







GERMAN-NEPALESE HELP ASSOCIATION
GNHA
जर्मन नेपाल सहयोग संघ

Annual Report 2082/83

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ACRONYMS

AIN	Association of International Non-Governmental Organization
BS	:Basic School
CDC	:Curriculum Development Centre
CEHRD	:Centre for Education and Human Resource Development
DoHS	:Department of Health Services
ECED	:Early Childhood Development and Education
ETC	:Education Training Centre
FCHV	:Female Community Health Volunteers
GNHA	:German Nepalese Help Association
HHP	:Healthy Habit Project
IEC	:Information, Education and Communication
LPAC	:Local Level Project Advisory Committee
MGML	:Multi Grade Multi Level
MMB TC	:Margarete Mueller Bull Training Center
PNGO	:Partner Non-Governmental Organization
SBCC	:Social and Behavior Change Communication
SS	:Secondary School
TG	:Trainer's Guide
TLM	:Teaching and Learning Materials
ToT	:Training of Trainers
TRM	:Training Resource Materials
UNDP	: United Nations Development Program
WASH	:Water, sanitation and hygiene
WISE	:Wisely Integrated School Education

1. Background

The German Nepalese Help Association (GNHA) has been implementing programs in the sectors of education, public health, and protection, with a focus on improving the well-being, inclusion, and resilience of children, women, families, and vulnerable and disadvantaged communities. In the education sector, GNHA implements the Wisely Integrated School Education (WISE) Program. Similarly in public health, it supports the Christine Dispensary at NAMS Bir Hospital and also implements the Healthy Habit Project (HHP) focusing in the preventive measures in the schools and communities of far west Nepal. In the protection sector, GNHA implements the Dalit Girls Education and Support Programs. It also supports rehabilitation initiatives through the Spinal Injury Rehabilitation Centre (SIRC). Across these sectors, GNHA's interventions are designed to address identified needs through context-responsive approaches, strengthen local capacities, and promote sustainable improvements in quality education, inclusion, health and protection.

Multi Grade Multi Level (MGML) pedagogy remains at the core of the WISE program and is complemented by teaching learning material (TLM), digital learning, Early Childhood Development and Education (ECED), school-based monitoring, coaching and mentoring, community engagement, Greening School and Kitchen Garden. During FY 2082/083, WISE was implemented by Partner NGOs in collaboration with R/Municipalities. In the central level, the Centre for Education and Human Resource Development (CEHRD) and Curriculum Development Centre (CDC) collaborated in development of TLM, orientation of the program to the local school stakeholders whereas Education Training Centers (ETCs) provided teacher's professional development trainings on the MGML pedagogy. The program also expanded opportunities for technology-supported learning through MGML in Smart Device. ECED and Greening School and Kitchen Garden are commencing as additional interventions.

More than 3 decades of GNHA experience in curative intervention in the health sector for the poor and needy hospitalized patients through Christine's Dispensary in the premises of Bir Hospital, it has given the pathway to initiate in the preventive measures. Continuing the benevolent service of Christine's Dispensary, GNHA initiated a project "Healthy Habit Project" in Bhimdatt and Dodharachandani Municipalities of Kanchanpur district in the far west addressing WASH, nutrition, menstrual health management, personal hygiene, and safe school environments through stakeholders' engagement, capacity building of health personnel, community and school-level awareness activities, development of IEC/SBCC materials, and strengthening of school WASH facilities. In partnership with SIRC, GNHA supported to rehabilitate 5 patients and home modifications for eight individuals with spinal cord injuries, contributing to improve accessibility, safe mobility, independence, dignity, and participation in daily and livelihood activities. The Dalit Girls Education and Support Program continued to promote educational continuity and transition, higher and technical education, vocational skills, life skills, leadership, and family livelihood strengthening, while also supporting health, legal and financial literacy and community-level engagement.

Overall, GNHA's programs during FY 2082/083 reflected an integrated and inclusive approach to development, education quality including the MGML in SMART Device and inclusion with health promotion, protection, empowerment and rehabilitation. The implementation experience demonstrated the value of multi-stakeholder collaboration, local ownership, capacity strengthening, and continuous monitoring in achieving sustainable outcomes. These experiences and partnerships have provided an important foundation for evidence-based

program, institutional strengthening, and further consolidation of GNHA's interventions in the coming years.

2. Education and Training

Wisely Integrated School Education (WISE) is the major project implemented by GNHA. The implementation of the WISE project during FY 2082/083 was conducted by GNHA with the collaborative of a broad range of education stakeholders at national and local level. The collaboration strengthened local ownership and participation while promoting coordination, accountability, and shared responsibility for program implementation.

2.1. MGML Pedagogy Implementation and Quality Improvement

MGML is the core pedagogical approach of the WISE Program. It is designed to support effective teaching and learning in classrooms where students of different grades and learning levels learn together.



The approach promotes:

- Child-centered learning;
- Self-paced learning;
- Peer learning;
- Differentiated instruction;
- Learner autonomy; and
- Effective use of Teaching and Learning Materials.

During FY 2082/083, GNHA continued supporting MGML implementation. GNHA has recognized 24 schools as Benchmark Schools which are the lead school to spray the good practices of MGML. This year GNHA played role to support in Teacher Learning Circles, coaching and mentoring, monitoring, assessment tools, exhibitions, and community participation.

