



 **Good Neighbors**  
International

# Annual Report 2018

**Good Change  
for the World**

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Dear Reader,

Children are at the heart of our work and in 2018 we reached out to 108,000 poor, marginalized and disadvantaged children, their families and communities.

Our child-centered programs in education, health and WASH, income generation, sponsorship service and child protection are designed and implemented hand-in-hand with government agencies and with support from local partners. This year, we promoted child rights and child protection, increased equitable access to quality education, improved health-seeking behaviour, and improved socioeconomic status of children and their communities in remote areas across twenty districts of the country.

Technology is transforming the world at a very fast pace. Rural children face the danger of being left behind. We are committed to creating conducive learning environment and making them fairly acquainted with information and communication technology (ICT). In recognition of our pioneering ICT in education project, and other interventions in the form of infrastructure, teaching-learning materials, and capacity development of school authorities, this year also GNI Nepal was felicitated by local governments, schools, and communities.

It fills me with joy to highlight the fact that we supported around 100,000 grades 1-12 students of 435 schools to showcase their talents and raise voice on various issues concerning them, from the school to the national level. At many of those schools we made periods for girls healthy, easily manageable, and dignified—something we are proud of.

Like years prior, we focused on strengthening local health facilities through infrastructure, equipment, and capacity development support as well as enhancing health-seeking behavior of communities. We worked closely with communities for construction and renovation of water schemes, and facilitated them to adopt hygienic and health enhancing practices.

Poverty engenders suffering, and it is at the root of major problems that our children and communities face around the world including Nepal. Our interventions, this year also, strived to improve social economy of rural communities.

Gains made this year became possible due to immense efforts put in by local communities, government agencies, partners, staff members, and support from donors. I hope 2019 will herald more opportunities for cooperation, coordination, and collaboration with all for serving the children and people of Nepal.

Min Ho Choi  
Country Director

# Where we Work



Good Neighbors International (GNI) has been working in Nepal since 2002 with the objective of improving lives of poor people, especially children through sponsorship service, child protection, education, income generation, health services, disaster risk reduction, advocacy, and governance programs.

## 2018 in Numbers

Worked in **1** metropolis, **25** municipalities, and **46** rural municipalities of **20** districts

Partnered with **24** NGOs and **12** CBOs

Worked with **523** schools, **282** health facilities, **194** child clubs, and **126** cooperatives

Sponsored **11,754** girls and **9,862** boys to continue education

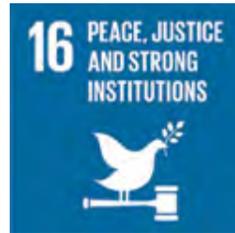
Benefited **75,632** females and **52,141** males



# Sponsorship Service & Child Protection



## ALIGNING SUSTAINABLE DEVELOPMENT GOAL



Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

## ACHIEVEMENTS



**22,616** annual progress reports of sponsored children prepared



**20,258** sponsored children wrote annual child letters



**23,926** sponsored children's homes visited



**1352** children received gift money



**590** children oriented on disaster risk reduction



**522** new children enrolled in sponsorship service program

## Shy Boy Turns Into a Leader

**Darshan Badaila, 16**  
Purbichauki Rural Municipality  
Ward No.7, Doti District



Darshan was a shy kid and an average student. Unlike other outspoken and articulate kids, he was quiet and remained at the periphery. He says, "We grow up and in the meantime, become confident in expressing ourselves. Time went by, but speaking in public was still my biggest fear, although, I wished it to go away. You know, I go to an ordinary public school where self-development opportunities are also almost nonexistent."

In 2012, after Badaila was enrolled in our sponsorship service program, things took a turn for the better. He received education materials and other needed resources which helped him to progress in his studies including support for his overall self-development. Over time, he also attended skills development training events which boosted his confidence.

Darshan started to participate in various co-curricular activities organized at his school. Gradually, he made a lot of progress and grabbed first position in final exams and many co-curricular competitions.

Darshan, happily shared, "I'm very happy and proud that I got to attend the child club training. I am the chairperson of the child club at my school. I've been able to establish a very strong child network in Pokhari and, as a leader, conducted various sanitation activities at my school and community."

He dreams of becoming an agricultural expert and lecturing at a technical school. Currently, he is focused on his studies and scoring good grades.

**Right to life, survival, and development**  
All children and adolescents have a right to the basic provisions for living, surviving, and developing.

**Nondiscrimination**  
All children should be treated equally, no matter what their race, religion, language, place of origin, and residence.

**Respect for the views of the children**  
All children have the right to have their views, opinions and ideas heard in matters concerning them.

**Best interest of children**  
All children's happiness, security, mental health, and emotional development should be fostered.

**Zero tolerance of violence against children**  
No form of child exploitation, abuse and neglect can be tolerated and condoned.

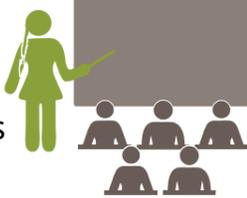
**Our one-to-one sponsorship service program matches poorest of the poor children across the world to sponsors so that they receive support for fulfilling their basic needs and enhancing their overall quality of life. In Nepal, Good Neighbors International started sponsoring children in 2009 and since then we have continuously supported students that belong to hard-to-reach, disadvantaged, and marginalized communities in remote areas to get education from grade one to secondary level.**

**Not a single child deserves to suffer from violence, exploitation, abuse, and neglect. Our child protection program is based on the rights-based approach and underpinned by the principles of nondiscrimination, respect for the views of the child, and zero tolerance of child exploitation and abuse. Raising awareness of the right holders (children) so that they can claim their rights and assisting duty bearers (families, communities, and state) to deliver them is our top priority.**



## ACHIEVEMENTS

 **5** IEC/BCC materials developed and disseminated

**46** Child Friendly Local Governance training sessions conducted 

 **43** child protection committees formed

**508** child protection committee members received training

 **16** grassroots and one national level Bal Kachahari (Stakeholder Dialogue) conducted

 **127** child clubs formed/reformed  
**1382** members of child clubs empowered

 **689** representatives of local stakeholder institutions orientated on Convention on the Rights of the Children (CRC)

 **5292** children sensitized on CRC

## CHILD CLUBS IN ACTION



**148** child clubs prepared action plans for fighting against child rights violations and conducted progress monitoring meetings

**66** child clubs initiated and successfully organized awareness-raising activities

**122** child clubs led co-curricular activities at their schools

**15** child marriages about to happen faced disruption attempts from child clubs

**27** child clubs used complaint boxes to uncover and solve problems and issues concerning their counterparts at their schools

**98** child clubs regularized discussions on child protection issues

**55** child clubs published monthly wall-magazines

**27** child clubs got registered with local government units and formed secretariats

## Brilliant Tinkerer

**Bharat Budha, 16**  
Lamki Chuha Municipality  
Ward No. 1  
Kailali District

Bharat, a ninth grader at Saraswoti Secondary School, Kauwapur lives with his father, mother, and siblings. The Budhas sustain themselves with a small income of the father who works as a daily wage earner. His mother takes care of domestic chores and livestock.

