

Annual Report 2019



 **Good Neighbors**
International

Good Change for the World

Highlights 2019

Worked in **1** metropolis,
21 municipalities, and **29** rural
municipalities of **19** districts

Worked with
459 schools
282 health facilities
194 child clubs, and
114 cooperatives

Partnered with
23 non-government organizations

Sponsored
11,435 girls and
9,393 boys

Benefited
89,529 females and
69,024 males



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.

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Message From The Country Director

It fills me with satisfaction looking back on the impact we delivered in the past three decades. But still much remains to be done and Good Neighbors International (GNI) family has been working tirelessly round the year for holistic development of children. Before stepping onto the door of the next decade, GNI adopted ‘Vision 2030’ in October 2019, which elucidates and reconfirms that Empowering People and Transforming Communities are our twin goals towards building equitable and inclusive society for every child.

In 2019, we continued to support around twenty-one thousand children from resource—poor families across Nepal. Child labor, child marriage, trafficking, malnutrition, and lack of health care services are major threats to the wellbeing of children in Nepal. Combating those threats, we worked with children and many partners and stakeholders for making children safe and empowered. I am immensely touched and proud to share that the child clubs we nurtured and support were able to stop ten child marriages.

The old adage ‘health is wealth’ remains as true as ever, as it is the basis of human security. Poor people cannot afford to fall sick as it puts their livelihoods at risk, gulping little savings they have. In this regard, children and their families we work with/for desperately need quality health care services. Health care services are not yet universal and affordable in Nepal. We strived to strengthen public health system, through the construction/renovation of health facilities and the provision of medical equipment/supplies along with building the capacity of health personnel. Additionally, total sanitation has become our major focus for improving sanitation and hygiene practices among communities. Through menstrual hygiene management interventions, we are creating enabling environment for girls and women who face several strictures imposed in the name of ‘tradition’.

No matter how much we emphasize the importance of education, it is not enough. It needs huge investment in human and financial resources, but it is worth it. Quality education is the most effective tool in the fight against poverty, inequality, and ignorance—the vices we want to do away with. Working with students and teachers of 459 schools, parents, and Government of Nepal, we built school buildings, libraries, science and computer labs, SMART CLASSROOMs, renovated and furnished classrooms, provided material support, trained teachers and school management committees, and raised parent’s awareness. Our results clearly indicate that these interventions helped broaden equitable access, enhanced management of schools, and improved quality of education.

Good Neighbors livelihood program saw a major shift in 2019. We pivoted it from individual to institutional support: Cooperative business and social enterprises development. In 2019, we concerted our energies and resources on promoting agro-value chain and commodity-specific businesses among cooperatives. Our efforts have generated collective and sectoral employments for the rural and urban poor.

Through good stewardship of the money entrusted to us, Good Neighbors wants to make sure that it is spent transparently, more creatively, and on innovative projects that make quality education, health care services and safe environment accessible for children, and their families will recover a dignified livelihood as a protagonist of their lives, not as a passive beneficiary of projects.

I extend my sincere thanks to all of you who have joined forces in our effort to serving the children and people of Nepal.


Jaekyun Rho
Country Director

Sponsorship Service



We are assisting 20,828 children to continue their education. These children come from resource-poor families across Darchula, Bajura, Doti, Kailali, Humla, Mugu, Bardiya, Myagdi, Parbat, Kaski, Gorkha, Kathmandu, and Lalitpur districts. Our generous individual sponsors all over the world fund these children's education until high school.



20,828 annual progress reports of sponsored children prepared



19,232 sponsored children wrote annual child letters



20,771 sponsored children's homes visited



1538 children received gift money



712 new children enrolled in sponsorship service program



Sujit Sunar
Grade 7, Shree Kalratri Secondary School
Ward No. 7, Dharche Rural Municipality
Gorkha District

SUPPORTING EDUCATION, NURTURING DREAMS

Sujit lives with his widowed mother Kanchi in a small house built after the 2015 Earthquake. His two elder brothers work and live away, and visit home on rare occasions. Five years ago, his father developed an acute illness, and unexpectedly, died. Later, his mother found out that the cause was rabies. Sujit's father never told anybody about the dog-bite: it led to his untimely demise.

