



Until we all are equal

VOICES FOR INCLUSIVE AND QUALITY EDUCATION

A student enjoying the new classroom.
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About the Publication

This book highlights the effort of Plan International Nepal to support quality education in different districts of Nepal, as well as the changes and impacts brought about by these efforts. The book includes voices of a wide range of stakeholders including students, teachers, local bodies and government officials.

Consent has been taken from guardians and schools while taking interviews and photographs of students whose stories are included in this book. Additionally, representatives of all related stakeholders were informed about the objective of this book.

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Students studying at desks provided by Plan International Nepal.
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A student in an early childhood development class.
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Foreword by the Country Director of Plan International Nepal

Education is a fundamental human right and a cornerstone upon which sustainable development is built. At Plan International Nepal, we are committed to ensuring quality and inclusive education for every child in Nepal, working hand-in-hand with the government and our implementing partners to achieve this vision. Our dedication is rooted in the principles enshrined in the 1948 Universal Declaration of Human Rights and other pivotal international human rights instruments, including the UN Convention on the Rights of the Child (CRC), the UN Convention on the Elimination of all Forms of Discrimination against Women (CEDAW), and the UN Convention on the Rights of Persons with Disabilities (CRPD).

These treaties, ratified by governments globally, including Nepal, compel us to guarantee the right to education for all citizens. Furthermore, the Sustainable Development Goals (SDGs), adopted by the United Nations in 2015, underscore education as a crucial tool for achieving the broader development agenda outlined in Agenda 2030. Specifically, Sustainable Development Goal 4 aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."

Despite significant progress worldwide in advancing children's and young people's rights to education, reaching the most vulnerable groups remains a formidable challenge. In Nepal, our focus extends beyond simply providing access to primary education. We aim to enhance the quality of education and create lifelong learning opportunities for individuals of all ages through gender transformative approach, in all circumstances.

Equity in education is central to our mission. Research indicates that while gender disparities in education are narrowing globally, girls from marginalized and excluded communities, particularly those affected by conflict, face the most significant barriers. These girls are less likely to enroll in school, stay in school, or have their educational needs met through non-formal education avenues. In Nepal, we are addressing these challenges head-on by implementing targeted interventions that support girls' education, combat

gender-based violence, and promote gender equality.

Our commitment to inclusive education means that all children, including those with disabilities, are supported to learn, contribute, and participate in all aspects of school life without discrimination. The reality, however, is stark: a significant proportion of children with disabilities remain out of school, and those who do attend often face considerable barriers to meaningful participation and learning.

Humanitarian crisis, including natural disasters and armed conflicts, pose additional challenges to education. Nepal's vulnerability to earthquakes and other natural disasters underscores the importance of resilient education systems that can withstand and recover from such disruptions. We work closely with local communities and government authorities to develop emergency preparedness and response plans that prioritise education continuity in times of crisis.

Despite these challenges, our resolve to ensure that every child in Nepal receives a quality and inclusive education remains unwavering. We believe that through collaboration, innovation, and steadfast commitment, we can create an educational landscape where all children, regardless of their background or circumstances, have the opportunity to learn, grow, and realize their full potential.

Together with our partners and stakeholders, Plan International Nepal is dedicated to transforming education in Nepal, ensuring that it is truly inclusive and equitable for all. We invite you to join us in this vital mission to secure a brighter future for Nepal's children.

Sincerely,

Ram Kishan

Country Director, Plan International Nepal

1

A SCHOOL TRANSFORMED

A student raising her hand to answer a question in the classroom.
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Students in Sindhuli are now excited about going to school each morning. Kids of all ages have found new reasons to love their school. Sajina is one of those students. With a gender-friendly toilet and a special restroom for menstrual health, she and other girls have seen a big improvement.

"There is now a dedicated restroom to manage our periods in the school. Whenever we have our period, we can simply go there to rest, relax or freshen up", Sajina, a grade 10 student, tells us about how things have improved in school for her and her friends. In the past, Sajina and her friends had to go home during their periods, which meant missing school. "That is no longer the case now. The restroom has made it easy for us to deal with periods in school. Sanitary pads are stocked up in the room. Our teachers have also become much more sensitive towards our physical and mental health," Sajina says. The new toilet also includes a machine for disposing of sanitary pads. "Now, there is a proper place to dispose the used pads. We don't have to throw them away in random places. So, our toilets and school premises both are clean now", Sajina explains.

Another change that has greatly improved the experience of students and teachers is the new drinking water system in the school. Nabin, Sajina's classmate, remembers how they used to leave school, sometimes walking



Now, there is a proper place to dispose the used pads. We don't have to throw them away in random places. So, our toilets and school premises both are cleaner.

- Sajina, Student



We used to leave the school just to get water. It was so difficult back then, Now, it's much easier but that's not the only change in our school.

- Roshan, Student

all the way to the river, just to get a drink of water. "If we felt thirsty, we had to go outside and search for water," says Nabin. A drinking water system with filtration was recently setup in the school. Roshan, another classmate of Sajina adds, "We used to leave the school just to get water. It was so difficult back then, Now, it's much easier." He adds with excitement, "but that's not the only change in our school."



Students drinking water from a newly constructed tap at the school.
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Students studying using toys in the classroom.
© Plan International / Nischal Shrestha

Their school has undergone a big transformation recently. There's a new school building, and many other facilities have been added to enhance the learning environment. As the school aims to become a green school, Sajina and her classmates are all very excited.

Plan International Nepal, in partnership with Hands Nepal and with coordination from Marin Rural Municipality, supported the construction of a new 6-room school building. They also helped with other essential facilities, including a drinking water system, MHM restrooms for students, toilets, and gardens. Among these new additions, Roshan's favourite is the garden. He shares "So many new things are being built at our school these days, but the garden is my favourite. We planted different types of flowers, and I love seeing them bloom in vibrant colours everyday." The joy is evident on Roshan's face as he strolls around the garden he and his classmates

take care of. "Working in the gardens has taught us about environmental conservation. It has made our school look so beautiful and makes me excited to come to school every day," Roshan enthusiastically says.

The new school building includes a dedicated room for Early Childhood Development (ECD) classes, complete with age-appropriate learning materials and toys. Ramkumari Blon, the ECD teacher, explains how this has improved the classroom experience. "There's a huge difference in my ECD class since the project started. The room is now bright, spacious and clean. It looks lovely and welcoming. Our little students enjoy spending time in the classroom. The decorations like wall stickers and posters, along with the television and learning materials, make it much easier to engage and teach the young children," says Ramkumari.

"Now, none of our ECD students cry when they come to school. They have a lot of fun here," adds Ramkumari. The number of ECD students has increased since these new improvements were made. The new building is wheelchair accessible and disability-friendly. Additionally, all classrooms are



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- Ramkumari, Teacher



Students, teachers, and the local community have learned about safety during disasters such as earthquakes and fires. They regularly conduct safety drills and practice emergency preparedness.

