

Q2
2024

Narrative reporting

from Plan International to Nature Planet Aps



Project title:

**Promoting Inclusive, Safe and Quality Basic
Education in Jumla (AADHAAR) Project**

Reporting Period:

**1st April 2024
to 30rd June 2024**

Implementation Start:

**1st March 2024
End: 31st May 2025**

We are aware of the identities of schools, beneficiaries and project participants, but we do not disclose this information in accordance with Plan International policy for safeguarding children and young people.

Describe impact and results achieved compared to planned objectives and outputs. How have you succeeded to contribute to child development and stimulation, and motivate parents in the chosen districts would be good to have impact these training/activities has done in participants life (?)



The project has achieved significant milestones during the reporting period. New school buildings, inclusive toilets, Menstrual Health Management corners, classroom repair and maintenance, drinking water facilities at school have encouraged children to be regular at school.

Yashoda (female 37 years) Head teacher at school #21: "The backbone of any school's infrastructure is the classroom. There should be adequate classrooms and it should look pleasant with good painting and decorations. which we have now, through the Plan international Aadhar project".

From five school buildings 884 children (346 boys and 538 girls) benefited, among them 19 children with disabilities and 388 sponsored children.

Jhupu, (female 45 years), Chairperson of School Management committee, school #22:" Girl's rate of regularity at school increased 3 % due to infrastructure support and parenting education".

Outcome 1: Improved school facilities for gender responsive and inclusive learning environment (focused on grade 1-8)

Activity 1.1.1 Support to construct safe, disability-friendly and gender-friendly classrooms

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Activity 1.1.1 Support to construct safe, disability-friendly and gender-friendly classrooms - closer to the road. 5 out of 5 schools completed

The construction of school building work for the following five schools were the same, as per approved design estimate agreement with school, contractor and local partner. Each school construction work has been completed. (as per agreement with local contractor remaining payment will be done on year 2) The completed works of each school is below.

Completed work in all schools #18, 19, 20 and 22:

- ✓ Layout, earthwork excavation, stone soling, PCC (Plain Cement Concrete) work in foundation
- ✓ Stone masonry wall construction work in foundation and superstructure
- ✓ Plinth beam, stitch, sill, lintel, top beam and vertical band casting work
- ✓ Doors and window's frame installation work
- ✓ Metal truss fabrication, CGI sheet installation
- ✓ Stone soling and floor PCC work in classrooms
- ✓ Sutter installation work in doors and windows
- ✓ Grill making and installation work
- ✓ Glass installation work in windows

School #22



- ✓ False ceiling work in classrooms
- ✓ Wooden plank installation work in floor and wall installation work in classrooms
- ✓ Internal and external plaster
- ✓ Internal and external painting on plaster surface, enamel painting on doors, windows, grill and railing
- ✓ Metal railing and drainage cover fabrication and installation work
- ✓ Ramp construction work
- ✓ Tactile installation work in ramp and veranda
- ✓ Drainage construction work
- ✓ Retaining wall construction work (At school #19, there has not been planned for retaining wall)
- ✓ Color and painting work
- ✓ Site clearance

Activity 1.1.2 Support to construct retaining wall. Two out of four completed

During this reporting period, project has constructed the two retaining walls at school #23 and 24. The retaining wall is built to ensure the school's safety by protecting the building from landslides, preventing soil erosion, and stopping soil movement, which could cause damage.

Activity 1.1.3 Renovation/Maintenance of classrooms. 2 out of 6 completed Renovation and maintenance of classroom work has been completed in two schools. The detail work of this renovation is as below

1. School #23
 - ✓ One block with two classrooms has been repaired
 - ✓ Stone soling and floor PCC (Plain Cement Concrete) have been completed in these classrooms
 - ✓ Seven shutters have been installed in the doors and windows
 - ✓ Drainage construction work has been carried out
 - ✓ Internal and external plastering has been completed
 - ✓ The classrooms have been painted and colored
2. School #24
 - ✓ Two rooms floor PCC (Plain Cement Concrete) work have been completed
 - ✓ Fifteen windows shutters have been installed
 - ✓ Drainage construction work has been completed
 - ✓ Internal and external plastering work has been completed
 - ✓ The classrooms have been painted and colored

From the renovation of four classrooms total 63 children (28 boys and 35 girls) benefit. Now children feel safe, and they are reading in clean classrooms.