GNI Nepal started supporting Bharat in 2012 under its sponsorship service program when he was in the fourth grade. Ever since, he has received educational materials (exercise books, pens, pencils, eraser, geometry box, etc.), school uniform, and bag every year.

Bharat fashions torchlight, helicopter, van, excavator, 'missile', etc. out of materials discarded at home and around the neighborhood. His head teacher says, "This boy is good at studies. He is active in co-curricular activities and makes innovative gadgets out of scrap".

Bharat says he could make real working prototypes of helicopter, excavator, and other machines if he gets support; not an unfounded claim indeed. Few months back, he fabricated a remote-controlled helicopter that flew at a height of one and half meters. He also made an excavator using tiny 'DC motors' found inside commonplace electronic devices. It is on display at his school.

In recognition of his talent, Bharat was felicitated at a national level event in Kathmandu organized by GNI Nepal.



## Miss Diligent

**Rupa Nepal, 21**  
Tarkeshwor Municipality  
Ward No. 1  
Kathmandu District

Rupa was a sponsored child of Good Neighbors International Nepal from the fifth to tenth grades (2009-2015). The Nepal family of four is a smallholder household. They fall under the national poverty line and suffered from chronic food insecurity. Rupa's parents are daily wage laborers. Due to poverty, her parents could not afford to provide her with adequate educational materials and a set of school uniform. Neither she was inclined to study, thanks to backbreaking chores at home and lack of sufficient nutrition. She faced this situation until she reached the fifth grade.

In 2009, she got enrolled in GNI Nepal's sponsorship service program and started to receive educational materials, stationery, school uniform, and regular guidance. Her academic performance improved dramatically that very year. She secured third position in the fifth grade. Since then she has not looked back. From seventh to tenth grades, she secured first position.

Rupa has never shied away from taking part in co-curricular activities conducted at her school. Over the years, she came first, in essay, speech, and dance

competitions. She also hosted many school-level events like parents' day, annual function, children's day, etc. Rupa also chaired the child club based at her school and led the school sanitation and plantation events. In 2012, she also participated in a football tournament, and later, acted in a street drama against social ills supported by GNI Nepal.

GNI Nepal's investment and her diligence paid off handsomely. Rupa scored seventy-nine percent in the School Leaving Certificate (SLC) Examinations and got a full scholarship for studying ten plus two (secondary school). She completed secondary school with a first division. Meanwhile, she worked short-term jobs and earned NRs. 45,000 which she spent for college fees, stationery, clothes, and other daily expenses. Now, Rupa is studying for a bachelors in business studies (BBS) degree.



## A Girl's Fight for Child Rights

**Sarita Koirala, 16**  
Gorkha Municipality, Ward No.4  
Gorkha District

Sarita is a tenth grader at Saraswoti Secondary School, Phinam. She was enrolled in GNI Nepal's sponsorship service program in 2014 when she was a fifth grader and has been receiving support to continue her education ever since. She participates in co-curricular activities, helps her friends and fellow students in need, and members of her community.

Sarita is the chairperson of the child club based at her school. Previously, she served as the member of the child club for two one-year terms and was nominated chairperson in 2016. Since then, she along with her child club members have raised awareness on child rights among students at her school. They have also raised voice in their community and with the Ward Office for having child rights delivered.

Sarita remarked, "In the beginning when my friends offered me to join the child club as a member, I was unsure. But the encouragement I got from teachers and my participation in different training events conducted by GNI Nepal built up my confidence. Now, I lead over 300 students as the chairperson of our child club".

She further added, "Recently we demanded the local government (municipality office) to earmark funds for child rights and child protection. We have made our parents aware of child marriage, its negative impacts and legal consequences".

Sarita and her child club also organized grassroots awareness-raising events on violence against children and domestic violence with help from local mothers' groups.



### Child Helpline - 1098

GNI Nepal supported Child Helpline-1098 in Bajura District.

-  344 calls received and responded to
- 36 children counselled
- 5 children received educational support
- 3 children hit by natural disaster rescued

### Toll-free Phone Service 16600-192021

We launched a Toll-free Phone Service (No.:16600-192021) in February 2018 for providing emergency support to sponsored children, protect them from harm, listen to their grievances, problems, and difficulties and find a solution; and receive constant feedback on the services and support provided to them, their families and communities.

-  20 calls of children in distress received and help offered



# Education



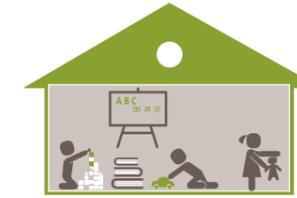
## ALIGNING SUSTAINABLE DEVELOPMENT GOALS



Ensure inclusive and equitable quality education and promote life-long learning opportunities for all



Achieve gender equality and empower all women and girls



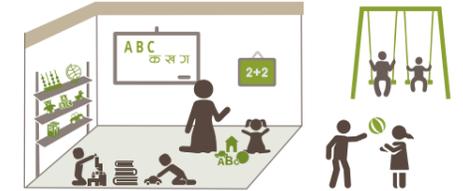
4 ECED buildings constructed



21,430 students received educational materials and school uniforms



13 science labs established



24 ECED centers received material support



4152 children enrolled in ECED centers

## ACHIEVEMENTS



**Equitable Access**  
All children should have equitable access to educational opportunities.



**Quality Education**  
All children should get knowledge and practical skills that lead them onto becoming not only economically productive and self-sufficient but active citizens and well-rounded human beings.



**Child-friendly Teaching-learning Environment**  
All children have the right to get education at schools that are inclusive, effective for learning, healthy and protective of children, gender-sensitive, involved with children, families, and communities.

## Tiny Tots Learn Quicker

Soru Rural Municipality  
Ward No. 7, and  
Khatyad Rural Municipality  
Ward No. 10  
Mugu District

In a human, most habits are formed in early stages of life. An early childhood education development center (ECED) is a foundational learning space for young children starting out on their educational journey.

On a need assessment survey, ECEDs of many sampled schools in Mugu were found lacking educational materials and equipment, and the buildings they were running in were also unfit for an ECED in many ways. No wonder, they mostly remained empty. Four such centers: Pashupati, Bijaya, Sarwodaya, and Saraswoti in Soru and Khatyad Rural Municipalities desperately awaited refurbishing.

Based on student numbers and size of the rooms, GNI Nepal provided these centers with 344 different playthings, nineteen round tables, eight racks, four shoe racks, four white boards, four door mats, thirty-two baskets, sixty-eight meters of carpet, 102 meters of p-form and 105 cushions in total.

At present, these ECED centers are operating in full swing. Facilitators of all four centers now have varieties of materials for teaching children in an engaging and fun manner and it has accelerated learning among the young pupils.



