



GERMAN-NEPALESE
HELP ASSOCIATION

GNHA

जर्मन् नेपाल
सहयोग संघ

German Nepalese Help Association (GNHA)



Social Audit Report F.Y. 2080-081

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Acronyms

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 and Education Development
EEC	Education Empowerment Center, Kavre
ETC	Education Training Center
FDG	Focus Group Discussions
GNHA	German Nepalese Help Association
INGO	International Non-Governmental Organization
KII	Key Informants Interviews
MGML	Multi Grade Multi Level
MMB TC	Margarete Mueller-Bull Training Center
MoU	Memorandum of Understanding
MPAC	Municipality Level Project 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



SECTION – I

1. Executive Summary

1.1. Brief Description of German Nepalese Help Association (GNHA)

Late Mrs. Margot Busak, Former Royal Nepalese Consul General for Baden-Wurtemberg, Germany, founded German Nepalese Help Association in Stuttgart, Germany in 1979. German Nepalese Help Association (DEUTSCH-NEPALISCHE HILFSGEMEINSCHAFT e.V) was registered in lower municipal court (Amtsgericht) Stuttgart on 6th December 1979.

German Nepalese Help Association (GNHA) is a non-profitable, social and charitable organization working as an International Non-Governmental Organization (INGO) in Nepal. It believes and stands politically neutral, non-aligned and free from race, creed or religion. GNHA had its first general agreement with the then SSNCC (Social Service National Coordination Council) in 1989. Since then, it has been continuing its interventions in Nepal with General and Project Agreements with the Social Welfare Council (SWC).

It has about 500 general members and 1000 individual donors across the Federal Republic of Germany. The financial resources of GNHA entirely depend upon membership fees and collection of private donations. Over 80 percent of the collected resources are spent in the areas of educational development, health services and human well-being in Nepal through partner NGOs and Governmental Organizations. GNHA promotes people to people helping approach and building solidarity among people of developed and underdeveloped countries. GNHA's program aims and targets directly to uplift living standard of disadvantaged and marginalized groups.

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 the key objectives of GNHA 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 MGML Teaching Learning Materials, providing students with the opportunity to learn through engaging in interactive activities in SMART Devices.

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 like minded 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 skills training. 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. Beside, family counselling and awareness raising on child rights, domestic violence; and promoting family health insurance contributing on premium to insure as well as renewing are also the integral parts of the activities of this project.

In addition to GNHA's regular work, 100 households in Rukhum 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.

The organization generally works in the different areas and focuses mainly in education and health. As a mandatory provision of the regulatory authority GNHA is proposing this Social Audit for the year 2080-81.

1.1.1. Program of GNHA:

❖ Education & Training

- Implement the MGML methodology
- Teacher Professional Development
- Refresher Training
- Mother Groups Engagement
- Teacher's Learning Circle (TLC)
- Educational Fair
- Continuous Improvement Plan (CIP) based Workshop
- Capacity Development Workshop of School's Stakeholders
- Greening School & Kitchen Garden (Raised Bed)
- Benchmark and DEMO Schools
- Training of Trainers (TOT)
- Teaching Learning Materials Digitalization
- Familiarization of stakeholders with WISE

❖ Public Health

- Christine's Dispensary at NAMS Bir Hospital
- Health Camp
- Poor Patient Fund

❖ Protection (Empowerment, Rehabilitation and Social relief)

- Empowering Dalit Girls through Education



- Spinal Injury Rehabilitation Center (SIRC)
- Wheelchair friendly Home modification
- ❖ Relief (Contingency Plan)
- ❖ Coordination and Collaboration with Stakeholders
 - Monitoring and Supervision
 - LPAC and Project Review Meeting

1.1.2. Partners Organization:

Following are the Partners Organization of GNHA:

S.N	Partners Organisation	Sector	Programs	Districts
1	Solidarity For Development- SFD (Bikashka Lagi Ekata)	Public Health	Christine's Dispensary, BIR Dispensary	Kathmandu, Sindhupalchowk and Dhading
		Public Health	Mobile Health Camp	
		Public Health	Poor Patient Fund of Dispensary	
		Education & Training	MGML-WISE Methodology	
2	Spinal Injury Rehabilitation Center - SIRC	Protection & Social Reliefs	Rehabilitation with wheel chair	Kavrepalanchowk,
		Protection & Social Reliefs	Home Modification Program	
3	Childrens Nepal -CN	Protection & Social Reliefs	Empowering Dalit Girls through Education	Kaski
			Vocational Skill, Technical & Higher Education	
4	Environment Camp for Conservation Awareness – ECCA Nepal	Education & Training	MGML –WISE Methodology	Chitwan, Makwanpur, Rasuwa, and Nuwakot
5	Education Resource & Development Center – ERDNC Nepal	Education & Training	Digital Materials Development	Kavre, Sindhupalchowk and Dhading
6	Education Empowerment Center - EEC	Education & Training	MGML- WISE Methodology	Kavrepalanchowk, Dolakha, Ramechhap, and Sindhuli
7	Human Development and Community Services - HDCS	Contingency (Earthquak Relief)	Distributing Relief Materials	Jajarkot & Rukum



Following are the details of program implemented by the partner organization of GNHA,

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 (SfD)
		Bahrabise Municipality	
		Indrawoti Rural Municipality	
	Dhading	Netrawoti Dabjong Rural Municipality	
		Benighat Rorang Rural Municipality	
		Neelkantha Municipality	
		Thakre Rural Municipality	
		Jwalamukhi Rural Municipality	
		Galchhi Rural Municipality	
	Kavre, Sindhupalchowk, Dhading	Dhulikhel, Melamchi, Netrawati Dabjong and Benighat Rorang	ERDCN
	Chitwan	Rapti Municipality	ECCA
	Makwanpur	Hetauda Sub-Metropolitan City	
	Nuwakot	Myagang Rural Municipality	
	Rasuwa	Kalika Rural Municipality	
Gandaki	Kaski	Pokhara Metropolitan City	Children Nepal

1.2. Objective and Scope of Work:

1.2.1. Engagement Information:

K.B.G. & Associates (hereinafter referred the "firm or consultant") was engaged by the Management of German Nepalese Help Association (hereinafter referred the "GNHA") to conduct the social audit of program implemented during the financial year 2080-081 based on the Terms of Reference (ToR) and mandatory provision of regulatory authority. We have applied appropriate process to ensure independence of the firm and team members to carry out the social audit as per ToR and we have also complied with the relevant applicable requirements of the Nepal Standard on Quality Control (NSQC).



1.2.2. Purpose and Objective of Social Audit:

A social audit is a systematic and participatory process that evaluates an organization's social, ethical, and environmental performance. It focuses on assessing the impact of programs, policies, and activities on stakeholders, including employees, communities, beneficiaries and the environment.

The purpose of a social audit is to assess an organization's social and ethical impact, ensuring accountability and transparency in its operations. It evaluates how well the organization meets its social responsibilities, including environmental sustainability, labor practices, community engagement, and corporate ethics.

By involving stakeholders in the assessment process, a social audit provides a comprehensive understanding of an organization's social performance. This process not only identifies areas for improvement but also showcases successful initiatives, fostering credibility and trust. The ultimate goal is to enhance an organization's social impact by learning from audit findings, adapting strategies, and consistently aligning actions with societal needs.

The objective of the social audit undertaken by K.B.G. & Associates are to:

- Share program implemented by GNHA during the year along with program objectives, inputs, outputs, impact on its beneficiaries, among stakeholders.
- Seek feedback from the stakeholders on program implementation approach, process, key strategies and evaluation results.
- Share fund raised locally and externally.

1.3. Audit Methodology Adopted:

We have adopted the following methodology to undertake the social audit:

- a. Understand GNHA's Mission, Goals, Objectives, and Programs:
 - Review GNHA's mission, vision, objectives, and program frameworks.
 - Analyze relevant policies, budgets, and performance metrics to understand the organization's strategic direction and operational plans.
- b. Assess On-Ground Implementation:
 - Conduct field visits to key project sites such as schools, healthcare facilities, and relief centers.
 - Observe service delivery, infrastructure quality, and accessibility to assess the practical implementation of programs.
 - Identify gaps, challenges, and best practices in the field.
- c. Gather Stakeholder Feedback:
 - Engage with various stakeholders, including implementing partners, staff, and beneficiaries.
 - Use a mix of qualitative and quantitative methods such as interviews, focus group discussions (FGDs), and surveys to collect comprehensive feedback.
- d. Validate Findings Through Stakeholder Engagement:
 - Organize participatory social events to discuss preliminary findings.

- Facilitate discussions with GNHA management, partners, and beneficiaries to validate the data and ensure a balanced perspective.
- e. Synthesize Findings and Provide Recommendations:
 - Analyze the collected data and compare actual outcomes with the program objectives.
 - Prepare a detailed report that includes actionable recommendations for improvement.
- f. Ensure Accuracy and Credibility:
 - Share draft findings with stakeholders for feedback to ensure accuracy and inclusivity.
 - Finalize the report and present it to GNHA.

1.4. Scope Limitations:

- a. K.B.G. & Associates (KBG) has restricted the work to Terms of Reference and letter of engagement. KBG understands that the procedures to be performed are considered to be sufficient for GNHA purposes in connection with the social audit.

In performing the work, KBG has relied entirely on:

- financial information provided by the management of GNHA;
 - information extracted from accounting software
 - discussions with the management regarding the operations and program of GNHA; and
 - other supporting information, schedules, reports and explanations provided to us by the management.
- b. The working papers prepared in conjunction with the work are the property of the Firm, constitute confidential and proprietary information and will be retained by KBG in accordance with Firm's policies and procedures.
- c. KBG's review of documents and other relevant records is limited to the documents and records provided to us. While performing the work, KBG has assumed the genuineness of all signatures, the authenticity of all original documents.
- d. KBG has no responsibility to update the report for events and circumstances occurring after the date of audit.
- e. KBG accepts no duty or responsibility to any other party in respect of this document other than required by applicable laws.

1.5. Management Team:

The team of the GNHA, during the audit period, with whom the audit team interacted, consisted the following:

Name	Designation/Department	Organization
Kedar Bahadur Tamang	Country Representative	GNHA
Sunita Lama	Administrative Officer	GNHA
Chandra Kumar Shrestha	Education Program Coordinator	GNHA



Name	Designation/Department	Organization
Kshitij Tamrakar	Accountant	GNHA
Representative of Implementing Partners & Stakeholders and Beneficiaries		

1.6. Audit Team:

The audit team was under the supervision of Mr. Damodar Bastakoti (Engagement Partner) K.B.G. & Associates, (Chartered Accountants). The members of the audit team were Mr. Sangam Gyawali [Team Member – Data Analysis], Mr. Sandesh Poudyal [Team member – Co-Cordinator Final Social Audit Event].


Damodar Bastakoti, Partner
 Membership Number: 1504
K.B.G. & ASSOCIATES
 Chartered Accountants



Firm Registration Number: 935
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Date : 05.12.2081
 Place: Baluwatar, Kathmandu

SECTION – II

2. Detailed Assessment of Implemented Programs during F.Y. 2080.81**2.1. Sector: Education and Training****2.1.1. Multi Grade Multi Level Education System (MGML)**

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 **Solidarity for Development (Bikash Ka Lagi Ekata)** 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. Following are the program carried out under MGML program.

WISE Classroom Setting Up

The WISE project to implement the MGML methodology demands the unique 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. The technical support was provided by GNHA and its partner organizations, while the financial contribution was made by respective local level governments.



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 project work.
- Phase II: 10 days face-to-face + 5 days on the job based project work.

Detail of Training Provided in the Fiscal Year:

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

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.

2.1.2. 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. Following are the program carried for effective & efficient implementation of MGML with involvement of Teachers, Parents & Community as well.

Mother Groups Engagement

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. Similarly, they are also engaging actively in various school events.

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.

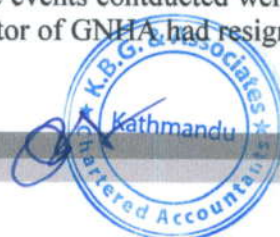
Educational Fair

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 activities were exhibited in every Fair. The event of Education Fair detail is given below:

Project Area	District	No of Events
EEC Project	Kavre	19
	Dolakha	8
	Ramechhap	4
	Sindhuli	4
SFD Project	Sindhupalchowk	9
	Dhading	1
ECCA Project	Chitwan	1

2.1.3. 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 1st 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 were organized by Ward Health Offices in their respective area aligning with health campaign.

2.1.4. 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.

2.1.5. Capacity Development Workshop of School's Stakeholders

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 were the major stakeholders participated in the workshops. 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, their roles and responsibilities towards the schools, building ownership and aiming the long term development of the schools.

2.1.6. Greening School and Kitchen Garden (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 of the children linking with the knowledge how the nature produces foods for human and animals.

2.1.7. Benchmark and 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 DEMO 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. Similarly, other 21 schools are also selected in cluster basis as Benchmark schools and oriented the roles and responsibilities of those schools for mentoring and supporting other surrounding schools during and after GNHA project phase. A small incentives fund was provided to those benchmark schools for their extra effort for improvement of teaching learning in the neighboring schools. 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.

2.1.8. 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.

2.1.9. 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 MGML 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

2.1.10. MGML Teaching Learning Materials

In the WISE Project, the MGML TLM replaces traditional government textbooks. 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 printed.

✎ **Grade 4 & 5 TLM in English medium:** Draft developed



GNHA provided 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 Nepali version to WISE schools in this fiscal year to support the implementation of the MGML methodology.

2.1.11. 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 with 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.

2.1.12. 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 of 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.

2.2. Sector: Public Health

2.2.1. 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.

Over this period, the dispensary served a total of 17,967 (4,543 OPD patients with 5,858 visits 4,085 IPD patients with 12,109 visits) and 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.

2.2.2. Mobile Health Camp

There were 3 mobile 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 th -26 th Poush, 2080	Golanjor R.M. (Sindhuli)	1,807



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

The table summarizes the total number of patients who benefited from health camps organized by Bikashka Lagi Ekata. This data highlights the organization's commitment to extending its reach through mobile health camps, significantly impacting thousands of individuals in various underserved regions.

2.2.3. Poor Patient Fund

A Poor Patient Fund is a financial assistance program designed to support individuals who are unable to afford necessary medical treatment due to financial constraints. These funds are typically established to ensure that healthcare services are accessible to everyone, regardless of their economic status.

GNHA has a provision of certain amount of relief fund to limited number of poor and needy patients to come out from the financial burden of high treatment cost. During the year, Poor patient fund supported to improve the health conditions for 11 patients in need by providing financial assistance of maximum Rs. 30,000.00.

Following are the detail of patient who received Poor Patient Fund Assistance during FY 2080.81.

S. N	Name	Address	Gender		Age	Disease Description	Received Amount
			Male	Fem ale			
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	Hydrouretero nephrosis and Lung Metastasis	30,000.00
5	Som Raj Tamang	Netrawoti Dobjong R.M. - Dhading	✓		28	Kidney Failure	20,000.00
6	Sanjaya Maharjan	Kirtipur	✓		41	Lungs Cancer	15,000.00
7	Mahesh Budha	Majhghulu - Jumla	✓		23	Leg Break (Bone Implant)	30,000.00



S. N	Name	Address	Gender		Age	Disease Description	Received Amount
			Male	Fem ale			
8	Mohan Shahi	Raskot Municipality - Kalikot	✓		31	Paralysis with Brain Stroke	30,000.00
9	Kamala B.K.	Udayapur		✓	24	Left Nephrolithias is	28,000.00
10	Sanjil Raj Shilakar	Kathmandu	✓		18	Blood Cancer	30,000.00
11	Kubir B.K.	Chaudandigadhi Municipality - Udayapur	✓		42	Adenocarcin oma of Urinary Tract	20,000.00
Total			7	4			253,000.00

2.3. Sector: Protection (Empowerment, Rehabilitation and Social relief)

2.3.1. 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

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.

2.3.2. 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.

2.4. Sector: 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 a set of package amounting NRs 10,000.00. 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.

2.5. Sector: Coordination and Collaboration with Stakeholders

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.

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, Children Nepal and ECCA conducted project review and LPAC meetings across their project areas, where they reviewed the their 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 Dabjong, Benighat Rorang, Jwalamukhi, Rapti, Hetauda, Myagang, Kalika and Pokhara. These LPAC and Project Review meetings have been instrumental in strengthening the relationship between the project and its stakeholders.



2.6. Physical Beneficiaries (Target Vs Achievement):

Following table illustrate physical beneficiaries of the program implemented by GNHA during FY 2080.81.