- Nem Bahadur, Principal

equipped with child-friendly learning materials. The school has all essential WASH facilities, and both teachers and students have received Disaster Risk Reduction (DRR) training. A school disaster management committee has also been established. Principal Nem Bahadur Bomjan says that students, teachers, and the local community have learned about safety during disasters such as earthquakes and fires. They regularly conduct safety drills and practice emergency preparedness.

This new school building is more than just a structure. It symbolizes our motivation and confidence. If we can construct this impressive 6-room building, we are definitely capable of providing quality education to our children.

- Sagar, Chairperson



Sagar Theeng, the chairperson of the School Management Committee, says, "This new school building is more than just a structure. It symbolizes our motivation and confidence. If we can construct this impressive 6-room building, we are definitely capable of providing quality education to our children." Chairperson Theeng is thrilled that teachers are now learning innovative and creative teaching methods. He emphasizes the importance of coordination among all stakeholders to further enhance the school's educational outcomes. He also shares their vision of making the school even more attractive with a "green and colourful flower garden." There has been a noticeable drop in female student dropout rates since the improvements. Principal Bomjan notes, "With our new child, disability, and gender-friendly infrastructure and increased learning opportunities for teachers, both the faculty and the management committee now have renewed confidence in making the school even better."

Plan International Nepal's support for managing learning environment in school:

Plan International Nepal has provided extensive support in managing and strengthening the learning environment in schools. Over the past three years, their contributions include:

- **Building New Classrooms:** Constructed 76 new classrooms in 20 schools.
- **Enhancing School Facilities:** Supplied furniture, book corners, and learning materials to 236 schools.
- **Providing Clean Water:** Ensured clean drinking water in all supported schools and set up 1,652 handwashing stations.
- **Improving Sanitation:** Built separate toilets for male and female students in 104 schools and supported the repair and maintenance of essential infrastructures for menstrual health management (MHM) in 76 schools.

2

**IMPROVED SANITATION
HAS MEANT INCREASED
STUDENT HAPPINESS
IN SCHOOLS**

A student using the handwashing station.
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1 5 year old Garima knew that menstruation is a normal physiological process. But even so, she always felt anxious and nervous around the time of her period in school. She had missed school many times in the past during particularly bad bouts of menstrual cramps or headaches. She found it hard to confide this problem to anyone. But now things are looking a lot better for Garima. She no longer worries about missing school due to period. "Our school was neither safe nor comfortable for us girls during our periods. We didn't even have a safe space to change our pads. But now all our anxieties have vanished," Garima says.

Their school recently created a Menstrual Hygiene Management (MHM) rest room for female students. The girls no longer have to head home if their period starts during school time or if they face any pain or problem during it. "We now get to rest in the MHM room if we have cramp or any other problems during our period. Now there's also a place to discreetly dispose of our used pads right next to the toilet," Garima explains how these measures have put her anxiety to rest.

Plan International Nepal has supported schools to set up various MHM facilities which have helped female students greatly. A direct correlation between these facilities and the educational performance of girl students can be seen in the schools. Laxmi Koirala, a female teacher in Garima's school



We now get to rest in the MHM room if we have cramp or any other problems during our period. Now there's also a place to discreetly dispose of our used pads right next to the toilet.

- Garima, Student



A student resting in a Menstrual Hygiene Management (MHM) rest room built at the school.
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Students washing their hands at a newly constructed tap in the school.
© Plan International / Nischal Shrestha



You know girls used to be so afraid of having periods, specially during school hours. They often missed school, and faced all kinds of harassment. But now, the MHM rooms have put an end to their misery. They have a dedicated space to rest, freshen up or tidy themselves when on period.

- Laxmi, Teacher

shares her experience, "you know girls used to be so afraid of having periods, specially during school hours. They often missed school, and faced all kinds of harassment. But now, the MHM rooms have put an end to their misery. They have a dedicated space to rest, freshen up or tidy themselves when on period." Laxmi shares that now girls come up to them without any hesitation if they face any kind of period issues. She has observed that girl students are now more reassured and relaxed in classes.



- Jenny, School Nurse

As part of the project, the girl students were also given orientations about periods. The restroom has several reading materials regarding MHM. Jenny Bista, who is a nurse at Garima's school, shares that girls have benefitted from both the restroom and the awareness raising component. "Girls are feeling more comfortable as they get to stay in the MHM room during their periods. They are also learning more about MHM by reading the materials that are stocked up in the room," Jenny shared.

Along with MHM, Plan International Nepal has also supported in provision of



Students and their parents both are happy. Now that the basic needs of students are met, I think we can finally focus on actual teaching learning.

- Ratna, Principal



- Tapendra, Student

drinking water, and various other essential WASH infrastructures in schools. Disability friendly and gender friendly toilets and drinking water taps are built separately for girls and boys within the school premises. Parents are happy that the facility in these community schools are at par with private schools. Ratna Singh Saud, the Principal at Garima's school, says that students are now very happy to have proper drinking water taps and toilets. "Students and their parents both are happy. Now that the basic needs

of students are met, I think we can finally focus on actual teaching learning", Saud said.

Tapendra, Garima's peer at the school, put it succinctly, "Earlier we prayed that we did not have to use the toilet. We controlled ourselves for as long as we could. Imagine how bad our toilets were. But now, there are separate toilets for both girls and boys and they are so clean. This makes us so happy." He is thankful towards whoever helped to make drinking water taps and toilets at his school which has made a difference of day and night in his schooling experience.

Plan International Nepal's support to schools for WASH and MHM

Plan International Nepal, in collaboration with its various partner organisations and schools has been supporting community schools to establish essential WASH and menstrual hygiene facilities in its working districts. This support includes building separate toilets for girls, boys, and children with disabilities, drinking water stations, child-friendly handwashing stations, MHM restrooms for adolescent girls, and sanitary pad disposal areas.

Plan International Nepal has supported the construction of 1,652 handwashing stations, 104 gender friendly toilets and 55 disability friendly toilets in various districts of Nepal from July 2020 to July 2023. Furthermore, it has helped to build sewerage systems in 243 schools. It has also helped in repair and maintenance of existing WASH and MHM facilities in more than 423 classrooms of over 200 schools.



A newly constructed disability-friendly toilet and tap at the school.
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3

**EMPOWERING
STUDENTS THROUGH
SAFE REPORTING**

A student writing her problem and putting it in the complaint box.
© Plan International / Nischal Shrestha

Rashmi Gupta, an English teacher in a school in Danusha, has found a new way to help her students. A Complaint Response Committee has recently been formed in the school, and Rashmi serves as its secretary. This committee was established to address students' problems, feedback, and complaints. Rashmi and her fellow committee members are now assisting students with issues beyond academics. Rashmi highlights that this complaint response mechanism has been especially beneficial for female students. "Girls face numerous problems at school. Whether in the classroom, playground or during lunch breaks, they constantly encounter harassment, bullying and various wrongful behaviours," says Rashmi. "We now have a mechanism to address and control such peer bullying. Previously, students had no safe way to report such incidents. Now, students can safely lodge their complaints without fear of repercussion. Even those who initially hesitated have begun to trust us because they see that we are taking their reports seriously", she added.