Target Vs Achievement

Indicator	Target	Achievement
Student Evaluation Sheets/Books	21 R/M	19 R/M
R/Municipality level Exhibitions	73 schools	30 schools
Benchmark School Support	24 schools	24 schools
Teacher Learning Circle/Cluster Workshops	80 events	55 events
On-the-spot Coaching and Mentoring	318 Man-days	313 Man-days
GNHA Education Team Monitoring	—	51 schools
LPAC Joint Monitoring and Review Meetings	18 events	17 events

The data shows strong progress across WISE project. On-the-spot Coaching and Mentoring reached 98.4% while R/M-level exhibitions achieved 41.1% only**.** Teacher Learning Circle/Cluster Workshops reached 68.8%**,** indicating areas requiring greater attention. GNHA Education Team Monitoring covered 51 schools, although no target was specified. Overall, implementation remained strong, with notable gaps in exhibitions and teacher learning activities.

My name is Krisa Basnet. I live in Dhulikhel Municipality Ward 12. Currently, I am studying in grade 4 of Bal Chetana PS. Earlier, we used to read and write only in books in school. The teacher taught explaining only which I could not understand. I did not like to read and go to school that much. The classroom was also not that good. I was weak in study.

When WISE System started in our school, a lots of changes took place. The classroom became full of educational materials. Teachers teaches us using educational materials. They teach in a fun way through games, songs, and learning cards. Now I have learned to read and write. Discipline has been also improved a lot. Now, I can learn easily as much as my friends do. That is why now I like going to school very much. Our teachers not only teaches us but also make us to find answers to our questions ourselves. They encourage us to learn and teach. I think All this has happened only because of the WISE system.



2.2.MGML in SMART Devices

MGML in SMART Device is the Part of WISE which integrates digital technology with MGML pedagogy. It aims to provide teachers and learners with digital resources that support self-paced, level based, interactive, and learner-centered learning using the MGML application in tablet. following table shows the development level of the MGML in SMART Device.

Target Vs. Achievement

Activities	Target	Achievement	Rate
MGML in SMART Device piloting	8 schools	8 schools	100%
Technical Support Visits	32	24	75%
Nepali Script and App Development	5	3	60%
Science Script and App Development	2	1	50%

The MGML in SMART Device is being piloted in 8 Schools. Initially the piloting has created the following opportunities:

- Self-paced digital learning
- Increased access to interactive learning resources
- Integration of ICT into MGML classrooms
- Increased students' engagement towards learning

2.3. Greening School and Kitchen Garden

The Greening School and Kitchen Garden is the part of WISE Project which promotes environmental education, practical learning, school gardening, nutrition awareness, and community participation. Fifty Six raised beds are constructed in various 16 schools. The raised-bed approach enables students to connect classroom learning with agriculture, environmental sustainability, food, nutrition, and practical life skills.

Target Vs Achievement

Activity	Target	Achievement	Rate
Greening School and Kitchen Garden Support	15 schools	16 schools	107%
Raised Bed Construction	45	56	124%
Ring Book Provision	15 sets	16 sets	107%
Seed Provision	135	104	77%
Technical Support Visits	45 visits	98 visits	218%

The raised bed approach has:

- Connected classroom learning with practical experience
- Promoted environmental awareness
- Strengthened school gardening practices
- Encouraged students for experiential and activity-based learning;
- Created opportunities for nutrition education;
- Increased community and Mother Group involvement
- Promoted the use of local knowledge and resources.



2.4. Teachers' Professional Development and Capacity Building

Teacher professional development is one of the major components of WISE. During FY 2082/083, GNHA collaborated with CEHRD, CDC, ETC Dhulikhel, and Indrawati Rural Municipality to provide MGML related training and orientation. The major activities and events are described as the following:

- Trainers' guide (TG) developed with the collaboration with CEHRD.
- 5 events including 133 participants, MGML orientation program was conducted with CEHRD.
- ICT-based MGML orientation was Jointly organized with CDC. There were also 5 events with 134 participants;
- MGML Teacher Training organized by ETC Dhulikhel conducted 2 events where 65 participants were benefitted
- MGML Teacher Training organized by Indrawati RM, technical support provided by GNHA. There were 24 participants.
- There were 55 events of teachers' Learning Circle (TLC) conducted.

2.5. School Monitoring, Coaching and Mentoring

Monitoring is the essential to ensure the achievement of WISE Project. During FY 2082/083, monitoring was conducted by the GNHA Education Team and field staff. During the monitoring LPAC and Review meetings were conducted. The LPAC and joint monitoring events provided the feed backs for right tracking the WISE project.

Achievements:

- GNHA Education Team conducted monitoring in 51 schools
- 313 man-days were spent for on the spot coaching and mentoring.
- There were 17 events of LPAC, joint monitoring and review meetings.

2.6.Mother Group Formation and Mobilization

The mobilization of Mother group is importance part of WISE Project. Each WISE schools have formed the Mother Group and have the practice of sharing their children's' learning in the regular meeting. 122 schools have reformed the Mother groups, as new students were enrolled in the MGML class. These schools used to sit together in bimonthly meeting and shares about their children's learning, classroom observation, discussion on raised beds, seed managements etc.



"I am Muna Tamang. I live in Gaurishankar-5, Tinekhu. My daughter studies in Grade 3 at Haleswor Basic School. Before the formation of the mothers' group at School, I didn't have much detailed knowledge about the school and the learning process. Once the mothers' group was formed and I became a member, maintaining regular contact with the school, my perspective on education and the school system began to change. After the implementation of the MGML (Multi-Grade Multi-Level) teaching method, there has been a significant improvement in my daughter's learning. Earlier, she used to be inattentive to her studies, but now she enjoys learning. Even at the young age, she is developing leadership skills, the ability to collaborate with peers, and the confidence to express herself. I have also become more active in school activities. I regularly participate in parent meetings and mothers' gatherings at the school. Not only that, but I have also been encouraging other mothers to get involved with the school. 'The MGML system has not only improved my daughter's learning but has also taught me many things."

