Library Management Training, SMC/PTA Training and Child Rights and protection training have been also provided to SMCs, PTAs, teachers and child clubs to improve skills of the school administration, teachers and child clubs. Above all, with these interventions immediate visible change is reflected through the progress of learning achievement increased by 8% in comparison to last year. Similarly, with the facility of child friendly furniture and convenient aspect such as carpeting and ECED materials, the learning has become quite influencing.

The Head Teacher, Mr. Surya Prasad Ghimire said, “The support of REED in both technical and materials provision has helped us improve school. We believe it would surely lead us to becoming a Namuna School. He further added “The effort of REED is bringing up visible changes that is quite unusual among the school administration.”
3. Students developing habits of handwashing

REED Nepal. Facility of hygiene corner, support on hygienepromotional kits and orientation as well as awareness programs have developed sanitation and hygienic habit of students. REED Nepal has supported to the school on physical facilities and capacity development to teachers, SMCs, PTAs, teachers and child clubs to develop Namuna School.

Before interventions of REED Nepal, students mostly attended the school in an unclean uniform with mud and dirt. Due to lack of guidance and care, students usually kept themselves off washing hands and had their school lunch with the same dirty hands. Similarly, school toilet had a foul odor as neither teachers nor students sanitized. However, the transformation of existing toilet through adequate amount of water supply i.e. water taps in toilets and hygiene corner have made a visible change in the habits of school students. They are excited to practice hygienic habit and use ‘foul odor free’ toilet. Students’ habit of washing and cleaning has encouraged them to attend in clean uniform.

It would be quite fair enough to quote, having good hygiene is the first step as unhealthy minds cannot achieve the level of quality education. Stepping over this ground, Head Teacher, Mr. Kedarnath Khatiwada said, “With an initiation of REED Nepal, toilet has
1.2 Everest Youth Climate Initiative in Solukhumbu

been improved into the condition of congeniality from a reeked condition.” Everest Youth Climate Initiative (EYCI) project is a REED’s project on climate change and environment funded by AHF. The project intends to contribute to the protection of the fragile mountain ecosystem of Khumbu Pasang Lhamu rural municipality and to reduce the vulnerability of the local people to climate change. As per the recommendations of scoping study done by IUCN, the project has planned to focus on local climate change awareness and adaptation actions by improving the resilience and capacity of vulnerable families. It also helps to build the capacity of eco clubs in 16 schools and communities of this RM to plan and implement to sustain initiatives for climate change adaptation and environmental conservation.

The project has major two objectives:

- To reduce impact of climate change thorough local initiatives by school children, youth and local communities.
- To improve resilience of very vulnerable families to climate change impacts.

Over this reporting period, REED Nepal provided training to teachers on climate change and adaptation and facilitated to develop adaptation plans for eco clubs and communities. A sharing workshop with eco clubs organized by REED Nepal helped among eco club members exchange their best practices and learning on climate change and its impacts. Brochures and posters were published and disseminated to stakeholders for spreading knowledge and awareness on climate change and environmental conservation as well as tree plantation program organized in coordination with eco clubs, youths and community people. Project sharing and coordination with schools, stakeholders and local communities is on the full fledge. As an achievement, schools, eco clubs, youths and community people are interested to involve in Red Panda Network and contribute in Red Panda monitoring. The total number of beneficiaries after intervention of the project are mentioned as below:

![Figure 4 Number of teachers benefitted with Climate Change and Adaptation Training](image-url)
REED Nepal implements Teachers Training Quality Education Program which is funded by Himalayan Trust UK. The program aims to achieve inclusive quality education for children in 26 community schools of Taplejung district by enhancing capacity of teachers and stakeholders, improving schools’ physical facilities and strengthening child clubs. It also focuses on empowering community people and networking with local stakeholders in order to sustain the program in long term.