Project Name	Target	Unit	GNHA-Achievement	R/M-Achievement
1. Education and Training				
Preparatory Meeting	6	Events	10	
Baseline Survey	6	Events	6	
School Selection	6	Events	9	
Orientation on WISE	81	Participant	101	
Setting Up Classrooms	65	Classrooms	54	
10 Days Intensive teacher Training- Grade 1-5 (Phase 1)	135	Participant	154	
10 Days Intensive teacher Training- Grade 1-5 (Phase 2)	80	Participant	70	
3 Days Refresher Teacher Training (Grade 1-5)	240	Participant	215	
Teacher's Learning Circle	88	Events	69	
Capacity Building of Stakeholders	19	Events	23	
Health Education	120	Events	21	
Educational Teaching Materials	52	Set	26	
Equipment (Printer, Laminator & Audio Sound Box)	40	Set	25	
Sports Materials	65	Set	NA	17.00
Stationery & Consumables	127	Set	NA	57.00
Field Staff	7	Person	5	2.00
On the spot coaching and mentoring by PNGO's	494	Man-Days	551	
Monitoring & Supervision by GNHA	372	Man-Days	155	
Joint Monitoring	15		8	
Monitoring by R/Municipality Level	237	Man-Days	NA	84.00
LPAC- Project Review meeting	17	Events	23	
WISE Benchmark and DEMO School	24	Number	24	
R/Municipality level Educational Fair	112	Events	1	30.00
WISE Classroom Setup at ETC Dhulikhel	1	Room	1	
Familiarizing Local Bodies with WISE	23		23	



Project Name	Target	Unit	GNHA-Achievement	R/M-Achievement
Greening School & Kitchen Garden	-		NA	
Project Operation Cost (GNHA+PNGO)	1		1	
MGML TLM Development & Printing Grade 5	150	Set	150	
MGMLTLM Grade 4-5 Math translation into English	-	Set	NA	
TG Designing & Printing	200	Set	200	
TRM Design & Printing	500	Set	500	
MGML TLM Digitalization (English Subject)	One to Three	Garde	1-3 Final draft	
2. Public Health				
Christine Dispnsary, Bir Hospital	25,000	People	17,967	
Mobile Heathcare Camp & Sling Procedure	15,000	People	18,000	
	4	Events	3	
Medical Expenses (Poor Patient Fund)	20	People	11	
3. Protection (Empowerment, Rehabilitation and Social Relief)				
Empowerment of Dalit Girls through School/ Higher Educatiaon	300	Girls	300	
Vocational, Technical & Higher Education	25	Girls	25	
Rehabilitation of Spinal Injury Patients	5	Patients	5	
Home Modification	8	Homes	8	

The table summarizes the achievements of a project across three key areas: Education and Training, Public Health, and Protection (Empowerment, Rehabilitation, and Social Relief).

Education and Training: The project conducted various activities such as teacher training, classroom setup, health education, and distribution of educational materials. Achievements exceeded targets in some areas (e.g., teacher training participants and monitoring efforts) but fell short in others (e.g., health education events and equipment distribution). Key highlights include setting up 54 classrooms, training 215 teachers, and organizing 23 capacity-building events for stakeholders.

Public Health: The project provided healthcare services through Christine Dispensary and mobile health camps, benefiting 17,967 and 18,000 people respectively. It also supported poor patients with medical expenses, assisting 11 individuals against a target of 20.

Protection: The project empowered 300 Dalit girls through school education, supported 25 girls with vocational training, and rehabilitated 5 spinal injury patients. It also modified 8 homes for accessibility.



To summarize, the project achieved significant milestones in education and health, though some targets were unmet. It successfully empowered marginalized groups and provided critical healthcare and rehabilitation services.

2.7. Financial Details of Program:

Total Fund:

Following Table summarize the total fund received during FY 2080.81:

Amount in NPR				
S · N	Quarterwise	Received in Euro	Exchange Rate	Received Equivalent to RS
	Opening Carried from FY 2079.80			10,164,533.63
1	First Quarter	99,802.50	143.68	14,339,623.20
2	First Quarter	99,802.50	138.70	13,842,606.75
3	Second Quarter	99,802.50	144.22	14,393,516.55
4	Third Quarter	99,802.50	142.20	14,191,915.50
5	Third Quarter	99,802.50	141.25	14,097,103.13
6	Adjustment of Additional Fund with CN			5,235,075.70
	Foreign Exchange			(111,670.68)
				86,152,703.78

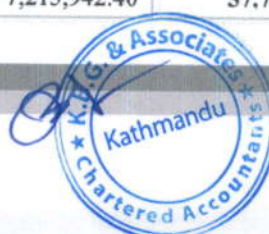
GNHA has received total fund during the FY 2080.81 quarterly is Euro 499,012.50 equivalent to Rs 70,864,765.13. GNHA already has surplus fund of Rs 10,164,533.63 in end of FY 2079.80.

Total Program Expenditure

The project of GNHA is basically in 3 Thematic Area; Health, Education and Protection. During the year GNHA has also conducted Earthquake Relief Plan (Contingency Plan) at various places of Jajarkot and West Rukum districts in the Karnali province, located in the mid-western hills of Nepal. 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.

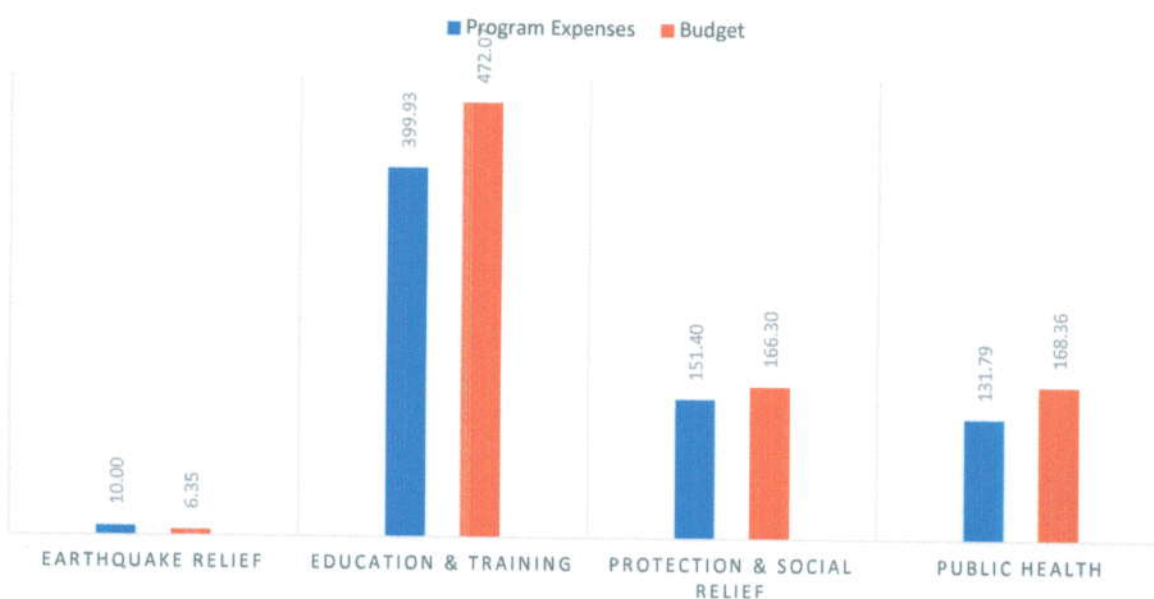
The following table summarizes the financial breakdown of program expenses in different field with budget & variance with budget :

Amount in NPR					
	Program Expenses	Budget	Variance	Weightage of Program with Total Expenditure	Achievement of Program (with Budget)
Earthquake Relief	1,000,000.00	635,114.03	(364,885.97)	1.44%	157.45%
Education & Training	39,992,955.40	47,206,897.80	7,213,942.40	57.70%	84.72%



Protection & Social Relief	15,140,159.00	16,629,692.50	1,489,533.50	21.84%	91.04%
Public Health	13,178,860.57	16,836,024.14	3,657,163.57	19.01%	78.28%
Total	69,311,974.97	81,307,728.47	11,995,753.50		85.25%

ACTUAL EXPENDITURE VS BUDGET EXPENDITURE (IN LACS)

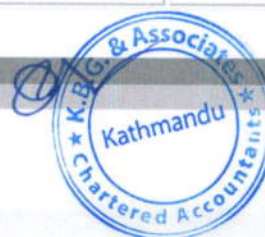


During the year, it seems that GNHA has been highly prioritized the Education & Training sector following Protection & social relief and Public Health. Education & Training had the highest weightage (57.70%) but only achieved 84.72% of its budget. Overall, the total expenditure was 85.25% of the budget, indicating an underspend across most programs.

Partner wise Fund (Budget vs Actual)

The table provides a summary of the financial performance and achievements of five implementing partners involved in a program. The total planned budget for all partners was NPR 59,410,892.44, while the actual expenditure was NPR 51,392,570.07, representing 86.50% of the planned budget.

Amount in NPR				
Implementing Partners	Planned Budget	Actual Expenditure	Weightage of Program with Total Expenditure	Achievement of Program (with Budget)
Bikashka Lagi Ekata(SfD)	27,437,257.14	22,178,254.94	43.15%	80.83%



Shaikshik Sashaktikaran Kendra (EEC)	8,501,130.00	8,357,397.92	16.26%	98.31%
Watawaran Samrakshan Siwir (ECCA-Nepal)	6,842,812.80	5,716,758.21	11.12%	83.54%
Children Nepal (CN)	14,989,692.50	13,500,159.00	26.27%	90.06%
Spinal Injury Sangh Nepal (SIRC)	1,640,000.00	1,640,000.00	3.19%	100.00%
Total	59,410,892.44	51,392,570.07		86.50%

- Bikashka Lagi Ekata (SfD) had the largest share of the budget (NPR 27,437,257.14) and spent 80.83% of it (NPR 22,178,254.94), contributing 43.15% to the total expenditure.
- Shaikshik Sashaktikaran Kendra (EEC) spent 98.31% of its planned budget (NPR 8,357,397.92 out of NPR 8,501,130.00), accounting for 16.26% of the total expenditure.
- Watawaran Samrakshan Siwir (ECCA-Nepal) utilized 83.54% of its budget (NPR 5,716,758.21 out of NPR 6,842,812.80), making up 11.12% of the total expenditure.
- Children Nepal (CN) spent 90.06% of its allocated budget (NPR 13,500,159.00 out of NPR 14,989,692.50), contributing 26.27% to the total expenditure.
- Spinal Injury Sangh Nepal (SIRC) fully utilized its budget (NPR 1,640,000.00), achieving 100% of its target and contributing 3.19% to the total expenditure.

To summarize, the program achieved 86.50% of its financial target overall, with most partners performing close to or exceeding their budget utilization goals. EEC and SIRC were particularly effective, utilizing 98.31% and 100% of their budgets, respectively.

Contribution of Government for Implementing MGML Programs:

The German Nepal Help Association (GNHA) collaborates with local municipal bodies to implement the Multi-Grade Multi-Level (MGML) programs in various districts of Nepal. These local municipalities provide financial assistance to schools implementing the MGML programs. Below is a summary of the contributions made by the local municipalities for the implementation of MGML programs in the fiscal year 2080/81:

District	R/Municipality/Sub-Metropolitan	Interventions	Contributions in NRs. (FY 2080.81)
Sindhupalchok	Melamchi Municipality	MGML Program	2,028,226.00
	Barhabise Municipality		
	Indrawati Rural Municipality		
Dhading	Netrawati Dabjong Rural Municipality	MGML Program	2,019,459.00
	Benighat Rorang Rural Municipality		
	Jwalamukhi Rural Municipality		
	Galchhi Rural Municipality		

District	R/Municipality/Sub-Metropolitan	Interventions	Contributions in NRs. (FY 2080.81)
Kavrepalanchowk	Dhulikhel Municipality	MGML Program	1,090,537.00
	Namobuddha Municipality		415,603.00
Rasuwa	Kalika Rural Municipality	MGML Program	1,072,000.00
Nuwakot	Myagang Rural Municipality	MGML Program	972,000.00
Chitwan	Rapti Municipality	MGML Program	708,000.00
Makwanpur	Hetauda Sub-Metropolitan	MGML Program	486,000.00
Total			8,791,825.00

GNHA works closely with local municipalities to implement MGML programs, ensuring community involvement and support. Local municipalities have collectively contributed NRs. 8,791,825.00 in FY 2080/81 to support MGML programs in their respective areas. Municipalities like Melamchi, Netrawati Dabjong, Dhulikhel, and others have made significant financial contributions, demonstrating their commitment to improving education through MGML programs. This collaboration highlights the importance of local government participation in educational initiatives, ensuring sustainable and community-driven development.

2.8. Social Impact of Programs implemented by GNHA

Sector: Education and Training

The German Nepalese Help Association (GNHA) has implemented a comprehensive program aimed at enhancing education and training through various initiatives. These programs have had a significant social impact on the communities they serve, particularly in the fields of education, health, and community development. Below is an analysis of the social impact of these programs:

i. WISE-Multi-Grade Multi-Level (MGML) Program

- MGML has been instrumental in addressing the challenges of teaching in resource-constrained and remote areas where single-teacher schools are common. By training teachers to handle multiple grades and levels simultaneously, the program has improved access to quality education for children in underserved communities.
- Increased enrollment and retention rates, especially among marginalized groups, and reduced dropout rates.

ii. Teacher Training

- Teacher training programs have enhanced the pedagogical skills of educators, enabling them to deliver more effective and inclusive lessons.
- Improved learning outcomes for students and a more motivated teaching workforce.

iii. Stationery and Consumable Support

- Providing essential school supplies has reduced the financial burden on families and ensured that children have the necessary tools to participate in learning activities.
- Increased attendance and engagement in classrooms, particularly among economically disadvantaged students.

iv. Mother Group Formation

- Mother groups have empowered women to take an active role in their children's education and school management.
- Strengthened community involvement in education, leading to better accountability and support for schools.

v. Teacher's Learning Circle

- These circles have created a platform for teachers to share best practices, collaborate, and address common challenges.
- Enhanced professional development and a sense of community among educators.

vi. Educational Fair

- Educational fairs have raised awareness about the importance of education and showcased innovative teaching methods and student achievements.
- Increased community engagement and motivation for students to excel academically.

vii. Health Education

- Integrating health education into schools has improved students' awareness of hygiene, nutrition, and disease prevention.
- Healthier students who are better equipped to focus on their studies and contribute to their communities.

viii. Capacity Development Workshop for School Stakeholders

- Training for school management committees, parents, and local leaders has improved governance and resource management in schools.
- More efficient and transparent school operations, leading to better educational outcomes.

ix. Greening School and Kitchen Garden (Raised Bed) and Demo School Initiatives

- These initiatives to improve the school's day meal program and ability to grow fresh and nutritious produce on-site and also provided hands-on learning opportunities and demonstrated best practices in education.
- Enhanced practical skills among students and teachers, contributing to community development.

x. TOT for Teachers from Benchmark and DEMO Schools

- Training of Trainers (TOT) programs have created a cadre of skilled educators who can disseminate knowledge and best practices to other schools.
- A multiplier effect, as trained teachers share their expertise with colleagues, improving overall education quality.



- xi. Familiarization of Stakeholders with MGML**
 - By educating stakeholders about the MGML approach, the program has gained broader support and understanding.
 - Increased collaboration and resource allocation for MGML implementation.
- xii. MGML Training Materials and TLM Digitalization**
 - The development and digitization of teaching and learning materials have made resources more accessible and engaging for both teachers and students.
 - Enhanced learning experiences and greater adaptability to modern educational tools.
- xiii. Looma Digital Device for Educational Content**
 - The use of Looma devices has brought digital content to classrooms, making learning more interactive and effective.
 - Bridged the digital divide, particularly in rural areas, and improved student engagement.
- xiv. LPAC and Project Review Meetings**
 - Regular meetings of the Local Project Advisory Committee (LPAC) and project reviews have ensured accountability, transparency, and continuous improvement.
 - Strengthened trust among stakeholders and more effective program implementation.

Sector: Public Health

The public health program carried out by GNHA involving Christine's Dispensary, Public Health Camps, and Poor Patient Fund Assistance has a significant social impact on the field of public health. Below is an analysis of the potential social impacts of these initiatives:

- i. Christine's Dispensary at NAMS Bir Hospital**
 - By establishing or supporting Christine's Dispensary, GNHA provides accessible and affordable healthcare services (Services of medicine) to underserved communities. This reduces barriers to healthcare, particularly for low-income populations.
 - The dispensary likely offers curative services (e.g., treatment for common illnesses), improving overall community health outcomes.
 - By addressing common health issues at the grassroots level, the dispensary helps reduce the prevalence of preventable diseases, contributing to a healthier population.
- ii. Public Health Camps**
 - Public health camps organized by GNHA raise awareness about critical health issues, such as hygiene, nutrition, and disease prevention. This empowers communities to take proactive steps toward better health.
 - These camps often provide free screenings for diseases like diabetes, hypertension, and infectious diseases, enabling early detection and timely intervention.
 - Health camps foster trust and engagement between healthcare providers and the community, encouraging people to seek medical help when needed.
 - By targeting marginalized or remote populations, these camps help bridge gaps in healthcare access and reduce health inequities.

iii. Poor Patient Fund Assistance

- The Poor Patient Fund provides financial assistance to individuals who cannot afford medical treatment, ensuring that economic barriers do not prevent access to necessary care.
- By covering costs for treatments, surgeries, or medications, the fund helps patients recover faster and avoid complications, leading to better long-term health outcomes.
- Many families in low-income settings face financial ruin due to high medical costs. This fund mitigates such risks, protecting households from poverty.
- The fund promotes social equity by ensuring that even the poorest members of society have access to quality healthcare.

Sector: Protection (Empowerment, Rehabilitation and Social relief)

The programs carried out by the Gujarat Natural Hazards Authority (GNHA) in the fields of protection and social relief, particularly through initiatives like **Empowering Dalit Girls through Education**, **Spinal Injury Rehabilitation Center**, and **Relief (Contingency Plan) for Earthquake**, have significant social impacts. These programs address critical issues such as social inequality, disability rehabilitation, and disaster response, contributing to the overall well-being and resilience of vulnerable communities. Below is an analysis of the social impact of these programs:

i. Empowering Dalit Girls through Education

- By focusing on Dalit girls, the program addresses the dual marginalization faced by this group due to their gender and caste. Education empowers them to break the cycle of poverty and discrimination.
- Educated Dalit girls are more likely to secure better-paying jobs, contributing to their families' economic stability and reducing dependency on social welfare systems.
- Education enables Dalit girls to challenge traditional norms and participate more actively in social, economic, and political spheres, fostering a more inclusive society.
- Educated girls are more likely to make informed decisions about their health, leading to lower maternal and child mortality rates and improved family health outcomes.
- As educated Dalit girls become role models, they inspire younger generations and contribute to changing societal attitudes toward caste and gender.

ii. Spinal Injury Rehabilitation Center

- The rehabilitation center provides medical care, physical therapy, and psychological support, enabling individuals with spinal injuries to regain independence and improve their quality of life.
- By offering vocational training and skill development, the program helps individuals with disabilities reintegrate into the workforce, reducing their economic dependency.
- The center raises awareness about spinal injuries and disabilities, helping to reduce societal stigma and promote inclusivity.
- The program provides counseling and support to families, helping them better understand and care for their loved ones with spinal injuries.
- By addressing the needs of individuals with disabilities, the program contributes to building a more resilient and inclusive community.



iii. Relief (Contingency Plan) for earthquake

- The contingency plan ensures timely delivery of food, shelter, medical aid, and other essentials to earthquake-affected communities, saving lives and reducing suffering.
- The program provides support for rebuilding homes, infrastructure, and livelihoods, helping communities recover and return to normalcy.
- Counseling and mental health services help survivors cope with trauma, reducing the long-term psychological impact of disasters.
- The contingency plan includes awareness campaigns and training programs, equipping communities with the knowledge and skills to respond effectively to future disasters.
- By involving local communities in relief efforts, the program fosters a sense of solidarity and collective responsibility, strengthening social bonds.