Activity 1.1.4 Green Gardening at the school premises. 5 completed

During this quarter, project provided support to five schools in green gardening through orientations and assistance. Project also helped to plant fruits trees, including 100 walnuts trees and 400 apple trees. For plant protection thirty-five wire mesh fences has been supported to schools.

Green gardening completed at school #18, 20, 21, 23 and 25

Green gardening at school premises has enhanced the knowledge on education and environment for children, parents and teachers. These initiatives also involved parents and community members, fostering partnerships and support for the "learn and earn" concept at schools.



Activity 1.1.5 Construction of new safe and inclusive toilet equipped with hand washing basins inside and hand washing stations outside having child friendly taps including Menstrual Health Management facilities in the selected school - including iron stand for water tank. 4 out of 4 completed

The new toilet construction in four target schools has been completed based on the standard design

Toilet constructed at school #18, 19, 20 and 21

Completed work in all schools:

- ✓ Layout, earthwork excavation, stone soling, PCC (Plain Cement Concrete) work in foundation
- ✓ Stone masonry wall construction work in foundation and superstructure
- ✓ Plinth beam sill and lintel band casting work
- ✓ Wooden truss fabrication, CGI sheet installation
- ✓ Doors and window's frame installation work
- ✓ Stone soling and floor PCC work in rooms
- ✓ Sutter installation work in doors and windows/ ventilations
- ✓ Glass installation work in windows/ventilations
- ✓ Internal and external plaster
- ✓ Internal and external painting on plaster surface, enamel painting on doors, windows, grill and railing
- ✓ Plumbing work in all rooms
- ✓ 4 taps hand washing station attached inside of toilet block
- ✓ Sanitary fitting work in all rooms
- ✓ Metal water tank stand fabrication and installation work
- ✓ Septic tank construction work
- ✓ Soak pit construction work
- ✓ Sanitary pad pit construction work
- ✓ Apron construction work in back, front and side of toilet block
- ✓ Ramp construction work
- ✓ Tactile installation work in ramp
- ✓ Site clearance

Activity 1.1.6 Drinking water SS Tank - Panchakanya etc. including iron stand. Eight out of Eight completed.

11 drinking water tanks have been supported in nine schools to supply drinking water properly at schools. Children are benefited from the pure drinking water at schools. From this support the water scarcity problem at these schools has been solved.

Supported schools:

- ✓ Two drinking water tanks at school #23
- ✓ One drinking water tank at school #19
- ✓ One drinking water tank at school #20
- ✓ One drinking water tank at school #24
- ✓ One drinking water tank at school #21

- ✓ One drinking water tank at school #25
- ✓ One drinking water tank at school #26
- ✓ Two drinking water tanks at school #18
- ✓ One drinking water tank at school #27

Activity 1.1.7 Handwashing Stations outside the school. Four out of six completed

Four handwashing stations are completed. The progress of construction of handwashing stations is detailed below.

Supported school #18, 19, 20 and 21

Completed work in all schools:

- ✓ Layout, earthwork excavation, stone soling, PCC (Plain Cement Concrete) work in foundation
- ✓ Stone masonry wall construction work in foundation and superstructure
- ✓ Column and beam casting work
- ✓ Plumbing work
- ✓ Painting work in plaster surface
- ✓ Taps installation work
- ✓ Ramp construction work
- ✓ Tactile installation work in ramp
- ✓ Taps installation work
- ✓ Site clearance



Activity 1.1.8 Provide support to install Menstrual Health Management facility including sanitary pad management and safely dispose sanitary wastages and rest room for girls including rest room setup. Two out of four completed

School #25 and #24 have been supported with rest rooms for girls with Menstrual Hygiene Management (MHM) facilities. Restrooms are equipped with sanitary pads, wooden rack, dust bin, hot bag, carpet, electric jug, cotton cloths, curtain and set up drinking water filter to ensure sufficient water availability during menstruation for young girls and female teachers. The MHM and WASH facility support in these schools have helped reduce the absenteeism rate among girls during their menstruation period.