Plan International Nepal supported Rashmi's school to establish the Gender Responsive Quality Complaint Response Mechanism. As part of this initiative, Rashmi and her fellow committee members educated students on how to safely lodge a complaint if someone misbehaves with them. They also informed the students about the process of resolving complaints and the broader measures the school body was adopting to ensure everyone's safety. Students often hesitate to talk directly to the principal or other teachers about



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- Rashmi, Teacher

their problems, so this committee acts as an intermediary. It has proven very effective, as students have been opening up to the committee about their issues, mostly in writing and sometimes orally.

Plan International Nepal helped us create Child Protection Standards in our school. We have learned the importance of maintaining the privacy and anonymity of children. We now follow such principle to safeguard a child, like keeping their names anonymous and trying to resolve issues without disclosing their identity.

- Rajdev, Principal



Female students face various problems during menstruation. They may feel unwell and exhibit changes in behaviours. Sometimes, blood spotting may occur in their clothes, leading to harassment, teasing, or bullying. In such instances, many girls are unable to verbally defend themselves. The school is now encouraging female students to submit written complaints about any untoward incidents they face. "We provide girls with sanitary pads. We also educate them about menstrual hygiene and work to normalize periods as a natural process. Above all, through this committee, we have conveyed to our female students that we are here for them," says Gupta.

Rashmi elaborates on the thoroughness with which the Complaint Response Mechanism has been set up. "Many times, the reports are about sexual harassment faced by female students. This is a sensitive matter and must be dealt with appropriately. We have devised ways to safely report and take

action about such incidents," she says.

"The complaints may not just be against their peers, they may also be about teachers. We have also worked with teachers to educate them on how to keep our students safe, how to make students feel secure, and ways to mitigate possible harassment situations," Rashmi explained about the role of the committee.

A suggestion box has been set up in the school where students can drop their written complaints. This has been a great help for those who cannot or do not want to talk about their issues. A discussion was held with students to choose the best spot that would ensure safety and anonymity while dropping the letters. Each letter received in the box is discussed in detail during committee meetings, and solutions are devised jointly, says Principal Rajdev Yadav.

"Plan International Nepal helped us create Child Protection Standards in our school. We have learned the importance of maintaining the privacy and anonymity of children. We now follow such principle to safeguard a child, like keeping their names anonymous and trying to resolve issues without disclosing their identity", Yadav says. In complicated cases where it is not possible to maintain anonymity, the teachers in the committee are equipped



Now we can report about any problems that we face, and the school addresses our concerns.

- Kiran, Student



Students listening attentively to the teacher in the classroom.
© Plan International / Nischal Shrestha

to anticipate the harm this may cause students and deal with the situation accordingly. Principal Yadav credits Plan International Nepal with giving them the proper tools and knowledge to address such serious issues effectively.

Visible changes have emerged in the school since it began accepting student feedback and listening to their problems through the suggestion box. Students now anonymously report incidents of teasing, harassment, or misbehavior, and some approach teachers directly. In the past, students had nowhere to voice their complaints or discuss their problems. But now, many students, especially girls, are coming forward to report their grievances. Kiran, a grade 8 student, shared, "Now we can report about any problems

that we face, and the school addresses our concerns."

Principal Yadav has noticed that students are now more confident in expressing themselves. Students had also participated in drawing up the school's Child Protection Policy. This, along with the establishment of the Complaint Response Mechanism, has helped boost students' morale, according to Yadav. "There is no discrimination between girls and boys when we resolve the complaints. We try to be fair and impartial," he says. All of this has contributed to making the students happier. "It is like a burden has been lifted off our students. Now, they can learn in an environment free of fear and mental stress", Yadav says.



Students playing and having fun in the school premises.
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Making of Child Protection Policy and Code of Conduct

Plan International Nepal also supports its partner schools in creating Child Protection Policies and Codes of Conduct. Plan International Nepal facilitates a participatory and interactive process to create these policies and codes of conduct, involving students, teachers, representatives of the School Management Committee (SMC) and Parent-Teacher Association (PTA), and other relevant stakeholders. So far, Plan International Nepal has supported more than 460 schools in creating and implementing such policies and codes of conduct. The schools have also been supported in establishing and strengthening complaint response mechanisms. This involves setting up a suggestion box in an appropriate place after consultations with students, teachers, and the school's child or gender focal person. A committee formed as part of this complaint response mechanism regularly collects and responds to the feedback or complaints received in the box.

4

**BRIDGING THE
LEARNING GAP:
HELPING STUDENTS
TO RECOVER
AFTER COVID-19**

Two students enjoying outside the classroom.
© Plan International / Nischal Shrestha



"The COVID-19 pandemic was an unprecedented challenge for us. We had to close the school for nearly two years, and I was deeply concerned about how this would impact our children's education and future," recalls Kumari Shanti Adhikari, a teacher from Bardiya. In Nepal, the pandemic severely disrupted the academic years 2077 and 2078 due to the nationwide lockdown. While some private and a few community schools with internet or phone connections managed to conduct virtual classes, many community schools in rural areas had no such resources. However, teachers like Adhikari are now finally feeling a sense of relief.

The Government of Nepal has introduced the Recovery and Accelerated Learning (ReAL) Plan alongside the School Sector Development Plan to address the disruption caused by the pandemic. This plan aims to help students recover from lost learning through a comprehensive approach. Since gaps in learning during early or junior grades can affect performance in higher grades, the ReAL Plan focuses on accelerating learning to bridge these gaps and ensure students can catch up. "Our students' performance had significantly declined, but we're now seeing improvements thanks to this plan," Adhikari says. "According to the plan, we work with the students for an additional 1.5 hours after regular school time to help them recover and catch up," she explains.



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- Kumari Shanti, Teacher

We're now conducting classes based on the ReAL plan, which supports our students' ongoing learning. I'm seeing significant progress in their performance.

- Prem Bahadur, Teacher



Before launching the ReAL plan, teachers received training to ensure its effective implementation. Prem Bahadur Chaudhary, another teacher at the school, says, "We're now conducting classes based on the ReAL plan, which supports our students' ongoing learning. I'm seeing significant progress in their performance." As a Mathematics teacher, Chaudhary notes that the



A moment of conversation between the teacher and students in the classroom.
© Plan International / Nischal Shrestha

plan has greatly enhanced both accelerated and overall learning for his students.

Students across the country faced educational setbacks due to the prolonged closure of schools. To address this, the ReAL plan focuses on helping students from Grades 3 to 8 recover their learning, especially in key subjects like Nepali, Mathematics, English, and Science. Adhikari explains, “By adapting our teaching to the ReAL plan and implementing continuous learning, we’ve seen improvements in students’ academic results. It has also been a valuable learning experience for us as educators.”