Today, Muna Tamang has become a source of inspiration for other members of the mothers' group.

2.7. MGML Teaching and Learning Material Development and Updating

Teaching learning materials (TLM) are a major part of MGML pedagogy. GNHA is continuously working to improve the quality of TLM. This year, GNHA organized two workshop to update the TLM where the subject expert from CDC also supported to improve the TLM.

2.8. Training Curriculum and Training Resource Material Development

The GNHA Education Team participated in the development of MGML training curriculum, and Training resource Material for MGML capacity-building. The MGML Training Curriculum, and Training Resource Materials (TRM) for the ToT were developed in the initiation of CEHRD with the technical support of GNHA education team. The developed material will be used in ToT on MGML which was planned for 50 participants in initiation of CEHRD.

2.9. ECED Teaching and Learning Materials Development and Piloting

GNHA has plan of intervention in the early childhood and education for below grade 1 level. So GNHA has developed ECED teaching learning material which focus on strengthening early grade learning through appropriate, child-friendly, play-based, and locally relevant teaching and learning materials. The ECED TLM was piloted in 6 schools of Melamchi, Indrawati, Dhulikhel and Namobuddha.

2.10. Stakeholders Capacity Building

School stakeholders have internalized the project activity and also feel responsibility for the betterment and sustainability for the project. GNHA has planned the workshop for the stakeholders. There were 8 events successfully conducted the capacity building workshop for the schools' stakeholders.

2.11. Staff Capacity Development

A one-day field visit was organized by GNHA to explore about the ECED. The team of GNHA visited the Training Center in Sindhupalchowk run by First Step Himalaya. . The visit was focused on observation, functions of the training center as well as the ECED classes, management of teaching and learning materials. Education Program staff, including the GNHA Country Representative and PNGO staff, participated in the visiting group.

Capacity Development Workshop for Social Mobilizer

A one-day capacity development workshop was organized at the GNHA office for the newly recruited Social Mobilizer working in ECCA area. The workshop focused on the concepts, principles, and practices of MGML pedagogy. The session was facilitated by the GNHA Education Team to orient and making better understanding on MGML to new staff members for effective local-level implementation.

ToT on Early Childhood Education

A 10-day ToT on ECED was organized by CEHRD. Education Officer Mr. Thakur Prasad Paudel from the GNHA Education Program participated in the program representing GNHA. The training contributed to strengthen technical knowledge and facilitation skills related to Early Childhood Education and Care and is also expected to support teacher training and capacity development activities of the GNHA Project schools.

2.12. MMB Training Center Operation

The MMB Training Center was established in 2016 by GNHA, the MMB Training Center (MMB TC) serves as a dedicated facility for education and capacity-building programs. Located approximately 8 kilometers from Dhulikhel, the center is fully operated and managed by GNHA. It provides an appropriate environment for residential training, workshops, orientations, and professional development activities, particularly in MGML pedagogy and school education.

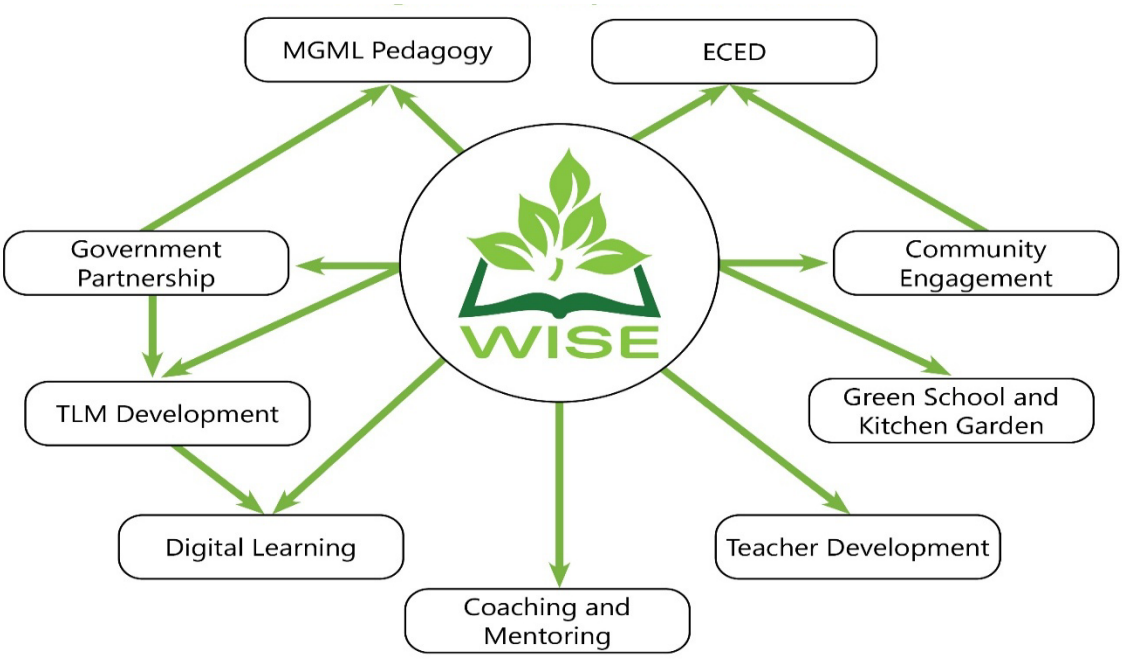


Major Outputs

- The training center operated for a total of 27 days during FY 2082/083.
- A total of 199 participants benefited from training and capacity-building activities.
- The model MGML classroom and flexible training facilities were used for practical learning, demonstrations, workshops, and training sessions.
- The center contributed to strengthening the capacity of teachers, education personnel, and other stakeholders.
- The center provided a practical and conducive learning environment for residential and non-residential education programs.

