

**Q1**  
**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 January 2024  
to 31st March 2024**

**Implementation Start:**

**1st March 2023  
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.

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

#### Schools

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

and

**Activity 1.1.1 Support to construct safe, disability-friendly and gender-friendly classrooms - closer to the road.**

#### Toilets

**Activity 1.1.2 Support to construct retaining wall**  
The activity is ongoing.

**Activity 1.1.3 Renovation/Maintenance of classrooms**  
The activity has not been started.

**Activity 1.1.4 Green Gardening at the school premises**  
The activity has not been started.

**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 MHM facilities in the selected school - including iron stand for water tank**

#### Handwashing Stations

**Activity 1.1.6 Drinking water SS Tank - Panchakanya etc. including iron stand**  
The activity has not been started.

**Activity 1.1.7 Handwashing Stations outside the school**

Out of six hand washing stations planned, one handwashing station is completed, 3 handwashing stations are at final stage of completion whilst construction of two handwashing stations has not been started. The progress of construction of handwashing stations is detailed below:

Gender Transformative training



### **New school #21, Jumla: Ongoing Construction Completed Works:**

#### **School:**

- ✓ Plinth beam, stitch, sill, lintel, top beam and vertical band casting work is completed.
- ✓ Truss fabrication and CGI sheet installation works are completed.
- ✓ Doors and window's frame installation work is completed.
- ✓ Internal and external plaster work is also completed.
- ✓ Drainage construction work is completed.

#### **Toilet:**

- ✓ Layout, earthwork excavation, stone soling, PCC work in foundation is completed.
- ✓ Stone masonry wall construction work is completed up to top level.
- ✓ Plinth beam, sill and lintel band casting work is completed.
- ✓ Doors and ventilation's frame installation work is completed.
- ✓ Wooden truss making and CGI sheet installation work is completed.
- ✓ Outer plaster work is completed.

#### **Handwashing Station:**

- ✓ Layout, earthwork excavation, soling, PCC work in foundation is completed.

Construction Progress at Schools #21



**New school #20, Jumla: Ongoing  
Construction Completed Works:**

Construction Progress at Schools #20



**School:**

- ✓ Layout, earthwork excavation, stone soling, PCC work in foundation is completed.
- ✓ Stone masonry wall construction work is completed up to top beam level.
- ✓ Plinth beam, stitch, sill, lintel, top beam and vertical band casting work is completed.
- ✓ Truss fabrication and CGI sheet installation works are completed.
- ✓ Doors and window's frame and shutter installation work are completed.
- ✓ Internal and external plaster, floor PCC work and wooden plank installation in floor and wall of classrooms and false ceiling installation work in rooms are also completed.
- ✓ Drainage construction work is completed.

**Toilet:**

- ✓ Layout, earthwork excavation, stone soling, PCC work in foundation is completed.
- ✓ Stone masonry wall construction work is completed up to top level.
- ✓ Plinth beam, sill and lintel band casting work is completed.
- ✓ Doors and ventilation's frame installation work is completed.
- ✓ Wooden truss making and CGI sheet installation work is completed.
- ✓ Outer plaster work is completed.

**Handwashing Station:**

- ✓ Layout, earthwork excavation, soling, PCC work in foundation is completed.
- ✓ Stone masonry wall construction work is completed.
- ✓ Plaster, plumbing and painting work are also completed.

### **New school #19, Jumla: Ongoing Construction Completed Works:**

#### **School:**

- ✓ Truss fabrication and CGI sheet installation works are completed.
- ✓ Doors and window's frame installation work is completed.
- ✓ Internal and external plaster, floor PCC work and wooden plank installation in floor and wall of classrooms and false ceiling installation work in rooms are also completed.
- ✓ Drainage construction work is completed.

#### **Toilet:**

- ✓ Layout, earthwork excavation, stone soling, PCC work in foundation is completed.
- ✓ Stone masonry wall construction work is completed up to top level.
- ✓ Plinth beam, sill and lintel band casting work is completed.
- ✓ Doors and ventilation's frame installation work is completed.
- ✓ Wooden truss making and CGI sheet installation work is completed.