The ReAL plan has also supported students in catching up with their studies beyond regular school hours. Nirjala, a Grade 8 student, shares, “I struggled with my studies after the pandemic, but the remedial classes helped me catch up. My final exam results are better than my mid-term scores. I’m finding it easier to focus on my studies again, and my parents are really pleased with my progress.”



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- Nirjala, Student

After COVID-19, my daughter struggled with her studies, and I had to push her to do her homework. But now she takes the initiative to complete her homework and study on her own. She’s enjoying her studies again since she started attending the after-school remedial classes.

- Nabina, Parent



Parents were deeply concerned about their children’s declining educational outcomes. They have found the remedial classes run by schools to be very helpful in addressing this issue. Nabina Mahatara, a parent, shares, “After



Students enjoying their studies with their mother involved in their coursework.
© Plan International / Nischal Shrestha

COVID-19, my daughter struggled with her studies, and I had to push her to do her homework. But now she takes the initiative to complete her homework and study on her own. She's enjoying her studies again since she started attending the after-school remedial classes."

The success of the ReAL plan has been a great relief for everyone involved, including the School Management Committee. "We've seen significant improvements in a short time. Our teachers are pleased because they're witnessing dramatic progress in their students. I believe this plan should continue," says Balkrishna Acharya, the school principal.

Plan International Nepal has been working closely with local authorities to implement the ReAL plan. Sita Bhandari, head of the Education Division in Thakurbaba Bardiya, explains, "We are partnering with Plan International Nepal to carry out the ReAL plan in schools. Our main role is to monitor the programme." Bhandari notes that students are assessed and categorized into four groups based on their learning skills. They then receive targeted support, including remedial classes, self-study, peer learning, technology-based learning, and involvement in reading camps, to ensure continuous progress.



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- Balkrishna, Principal



Plan International Nepal's support in the ReAL Plan

Plan International Nepal has been instrumental in rolling out the ReAL Plan across six districts in Nepal. Following approval from the Ministry of Education, Science and Technology (MoEST), Plan International Nepal organized training for teachers in community schools within these districts. As this was a new initiative, local Education Division representatives facilitated the training. Over the past 1.5 years, 3,966 students from various schools have benefited from remedial classes supported by Plan International Nepal, helping them recover lost learning.

5

**EMPOWERING EDUCATORS:
TEACHER TRAINING
AND PROFESSIONAL
DEVELOPMENT**

Students studying in a school.
© Plan International / Nischal Shrestha

Principal Ganesh Prasad Acharya is now keeping a close eye on both his students and teachers. As a dynamic young educator leading a local community school in the rural Dolpa district, he has implemented several initiatives aimed at enhancing the quality of education and the overall learning environment. One key strategy has been his active coordination with teachers. Ganesh recognizes that weak teaching staff translates to diminished learning opportunities for students. "Community schools often face significant human resource challenges. Teachers are frequently under-qualified or inadequately prepared. Our school struggled with this issue, but things have changed. Our teachers have been participating in various training programmes and skill-building activities, which has significantly improved our teaching quality," Ganesh explains.

Plan International Nepal, in collaboration with various stakeholders, has facilitated training and professional development for teachers to enhance the quality of education and improve the learning environment in community schools. Teachers from Ganesh Acharya's school were also part of this initiative. Ganesh has noticed a significant transformation in his teachers following these training sessions.



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- Ganesh Prasad, Principal

Mathematics can be quite theoretical and challenging to teach. Through the training, I learned how to create teaching materials from locally available objects. This approach has made it much easier for my students to understand mathematical theories and concepts.

- Kali Bahadur, Teacher



"We recognized the need for teacher training but lacked the resources to implement it ourselves. Thanks to Plan International Nepal, our teachers have received comprehensive training across multiple subjects. This support has been a blessing for our school," Ganesh says. He has observed a gradual improvement in the school's learning environment as the teachers acquire better skills. "These



Students and teachers engaged in classroom activities.
© Plan International / Nischal Shrestha

trainings have not only increased our teachers' capacity but also fostered a greater sense of responsibility towards their students. Our team is now stronger, united in our dedication to providing quality education and being accountable to our students," Ganesh adds, highlighting the benefits of the training.

Plan International Nepal, in partnership with PACE Nepal, has provided support for teacher training in pedagogical methods, gender equality, and disaster risk reduction. Kali Bahadur Budha, one of the participating teachers, found the training on creating teaching materials especially beneficial. "Mathematics can be quite theoretical and challenging to teach," Kali Bahadur explains. "Through the training, I learned how to create teaching materials from locally available objects. This approach has made it much easier for my students to understand mathematical theories and concepts." He has noticed that students show greater interest in learning when he uses visual materials, with even simple drawings capturing their attention.

"I implement everything I learn from the training in the classroom, and the results are 100% positive," he adds, highlighting the impact of the training on



I never considered analyzing the words, examples, and illustrations in textbooks through a gender lens until now. This training has made me realize the importance of conducting a gender analysis to ensure we're not inadvertently imparting discriminatory notions to our students.

- Nabakanya, Teacher

his students' engagement and learning.

The training provided to teachers covers various aspects of pedagogical activities, emphasizing gender-transformative and inclusive education. Teachers are equipped with skills to use gender-friendly examples and illustrations that promote gender equity in their teaching. They are also encouraged to raise awareness about gender discrimination both in themselves and their students.

Another teacher, Nabakanya Karki, shares her experience: "I never considered analyzing the words, examples, and illustrations in textbooks through a gender lens until now. This training has made me realize the importance of conducting a gender analysis to ensure we're not inadvertently imparting discriminatory notions to our students." Karki explains that the training has highlighted the significance of understanding and embracing gender equality practices. "I've learned to ensure equal participation for my female students and those with disabilities in the classroom. We were unknowingly discriminating against them before. Now, I actively practice equal participation and an inclusive approach," she says.

Disaster Risk Reduction (DRR) Management is also a key component of the teacher training, focusing on emergency preparedness and safety protocols



Teachers and students clapping to express happiness during the lesson.
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Students enjoying themselves in the classroom.
© Plan International / Nischal Shrestha

Thanks to the DRR training, we've been able to map disaster risks for our entire service area. We created and implemented disaster risk reduction measures and developed an emergency preparedness plan for the whole region.

- Dharma, Teacher



before and after disasters. This training has been highly beneficial for the local community. "Thanks to the DRR training, we've been able to map disaster risks for our entire service area. We created and implemented disaster risk reduction measures and developed an emergency preparedness plan for the whole region," says teacher Dharma Singh Khatri. The school regularly conducts practice drills to ensure students know how to stay safe during various disaster scenarios. "As a result, the students are now more knowledgeable and confident in handling emergency situations," he adds.

Plan International Nepal's support for teachers' professional development

To enhance the quality of education in community schools, Plan International Nepal has actively supported teacher training in various pedagogical and relevant areas. Over the past three years, the organization has provided gender-transformative and inclusive education training to 1,534 teachers. Additionally, it has conducted "making low or no-cost learning and play materials" training for 1,225 teachers during the same period. Furthermore, 300 teachers have received training on inclusive classroom management and pedagogy.