Kanchi believed and still believes that the only way out of all the worries in life is to educate her son. Sujit, although, a brilliant student—who had earned many prizes and awards to his name—missed school at times because he would run short of stationery. Seeing the support provided to his GNI Nepal-sponsored friends, he asked his teachers to recommend him.

Immediately after the earthquake, GNI Nepal initiated enrollment of 750 new sponsored children in Gorkha. After completing a series of screening process, Sujit was enrolled in the GNI Nepal's sponsorship service program. These days, he receives all the education materials he needs for a whole year: stationery, school uniform, a bag, a pair of shoes, and sanitation materials. Sujit has not even missed school once ever since.

Sujit often talks to his uncle about having to lose his

old house (that was destroyed within seconds which he remembers vividly to this day), living conditions in their new "itty-bitty" home, and building a dream home one day. At school, his friends are fascinated by his idea of constructing new school buildings of his design. Sujit optimistically shares, "I've always been building model houses. After I grow up and grow old, I want to be an engineer and build homes and schools of my design."



Child Rights And Child Protection Mechanism Strengthening

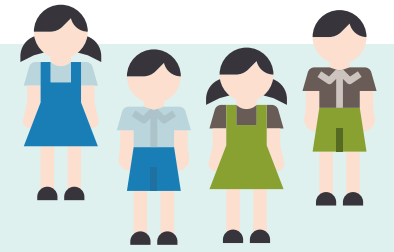


Children in Nepal are at risk of child labor, child marriage, trafficking, malnutrition, and other ills. Child protection requires involvement of and action by duty bearers (government, community, school, family, civil society) and right holders (children, adolescents). GNI Nepal works with children, students, child clubs, local government units, grassroots organizations, non-governmental organizations, networks, and government line agencies for promoting child rights and child protection.

A grave risk for adolescent children in our project districts is child marriage. Since 2017, we have been raising awareness, building capacity, and mobilizing child protection mechanism in an effort to ending the vice of child and early marriages in Nepal.

Child Clubs in Action

We form/reform school-based child clubs, provide them logistic support, and build their capacity on child rights and child protection, leadership development, wall-magazine publication, and child club management. Complementary to this activity, we form and mobilize child protection committees and grassroots child protection mechanism.



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

86 child clubs initiated and successfully organized awareness-raising activities

10 child marriages about—to—happen faced disruption attempts from child clubs

135 child clubs led co-curricular activities/ events at their schools

38 child clubs used complaint boxes to uncover and solve problems and issues concerning their counterparts

162 child clubs regularized discussions on child protection issues

59 child clubs published monthly wall-magazines

28 child clubs got registered with local government units and formed secretariats

According to a Government of Nepal survey, child marriage stood at 56.07% in Bajura, 45.66% in Doti and 42.52% in Darchula. To help bring these alarming numbers down, we supported three local government units of those districts to formulate child marriage elimination strategies.



162 child clubs formed/reformed
2299 members of child clubs empowered



17 IEC/BCC materials developed and disseminated



1089 representatives of local stakeholder institutions orientated on Convention on the Rights of the Children



27 municipal-, province-, and one national-level *balkachahari* conducted



35 child protection committees formed
217 child protection committee members received training



590 children oriented on disaster risk reduction



1314 sponsored children passed secondary education examination
1591 children graduated from GNI Nepal sponsorship service program



4418 children sensitized on CRC



Ladagada
Ward No. 8, Dipayal Silgadhi Municipality
Doti District

CHILD CLUB CURBS CHILD MARRIAGE

In June, Nanda Saud (name changed) was all set to marry-off his underage daughter. Members of Sunadevi Child Club came to know about it and immediately informed the police, the Ward Chairperson and gathered a large number of children, and marched straight into the marriage ceremony.

At first, Nanda thought that the children were there to help. But when they asked the age of bride—to-be and groom, he was left searching for words, and visibly nervous. He knew that child marriage had been outlawed in Nepal. It was a criminal offence, and he could go to jail for it.

