



# Annual Progress Report



**Year**  
**2080/2081**



GERMAN-NEPALESE  
HELP ASSOCIATION  
**GNHA**  
जर्मन नेपाल  
सहायता संघ

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## **Acronyms**

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AIN	Association of International Non-Governmental Organization
BS	Basic School
CAS	Continues Assessment System
CDC	Curriculum Development Center
CEHRD	Center for Education and Human Resource Development
CPAC	Central Level Program Advisory Committee
DALIT	So called Dalit Caste that considered as untouchable and socially discriminated in the earlier decades
ECED	Early Childhood Education Development
EEC	Education Empowerment Center Kavre
ETC	Education Training Center
GNHA	German Nepalese Help Association
INGO	International Non-Governmental Organization
MGML	Multi Grade Multi Level
MMB TC	Margarete Mueller-Bull Training Center
MoU	Memorandum of Understanding
MPAC	Municipality Level Program Advisory Committee
NGO	Non-Governmental Organization
PS	Primary School
RM	Rural Municipality
SESP	School Education Sector Plan
SfD	Solidarity for Development (BikasKa Lagi Ekata)
SIRC	Spinal Injury Rehabilitation Center
SSDP	School Sector Development Plan
SSRP	School Sector Reform Plan
SS	Secondary School
SWC	Social Welfare Council
SWOC	Strength, Weakness, Opportunities and Challenges
TLC	Teachers' Learning Circle
TLM	Teaching Learning Materials
TOT	Training for trainers
TPD	Teacher Professional Development
WASH	Water, Sanitation & Hygiene
WISE	Wisely Integrated School Education

## 1. Background

The German Nepalese Help Association (GNHA), founded in Stuttgart, Germany over four and a half decades ago, has been contributing to Nepal in the sectors of Education & Training, Public Health, and Protection (Relief, Empowerment, and Rehabilitation) in partnership with local NGOs and government organizations. GNHA's work spans 11 districts in Bagmati Province—Kathmandu, Kavre, Dolakha, Sindhupalchowk, Ramechhap, Sindhuli, Makawanpur, Chitwan, Nuwakot, Rasuwa, and Dhading—as well as Kaski district in Gandaki Province.

One of our key objectives is to enhance the quality of education in government schools through the implementation of the WISE project. WISE is based on the Multi-Grade Multi-Level (MGML) methodology, developed by RIVER, India. The MGML methodology, introduced by the Nepal Government during the SSRP period and continued through SSDP to SESP, has been a transformative pedagogical approach to improving children's learning outcomes. GNHA recognizes the importance of digital education in today's era and has initiated the digitization of WISE (MGML) learning materials, providing students with the opportunity to learn through engaging in interactive activities in SMART Device.

In addition, GNHA operates a free dispensary within the premises of NAMS, Bir Hospital, and extends its services to underserved populations by conducting mobile health camps in remote areas of Bagmati Province in collaboration with local governments and other likeminded institutions.

Another significant initiative focuses on empowering Dalit girls in Kaski district, who live in slums, squatter settlements, and rental homes, through school education and technical/vocational trainings. We provide support for school education, higher education, vocational and technical skills development, and family income-generating activities through cooperatives, helping to reduce inequality in Nepali society.

In addition to GNHA's regular work, 100 households in Rukkum and Jajarkot districts received support as part of the relief efforts for earthquake victims. The NGO Human Development and Community Services, which operates in the area, took responsibility for distributing the relief materials.

Our implementing partner NGOs include Bikas ka Lagi Ekta (SfD), Shaikshik Sashaktikaran Kendra (EEC), Watawaran Samrakshyan Shiwir (ECCA), Children Nepal, and Spinal Injury Sangh Nepal (SIRC). Additionally, the Educational Resource Development Center Nepal (ERDCN) serves as our technical partner in digitizing learning materials for use on smart devices.

This annual progress report outlines the series of activities carried out by GNHA in collaboration with partner NGOs and federal/local government authorities during the fiscal year 2080/81.

## 2. Education and Training

Wisely Integrated School Education (WISE) project is a key initiative aimed at improving the quality of education in government schools by implementing the Multi Grade Multi Level (MGML) methodology, developed by RIVER, India. Originally introduced by the Government of Nepal during the School Sector Reform Plan (SSRP) and continued under the School Sector Development Plan (SSDP), the MGML approach has proven instrumental in enhancing students' learning experiences. The WISE project, part of this broader effort, focuses on providing support to 222 schools across 25 local levels government area in 10 districts of Bagmati Province where 42 schools were recently expanded in 7 R/Municipalities. The Municipality and schools are—

- Melamchi Municipality : 4 schools,
- Jwalamukhi RM: 9 schools,
- Galchhi RM: 7 schools
- Khadadevi RM: 8 schools
- Golanjor RM: 2 schools
- Kalika RM: 6 schools
- Myagang RM: 6 schools

The WISE project, directly benefits 8,545 students. This data includes 5,138 students in Grades 1-3 and 3,407 students in Grades 4-5.

The project through this initiative aims to uplift educational standards in rural areas, fostering a more effective and inclusive learning environment for young learners.

The successful implementation of the WISE project is made possible through partnerships with three non-governmental organizations (PNGOs), each responsible for specific districts. EEC Kavre oversees operations in the Kavre, Dolakha, Ramechhap, and Sindhuli districts, while Schools for Development (SfD) covers the Sindhupalchowk and Dhading districts. Additionally, Environmental Camps for Conservation Awareness (ECCA) is responsible for activities in the Chitwan, Makwanpur, Rasuwa, and Nuwakot districts. Together, these organizations play a crucial role in ensuring the project's success across a wide geographical area, helping to uplift educational standards in rural communities.

### 2.1. WISE Classroom Setting Up

The WISE project to implement the MGML methodology demands the inique classroom set up. So altogether 54 classrooms were set up conducive to MGML methodology where 47 classrooms for grade 1 -3 and 7 classrooms for grade 4 and 5 this year. The schools involved are located in Khadadevi, Golanjor, Melamchi, Galchhi, Jwalamukhi, Bahrabise, Myagang, and Kalika.