6

**EMPOWERING EDUCATION:
PARENTAL AWARENESS
PROGRAMMES AND READING
CORNERS INITIATIVE**

A parent teaching their daughter in a study corner at home.
© Plan International / Nischal Shrestha



Bharat Biswokarma used to be a man with a hectic schedule. Each morning, he would leave for work right after his children went to school, only to return late at night. With his busy life, he barely had time to check on his children's academic progress or show any active interest. However, things changed a few months ago. "I used to believe that simply sending my kids to school was sufficient," Bharat reflects. "But I've come to realize that it's crucial for us as parents to be involved and monitor how our children are doing in their studies."

Bharat, from a remote village in Kalikot district, recently took part in a Parental Awareness Programme with other parents. He admits that it was only after attending this programme that he truly understood the importance of being involved in his children's education. "The facilitators taught us many valuable things," Bharat explains. "Now, I make it a point to check if my kids have completed their homework and discuss what they learned at school each day." In addition, Bharat has begun visiting his children's school regularly to speak with their teachers about their progress.

Following the launch of Plan International Nepal's Parental Awareness Programme, parents like Bharat have become more engaged in their



The facilitators taught us many valuable things. Now, I make it a point to check if my kids have completed their homework and discuss what they learned at school each day.

- Bharat, Parent

Previously, we could count on our fingers the number of parents who inquired about their children's studies. It was very few. But now, most parents visit the school regularly.

- Basanta, Teacher



children's education, actively supporting their learning. Bharat set up a dedicated study area in his home, which he calls the "Reading Corner." This space is neatly organized with places for books, notebooks, stationery, and uniforms, and is decorated with engaging learning materials. "I've observed that my children not only study more comfortably now, but they've also started studying and organizing their materials independently,"

Bharat shares with satisfaction. Teachers are noticing a positive shift now that parents are taking a more active role in their children's education. Basanta Bista, a teacher at the school, notes, "Previously, we could count on our fingers the number of parents who inquired about their children's studies. It was very few. But now, most parents visit the school regularly." With increased parental involvement, Bista adds that it has become easier for the school to develop and implement educational plans.

Plan International Nepal believes in home being the first school, that has inspired the launch of the parental education and "One House: One Reading Corner" programme at the community level. This initiative has fostered a supportive learning environment both at home and in schools. Pabitra, a grade-9 student, describes the impact of the programme: "I



Pabitra studying in a study corner made at home.
© Plan International / Nischal Shrestha

I now have a dedicated 'Reading Corner' at home for my studies. After school, I have a snack and then do my homework in that corner. In the morning, I return there to study. I'm not interrupted when I'm in my Reading Corner; my parents don't ask me to do chores while I'm studying.

- Pabitra, Student



now have a dedicated 'Reading Corner' at home for my studies. After school, I have a snack and then do my homework in that corner. In the morning, I return there to study. I'm not interrupted when I'm in my Reading Corner; my parents don't ask me to do chores while I'm studying." She proudly notes that having this special space has significantly improved her attention span.

Teachers have observed a marked improvement in students' homework habits and learning abilities thanks to the Parental Awareness Programme and the Reading Corner initiative. Muna Kumari Budha, another teacher at the school, reflects on the change: "There was a time when I had to constantly ask and encourage my students to complete their homework, and I was often exhausted by their lack of response. Now, things have changed dramatically. All of them submit their homework on time." Muna Kumari is amazed at the significant impact that increased parental involvement has had on her students' performance.

Tapendra Mahatara, the principal of the school, is pleased with the positive changes observed in students as parents have become more actively

There was a time when I had to constantly ask and encourage my students to complete their homework, and I was often exhausted by their lack of response. Now, things have changed dramatically. All of them submit their homework on time.

- Muna Kumari, Teacher



involved. "It's nearly impossible for teachers alone to meet all the educational needs of a child. Parental involvement is essential," he notes. Mahatara attributes the improvement in students' learning abilities to the introduction of the Reading Corners. "We've already seen a significant difference in our students. Moving forward, we will continue to work closely with parents to enhance the quality of education," he shares.



It's nearly impossible for teachers alone to meet all the educational needs of a child. Parental involvement is essential.

- Tapendra, principal



Students and teachers in the early childhood development class.
© Plan International / Nischal Shrestha

Plan International Nepal's support in Parental Education

Plan International Nepal, in partnership with various organisations and schools, has launched Parental Awareness Programmes at the community level to promote effective learning for children. The programme focuses on raising awareness about crucial topics such as the role of parents and guardians in education, the importance of a child-friendly family environment, and the need for coordination between guardians and schools. Over the past three years, 18,024 parents have participated in these awareness-raising programmes, and 6,580 households have received support to establish Home Reading Corners.

7

**EMPOWERING
THROUGH ICT
ON COMMUNITY
SCHOOLS**

Students doing practical in the computer lab.
© Plan International / Nischal Shrestha

Dipsikha, a grade 10 student, eagerly looks forward to her computer classes. These classes, held in a separate lab, provide a refreshing break from sitting in a classroom all day. Additionally, she is learning about Information Technology (IT), something she never thought possible in her remote school. "Until last year, I had only heard about IT. I didn't know what it was. But now, I am actually learning about it," she shares excitedly.

It's not just Dipsikha. Students like her are now learning IT in their Information Communication and Technology (ICT) lab and using laptops and computers. Their school built this computer lab only recently, but it has already transformed the learning landscape for Dipsikha and her peers. "Now we have an unlimited resource at our fingertip to enhance our understanding. We are utilizing it to find a vast array of learning materials for different subjects. Earlier, we were confined to our books and classroom, but now we have an opportunity to learn through other ways," Dipsikha says.

Dipsikha's academic performance has improved since she started using IT to supplement her learning. "The use of ICT will be helpful for me in the future too", Dipsikha says confidently. Dipsikha's case is just a prime example of how ICT is enhancing students learning. Plan International Nepal, in



Now we have an unlimited resource at our fingertip to enhance our understanding. We are utilizing it to find a vast array of learning materials for different subjects. Earlier, we were confined to our books and classroom, but now we have an opportunity to learn through other ways.

- Dipsikha, Student



Students focused on learning in their computer class.
© Plan International / Nischal Shrestha

partnership with HANDS Nepal, supported the integration of ICT in learning in Dipsikha's school. As part of this initiative, the school was provided with 14 computers and other necessary equipment to set up the computer lab.

Students regularly use the lab to learn about computers and associated technologies. The school's science and technology focal teacher Ashish Tiwari says, "we teach students how to use the internet, MS Paint, MS Word, MS Excel and various other programmes. We introduce something new every day and they look forward to it. Our students have become more curious and engaged in their learning." Tiwari adds the computer lab has significantly benefitted students, noting, "The lab has not only helped our students learn about IT but has also supported their overall learning, including in other subjects."