For poor children, education is the only avenue to a better life and means for lifting themselves and their families out of poverty. It is not only an inalienable human right but an essential foundational prerequisite towards realizing other human rights.

Creating opportunities for the hardest-to-reach children for their all-round development through improving their reading skills in early grades, integration of information and communication technology (ICT) in education and creating child-friendly schools meeting Minimum Enabling Conditions are major approaches to GNI Nepal's education programming.



## ACHIEVEMENTS

 **15** schools received child-friendly furniture

 **15** computer labs established

 **12** libraries established

 **20** school buildings constructed  
**7** school compounds fenced  
**2** school buildings renovated

## Rural School Gets a Makeover

**Lamsung Secondary School**  
 Dhaulagiri Rural Municipality  
 Ward No. 2  
 Myagdi District

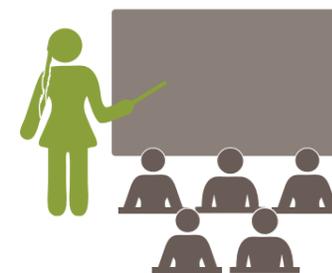
Lamsung Secondary School located in Lulang, Ward No. 2, Dhaulagiri Rural Municipality caters to more than 200 students belonging to Dalit and Janajati communities of which ninety are GNI Nepal sponsored children. The school receives general government subsidy and community contribution for running secondary level classes. All community contribution goes towards paying salary to additional teachers.

In 2016, GNI Nepal aided in refurbishing an early child education and development center, securing science lab materials, four computers, one printer, and constructing a school building. In 2017, we provided solar electric backup and child-friendly furniture.

We helped bring good changes to this remote school. These days, young kids play, learn, and grow in a well-furnished room having sufficient playing-learning

materials; adolescent students learn the basics of computer science in a fully functional lab that runs on clean electricity; and around half of the total students are receiving support to continue their education.

At the core of all of our interventions is sustainability. Lamsung Secondary School administration, school management committee, and parents are well aware of this fact and they have expressed commitment for ensuring proper operation, utilization, upkeep, and expansion.



**208** ECED facilitators trained

**1047** parents received parental education

**575** teachers trained

## A Room to Read

**Malikarjun Secondary School**  
 Malikarjun Rural Municipality  
 Ward No. 3  
 Darchula District

Malikarjun Secondary School is a learning space for 442 students. Out of the total, 140 are GNI Nepal sponsored students (seventy boys and seventy girls). This school did not have a library where both students and teachers could find the books they wanted, read them there or take them home for comfortable and slow reading. Students had to purchase reference books out of their own pocket. Moreover, books would not be easily available in the area.

GNI Nepal provided the school with 987 books, two book racks, and teaching materials. 1500 books were received from the government. For the school, it was no small feat managing such a large number of books. Library management is a science in itself and it requires proper training. Therefore, all teachers with the school were trained on library management.



## ACHIEVEMENTS



**15** schools received teaching-learning materials

**193** school management committee (SMC) and parent-teacher association (PTA) members trained

**1668** students attended remedial classes

Now, the school boasts of a well-stocked, efficiently managed, and fully functional library and trained teachers take turns on the role of librarian. Students and teachers have a wide range of books to choose from. In 2018, the library issued books to 374 students. Almost all students at the school took at least one book home; it is indeed, a good beginning.

## SMART CLASSROOM Project

In 2016, we designed a pioneering information and communication technology (ICT) based teaching-learning tool for public schools in Nepal. This aptly named SMART CLASSROOM Project equips teachers of public schools in rural parts of Nepal with a projector, laptop computers, and digitized lessons of Science, Mathematics, English and Nepali subjects of the first to eighth grades.

## Getting Smarter with SMART CLASSROOM

Saraswotikunja Basic School  
Madi Rural Municipality  
Kaski District

 **28** subjects of one to eighth grades digitized

 **6** laptops, **3** LED projectors, **6** solar electricity backups, **24** portable hard-disk drives provided to schools

 **12** schools connected to internet

 **291** teachers trained on basics of computer and MS-Office Package

**99** teachers trained on integrating SMART CLASSROOM into daily teaching-learning

 **2** awareness-raising materials developed and disseminated

Saraswotikunja Basic School, a community school in Madi Rural Municipality, Kaski caters to eighty-six students of whom majority are Dalits and forty-five of them are GNI Nepal sponsored children. The school suffered from high absenteeism and faced problem retaining students. More importantly, there was no reason for students to be present daily at the school and stay through all the classes. Teaching-learning was as usual—rote-learning and lecturing.

In 2017, tables, chairs, and false ceiling were provided to convert the school's computer lab room into a GNI Nepal pioneered SMART CLASSROOM which includes laptops with E-paath (E-lessons) installed, a projector, a printer, and a sound system. E-paath contains selected digitized lessons of Nepali, English, Maths and Science subjects from first to eighth grades. Three teachers were trained on operating and integrating it into their daily teaching including digital teaching material preparation.

Head teacher, Bishnu Bhakta Gurung shared, "Absenteeism among students decreased dramatically due to the SMART CLASSROOM".

Uttar Gurung, computer teacher, remarked, "Pictures, animations, and sounds with texts make it easier for students to have a sound grasp of the lessons taught".

The SMART CLASSROOM is a fun-filled learning space and has become a center of attraction among all students. E-paath exercises give every student at the school a chance to engage in a self-corrective (trial and error) and self-paced learning experience. Each class visits the SMART CLASSROOM at least once in a day.



## Gorkha Reconstruction Project

Many schools were destroyed in Gorkha District, the epicentre of the Nepal Earthquake 2015. GNI Nepal was on the scene immediately delivering lifesaving relief materials and restoring the most basic services. Gorkha Reconstruction Project was born in 2015, out of our commitment to building back better infrastructure and will continue till the end of 2019.

 **50** classrooms at 5 schools constructed

 **5** school compounds fenced  **2** child-friendly classrooms renovated

 **5** computer labs and **5** science labs established 

 **4** libraries established

 **20** classrooms of 5 schools refurbished into child-friendly classrooms

 **3** health-posts constructed

 **10** gender-friendly toilets constructed

 **5** school drinking water supply systems constructed

    **5** outreach clinics constructed and furnished





## Built Back Better

**Dhungegada Basic School**  
Gorkha Municipality, Ward No. 4  
and  
**Sthanika Basic School** Arughat  
Rural Municipality, Ward No. 5  
Gorkha District

Gorkha, the epicenter of the Nepal Earthquake sustained the most devastating damage to its infrastructure. 495 school buildings (3092 classrooms) were completely damaged (District Education Office Gorkha, 2016). Students took classes in temporary learning centers for two years. South Korean students from eighteen different schools donated their pocket money for reconstructing Dhungegada and Sthanika Basic Schools and rebuilding the hopes of the students like them.