Meanwhile he was thinking, “invitees and these pesky children would eat, drink, enjoy the feast, and leave”. Never in a million years, he had imagined that he would have to call off the marriage.

In 2019, Sunadevi Child Club succeeded in stopping six child marriages. The club has also filed two cases of “child elopement” with the Child Protection Committee and Area Police Station.

We assisted Sunadevi Child Club's reformation at the start of academic session 2076 (April 2019) and provided them logistic support and training. Prior to that, the club's work was limited to a few school events.

“GNI Nepal-provided trainings have instilled determination in the club members for curbing child marriage in Ladagada”, notes Ward Chairperson, Lal Bahadur Kadayat.

These adolescent activists are working vigorously to spread awareness against child marriage among their friends and neighboring communities which the Ladagada Rural Municipality also aims to completely curb within the next three years.



24 municipal-, 3 province- and 1 national-level balkachaharis organized

BALKACHAHARI: STAKEHOLDER DIALOGUE ON CHILD MARRIAGE IN NEPAL

Since 2018, Good Neighbors International Nepal in collaboration with its local partners has been organizing stakeholder dialogues on the issues of children in Darchula, Bajura, Doti, Kailali, Humla, Mugu, Bardiya, Myagdi, Parbat, Kaski, Gorkha, Kathmandu, and Lalitpur districts of Bagmati Province, Gandaki Province, Karnali Province, and Sudurpaschim Province.

These stakeholder dialogues are called *balkachahari* in the vernacular of Karnali. This year 2250 children and grassroots stakeholders participated in twenty-four municipal-level *balkachaharis* organized in 13 GNI Nepal working districts and province-level *balkachaharis* were organized in Karnali, Sudurpaschim, and Gandaki Provinces. Children, students, child club members, teachers, parents, elected officials, local and provincial

government authorities, I/NGO representatives dialogued and discussed ways to combat child marriage.

Discussants highlighted poverty, illiteracy, unemployment, traditional social norms, culture, and practices, spread of social-media, weak enforcement of laws, and lack of awareness as major contributors to the scourge of child marriage in their communities.

Participating children asked thought-provoking questions to local government unit representatives, police personnel, child right activists, political leaders, and stakeholders:

- Why are some political leaders reluctant to speak against child marriages happening in their constituencies? Rather they participate in such marriages and enjoy feast without any shame?
- What measures/plans have been adopted by the local governments for mitigating child marriage?
- What plans rural municipalities have for strengthening the capacity of the child clubs and child protection committees?
- Why cases against child marriage are not allowed to be registered at the police offices?
- What punitive measures/legislation is in place for penalizing child sexual offenders?
- How and where the funds earmarked for child sector get spent?



Education



GNI Nepal has been working with students, teachers, schools, parents, and Government of Nepal to broaden equitable access, enhance management of schools, and improve quality of education. Our education interventions are guided by Sustainable Development Goal 4: Ensure inclusive and equitable quality education and lifelong learning opportunities for all; Good Neighbors' Global Development Approach, Specific Objective 3: People enjoy the right to education; and School Sector Development Plan and other Government of Nepal approved standards.

We strive to improve the internal efficiency of schools (increase net enrollment, attendance, survival, and promotion rates and decrease dropout and repetition rates) and learning achievement of students.



4 ECED buildings constructed



26 ECED centers received material support



757 children enrolled in ECED centers



20 science labs established



19,625 students received educational materials and school uniforms



Shree Lamsung Secondary School
Ward No. 2, Dhaulagiri Rural Municipality
Mygadi District

STAY-AT-HOME DAUGHTERS REJOIN SCHOOL

Two years ago Pasamaya, Urmila, and Pabitra Bishwokarma were ninth graders at Lamsung Secondary School. Just like the majority of their classmates, they were average students. As adolescent girls, they were expected to lend a hand in doing household chores so that their parents could engage in daily wage work at Muna, a local market. Livelihood of these families solely depends on daily wage works. Every now and then, these young ladies hauled loads with their parents.