Activity 1.1.9 Orientation to School WASH Coordination Committee, School Management Committee, Parent-Teacher Association, child club, Menstrual Health Management group on WASH/ MHM components including gender and inclusion. Four out of four completed.

This activity is completed and previously reported.

Activity 1.1.10 Conduction of Vulnerability and capacity assessment of schools and preparation of school-based disaster risk management plan (SBDRM). 10 out of 10 completed.

After conducting Vulnerability and Capacity Assessment (VCA) in the project targeted schools and the catchment communities, the project provided support to prepare disaster risk management plans which have been embedded into the School Improvement Plan (SIP) of the respective schools. These plans serve as a vital component for disaster-informed planning at the school level. Currently ten schools have school-based disaster risk management committees actively working on preparedness and school safety initiatives.

Activity 1.1.11 Conduct simulation and drill on specific hazards (Including equipment). 10 out of 10 completed.

Ten mock drill practical exercises were conducted at ten schools simulating damage and injuries in a hypothetical emergency. The drill allowed to children faced mock scenarios and use skills and techniques applicable in real-life situations. The children practiced earthquake drills and as part of the School based child club, various teams are formed; the drill facilitator, first aid team, fire safety team, communication team, building safety inspection team, evacuation team and site security team. During these exercises, the children

were committed to share knowledge and skill with the community people and others.

Activity 1.1.12 Wall painting of Vulnerability and Capacity Assessment (VCA) map in schools for raising awareness. 10 out of 10 completed

After the VCA mapping, wall painting work is completed at ten schools. These painting displayed disaster awareness messages highlighting vulnerable and safe areas within the schools, marked red and green colour. This visual representation helped children, teachers and parents understand the potential risk from the hazards at the schools.

Activity 1.1.13 Sharing meeting of VCA findings among School Management Committee and Parent-Teacher Association including local government stakeholders and children. 10 out of 10 completed.

10 events were held to share the findings of vulnerability and capacity assessments with the school management committee, parent's teacher association members and community members. During these meetings the vulnerable areas of the schools were discussed and plans for mitigation were agreed upon. The major vulnerabilities include open electrical wiring, water ponds near school, landslide-prone areas, and road accident risks. These mitigation plans were discussed and shared with children to involve them in safety initiatives.

School #18 - Social audit



Outcome 2: improved child and gender friendly inclusive learning school environment (focused grade 1-8.)

Activity 2.1.1 Support to create child-friendly learning environment - sitting arrangement support (furniture/furnishing) Five out of 10 completed.

Project has supported the creation of child-friendly learning environment at five newly constructed schools. Our assistance included providing various materials for sitting arrangement such as furniture (round table, baby chair and white board), polyethylene foam, carpet, cushion, dustbins, mirror. We also provided playing materials like fruit basket, kid slider, ball, puzzle game cards along with education resources such as story books, abacus, counting charts, card picture, number and alphabet blocks. These additions have created a welcoming and engaging environment where children can play, read and learn regularly at school.

Activity 2.1.2 Support to establish library (book corner)

The activity has not been started.

Activity 2.1.3 Teaching Learning Materials Support including cupboard for teachers to create print-rich learning environment in the classroom

The activity has not been started.

Activity 2.1.4 Support to carry out sessions on child protection code of conduct development, complaint hearing mechanisms, gender and learn without fear components

The activity has not been started.

Activity 2.1.5 LED Smart TV Support for classroom - use of audio-video aids (only in the schools with electricity/solar facility)

The activity has not been started.

Activity 2.1.6 Support in set up of ICT lab in the school

The activity has not been started.

Outcome 3: Improved skills and commitment of teachers on gender sensitive/ responsive and inclusive teaching leaning environment.