The MMB Training Center remains an important institutional asset for GNHA and provides potential for expanding national-level education and capacity-building activities.

Interrelationship among WISE Program Activities



Education intervention overall progress at a glance - 2082/83

Intervention	Achievement
Benchmark School Support	100%
MGML in SMART Device Piloting - English Subject	100%
MGML TLM (Grade 1-3) Review and Update Workshop	100%
MGML Orientation with CEHRD	100%
ICT-based MGML Orientation with CDC	100%
MGML Teacher Training through ETC Dhulikhel	100%
ToT on MGML – CEHRD	100%
ECED TLM Development Workshop	100%
ECED TLM Piloting in 6 MGML Schools	100%
Stakeholder Capacity Building	100%
On-the-spot Coaching and Mentoring	98%
LPAC Joint Monitoring and Review Meetings	94%
Mother Group Formation and Mobilization	91%
Student Evaluation Sheets/Books provided by R/Municipalities	90%
Raised Bed Construction	124%
Ring Book Provision	107%
Technical Support Visits	218%
Overall Greening School and Kitchen Garden Support	107%
ECED TLM Printing	125%

Transforming Learning and Daily Habits through WISE MGML

Sabita and Sarita Thapa are sisters from a disadvantaged family who study in the WISE classroom at Chiuribhanjyang B.S. of Galchhi Rural Municipality, Dhading. Multi Grade Multi Level (MGML) method is the main pedagogy in the WISE class where child-centered teaching approaches are combined with supportive learning materials along practical life skills through morning meeting activity and attention to children's overall development. Before the implementation of the WISE Program, the sisters did not brush their teeth regularly and had limited personal hygiene habits. They were also less interested in their studies and participated only minimally in classroom activities. These challenges affected their engagement in learning and their confidence in participating in the classroom.



Engaging in the WISE classroom following MGML methodology, Sabita and Sarita gradually began to demonstrate positive changes in their daily routines and learning behavior. The child-friendly and activity-based learning environment encouraged them to participate more actively in classroom activities and develop greater interest in their studies.

Today, both sisters brush their teeth every day, maintain better personal hygiene, and attend school regularly. Their reading and writing skills have improved, and they have become more confident, active, and motivated to learn. Their increasing participation in classroom activities and continued progress in academic performance demonstrate the positive influence of the WISE program.

The story of Sabita and Sarita highlights how the WISE Program goes beyond academic instruction by supporting children's personal hygiene, learning habits, confidence, and active participation.

3. Public Health

3.1. Christine's Dispensary



German Nepalese Help Association (GNHA), Christine Dispensary continues to serve as a vital healthcare intervention for impoverished and marginalized patients across Nepal. The Dispensary provides essential medicines and surgical supplies free of charge.

The dispensary's operational workflow includes prescription assessment, socio-economic screening, approval and dispensing, and patient counseling. This multi-tiered approach aligns with Nepal's National Health Policy (2019), the 16th Periodic Plan, and Sustainable Development Goal 3 (Good Health and Well-being).

Highlights of The Year

- 13,995 patient visits served with free medicines and surgical items.
- NPR 7,189,886.00 expended on pharmaceutical and surgical supplies.
- Gender equity progress: Female patient representation rose to 43.7% of unique patients.
- Poor Patient Fund: NPR 450,000.00 distributed to 18 critically ill patients, with 55.6% female beneficiaries.
- Procurement efficiency: NPR 6,336,350.26 worth of medicines purchased, supported by strict inventory and return protocols.
- Waste reduction: Returned medicines decreased to NPR 278,657.55, reflecting improved dispensing practices.

Poor Patients Fund

The fund supported patients with complex conditions such as cancers, kidney failure, neurosurgical syndromes, and cardiovascular diseases. Beneficiary coverage expanded from 16 to 18 patients, with funding increasing by 15.4%. Importantly, female representation improved from 31% in FY 2081/82 to 55.6% in FY 2082/83, demonstrating progress in gender-responsive healthcare.

- Female Beneficiaries: 10 Patients
- Male Beneficiaries: 8 Patients

3.2. Healthy Habit project

The Healthy Habit Project (HHP) has been implemented in Bhimdatt and Dodharachandani Municipalities of Kanchanpur with the objective of promoting Water, Sanitation, and Hygiene (WASH), nutrition, menstrual health management, and safe school environments. This report presents the progress of the project activities.

3.2.1. Baseline Survey

The project began with a comprehensive baseline survey and provided essential data for planning, establish benchmarks, and guide monitoring and evaluation across 10 schools and 5 communities.

3.2.2. Stakeholder Engagement

Meetings were conducted with municipality Mayor, Deputy Mayor, Education and Health Officials, Ward Chairperson, School Principals, Female Community Health Volunteers (FCHVs), and other stakeholders. These interactions strengthened coordination and secured stakeholder support for the program during the implementation phase.

3.2.3. Capacity Building of Health Staff

Capacity building was prioritized through training sessions for 20 health facility staff on WASH, personal hygiene, nutrition, menstrual health management, and sanitation. The training enhanced the knowledge and skills of health personnel, enabling them to promote healthy practices in their respective facilities.