## 2.2. Teacher Training

GNHA has adopted the Teacher Professional Development (TPD) training package, developed in collaboration with the Center for Education and Human Resource Development (CEHRD) and Curriculum Development Center (CDC) last year. This package has been formally acknowledged by the respective authorities. The training program is divided into two phases:

- **Phase I:** 10 days face-to-face + 5 days on the job based projects.
- **Phase II:** 10 days face-to-face + 5 days on the job based projects.



### Detail of Training Provided in the Fiscal Year:

- **WISE Project Orientation:** Participated 101 teachers from 45 schools.
- **Phase I Training:** participated 154 teachers.
- **Phase II Training:** participated 70 teachers.

## 2.3. Refresher Training

A three-day refresher training was conducted to revitalize the teaching and learning skills, as well as to provide knowledge on mobilizing key stakeholders such as Head Teachers, Teachers, Mothers, School Management Committees (SMCs), and Municipalities. Teachers who had completed their 30-days training packages and working actively in their respective schools participated in the refresher training. In total, 215 teachers were received the refresher training. Following are the districts and the numbers of teachers:



- Kavre: 48 teachers
- Sindhupalchowk: 55 teachers
- Dolakha: 59 teachers
- Dhading: 53 teachers

### Various Supports for the WISE

- 57 schools (cohort of 2076 to 2080) received funds from R/Municipalities for stationery
- 73 schools (cohort of 2069 to 2075) received funds from CEHRD and R/Municipalities for the overall ongoing management of MGML teaching.
- GNHA and R/Municipalities provided 2,771 students' evaluation books. The remarkable impact of use of Evaluation books can be seen in the schools.
- Educational Materials and Equipment were provided for the 13 schools in Jwalamuchi RM, 1 school in Netrawati Dabjong RM of Dhading , 6 schools in Myagang RM of Nuwakot, and 6 schools in Kalika RM of Rasuwa.

### 3. On-the-Spot Coaching and Mentoring

On-the-spot coaching and mentoring is essential to address the issues of including teaching and learning activities, classroom management, parent engagement, student record-keeping, and organizing Teachers' Learning Circles (TLC). Basically the PNGOs had planned bimonthly support to all partner schools. Following is the detail of the support:

- PNGOs Staff: 551 man-days
- GNHA Education Staff: 155 man-days

The education officers of the R/Municipality had also spent 84 man-days to monitor and provide feedback for the WISE schools

#### 3.1.Mother Groups

Mothers' caring and providing supports is very important to enhance the quality of students' learning. So there is the provision of mother group formation and mobilization in the WISE schools. Currently, there are 216 mother groups including 30 mother groups of the schools year who are actively functioning in GNHA partner schools. The mothers use to sit meeting and discuss about learning achievements, health, hygiene, nutrition, sanitation, and other aspects of their children's wellbeing.

#### 3.2. Teacher's Learning Circle (TLC)

The Teacher's Learning Circle (TLC) is one of the important platform for teachers to share their best practices, develop new skills, and build a supportive professional network fostering a learning environment. A total of 69 TLC workshops have been conducted in project areas. Teachers receive technical support from GNHA and PNGOs as well . These workshops covered various topics like integrated curriculum, evaluation systems, updating government educational plans and policies, classroom management, mother group mobilization etc. A guideline for the Teacher's Learning Circle has been developed and is being implemented, which helps teachers to facilitate the TLC workshops themselves.



#### 3.3. Educational Fair

**Educational Fair** is an event or exhibition designed to showcase students' work, projects, and learning achievements. These fairs focus on various subjects, encouraging young students to explore, create, and present what they've learned in engaging ways. The WISE Project schools organized the Fair in MGML base on the short technical support from GNHA and PNGOs. Minimum 20 activities consisting games and practical activitiew were exhibited in every Fair. The event of Education Fair detail is given below:



## EEC Project Area

- Kavre: 19 events
- Dolakha: 8 events
- Ramechhap: 4 events
- Sindhuli: 4 events

## SfD Project area:

- Sindhupalchowk: 9 events
- Dhading: 1 event

## ECCA Project Area

- Chitwan: 1 event

### 3.4. Health Education

Physical and Mental health is essential for the active learning environment. So is Health education. The WISE project promotes a balanced diet discouraging junk food consumption among students and their mothers through health education in the project schools. In the fiscal year, there were 21 events of health education conducted in this fiscal year. All the events conducted were from the 1<sup>st</sup> half of the fiscal year because Mr. Sannu Ahmed, health educator of GNHA had resigned then after. It was also came to know some health education classes wer organized by Ward Health Offices in their respective area aligning with health campaign.

### 3.5. Continuous Improvement Plan (CIP) based Workshop

A total of 10 workshops were conducted the CIP based workshop across 10 clusters with 90 head teachers and 90 teachers participants. All the 90 schools have developed innovative annual plans ensuring and mentioning the implementation strategy as well as the role of various stakeholders.



### 3.6. Capacity Development Workshop of School's Stakeholders

The major stakeholders of a school were A series of one-day capacity development workshops for school stakeholders were organized in a cluster-based approach. head teachers, teachers, parents, School Management Committees (SMC), and authorized personnel from R/Municipality. So they are called the 5 pillars of the school. A total of 24 events of workshop were conducted in GNHA Project area where 13 events were conducted by SfD, 10 events were by EEC and 1 event was by ECCA. The workshops equipped the stakeholders with understanding the importance of MGML, roles and responsibilities towards the schools, building ownership and aiming the long term development of the schools



### 3.7. Raised Bed

The raised beds were very new concepts for the GNHA and its project area. Two events of A short orientation were done during the two different events of teachers training at MMB TC. The participant teachers had taken the event as mesmerizing. Some of schools had started to form in their school yard. GNHA has plan of piloting from the next fiscal year visioning fresh and healthy day meal, integrating the hands on learning linking with science and social study subjects for the students.



### 3.8. DEMO Schools

Binayak Bal BS, Janauddhar BS, and Golmadevi BS are the DEMO schools where the participant teachers during training receives the practical knowledge and skills. GNHA has conducted a three-day refresher workshop for all the teachers from these DEMO schools from Shrawan 8th to 10th, 2080 to update on MGML and energize the activities of MGML. The identity marker, Neckties, were also distributed to demonstrate a distinctive model of teaching and learning compared to other schools. Both the teachers of the benchmark school and the members of the mother group are supposed to wear these neckties. For the students, each class has a specific necktie design; Class 1 features a pink border on gray cloth, Class 2 has a green border, Class 3 a yellow border, Class 4 a red border, and Class 5 a black border. Teachers wear neckties with blue and yellow borders on gray cloth, while parents wear pink cloth with blue borders. Students and teachers must wear their neckties daily, while mothers wear them when participating mother group meetings. The use of neckties has generated enthusiasm among students, teachers, and members of the mother group. GNHA has also provided incentive fund to the Demo schools through PNGO to develop and motivate to perform better.