They started skipping school and some months later completely stopped going. Their teachers noticed their absence from school and advised them not to neglect their studies. They went as far as having a meeting with their parents but it went in vain.

At first, Pasamaya stopped going to school. Urmila and Pabitra followed suit a few months later. They became "stay-at-home daughters": doing domestic chores and taking care of their family farms. Slowly, they forgot they were students, had an academic life and the knowledge they had gained at school also receded into the back of their minds. They would not even look at the school they used to attend when passing by it every now and then.

Rabina Pun, the community facilitator became aware of this situation. In the meantime, she made numerous home visits and met with these girls' parents, urged them to send their daughters to school, and counseled the girls.

Initially, the girls' parents did not take Rabina seriously. But she did not lose heart, instead kept on urging them more, and counseling them more. During such visits, Rabina would stress on girl education, life skills and staying away from early marriage. She even dropped education materials at their doors, so that the girls' parents would not have to go on spending whatever little money they had for buying textbooks and stationery. She facilitated the members of these poor and marginalized families to become members of a GNI Nepal-supported cooperative so that they could earn a stable livelihood. Finally, these families relented.

Pasamaya returned to school after a two-year, and Urmila and Pabitra after a one-year hiatus. They restarted at the same grade and faced difficulties in adjusting to the academic environment for a while. Rabina helped them to get on with their studies on a regular basis.

Currently, all of them are studying in the ninth grade. All three girls have good relations with their classmates. They are regular at school, and also enthusiastically take part in co-curricular activities. "These girls are well-behaved, disciplined, and equally enthusiastic in learning. They regularly attend classes and turn-in their assignments on time. I am sure they will obtain good marks on their SEE too", confirms Maya Sinkija Pun, a teacher at the school.

SPROUT

SPROUT aims to develop physical, socio-emotional, cognitive, spiritual, and moral potential of children from 37-60 months, and prepare them for primary education. Early childhood education and development (ECED) materials and child-friendly classroom management support and parent education are the project's priorities.



Bardagoriya, Lamkichuha and Tikapur
Municipalities
Kailali District

LEARNING MADE FUN

Early childhood education and development centers at Janta Basic School (BS), Mohanyal Secondary School (SS), Balkalyan SS, Sarswati SS, Rastriya SS, Gyanodaya BS, and Kedarreshwor BS were in poor condition. 300 toddlers—majority of whom belong to dalit and janajati communities—attend these seven ECED centers.

In total, we provided 479 sets of playing materials, 322m carpet, 323m p-foam, 290 cushions, 38 round tables, 16 racks and eight shoe racks to these ECED centers along

with training for facilitators on playing-learning material development and the use of play/learning materials. We also educated parents of these young children on right parenting.

Thanks to the support, attendance at all the ECED centers has gone up. Young learners' participation and engagement in ECED activities have also improved. ECED facilitators also have it easy to teach children now as they have got the required teaching materials and training.

AWASAR

Conventional teaching and learning practiced at public schools in Nepal often lacks child-centered approaches and methodologies. It neglects the physical, emotional, relational, intellectual, and spiritual needs of a child. To help children explore their innate talents and raise their awareness of socio-cultural issues and rights, GNI Nepal conducted co-curricular activities: English spelling contest, drawing, running, speech, essay writing, computer skills test, quiz, poetry and recitation, high jump, long jump competitions, and science exhibition at the municipal— and national— level.

This year, 4353 grades 1-12 students of 354 schools in 13 districts across Nepal participated in the co-curricular competitions. 1392 participating children won prizes.



60 schools received child-friendly furniture



29 computer labs established



51 book corners and **2** libraries established



64 schools setup smart classroom



9 school buildings constructed and **9** school buildings renovated



15 schools received teaching-learning materials



106 ECED facilitators trained
561 school management committee (SMC) and parent-teacher association (PTA) members trained

1266 teachers trained
1512 parents received parental education

RAMRO PADHAI, RAMRO SIKAI

This early grade reading intervention aims at improving reading skills and cultivating reading habits of grades one to three students. We provide reading resources as well as create reading opportunities for them at home and school. This year, we worked with 61 schools of Bajura, Darchula, Doti, Humla, and Mugu to bring better reading opportunities for young rural children.