#### **Handwashing Station:**

- ✓ Layout of handwashing station is completed.

Construction Progress at Schools #19



### **New school #18, Jumla: Ongoing Construction Completed Works:**

#### **School:**

- ✓ Truss fabrication, CGI sheet installation, ramp, railing, grill and tactile installation works are completed.
- ✓ Doors and window's frame and shutter installation work is completed.
- ✓ Internal and external plaster, floor PCC work and wooden plank installation in floor and wall of classrooms and false ceiling installation work in rooms are also completed.
- ✓ Internal and external painting on plaster surface, enamel painting on doors, windows, grill and railing are also completed.
- ✓ Retaining wall construction work, drainage construction work and site clearance work also completed.

#### **Toilet:**

- ✓ Truss fabrication, CGI sheet installation, ramp, railing, grill and tactile installation work are completed.
- ✓ Doors and window's frame and shutter installation work is completed.
- ✓ Internal and external plaster, floor PCC work is also completed.
- ✓ Internal and external painting on plaster surface, enamel painting on doors, windows, grill, and railing installation in ramp are also completed.
- ✓ Plumbing work and sanitary fitting work are also completed.
- ✓ Water tank fabrication and installation work are also completed.

#### **Handwashing Station:**

- ✓ Layout, earthwork excavation, soling, PCC work in foundation is completed.
- ✓ Stone masonry wall construction work is completed.
- ✓ Plaster, plumbing and painting work are also completed.
- ✓ Ramp, railing and tactile installation work are also completed.

Construction Progress at Schools #18



**Activity 1.1.8 Provide support to install MHM facility including sanitary pad management and safely dispose sanitary wastages and rest room for girls including rest room setup**

The activity has not been started.

**Activity 1.1.9 Orientation to School WASH Coordination Committee, SMC, PTA, child club, MHM group on WASH/MHM components including gender and inclusion**

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):**

Similarly, Vulnerability and Capacity Assessment (VCA) has been undertaken in ten project schools, who are currently in the process of developing risk management plans. These plans will be embedded into School Improvement Plan (SIP) of respective schools as a vital component for disaster-informed planning at the school level. School VCAs have been undertaken in a participatory approach bringing a wider community groups and stakeholders into the VCA process. In line with VCA undertaken, various drills (e.g. earthquake drills) drill are currently being carried out in the schools. Each school has identified their unique geographical positioning and mapped relevant disasters alongside developing disaster mitigation plan. Disaster risk reduction plan of the schools will be disseminated on a wider scale informing parents, communities, students about the school's safety measures, including hazards, risks, vulnerabilities, and capacities. It has facilitated the development of both short-term and long-term disaster risk reduction (DRR) plans. Importantly, ten schools have formed dedicated school-based disaster risk management committees. Evacuation plans for emergency scenarios have been devised, and students regularly participate in mock drills to ensure preparedness and safety.

**Activity 1.1.11 Conduct simulation and drill on specific hazards (Including equipment)**

The activity has not been started.

**Activity 1.1.12 Wall painting of VCA map in schools for raising awareness**

The activity has not been started.

**Activity 1.1.13 Sharing meeting of VCA findings among SMC, PTA including local government stakeholders and children**

The activity has not been started.

**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)**

The activity has not been started.

**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 carryout 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**

During the reporting period, an event of gender transformative education pedagogy was conducted for teachers, which got the teachers acquainted with 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 analysing 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 teaching-learning process from gender lens and pedagogical approach to tackle gender stereotypes in 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 norms. The transformation in knowledge and understanding was quantified through pre-test and post-test assessments, which impressively displayed the average pre-test score of 41% to have surged to a commendable 78% 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. The training was participated by a total of 23 participants (female: 9, male: 14). The training proved to be a cornerstone towards fostering gender equality and inclusivity within the educational system of Sinja Rural Municipality, Jumla.