Overall Social Impact:

The GNHA's programs on Education & Training, Public Health and Protection & Social relief have collectively contributed to:

- Improved Access to Education.
- Enhanced Quality of Education.
- Community Empowerment.
- Sustainable Development.
- Strengthening Public Health Systems:.
- Empowering Communities:
- Sustainable Development Goals (SDGs):
- Improved public health leads to a more productive workforce, better educational outcomes for children, and overall socio-economic development
- Poverty Alleviation
- Social Inclusion
- Resilience Building



SECTION – III

3. Observational Studies and Final Social Audit Event

3.1. Review of the Incorporation of Social Audit Measures (Social Audit Indicators):

A social audit is a participatory process that evaluates the performance and impact of programs by involving stakeholders, particularly beneficiaries, to ensure transparency, accountability, and effectiveness. Analyzing the presence of social audit measure (indicators) in GNHA's programs involves assessing whether key elements of social auditing are integrated into their activities. Here's an analysis based on typical social audit indicators:

Altogether various different indicators were used while preparing this report. Document review, meeting with management team and program team, interview with key staffs of partner organization, field verification etc. were done to finalize the report of this section. Table below the description contains three responses Y- Yes, N- No and P- Partially and questions/themes are listed following the responses.

Sector	Aspect	Explanation	Education & Training	Public Health	Protection	Remarks
Purpose	Mission & Goals	The fundamental reason for an GNHA existence and its objectives in addressing educational, health, and relief needs in specific communities.	Y	Y	Y	GNHA's mission covers empowerment, rehabilitation, and social relief.
	Target Beneficiaries	Identifies the populations the GNHA aims to serve, such as marginalized groups, children, or vulnerable communities.	Y	Y	Y	The target beneficiaries are poor and needy patients across various sectors.
Scope	Geographic Reach	Defines the geographical areas the GNHA covers	Dolakha, Sindhupalchok, Kavre, Dhading, Nuwakot, Rasuwa, Chitwan, Makawanpur, Sindhuli and Ramechhap	Kathmandu	Kaski, Pokhara	GNHA has a diverse geographical reach, serving both urban and rural areas in Nepal
	Range of Services	The variety of programs and services offered, such as education, training, healthcare	Y	Y	Y	GNHA provides a comprehensive range of services across multiple sectors & also



Sector	Aspect	Explanation	Education & Training	Public Health	Protection	Remarks
		services, or disaster relief efforts.				planned to expand its services range.
Social Performance Indicators	Impact on beneficiaries	Measures the effect of GNHAs' programs on the well-being and improvement of the lives of individuals or communities.	Y	Y	Y	Positive impact observed on beneficiary lives in all three sectors.
	Access to services	Examines how accessible the services are to the target beneficiaries, including marginalized and hard-to-reach populations.	N	N	N	Services' accessibility to marginalized populations could be improved.
	Quality of services	Evaluates the quality of the services provided, whether education, healthcare, or relief, based on certain standards.	Y	Y	Y	The services across sectors are consistently meeting quality standards.
	Sustainability of programs	Assesses whether the programs have long-lasting impacts or if they are prone to dependency.	Y	Y	Y	Programs show potential for long-term sustainability.
Ethical Performance Indicators	Transparency in decision-making	Focuses on how openly an GNHA shares its decision-making process with stakeholders, ensuring clarity and accountability.	Y	Y	Y	GNHA shows a strong commitment to transparency in all operations.
	Ethical sourcing and practices	Ensures the GNHA adheres to ethical standards in procurement, staffing, and service delivery (e.g., child labor, fair wages).	Y	Y	Y	Ethical standards are adhered to in all processes across sectors.
	Beneficiary dignity and respect	Ensures that the rights, dignity, and cultural considerations of beneficiaries are upheld in every	Y	Y	Y	GNHA maintains high standards of dignity and respect for beneficiaries.



Sector	Aspect	Explanation	Education & Training	Public Health	Protection	Remarks
		aspect of the GNHA's operations.				
	Data protection & privacy	Ensures that any data collected, especially personal or sensitive data, is handled ethically and with full consent.	Y	Y	Y	Data protection measures are in place to ensure privacy and security.
Financial Accountability	Budget transparency	The ability of an GNHA to clearly show how funds are allocated and spent, including any donations or grants received.	Y	Y	Y	GNHA demonstrates clear budget transparency across sectors.
	Regular audits	The practice of having third-party audits to assess financial practices and ensure integrity in fund management.	Y	Y	Y	Regular audits are conducted to ensure accountability.
	Fund allocation & efficiency	Evaluates whether the GNHA allocates its funds effectively to maximize the impact of its programs.	Y	Y	Y	GNHA allocates funds efficiently across all programs for optimal impact
Stakeholder Engagement Indicators	Community involvement	Measures the level of local community participation in the design, implementation, and evaluation of programs.	Y	Y	Y	Community involvement is actively integrated into program processes.
	Partnerships with governments	Assesses how the GNHA collaborates with local Municipal, Central governmental bodies to achieve shared goals.	Y	Y	Y	GNHA fosters strong partnerships with local and central governments.
	Feedback mechanisms	Focuses on how the GNHA collects and acts on feedback from its beneficiaries and other stakeholders.	Y	Y	Y	Effective feedback mechanisms are in place, ensuring stakeholder voices are heard.



Sector	Aspect	Explanation	Education & Training	Public Health	Protection	Remarks
	Communication of results	Measures how the GNHA communicates its progress, challenges, and impact to its stakeholders (including beneficiaries, donors, and partners).	Y	Y	Y	GNHA communicates progress effectively to all relevant stakeholders.
Compliance	Adherence to local regulations	Ensures the GNHA follows the legal and regulatory frameworks.	Y	Y	Y	GNHA complies with local regulations in all operational areas.
	International standards	Ensures that the GNHA adheres to international standards and frameworks, including those related to humanitarian aid, education, and healthcare.	Y	Y	Y	GNHA is aligned with international standards in its operations.
	Donor compliance	Ensures that the GNHA meets the expectations and requirements set by donors regarding fund usage, reporting, and transparency.	Y	Y	Y	GNHA follows donor compliance protocols thoroughly.
	Reporting to Legal Bodies	Ensure that GNHA has mechanism for regular reporting to legal bodies.	Y	Y	Y	Regular reporting to legal bodies is maintained by GNHA.
Comparison	Make Comparisons	Ensure the organization make comparisons of its performance and impact using any appropriate benchmarks and external standards.	Y	Y	Y	GNHA incorporates comparative performance analysis to improve programs only for few projects

GNHA's programs reveals the extent to which social audit indicators are integrated, focusing on stakeholder involvement, transparency, accountability, inclusivity, impact evaluation, and financial responsibility. While GNHA demonstrates strong efforts in financial accountability, targeting marginalized groups, and regular monitoring, there is room to enhance community participation, grievance redressal systems, and systematic impact assessments to fully align with social audit principles. Strengthening these areas would ensure greater transparency, sustainability, and beneficiary empowerment.

3.2. Field-based Data Review and Observational Studies (Field Visit):

3.2.1. Education & Training

Sector	: Education & Training
Partner NGOs	: Education Empowerment Center (Kavre)
Program	: Multi Grade Multi Level Education System
School	: Shree Baljyoti Adharbhut School
Address	: Dhulikhel-10, Sharda Batase
Date	: Falgun 27, 2081
Time	: 9:50 AM

Our Audit Team had conducted visits to Shree Baljyoti Adharbhut School to observe and evaluate the implementation of the Multi-Grade Multi-Level (MGML) Education Program. The program is being implemented in collaboration with the Education Empowerment Center (EEC) the implementing partner of the GNHA. School has implemented WISE (MGML) education program Six year ago. The visit aimed to assess the program's progress, identify challenges, and gather insights from teachers, students, and stakeholders. School has arranged meeting of audit team with principal, Teachers, members of school management committee and social mobilizer representing implementing partner EEC. Support for this initiative has been with 100% provided by GNHA through infrastructure, training and essential materials like cards, checklists, and ladders facilitated by the Partner NGO-EEC

The details of interaction during visit by Social Audit Team is as follows:

Kauma Kafle Bhattari, Head Teacher:

She explained that the Multi-Grade Multi-Level (MGML) education system was implemented six years ago. Under this program, students are grouped as follows: grades 1 to 3 are combined in one class, grades 4 and 5 are grouped together, and grades 6, 7, and 8 are taught separately. All teachers have undergone specialized training in the MGML methodology and are fully aware of and dedicated to its successful implementation. The school, which has been exclusively operated by women, has shown strong commitment to this innovative teaching approach, ensuring effective learning outcomes for all students. She elaborated on the collaborative efforts of the School Management Committee (SMC), the community, and parents in ensuring the effective and efficient implementation of the Multi-Grade Multi-Level (MGML) program. The SMC plays a proactive role in monitoring the program's progress, providing resources, and addressing challenges. The local community actively supports the initiative by participating in awareness campaigns and volunteering to create a conducive learning environment. Parents are regularly engaged through meetings and workshops, where they are educated about the MGML methodology and encouraged to reinforce learning at home. This



collective involvement of the SMC, community, and parents has been instrumental in the successful execution of the MGML program, fostering a strong partnership between the school and its stakeholders.

She further explained that the implementing partner, ECC (Education Empowerment Center, Kavre), plays a crucial role in the successful implementation of the Multi-Grade Multi-Level (MGML) program. ECC supports the school by actively monitoring and supervising the program to ensure it runs smoothly and effectively. They also assist in mobilizing resources and community involvement, creating awareness about the program's benefits. Additionally, ECC acts as a bridge between the school and GNHA (German Nepalese Help Association) to secure financial support and necessary resources. ECC is highly responsive to any challenges or complications that arise, providing timely solutions and guidance. Their proactive involvement has been instrumental in overcoming obstacles and ensuring the MGML program's sustainability and success. The implementing partner, EEC, monitors each school four times a year. If any problems are identified, they are promptly addressed. Additionally, various paperwork is required for assessing how well the program is run and implemented, and EEC manages that aspect during these evaluations.

Further added, she is happy to collaborate with GNHA which help school for implementing MGML education system with objective of enhancing the quality of education in government school. GNHA play a critical role in supporting the implementation of the Multi-Grade Multi-Level (MGML) education system, particularly in resource-constrained settings. Their involvement significantly enhances the effectiveness and sustainability of the program. GNHA provides financial support, capacity building, provision for learning material, advocacy & awareness, monitoring & evaluation & sustainability & scaling.

After implementing MGML, expenses have increased, especially in photocopying various materials and assessment forms. Also, various Chart paper is prepared by the teachers & students regularly for enhancing education quality & students' involvement which is also costly. Occasionally, cards get torn, necessitating reprinting. Trained teachers of MGML methodology have been transferred even before complete implementation of program which has created burden of teacher training more often.

Although it has many pros, major cons of this method is that teachers have to work more. If a teacher does not put in enough effort, MGML may not be successfully implemented.

Apsar Khadka, Chairman, School Management Committee:

She expresses gratitude for the technical and financial support provided by local NGOs and German Nepalese Help Association. They recognize that such partnerships bring expertise, resources, and innovative approaches to implementing the MGML system. The collaboration often results in better access to teaching materials, teacher training, and infrastructure improvements. SMC members may highlight how these resources have enhanced the quality of education in their schools. With training and support from these organizations, teachers are better equipped to handle the challenges of MGML classrooms. She commends the professional development opportunities provided to teachers and appreciate how the MGML system, supported by these organizations, ensures that children in remote or under-resourced areas receive quality education.

They may note the program's success in addressing disparities in access to education. She further added involvement of local NGOs and international partners often strengthens community engagement. SMC members may highlight how these collaborations have increased parental and community involvement in school activities. During the interaction, we realize that SMC members may express concerns about the long-term sustainability of the MGML program once external support from NGOs and international partners is reduced. They might worry about the school's ability to maintain the program independently. Despite training, managing multiple grades and levels can be overwhelming for teachers she highlights the need for ongoing support to reduce teacher burnout and improve retention. She feels that more robust mechanisms are needed to monitor student progress and evaluate the program's impact. Also, highlight ongoing gaps in resources, such as insufficient teaching materials, inadequate infrastructure, or limited access to technology

Kabita Khatri, Member of Women Group:

Mrs. Khatri appreciate the MGML system for making education more accessible, especially in rural or remote areas where schools may have limited resources or low enrollment. She recognizes that the program ensures their children can attend school without needing to travel long distances. Many women value the MGML system's focus on individualized, self-paced learning, which allows children to progress according to their abilities. They see this as a way to reduce pressure on students and foster a more inclusive learning environment. Women's groups feel empowered by their involvement in the MGML program.

They appreciate opportunities to participate in school activities, decision-making processes, and community awareness campaigns. Women in the community often recognize the efforts of teachers in managing multi-grade classrooms and appreciate the additional training and resources provided to them. They may also volunteer to assist teachers in the classroom or with administrative tasks. Women's groups often express gratitude for the support provided by local NGOs, international organizations, or government initiatives. They see these collaborations as essential for improving school infrastructure, providing teaching materials, and enhancing the quality of education. Women's groups worry about the increased workload on teachers managing multiple grades and levels. They might question whether the quality of education can be maintained in such a setting.

Gyatri Acharya, MGML Teachers

Mrs. Gyatri appreciate MGML system for addressing teacher shortages, especially in rural or remote areas where schools may have limited staff. It allows them to serve multiple grades simultaneously, ensuring that all students have access to education. She values the MGML approach for its focus on individualized, self-paced learning. They see it as an opportunity to cater to the diverse needs and abilities of students within the same classroom. Teachers often observe that the MGML system fosters peer learning, where older or more advanced students help younger or struggling ones. This creates a collaborative and supportive classroom environment. implementing the MGML system can be a rewarding challenge for teachers, offering opportunities for professional growth and skill development. Training programs provided by NGOs or government initiatives can enhance their teaching strategies and classroom management skills. Teachers appreciate the increased involvement of parents and community members in the MGML system, as it creates a supportive ecosystem for student learning.

According to her, the MGML approach surpasses the traditional method, emphasizing daily assessments based on a ladder system. Students, upon reaching a specific level, are awarded a crown



as a learning achievement which acts as a symbol that the student is ahead of other and can do all the tasks behind the crown. As a result, they are empowered to mentor and instruct other students at the same or lower levels. Due to Teacher-student interaction class becomes interesting and colorful, illustrative learning materials create excitement for students about the learning process. In addition, teachers have to invest more time in class compared to traditional teaching method.

Student- Class 5

I like that I can learn at my own speed. If I don't understand something, I can take more time to practice, and if I find something easy, I can move ahead quickly. Sometimes, the older students in my class help me with my work. It's nice to have them explain things in a way that's easy to understand. Our teacher makes learning fun by using games and group activities.

We work together with students from different grades, and it feels like a big family. Even though there are students from different grades, our teacher tries to give everyone attention. I feel like I can ask questions whenever I need help. I have friends in different grades, and we learn together. It's fun to work with them and share ideas. Sometimes, it's hard to focus when the teacher is teaching something to the older students, and I don't understand what's going on. I have to wait for my turn to learn something for my grade. The classroom can get noisy because there are students of different ages doing different things. It's hard to concentrate sometimes

Observation, Challenges & Recommendation finding during the field visit

Observation:

- The classrooms at Shree Baljyoti Adharbhat School were organized to facilitate group activities and peer learning, with students from different grades working together
- Teachers used locally available materials and creative teaching aids to make lessons engaging and relevant to students' lives.
- Teachers demonstrated a strong understanding of the MGML approach, using differentiated instruction to cater to students at various learning levels.
- Despite the challenges of managing multiple grades, teachers showed enthusiasm and commitment to the program.
- Students appeared actively engaged in their learning, with older students often assisting younger ones, fostering a sense of responsibility and collaboration.
- The MGML approach allowed students to progress at their own pace, reducing the pressure of traditional grade-level expectations.
- The school, with support from EEC, has initiated community engagement activities to educate parents and local stakeholders about the benefits of the MGML program.
- Parents expressed appreciation for the program but highlighted the need for more frequent communication about their children's progress.

Challenges:

- Resistance from parents or community members who may perceive the MGML model as inferior to traditional single-grade classrooms. This can create pressure on schools to justify the program's effectiveness.
- Some parents remain unaware of the MGML approach and its benefits, leading to skepticism and a lack of support.

- Long-term sustainability of the MGML program once external support from NGOs and international partners is reduced. They might worry about the school's ability to maintain the program independently.
- Managing multiple grades and levels simultaneously can be overwhelming for teachers. They often express concerns about the additional planning, preparation, and assessment required for MGML classrooms.
- Many teachers feel inadequately prepared to handle the complexities of the MGML system. They may lack training in multi-grade teaching methodologies, curriculum adaptation, and classroom management.
- Assessing student progress in an MGML classroom can be complex. Teachers may find it difficult to develop effective evaluation methods that cater to diverse learning levels.
- Managing a classroom with students of different ages, abilities, and learning needs can be demanding. Teachers may face challenges in maintaining discipline and ensuring that all students are engaged.
- Despite external support, ongoing gaps in resources, such as insufficient teaching materials, inadequate infrastructure, or limited access to technology.
- Frequent Transfer of MGML Trained teacher which cause difficulties in implementation of MGML Program.