The program has five major objectives:

- To meet and exceed prescribed government competency and benchmark standards of Learning achievement, dropout, retention and enrolment of children.
- To demonstrate quality of Model school. (Practice of inclusive education, ECCD development, eco-child clubs, and student’s hygiene and school environment, teachers’ performance)
- To enable students achieve their career goals through higher education scholarships.
- To develop child friendly learning environment (Dynamic Funding program and Infrastructure support to mitigate the indicators of child friendly school environment.)
- To strengthen effective governance in school (Active head teachers and effective functioning of RLT, teachers, SMCs/PTAs)

The organization supported 26 schools to enhance capacity of head teachers and teachers on management and leadership, flipping classroom, Information, ICT, MGML and teaching learning materials development for better performance and applying innovative teaching techniques in the classrooms. REED Nepal has also formed Resource Leading Team (RLT) to provide additional support to the teachers and mentoring. RLT is also responsible for preparing Learning Environment Progress Plan (LEPP) of schools which helps guide schools to improve the overall performance. In comparison, 75% schools have fully implemented LEPP whereas 62.5% schools had practiced it last year. REED Nepal also supported in revolving fund in 2 schools in terms of sustainability perspective. In order to develop reading habits of students and teachers, libraries are set up and operated according to library management operation guidelines. In addition, the organization has also supported to construct a health post with birthing center to provide access to health facilities and improve safer motherhood. REED Nepal distributed stationeries to 151 school going children to make them regular in schools. Similarly, REED Nepal provided scholarships to 6 students from the very poor families for their higher studies.
Ms. Lila Kumari, teacher of Sundevi Secondary School located in Phaktanglung RM said “REED Nepal training helped me enhance my capacity in the areas of teaching learning methods and skills. After receiving trainings from REED, I have improved myself in using different teaching learning methods and techniques in teaching in the classroom and felt that I have long years of experience in teaching sector.” When she started teaching in the school 4 years ago, she had very limited knowledge and skills on pedagogy delivery, teaching approaches, methods and techniques. She was not well known about developing teaching materials and preparing daily lesson according to curriculum before entering the classroom. REED Nepal provided her teachers training on pedagogy, development of teaching learning materials. In addition, REED has technically assisted her in classroom teaching, developing lesson plan and teaching meaning materials by visiting school time to time.

Binaya, a 19 years old boy completed his secondary education from Sundevi Secondary school of Phoktanglung Rural Municipality in 2019. His family of three is solely depended on their mother after his father’s demise. He had to do all the household chores while he was studying which caused inability to pay proper attention to his studies and buy educational materials and stationeries. Through REED Nepal’s scholarship program, he was able to buy stationeries and pay tuition fees. He was a good student in the class and scored good marks in Secondary Education Examination (SEE) as well.

He said, “REED Nepal’s scholarship program has helped me continue my school education and fulfil my dream to study science for higher education. Recently, he has received a 2 year full scholarship at Megha College, Kathmandu in the Faculty of Science. So, I am indebted to REED Nepal for its selfless help to achieve my dream to study science in such a renowned college.”

With the intervention of TTQEP in Taplejung, the following number of people were directly benefitted with:

![Figure 6 Number of Teachers benefitted with In-School Support in Taplejung](image)
Figure 7 Number of Benefitted School Children through the Different Activities of TTQEP

1.4 Strong Girls Nepal Project in Rupandehi, Kapilbastu and Palpa

Goal: Achieve Higher Education of Girls from Dalit and Marginalized castes

REED Nepal is one of the consortium partners to implement Strong Girls Project in 15 schools of these districts of Nepal funded by Karuna Trust, Germany while the project is locally lead by Green Tara Nepal. The goal of the project is to provide access to inclusive, high quality education and an opportunity to complete primary education to girls from Dalit and marginalized castes. The baseline study reflects the major issues on child marriage, high drop out and low attendance and learning achievements of children and lack of parental education in comparison to non-Dalits students. Thus, REED Nepal has been working to address such issues of target beneficiaries. The project has four outcomes:

- Educational Standards and equipment will be improved to achieve educational goal of all girls (and boys).
- Young girls from disadvantaged backgrounds show improved performance and participate confidently and actively in school life.
- Dalit families are committed to the education of their daughters and able to improve their household income and keep their daughters in school through their own economic activities.
- The local actors (teachers, parents, school committees, school administrations, etc.) support the rights and access to good education for all girls and Dalits. During this reporting period, REED Nepal and other implementing partners jointly organized kick off meeting with stakeholders to initiate the project in the districts. Meanwhile, REED Nepal did the project agreement with 15 schools and developed common understanding and plans to achieve the goal. It also supported the schools to strengthen the capacity of SMCs and teachers in the areas of management and governance, development of education materials and its use in teaching learning to increase learning achievement. REED Nepal also established library corners in schools in order to provide access to students with books and promote reading habits. Additionally, students’ log book system has been also established in the schools to ensure teachers’ lesson plan is well implemented. In short, the following were directly benefitted with the intervention of the project.
Figure 8 Number of Community People Benefitted with Strong Girls Project