School is a place where children not only study but their social, emotional, and physical development takes place. A school being child-friendly and safe is an absolute precondition. Good physical facilities mean safer infrastructures, appropriate classrooms, hygienic and child-friendly toilets, safe drinking water supply system, clean and green surroundings, and more. Permanent school

buildings constructed at Dhungegada Basic School includes ten classrooms, and eight classrooms at Sthanika Basic School have all the aforementioned features including disabled-friendly facilities.

Both schools also boast of gender-friendly toilets with proper sanitation facilities and water supply system. GNI Nepal helped both schools to set-up a computer lab, science lab, library, and SMART CLASSROOM. From the boundary gate to the inner rooms, the school looks completely new, better equipped and modern.

The Earthquake destroyed the physical side of these schools but also provided an opportunity to come together, build back better, and grow into model schools, thanks to the little South Korean donors.



## AWASAR Project

Teaching-learning activities limited to paper and pencil and confined to a classroom only cannot fulfill the developmental needs of children. To help children explore their innate talents and raise their awareness of different sociocultural issues, GNI Nepal, in 2018, initiated a co-curricular activities project having a child rights and child protection theme across 435 schools in 13 districts.

Poetry, drawing, extempore speech, quiz, and essay writing competitions and noncompetitive awareness-raising drama performances and *Bal Kachaharis* (stakeholder dialogues) were held among 94,000 one to twelve grades students at the school, rural municipality, and national levels.

## AWASAR: Opportunity for Showcasing Talents

**Balmandir Secondary School**  
Simikot Rural Municipality  
Ward No. 5  
Humla District

When we think of a school, not only books, homework or getting tutored come to mind but also co-curricular, recreational, and creative activities. Akura, the child club based at Balmandir Secondary School had always wanted to organize an event for showcasing talents and having fun involving all students. They discussed their plan with their head teacher. He did not promise them anything right away.

As they say, where there is a will, there is a way, GNI Nepal initiated AWASAR in 2018. It was a dream come true for the club members. Under AWASAR, Akura organized quiz, essay writing, poetry, sprinting, spelling, drawing, computer skills test, and extempore speech competitions for grades 1-12.

Members of a local mothers' group and Akura spread the word among the students, parents, and other members of their community. Eighty students took part in the competitions with great enthusiasm and three-hundred parents and adults made up the audience.

This program was the first of its kind organized by the club at the school. Good planning and preparation on their part rendered the program a big success. All students got a platform to showcase and get publicly recognized for their talents. This brought about happiness among students, parents, and teachers.

Team work, organizational skills, planning, self-discipline, and time management were some of the major learnings for the club members. Parents, local leaders, teachers, and students appreciated the club's efforts in putting together such an event and urged them to continue it.

### Participant Students and Competitions

-  **11,623** students:  
100m, 200m, and 400m sprinting
-  **7962** students:  
drawing
-  **4006** students:  
quiz
-  **2987** students:  
volley-ball
-  **1608** students:  
poetry
-  **863** students:  
essay-writing
-  **807** students:  
computer skills test
-  **914** girl students:  
extempore speech
-  **914** students:  
spelling bee



People are free from hunger



SO 1

People achieve economic empowerment through solidarity and cooperation



SO 7

# Livelihood Enhancement



## ALIGNING SUSTAINABLE DEVELOPMENT GOALS



End poverty in all of its forms



End hunger, achieve food security & improved nutrition and promote sustainable agriculture



Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.



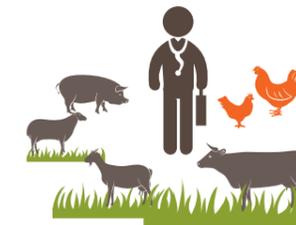
## ACHIEVEMENTS



**45** cooperatives adopted computer-based accounting system



**4** cooperative buildings, **2** irrigation canals, **7** dipping tanks, **1** collection center, and **2** cellar stores constructed



**14,536** domestic animals (3386 households) received veterinary care



**Rs. 12,448,331** revolving fund mobilized

## Pig Farming Transforms Lives

**Bhimmati Sherpuja**  
Dhaulagiri Rural Municipality  
Ward No. 1, Myagdi District

Bhimmati and her husband were daily wage laborers and supported their family of seven with their earnings. Providing for such a big family with limited means is obviously a challenge.

In 2013, GNI Nepal sponsored one of their children which eased their financial burden to some extent. In 2015, Bhimmati joined a GNI Nepal funded cooperative and participated in a four-day entrepreneurship training. Later, she also participated in the pig-raising training program

organized by GNI Nepal. She started a farm with four piglets at a total investment of NRs. 60,338 (Grant: NRs. 14,481; Loan from cooperative: NRs. 21,722; and her investment: NRs. 24,135). Unfortunately, one piglet died after a while but she continued undeterred.

She makes NRs. 70,000-90,000 annually which is enough to meet all household, health, and educational expenses of her children. Bhimmati has paid off all loans borrowed for starting the pig-farm. She saves NRs. 150 per month and holds shares worth NRs. 17,000 at a local cooperative. Bhimmati is glad as she is economically productive and running a viable small-scale enterprise.



### Poverty Alleviation

All children and their parents should be able to live a financially secure life and realize their full potentials



### Synergy and Partnerships

Poor people and communities are capable of getting out of absolute poverty through right external assistance and collaboration amongst themselves



### Gender Equality

Women and men are equally economically productive.

In order to create a “world without hunger and where people live in harmony”, economic along with social empowerment needs to be achieved. Poverty alleviation remains central to GNI Nepal’s livelihood component.

Our income generation and livelihood promotion activities are implemented through community-based social enterprises and by mobilizing local resources. Major interventions include capacity development, livelihood support, revolving fund mobilization, employment generation, micro-enterprises establishment, and institutional development.



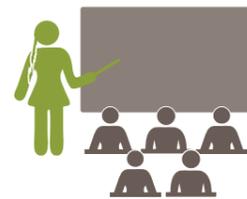
## ACHIEVEMENTS

**19,902** members in total registered with 61 cooperatives



**61** cooperatives strengthened

**418** cooperative members trained on leadership and management



**447** persons received entrepreneurship and business literacy training



**1645** youths received technical and vocational skills training

## Self-employed and Proud

**Maya Gurung, 41**  
Madhuwan Municipality  
Ward No. 5  
Bardiya District

Maya's family is land-poor. To earn a livelihood, her husband worked menial jobs in India and earned NRs. 10,000 a month. Let alone, affording a good education to their two children, this meagre earning was not even enough to buy exercise books, stationery, and uniforms for them. Desperate to get out of poverty, her husband returned from India six years ago with a plan to start buffalo farming but with no money whatsoever.

Puja, Maya's daughter was with GNI Nepal's sponsorship service program since 2012 and received support yearly to continue her education. Maya joined a GNI Nepal funded agriculture cooperative in 2015 and the same year, she got a revolving fund support of NRs. 35,931 and grant of NRs. 15,399 with which she bought timber, stones, sand, feed, trough, and a buffalo: Maya got started on buffalo farming.