Recommendation raises from interaction:

- Emphasize the need for regular training and professional development for teachers and SMC members themselves to effectively manage the MGML program
- Awareness campaigns to educate parents and the community about the benefits of the MGML system, fostering greater acceptance and support
- Increased government support, including policy changes, funding, and integration of the MGML model into the national education framework.
- Empowering local stakeholders, including SMCs, teachers, and parents, to take ownership of the program for long-term sustainability
- Reduce teacher workload by hiring additional staff or providing teaching assistants.
- Involve parents in school activities to build trust and collaboration.
- Continue leveraging the expertise and support of the Education Empowerment Center and GNHA to address challenges and scale up the program.
- Explore opportunities for partnerships with other organizations to provide additional resources and learning opportunities.
- GNHA should coordinate with municipal or government level about transfer of MGML trained teacher so that MGML teacher will transfer to MGML implemented teacher & MGML trained teacher to be recruit in the school in place of MGML trained teacher

3.2.2. Public Health

Sector : Public Health
 Partner NGOs : Solidarity For Development
 Program : Christine's Dispensary at NAMS Bir Hospital
 Address : Kathmandu
 Date : Falgun 25, 2081
 Time : 1:50 PM



Christine's Dispensary

Our Audit Team had conducted visits to Christine's Dispensary at NAMS Bir Hospital to observe and evaluate the implementation of the program by dispensing medications on a daily basis to the impoverished and underprivileged patients in Nepal. 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.

Christine's Dispensary plays a critical role in providing essential pharmaceutical services to patients. As a key component of the healthcare infrastructure, the dispensary ensures the timely and efficient distribution of medications to both inpatients and outpatients, supporting the overall treatment and recovery process. Christine's Dispensary dispenses a wide range of medications prescribed by healthcare professionals at Bir Hospital and the National Trauma Center. The dispensary operates daily, ensuring that patients have uninterrupted access to necessary drugs.

Key Steps in Selection of Patient

1. Initial Patient Selection:

Doctors identify poor patients from those they have been treating, ensuring that assistance is directed toward those in genuine need.

2. Referral System:

Doctors & even hospital management recommend nearby individuals (e.g., family members or associates of the patient) to the nursing station to fill out a form. This form is then signed by the doctor or nurse, formalizing the request for assistance.

3. Patient Assessment:

For **ward-admitted patients**, the team visits the patient to assess their medical condition and confirm their eligibility for assistance.

For **OPD patients**, economic status is assessed using documents such as recommendations from the Municipality or Rural Municipality (RM). If such documents are unavailable, the team cross-verifies the patient's economic status through other means.

4. Medicine Provision:

Admitted patients are provided with higher antibiotics for a duration of 5 days.

OPD patients receive medicines at bare minimum tender rates, ensuring affordability and accessibility.

5. Verification of Genuine Need:

In cases where patients cannot provide official documents, the team conducts additional verification to ensure that only genuinely poor patients receive assistance.

Over this period, the dispensary served a total of 17,967 (4,543 OPD patients with 5,858 visits 4,085 IPD patients with 12,109 visits) and 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.

The details of interaction during visit by Social Audit Team is as follows:

Patient admitted in Bir Hospital availing medication services from dispensary

Name of Patient: Devi Tamang

Attendant: Prem Tamang (Husband of Patient)

Address: Kavrepalanchowk

Ward: MMW-II

Mr. Prem Tamang, belonging to a very poor economic background, admitted his wife, Devi Tamang, to Bir Hospital for treatment of a stomach bacterial infection. Due to their financial constraints, they were unable to afford the necessary medicines. During their time at the hospital, Mr. Tamang learned about the free medicine service provided by Christine Dispensary from a hospital nurse. Hospital nurse filled out the required demand form to avail the free medicine service. The dispensary even provided 5 days of antibiotics dosage for Devi Tamang's treatment on recommendation of doctor. Mr. Tamang added free medicine service provided by Christine Dispensary is a lifeline for economically disadvantaged patients like the Tamang family. Also, nurse, doctor & management at Bir Hospital played a crucial role in connecting the family to this service, highlighting the importance of awareness and collaboration between hospitals and dispensaries. Atlas, Mr. Tamang's heartfelt thanks underscore the significance of such initiatives in providing healthcare access to underprivileged communities.

Poor Patient Fund

The Poor Patients Fund managed by Christine's Dispensary is a commendable initiative aimed at providing financial assistance to economically disadvantaged patients who require expensive medical treatments, such as surgeries or management of high-cost conditions like cancer and kidney failure. Below is a detailed analysis of the program, including its structure, impact, and areas for potential improvement. 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. Poor patient fund supported to improve the conditions for 11 patients in need. A recommendation letter from the local municipal office is required to apply for the fund. If the municipal recommendation is missing, the staff of the dispensary and the doctor will conduct an enquiry to verify the patient's condition and need. The GNHA will review the application and approve the financial aid based on the findings.

Patient admitted in Bir Hospital availing poor patient fund from dispensary

Name of Patient: Netra Bdr. Karki

Address: Manthali Municipality-02, Ramechhap

Admitted in: Shahid Gangalal National Heart Center, Banskari, Kathmandu

Diagnosis: Coronary Artery Disease (Stent Placement/Coronary Stenting)

Fund Assistance: Rs. 30000

Applied date: December 22, 2024

Fund Approved Date: December 24, 2024

Fund Disbursed: December 24, 2024

Mrs. Bimala Bishunkhe, belonging to a very poor economic background, admitted her husband, Netra Bdr. Sarki, to Shahid Gangalal Hospital for treatment of coronary artery disease. Due to their financial constraints, they were unable to afford the necessary medicines. Mrs. Bishunkhe learned about the poor patient fund services for economically disadvantaged patients who require expensive medical treatments from her village friend who have already avail free medicine service provided by Christine Dispensary. With recommendation from the local municipal Mrs. Bishunkhe apply for the poor patient fund, dispensary staff collected all the detail with documented evidence from hospital and recommended to GNHA. After two days of recommendation, she has received assistance amount cheque through Christine office. Mrs. Bishunkhe received financial assistance to cover the cost of her husband's treatment, alleviating the family's financial burden. She expressed deep gratitude to Christine Dispensary, GNHA, and everyone involved in this social cause for their timely support and kindness.

Observation, Challenges & Recommendation finding during the field visit

Observation:

- Located within the premises of Bir Hospital and the National Trauma Center, the dispensary is easily accessible to both inpatients and outpatients.
- The dispensary provides a wide range of medications prescribed by healthcare professionals, ensuring patients receive the necessary drugs for their treatment.
- The dispensary operates daily, ensuring uninterrupted access to medications for patients.
- The dispensary is effectively managed by the non-profit organization Bikaska Lagi Ekata, funded by the German Nepalese Help Association (GNHA)
- The dispensary maintains a systematic process for dispensing medications, with clear documentation and tracking of services provided.
- There were instances where certain medications were out of stock, forcing patients to return later or seek alternatives. This disrupts the continuity of treatment for chronic conditions.
- Patients are not consistently provided with opportunities to give feedback on the services, limiting the dispensary's ability to identify and address issues.

Challenges:

- Many impoverished patients, particularly those from rural areas, are unaware of the dispensary's services & poor patient fund, resulting in missed opportunities for assistance.
- Patients often struggle to obtain the required documentation (e.g., municipal recommendation letters) to qualify for free medications, delaying access to essential drugs.
- The dispensary occasionally experiences shortages of specific medications due to budget constraints and high patient demand.
- The dispensary serves a large number of patients daily, leading to crowding, long wait times, and potential inefficiencies in service delivery.
- The dispensary relies heavily on external funding, and any reduction in funding could impact its ability to continue providing free medications.

Recommendation raises from interaction:

- Conduct outreach programs in rural and underserved areas to inform communities about the dispensary's services.
- Collaborate with local health posts and municipal offices to spread awareness about the availability of free medications.
- Explore alternative verification methods for patients who cannot obtain municipal recommendation letters, such as verification by hospital social workers or dispensary staff.
- Work with donors and funding organizations to secure additional resources for purchasing medications.
- Establish partnerships with pharmaceutical companies to procure medications at subsidized rates or through donations.
- Diversify funding sources by engaging with additional international donors, local businesses, and philanthropic organizations.
- Regularly monitor and evaluate the dispensary's operations to identify areas for improvement and ensure efficient use of resources.
- Collect feedback from patients to understand their needs and improve service delivery.

3.2.3. Conclusion:

The field visit to Shree Baljyoti Adharbhat School provided valuable insights into the successful implementation of the MGML (Multi-Grade Multi-Level) approach. The school's commitment to student-centered learning, active peer engagement, and the use of locally available materials were noteworthy. Teachers exhibited a strong understanding of the MGML model, despite the challenges of managing multiple grade levels. However, concerns around parent resistance, teacher preparation, and long-term sustainability of the program emerged as critical challenges. To ensure the continued success and growth of the MGML program, it is essential to address the gaps in teacher training, resource availability, and community awareness. Recommendations include ongoing professional development, increased government support, and strengthening community involvement to build long-term ownership of the program. By fostering collaboration among teachers, parents, and local stakeholders, and securing additional resources, the MGML approach can thrive and offer a sustainable model for education that caters to diverse student needs.

The field visit to the dispensary within Bir Hospital and the National Trauma Center highlighted its essential role in providing accessible and continuous medication to patients, particularly those in need. Despite the dispensary's effective management and systematic operations, several challenges were identified, including patient awareness, documentation barriers, medication shortages, and reliance on external funding. These issues, if not addressed, could disrupt service continuity and patient satisfaction. To enhance the dispensary's efficiency and sustainability, it is crucial to implement outreach programs in underserved areas, explore alternative patient verification methods, and diversify funding sources. Collaborating with local health posts, pharmaceutical companies, and additional donors will help mitigate resource constraints and ensure the dispensary can continue to serve vulnerable populations effectively. Regular monitoring and patient feedback will further improve service delivery, ensuring that the dispensary remains a reliable healthcare resource for all who need it.



3.3. Concluding Social Impact Review Gathering (Final Social Audit Event):

Greeting & Establishing Context

After registration and tea program started by Sandesh Poudyal as Master of Ceremony. Program was chaired by Kadar Bahadur Tamang, of GNHA, also country representative of the host organization of GNHA Nepal. (See Program Schedule in Annex V). After chairing, of the guests and the invitees, introduction of the participants and invitees were carried out. It helped in recognizing one another and along with identifying the diversity of the participants in the program. Participants and guests were welcomed in program by Mr. Poudyal in the program venue which was at the Shangrilla Blu, Bhakunde Lalitpur highlighting the importance and purpose of conducting Social Audit. Also, the guests were welcomed with distribution of Khada by Administrative Officer Sunita Lama as well. After the welcome speech, moderator of social audit program Mr. Chandra Kumar Shrestha, Edu. Program Coordinator-GNHA highlighted the importance of social audit, its processes and requirements at local level. Further, he also presented the details of the procedure related to carrying out social audit.

Presentation Sessions

A social audit is a way of measuring, understanding, reporting and ultimately improving an organization's social and ethical performance. A social audit helps to narrow gaps between vision/goal and reality, between efficiency and effectiveness. It is a technique to understand, measure, verify, report on and to improve the social performance of the organization/ projects. It can be observed that the social audit is also being practiced in Nepal as well by different organizations. It values the voice of stakeholders, including marginalized/poor groups whose voices are rarely heard. Therefore, social auditing is taken up for the purpose of enhancing local governance, particularly for strengthening accountability and transparency in local bodies.

The presentation highlights on the objectives of the Social Audit program and GNHA goals/objectives and activities. It also covers the different facets and activities of the project including organizational governance, partners and supporters, achievements and challenges faced and current financial status. The presenter, Mr. Kedar Bahadur Tamang, explained about GNHA stating that it is a politically neutral social institution which is free for race, creed and religion established on 6th December, 1979, State that there are more than 500 general members and about 1000 donors, About the agreements & MOUs with CEHRD, CDC, NAMS, Bir Hospital. He added the organization's 3 core areas of work namely education & training, public health, empowerment, rehabilitation & social relief, about the coverage areas - different districts of Bagmati Province and Kaski District of Gandaki Province and about Implementing Partners, Partner wise Budget and activities wise target & achievement with expenses.

Mr. Tamang highlight program carried out by the GNHA during FY 2080.081. Under Education & Training, he shared 6 steps of working procedures which are Getting Ready, Physical Setup, Capacity Development, Supplies, Wise Transformation Procedures and Other Interventions. Under Public health, he shared that the main areas of coverage are Dental, Gyno and Eye. And in coordination, with Nepal Netrajotish Sang, GNHA is being conducting free operation of cataracts. Mr. Tamang discussed feedback from the previous social audit, highlighting two major concerns: the formulation of project operating guidelines and activity operation guidelines by PNGOs to ensure seamless coordination and compliance with project goals, now formulated. Additionally, an Expression of Interest (EOI) call in national portal for medicine procurement vendor selection in Christine



Dispensary. Procurement Committee has been formed in all PNGOs and have procurement policy and practice of vendor selection for medicines as well as other procurement. Furthermore, the presentation shows, GNHA's program will aligns closely with SDG-4, health camps and free dispensaries relate to SDG-3, and the work done in the field of Dalit children is aligned with SDG-5. And also highlight that GNHA will work for population with access to empower drinking water facilities aligned with SDG-6. He also shares the target of 15th Plan of GNHA i.e.

- "Population with access to empower drinking water facilities."
- "By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes."
- "Increasing net enrollment rate at basic level (1-8)."
- "To establish the society with no discrimination, violence and crime."

The presentation highlights on the objectives of the Social Audit program and GNHA goals/objectives and activities. It also covers the different facets and activities of the project including organizational governance, partners and supporters, achievements and challenges faced and current financial status. (See Presentation Slides in Annex VI)

Voice of Chief Guest – Mr. Manoj Bhatta (Member Secretary, Social Welfare Council)

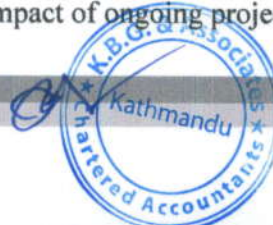
Mr. Manoj Bhatta began by extending warm greetings to all participants on his own behalf and on behalf of the Social Welfare Council (SWC). He expressed gratitude to GNHA for the invitation and commended the organization for its efforts in promoting social welfare.

He raised critical concerns regarding accountability, programmatic compliance, and financial governance, emphasizing the need for transparency and efficiency in social welfare programs. He congratulated GNHA on the recent agreement with SWC under Section 12 of the SWC Act, 1992, which formalizes their collaboration. Mr. Bhatta highlighted the importance of sustainability, particularly in the services provided at Bir Hospital under the Christine Dispensary, which caters to the poor and needy. He referenced Section 35 of the Constitution of Nepal, which guarantees free access to public health, and praised GNHA for playing a vital role in fulfilling this constitutional mandate. He noted that Nepal is rich in social welfare policies, with many key provisions already embedded in the constitution. However, he stressed the need to target financial assistance to those earning less than \$1.9 per day, ensuring that the most vulnerable populations are prioritized. He also expressed concern over middle-class families selling their properties to afford treatment for chronic diseases, underscoring the need for systemic support.

Mr. Bhatta emphasized the importance of working from the initial planning phase to bridge the resource gaps between the Government of Nepal's (GON) plans and their execution. He suggested using the recent census of 2022/23 as a baseline for future planning and implementation. While many institutions link their programs to the SDGs, he urged for more specificity in aligning with the indicators identified by the

Ministry of Health. He also raised awareness about financial illusions and dilemmas, calling for better strategies to address these challenges.

In conclusion, Mr. Bhatta thanked and congratulated GNHA for conducting the social audit, which promotes transparency and accountability. He expressed his desire to work closely with GNHA to increase funding, strengthen partnerships, and enhance the impact of ongoing projects.



Open Floor Discussion

After remarks from chief guest, program floor has been open for discussion for beneficiaries' voices.

Beneficiaries Voices**Mr. Ranjit Kumar Rai, Principal of Shree Kali Devi Secondary School, Dhulikhel,**

He expressed his gratitude to GNHA for its ongoing support, particularly through the MGML (Multi-Grade Multi-Level) program, which has significantly improved the learning environment for students. However, he highlighted the challenges faced by the school due to significant infrastructure damage. He earnestly requested GNHA to extend its support by providing financial assistance for infrastructure development, which is crucial for creating a safe and conducive learning environment. He also requests GNHA for extension of the MGML program in school where it has been implemented & expansion to all other school where it can be implemented. In addition to infrastructure needs, Mr. Rai proposed that GNHA consider launching a student health campaign. He shared that the school often finds itself addressing serious health issues among students due to the lack of accessible healthcare facilities. A dedicated health campaign, he suggested, would not only improve the overall well-being of students but also reduce the burden on the school, which currently steps in to provide basic medical care.

Mr. Narayan Bahadur Tamang, Member of SMC of Shree Kali Devi Secondary School, Dhulikhel,

Namaste to everyone. My name is Narayan Bahadur Tamang, and I am a member of the School Management Committee (SMC) of Shree Kali Devi Secondary School in Dhulikhel. Today, I would like to highlight some of the challenges our school is currently facing and seek support from GNHA to address them. A safe and conducive learning environment is essential for quality education, and we are in urgent need of financial assistance for infrastructure development. I earnestly request GNHA to extend its support in this regard, as it would greatly benefit our students and the entire school community. Additionally, I would like to express my gratitude for the MGML program that has been implemented in our school. This innovative approach has brought a positive change in the way our students learn, and I kindly request GNHA to continue extending this program in our school. Furthermore, I urge GNHA to expand the MGML program to other schools where it can be implemented, as it has proven to be highly effective in enhancing the quality of education. Lastly, I request GNHA to help coordinate with the municipal level for financial assistance to support the MGML program. Collaboration at the local level will ensure the sustainability and growth of this impactful initiative. Thank you for your attention, and I hope GNHA will consider our requests to help us create a better future for our students

Durba Raj Ghimire, Principal of Mahendra Barahi Secondary School, Dhading

Mr. Durba Raj Ghimire expressed his gratitude for the MGML (Multi-Grade Multi-Level) program, highlighting its positive impact on students in grades 1, 2, and 3. He shared that the program has significantly improved the learning experience for these students, making classrooms more engaging and interactive. He requested that the program be expanded to include both lower and higher grades to ensure that all students benefit from its innovative and child-centered approach.