### 3.9. ToT on WISE

GNHA and CEHRD jointly organized a five-days Training of Trainers (TOT) for Selected Head Teachers from Benchmark schools from 13th to 17th Ashoj, 2080 at MMB TC Badalgaun. The training focused on the WISE concept, classroom setup, conducting morning meetings, integrated curriculum, WISE subject-based activities, student evaluation in MGML , roles of Benchmark schools, and Teachers' Learning Circle(TLC. There were 24 Head Teachers participated in the training.



### 3.10. WISE TLM Digitalization

The world is in the age of Information and Technology. Digital device and materials are important in Education as well in this age. GNHA has developed the digital WISE TLM for English subjects for grades 1-5, in collaboration with the Educational Resource & Development Center Nepal (ERDCN) and technical support From Pixel Group.



GNHA is planning to develop the digital material in other subjects too.

For the piloting of digital TLM, eight schools have been selected for the academic year 2081. A 2-day training was held from July 19 to 20, 2024, in Kathmandu. There were 41 participants, including 8 head teachers, 7 education chiefs from various municipalities, 16 English teachers for grades 1-5, and also 10 representatives from GNHA, SfD, and EEC Kavre.

### 4. Familiarization of Stakeholders with WISE

With collaboration of CEHRD, GNHA organized a Familiarization of stakeholders with WISE on 3rd Bhadra 2080 (face to face) for Education chief of 27 R/Municipalities from GNHA working areas and on 4th Bhadra 2080 (virtual) for Education chief of 12 R/municipalities. In that program, orientation was given regarding the effective use of the Rs. 50,000 grant given to 269 WISE schools of 39 R/Municipalities through the Center for Education and Human Resource Development.



As per the CEHRD instructions, the grant can expense for the following titles;

1. Classroom management
2. Management, maintenance of classroom management tools
3. Learning Materials Management
4. Stationery Materials Management
5. Participation in regular cluster workshops of teachers
6. Maintenance of educational equipment

## 5. MGML Teaching Learning Materials

In the WISE Project, the MGML TLM replaces traditional government textbooks with learning cards. To support this approach, teaching and learning materials (TLM) were developed in collaboration with the Curriculum Development Center (CDC) and the Center for Educational and Human Resource Development (CEHRD). Four key events were held to design and develop materials for grades 1 to 5. The outcomes are as follows:

- ✂ **Training Guide (TG):** Finalized and printed.
- ✂ **Guidelines Developed:**
  - Mother Group Activity
  - Teachers Learning Circle (TLC)
- ✂ **Printing**
  - Grade 4 TLM (Nepali Medium): 150 sets
  - Grade 5 TLM (Nepali Medium): 150 sets
  - **English Version Math TLM (Grades 1-3):** 100 sets
  - **Students' Evaluation Books:** 2000 sets for each grade from 1 to 3
  - **Teachers Resource Materials (TRM):** Finalized and printed (500 sets).
  - **Grade 1-3 Learning Ladder of English Subject:** Updated and print.
- ✂ **Grade 4 & 5 TLM in English medium:** Draft developed

GNHA provided WISE TLM (Teaching and Learning Materials) to 33 sets of Grade 1-3 TLM in Nepali version, 19 sets of Grade 1-3 Math TLM in English, and 42 sets of Grade 4-5 TLM to WISE schools in this fiscal year to support the implementation of the MGML methodology.

### 5.1. LOOMA

Looma is a digital device for teaching and learning activities which can be used even in the absence of electricity and internet. It is very useful for the remote places of Nepal. It has also the features to use combine with and internet connection, A/V projection system, webcam and extensive storage. This innovative concept was developed by GNHA with the support of ERDCN. The project is currently undergoing a pilot phase in collaboration with the EEC, and ERDCN . There are 9 schools from Dhulikhel Municipality for piloting the LOOMA project. The project is running based on grade 6 to 8.

### 5.2. Staff Capacity Development Workshop

The staff Capacity Development workshop was conducted within the staff of PINGOs of GNHA to capacitate about the MGML and implementation the project on it. The workshop was focused on effective coaching and mentoring techniques, integrating the curriculum with TLM, conducting teachers' learning workshop etc. the workshop was conducted for 10 days addressing all the subject of MGML up to grade 3.