These days, the buffaloes and three calves remain tethered in her barn. Two of them give milk enough for the family and to sell. Maya's husband does not have to do 'slave labor' in India any more. Now, he happily lives with his family and takes care of the buffaloes. In a span of two and half years, the Gurungs have earned a net profit of

NRs. 157,000. Maya has paid back all the costs incurred while starting and running the buffalo farm.

Maya stated, "Raising buffaloes has been good for us so far and transformed our lives. I want to continue and expand it".

The Gurung family does not suffer from economic problems any more. Neither Maya nor her husband suffers from cycles of employment, under employment, and unemployment. They are occupied throughout the year and proudly self-employed.



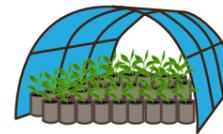
## ACHIEVEMENTS



**11** social enterprises established

**576** persons established micro-enterprises

**160** ultra-poor persons engaged in income generation activities



**24** commercial coffee nurseries established



**11** coffee processing centers established



**13** coffee cooperatives' capacity strengthened



**3** community development home-stay started



**23** cooperative developed agriculture insurance agents

## From a Day Laborer to a Retailer

**Lok Bahadur Budha, 32**  
Chhededaha Rural  
Municipality, Ward No. 5  
Bajura District

Budha lives with his family of four (wife and two sons). He is an active member of Silka Agriculture Group, established with GNI Nepal's support. He used to be a traditional farmer but the production was not sufficient to feed his family round-the-year.

Budha never went to school due to poverty at home. At an early age he was forced to go to India and work as a day laborer. But the wage earned off a full day's back-breaking labor was just about enough for his own survival: No money would be left for sending back home.



One time, after Budha had returned from India, he got an opportunity to attend some training programs on entrepreneurship development and business planning. Now, he had clear idea of raising the money needed for starting a business. He received NRs. 63,000 as seed money from Asal Dogadi Agri-cooperative. Later, he also received incentive grant of NRs. 27,000 to start a retail shop. In just three months, he started making profits from the shop.

Now, Budha's retail-shop has variety of items. He makes a profit of NRs. 60,000 annually. As an entrepreneur, he has finally managed to maintain and look after his family well, and lives happily.



## Vegetable Farming Brings a J-Curve!

**Burause Village**  
Simikot Rural Municipality  
Ward No. 4  
Humla District

In the remote Humla District, agricultural ventures often succumb to various environmental, social, and economic challenges but a case from Burause village where agriculture is their mainstay is an exception.

Chhapdan Lama, Gagan Singh Lama, Dasang Lama, and Tara Bahadur Lama were amazed to see their vegetable production double this year. They grow seasonal and off-season vegetables like tomatoes, capsicums, cucumbers, pumpkins and dalle khursaani (habanero pepper) in greenhouses covering eight ropanis (1.1 acres) of land.

Since vegetables flown-in from the Terai towns of Nepalgunj and Surkhet sell at prohibitively high prices and cannot meet the local demand, Burause farmers can easily sell and get a good price at Simikot for their vegetables. In two years, these four hard-working Lamas have made more than NRs. 500,000 growing and selling in-demand vegetables locally. Their earnings cover household, festival, and social gathering expenses.

They have also changed their neighbors' food habits and cooking practices.

As these GNI Nepal supported four along with other farmers are growing a variety of fresh vegetables, they and their families are able to have a better and balanced diet. Mothers serve freshly grown vegetables to their families and hotels to customers.

Besides earning a livelihood, these 'Lamas' are proud farmers, as they have been able to produce vegetables in an alpine climate and wind beaten barren hills.



## Saemaul Zero Hunger Communities Project (SZHCP) Phase II

Good Neighbors International's motto is "to make the world a place without hunger". To make it a reality for the people of Doti District, we partnered with Korea International Cooperation Agency (KOICA) and World Food Programme (WFP) from 2012-2018 and, piloted and implemented SZHCP. We reached out to 5020 food insecure and poor families in Dipayal Silgadhi Municipality and Purbichauki Rural Municipality and helped them to become food secure and earn a sustainable livelihood.



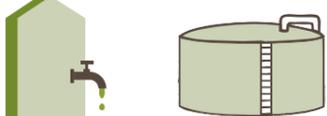
**2** cooperative buildings, **23** irrigation canals, **5** dipping tanks, **12** pond irrigation systems, **3** collection centers, and **26.5** km road constructed



**5** cooperatives strengthened  
**15** cooperative members trained on leadership and management



**2** cooperatives adopted computer-based accounting system



**5** drinking water supply systems built



**114** persons established micro-enterprises



**299** ultra-poor persons engaged in income generation activities



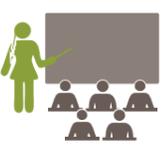
**NRs. 6,340,054** revolving fund mobilized



**115** persons received vocational skills training



**1584** animals received veterinary care



**362** received entrepreneurship and business literacy training



# Hard Cash for Hard Work

Harka Devi Rawat, 40  
Chawala, Gaihragaun Rural Municipality, Ward No. 7  
Doti District



Harka Devi's family consists of six members (husband, two daughters, and two sons). Ten years ago, her husband went to India in search of work that could support his family. But he could not earn enough for the family. So, in order to make ends meet, either Harka Devi had to find work in a nearby village or make do with the meagre income of her husband. With the prices of food items going up every year, she struggled more. The small parcel of land she owned did not produce enough to feed the family. There were times when she went around looking for food and work in neighboring villages.

One year ago, when Rawat learned about SZHCP. She found work at 'Silakhet Irrigation Project' and 'Sajhghat to Gaihragaun Ward Road Project' which operated under the cash-for-assets scheme.

Rawat received NRs. 54,780 as payment for 141 days of work. She spent her hard earned money on her children's education, nutritious food, clothes, and health care services.

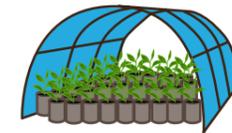
Harka Devi plans to spend the remaining amount to pay off loan borrowed from local vendors and purchase groceries. She shares, "If only I could work for such projects in the coming days, I could support my family and never have to live in extreme poverty."



## Coffee Value Chain Development Project (CVCDP)

Coffee is one of the most in-demand commodities in the world now. Coffee production in Nepal has come a long way since the crop was first introduced in Gulmi District in 1938 CE, however, small coffee growers still lack technical/financial resources and suffer from different value-chain constraints.

European Union funded CVCDP is helping small coffee producers in Kaski, Syangja, Gulmi, and Palpa districts to grow quality coffee and market them in the national and international markets since March 2017.