Activity 3.1.1 Teacher training on gender transformative pedagogy. One out of Two

During the reporting period an event of gender transformative education pedagogy was conducted for teachers, which had 23 teachers (10 male and 13 female) orientated on gender concepts, including gender roles, stereotypes, gender socialization, elements of gender transformative pedagogy and the importance of fostering a gender transformative education at school, home and communities. Participants were equipped with essential skills and knowledge, ranging from understanding gender transformative education to referring educational materials through a gender lens. A significant focus was placed on critically examining textbooks and other educational resources to identify and challenge gender stereotypes often perpetuated within them. Teachers were provided with theoretical and pragmatic knowledge on analysing the teaching-learning process from gender lens and pedagogical approach to tackle gender stereotypes in the education system.

The training yielded tangible results as teachers emerged more cognizant of fostering gender-responsive classrooms. They gained insight into recognizing education materials, pedagogical approaches, tools, curricula, and behaviours that either uphold or challenge gender stereotypical norms. The transformation in knowledge and understanding was quantified through pre-test and post-test assessments, which impressively displayed the average pretext score of 47% to have surged to a commendable 81% in the post-test, underscoring a substantial increase in participants' knowledge, skills, and comprehension of gender transformative education principles. Eventually, teachers made the commitment to translate the knowledge into action which was reflected in their action plan, committing to implementing the strategies and insights gained from the training.

School #19 - Water Tank



Activity 3.1.2 Low/no cost teaching learning materials development training for teachers

One event was reported, and other events has not been started.

Activity 3.1.3 ICT Training for teachers

The activity has not been started.

Activity 3.1.4 School Management and constructive feedbacking training for Head Teachers

One event was reported

Activity 3.1.5 WASH and Disaster Risk Reduction (DRR) training to teachers/headteachers including School Improvement Plan (SIP) update with DRR component

The activity has not been started.

Activity 3.1.6 Inclusive pedagogy for teachers

The activity has not been started.

Outcome 4. Strengthening gender sensitive, responsive and inclusive education system/governance structure in schools.

Activity 4.1.1 Parental awareness program including - one home: one reading corner campaign and government social protection system. 34 out of 90 completed.

34 events of parental awareness sessions were conducted during the reporting period with the aim to create awareness on the importance of education amongst parents with proven techniques for parents/guardians to support children for quality education. 'One home: one reading corner' campaign has been conducted symbolizing children's learning ambience at home by synchronizing seven parental awareness messages in it. The session also included the issue of gender equality whereby parents realized their important role to promote gender equality breaking gender stereotypes at home. As an outcome of its activity, the importance of one home, one reading corner for children has been well accepted by the parents. 34 parental awareness events were participated by 640 parents (female: 314, male: 326). During this reporting period 37 households have established a reading corner at home for children.

Activity 4.1.2 Conduct parents-teacher conference. 10 out of 60 completed.

10 events of parent's teacher conferences conducted at 10 schools, where participant parents and teachers have discussed enhancing student learning through effective tools and a supportive home learning environment. Parents were encouraged to stay engaged and visit the school regularly to track their children's progress. The collaboration between parents and teachers aims to create a learning environment for children. After our intervention 13 parents at school #19 have visited the school on a monthly basis concerning their children's education. After April 2024 with the start of new academic session in 10 schools, 637 household parents visited the school to know about their children's progress.

Activity 4.1.3 One Home: One Reading Corner Material support

One event was reported.

Activity 4.1.4 Support schools and local government in improving Integrated Education Management Information System (IEMIS) at school and local level

One event was reported.

Activity 4.1.5 Local education policy/plan analysis/ update of local government from inclusion perspective. One out of two completed.

One event was held to analyse local education policy and plan. The Program participants analysed the inclusion perspective within the local government's education policies and identified gaps such as lack of gender transformative approach, inadequate promotion of education for children with disability and children from Dalit communities, and insufficient access provisions. They have developed a plan to update the education policy for the upcoming year aiming to incorporate improved inclusion measures and provisions.

Activity 4.1.6 Facilitate local government to allocate resources/scholarship on Children with Disabilities and Dalit/remedial classes. 3 out of 6 completed.

Three advocacy meetings were held in Jumla. The primary goal of these meetings was to advocate for budget allocation for marginalized children, children with disabilities and children from Dalit communities, and, remedial classes. All participating local governments have committed to allocate funds from their budgets to support these groups.