4. Protection



GNHA contributes to the projects related empowerment, rehabilitation and social relief in the Protection area. Children Nepal (CN) and Spinal Injury Rehabilitation Center (SIRC) are the partner organizations to carry out the projects.

4.1.Children Nepal (CN)

Children Nepal (CN) is responsible to implement the following three programs.

- Empowerment of Dalit Girls through School Education
- Vocational Skill Training, Technical & Higher Education Program
- Family Livelihood Strengthen Program

The program was focused on empowering marginalized Dalit girls through school education, vocational skills, higher and technical education, and family livelihood. The project intervein in school support, community participation, child rights advocacy, and family empowerment to create a supportive environment for girls' education and development.

Major Activities

4.1.1. School Education Support

Continuity of school Education: 300 Dalit girls received educational support; 96.33% passed annual examinations. Ensuring continuity in education helps reduce dropout rates among marginalized girls and strengthens their long-term academic prospects

Material Distribution: Educational materials, stationery and school uniforms were distributed in partner schools with participation of local leaders. Providing essential learning materials removes financial barriers and motivates students to attend school regularly, while community involvement builds ownership and support.

Workshops & Trainings: Goal-setting, life skills, leadership development, and career counseling sessions were conducted. These sessions empower girls to plan their futures, develop confidence, and acquire practical skills necessary for personal growth and leadership.

Exposure Visits: Girls visited eco-centers, research farms, and schools to learn about sustainable agriculture, eco-clubs, and career development. Exposure visits broaden practical knowledge, encourage peer learning, and connect classroom education with real-world opportunities.

Child Clubs: Four child clubs were established, enabling girls to raise voices against violence and advocate for child rights. Child clubs provide a safe platform for collective action, enhance leadership skills, and strengthen advocacy for children's rights within schools and communities.



4.1.2 Higher & Technical Education

- GNHA scholarships supported 2 girls in Diploma and bachelor's programs.
- 9 girls in higher and technical education received educational materials and winter clothing.

4.1.3. Vocational Skill Training



- Young women discontinued from school were enrolled in trainings such as barista, caregiver, beauty parlor, and computer skills.
- Two graduates secured employment through networking with civil society and local enterprises.

4.1.4. Family Livelihood Strengthening

- **Health and Legal Literacy:** 167 parents attended reproductive health and legal literacy sessions.
- **Health Insurance:** 103 families (447 members) enrolled in insurance schemes.
- **Financial Literacy:** 67 parents trained in household bookkeeping and budgeting.
- **Organic Farming:** 98 parents trained in kitchen gardening and organic farming; many adopted sustainable practices.
- **Handicrafts:** 33 participants trained to produce eco-friendly handicrafts from corn husks, enhancing income opportunities.

4.1.5. Organizational Development & Coordination

- Coordination meetings with schools, local governments, and stakeholders strengthened collaboration.
- Staff capacity building included training on AI tools, digital monitoring, and nonviolent communication.

4.2. Spinal Injury Rehabilitation Center (SIRC)

The Spinal Injury Rehabilitation Centre (SIRC), run by Spinal Injury Sangh Nepal (SISN), implemented two major initiatives with support from GNHA

1. **Home Modification Project**
2. **Patient Sponsorship Project**.

Both programs aimed to enhance accessibility, independence, dignity, and rehabilitation opportunities for individuals with spinal cord injuries, particularly those from disadvantaged backgrounds.

Home Modification Project



Total 8 beneficiaries from different districts received home modifications based on their needs and environments. Modifications included construction of wheelchair-accessible toilets and bathrooms, ramps, grab bars, commode chairs, water taps, and improved entrances and pathways. The beneficiaries were:

1. Rupesh Bhandari,
2. Kunti Kumari Saud,
3. Rajkumar Tamang,
4. Lok Bahadur Dangi
5. Prem Budathoki
6. Sankhalal Lohar
7. Gopal Dangaura
8. Chandra Bahadur Tamang



Each beneficiary gained safe mobility, independence in daily activities, improved hygiene, and reduced dependence on family members. Several resumed or initiated income-generating activities such as grocery shops, tea stalls, sewing, and bamboo basket making, thereby contributing to family livelihoods.

Five patients were sponsored for comprehensive rehabilitation packages. Services included medical care, nursing, physiotherapy, occupational therapy, psychosocial counseling, family conferences, and provision of suitable wheelchairs. The patients were:

1. Tilsari Pun Magar
2. Shanta Kumar Rai,
3. Hari Sahani
4. Tika Rai
5. Pancha Lal Gole

They achieved improved mobility, independence in activities of daily living, enhanced personal hygiene, and reduced reliance on family members. Many expressed plans to engage in farming, vocational training, or small businesses, strengthening their prospects for socio-economic reintegration.