**44** coffee nurseries established



**4** coffee brands developed and trademarked by cooperatives



**1** coffee outlet established



**218,000** coffee saplings planted



**2609** coffee growers trained  
**60** institutions received management training



**97** hectares of land brought under coffee farming



**4** institutions exported **7** tons of organic coffee



**35.2** tons of organic coffee beans produced



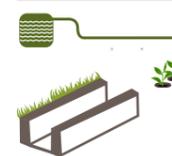
**31** coffee processing centers strengthened



**49** institutions involved in primary and secondary coffee processing



**1** Coffee-Management Information System (C-MIS) developed at National Tea & Coffee Development Board



**10** micro-irrigation schemes established



# Portrait of a Coffee Grower

**Dhan Kumari Rana, 48**  
 Thanapati, Ruru Rural Municipality  
 Ward No. 3  
 Gulmi District



Dhan Kumari lives with her two sons and her father-in-law in Gulmi. Around a decade ago, while she was only growing vegetables, she came to know about coffee. Later, with the development of coffee value chain in the district, she tried her hands on coffee farming.

Coffee plants need shade to grow well and Rana grows jackfruit, orange, ipil, turmeric, and chilly plants and under their shades are 575 fruiting and 1025 nonfruiting coffee plants. Due to narrow spacing and a large number, those coffee plants got less individual care from her. In 2017, she trained on coffee plantation, orchard, and pest management programs organized by GNI Nepal under its Coffee Value Chain Development Project (CVCDP).

Dhan Kumari realized the importance of plant spacing, pruning, and orchard management with regards to productivity. She planted 200 coffee saplings in appropriate spaces, and under shade trees. Rana shared, "I had never participated in such a training before and it taught me orchard management and spacing in a practical manner".

Now, Rana is a member of Thanapati Primary Coffee Cooperative (PCC). She also participated in a pest management campaign organized by

CVCDP which gave her the impetus to make her coffee orchard free of pests. In an effort to save other healthy plants, she cut down more than twenty white stem-borer affected plants and burned them.

This year alone, she sold fresh coffee cherries worth NRs. 100,000 which is a thirty percent increase compared to last year. Coffee farming has earned Dhan Kumari more profit than vegetables and cereal farming combined.



## EMPLOYMENT GENERATION AND VALUE CHAIN DEVELOPMENT PROJECT

The poor deserve a better life, and without a steady and regular income it just remains a pipe-dream for them. Our Employment Generation and Value Chain Development Project by strengthening dairy industry, pig farming, and providing vocational training helped improve the livelihood of poor farmers and landless families in Panchthar, Jhapa, and Morang districts.

### Light at the End of Tunnel

**Devi Maya Shrestha, 34**  
 Letang Municipality, Ward No. 2  
 Morang District

**2** cooperatives received logistics support

**230** entrepreneurs supported with revolving funds

**210** dairy farming training events conducted

**30** persons received vocational skills training

**113** community members sensitized on livestock insurance scheme

**113** farmers received loans

**66** participants in total attended training events

In 2004, Devi Maya's husband, an army man passed away while on duty. Five years later misfortune struck again. Her father and father-in-law passed away the same year. She was devastated emotionally and financially, which led her to desperation, and eventually depression. Without a regular income, she could not send her two sons to school. She borrowed money at high interest rates.

Devi lived a miserable life until March 2017. In that fateful month, she got an opportunity to train on entrepreneurship development and cattle rearing with GNI Nepal's support. She applied for funds to purchase buffaloes at a GNI Nepal supported cooperative and was provided with NRs. 40,000 revolving fund. Later in 2017, she started a dairy farm.

Ms. Shrestha now earns NRs. 18,000 per month and has already paid back the loan she had taken out from the cooperative. She is able to support her children's education and saves NRs. 3,000 every month at the cooperative. Sometimes she looks back at her past and wonders how life can change: those days of penury, and these days of prosperity and mental peace.

Utilizing credit services from the same cooperative Devi Maya plans to add two more buffaloes. She says, "Since my sons are growing up fast, I need to make enough money to give them a good life", which she will achieve sooner than later, given her determination.





# Health and WASH



## ALIGNING SUSTAINABLE DEVELOPMENT GOALS



Ensure healthy lives and promote well-being for all at all ages



Ensure availability and sustainable management of water and sanitation for all



## ACHIEVEMENTS



**95** health facilities provided with medical equipment



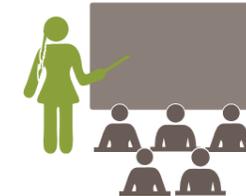
**14** children received critical treatment support



**24,166** children and community members' had their medical examination carried out



**23** health facilities constructed and **1** renovated



**2322** health workers, health facility operation and management committees, traditional healers and female community health volunteers capacitated



**2730** community members benefited from health education sessions



### Universal Healthcare

All children, their parents and community members should have access to basic health care services.



### Prevention is Better Than Cure

Awareness of health and WASH go a long way in preventing the curse of communicable and noncommunicable diseases in communities.



### Fundamental Right

Health and WASH facilities are essential to a healthy life and living, and hence, are fundamental human rights.

## Toilets Restore Dignity

**Siddha Basic School**  
Madi Rural Municipality, Ward No. 8  
Kaski District

About fifty children attend Siddha Basic School. Nepal Earthquake in 2015 and landslide the following year damaged the toilet block at the school badly. Although the school managed to make some temporary toilets, however, almost all students and teachers were reluctant to use them. Rather, they took to the woods nearby to relieve themselves.

Although, the District Education Office Kaski had agreed to construct a three-roomed school building but no support was planned for toilets. The entire school was in a difficult and humbling situation.

In three months, GNI Nepal built gender-friendly toilets for boys, girls, and staff members. The toilets have upheld the dignity of more than fifty students and teachers.

Dhan Bahadur Gurung, Chairperson, School Management Committee stated, "It is actually hard to believe that such kind of toilets could be constructed even in a remote place like ours and the school premise is now clean and no stinking odors anymore".



Everybody is entitled to basic health services. We support children and communities to improve their health status by increasing access to health services, raising awareness of disease prevention, and strengthening government health system. We employ behavior change communication models to encourage community members to utilize available health services and promote health seeking behavior.

We aim to achieve total sanitation in communities and promote equitable access to improved WASH services and facilities. Constructing drinking water system, and gender-friendly toilets, promoting total sanitation, capacity building of health workers, female community health volunteers, and WASH coordination committees on WASH issues, and school-based menstrual hygiene management targeted at adolescent students are GNI Nepal's priority.



## ACHIEVEMENTS

 **71** drinking water systems constructed/renovated

 **40** schools received support for providing MHM services and facilities

 **77** water sources tested

 **17** gender- and MHM-friendly toilets constructed

**78** schools formed/activated S-WASH-CC

**4511** members of community, mothers' groups, SMCs, PTAs, child clubs, and S-WASH-CCs oriented on Nepal Government's Sanitation and Hygiene Master Plan

## Tube-well, Serving well!

Bardagoriya Rural Municipality  
Ward No. 4  
Kailali District

Dhodharpur, a rural settlement having a population of around 400, is around seventy kilometers away from the district headquarter. This indigenous Tharu hamlet suffered from an acute shortage of potable water.