Ward No. 7, Dipayal Silgadhi Municipality
Doti District

PLAY FOR LEARNING

Community schools in the mountainous districts of Karnali and Sudurpaschim Provinces do not offer their students much learning opportunities. Learning achievement at the primary level (grades 1-5) is still below fifty percent. Physical infrastructure is yet to meet five priority minimum enabling conditions set by the Government of Nepal.

A large number of students in those provinces seldom get the free textbooks provided by the government on time. Neither supplementary reading materials, nor digital learning materials are within their reach. No wonder, students are not that enthusiastic to go to school.

We provided supplementary reading materials (short stories, essays, pictorial stories, illustrations, puzzles, short poems) along teaching-learning materials (word cards, picture cards, pinwheel card and textbooks) which are benefiting around 1500 young learners of 61 schools. Teachers were trained on the effective use of

the materials provided and technical skills for developing students' literacy skills.

We facilitated the school management, local government representatives and parents to come together and prepare operation plans. The plan includes strategies for regular parent meeting, local resources management and joint monitoring followed by sharing meetings. Additionally, we supported 61 schools to furnish their grade one classrooms.

Parent meetings focus on facilitating children to study and do assignments at home, and improve school attendance. Frequent meetings and sharing among parents fostered a competitive spirit among parents to make their children perform better.

"This is really a good initiation. We have had no such practices before, and I will support to continue this program", admits Karna Bahadur Bista, Chairperson, Ward No. 7, Dipayal Silgadhi Municipality, Doti.

SMART CLASSROOM

SMART CLASSROOM integrates information and communication technology (ICT) into the teaching-learning process and enables students to learn computer science. It also supports smooth school administration and information management at schools.

In 2019, we set up SMART CLASSROOM at 40 schools across Bajura, Bardiya, Darchula, Doti, Gorkha, Kaski, and Parbat districts. Students of these schools now have interactive digitalized curriculum-based contents to learn with, and offline library having more than 7500 books to choose from to expand their knowledge. They can also hone their computer skills at their own pace and in their free time.



Shree Jhilibarang Basic School
Ward No. 1, Modi Rural Municipality
Parbat District

SMART CLASSROOM TRIGGERS SMART LEARNING

Gurung and Dalit children make the majority of the students who attend Shree Jhilibarang Basic School. It used to be an ordinary learning space with limited facilities. Every morning all students left for school but some of them never made it to their classrooms.

In 2017 all this changed. GNI Nepal established a SMART CLASSROOM at the school: Teaching went from conventional to high-end. Teachers showed infographics, animations, photos, videos, maps, and charts and interactive lessons to grades one — eight students. Teachers also saved time which was otherwise spent writing the teaching material on the board. It has helped both teachers and students to become more productive at teaching and learning.

The SMART CLASSROOM has rekindled their interest in going to school as they have something exciting to look forward to everyday. Teachers have an ICT tool at their disposal to teach and make learning as fun as possible.

All students have started to spend time at the school more productively. This fact has made their parents happy and more optimistic about them having a good future. The school management is all praises for this teaching-learning tool and avows its regular maintenance and timely upgrading. The head teacher states, "We are more determined to maintain the standard of our school. It feels great to see our children playing, and learning their lessons on these computers."

Livelihood Enhancement



We are working to improve rural communities' livelihood capitals through entrepreneurship, employment generation, and social enterprises. Our focus was on individual enterprise development for creating food security and employment generation. In 2019, we pivoted our livelihood program towards cooperative business and social enterprises development for generating collective and sectoral employments. Agro value chain development in rural communities; promoting commodity specific business among cooperatives; and strengthening the value chain of apple, goat, dairy, vegetables, seeds, coffee, and cardamom were our top priorities in 2019.



RETIRED BUT NOT TIRED

Sexagenarian Pushpa Nidhi Gyawali lives with his wife, three daughters, and a son. In Nepal, elderly people are expected to be retired, and leading a passive, laid-back life. But unlike others around him, he is passionate about coffee farming.