**Activity 3.1.2 Low/no cost teaching learning materials development training for teachers**  
The activity 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 feedback training for Head Teachers**  
School Management and Constructive Feedback Training was conducted for Head Teachers (HTs) with view to equip HTs on school management, leadership knowledge and constructive feedbacking method. This training equipped head teachers with essential leadership skills, constructive feedback techniques, and strategies to foster teamwork while encouraging continuous improvement among teachers. The training emphasized the importance of constructive feedback in enhancing performance, minimizing errors, cultivating positivity, and fostering collaborative working within the school. Pre and post-test assessments, brought to light a remarkable improvement in their knowledge, skills, and understanding of leadership and constructive feedback. The average pre-test score of 37% plummeted to an impressive 73% in the post-test, highlighting the effectiveness of the training in enhancing participants' capabilities. Furthermore, teachers have been provided ongoing support for their professional development, with a particular focus on fostering a culture of continuous learning within the school. For instance, school #19 has implemented weekly staff meetings dedicated to

professional development and school management, aimed at exploring specific learning and teaching practices within the school. Following the training, all ten head teachers have initiated one-on-one meetings with subject teachers to provide personalized support and guidance. Together, they engage in classroom observations and offer written feedback to facilitate improvements in teaching practices. Additionally, teachers have embraced the practice of creating lesson plans before each classroom session, reflecting the positive impact of this intervention on instructional quality and student learning outcomes. The training, which was participated by 22 Head Teachers (female: 5, and male: 17), has not only capacitated head teachers on valuable skills and insights but also fostered a collaborative working ambiance for continuous improvement and quality education.

**Activity 3.1.5 WASH and DRR training to teachers/ headteachers including 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**  
Fifty-six events of parental awareness sessions were conducted during the reporting period with aim to create awareness on the importance 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 ambiance 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, importance of one home one reading corner for children has been well accepted by the parents. Fifty-six parental awareness events were participated by 1652 parents (female: 1285, male: 367).

**Activity 4.1.2 Conduct parents-teacher conference**  
The activity has not been started.

#### Activity 4.1.3 One Home: One Reading Corner Material support

Following one of the key responsibilities of parents delivered through parental awareness sessions is to earmark a reading corner at home for children to read and learn, 'reading corner at home' material support was made to 150 vulnerable children (girl: 80, boy: 70). Those supported materials include sitting cushion, study table, bag, charts, letter/numerical books and stationeries. It has been immensely supportive for the children of those families who cannot afford managing reading materials at home, which has boosted reading habit of the children as reported by parents and teachers.

#### Activity 4.1.4 Support schools and local government in improving IEMIS at school and local level - Total

The project organized to conduct a three-day training on Integrated Education Management Information System (IEMIS) for schoolteachers/ administrators as a part of providing technical assistance to improve IEMIS system. The training, which was participated by 20 teachers 20 (female: 7, male: 13), was conducted on Jan. 27-29, 2024. As per IEMIS software, all the functions were practically shared with participants after which participant. After it was found the training participants felt confident to fill the information. IEMIS data of local governments also shows improvement in IEMIS system following the training.

#### Activity 4.1.5 Local education policy/plan analysis/ update of local government from inclusion perspective

The activity has not been started.

#### Activity 4.1.6 Facilitate local government to allocate resources/scholarship on CWD and Dalit/remedial classes

The activity has not been started.

#### "One home: one reading corner" parenting education



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

Target groups reach in the reporting period

Program Participants	Girl/Women	Boy/Men	Total	SCs
Students	1262	1046	2308	500
Teachers	26	53	79	
Parents	1285	367	1652	
SMC	30	35	65	
PTA	31	28	59	
Local Government	3	10	13	
Total	2637	1539	4176	500

During the reporting period, total indirect reach is 2308 children (girl: 1262, boy: 1046), other total 1868 (female: 1375, male: 493) Teacher, parents, SMC, PTA and local government member are direct program participants.

**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.**

#### Parenting education



Following the training we received from the project, we have changed teaching methodology in our school putting gender lens in our methods and behaviours.