Children and their mothers spent hours fetching water, mostly in early mornings and late evenings. Children could not complete their school work on time. Lack of water invited a host of other problems: daily activities like bathing, washing clothes, cooking, just for the want of water had become time consuming and labor intensive. Little water that was easily available in the community was harmful for human health due to arsenic poisoning. Children contracted diseases due to consuming unsafe water. The whole community was suffering but the solution was not in sight.

In coordination with District WASH Office, GNI Nepal helped build a 300-foot deep tube-well at Shree Uchha Secondary School, Ward No. 6, Dhodharpur. More than hundred households daily draw arsenic-free water for their use. It has saved their precious time and fragile health. These farming households, now, get to spend more time on farming and students have drinkable water all year round.



## Health System Recovery Project (HSRP), Nuwakot

Many health facilities in Nuwakot District were destroyed in the Nepal Earthquake. Communities suffered in the absence of reliable health services. Korea International Co-operation Agency (KOICA) funded HSRP, Nuwakot is improving health, WASH, adolescent sexual and reproductive health (ASRH), and psychosocial support services from 2016 onwards.

 **14** gender friendly toilets constructed

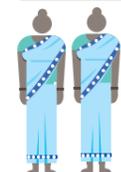
 **25** drinking water systems constructed

 **32** waste-pits/bins installed at schools

 **18** direction boards installed

 **8** health facilities provided with medical equipment

 **10** girls' clubs trained

 **190** female community health volunteers capacitated

**10** girls' clubs received material support  
**969** girl students trained on MHM

 **2840** adolescent girls of **32** schools received MHM kits

 **5175** students received ASRH education

 **38** health personnel trained  
**25** schools trained/oriented on MHM and WASH

 **10,356** health mothers' group members oriented on maternal child health (MCH) and ASRH

**10** health facility operation and management committees strengthened



# Bye Bye, Uneasy Periods

**Menuka Thapa, 14**  
 Debaki Dharam Basic School  
 Panchakanya Rural Municipality  
 Ward No. 3  
 Nuwakot District

"Whenever I had problems during periods, I would tell my mother. She used to give me pieces of her old clothes to use as pads which gave me allergies on my private parts. I would also worry about others noticing stains that would form due to blood leakage", recalls Menuka.

Health System Recovery Project, Nuwakot provided many adolescent girls like Menuka who did not know how to make safe sanitary pads from materials available at home, a two-day 'Menstrual Hygiene Management



Training'. In the training, she was taught how to prepare a 'shield and liner' and what kind of clothes to use. Menuka and other girls were oriented on overall hygiene management during menstruation. By the end of the training, she could make sanitary pads which actually worked and cost almost nothing.

At home, she collected old clothes and made more pads for herself and her mother too, and taught her how to use it.

"I feel very comfortable using pads that I make. Had I known how to make them before, I did not have to face such problems and embarrassments. I could've continued normal activities with my head held high and confidently", she shares about her pitiful plight during menses.

"My mother appreciates my pad-making skill and she is very happy that I took the training. Since she is also a member of 'Health Mothers Group' she shares my story and her experience of using the pads with her friends. We want to share this skill with all the girls and women in our village so that they can live without any tension, discomfort, and embarrassment during periods", tells Menuka

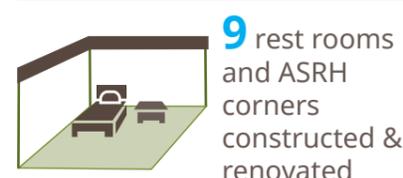


## Menstrual Hygiene Management (MHM) Project

Menstruation is a natural physiological process in girls and women. Under whatsoever pretext they do not deserve to suffer when they are bleeding. Our MHM Project helped adolescent girls in Doti—a district in the grips of inhumane menstrual practices and taboos— to gain access to better hygiene management during menstruation at their homes, schools, and public spaces.

## Periods Scares no Girl no More

**Sajendrashwor Secondary School**  
 Purbichauki Rural Municipality  
 Ward No. 1, Doti District



8 schools made menstrual hygiene management ready



10 School-WASH Coordination Committees formed

*Chaupadi*, a dehumanizing local tradition prevalent in Western Nepal requires women and girls to leave their homes and inhabit a hut (*chhau goth*)—which is suffocating and shabby, most of the times—during their periods. Adolescent girls in Doti continue to face challenges at homes and schools, thanks to conservative community members, and limited water availability and WASH facilities.

Girl students would find it difficult to attend Sajendrashwor during menses. Not because the school or their family forbids them from attending classes but facilities required for managing the monthly bleeding were not available at the school.