### 5.3. Education: Target Vs Achievement

S.No.	Interventions/Activities	Total Target	Total Achievement	%	Responsible
1	Preparatory Meeting	6	10	167%	PNGOs
2	Baseline Survey	6	9	150%	PNGOs
3	On the spot coaching and mentoring by PNGOs staff	494	551	112%	PNGOs
4	On the spot coaching and mentoring by GNHA staff	372	155	42%	GNHA
5	Teacher's Learning Circle (Cluster Workshop)	88	69	78%	PNGOs
6	WISE Classroom Setting Up (Class 1-3)	27	47	174%	R/Municipality
7	WISE Classroom Setting Up (Class 4-5)	38	7	18%	R/Municipality
8	MGML TLM Class 1 - 3 (Nepali Version) Support	27	33	122%	PNGOs
9	MGML TLM Class 1 - 3 (Mathematics in English Version) Support	25	19	76%	PNGOs
10	MGML TLM Class 4 & 5 Support	85	42	49%	PNGOs
11	Students Evaluation Book Support	3714	2771	75%	PNGOs
12	Orientation on WISE	81	101	125%	PNGOs
13	Phase 1- Intensive Teacher Training on WISE (Class 1-5)	135	154	114%	PNGOs
14	Phase 2- Intensive Teacher Training on WISE (Class 1-5)	80	70	88%	PNGOs
15	Refresher Training on WISE	240	215	90%	PNGOs
16	Mother Group Formation	27	30	111%	PNGOs
17	Mother Group Mobilization	127	178	140%	PNGOs
18	Educational Teaching Materials	52	26	50%	PNGOs
19	Equipment (Printer, Laminator)	40	25	63%	PNGOs
20	Sports materials (Balls, Ludo, Ring, Hulau, Skipping)	65	17	26%	R/Municipality
21	Stationery and consumables	127	57	45%	R/Municipality
22	Monitoring and Supervision R/Municipality Level	237	84	35%	R/Municipality
23	Joint Monitoring	15	8	53%	PNGOs
24	R/Municipality Level Exhibition	112	30	27%	R/Municipality
25	LPAC - Project Review Meeting	17	13	76%	PNGOs
26	Capacity Building of Stakeholders	19	23	121%	PNGOs
27	Health Education	120	21	18%	GNHA (Sannu)
28	3 Demo Schools Develop in Kavre	3	3	100%	PNGOs (EEC Kavre)
29	Benchmark Schools Develop	23	23	100%	PNGOs
30	MGML TLM Development in English Version (Grade 4)	1	1	100%	GNHA
31	MGML TLM Grade 4 Printing (100 Sets) English Version	100	0	0%	GNHA
32	MGML TLM Development (Grade 5) Nepali Version	1	1	100%	GNHA
33	MGML TLM Development (Grade 5) English Version	1	1	100%	GNHA
34	MGML TLM Grade 5 Printing (150 Sets) Nepali Version	150	150	100%	GNHA
35	MGML TLM Grade 5 Printing (100 Sets) English Version	100	0	0%	GNHA
36	Teacher Resource Materials	1	1	100%	GNHA
37	Teacher Resource Materials Printing (1000 sets)	1000	1000	100%	GNHA
38	Trainer's Guide Develop	1	1	100%	GNHA
39	Digital Material Development - ERDCN - Grade 1-5 English	2	2	100%	ERDCN
40	Looma Follow up visit in Kavrepalanchowk (9 schools) - in days	18	2	11%	GNHA
41	Familiarization of stakeholders with WISE	1	1	100%	

## Inspiring Voices

"Before the change, I didn't like come in school. The classroom was Messy, and I didn't have much to learn from. Now, the classroom is clean And full of interesting materials. I enjoy coming to school every day and Learning new things."

- Smarika Danuwar, Grade 3, Student, Panchakanya BS, Indrawati-12, Sindhupalchowk

"I never truly realized how crucial my involvement in my child's education was until I joined the mothers' group. Now, after attending meetings and getting involved, I can see such a remarkable change in my child's enthusiasm for school. It's incredible to witness the transformation! My child talks about school with excitement and is eager to learn every day. I'm proud to be part of this positive change and deeply grateful for the dedication of the teachers and the unwavering support from the project. Together, we are making a difference!"

-Reshma Pradhan, Parent, Kalidevi BS, Bahrabise-7, Sindhupalchowk

"The training we received truly marked a turning point. The new strategies for classroom management and student engagement have transformed the way we teach. It's incredibly rewarding to see students excited about learning, and even more so to witness parents becoming actively involved in their children's education. This shift has made a world of difference for all of us." –

Upendra Chalise, Teacher, Triveni BS, Kamalamai, Sindhuli

"I feel more confident and fulfilled in my work now. The changes we've implemented have created such a positive environment for both teaching and learning. I'm truly grateful to everyone who supported us throughout this incredible journey."

– Rajendra Phyal, Teacher, Dhuseni BS, Jwalamukhi, Dhading

"When I was elected as President of Indrawati RM, the learning achievement was only at 42%, falling below the national average. We set an ambitious target to raise this to 60%, and implemented several strategic measures to get there. These included adopting the MGML methodology, establishing work completion agreements with head teachers, setting up ICT labs, and creating book corners in classrooms. Thanks to these efforts, we successfully increased the average achievement to 62% last year. A major driver behind this success has been the WISE project for Grades 1-5, which has played a pivotal role in improving student outcomes. Looking ahead, our goal for Fiscal Year 2081-082 is to reach an impressive 70% achievement rate."

– Jhamkanath Nepal, President of Indrawati RM, Sindhupalchowk

## 6. Public Health

### The Inspiring Journey of Ram Bdr. Shrestha

Ram Bdr. Shrestha, a 62-year-old resident of Dolakha in Nepal's Bagmati province, has faced profound trials in his life. With a family consisting of two sons and two daughters – two of whom are married – his life has been a testament to enduring hardship and unwavering perseverance. The family's economic struggles have been compounded by the absence of his elder son, who has been out of contact for eight years while working in Saudi Arabia. Despite the severe financial strain, Ram Bdr. Shrestha and his family have struggled to make ends meet, relying on his meager earnings from wage labor in their village.



The year 2072 brought a devastating blow. While working at a neighbor's house, Ram Bdr. Shrestha suffered a catastrophic fall, resulting in a serious spinal injury. His path to recovery was arduous, marked by a grueling ten-month stay at the National Trauma Center (NTC) in Kathmandu. Though he eventually regained his strength and returned home, his health remained fragile, and his family's financial situation worsened.

In 2079, Ram Bdr. Shrestha faced yet another hurdle – he required surgery for kidney stones. To cover the medical expenses, the family had to resort to borrowing from a local cooperative, further deepening their financial woes. His health continued to decline, and by 2080, he was admitted to Bir Hospital due to a persistent fever, only to be diagnosed with jaundice and other critical health issues.

At this darkest hour, the Shrestha family discovered Christine's Dispensary – a beacon of hope amidst their struggles. The dispensary's dedicated staff provided Ram Bdr. Shrestha with essential medications, including higher antibiotics, and extended their support beyond the medical realm. Their compassion and commitment were not just remedies for his ailments but lifelines in his darkest times.

Months of diligent treatment at the dispensary led to remarkable improvement in Ram Bdr. Shrestha's condition. On July 17, 2023, he was discharged from the hospital, marking a new chapter of his life with regular follow-up visits and a renewed sense of hope. Despite his ongoing health challenges, his resolve to reclaim his strength and live a fulfilling life remains unshaken.

Ram Bdr. Shrestha's story is a profound testament to the transformative power of Christine's Dispensary. It illustrates the profound impact of their support and the resilience of individuals who, despite facing overwhelming adversity, find hope and healing through compassionate care. This narrative is a poignant reminder of the indispensable role that Christine's Dispensary plays in the lives of those navigating their most challenging times, offering both hope and a path to recovery.