Additionally, he emphasized the importance of educating parents about the program's methodologies and benefits. By involving parents, he believes the program's impact can be further strengthened, creating a more supportive learning environment both at school and at home.

Mr. Pustak Kumar Pokhrel from Rapti Nagarpalika, Chitwan:

Mr. Pustak Kumar Pokhrel shared his experience as a beneficiary of the training on dolichol, conducted by ECCA in coordination with GNHA. He emphasized that the training brought a significant difference in the teaching-learning process, transforming both his approach and the students' engagement.

After attending the training, Mr. Pokhrel shared the insights and techniques he learned with other teachers at his school. This knowledge transfer helped improve the competence of fellow teachers, creating a more effective and collaborative teaching environment. The training had a profound impact on students, particularly in areas such as speaking skills, personal health, and sanitation practices. Importantly, the positive changes were not limited to students; they also extended to teachers and parents, fostering a more informed and proactive community.

Mrs. Namrata Adhikari, Bhimsensthan:

Namaste to everyone! I would like to begin by expressing my heartfelt gratitude to GNHA for the unwavering support they have provided me since my student days. Their assistance has been a cornerstone in my journey, and I am deeply thankful for their commitment to helping individuals like me. I also want to take a moment to praise and encourage GNHA for their incredible efforts in supporting victims of various diseases. They have gone above and beyond to ensure that help reaches those in need to the greatest extent possible. Their dedication to making a difference in people's lives is truly inspiring, and I hope they continue their noble work with the same passion and compassion. Thank you, GNHA, for being a beacon of hope and support for so many. Let us all continue to work together to create a healthier and more compassionate world.

Mrs. Sushmita Khatri, Beneficiaries of Christine's Dispensary:

Namaste to everyone. My name is Susmita Khatri, and I am from Dolakha District. I am reaching out today with a heavy heart to share my situation. My husband has been on ventilation in the hospital for the past couple of weeks, and it has been an incredibly challenging time for our family. The medical and medicine fees are becoming increasingly difficult for me to manage on my own. I am grateful for the support I have received so far, especially the free medicines provided by *Christine's Dispensary* in partnership with GNHA. However, the assistance, while helpful, is not sufficient to cover all the expenses we are facing. I humbly appeal to GNHA and anyone who can help to support us financially during this difficult time. Your generosity would mean the world to us and could help save my husband's life. Thank you for listening, and I pray for your kindness and support.

Ms. Arpana Devkota, Student, Balmandir Adharbhut School, Dhulikhel:

Namaste to everyone. My name is Arpan Devkota, and I am a student at Bal Mandir Adharbhut School in Dhulikhel. I am really enjoying the MGML teaching procedure and system. It is so different and exciting compared to the traditional way of learning. The competitive and innovative studying patterns make me feel motivated and help me understand things more effectively and efficiently.



MGML makes learning fun and engaging. It's not just about memorizing things; it's about exploring, creating, and thinking in new ways. I feel like I am learning not just for exams, but for life. I would also like to take this opportunity to sing my school prayer for all of you. It is something that fills me with pride and reminds me of the values we learn at school.

[Arpan sings the school prayer.]

Thank you for listening, and I hope MGML can reach more students like me across Nepal. Let's make learning a joyful and meaningful experience for everyone.

Guest Remarks:

Remarks of Manager of AIN – Mrs. Lucky Gurung

Mrs. Lucky Gurung, the Manager of AIN, emphasizes the significance of social audit for NGOs and INGOs, noting that it is a mandate of the Social Welfare Council. She highlights her long-standing coordination with GNHA and extends her congratulations to Mr. Kedar for his progressive achievements. Additionally, she advocates for ensuring technological access in remote areas to maximize the benefits of MGML and to address existing gaps in its implementation.

Voice of Director of CDC – Mr. Basudev Wosti

Mr. Basudev Wosti, the Director of CDC, expresses his happiness about GNHA's efforts in reaching communities and areas where the Government of Nepal (GON) faces challenges. He highlights the importance of collaborative efforts for achieving Sustainable Development Goals (SDGs), particularly in quality education, emphasizing that curriculum development and related programs cannot be accomplished by the government alone but require the support of organizations like GNHA. He shares his experiences of successful educational trainings, teacher training programs, material development, and workshops conducted in coordination with GNHA. Mr. Wosti assures that such initiatives will have the opportunity to expand across Nepal in collaboration with the Curriculum Development Board. Lastly, he thanks GNHA for the invitation and reaffirms the commitment of the Curriculum Development Board to continued coordination and partnership in the future.

Voice of Education Officer of Kalika Gaupalika, Rasuwa – Mr. Kumari Sarita Joshi

Ms. Kumari Sarita Joshi, the Education Officer of Kalika Gaupalika in Rasuwa, begins with greetings and shares her observations on the significant positive changes brought about by the introduction of MGML (Mobile Governance for Marginalized Localities). She notes that students, teachers, and even parents have experienced a transformative impact since its implementation. Initially, parents and teachers were uncertain about MGML, but now they are actively discussing ways to make it more effective. Students have become more engaged and self-driven in their learning, which appears to be a sustainable and impactful approach.

Voice of Education Officer of Netrawati Gaupalika, Dhading – Mr. Sushila Geljen

Namaste to everyone. My name is Sushila Geljen, and I am from Dhading. I would like to take a moment to share my experience and thoughts about GNHA and the MGML (Multi-Grade Multi-Level) approach. I came to know about GNHA through MGML, and I must say that MGML is a truly



distinctive and innovative way of learning compared to the traditional methods of teaching. What makes MGML special is that it ensures learning happens through every task, not just when students are reading or writing. It integrates education into daily activities, making learning more practical and engaging. I have seen firsthand how this approach has positively impacted students, and I want to give credit to MGML for the improved performance of our students in the Secondary Education Examination (SEE). However, I would also like to highlight an issue that has been raised by Mr. Bhim Lal Gurung from Children's Nepal – the transfer of MGML-trained teachers. This is a significant challenge because when these trained teachers are transferred, it disrupts the continuity and effectiveness of the MGML approach in schools. Lastly, I strongly believe that MGML has the potential to transform education in Nepal. I suggest spreading this approach all over the country for the betterment of our students' future. Let us work together to ensure that every child in Nepal has access to this innovative and effective way of learning. Thank you

Voice of Representative of Implementing Partners – Mr. Prachit Shrestha (ECCA)

Mr. Prachit Shrestha began by addressing the Chief Guest and all participants, expressing his gratitude for the opportunity to speak. He highlighted the collaborative efforts between ECCA and GNHA, particularly their work in 24 schools across four districts—Chitwan, Makwanpur, Rasuwa, and Nuwakot. He commended GNHA for its impactful initiatives and requested the organization to leverage its expertise and experience to expand its programs to more locations. Such expansion, he noted, would benefit a larger number of students and teachers, further amplifying the positive impact of their work. Mr. Shrestha thanked GNHA for its strong coordination and support. He also praised the remarkable participation and motivation of local wards, school management committees, and women's groups (Ama Samuha), emphasizing their crucial role in the success of the programs. He concluded his speech by reiterating the importance of continued collaboration and community involvement, which have been key to achieving the program's goals and inspiring further progress.

Remarks of Representative of Implementing Partners – Mr. Bhim Lal Gurung (CN)

Mr. Bhim Lal Gurung began by addressing all the participants and extended his gratitude to Mr. Kedar Bahadur Tamang for his meaningful and insightful presentation. He appreciated the efforts of GNHA in achieving high physical progress at a lower cost, emphasizing that this approach is both efficient and impactful. He praised GNHA for its continuous efforts despite the challenges of low local participation, whether in terms of physical presence or financial contributions. He acknowledged that GNHA has been able to maintain its commitment to social welfare and community development even under such constraints. Mr. Gurung highlighted a recurring issue he has observed: the transfer of trained teachers, which often undermines their ability to create a meaningful impact in the communities they serve. He suggested that participants from the Government of Nepal (GON) work to reduce such transfers to ensure continuity and effectiveness in educational programs. He shared that Children Nepal, in coordination with GNHA, has been actively conducting awareness programs on critical issues such as women's education, child marriage, child education, and family planning. These initiatives have been creating a significant and positive impact in the communities they serve. Mr. Gurung concluded by extending his best wishes for GNHA's upcoming projects and expressed his hope for continued collaboration and participation in future initiatives.



Remarks of Representative of Implementing Partners – Mr. Dipak Rokka (ECC)

Mr. Dipak Rokka, representing ECC, shared that his institution has been a partner NGO with GNHA since 2073 BS. He expressed gratitude for the collaboration and highlighted the significant impact of their joint initiatives, particularly the MGML (Multi-Grade Multi-Level) program. He outlined the five main components of the MGML program: Children-Friendly Classrooms, Child-Centered Learning, Material Preparation and Handling, Teacher's Skills and Competence, Partnership with Stakeholders. Mr. Rokka highlighted the positive outcomes of the MGML program: 1. Students have become more interactive and engaged, moving away from monotonous learning experiences. 2. There has been rapid growth in the development of soft skills among students, 3. 45% of the financial contribution for the program is now provided by municipalities, reflecting strong local government support. While acknowledging the program's success, he pointed out that the current manpower is insufficient to run the program effectively. He suggested that increasing manpower could further enhance the program's efficiency and impact.

Closing Remarks by Country Representatives of GNHA, Mr. Kedar Bahadur Tamang

Namaste and a warm thank you to everyone present here today. As we conclude this Social Audit Program, I would like to take a moment to reflect on the importance of transparency and accountability in the work of national and international non-government institutions. The success of these institutions lies in the presence of individuals like you, who actively participate, share feedback, and hold us accountable. Your voices and insights are invaluable in helping us improve and serve our communities better. I would also like to take this opportunity to appeal to the Government of Nepal (GON) and governmental agencies to create a more convenient and supportive operational environment for organizations like ours. A collaborative and enabling environment will allow us to maximize our impact and contribute more effectively to the development of our nation. It is heartening to hear not only students but also teachers sharing positive responses about the MGML program. This innovative approach has proven to be a transformative tool in education, and we are committed to expanding its reach for the benefit of more students and educators across Nepal. Finally, I would like to extend my heartfelt gratitude to our chief guest, Mr. Manoj Bhatta, and all the representatives from various organizations who have joined us today. Your presence, feedback, and support mean a great deal to us. Let us continue to work together for the betterment of education and the future of our children. Thank you all once again, and I wish you a safe journey back home. Let's keep striving for positive change.

Observation, Challenges & Recommendation finding during the social audit event**Observations:**

- **Well-Organized Program:**

The event was well-structured, with a clear and engaging flow from the opening remarks to the guest speeches, presentations, and interactive discussions. The presence of notable figures like Mr. Manoj Bhatta and active participation from guests, school representatives, and implementing partners added value.

- **Strong Community Focus:**

The event demonstrated a clear emphasis on involving the local communities, with school principals, teachers, and beneficiaries expressing appreciation for GNHA's efforts. Several



beneficiaries spoke about the direct positive impact of the programs, such as the MGML program, in improving education and health outcomes.

- **Transparency and Accountability:**

The Social Audit program itself served as a tool to promote transparency and accountability. The focus on evaluating the organization's performance, challenges, and finances was evident throughout the presentation, with GNHA leadership openly discussing progress and setbacks.

- **Collaboration and Partnerships:**

The event highlighted the strong partnerships between GNHA and various stakeholders, including government bodies, NGOs, and local schools. Remarks from implementing partners emphasized the collaborative nature of the programs and the importance of working together to achieve goals.

- **Emphasis on SDGs:**

The alignment of GNHA's programs with the Sustainable Development Goals (SDGs) was a key feature. The presentation specifically referred to SDGs related to education, health, and access to clean water, showing GNHA's commitment to global development targets.

- **Beneficiaries' Concerns and Requests:**

Beneficiaries, particularly from schools, expressed their challenges and requests for further support. Issues such as infrastructure development, the expansion of the MGML program, and access to healthcare were highlighted.

- **Successful Implementation of MGML Program:**

The MGML program received widespread recognition for its positive impact on students and teachers. Teachers and education officers praised the innovative teaching methods, and there was a strong push to expand the program further across Nepal.

Challenges Identified:

- **Infrastructure Needs:**

Several schools highlighted the urgent need for financial support for infrastructure development. Damaged buildings and inadequate facilities hinder the effectiveness of educational programs and pose risks to students' safety.

- **Teacher Transfer Issue:**

The transfer of trained teachers was a recurring issue raised during the discussions. This disrupts the continuity of programs like MGML, which rely on trained personnel to ensure long-term success.

- **Access to Healthcare:**

Although some healthcare initiatives like Christine Dispensary are helpful, beneficiaries, especially those from rural areas, expressed concerns about the inadequate support for medical expenses, highlighting the need for more comprehensive healthcare assistance.

- **Insufficient Local Participation:**

Some participants pointed out the low local participation, both financially and in terms of physical presence, in some of GNHA's initiatives. This lack of local buy-in can hinder the success and sustainability of the programs.

- **Limited Manpower for MGML:**

There was a suggestion that increasing manpower could improve the implementation of the MGML program. In some areas, insufficient staff resources are hampering the full potential of this innovative teaching method.



- **Funding for Ongoing Projects:**

Some beneficiaries, especially those dealing with health challenges, expressed the need for increased financial assistance to cover treatment and medicines, stressing the burden on families with limited financial means.

Recommendations:

- **Focus on Infrastructure Development:**

GNHA should consider providing additional financial and technical support for the infrastructure development of schools, particularly in rural areas. This could involve collaborating with local authorities and international partners for long-term solutions.

- **Stabilizing Teacher Transfers:**

To ensure the effectiveness of programs like MGML, GNHA could work with the government to advocate for the reduction of teacher transfers in key areas. Alternatively, developing training programs for new teachers could help maintain program continuity.

- **Expand Healthcare Support:**

While Christine Dispensary is a helpful initiative, it would be beneficial for GNHA to consider expanding healthcare support to cover more conditions and areas, especially for marginalized groups who face higher medical expenses.

- **Strengthen Local Ownership:**

It would be helpful to engage local communities more in the planning and funding of GNHA programs. This could involve training local leaders to take ownership and increase community participation and financial contributions.

- **Increase Human Resources for MGML:**

Given the positive outcomes of the MGML program, GNHA should consider hiring more personnel and developing a training system that enables the scaling of the program across the country without overburdening existing staff.

- **Improve Collaboration with Government:**

GNHA should continue to work closely with government bodies to streamline operational procedures and ensure better alignment with national policies. For example, using the 2022/23 census as a baseline for planning could help target support more effectively.

- **Raise Awareness and Support for Vulnerable Populations:**

More efforts should be made to ensure that GNHA's programs reach the most vulnerable populations, particularly those struggling with poverty or chronic health conditions. This could involve targeted campaigns to raise awareness and mobilize additional resources for financial assistance.

- **Provide Ongoing Training and Support:**

As programs like MGML expand, GNHA could consider setting up continuous professional development programs for teachers and education officers to ensure the programs are implemented effectively in all schools.

Conclusion:

The Social Audit Program organized by GNHA on February 12, 2025, at Shangrilla Blu, Lalitpur, was a significant event aimed at promoting transparency, accountability, and stakeholder engagement. The program, chaired by Mr. Kedar Bahadur Tamang, Country Representative of GNHA Nepal, brought together a diverse group of participants, including beneficiaries, school representatives, government officials, and implementing partners. The event highlighted GNHA's



commitment to improving education, public health, and community empowerment through initiatives like the MGML (Multi-Grade Multi-Level) program and health-related interventions.

Key observations from the event included the positive impact of GNHA's programs, particularly MGML, on students and teachers, as well as the organization's alignment with Sustainable Development Goals (SDGs). However, challenges such as infrastructure deficiencies, teacher transfers, financial constraints, and limited local participation were also identified. Beneficiaries and stakeholders emphasized the need for increased support in these areas to ensure the sustainability and scalability of GNHA's initiatives.

Recommendations from the event included:

- Prioritizing infrastructure development in schools.
- Addressing the issue of teacher transfers to maintain program continuity.
- Expanding healthcare support to cover more conditions and areas.
- Strengthening local ownership and participation in GNHA's programs.
- Increasing manpower and resources for the effective implementation of MGML.
- Enhancing collaboration with government bodies and aligning programs with national policies.
- Raising awareness and providing targeted support for vulnerable populations.

The event concluded with closing remarks by Mr. Kedar Bahadur Tamang, who reiterated GNHA's commitment to transparency, accountability, and collaboration. He expressed gratitude to all participants, including Chief Guest Mr. Manoj Bhatta, and emphasized the importance of working together to create a better future for Nepal's children and communities. The Social Audit Program served as a platform for constructive dialogue, fostering a shared vision for sustainable development and social welfare.