Plan International Nepal, in collaboration with its partner organization HANDS Nepal and local governments, has been working to integrate technology



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- Ashish, Teacher

into the regular teaching and learning of community schools. Prem Prasad Bhattarai, the principal at Dipsikha's school, says, "The support provided by Plan International Nepal and other partner organisations is the biggest milestone for our school, aside from its inception. I see a new level of energy and excitement in students since we started the computer lab." According to Principal Bhattarai, parents have also appreciated the use of ICT in school. He expresses optimism, saying "We are located in such a remote area, but even here, our students are learning about computers and staying up to date with the latest technology. I believe this has significantly enhanced the school's learning environment and will surely improve the academic outcomes for our students."

As part of the ICT support in schools, Plan International Nepal has also helped to establish and run Learning Kiosks in two schools of Sindhuli and Bardiya. A Learning Kiosk is a digital platform where learning materials are stored and accessed. These kiosks have sparked great curiosity and enjoyment among students, offering games and videos related to various topics that users can search and explore.

Parbati, a grade 10 student at the school, shares her enthusiasm: "We use the kiosk to get more information about the topics we study in class. It has



A teacher instructing his students using a computer.
© Plan International / Nischal Shrestha

The support provided by Plan International Nepal and other partner organisations is the biggest milestone for our school, aside from its inception. I see a new level of energy and excitement in students since we started the computer lab.

- Prem Prasad, Principal





We use the kiosk to get more information about the topics we study in class. It has both online and offline content related to our subjects. Its interactive, fun, and visual style of learning has made even the most difficult and boring topics easier to understand.

- Parbati, Student

both online and offline content related to our subjects. Its interactive, fun, and visual style of learning has made even the most difficult and boring topics easier to understand."

Another teacher, Sagar Chaudhary, noted that students have already gained a lot from using the Learning Kiosks. He says, "Our students have shown more interest in studying through Learning Kiosk compared to text books. This is not surprising, as the Kiosk offers audio-visual materials that are far more engaging and interesting than plain back-and-white texts."

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- Sagar, Teacher



Support for Information, Communication and Technology (ICT)

Plan International Nepal has been supporting community schools within its programme areas to integrate Information, Communication and Technology (ICT) into their teaching and learning activities. In this context, Plan International Nepal has assisted 20 schools in setting up ICT labs over the past two years. The initiative includes providing computers and other necessary equipment for these labs. Additionally, teachers have received skill development training to effectively incorporate ICT into their daily teaching activities. As a result, teachers have been able to enhance their students' ICT skills and integrate technology into their lessons. In the past two years, Plan International Nepal has trained 175 teachers on integrating ICT into regular teaching.

STRENGTHENING LOCAL EDUCATION THROUGH REFORM AND SUPPORT

Students in an early childhood development class.
© Plan International / Nischal Shrestha

In Nepal's new federal governance system, local bodies have the authority to develop and implement their own policies across various sectors, including education. In this context, Barbardiya Municipality in Bardiya District has crafted a 10-year educational strategic plan. The goal of this plan is to enhance the quality of education in community schools and to uphold the fundamental rights to education for all children.

With the completion of this plan, Barbardiya Municipality has been recognised as the first local body in Nepal to ensure compulsory basic education. A significant amount of groundwork and effort went into developing this comprehensive and visionary policy. The municipality conducted extensive analyses, including household surveys to gather data on children, assessments of teachers' professional capacities, and evaluations of the academic conditions in schools. Tikanath Gosai, the head of the Education, Youth, and Sports Division at the municipality, states, "It is crucial to implement reforms at both the policy and system levels to expand educational access for everyone. This has been our primary focus." The municipality is now working on executing the plan, with an emphasis on providing students with valuable learning opportunities through effective governance in schools and related institutions.



Plan International Nepal has been instrumental in helping us formulate educational policies and plans, as well as implementing teaching and learning activities in community schools within our service area.

- Tikanath, Head of the Education
Barbardiya Municipality



Young students learning in their classroom.
© Plan International / Nischal Shrestha



Plan International Nepal has been an essential partner in aiding Nepal's local bodies, which are still in their formative stages, to develop effective and inclusive education development plans. Leveraging its decades of experience and expertise in children's education, Plan International Nepal has provided invaluable support. According to Tikanath Gosai, head of the Education, Youth, and Sports Division at the municipality, "Plan International Nepal has been instrumental in helping us formulate educational policies and plans, as well as implementing teaching and learning activities in community schools within our service area." The local level has greatly benefited from technical support, including teacher capacity building and physical infrastructure expansion. Additionally, the municipality has developed textbooks in the local Tharu language to promote regional language and culture. Gosai adds, "Our municipality boasts rich cultural and linguistic diversity with a Tharu majority."

In addition to the regular Nepali and English textbooks, Tharu language textbooks were also developed to ensure that no child is left behind in their education. Tikanath Gosai expresses hope, saying, "Our aim is that Tharu textbooks will be instrumental in helping many young Tharu-speaking children integrate into the school system." Plan International Nepal played a crucial role in supporting the development of this curriculum, contributing significantly to its creation.

Almost all community schools in Barbardiya Municipality are now part of the education policy and plan implementation. Efforts are underway to boost student engagement by creating technology-friendly learning environments and enhancing teachers' capabilities. Khimananda Pathak, chairperson of the School Management Committee at Saraswati High School, notes, "We faced various systemic challenges in the education sector, but we are now actively working to address them. This has significantly improved the learning environment in our schools." According to Pathak, they have focused on several areas, including training teachers and parents to be more gender-responsive and adopting strategies to make schools safer. He adds, "Our School Sector Reform Plan (SSRP) addresses issues such as continuing education for girls, promoting inclusive education, and disaster risk reduction. We manage the school according to this plan." Plan International Nepal has been instrumental in supporting the creation of SSRPs in various schools.

Kumar Prasad Sapkota, the principal of the school, highlights that they have



Our School Sector Reform Plan (SSRP) addresses issues such as continuing education for girls, promoting inclusive education, and disaster risk reduction. We manage the school according to this plan.

- Khimananda, Chairperson



Our integrated information management system, which operates digitally, enables us to continuously update student data, including diversification. This has allowed us to plan our lessons more effectively. Our next goal is to further improve the quality of education.

- Kumar Prasad, Principal

established themselves as a “Smart School” by enhancing their educational system. He attributes this success to the support from the municipality and the active involvement of teachers in improving the school’s educational environment. Sapkota explains, “Our integrated information management system, which operates digitally, enables us to continuously update student data, including diversification. This has allowed us to plan our lessons more effectively. Our next goal is to further improve the quality of education.”