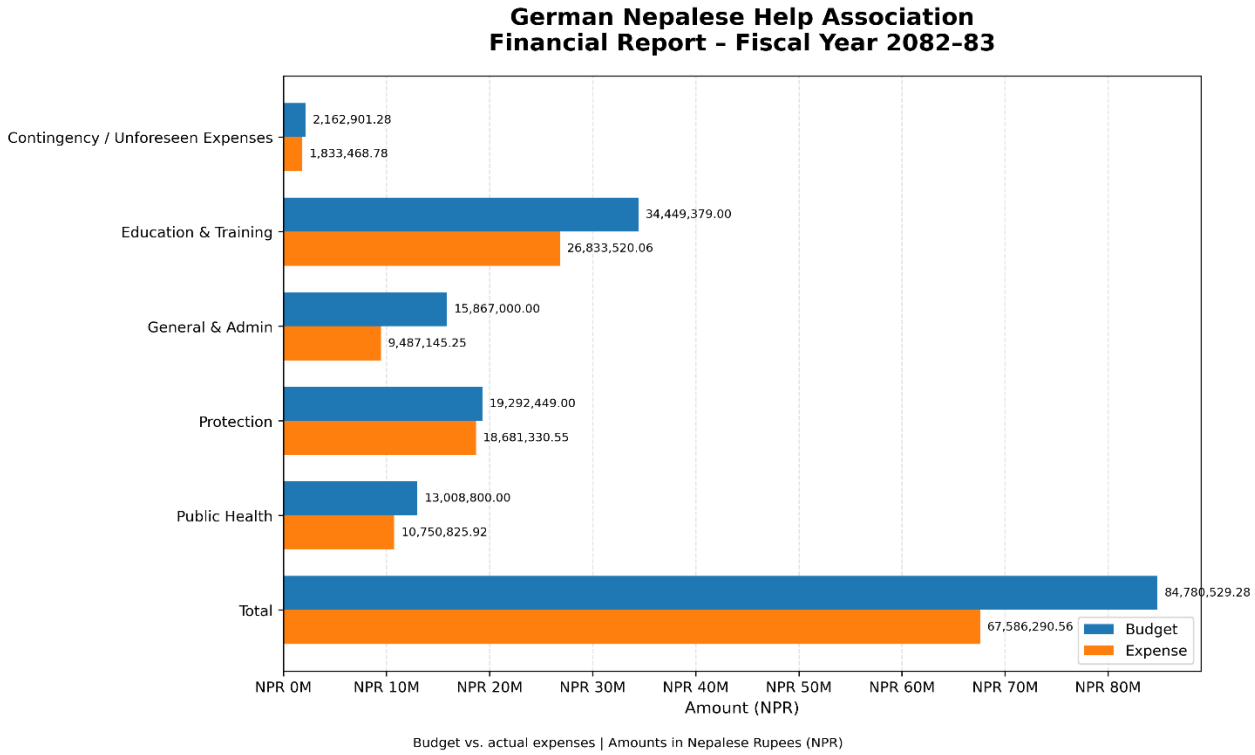
5. Monitoring and Review

- The Planning and Monitoring Section of CEHRD conducted a monitoring visit to review WISE project implementation, progress, and overall program performance from **2083/03/23 to 2083/03/26**.
- A three-day monitoring visit was conducted by the Planning and Program Section and Coordination and Publication Section of CDC from **2083/03/27 to 2083/03/29**. The monitoring team visited WISE schools in Jiri.
- GNHA and SWC delegations visited project sites, affirming program impact and sustainability.
- The Regular monitoring and evaluation activities conducted in Healthy Habit project area in all targeted schools and community helped in documentation on progress, achievements, challenges, and lessons, ensuring accountability and guiding adaptive management**.**

These monitoring visits also demonstrate the engagement of government education agencies in the WISE Program which contributes on strengthening accountability, learning, and institutional ownership.

6. Financial Detail

The financial performance of GNHA in FY 2082/83 demonstrates responsible and effective utilization of available resources. Of the total approved budget of NPR 84.78 million, NPR 67.59 million (79.7%) was utilized during the year. The highest utilization was observed in Protection (96.8%), followed by Public Health (82.6%) and Education & Training (77.9%) while comparing to the budgeted figures. The overall expenditure pattern reflects a focus on program implementation while maintaining prudent control over administrative and unforeseen expenditures. The figure is given below.



7. Lesson Learnt

1. Continuous coaching and mentoring is essential for translating the knowledge and skills gained through formal training into effective classroom practice.

2. Collaboration with CEHRD, CDC, and ETCs has strengthened the institutional recognition, ownership, and sustainability of MGML.

3. Effective technology integration requires continuous technical support, particularly for digital content development, device use, and follow-up.

4. School-based interventions require regular technical follow-up and guidance to ensure quality implementation and sustainability.

5. Meaningful community participation, particularly through Mother Groups, strengthens local ownership and supports the sustainability of school-based interventions.

6. Phase-out planning should begin early to ensure a systematic transition, ownership transfer, and long-term sustainability of program interventions.

7. Standardized monitoring and reporting systems are essential for clearly distinguishing planned targets, additional achievements, and unplanned outputs.

8. Outcome documentation should be strengthened to capture changes in student learning, teacher practice, classroom environments, and school-community relationships beyond activities and outputs.

9. delivery of free medicines to nearly 14,000 visits showed the importance of free medicine distribution

10. The programs implemented by CN demonstrated the improved gender balance among beneficiaries.

8. Challenges and Area for Improvement

Despite overall strong performance, the following areas require further attention:

- The education program faced challenges in achieving the planned targets for all programs, with an achievement average of 87 Percent.
- Transfer of Education officers as well as the MGML trained teachers from the project area.
- Rising costs of specialized pharmaceuticals and surgical supplies.
- Heavy dependence on direct purchases due to inconsistent in-kind donations.
- Limited pediatric coverage (1.7%) owing to referral structures.
- Complex socio-economic screening amidst high patient volumes.

9. Recommendation

1. Prioritize to Complete the remaining digital MGML content for Nepali and Science subjects.
2. Strengthen technical support for schools implementing MGML as well as MGML in SMART Device.
3. Institutionalize phase-out and sustainability workshops before completing program cycles.
4. Increase R/Municipality-level education Fairs to enhance learning-sharing culture.
5. Continue collaboration with CEHRD, CDC, ETCs, Bir Hospital, DoHS Teku, UNDP, international donors and local governments.
6. Better to make a strong documentation of successful models and innovations from benchmark schools.
7. Strengthen financial and program linkage by regularly reviewing expenditure against results and targets.
8. Promote evidence-based learning and documentation through case studies, success stories, and outcome documentation.