SECTION – IV

4. Annexures and Photographs

4.1. Annexure I: KII or FGD with Teachers regarding the MGML Education System

Key Informant Interviews (KII) or Focus Group Discussions (FGD) with Teachers regarding the Multi-Grade Multi-Level (MGML) Education System Key

1. Name (Optional):
2. Age:
3. Gender:
4. Subject(s) Taught:
5. Years of Teaching Experience:
6. School Type (Government/Private):
7. Grade Level Taught (Primary/Secondary):
8. School Location (Urban/Rural):

General Understanding of the MGML Education System

1. How do you find the WISE (Wisely Integrated School Education) through MGML Project
2. Can you describe your understanding of the MGML Education System?
3. How long have you been teaching in the MGML system?
4. How do you incorporate WISE project on school academic calendar? (Sports and other activities)
5. What specific training or professional development have you received regarding the MGML system? If yes, how useful was it?
6. Can you describe the specific role of GNHA or the local municipality in supporting the MGML Education System at your school?
7. What types of support have GNHA or the municipality provided for the MGML Education System (e.g., funding, resources, training, policy support)?
8. Have you received any training or professional development related to the MGML system as a result of GNHA or local government support? If yes, how useful was it?

Section 2: Teaching Practices

1. How do you organize your lessons for a multi-grade class? Do you find it challenging? How do you address these challenges?
2. How do you manage the different learning levels within the same classroom?
3. How do you ensure that all students, regardless of grade level, are engaged and learning?
4. What teaching strategies have you found most effective in a multi-grade classroom setting?
5. How do you assess students' progress in a multi-grade classroom?
6. How do you deal with students who are significantly ahead or behind their peers in terms of learning?
7. How have the GNHA or local municipality helped in adapting the curriculum for a multi-grade classroom?
8. Do the curriculum materials provided by GNHA or the local municipality meet the needs of a multi-grade classroom? If not, what improvements are needed?
9. How do the resources (textbooks, teaching aids, etc.) provided by GNHA and the municipality help you in managing a multi-grade classroom? Are there any gaps or limitations?
10. Have GNHA or the local municipality helped you introduce any innovative teaching methods in your multi-grade class? If so, can you share examples?

Section 3: Curriculum and Instruction

1. How adaptable is the existing curriculum to the needs of the MGML system? Are there any areas where you feel the curriculum falls short?
2. Do you think the curriculum materials (textbooks, resources, etc.) are sufficient and appropriate for the multi-grade context?
3. What resources (teaching aids, materials) would improve your ability to deliver the curriculum in a multi-grade classroom?
4. How do you tailor your teaching to ensure all students meet the expected learning outcomes?
5. Are there any subjects or topics that are particularly challenging to teach in a multi-grade classroom?



Section 4: Classroom Management

1. What classroom management techniques do you use to handle diverse student needs and behaviors?
2. How do you ensure a positive and inclusive learning environment for all students?
3. What are some common behavioral or social challenges you face in the multi-grade classroom, and how do you address them?
4. How do you balance individual attention with the demands of a multi-grade class?
5. How has the support from GNHA or the municipality influenced your classroom management strategies in a multi-grade environment?
6. Have you observed any changes in student learning outcomes due to the support from GNHA or the local municipality? Please provide examples.
7. Are there specific tools, resources, or strategies that have helped you meet the diverse learning needs of students in your multi-grade classroom?
8. How do GNHA and the local municipality address issues of student assessment and tracking progress in a multi-grade setting?

Section 5: Student Learning and Outcomes

1. In your experience, how does the MGML system impact student learning and outcomes?
2. Are there specific advantages to teaching in a multi-grade classroom, in your opinion?
3. Do you feel that all students in your class are able to meet their learning goals? If not, why?
4. How do you track and monitor the progress of students from different grade levels?
5. Do you believe that students from different grade levels can help each other? How do you encourage peer learning?

Section 6: Support and Resources

1. What support (material, emotional, or professional) do you receive from the school administration in implementing the MGML system?
2. What additional support would help you in teaching in a multi-grade classroom (e.g., mentorship, more planning time, access to technology)?
3. How do you collaborate with other teachers in the school, particularly those who may not be in a multi-grade classroom?

Section 7: Community and Parental Involvement

1. How involved are parents and the community in supporting the MGML system?
2. Do parents understand the MGML approach? How do they respond to it?

Section 8: Challenges and Suggestions for Improvement

3. What are the biggest challenges you face as a teacher in the MGML system?
4. How can the education system better support you in addressing these challenges?
5. What changes would you recommend to improve the MGML system at the school, district, or national level?
6. Are there any specific policies or practices you feel need to be adjusted to improve teaching and learning in multi-grade settings?

Section 9: Other

7. How do you find the WISE (Wisely Integrated School Education) through MGML Project?
8. How do you incorporate WISE project on school academic calendar? (Sports and other activities)
9. How do you arrange session time for Wise, MGML program? Its impact on regular teachers' class?
10. Do you think Wise project contribute to reduce absenteeism/ school dropouts?
11. Do you have book corners in school and how it is accessible for children?
12. How do you find the MGML training and trained teachers?
13. What are the others NGO/CSOS funding in School?

Section 10: Closing Questions

1. How do you feel about the future of the MGML Education System? Do you think it's sustainable in the long term?
2. What additional resources or strategies would you suggest to enhance the effectiveness of the MGML system?

Is there anything else you would like to share about your experience teaching in a multi-grade classroom?

4.2. Annexure II: KII or FGD with School Management Committee regarding the MGML

Key Informant Interviews (KII) or Focus Group Discussions (FGD) with School Management Committee regarding the Multi-Grade Multi-Level (MGML) Education System

1. Name (Optional):
2. Age:
3. Gender:
4. Designation in SMC:
5. School Type (Government/Private):
6. Grade Level Taught (Primary/Secondary):
7. School Location (Urban/Rural):

Section 1: Understanding of the MGML Education System

1. What is your understanding of the **MGML Education System** and how it is implemented in your school?
2. How long has your school been operating under the **MGML system**?
3. What are the main goals or objectives of the **MGML system** from the perspective of the SMC?

Section 2: Governance and Oversight

1. What role does the School Management Committee (SMC) play in the implementation and management of the **MGML system** at your school?
2. How does the SMC ensure that the **MGML Education System** is being implemented effectively in classrooms?
3. Are there any specific policies or strategies that the SMC has developed to support the **MGML system**? If so, what are they?
4. How does the SMC monitor the progress and outcomes of the **MGML system** in terms of teaching and learning?

Section 3: Resource Allocation and Support

1. How does the SMC ensure that the school receives adequate resources (funding, materials, infrastructure) to support the **MGML system**?
2. Has the SMC been involved in procuring or distributing **teaching materials and resources** for **multi-grade classrooms**? If so, how?
3. How does the SMC prioritize resource allocation for **multi-grade classrooms** in comparison to other needs in the school?
4. Do you feel the school has enough support (financial, logistical, etc.) to implement the **MGML system** successfully? Why or why not?

Section 4: Community Involvement and Engagement

1. What is the role of the community in supporting the **MGML Education System** in your school?
2. How does the SMC engage parents, local community members, and other stakeholders in understanding and supporting the **MGML system**?
3. What initiatives or actions has the SMC taken to raise awareness about the **MGML Education System** in the local community?
4. Are there any specific community-based activities or programs that support the **MGML education** efforts at your school?

Section 5: Challenges and Obstacles

1. What challenges or barriers does the SMC face in supporting the **MGML Education System**?
2. Are there any difficulties in coordinating with **teachers, GNHA, or local municipal authorities** in implementing the **MGML system**? If so, what are they?
3. How do you address issues such as **teacher shortages, lack of resources, or insufficient training** that may affect the successful implementation of **MGML education**?
4. Are there any challenges in ensuring **student engagement and learning outcomes** in the multi-grade classrooms? If so, how does the SMC address them?

Section 6: Support from GNHA and Municipal Authorities

1. How does the SMC collaborate with **GNHA or local municipal authorities** to support the **MGML Education System**?
2. Has the support from **GNHA or the local municipality** been effective in addressing the needs of the **MGML system**? Can you provide examples?

3. Are there specific areas where the support from **GNHA** or the **local municipality** could be improved to better serve the needs of **MGML classrooms**?
4. How does the SMC ensure that external support is aligned with the needs of the school and the local community?

Section 7: Policy and Advocacy

1. What role does the SMC play in advocating for policies or changes that could improve the implementation of the **MGML Education System**?
2. Has the SMC raised any concerns with local education authorities regarding the **MGML system**? If so, what issues have been highlighted?
3. How does the SMC ensure that the **MGML system** aligns with national education policies and standards?
4. Does the SMC engage in **advocacy** to ensure **sustainable funding** and support for **multi-grade education**? If so, how?

Section 8: Monitoring and Evaluation

1. How does the SMC monitor the implementation of the **MGML system** in your school? Are there specific monitoring tools or processes in place?
2. How do you assess the impact of the **MGML system** on **student learning outcomes**?
3. How does the SMC gather feedback from **teachers, students, and parents** about the effectiveness of the **MGML system**?
4. How do you ensure that the monitoring and evaluation processes are **inclusive** and reflect the needs of all stakeholders (students, teachers, community)?

Section 9: Sustainability and Future Directions

1. How sustainable do you think the **MGML system** is in the long term, given the current resources and support available?
2. What steps can the SMC take to ensure the **sustainability** of the **MGML Education System** in your school?
3. How can the **local government**, **GNHA**, and the SMC collaborate to strengthen and sustain the **MGML system**?
4. What recommendations would you give to the **local authorities** or **policy-makers** to improve the **MGML Education System**?

Section 10: Closing Questions

1. What do you see as the biggest achievement of the **MGML Education System** in your school so far?
2. If you could change one thing about how the **MGML system** is being implemented in your school, what would it be and why?
3. Is there anything else you would like to share about the **School Management Committee's** role in supporting the **MGML Education System**?



4.3. Annexure III: KII or FGD with PNGO'S's regarding the MGML Education System

Key Informant Interviews (KII) or Focus Group Discussions (FGD) with PNGO'S's regarding the Multi-Grade Multi-Level (MGML) Education System

1. Name (Optional):
2. Age:
3. Gender:
4. Partners
5. Designation:
6. Years of Teaching Experience:
7. School Type (Government/Private):
8. Grade Level Taught (Primary/Secondary):
9. School Location (Urban/Rural)

Section 1: Understanding of the MGML Education System

1. How would you describe your understanding of the **MGML Education System** and its importance in the context of the education sector?
2. What role does your PNGO'S play in supporting the **MGML system** within schools? What are your main objectives?
3. How does the MGML system align with the goals and mission of your organization?

Section 2: Collaboration with IPNGO'Ss and Local Stakeholders

1. How do you collaborate with **INGO'Ss** and **local authorities** to support the implementation of the **MGML Education System** in schools?
2. What specific roles do **INGO'Ss** and local governments play in the implementation of **MGML education**? How does your organization contribute to these efforts?
3. Are there any joint initiatives between your PNGO'S, **INGO'Ss**, and local stakeholders that support the **MGML system**? Can you provide examples?
4. How effective is the collaboration between **PNGO'Ss**, **INGO'Ss**, and **local communities** in ensuring the success of the **MGML Education System**?

Section 3: Support Provided to Schools

1. What specific types of support does your organization provide to schools implementing the **MGML system** (e.g., training, curriculum development, resource provision)?
2. How does your organization ensure that **teachers** are adequately trained to manage **multi-grade classrooms**?
3. How do you provide resources (teaching aids, textbooks, etc.) that are adapted to the needs of **multi-grade classrooms**? Are there any gaps?
4. How does your organization support **school management** and **administrative staff** in the successful implementation of the **MGML system**?

Section 4: Impact of the Support Provided

1. Based on your observations, how effective has the support from your organization been in improving the quality of education in **multi-grade classrooms**?
2. Have there been measurable improvements in **student learning outcomes** due to the intervention of your PNGO'S in **MGML education**? Please provide examples.
3. How do you monitor and assess the impact of the support your organization provides to **MGML education**? Are there specific evaluation tools or methodologies used?
4. Have you received feedback from **teachers**, **school management**, or **students** about the effectiveness of the **MGML system** after your NGO's intervention?

Section 5: Challenges and Barriers

1. What challenges does your PNGO face in supporting the **MGML system** in schools? How do you address these challenges?
2. Are there any barriers to collaboration between **your organization**, **GNHA**, and **local authorities** that affect the implementation of the **MGML system**?
3. How do you handle challenges related to resource availability, teacher training, or community engagement in **multi-grade classrooms**?



4. Are there any external factors (political, social, economic) that have impacted the success of the **MGML system**? If so, how has your organization navigated these challenges?

Section 6: Community and Stakeholder Engagement

1. How does your organization engage with **local communities, parents, and school management committees** to support **MGML education**?
2. What role do **parents** and the **local community** play in the success of the **MGML Education System**? How does your NGO facilitate their involvement?
3. How do you ensure that **school management** and **teachers** are actively engaged in the decision-making process regarding the **MGML system**?

Section 7: Policy Advocacy and Systemic Change

1. Has your organization been involved in **advocating for policy changes** related to the **MGML system**? If so, what changes have you advocated for?
2. How does your organization work with **local government** or **education authorities** to ensure that the **MGML system** aligns with national educational policies?
3. Do you believe that the **MGML Education System** requires any **policy adjustments** or **reforms** to improve its implementation at the national or local level? If so, what are they?

Section 8: Sustainability of Support

1. How sustainable do you think the **MGML system** is, given the current level of support from **GNHA, PNGOs, and local municipalities**?
2. What steps is your organization taking to ensure the **sustainability** of the **MGML Education System** in the long term?
3. Do you think **GNHA** and **PNGOs** should continue to play a role in supporting **MGML education** in the future? If so, what role should they take?

Section 9: Suggestions for Improvement

1. What recommendations would you provide to **GNHA, local governments, and other stakeholders** to improve the implementation and sustainability of the **MGML Education System**?
2. What additional resources, training, or policy changes would be beneficial to support **multi-grade education** in the long run?
3. How can your organization, in collaboration with other stakeholders, better support schools to address challenges such as **teacher shortages, classroom management, and student engagement** in multi-grade classrooms?

Section 10: Other

1. Please name the project activities carried forward for 2080/81 if any. Reason behind project could not complete.
2. How do you communicate and monitoring **MGML** lunch community School in district? Share the monitory template?
3. What is the referral Mechanism/ Support after Health Camp?
4. Do you receive any matching fund from local government or any CSO Support Health program project or any?
5. Do you have any Project advisory? Please share the meeting Minutes or report?
6. What is the role of mothers group after getting health hygiene and nutrition orientation?
7. Please share the counselling documents?
8. Do you have monitoring from local government. Please share the meeting minutes.
9. What is the Sustainably of completed project?

Section 11: Closing Questions

1. What do you think are the key successes of the **MGML Education System** so far, and how has your organization contributed to these successes?
2. If you could change one aspect of how **MGML education** is supported, what would it be and why?
3. Is there anything else you would like to share about your organization's experience supporting the **MGML Education System**?



4.4. Annexure IV: Questionnaire for Participants in Final Audit Event

Organizer : German Nepalese Help Association
Event : Social Audit Event
Venue : Shangrilla Blu
Location : Bhakunde, Lalitpur
Time : 1:00 pm

Questionnaire for Participants

1. How do you assess the impact created by the program implemented by GNHA?
 - a. Low
 - b. Moderate
 - c. Satisfied
 - d. Highly Satisfied
2. How is your experience working with GNHA?
 - a. Low
 - b. Moderate
 - c. Satisfied
 - d. Highly Satisfied
3. Do you think you are able to generate value for money from the implemented program?
 - a. Low
 - b. Moderate
 - c. Satisfied
 - d. Highly Satisfied
4. How satisfied are you working with local government?
 - a. Low
 - b. Moderate
 - c. Satisfied
 - d. Highly Satisfied
5. How satisfied are you working with Beneficiaries?
 - a. Low
 - b. Moderate
 - c. Satisfied
 - d. Highly Satisfied
6. What recommendations would you provide to GNHA to improve implementation & sustainability of carried program?
7. What are the areas which needs to improve from GNHA?
8. What are the supports you needs to run the program more effectively in near future?