Plan International Nepal’s support in System Development and Reform

The role of local bodies is crucial in enhancing the quality of community schools. Recognising this, Plan International Nepal has extended its support in four key areas:

- Digital Integrated Education Information Management System: Plan International Nepal helps schools maintain up-to-date student data through this system. They provide necessary resources, such as computers, and offer training for focal teachers to develop the skills needed to use and maintain the system effectively.
- Educational Plans and Policies: They assist local levels in formulating and implementing educational plans and policies based on situational analysis conducted through a participatory approach, with a focus on gender and inclusivity.
- Local Curriculum Development: Plan International Nepal supports local bodies in developing local-level curricula that reflect regional needs and contexts.
- School Sector Reform Plan (SSRP) Support: Plan International Nepal has been instrumental in helping schools formulate their SSRP by analyzing data through a gender and inclusive lens and using a participatory approach. Over the past three years, they have supported 13 local municipalities in six districts to develop local curricula and assisted 23 municipalities in creating local educational policies and plans. Additionally, they have contributed to the development of SSRPs in more than 600 schools, incorporating educational programmes prioritised by the National Education Policy and the central government.

A student drinking water from a tap.
© Plan International / Nischal Shrestha

9

**STUDENTS ARE
ENJOYING STEAM
EDUCATION**

Students participating in STEAM education doing practical exercises.
© Plan International / Nischal Shrestha

Nabal Kishor Mahato never imagined he would be teaching his students how to build robot cars. As a mathematics teacher at a local school in Sindhuli, he was familiar with the challenges faced by many community schools across rural Nepal—limited funds, deteriorating infrastructure, and students relying solely on textbooks for learning. However, with support from Plan International Nepal through the STEAM Ahead Project, his school recently received assistance to set up a laboratory and various training.

Now, students and teachers are exploring and learning together using tools and methods once beyond their reach. Mahato reflects, “STEAM education began in our school this May. We have already established the lab, and teachers are integrating STEAM concepts into our teaching. This has enabled our students to develop valuable technical and practical knowledge and skills.” They recently completed learning a project on making soaps without using machines and now working on building robot cars. Mahato believes that integrating Science, Technology, Engineering, Arts, and Mathematics (STEAM) to impart practical knowledge is



STEAM education began in our school this May. We have already established the lab, and teachers are integrating STEAM concepts into our teaching. This has enabled our students to develop valuable technical and practical knowledge and skills.

- Nabal Kishor, Teacher



Teacher Nabal Kishor and his students.
© Plan International / Nischal Shrestha

extremely valuable. He says, "We might forget things we hear, but we rarely forget what we see and almost never forget what we learn by doing ourselves. Our students now have the golden opportunity to learn by doing."

The STEAM lab in schools has also been highly beneficial for teachers. Principal Radhakrishna Upreti notes, "By teaching practical skills through the integration of various subjects, students are showing keen interest and participating actively. This concept is new to many of our teachers as well, and they are learning and experimenting alongside the students." According to Upreti, the STEAM lab has also inspired students to set future goals and provided them with a glimpse of the infinite possibilities that lie ahead.

Sonika, a grade 10 student at the school, recently participated in a training programme that offered a completely new experience with its unconventional and practical learning methods. She feels she gained valuable new



Students learning about the use of technology.
© Plan International / Nischal Shrestha

I learned about various subjects, including using Bluetooth to control cars, light sensors, gas sensors, and soap production.

- Sonika, Student



perspectives and essential skills from the training. "I learned about various subjects, including using Bluetooth to control cars, light sensors, gas sensors, and soap production," she shared. She is now teaching what she learned to her juniors.

Fifteen students, including Sonika, participated in the first phase of the training, which was based on the concept of STEAM education. Plan International Nepal, in partnership with HANDS Nepal, has been supporting schools in providing various trainings through the STEAM labs. Anish, a grade 9 student and another participant in the training, shared, "Previously, we only had books and notebooks, which made learning boring. We always asked our teachers for practical lessons, but they didn't have the resources. Now, with the lab, we are learning many practical things. I finally feel like I am receiving a quality education."

Plan International Nepal has been coordinating with the municipality to implement the STEAM Ahead project in the school. The municipality primarily supports the monitoring and evaluation of the project activities. Given the positive results at this school, the municipality has already planned to extend STEAM education to other schools. Balaram Koirala from the Education, Youth, and Sports Division of the municipality states,



Previously, we only had books and notebooks, which made learning boring. We always asked our teachers for practical lessons, but they didn't have the resources. Now, with the lab, we are learning many practical things. I finally feel like I am receiving a quality education.

- Anish, Student

"STEAM education is crucial in today's era of science and technology. We are encouraging other schools in our service area to adopt this approach as well." He adds that the municipality will allocate a budget to enable teachers and students from other schools to participate in STEAM education activities.

STEAM education is crucial in today's era of science and technology. We are encouraging other schools in our service area to adopt this approach as well.

- Balaram, Education, Youth, and Sports Division officer of the municipality



A Students operating a microscope.
© Plan International / Nischal Shrestha

Support in Implementation of STEAM education

Plan International Nepal has supported community schools in its service areas in various ways to implement the STEAM education concept. Over the past three years, it has helped 18 schools build infrastructure related to STEAM education, including setting up Science and Mathematics labs in three schools. In addition to the physical infrastructure, teachers have received training through a teacher training manual for implementing the STEAM Ahead project. To date, 808 teachers have benefited from these trainings.

10

**MORE CHILDREN
ARE RETURNING
TO SCHOOL**

Students studying in a classroom at a school in Dhanusha.
© Plan International / Nischal Shrestha



Kavritri Adhikari is a teacher from Dhanusha district. These days, besides her regular classes, she has taken on a new role at school. She facilitates the accelerated learning classes, helping students whose academic performance suffered due to the gap in schooling caused by the COVID pandemic. Kavritri shares the dire situation that unfolded after the pandemic. Many students did not return to school even when the lockdown was over. "We were worried about their future. So many students had dropped out because schools remained shut for such a long time," she says.