School #27 - Teacher student confrence



Describe the target groups reached (direct and indirect if relevant)

Target groups reach in the reporting period

Program Participants	Girl/Women	Boy/Men	Total	Sponsor Child
Students	140	112	252	439
Teachers	97	153	250	0
Parents	734	753	1487	0
SMC	5	72	125	0
PTA	29	37	66	0
Local Government	19	43	62	0
Total	1072	1170	2242	439

During the reporting period a total of 2242 children reached directly including 1072 female and 1170 male. This encompasses children (girls and boys), teachers, parents, school management committee members, parent-teacher association members and local government representatives.

Describe shortly how your intervention and strategies were appropriate and relevant for the identified target group, including the particular vulnerable groups, as well as the effectiveness and timeliness of your response. If you have received any feedback on this from your beneficiaries, please share. Construction of school buildings and gender-friendly toilets:



The construction of five schools has been successfully completed in three rural municipalities in Jumla. Our project interventions and strategies were deemed effective due to our close coordination with local government authorities and higher-level engagement from Plan international Nepal Project specialist, as well as technical support from the construction coordinator. The project team provided comprehensive orientation, training and coaching to all relevant stakeholders, including chairperson of rural municipalities, local government education officials, ward chairperson, school management committees, and teachers.

The project began with planning meetings at local government and school level, which helped establish construction work milestones. Engaging local government officials in the planning stage was crucial for fostering their ownership of the project. The meeting, workshop and training provided to teachers, school management committee members and local government elected members will support to continuity of the project interventions in future. Additionally, local government positioned to ensure the project's ongoing sustainability.

During the construction, repair and maintenance work of the classrooms, child club members, children and teachers were informed about the project progress through project notice boards at school This transparency fostered trust between the community people and the project team.

School #21



We are very pleased with the support received from Plan International Nepal.

Mamata (15-year-old girl),
School #23

Describe how your intervention has contributed to strengthen local capacities and to make communities and people more gender-transformative and secure violence free positive parenting. Include in your description also how you have involved the communities in a participatory way, and ensured communication, participation and feedback.



The project is committed to strengthening local capacities and creating a sustainable education system. To achieve this, the project has utilized local human resources for the construction of school buildings and engaged local government, School Management Committees (SMCs), Parents-Teacher Associations (PTAs) in the school construction process. The project included these local education stakeholders in construction orientation within the project. Additionally, the project has been conducting training for teachers, head teachers, School Management Committees, Parent-Teacher Associations and local government as a part of its capacity building efforts. This training covers school management, leadership, pedagogy, Integrated Education Management Information System (IEMIS), and gender transformative education.

Some feedback from community people and key persons of the R/Ms.



I observed the new school building at school#19, the building has 4 classrooms, which are child and disability friendly, this work is very great for us. Currently we are promoting to other agencies and ward offices to make buildings like this.

- Rural Municipality Chairperson
Mr. Damodar prasad Acharya (Male,47 years)



I can clearly see a difference in my child's homework, His vocabulary has improved. He even reads out loud the books he borrows from the school library and sometimes narrates them to us and his siblings also.

- Parent (female, 35 years)



School level preparedness for effective disaster response related orientation, assessment, vulnerability analysis and mitigation plan prepared are very effective, which was a success from the DNO project.

- Elected Ward Chairperson
Mr. Tej Bahadur GC, (Male, 42 years)



Parental awareness program key message is very supportive for teacher and parents to conduct the session with mother group, child club and children, we are using this key message chart in our sessions.

- School Management Committee member
Lalita Chaudhari Buda, (female, 27 years)

What is the most important learning from your intervention which stands out for you?



- Construction related work takes time to complete timely, due to many factors like off-road, rainy season, snow falls, so that for next time we will provide one year time to contractors.
- Provincial level intervention on quality education is low from our project as per provincial government request, we need to plan few events at provincial level that would give space for the province level stakeholders to replicate the learnings from this project, create synergy in the project activities and share with other like-minded agencies.

School #19