4.5. Annexure V: Schedule for Final Audit Event

German Nepalese Help Association (GNHA)
Social Audit 2080.81
 Kathmandu Nepal

Date: 12th February, 2025

Time	Description
Inauguration Session	
1:00 PM – 1:10 PM	Participants' Arrival and Hi-Tea
1:10 – 1:15	Welcome by MC
1:15 – 1:25	Chairing (with Khada distribution by Sunita lama, Adm Officer, GNHA) <ul style="list-style-type: none"> • Chairperson: Kedar Bahadur Tamang, Country Representative, GNHA • Chief Guest: Mr. Manoj Bhatta, Member Secretary, SWC • GNHA's advisor, Gajendra Bahadur Shrestha and Kamal Rupakheti • Special Guest: Narayan Giri, Board of SWC • Dr. Santosh Paudel, Director, NAMS Bir Hospital • Basu Wosti Director, Planning Section CDC • Prakash Kumar Kharel Section Officer CDC • Prakash Sapkota Section Officer, MoEST • Prabitti Nepal, Section Officer, MoWCSC • Jun Kumari Budha Magar Nayab Subba, MoWCSC • Lucky Gurung AIN • Anil Updhaya Policy Advisor AIN • ED-PNGOs, Patients, Edu. Chief, Ward Chair, HT, Teacher, student, Mother group member and SMC chair
1:25 – 1:30	National Anthem
1:35 – 1:40	Welcome and Objective sharing –Chandra Kumar Shrestha, Edu. Program Coordinator-GNHA
1:40 – 2:00	GNHA presentation –Kedar Bahadur Tamang, CR, GNHA
2:00 – 2:25	Guest Remarks <ul style="list-style-type: none"> • Chief Guest Mr. Manoj Bhatta • Beneficiaries voice (floor open)
2:25 – 2:40	Guest Remarks <ul style="list-style-type: none"> • Education Chief from Municipal • AIN Guest • PNGO Head
2:40 – 3:45	Open Floor
3:45 – 5:00	Closing Remarks with
5:00 – 5:30	Hi-Tea



4.6. Annexure VI: Presentation Slide by GNHA

सामाजिक परीक्षण (Social Audit)

आ. व. २०८०/८१



February 12, 2025

Kathmandu, Nepal





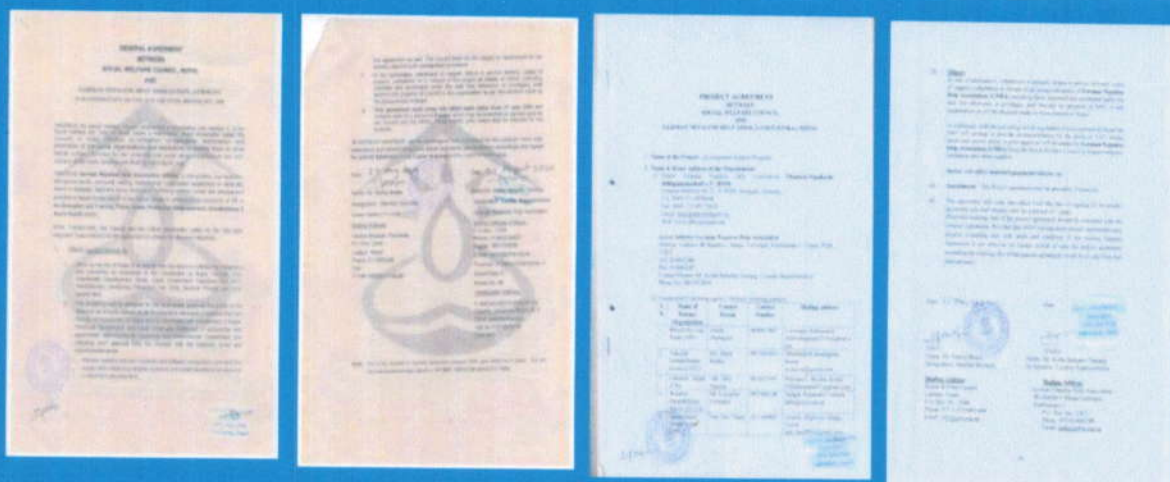
INTRODUCTION OF GNHA

- ☐ Non-profitable, social and charitable International Non-Governmental Organization(INGO)
- ☐ Politically neutral, non aligned and free from race, creed or religion.
- ☐ Registered in Lower Municipal Court of Stuttgart, Germany in 6th December 1979.
- ☐ 500 general members and about 1000 donors across the Federal Republic of Germany.
- ☐ The first general agreement with the then SSNCC was signed on 16th march, 1989.

2



GENERAL AGREEMENT AND PROJECT AGREEMENT WITH SOCIAL WELFARE COUNCIL



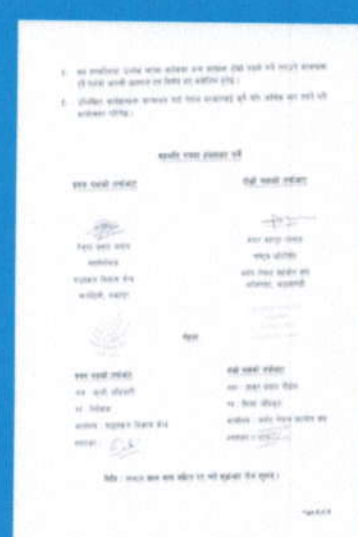
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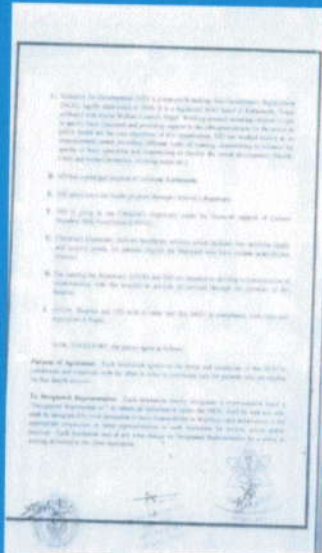
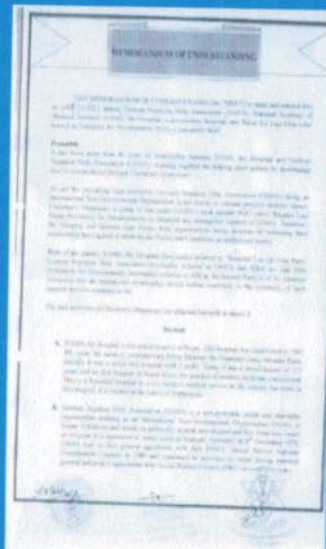
GNHA PROGRAM AS PER PA SIGNED WITH SWC

1	Name of the Organization:	German Nepalese Help Association (GNHA)
2	Name of the project:	Development Support Program
3	General Agreement signed date and duration:	25 th Aug, 2024 (5 years)
4	Project Agreement signed date and duration: Project Amendment:	25 th May, 2022 (3 years)
6	Total budget of Fiscal year 2080/81:	Nrs. 86,093,129.97
7	Donor Information	Deutsch-Nepalische Hilfgemeinschaft e.V. (DNH), Stuttgart, Germany

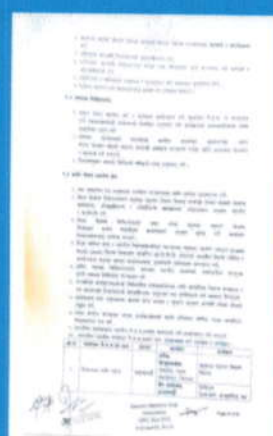
MOU WITH CEHRD 2080-09-08
MOU WITH CDC- 2080-10-19



MOU WITH NAMS, BIR HOSPITAL- 2080-09-12



MOU WITH MINISTRY OF SOCIAL DEVELOPMENT BAGMATI PROVINCE

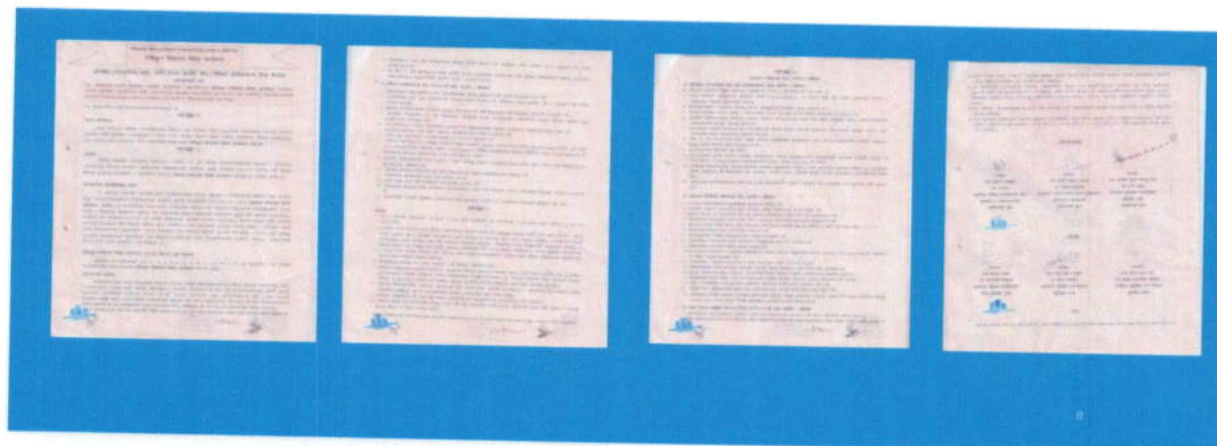


2077-09-06 (for 5 years)





TRIPARTY MOUS WITH R/MUNICIPALITIES



COVERAGE AREA

Province	Districts	Local Government
Bagmati	Kavrepalanchowk	Kavre: (R/Municipalities: Dhulikhel, Panchkhal, Namobuddha, Roshi, Chaurideurali & Bethanchowk)
	Ramechhap	Ramechhap: Khadadevi
	Sindhupalchowk	Sindhupalchowk: (R/Municipality: Melamchi, Bahrabise & Indrawoti)
	Dolakha	Dolakha: (R/Municipality: Bhimeswor, Jiri, Gaurishankar & Kalinchowk)
	Dhading	Dhading: (R/Municipality: Nilakantha, Dhimbesh, Benighat Rorang, Netrawati Dabjong, Thakre & Jwalamukhi)
	Kathmandu	Kathmandu: Kathmandu Metropolitan City
Gandaki	Sindhuli	Sindhuli: Kamalamai
	Chitwan	Chitwan: Rapti Municipality
	Makawanpur	Makawanpur: Hetauda Sub-Metro Politian City
	Nuwakot	Nuwakot: Myagang RM
Gandaki	Rasuwa	Rasuwa: Kalika RM
	Kaski	Pokhara Metropolitan City



THEMATIC AREA

- ☐ Education and Training
- ☐ Public Health
- ☐ Protection (Empowerment, Rehabilitation and Social relief)





IMPLEMENTING PARTNERS

S.No.	Project Partner	District	DAO Registration No.	SWC Affiliation No.	PAN No.	Sector of Program
1	Bikashka Lagi Ekta (SfD)	Sindhupalchowk Dhading Kathmandu	109/073-74	44070/073	605014899	Education and Training Public Health
2	Spinal Injury Sangh (SIRC)	Kavrepalanchowk	160/1345	15354	301359984	Protection (Rehabilitation)
3	Shaikshik Shasaktikaran Kendra (EEC Kavre)	Dolakha, Kavre, Ramechhap & Sindhuli	1880/073-74	43947 - 2073	604896771	Education and Training
4	Children Nepal (CN)	Kaski	220/052-53	4289	302025109	Protection (Education Empowerment)
5	Watawaran Samrakshan Siwir (ECCA-Nepal)	Chitwan, Makawanpur, Nuwakot & Rasuwa	488/0478048	3679	500167552	Education & Training



PARTNER WISE BUDGET

SN	Details	Planned budget	Actual expenditure	Percentage
1	Bikashka Lagi Ekata(SfD)	27,437,257.14	22,178,254.94	80.83%
2	Shaikshik Sashaktikaran Kendra (EEC)	8,501,130.00	8,357,397.92	98.31%
3	Watawaran Samrakshan Siwir (ECCA-Nepal)	6,842,812.80	5,716,758.21	83.54%
4	Children Nepal (CN)	14,989,692.50	13,500,159.00	90.06%
5	Spinal Injury Sangh Nepal (SIRC)	1,640,000.00	1,640,000.00	100.00%
	Total	59,410,892.44	51,392,570.07	86.50%

ACTIVITIES WISE TARGET AND ACHIEVEMENTS WITH EXPENSES
PUBLIC HEALTH

Project Name	Target	Achievement	Percent age	Expenses
Christine Dispensary, Bir Hospital	25000	17,967	71.86	8,757,599.72
Mobile Health Camp & Sling Procurement	15000 4 event	18000 3 event	120 75	4,168,260.85





ACTIVITIES WISE TARGET AND ACHIEVEMENTS WITH EXPENSES PUBLIC HEALTH



Project Name	Target	Achievement	Percent	Expenses
Medical Expenses (Poor Patient Fund)	20	11	55	253,000.00



ACTIVITIES WISE TARGET AND ACHIEVEMENTS WITH EXPENSES PROTECTION (EMPOWERMENT, REHABILITATION AND SOCIAL RELIEF)

Project Name	Target	Achievement	Percent age	Expenses
-Empowerment of Dalit Girls through School/Higher Education	300 girls	300 girls	100	12,165,834.00
-Vocational, Technical & Higher Education	25 girls	25 girls	100	1,283,825.00

Project Name	Target	Achievement	Percent age	Expenses
Rehabilitation of Spinal Injury Patients	5 patients	5 patients	100	640,000.00



ACTIVITIES WISE TARGET AND ACHIEVEMENTS WITH EXPENSES PROTECTION (EMPOWERMENT, REHABILITATION AND SOCIAL RELIEF)



Project Name	Target	Achievement	Percent age	Expenses
Home Modification	8	8	100	1,000,000.00





GETTING READY



Intervention	Target	Unit	GNHA-Achievement	R/M-Achievement	Expenses
Preparatory Meeting	6	Event	10	NA	32,145.00
Baseline Survey	6	Event	6	NA	317,845.00
School Selection	6	Event	9	NA	-
Orientation on WISE	81	Participant	101	NA	435,977.00



ACTIVITIES WISE TARGET AND ACHIEVEMENT WITH EXPENSES



PHYSICAL SET UP



Intervention	Target	Unit	GNHA-Achievement	R/M-Achievement	Expenses
Setting up Classroom (G 1-3, 4-5)	65	Number	54		





CAPACITY DEVELOPMENT

Intervention	Target	Unit	GNHA-Achievement	R/M-Achievement	Expenses
10 days Intensive Teacher Training - Grade 1- 5 (Phase 1)	135	Participant	154	NA	2,473,843.50
10 days Intensive Teacher Training - Grade 1- 5 (Phase 2)	80	Participant	70	NA	1,768,978.50
3 days Refresher Teacher Training (Grade 1-5)	240	Participant	215	NA	1,541,296.00
Teacher's learning Circle				NA	-
Capacity Building of School Stakeholders	88	Event	69	NA	341,450.00
Health Education	19	Event	23	NA	552,468.00
	120	Event	21	NA	237,287.91



SUPPLIES

Intervention	Target	Unit	GNHA-Achievement	R/M-Achievement	Expenses
Educational Teaching Materials	52	Set	26	NA	815,677.00
Equipment (Printer, Laminator and Audio Sound box)	40	Set	25	NA	719,487.94
Sports Materials	65	Set	---	17	RM Level
Stationery and consumables	127	Set	-----	57	RM Level



WISE TRANSFORMATION PROCEDURES

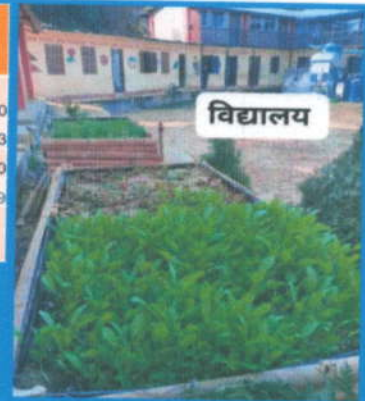
Intervention	Target	Unit	GNHA-Achievement	R/M-Achievement	Expenses
Field Staff	7	Person	5	2	1,399,617.25
On the spot coaching and mentoring by PNGOs	494	Man-days	551	NA	958,390.00
Monitoring & Supervision by GNHA	372	Man-days	155	NA	800,800.00
Joint Monitoring	15		8		321,386.00
Monitoring by R/Municipality Level	237	Man-days	NA	84	-
LPAC - Project Review Meeting	17	Event	23	NA	424,035.66
WISE Benchmark School	24	Number	24	NA	634,574.00
R/Municipality level Educational Fair	112	Event	NA	30	-





OTHER INTERVENTIONS

Intervention	Target	Unit	GNHA-Achievement	R/M-Achievement	Expenses
WISE Classroom setup at ETC Dhulikhel	1	Room	1		272,377.00
Familiarizing Local Bodies with WISE	23		23		235,834.93
Greening School & Kitchen Garden					34,500.00
Project Operation Cost (GNHA+PNGO)	1		1		9,311,573.59



MGML TLM DEVELOPMENT & PRINTING

Intervention	Target	Unit	GNHA-Achievement	Expenses	Remarks
MGML TLM Development and Printing Grade 5	150	Set	150	1,637,962.58	
MGML TLM Grade 4-5 Math translation into English		Set		221,250.00	
TG Design & Printing	200	Set	200	190,636.30	
TRM Design & Printing	500	Set	500	946,342.85	



DIGITALIZATION OF MGML MATERIALS

Intervention	Target	Unit	GNHA-Achievement	Expenses	Remarks
MGML TLM Digitalization (English Subject)	1-3	Grade	1-3 final draft	6,048,380.00	





VARIOUS

Budget No.	Sector/Components	Total Budgeted	Fund Disbursed in 2080/81	Percentage
		NRs	NRs	
80	Sector: VARIOUS			
81	Fee			
81.1	AIN			
82	SWC	100,000.00	56,000.00	56.00%
84	Central Program Advisory Committee (CPAC) Meeting	100,000.00	-	-
86	District's Program Support (6 Districts)	70,000.00	62,177.00	88.82%
87	Co-ordination & Co-operation with Line agencies	100,000.00	-	-
		200,000.00	172,596.55	86.30%



ADMINISTRATION

Budget No.	Sector/Components	Total Budgeted	Fund Disbursed in 2080/81	Percentage
		NRs	NRs	
90	Sector: ADMINISTRATION			
91	House Rent	871,805.00	871,805.00	100.00%
92.1	4 Wheeler Vehicle	580,000.00	687,807.66	118.59%
92.2	2 Wheeler Vehicle	106,000.00	61,099.07	57.64%
93	Salary	4,412,100.00	4,387,356.00	99.44%
94	Fees (Audit, Legal Advice)	321,000.00	352,500.00	109.81%
95	Office Expenses	321,000.00	282,119.53	87.89%
96	Repair and Maintenance	150,000.00	97,451.00	64.97%
97	Insurance of Office Assets/Staffs	70,000.00	63,590.83	90.84%
98	Field Gear	100,000.00	75,137.00	75.14%
99	Education Allowance Staff Children	192,000.00	192,000.00	100.00%
100	MISCELLANEOUS	350,000.00	214,357.25	61.24%



PROGRAM AND ADMIN. COST

Budget No.	Summary of Budget	Approved Budget	Fund Disbursed in 2080/81	Percentage
10	Sector: EDUCATION and TRAINING	41,450,073.80	36,339,865.57	87.67%
20	Sector: TRAINING CENTER	2,998,900.00	3,311,498.26	110.42%
30	Sector: PROTECTION	14,868,510.00	15,140,159.00	101.83%
40	Sector: HEALTH	16,836,024.14	13,178,860.57	78.28%
50	Sector: CAPACITY BUILDING	200,000.00	200,016.25	100.01%
60	Sector: MONITORING	530,000.00	539,675.18	101.83%
80	Sector: VARIOUS	995,600.00	714,809.21	71.80%
90	Sector: ADMINISTRATION	7,123,905.00	7,300,366.09	102.48%
100	Sector: MISCELLANEOUS	350,000.00	214,357.25	61.24%
103	Sector: ASSETS	105,000.00	93,000.00	88.57%
104	CONTINGENCY-UNFORSEEN EXPENSES	635,114.03	1,000,000.00	157.45%
	Grand Total	86,093,126.97	78,032,607.38	90.64%
	Program	76,153,507.94	68,970,383.40	88.39%
	Administration	9,304,505.00	9,062,223.98	11.61%