Figure 9 Number of Teacher Benefitted with Teacher Training
1.5 Other Educational Projects Supported by Different Agencies:

1.5.1 CHOICE Hong Kong

The CHOICE Hong Kong has supported on the child club orientation on WASH and teacher trainings in Sindhuli district along with supporting for the Green School for three school. The detail of the support with beneficiaries are mentioned as below:

1.5.2 Grande Social Foundation

Grande Social Foundation has supported in the education of the children in six community school of Pachakhal Municipality, Kavre. The detail of the beneficiaries with activities are mentioned below:

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**Figure 10 Number of Teacher from Basic Schools benefitted with Teacher Training**

**Figure 11 Number of School Children Orientation on WASH**

**Figure 12 Number of School Children benefitted by TTQEP**

**Figure 13 Child Friendly Environment Workshop to Teachers**
1.5.4 Simple School Project
The simple school project was supported by Stuart Rotary Club of Alice Springs. The project was launched in Okhaldunga district supporting in school education for nine schools. 73 teachers were benefitted with learning environment workshop from nine schools.

1.6 Construction Project
1.6.1 Yamphudin Health Post Construction
Yamphudin Health post was constructed in Sirijunga Rural Municipality, Tapalejung district. The project was funded by HTUK to ensure the access to basic health services for the community people of remote areas. The health post building with nine rooms was handed over to health post with the ownership of the Rural Municipality.

1.6.2 Garma Community Hall Construction
The Garma community hall was supported by Australian Himalayan Foundation. The community hall was constructed at Garma Secondary School (SS) at Solududkunda Municipality of Solukhumbu district with the objective of providing safe shelter for the school children and community in the case of disasters, extra-curricular activities, and community based activities. The hall has the capacity of providing shelter to 300 people. The community hall was handed over to Garma SS.

1.6.3 Mamankhe School Rebuild Project
Under the Mamankhe School Rebuild Project, 14 classrooms with four blocks are being rebuilt at Shree Laxmi SS, Mamankhe, Sirijunga Rural Municipality of Taplejung district with the participation of community people in remote area as funded by HTUK.

1.6.4 Namdo School Rebuild Project
The seven rooms’ new building is being constructed at Shree Sahiddharmabhakta Basic School in Namdo a remote place of She-Phoksundo RM in Dolpa District. The school building in under construction with the support of Schulverein Lo-Manthang, a Swiss NGO.

School Construction in Okhaldunga
An earthquake resistant school building with 2 rooms has been constructed at Bhumesthan Basic School in Okhaldunga in partnership with Stuart Rotary Club of Alice Springs, District 9500 Australia, Rotary International and Madhyapur Thimi Rotary Club, Bhaktapur.
2. Lessons Learnt/Good Practices

The lesson learning are mentioned as below:

- The program is to be designed as per the available resources,
- Supply chain management according to plan of action aligned to seasonal calendar,
- Focus school as Model School Approach wholistically,
- Condense the program in limited areas rather than scattering in different areas,
- The school garden and greenery should be done along with school fencing support,
- Capacity building of staffs based on capacity assessment and program objectives,
- Teacher trainings are to be done with material support,
- In school support with multi-specialty approach to school,
- Project Development as per the seasonal calendar along with participation of stakeholders,
- Coordination and cooperation with like-minded organization for reducing duplication and synergize the collective effort,
- Furnishing of the school as per the training content and model, and
- Training on material development is more replicable in classroom teaching.