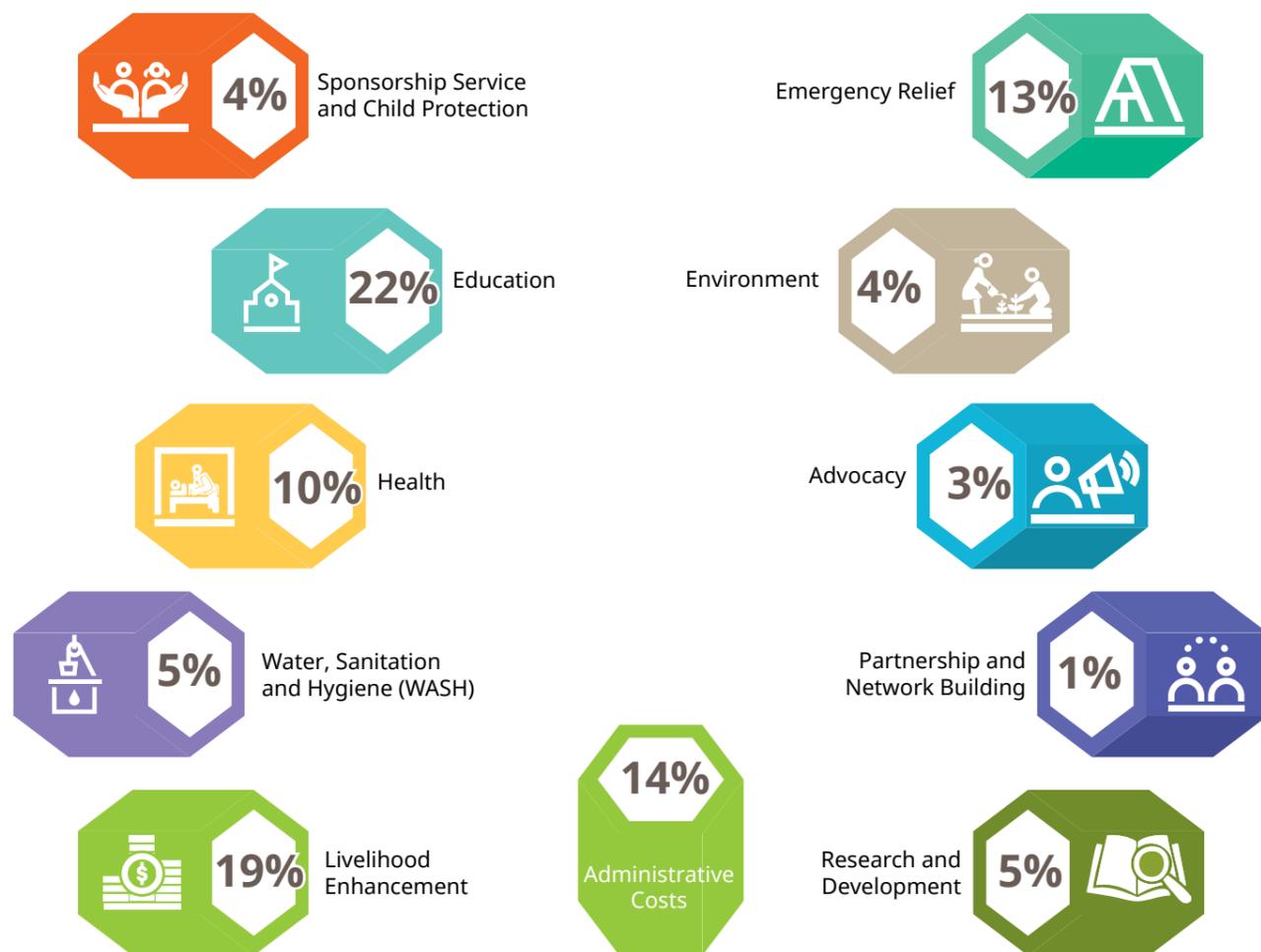
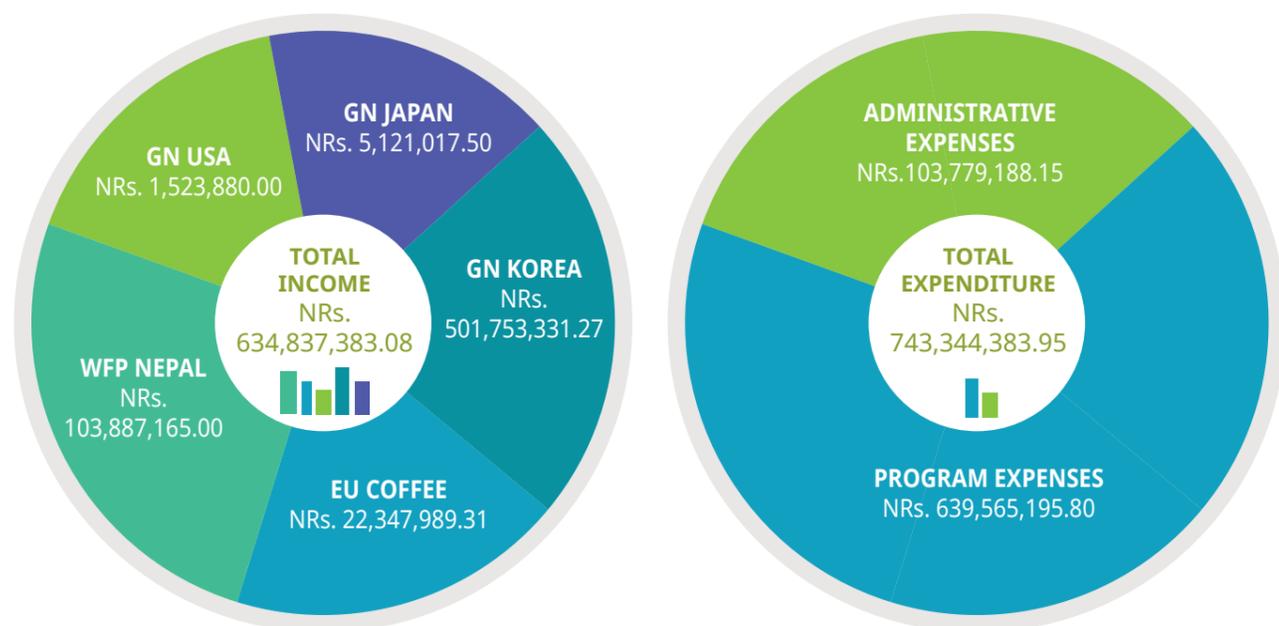
This situation for girl students at the school continued until our MHM Project helped designate a dignity room; build a gender- and MHM-friendly toilet block, and incinerator for sanitary pads disposal; provided MHM kit to the school; and taught teachers and students how to make sanitary pads using locally sourced materials. Big murals having messages related to MHM, handwashing, and against *chaupadi* have been painted on the walls of the school buildings.

At Sajendrashwor, incinerator built by the Project is used regularly. There is a WASH group under the school-based child club that is responsible for monitoring school hygiene. The school has set a rule that dictates every student to donate a soap. This rule has been very effective and created a 'soap surplus'. Hence, soaps are available in the toilets throughout a year. A female tutor acts as the WASH focal teacher.

A male teacher who received MHM training expressed, "I was not aware of all aspects of MHM before the training. It was very useful for me as I learned new things about MHM. I am a health subject teacher and now I can give students more than what is in the text-books".



# Financials



# Partners

- Beautiful Coffee Nepal
- Community Development Centre (CDC)
- Community Development Forum (CDF) Nepal
- Community Rural Development Society (CRDS-NEPAL)
- Generating Income Foster Transformation (GIFT) Bajura
- Kaligandaki Community Development Munch (KADAM)
- Karnali Integrated Rural Development And Research Centre (KIRDARC) Nepal
- Lele Community Development Centre (LCDC)
- Milan Kendra Nepal
- Nab Chetana Community Development Centre (NCCDC) Nepal
- Nari Kalyan Samaj
- Naulo Ghumti Nepal
- Open Learning Exchange, Nepal
- PEACEWIN, Bajura
- Rural Development Centre (RDC)
- Rural Village Women Development Centre
- Sankalpa, Darchula
- Shree Karnali Poverty Abatement and Development Forum (KPADF)
- Snow Land Integrated Development Center (SIDC)
- Social Welfare Resource Development Centre (SORDEC-Nepal)
- Sonaha Bikash Samaj (SBS)
- Sustainable Approach on Natural Resource Management and Gender Awareness for Micro Enterprise (SANGAM)
- Sustainable Enterprises & Environment Development Working Awareness Centre/ Nepal (SEEWAC/Nepal)
- System Development Service Centre (SDSC)



## Good Neighbors International Nepal

Ekantakuna-13, Lalitpur, GPO Box 8975,  
EPC 1605, Kathmandu, Nepal

Phone: 977-1- 5538758, 5520493, 5532046,  
5532047, 5532050

Fax: 977-1-5524478

Email: [ho.admin@gninepal.org](mailto:ho.admin@gninepal.org)

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