## 6.1. Christine’s Dispensary at NAMS Bir Hospital

- Christine’s Dispensary, operating within the premises of Bir Hospital and National Trauma Center, serves both inpatients and outpatients by dispensing medications on a daily basis. The dispensary, run by the non-profit organization Bikaska Lagi Ekata, funded by the German Nepalese Help Association (GNHA), in financial cooperation with Nepalhilfe Beilingries e.V. is dedicated to aiding the impoverished and underprivileged patients in Nepal. Nearly 18,000 patients received healthcare services through the dispensary, resulting in significant community benefits in this FY.

### Number of Patients Served & Expenditure for Medicines and Surgical Items from Dispensary

Month (2080/81)	Total No. of Patients (Frequency of Patients)	Expenditure (Medicines & Surgical Items)
Shrawan, 2080	1,595	NPR. 876,690.00
Bhadra, 2080	1,789	NPR. 866,905.00
Ashoj, 2080	1,841	NPR. 742,638.00
Kartik, 2080	944	NPR. 473,910.00
Mangsir, 2080	1,402	NPR. 584,683.00
Poush, 2080	1,412	NPR. 610,052.00
Magh, 2080	1,467	NPR. 635,025.00
Falgun, 2080	1,609	NPR. 632,920.00
Chaitra, 2080	1,508	NPR. 551,524.00
Baisakh, 2081	1,401	NPR. 543,572.00
Jestha, 2081	1,520	NPR. 642,334.00
Ashad, 2081	1,479	NPR. 574,623.00
<b>Total</b>	<b>17,967</b>	<b>NPR. 7,734,876.00</b>

The table provides a monthly breakdown of patient numbers (frequency of patients) and expenditures for medicines and surgical items at Christine's Dispensary from Shrawan 2080 to Ashad 2081. Over this period, the dispensary served a total of 17,967 patients with an overall expenditure of NPR 7,734,876.00. Monthly patient counts ranged from a low of 944 in Kartik 2080 to a high of 1,841 in Ashoj 2080, while expenditures varied from NPR 473,910.00 in Kartik 2080 to NPR 876,690.00 in Shrawan 2080. The average monthly expenditure on medicines and surgical items was approximately NPR 594,589.00, with an average cost per patient of about NPR 430.00. The data illustrates fluctuations in both patient volume

and expenditure, reflecting the dispensary's adaptive management of medical resources and patient care needs.

### No. of Out-Patient & In-Patient Along With Expenses

Month (2080/81)	OPD			IPD (Ward)			Total (OPD + IPD)		
	No. of Patient	f	Expenses	No. of Patient	No. of Visit	Expenses	No. of Patient	No. of Visit	Expenses
Sharawan	372	483	128,528.00	397	1112	648,196.00	769	1595	876,690.00
Bhadra	390	501	241,179.00	413	1288	584,865.00	803	1789	866,905.00
Asoj	385	498	132,467.00	436	1343	597,578.00	821	1841	742,638.00
Kartik	331	401	114,772.00	207	543	293,304.00	538	944	473,910.00
Mangsir	393	515	123,321.00	292	887	446,072.00	685	1402	584,683.00
Poush	343	430	105,231.00	300	982	501,164.00	643	1412	610,052.00
Magh	355	434	160,684.00	321	1033	474,341.00	676	1467	635,025.00
Falgun	416	560	141,824.00	333	1049	484,172.00	749	1609	632,920.00
Chaitra	393	522	106,233.00	342	986	438,302.00	735	1508	551,524.00
Baisakh	369	472	172,195.00	318	929	368,306.00	687	1401	543,572.00
Jestha	421	554	146,249.00	391	966	483,363.00	812	1520	642,334.00
Asar	375	488	109,252.00	335	991	420,514.00	710	1479	574,623.00
<b>Total</b>	<b>4,543</b>	<b>5858</b>	<b>1,681,935</b>	<b>4,085</b>	<b>12,109</b>	<b>5,740,177</b>	<b>8,628</b>	<b>17,967</b>	<b>7,734,876</b>

The table details monthly outpatient (OPD) and inpatient (IPD) services for the fiscal year 2080/81, including patient numbers, visit counts, and expenses. Each month shows distinct OPD and IPD data, with a notable trend of higher inpatient service usage and costs compared to outpatient services. For instance, Sharawan had 372 OPD patients and 397 IPD patients, with a combined total expense of NPR 876,690.

**Overall**, the year-end totals are 4,543 OPD patients with 5,858 visits and expenses of NPR 1,681,935; 4,085 IPD patients with 12,109 visits and expenses of NPR 5,740,177; and combined totals of 8,628 patients with 17,967 visits and expenses of NPR 7,734,876. The data indicates a higher volume of inpatient services and expenses compared to outpatient services throughout the year.



## 6.2. Health Camp

There were 3 health camps positively impacted 7,184 individuals, facilitating the delivery of essential healthcare services.

### Total Number of Patients Benefited Through Health Camps

Date/ Month (2080/81)	Location	Total No. of Patients
24 <sup>th</sup> -26 <sup>th</sup> Poush, 2080	Golanjor R.M. (Sindhuli)	1,807
28 <sup>th</sup> Falgun-1 <sup>st</sup> Chaitra, 2080	Khadadevi R.M. & Manthali Municipality (Ramechhap)	3,211
18 <sup>th</sup> -20 <sup>th</sup> Baishakh, 2081	Indrawati R.M. (Sindhupalchowk)	2,116
<b>Total</b>		<b>7,134</b>

The table summarizes the total number of patients who benefited from health camps organized by Bikashka Lagi Ekata. Over three distinct health camp events, a total of 7,134 patients received medical services. The first camp took place from the 24th to the 26th of Poush 2080 in Golanjor Rural Municipality, Sindhuli, serving 1,807 patients. The second camp, held from the 28th of Falgun to the 1st of Chaitra 2080, covered Khadadevi Rural Municipality and Manthali Municipality in Ramechhap, with 3,211 patients benefiting from the services. The third camp occurred from the 18th to the 20th of Baishakh 2081 in Indrawati Rural Municipality, Sindhupalchowk, serving 2,116 patients. This data highlights the organization's commitment to extending its reach through mobile health camps, significantly impacting thousands of individuals in various underserved regions.