10. Conclusion

The implementation of the WISE Program during FY 2082/083 demonstrates substantial progress toward improving the quality, relevance, and inclusiveness of school education. The program achieved 87 percent of its targets in overall interventions. The program's collaboration with CEHRD, CDC, ETCs, Bir Hospital, DoHS Teku, UNDP, donors as well as local

governments, PNGOs, schools, and communities has strengthened institutional ownership and created a stronger foundation for sustainability and scaling up of the programs.

Overall, the FY 2082/083 results confirm that WISE is developing as an integrated education model that combines MGML pedagogy, digital learning, teacher professional development, ECED, environmental education, experiential learning, community engagement, and institutional partnership. Similarly, The Healthy Habit Project has made significant progress in strengthening hygiene, sanitation, nutrition, and health practices in schools and communities of Kanchanpur. The next phase of the program should focus on strengthening the areas where implementation performing low and moderate. With continued institutional collaboration, evidence-based planning, systematic documentation, and stronger sustainability mechanisms, the Program and projects have significant potential to contribute to improved learning outcomes and to serve as a replicable model for education and training, Public health and protection area in Nepal.

Annex 1. WISE program coverage

PNGO	District	R/Municipalities	Number of Schoos	Number of Schoos (District Wise)	Total Schools for PNGOs
EEC Kavre	Kavre	Dhulikhel Municipality	7	13	52
		Namobudha Municipality	6		
	Dolakha	Jiri Municipality	8	17	
		Gaurishankar Rural Municipality	9		
	Ramechhap	Khandadevi Rural Municipality	14	14	
	Sindhuli	Kamalamai Municipality	6	8	
		Golanjor Rural Municipality	2		
SfD	Sindhupalchowk	Melamchi Municipality	11	20	52
		Bahrabise Municipality	7		
		Indrawati Rural Municipality	2		
	Dhading	Benighat Rorang Rural Municipality	1	32	
		Netrawati Dabjong Rural Municipality	3		
		Galcchi Rural Municipality	7		
		Jwalamukhi Rural Municipality	21		
ECCA	Chitawan	Rapti Municipality	9	9	24
	Makwanpur	Hetauda Sub Metropolitan	3	3	
	Rasuwa	Kalika Rural Municipality	6	6	
	Nuwakot	Myagong Rural Municipality	6	6	

Annex 2: Target versus Achievement Framework

S.No.	Interventions/Activities	Total Target	Total Achie.	Total Achievement %	Responsible	Remarks
1	Students Evaluation Sheet (Book)	21	19	90%	R/Municipality	19 R/Municipalities
2	R/Municipality Level Exhibition	73	30	41%	R/Municipality	30 schools
3	Mother Group Formation and Mobilization	128	116	91%	PNGOs	122 Mother Groups
4	Benchmark Schools Support	24	24	100%	PNGOs	
5	LPAC and Joint Monitoring	18	17	94%	PNGOs	
6	Teacher's Learning Circle	80	55	69%	PNGOs	
7	On the spot coaching and mentoring	318	313	98%	PNGOs	By Field Staff

8	Capacity building of Stakeholders	8	8	100%	PNGOs	By EEC Kavre
9	Phase Out Workshop	4	0	0%	PNGOs	Kavre and Dolakha
10	MGML in SMART Device	8	8	100%	ERDCN	in 8 schools
11	MGML in SMART Device - Technical support visit	32	24	75%	ERDCN	by Narayan Nepali
12	MGML in SMART Device - Script, App Develop - Nepali Subject	5	3	60%	ERDCN	Thakur P. Paudel
13	MGML in SMART Device - Script, App Develop - Science Subject	2	1	50%	ERDCN	Kedar Dyola
14	WISE Schools monitoring by GNHA Education Team	0	51	0%	GNHA	51 schools/128 schools
15	Greening School & Kitchen Garden Support - 15 schools	15	16	107%	GNHA	Tanka Rai
16	Raised Bed Construction	45	56	124%	GNHA	
17	Ring book provided to schools	15	16	107%	GNHA	
18	Seeds provide to schools (15 schools *3 raised beds *3 times)	135	104	77%	GNHA	
19	Greening School & Kitchen Garden - Technical Support visit	45	98	218%	GNHA	
20	MGML TLM Update Workshop (1 Internal, 1 Jointly with CDC)	2	2	100%	GNHA	In subject Group Grade 1-3
21	ToT on MGML	2	2	100%	GNHA	56 Participants
22	Trainings - Jointly with CEHRD - Orientation on MGML	5	5	100%	GNHA	5 Events 133 Participants
23	Trainings - Jointly with CDC - Orientation on ICT based MGML	5	5	100%	GNHA	5 Events 134 Participants
24	Teacher Training on MGML - ETC Dhulikhel	2	2	100%	GNHA	ETC 2 Events 65 Participants
25	ECED TLM development workshop	1	1	100%	GNHA	Internal Workshop
26	ECED TLM Piloting in 6 schools	6	6	100%	GNHA	
27	ECED TLM Print (Standard Copy)	120	150	125%	SfD	Ordered for printing
28	MMB TC Beneficiaries	0	199	0%		199 people