- Sharada (F, 41),  
Gender Focal Teacher at school #19, Jumla

Construction of school buildings and gender-friendly toilets: Children of the most marginalized communities/families go to community schools, where the absence of a proper learning environment serves as a significant barrier to achieving inclusive quality education for children. Most schools lack essential infrastructure, including classrooms and furniture, thereby hindering children from accessing and remaining in educational settings. To address this critical issue, the project proposes interventions aimed at creating safe and child-friendly learning environments targeting to the most vulnerable children. These interventions involve the construction and renovation of school buildings, as well as the provision of necessary furnishings and resources for classrooms. Concurrently, efforts will be directed towards ensuring all children regardless of their background have access to quality education, providing sustained support to the most marginalized children.

Capacity building of teachers and head teachers: Capacity building of the teachers, head teachers, SMC/PTAs is imperative which is one of the key interventions of the project. The project seeks to build the capacity of teachers on inclusive pedagogy, of head teachers on school management, leadership, constructive feedbacking and IEMIS; and SMC/PTAs on school management covering all dimensions of the capacity building.

Awareness creation of parents: Parental engagement and mobilization is critical in ensuring quality education for all children ensuring no child is left behind. The project embraces parents and guardians as the key stakeholders for inclusive quality education, bringing them to the conversation of quality education spotlighting on their roles in shaping children's learning and career.

Disaster Risk Reduction: The project includes Disaster Risk Reduction (DRR) interventions. Nepal ranks 4th, 11th and 30th in terms of flood, earthquake and multi-hazards disaster vulnerability in the world. Keeping this into account, the project embeds DRR interventions into the project activity as proactive risk mitigation measures. To this end, the project has supported all the project schools to conduct Vulnerability and Capacity Assessment (VCA) in a participatory method, which has received appreciation from the communities and schools.

The interventions have left significant impact. For instance, following the training the project schools have devised action plan to update School Improvement Plan (SIP) and annual school calendar featuring annual planning including school enrolment, annual teaching days, examinations, extracurricular activities etc.

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



I ensure if my children read sitting in the reading corner every day. Reading corner at home has been helpful in forming reading habit of my children.

- Devi (F, 33),  
Parents (mother), School #19, Jumla



Due to the construction orientation I received from the project, I am able to monitor the quality of construction works on regular basis.

- Kale (F, 59),  
School #21, Jumla

The project has dedicated in strengthening local capacities and education system sustainably. To this end, the project has used local human resources in the construction of school buildings engaging 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. Similarly, the project has been carrying out training for teachers, head teachers, SMCs, PTAs and LGs as a part of capacity building on school management, leadership, pedagogy, Integrated Education Management Information System (IEMIS), gender transformative education. And the project plans to provide capacity building training on ICT-integrated pedagogy, WASH/DRR in school, Inclusive Pedagogy, and teaching learning development. Cohort of trained teachers now put gender transformative lens in pedagogical approaches.

Parental awareness sessions have been enormously supportive in building knowledge and skills of parents on supporting their children. Parents have understood the importance of education and their role in creating conducive ambience for children's learning. Parents have started earmarking reading corner/room and time at home for reading for children. Besides, parents have commenced visiting schools to get information about their children's learning status. For instance, fifteen parents visited school #20 Bhairab Basic School Hima-03 Jumla to get information about their children's learning status. In addition, parents have begun demonstrating changed behaviors regarding gender equality at home; providing equal space for girls and boys for learning opportunity.

Capacity building of Head Teachers enabled them to develop annual academic calendar including all educational, extracurricular and co-curricular activities in the calendar which hugely helped for managing educational programs in the school. The project has built the capacities of School Management Committees (SMCs), Parents Teacher Association (PTAs), Head Teachers, Teachers, Parents and community leaders in undertaking Vulnerability and Capacity Assessment (VCA) at each project school by providing them knowledge and skills on conducting VCA and development of DRR plan in the schools.

Hence, these initiatives have greatly helped build the capacity of local education stakeholders.

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



- Coordination with local governments and school management committees is the key for smooth project management.
- Parental awareness and community engagement is important for ensuring inclusive quality education.
- Creating child-friendly learning environment is fundamental for quality education. So, investing in creating safe and child-friendly learning environment in the school is the foremost need in Jumla.

Children learning at "One home: one reading corner"