## 6.3. Poor Patient Fund

S.N.	Name	Address	Gender		Age	Disease Description	Received Amount
			Male	Female			
1	Chahana Ghale	Arughat R.M - Gorkha		✓	4	Pneumonia	10,000.00
2	Kritik Shrestha	Doramba R.M. - Ramechhap	✓		12	Plunging Ranula	20,000.00
3	Maili Maya Lama	Panchkhal Municipality, Kavre		✓	45	Ovarian Tumor Cell (Cancer)	20,000.00

4	Yamuna Humagain	Bakaiya R.M. - Makwanpur		✓	31	Hydroureteronephrosis and Lung Metastasis	30,000.00
5	Som Raj Tamang	Netrawoti Dobjong R.M. - Dhading	✓		28	Kidney Failure	20,000.00
6	Sanjaya Maharjan	Kritipur	✓		41	Lungs Cancer	15,000.00
7	Mahesh Budha	Majhghulu - Jumla	✓		23	Leg Break (Bone Implant)	30,000.00
8	Mohan Shahi	Raskot Municipality - Kalikot	✓		31	Paralysis with Brain Stroke	30,000.00
9	Kamala B.K.	Udayapur		✓	24	Left Nephrolithiasis	28,000.00
10	Sanjil Raj Shilakar	Kathmandu	✓		18	Blood Cancer	30,000.00
11	Kubir B.K.	Chaudandigadhi Municipality - Udayapur	✓		42	Adenocarcinoma of Urinary Tract	20,000.00
<b>Total</b>			<b>7</b>	<b>4</b>			<b>253,000.00</b>

The table provides detailed information about the Poor Patient Fund, highlighting the financial assistance extended to individuals from the ultra-poor category for their medical treatments. In this year, 11 patients received support under this program. The table includes the serial number, name, address, gender, age, and a description of each beneficiary's medical condition. This fund is designated for patients requiring treatment for chronic diseases that entail significant expenses. The information illustrates the targeted financial aid given to individuals facing substantial medical challenges.

- Poor patient fund supported to improve the conditions for 11 patients in need.

## Gender and Age wise Distribution

MONTHS	Male	Female	Elder (Above 60)	Child (0-16)	Young (17-59)	Disable
SHRAWAN	669	482	165	10	976	9
BHADRA	740	546	177	7	1102	8
ASOJ	658	455	193	10	910	7
KARTIK	669	455	218	14	892	11
MANGSIR	810	652	208	15	1239	12
POUSH	820	561	237	13	1131	6
MAGH	518	379	155	7	735	6
FALGUN	814	686	241	13	1246	10
CHAITRA	903	702	257	9	1339	10
BAISHAKH	704	560	186	5	1073	4
JESTHA	1039	677	293	14	1409	0
ASHAR	1449	817	209	15	2042	10
<b>TOTAL</b>	<b>9793</b>	<b>6972</b>	<b>2539</b>	<b>132</b>	<b>14094</b>	<b>93</b>

The above data shows that Christine's Dispensary is able to serve 16,765 patients this year. In the month of Magh there is less number of patients served. It is due to the increased infection of Omicron virus. It is seen that the number of patients is increasing in dispensary. Out of the total served patients, 9793 patients (58.41%) were male and 6972 patients (41.59%) were female. Similarly, among the total served patients, 132 patients (0.79%) were children, 14,094 patients (84.07%) were active population, and 2539 patients (15.14%) were elderly. Similarly, while providing service, in-patients are focused.

## No of Out-Patient & In-Patient Along With Expenses

Month (2080/81)	OPD			IPD (Ward)			Total (OPD + IPD)		
	No. of Patient	f	Expenses	No. of Patient	No. of Visit	Expenses	No. of Patient	No. of Visit	Expenses
Sharawan	372	483	128,528.00	397	1112	648,196.00	769	1595	876,690.00
Bhadra	390	501	241,179.00	413	1288	584,865.00	803	1789	866,905.00
Asoj	385	498	132,467.00	436	1343	597,578.00	821	1841	742,638.00
Kartik	331	401	114,772.00	207	543	293,304.00	538	944	473,910.00
Mangsir	393	515	123,321.00	292	887	446,072.00	685	1402	584,683.00
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The table details monthly outpatient (OPD) and inpatient (IPD) services for the fiscal year 2080/81, including patient numbers, visit counts, and expenses. Each month shows distinct OPD and IPD data, with a notable trend of higher inpatient service usage and costs compared to outpatient services. For instance, Sharawan had 372 OPD patients and 397 IPD patients, with a combined total expense of NPR 876,690.

## 7. Protection (Empowerment, Rehabilitation and Social relief) Sector

### 7.1. Empowering Dalit Girls through Education

Children Nepal, is the partner organization to implement the Dalit Girls Empowerment project. GNHA sponsored 300 Dalit Girls in school education (Grade 1-12) through Dalit Girls Education program. Similarly, there are 40 Dalit girls and young women who are getting support from Dalit Girls Technical, Vocational skills and Higher Education Program Where,

Higher Education -9 girls

Technical Education -6 girls

Vocational Skill Training- 25 girls/young women

Privilege Stipend for higher education-1



It is aimed at the education and social integration of underrepresented Dalit girls. The project started in August 1998 and is currently operating in its 24th year. GNHA has been supporting continuously since its inception. The main objective of the project are as follows:

- School/collage admission and re-admission and school fee payment of girls
- Provide School uniform and Educational materials and Medical/Nutrition
- Organize creative activity, education tours, child club for girls
- Facilitate Parents meeting and conference, social training/ orientation, picnic/education tours.
- Facilitate family income generation and Cooperatives
- Organize Goal setting workshops, life skill, career counseling, different kinds of girl empowerment Camp capacity building, social workshop)
- Teacher Training and school support for class room management
- Organize Health Education, health insurance and Counseling to girls and their families.
- Co-ordination with different organizations and local governments.
- Support for technical education and vocational training

## 7.2.SIRC

GNHA has supported the rehabilitation of five spinal injury patients: Ritesh Khatiwada, Saroj Shrestha, Sabitri Majhi, Kabiraj Kapadi, and Nyangsal Maya Tamang (Syngtan). These individuals, identified as being in need, have received holistic rehabilitation at SIRC through this sponsorship program. Additionally, the program provided a wheelchair to Dev Bahadur KC.