Pushpa Nidhi tends to a coffee plantation of 200 saplings and 20 fruiting plants. He also wears the hat of a nursery owner, pulper operator, and a lay coffee researcher. His acute "researcher observations" led to an epiphany: Keeping farm-yard manure (FYM) in dry and open places lead to loss of nitrogen. Ever since he stores FYM in the shade of chayote and other vegetables.

In the past, farmers were not aware of the importance of shade trees and intercropping. FYM and cattle urine were used once or twice a year. Pruning coffee plants along with spraying bordeaux mixture was also severely limited to around just one time in a year.

After he was trained by GNI Nepal on nursery management, coffee plantation, and orchard

management and provided technical assistance, Nidhi introduced arhar (red gram) and banana for temporary shade. Side-by-side those plants, he is growing jackfruit, guava, mendola grass, badahar (monkey fruit), and ipil-ipil. "Guava and banana have been providing shade to my coffee plants," says Nidhi.

After receiving nursery management training for additional crops, Nidhi has started growing seedlings of avocado and Macadamia for creating permanent shade. Nidhi is evolving as a model farmer which is evidenced by the well-maintained orchard, temporary shade trees, use of cattle urine, pulper operation, and fodder grass farming. With our support, Pushpa Nidhi's resolve to become a model coffee farmer has become more stronger.

Pushpa Nidhi says, "Coffee sector was in a bad shape a few years ago due to limited market access. But the scenario has changed now and I encourage fellow coffee farmers to expand their farms and earn more."



3 cooperative buildings, **25** irrigation canals, **1** seed store, and **1** bag-making building constructed



46 cooperatives adopted computer-based accounting system



4141 persons received technical and vocational skills training



35,696 domestic animals received veterinary care



2595 members in total registered with **5** cooperatives
777 cooperative members trained on leadership and management



6 social enterprises established
743 persons established micro-enterprises
1277 ultra-poor persons engaged in income generation activities



Rs. 16,579,672 revolving fund mobilized

Dairy Value Chain Development Project



Dairy Value Chain Development Project (DVCDP) is a two-year (2019-2021) project which aims to improve the livelihood of smallholder farmers through dairy value chain development in Phalgunanda, Kummayak, and Miklalung Rural Municipalities of Panchther District.

DVCDP follows public-private partnership model for boosting local economy through dairy value chain development. It is jointly funded by the King Baudouin Foundation Belgium, Good Neighbors International Nepal, Kumayak, Miklajung, and Phalgunanda Rural Municipalities, and Janakalyan, Kurumba, and Phikchukhola Agriculture Cooperatives Ltd.

We organized 1750 small dairy farmers into three cooperatives and have been enhancing their capacity on milk production, dairy processing and producing dog chew, ghee, and cheese for domestic and international markets.

Inclusive Rural Development Project



Informed by the Saemaul Undong values (diligence, self-help, and collaboration) and best community development practices from across Nepal, Inclusive Rural Development Project (IRDN) aims to lift 5700 households of Nawalpur and Parasi districts out of poverty. This KOICA Nepal-funded two-year (2019-2021) project will support the implementation of 26 Locally Initiated Projects (LIP) under commercial agricultural production, commercial livestock production, economic infrastructure construction, and youth and women's skill development themes.

IRDN will facilitate construction of irrigation schemes, commercial agriculture and dairy farms, agriculture collection centers, dairy processing centers, and agriculture machinery rental centers in 13 wards of both districts.



Tharu and Sonaha Communities
Bardiya District

HOMESTAYS SAVING CULTURE AND FOSTERING UNITY

Endowed with natural beauty and a home to many rare floras and faunas, Bardiya District attracts thousands of domestic and international tourists every year. The Sonaha people who primarily inhabit Bardiya District are a small, marginalized indigenous community. Alongside the Sonaha live the Tharu people. But due to disputes in the past, they remained worlds apart.

GNI Nepal took nineteen Tharus and Sonahas to visit Dalla Community Homestay and participate in a Homestay Operation Training. Eight households were inspired to start homestay.