Annex 3: WISE Benchmark Schools list

PNGO	S. N.	School Name	Cluster	Cohort	ECED	Grade 1-3	Grade 4-5	Total
EEC	1	**Binayak Bal BS**	Dhulikhel	2070	22	32	20	**74**
	2	**Kalidevi SS**	Dhulikhel	2078	14	22	17	**53**
	3	**Janata PS**	Namobuddha	2078	11	38	16	**65**
	4	**Chhahare PS**	Jiri	2071	16	14	8	**38**
	5	**Phujing Primary School**	Jiri	2075	9	4	5	**18**

	6	**Haleswor Primary School**	Gaurishankar	2075	7	22	16	**45**
	7	**Saraswoti PS**	Kamalamai	2079	8	14	11	**33**
	8	**Gopi BS**	Khadadevi	2079	17	10	11	**38**
SfD	9	**Kalidevi BS**	Bahrabise	2070	18	15	8	**41**
	10	**Thanabhanjyang BS**	Melamchi	2075	13	15	30	**58**
	11	**Public B.S**	Melamchi	2079	11	18	11	**40**
	12	**Bhimsen BS**	Indrawati A	2077	20	31	23	**74**
	13	**Panchakanya BS**	Indrawati B	2077	9	29	14	**52**
	14	**Mahendra Barahi SS**	Netrawati	2072	16	29	38	**83**
	15	**Buddha BS (Chautara SS)**	Netrawati	2073	13	32	33	**78**
	16	**Nimarchowk BS**	Netrawati	2077	19	21	23	**63**
	17	**Orbang BS**	Benighat	2073	19	28	29	**76**
	18	**Budhigandaki BS**	Jwalamukhi	2080	14	19	0	**33**
	19	**Dhuseni BS**	Jwalamukhi	2080	19	27	14	**60**
	20	**Janasewa B.S**	Galchhi	2081	24	33	29	**86**
ECCA	21	**Rastriya Basic School**	Rapti	2080	19	24	16	**59**
	22	**Kalika Basic School**	Hetuda	2080	14	36	33	**83**
	23	**Shree Jhyanglang PS**	Kalika	2081	18	9	7	**34**
	24	**Baghbhairum BS**	Myagang	2081	16	22	16	**54**
Total					**366**	**544**	**428**	**1338**

Annex 4: Greening School and Kitchen Garden - School List

PNGO	S. N.	Code No.	School Name	Cluster	Cohort	ECED	Grade 1-3	Grade 4-5	Total
EEC Kavre	1	111	**Janauddhar PS**	Panchkhal	2070	11	16	6	**33**
	2	112	**Golmadevi PS**	Panchkhal	2070	20	32	20	**72**
	3	121	**Binayak Bal BS**	Dhulikhel	2070	22	32	20	**74**
	4	164	**Baljyoti BS**	Kavrevanjyang	2076	36	37	21	**94**
	5	175	**Kalidevi SS**	Dhulikhel	2078	14	22	17	**53**
	6	181	**Janata PS**	Namobuddha	2078	11	38	16	**65**
	7	351	**Cherdung PS**	Jiri	2073	15	16	9	**40**
	8	354	**Phujing PS**	Jiri	2075	9	4	5	**18**
	9	331	**Chahare PS**	Jiri	2071	16	14	8	**38**
SfD	10	246	**Thanabhanjyang BS**	Melamchi	2075	13	15	30	**58**
	11	242	**Kalikasharan BS**	Thakani	2073	7	10	8	**25**
	12	255	**Bhimsen BS**	Indrawati A	2077	20	31	23	**74**
	13	261	**Panchakanya BS**	Indrawati B	2077	9	29	14	**52**
	14	415	**Shantikali BS**	Katunje	2072	3	13	11	**27**
	15	453	**Orbang BS**	Benighat	2073	19	28	29	**76**
Total						**225**	**337**	**237**	**799**

Annex 5: MGML in SMART Device Piloting schools list

District	S. No.	Name of School	Address
Kavre	1	Kalidevi SS	Dhulikhel-11, Dandagaun
	2	Janata BS	Namobuddha-2, Kavre
	3	Binayak Bal BS	Dhulikhel-8, Badalgaun
Sindhupalchowk	4	Thanabhanjyang BS	Melamchi-6, Sindhupalchowk
	5	Panchakanya BS	Indrawati-8, Jyamiremane
Dhading	6	Nimarchowk BS	Netrawati Dabjong, Dhading
	7	Orbang BS	Benighat Rorang, Dhading
	8	Dhuseni BS	Jwalamukhi-5, Dhading

Annex 6: ECED TLM Piloting schools list

District	S.No.	Name of School	Address
Kavre	1	Binayak Bal BS	Dhulikhel -8, Badalgau
	2	Kalidevi SS	Dandagaun, Dhulikhel-11
	3	Janata PS	Dalsinge, Namobuddha-2
Sindhupalchowk	4	Thanabhanjyang BS	Thanabhanjyang, Melamchi-4
	5	Thulothakani SS	Patibhanjyang, Melamchi-4
	6	Panchakanya BS	Indrawati-8, Jyamiremane

Annex 7 : Total Patients Served and Expenses

Month (2082/83)	Total Patient Visits	Expenditure (Medicines & Surgical Items) [NPR]
Shrawan, 2082	1,372	575,618.00
Bhadra, 2082	1,232	459,901.00
Ashoj, 2082	851	382,093.00
Kartik, 2082	763	376,464.00
Mangsir, 2082	1,214	643,364.00
Poush, 2082	1,221	678,411.00
Magh, 2082	917	577,319.00
Falgun, 2082	919	548,637.00
Chaitra, 2082	1,394	772,031.00
Baisakh, 2083	1,238	662,462.00
Jestha, 2083	1,363	680,035.00
Ashad, 2083	1,511	833,551.00
Total	13,995	NPR. 7,189,886.00