The sponsorship covered a comprehensive medical care and rehabilitation package, which included:

- Bed charges
- 24/7 medical care by physical medicine and rehabilitation physicians and medical officers
- Nursing care
- Physiotherapy
- Occupational therapy
- Psychosocial care
- Weekly multidisciplinary grand rounds
- Goal-setting and family conferences as needed
- Provision of suitable wheelchairs



Typically, the average rehabilitation stay for a spinal injury patient is three months. However, this duration may vary depending on the level of injury and the presence of any complications.

Similarly, through the Home Modification Program, Ghan Bahadur Thapa, Dhan Maya Gurung, Rajan Bahadur Karki, Anita Tamang, Ram Bahadur Tamang, Kunti Maya Magranti (Sita Magranti), Deepak Basnet, and Dhauli Devi Adhikari have benefitted.

The purpose of this program is to enhance accessibility within their surroundings, including areas such as bathing, toileting, cooking, and entrances. This ensures that individuals do not feel like a burden to their families.

## 8. Relief (Contingency Plan):

On November 3rd, 2023, at 23:48 pm, an earthquake measuring 6.4 on the Richter scale, followed by several major aftershocks, struck various places of Jajarkot and West Rukum districts in the Karnali province, located in the mid-western hills of Nepal. The immediate report was reported death toll 157 with more than 256 injured people and over 937 households completely damaged and 2954 households partially damaged (Source: DPNet sitrep\_2, November 5). As the victims of earthquake were suffering with food and cold climate GNHA decided to provide relief package for 100 households containing food items. Tarpaulin sheet and blankets. As the location is out of GNHA working area, we provided fund to Human Development & Community Services the NGO working in Chaurjhari Hospital at Jajarkot.



## 9. Coordination and Collaboration with Stakeholders

### 9.1. Monitoring and Supervision

A series of joint monitoring events were conducted in collaboration with the CEHRD, CDC, and local stakeholders to assess the progress and impact of educational initiatives. A total of eight events took place in various locations, including Jiri, Gaurishankar, Namobuddha, Kamalamai, Rapti, Hetauda, Myagang, and Kamalamai. The monitoring efforts received positive feedback from observers, highlighting the effectiveness and value of these collaborative evaluations.

### 9.2. LPAC and Project Review Meeting

The LPAC (Local Project Advisory Committee) is an annual discussion platform with local authorities focused on the project's purpose, budget, achievements, and future strategies. Chaired by local leaders such as the Mayor or Chairman, these meetings ensure transparency and alignment with local needs.

EEC, Sfd, and ECCA conducted project review and LPAC meetings across their project areas, where they reviewed the WISE Program and shared the new plan and budget for the fiscal year 2080/81. The meetings also included discussions on the overall activities, planning versus achievements, and the feedback received was largely positive, with stakeholders providing valuable suggestions and recommendations for improving the program's effectiveness in the future. In total, 13 events were held across various R/Municipalities, including Dhulikkhel, Namobuddha, Jiri, Gaurishankar, Indrawati, Bahrabise, Netrawati, Benighat, Jwalamukhi, Rapti, Hetauda, Myagang, and Kalika. These LPAC and Project Review meetings have been instrumental in strengthening the relationship between the project and its stakeholders.



## 10. Challenges

Implementing the Wisely Integrated School Education (WISE) program across 222 community schools in 25 R/Municipalities of 10 districts has been facing several challenges.

1. **Field Staff Vs School Ratio:** It has been made difficult to provide adequate support and monitoring for the high number of project schools.
2. **High Demand of WISE Expansion:** There is the successful scenario and highly popular the WISE program in R/Municipal level. So there is the high demand of WISE rather than the GNHA's plan..
3. **Student Learning Achievement Evaluation Books:** The absence of evaluation books for assessing student's learning achievements has made it difficult to track progress, identify learning gaps, and adjust teaching strategies effectively.
4. **Insufficient Teaching Learning Materials (TLM):** here is a shortage of Grade 1-3 TLM, particularly for new schools or additional sections within classrooms. it is showing the weakness of well plan.
5. **Participation of School Stakeholders:** Involvement of school stakeholders is crucial for the program's success but consistency of their involvement is being challenging across various R/Municipalities.

## 11. Lesson Learned

- 1. Need of Adequate Staff:** sufficient staff in the respective area is important for the effective implementation and monitoring of the projects. it was realized that the number of staffs were not sufficient in the GNHA and its partner organizations, especially in EEC and SfD.
- 2. Planning for Expansion:** Since there is the high demand of WISE, it is the good opportunity to expand the WISE Program. So there expand plan should be made.
- 3. Standard of MGML Classroom Setup:** the process of MGML classroom setting up must be cost effective and simple. There should be standardized kits of module to ensure the consistency of WISE.
- 4. Printing of Evaluation books:** Printing and distributing standardized student learning achievement evaluation books would help in systematically tracking and improving student outcomes. It needs to support from GNHA side to see impact of the project.
- 5. TLM Back up:** It needs to be insure availability of the TLM for new WISE Schools by putting back up of the printed TLM until the government of nepal has the system of TLM supply. Ensuring a sufficient supply of TLM for all participating schools, including contingencies for new sections or schools, is vital for the program's success.
- 6. Strengthening Stakeholder Engagement:** Stakeholders' workshop is very important to empower the respective stakeholders of the school to realize the importance of WISE and also to show the transparency of the Project which also makes the strong relationship among the school family.