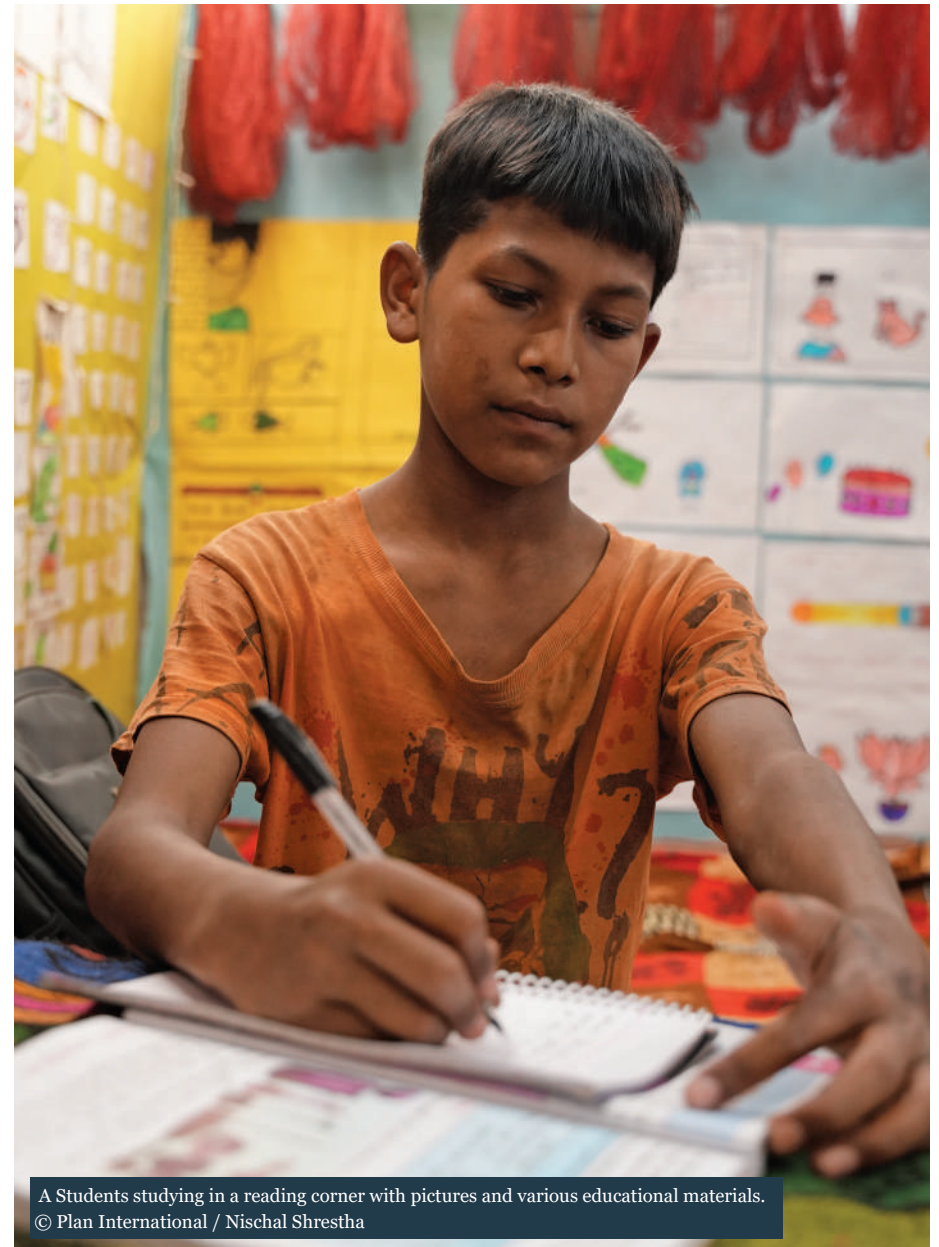
In coordination with local bodies, Plan International Nepal helped to identify students who had dropped out of school, including those in Kavritri's community. They also assessed the learning levels of these students.

"We went to great lengths to convince the students who had dropped out to return to school. Once they rejoined, we needed to help them make up for the gap in their education." Plan International Nepal supported distance and alternative classes to help these students catch up with their peers. This initiative has significantly aided in transitioning the dropped-out students back into classrooms. Kavritri's main task is to help struggling students catch



The distant and alternative classes funded by Plan International Nepal, have helped students learn faster. "These classes helped students catch up with their peers, and we could then enroll them in their regular classes. This way their education continued smoothly.

- Kavritri, Facilitator



A Students studying in a reading corner with pictures and various educational materials.
© Plan International / Nischal Shrestha



I dropped out of school three years ago and wasn't sure if I could go back. But after joining the alternative class, I really wanted to return to school.

- Arati, Student

up with their grades and recover lost learning. She says that Plan International Nepal's support has been extremely helpful for both teachers and students. The distant and alternative classes funded by Plan International Nepal, have helped students learn faster. "These classes helped students catch up with their peers, and we could then enroll them in their regular classes. This way their education continued smoothly," she explains.

Arati is a Grade 6 student at Kavitri's school. "I dropped out of school three years ago and wasn't sure if I could go back. But after joining the alternative class, I really wanted to return to school." Arati is now determined to finish her schooling. "I won't miss school anymore. I'm attending regularly and am committed to completing my education," she says.

My teachers personally encouraged me to come back to school. Now, I go to school every day and I'm interested in learning.

- Avinash, Student



Avinash, a Grade 5 student at the same school, had also dropped out and did not want to go to school. However, he is now attending the alternative classes regularly. He explains, "My teachers personally encouraged me to come back to school. Now, I go to school every day and I'm interested in learning." Most of the students who had dropped out came from poor families or homes with domestic issues. With the school's new recovery plan, including remedial classes and improved learning conditions, the number of students has increased again.



My daughter stopped going to school due to a prolonged illness. By the time she reached Grade 8, she refused to attend. But when her teachers came and asked her to return, she agreed.

- Sonita Devi, Parent

Kavitri adds, "We now have about 1,000 students as many of the dropouts have returned to school. Parental support has been key in making this possible."

When teachers reached out to parents, many agreed to readmit their children who had dropped out. Sonita Devi Sharma is one such parent. She explains, "My daughter stopped going to school due to a prolonged illness. By the time she reached Grade 8, she refused to attend. But when her teachers came and asked her to return, she agreed." Sonita is thrilled to see her daughter back in school. "Now she's in Grade 8, and I will support her education as far as she wants to go. Seeing her study again makes me



Students studying in the classroom.
© Plan International / Nischal Shrestha

incredibly happy and lifts my heart," she says.

Many students were excluded from schools due to the COVID pandemic. To address this urgent issue, Plan International Nepal collaborated with local bodies and schools to help these students return. Kaviti's school, which serves marginalized communities such as Musahar, Chamar, Dusadh, and Muslim, was one of the schools supported. Students who rejoined were provided with recovery learning classes to help them catch up.

One of the schools in Videha, Dhanusha also received support to bring dropout students back to school. Principal Krishna Dev Yadav is happy with the results, noting, "This year alone, 80 students from the Dalit community have returned to school. They had all dropped out for various reasons."

Plan International Nepal's support for student enrollment and re-enrollment

Plan International Nepal has worked closely with community schools and local bodies to locate and support students who have dropped out. The organization has helped assess these students' learning levels and provided accelerated learning classes to address their educational gaps. Over the past three years, Plan International Nepal has identified 1,628 school-age children who had dropped out and assisted 1,600 of them in rejoining school through these recovery classes. Additionally, the organization has supported students from disadvantaged backgrounds by providing educational materials and uniforms, ensuring they can return to their appropriate grade levels. These efforts have been successful in motivating students to continue their education.

About Plan International Nepal

Plan International has been working in Nepal since 1978 to help marginalised children, families and communities access their rights to survival, protection and participation.

At present, we run programmes in 23 districts, working with partners to strive for a just world where we are all equal.

Nepal remains a highly patriarchal society and minority groups are especially vulnerable. Girls' and women's access to social, economic and political power is limited and they are subject to harmful social norms and practices.

We tackle the root causes of the challenges and inequalities that children and young girls face. We won't stop until we are all equal.

Plan International Nepal

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A teacher instructing students in an early childhood development class.
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