CPAC AND LPAC

Program	Total		%
	Target	Achievement	
CPAC	1	1	100
LPAC	17	13	76



COST SHARING

Activities	Cooperating Organizations	Govt. Contribution	Total
Education and Training WISE Program Implementation		Dhulikhel, Namobuddha, Jiri, Suri, Jwalamukhi, Khadadevi, Kamalamai, Indrawati, Melamchi, Barabise, Netrawati Dabjong, Benighat Rorang, Rapti and Hetauda	Budgeted Nrs. 8,597,960.00
Mobile Health Camp	Nepal Netrajyoti Sangh, Om Chabahil Dental Hospital and Dhulikhel Hospital	Respective Rural Municipality/ Municipality	Technical Support from both organization and lodging, fooding from RM/M



COORDINATION WITH LINE AGENCY

Central Level

- SWC
- DHO
- CEHRD
- CDC

Province Level

Ministry of Social Development
ETC, Dhulikhel

District Level

- ❖ DCCs
- ❖ DEOs/Education Development Coordination Unit
- ❖ DLPIUs
- ❖ DHOs /Health Posts
- ❖ Municipalities/Rural Municipalities
- ❖ School Management Committees
- ❖ Mother group of schools





SOCIAL AUDIT FEEDBACK

Feedback	Action taken to address
Ensure POG and AOG of PNGOs	All PNGOs have their POG and AOG
EOI call in national portal for medicine procurement vendor selection in Christine dispensary.	Procurement Committee has been formed in all PNGOs PNGOs have procurement policy and practice of vendor selection for medicines as well as other procurement

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PROJECT SUSTAINABILITY PLAN / EXIT STRATEGY

- ☐ Participation in planning
- ☐ Participation in implementation
- ☐ Participation in physical and financial contribution
- ☐ Participation in monitoring and evaluation
- ☐ Participation in outcomes dissemination
- ☐ Project handover

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LINKAGE WITH SDG GOAL AND 15TH PLAN

- SDG-4 "Ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all"
- SDG-3 "Good health and well-being."
- SDG Goal 5- "Gender Equality"
- SDG 6 and the 15th Plan -target no 5.2.3- "population with access to empower drinking water facilities."
- 15th plan "By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes."
- 15th plan "2.2.3 increasing net enrollment rate at basic level (1-8)."
- 15th plan – "to establish the society with no discrimination, violence and crime."





ISSUES AND CHALLENGES

Issues	Challenges
	Transfer of trained HR/ Teacher
Changed mentality of Locals(decreasing helping attitude)	Limited source Vs. High demand
	Accreditation of the MGML Teacher Training
	Multiple Implementing partners that ultimately consumes more resources in project operation.

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MGML CLASSROOM



Regular class during normal period



Selecting activity according to logo

36



EDUCATIONAL PROGRAM





PROTECTION



Rehabilitation at SIRC



PUBLIC HEALTH



THANK YOU FOR YOUR ATTENTION !

German Nepalese Help Association (GNHA)

Ranidevi Marga-3, Lazimpat, Kathmandu

Tel: 01-4002288 Fax: 01-4002287

E-mail: gnha@gnha.org.np

Web: www.gnha.org.np

www.dnh-stuttgart.org



4.7. Annexure VII: Sample of Questionnaire filled by Participants in Final Audit Event

Organizer : German Nepalese Help Association
 Event : Social Audit Event
 Venue : Shangrila Blu
 Location : Bhaktunde, Lalitpur
 Time : 1:00 pm

Questionnaire for Participants

1. How do you assess the impact created by the program implemented by GNHA?
 - a. Low
 - b. Moderate
 - c. ☒ Satisfied
 - d. Highly Satisfied
2. How is your experience working with GNHA?
 - a. Low
 - b. Moderate
 - c. ☒ Satisfied
 - d. Highly Satisfied
3. Do you think you are able to generate value for money from the implemented program?
 - a. Low
 - b. ☒ Moderate
 - c. Satisfied
 - d. Highly Satisfied
4. How satisfied are you working with local government?
 - a. Low
 - b. Moderate
 - c. ☒ Satisfied
 - d. Highly Satisfied
5. How satisfied are you working with Beneficiaries?
 - a. Low
 - b. Moderate
 - c. ☒ Satisfied
 - d. ☒ Highly Satisfied
6. What recommendations would you provide to GNHA to improve implementation & sustainability of carried program?
7. What are the areas which needs to improve from GNHA?
8. What are the supports you needs to run the program more effectively in near future ?
 मन्त्रिपालिकाको बाहिरि ७/१०/१९ (०८) मा यस संस्थाको प्रधान
 मान प्रमोद पौडेल
 ॥ शिक्षक लाई होमाला प्रदान गर्ने कार्यक्रम लागू गर्नु पर्ने ।
 ॥ २०८१ साल प्रमोद ११२१२ गतेको आदेशमा प्रमोद प्रमोद
 विद्यालय परिसरमा भर्ना गर्ने को लागी राल सेरा
 आवाजमाथि सम्बन्ध गर्नु पर्ने ।



Organizer : German Nepalese Help Association
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 - a. Low
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 - d. Highly Satisfied

6. What recommendations would you provide to GNHA to improve implementation & sustainability of carried program?

- Education Empowerment is ok / effective
- Human Resource and physical infrastructure should be given priority in schools.

7. What are the areas which needs to improve from GNHA?

- In School's physical infrastrure
- In Students' health

8. What are the supports you needs to run the program more effectively in near future ?

- physical Infrastructure
 - e.g. - Gardening
 - Fencing
 - Black Paving
- Students' Health program is necessary in schools.

Organizer. : German Nepalese Help Association
 Event. : Social Audit Event
 Venue. : Shangrila Blu
 Location. : Bhakunde, Lalitpur
 Time. : 1:00 pm

Questionnaire for Participants

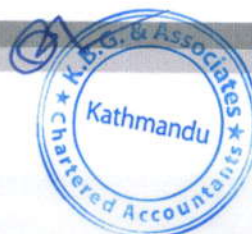
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5. How satisfied are you working with Beneficiaries?
 - a. Low
 - b. Moderate
 - c. Satisfied
 - ☒ d. Highly Satisfied

6. What recommendations would you provide to GNHA to improve implementation & sustainability of carried program?

- Coordination with Ministry is very good. The government ownership of the MGML schools will support in the long-term sustainability of the MGML practical schools.
☒ Orientation on MGML should be provided to the officials of all Municipalities.
☒ For mass dissemination of the MGML Concept, use of mass media (radio, TV) and social media platforms could also be used.
 - Best high quantity of TLM, which will reduce the per unit price. Provide or sell these TLM to municipalities/other organisations who want to implement MGML concept in their locality.

7. What are the areas which needs to improve from GNHA?

8. What are the supports you needs to run the program more effectively in near future ?



Organizer : German Nepalese Help Association
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 - b. Moderate
 - c. Satisfied
 - ☒ d. Highly Satisfied

6. What recommendations would you provide to GNHA to improve implementation & sustainability of carried program?

- It is necessary to have ownership of local government and the school itself.
 - It is important to have provide educational material and the other basic necessities to the children who are unable to fulfill those.
 - ~~It is~~ The trainee should have agreement to improve their classroom before training.

7. What are the areas which needs to improve from GNHA?

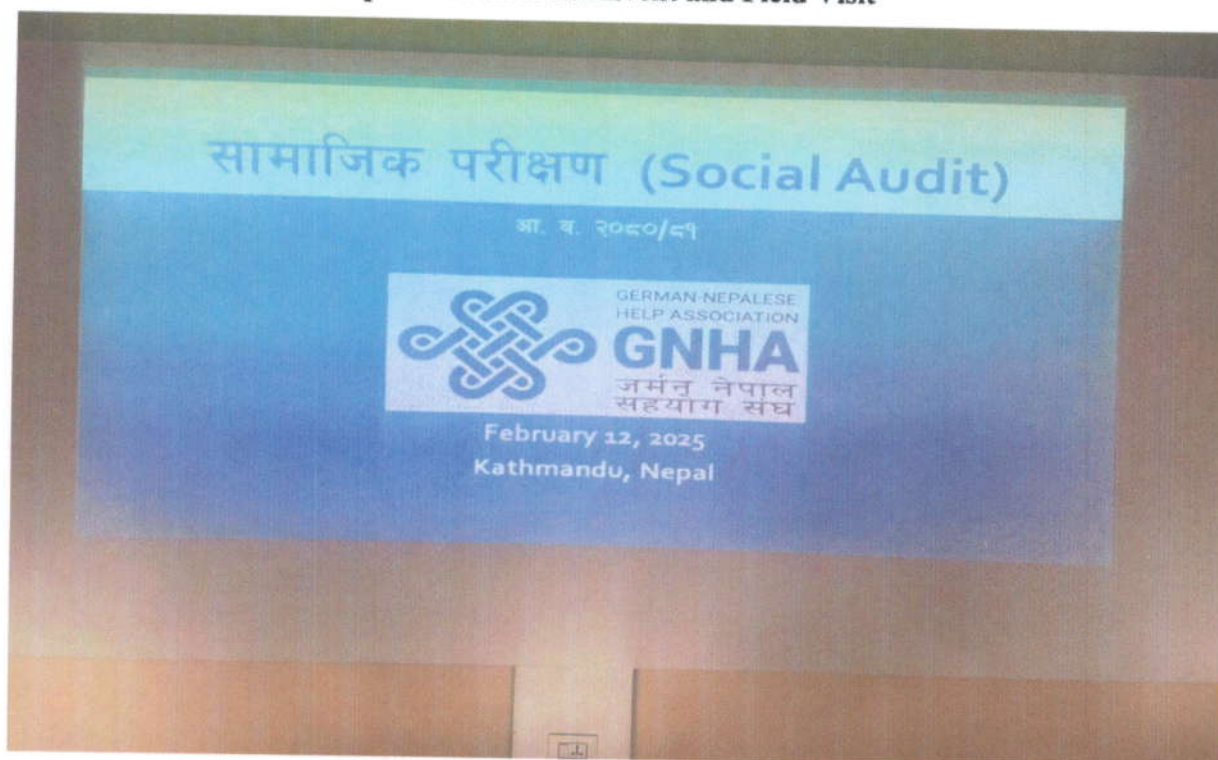
- Text, Curriculum, training should be expanded to the pre-primary level to ~~enhance~~ enrich students' ~~know~~ learning capacity what they have.
 - Training should be need-based. ~~is~~

8. What are the supports you needs to run the program more effectively in near future ?

- To run more effectively, there should be continuous observation and supervision on the field basis.
 - ~~from~~ It is ensure to spend that money on what it is given.

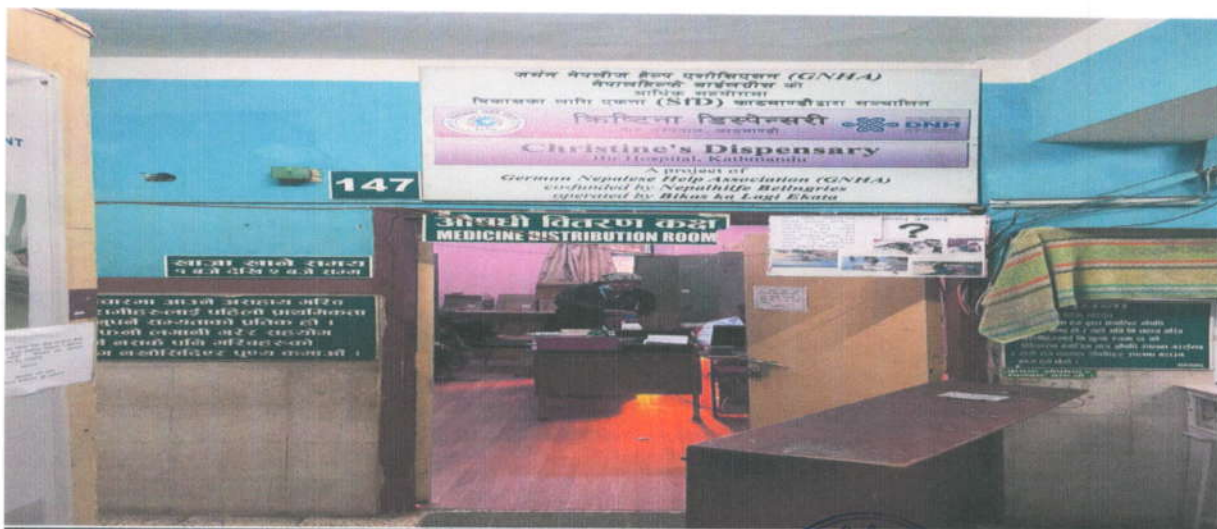
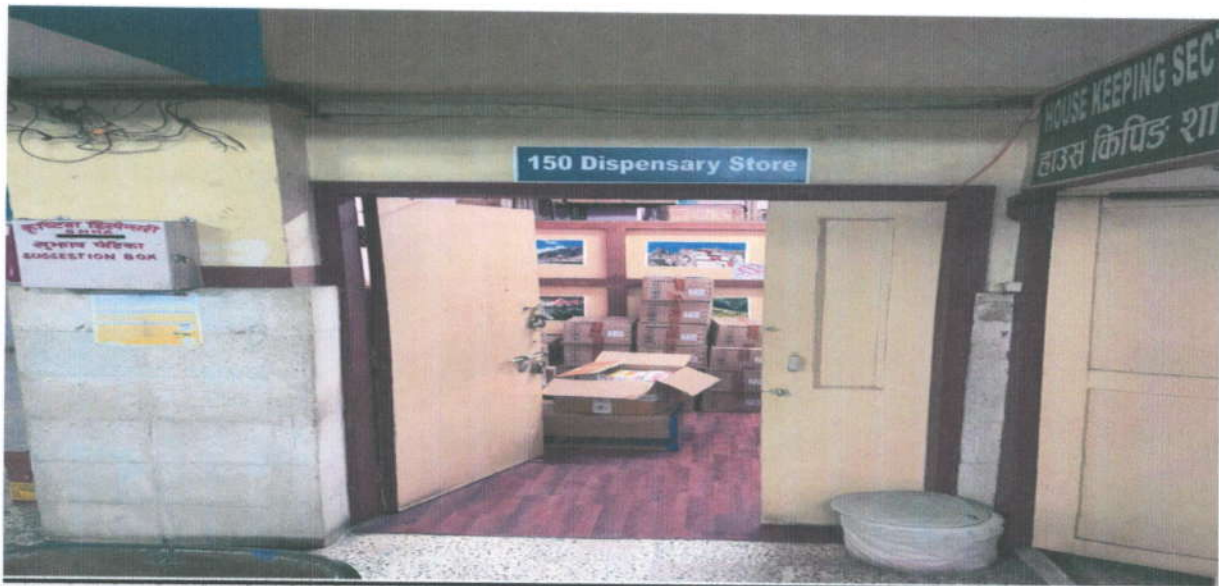
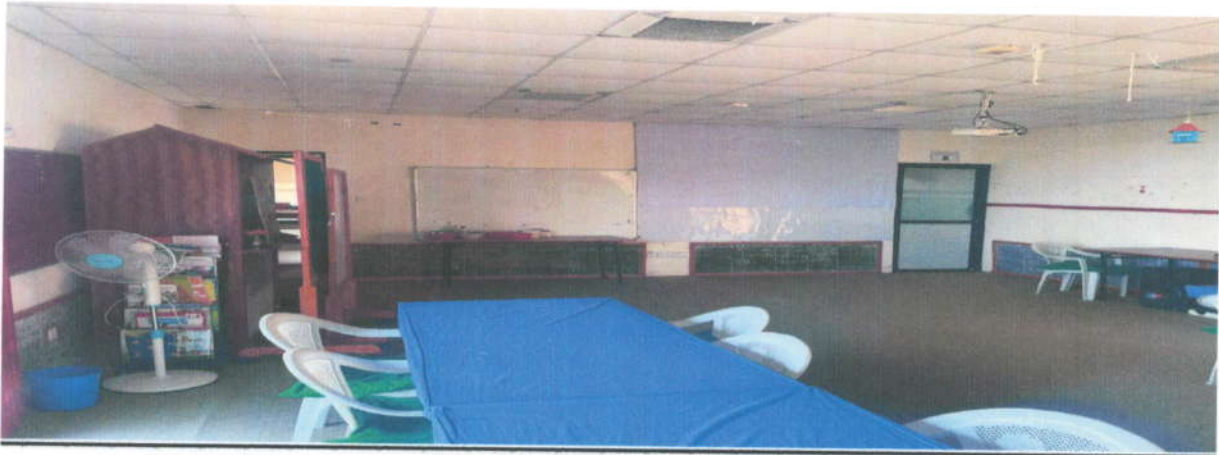
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4.9. Annexure VIII: Glimpse of Final Audit Event and Field Visit













SECTION – V

5. Miscellaneous

5.1. Coordination & Partnerships

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

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

Implementing Partners

स्पाइनल इन्जरी पुनर्स्थापना केन्द्र
Spinal Injury Rehabilitation Centre
(Run by Spinal Injury Sanghi Nepal)



CHILDREN-Nepal
चिल्ड्रेन नेपाल

Technical Support on MGML in SMART Devices

5.2. References

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S. Gyawali (2025, Feb 09) (interviewers from K.B.G & Associates) (Social Audit Team)

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