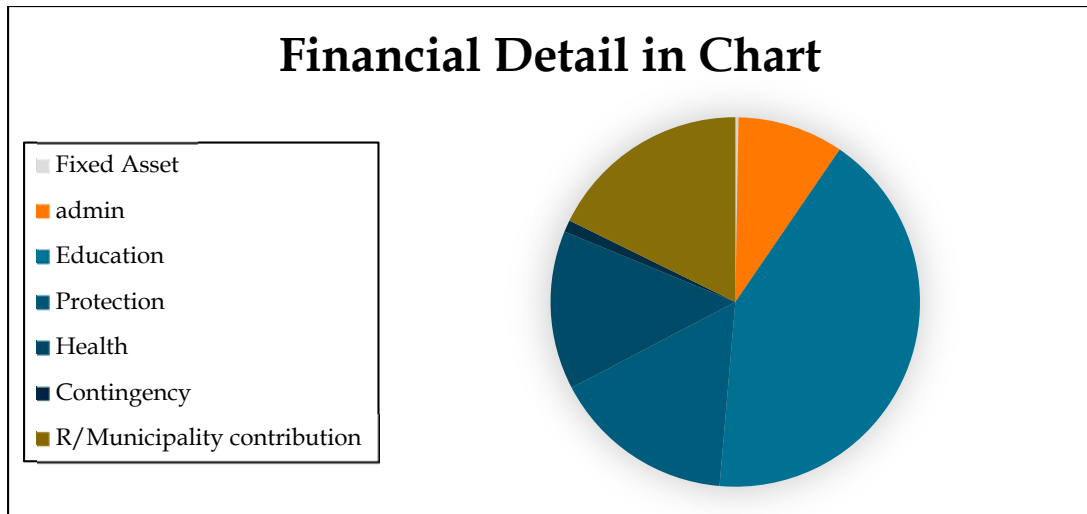
## 11. Financial Detail

The project of GNHA is basically in 3 Thematic Area; Health, Education and Protection. GNHA operates the projects in partnership approach with the government line agencies including R/Municipalities. So R/Municipalities has also financially contributed in the project. The following table summarizes the financial breakdown of the fixed assets as well as the expenditures in various area:

Particulars	Amount (in Rs)
Fixed Asset	262,500.00
Administrative Costs	8,799,723.98
Education	39,651,363.83
Protection	15,140,159.00
Health	13,178,860.57
Contingency	1,000,000.00
R/Municipality Contribution	16770500
<b>Total:</b>	<b>94803107.38</b>



## Financial Detail in Chart



### 11.1. Conclusion

The German Nepalese Help Association (GNHA) has been committed to enhancing the quality of education through its Wisely Integrated School Education (WISE) project, implemented across 222 schools in 25 R/Municipalities in 10 districts. The project Focuses on Basic Level Grades 1-5. the WISE program has made significant strides in improving educational outcomes, positively impacting students, teachers, and communities.

The success of WISE can be attributed to the collaborative efforts among the GNHA, PNGOs team, teachers, and mothers, as well as the support from Local Governments. Key achievements of the project includes the establishment of fully equipped child-friendly classrooms, the availability of effective learning materials, and the presence of trained teachers in all schools. The introduction of Multi Grade Multi Level (MGML) methodology through SMART devices has further enhanced the learning experience. The active involvement of mother groups, good support from stakeholders, and excellent coordination with local authorities and educational bodies like CEHRD, CDC, and ETC Dhulikhel have been influential in the program's success.

The integrated project activities of Education, Health and protection activities in these schools have become increasingly effective. Mother groups have played an active role in school activities, and student achievements are now assessed based on an integrated curriculum. The autonomous functioning of Teachers' Learning Circle workshops and the growing trend of educational fairs to showcase student learning to parents are noteworthy developments.

We extend our sincere gratitude to the DNH team in Germany as well as CEHRD, CDC, ETC Dhulikhel, R/Municipalities, partner NGOs, and all stakeholders who have supported the effective implementation of the GNHA's Education Program at the local level.

**German Nepalese Help Association  
(GNHA)  
Kathmandu, Nepal**

## Coordination



- ❖ Center for Education and Human Resource Development (CEHRD)
- ❖ Curriculum Development Center (CDC)
- ❖ Ministry of Social Development, Bagmati Province

## Partnership



NATIONAL ACADEMY OF  
MEDICAL SCIENCES

NAMS, Bir Hospital, Kathmandu

ॐ चावहिल डेण्टल हस्पिटल  
Om Chabahil Dental Hospital  
Chabahil Chowk | 01-4492100



## Implementing Partners



## Technical Support on MGML in SMART Devices



### Local Level Government Partners

Province	District	Partner R/Municipalities	Implementing Partner NGOs
Bagmati	Kavrepalanchowk	Dhulikhel Municipality	EEC Kavre
		Namobuddha Municipality	
		Panchkhal Municipality	
		Chaurideurali Rural Municipality	
		Roshi Rural Municipality	
		Bethanchowk Rural Municipality	
	Dolakha	Jiri Municipality	EEC Kavre
		Gaurishankar Rural Municipality	
		Bhimeswor Municipality	
	Ramechhap	Khadadevi Rural Municipality	
	Sindhuli	Kamalamai Municipality	
		Golanjor Rural Municipality	
	Sindhupalchowk	Melamchi Municipality	Bikaska Lagi Ekata
		Bahrabise Municipality	
		Indrawoti Rural Municipality	
	Dhading	Netrawoti Dabjong Rural M.	
		Benighat Rorang Rural Municipality	
		Neelkantha Municipality	
		Thakre Rural Municipality	
		Jwalamukhi Rural Municipality	
Galchhi Rural Municipality			
Kathmandu	Kathmandu Metropolitan City	ERDCN	
Chitwan	Rapti Municipality	ECCA	
Makwanpur	Hetauda Sub-Metropolitan City		
Nuwakot	Myagang Rural Municipality		
Rasuwa	Kalika Rural Municipality		

*WISE schools for FY 2080/081*

Cohort	District	Total R/Municipalities	Total WISE Schools	Cohort wise total
2069-075	Kavre		14	67
	Sindhupalchowk		15	
	Dolakha		22	
	Dhading		16	
2076	Kavre	Dhulikhel	13	13
2077	Sindhupalchowk	Indrawati	13	26
	Dhading	Benighat Rorang	5	
		Netrawati Dabjong	8	
2078	Kavre	Dhulikhel	6	26
		Namobuddha	6	
	Dolakha	Jiri	6	
		Gaurishankar	8	
2079	Sindhupalchowk	Melamchi	6	24
		Bahrabise	6	
	Ramechhap	Khadadevi	6	
	Sindhuli	Kamalamai	6	
2080	Chitwan	Rapti	9	24
	Makwanpur	Hetauda	3	
	Dhading	Jwalamukhi	12	
2081	Sindhupalchowk	Melamchi	4	42
	Dhading	Jwalamukhi	9	
		Galchhi	7	
	Ramechhap	Khadadevi	8	
	Sindhuli	Golanjor	2	
	Rasuwa	Kalika	6	
	Nuwakot	Myagang	6	
<b>Total</b>			<b>222</b>	<b>222</b>