3. Human Resources

![Bar Chart](image)

*Figure 14 Participants Teachers of Library Management Training*
4. Financial Figures of 2018/019
4.1 Statement of Financial Position

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<th>Assets</th>
<th>Current Period</th>
<th>Previous Period/Amount in Rs</th>
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Liabilities and Fund balance

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4.2 Comprehensive Statement of Activities- July 16, 2019

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<td>Membership Fee</td>
<td>2,400.00</td>
<td>-</td>
<td>2,400.00</td>
<td>1,700.00</td>
</tr>
<tr>
<td>Total Income</td>
<td>440,508.63</td>
<td>89,582,546.11</td>
<td>90,023,054.74</td>
<td>78,727,830.79</td>
</tr>
<tr>
<td>Expenditures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TTQEP and Scholarship Program</td>
<td>-</td>
<td>50,756,554.37</td>
<td>50,756,554.37</td>
<td>47,453,694.84</td>
</tr>
<tr>
<td>Reconstruction and Rebuild</td>
<td>-</td>
<td>18,576,777.52</td>
<td>18,576,777.52</td>
<td>45,467,103.90</td>
</tr>
<tr>
<td>Core Fund</td>
<td>201,885.64</td>
<td>-</td>
<td>201,885.64</td>
<td>384,447.11</td>
</tr>
<tr>
<td>Central Administrative and Management Cost</td>
<td>-</td>
<td>10,176,297.46</td>
<td>10,176,297.46</td>
<td>9,206,194.47</td>
</tr>
<tr>
<td>Total Expenses</td>
<td>201,885.64</td>
<td>79,509,629.35</td>
<td>79,711,514.99</td>
<td>102,511,440.32</td>
</tr>
<tr>
<td>Surplus/ (Deficit)</td>
<td>238,622.99</td>
<td>10,072,916.76</td>
<td>10,311,539.75</td>
<td>(23,783,609.53)</td>
</tr>
</tbody>
</table>
4.3 Construction Projects

![Graph showing income and expenses for construction projects.]

Figure 15 Income and Expenses of Construction Projects

4.4 Project-wise Income and Expenses

<table>
<thead>
<tr>
<th>Amount In NPR</th>
<th>Income</th>
<th>Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHF</td>
<td>8,521,159</td>
<td>7,480,252</td>
</tr>
<tr>
<td>AHF-ANCP</td>
<td>10,470,961</td>
<td>9,345,166</td>
</tr>
<tr>
<td>HTNZ</td>
<td>1,163,000</td>
<td>1,886,842</td>
</tr>
<tr>
<td>HTUK</td>
<td>9,591,870</td>
<td>9,795,763</td>
</tr>
<tr>
<td>AHF - Scholarship/GSS</td>
<td>7,278,425</td>
<td>6,385,827</td>
</tr>
<tr>
<td>Global Grant, Rotary</td>
<td>4,097,239</td>
<td>4,681,781</td>
</tr>
<tr>
<td>Dolpa Teacher Training</td>
<td>1,290,017</td>
<td>1,249,319</td>
</tr>
<tr>
<td>Choice Project</td>
<td>1,115,400</td>
<td>680,895</td>
</tr>
<tr>
<td>Strong Girls Project</td>
<td>4,776,471</td>
<td>4,391,444</td>
</tr>
<tr>
<td>Dolpa Teachers Training (RM)</td>
<td>-</td>
<td>159,115</td>
</tr>
<tr>
<td>Phalebas, RM</td>
<td>241,732</td>
<td>230,414</td>
</tr>
<tr>
<td>Mahakulung RM, Solukhumbu</td>
<td>1,673,605</td>
<td>1,673,605</td>
</tr>
<tr>
<td>Nechasalyan RM, Solukhumbu</td>
<td>1,294,947</td>
<td>1,295,147</td>
</tr>
<tr>
<td>Mapya RM, Solukhumbu</td>
<td>226,030</td>
<td>227,100</td>
</tr>
<tr>
<td>FCT Project, Sirjanga RM, Taplejung</td>
<td>394,005</td>
<td>408,156</td>
</tr>
<tr>
<td>Grand Holding Pvt. Ltd</td>
<td>998,399</td>
<td>865,729</td>
</tr>
<tr>
<td>Admin &amp; Management Cost (OH) and TNR</td>
<td>9,676,456</td>
<td>10,176,297</td>
</tr>
<tr>
<td>Core Fund</td>
<td>440,509</td>
<td>201,886</td>
</tr>
<tr>
<td>Total</td>
<td>63,169,226</td>
<td>61,134,737</td>
</tr>
<tr>
<td>Grand Total</td>
<td>90,023,055</td>
<td>79,711,515</td>
</tr>
</tbody>
</table>

Annual Report 2018-19
3.5 Administration and Program Cost

Figure 16 Distribution of Admin and Program cost.
RURAL EDUCATION AND ENVIRONMENT DEVELOPMENT CENTER

REED-NEPAL

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