The foundation for the homestay business was laid with a sanitation program organized by GNI Nepal. In 2019, Rajapur Municipality Ward No. 1 supported these families with furniture and they made an initial investment of NRs. 480,000.

After a few months of preparation, the homestays came into operation. However, guest arrivals remained low. So, GNI Nepal supported NRs. 800,000 and the families pooled in NRs. 1,107,406 to establish a homestay museum and buy cultural artefacts.

So far 746 tourists from Chitwan, Butwal, Dang, Surkhet, Banke, Doti, Kailali and, Kanchanpur and fourteen from

Canada, China, Japan, Korea, and India have stayed in these homestays. In 2019, the homestay owning families collectively earned NRs. 737,620.

Chairperson, Indra Devi Chaudhary believes that the homestay business has brought the Tharu and the Sonaha communities closer. It has helped to preserve their culture from dying out. Whenever there is a cultural gathering, all the member households join in to cook and serve food, perform cultural dances. Women of both communities are able to earn now, not only work as housewives. Visitation to homestays by distinguished guests from government agencies, ministries, businessmen, and celebrities have re-introduced the municipality as a homestay hub.



149 cooperative developed agriculture insurance agents



151,000 coffee saplings planted



1 coffee outlet and **1** cupping lab established



3 coffee processing units established



4465 persons received entrepreneurship and business literacy training

Health and WASH



Over the last few decades, Nepal has made significant progress in improving the health of its people and creating greater health care access. Nonetheless, health care services are not yet universal. Health facilities still suffer from understaffing, and lack of equipment, medicines, and infrastructures. Access to quality and affordable health care remains a far cry for the marginalized, vulnerable, and poor communities.

In the federal setup, the public health system is decentralized. It could potentially reduce the urban-rural disparity in access and quality. Local government units have the power to plan and execute their health care plans but ensuring resources: financial and human still remains challenging.

GNI Nepal aims to strengthen the public health care system, and bring accessible and quality health care to the hardest-to-reach communities. In 2019, we strived to strengthen the public health system through construction/renovation of health facilities, provisioning medical equipment/supplies along with training female community health volunteers (FCHVs), and health workers.

There is no health without right WASH practices. Helping communities achieve total sanitation is one of our priorities. This year we invested in construction and renovation of WASH infrastructures. Each community member needs to act responsibly for enjoying optimal health. To make community members aware of wellness and illness, we organized mass education events.



POTABLE WATER BREATHES LIFE INTO SCHOOL

Shree Kalashikta Basic School
Ward No. 6, Simikot Rural Municipality
Humla District

Life is difficult in Humla, the only district still not linked to the national road network. Living here means to make do with less. For students of Shree Kalashikta Basic School things are not easy. Water shortage at the school made the lives of 189 students and twelve teachers even more difficult.

Students and teachers carried drinking water from their homes. For other purposes, the janitor had to traverse treacherous terrain several times a day to fetch water. As a result, toilets were left unclean and it slowly turned into a health hazard.

GNI Nepal in collaboration with Simikot Rural Municipality constructed a drinking water system that provides running water for the entire school. It serves more than 200 students and teachers, and the families that reside nearby.

Now, no student or teacher or the janitor has to make a grueling hike for water. There is enough potable water for all the school family. The toilets are clean again. Head teacher, Ganesh Bahadur Shahi declares, "We've set aside some money for its repair and maintenance. We take the responsibility to keep the water coming."



29,263 children and community members had their health checked



42 health facilities provided with medical equipment



14 children received critical treatment support



6 health facilities constructed and **2** renovated



5372 community members benefited from health education sessions



11 gender- and MHM- friendly toilets constructed



10 drinking water systems constructed/renovated



53 schools received support for providing MHM services and facilities



131 water sources tested



6494 persons oriented on health and WASH

Menstrual Hygiene Management (MHM) Project

In far western area of Nepal, menstruating women face several strictures in the name of culture, customs, and traditions. This, coupled with lack of right information and services makes it challenging for them to manage periods hygienically. For lessening the menstrual woes of and creating an enabling environment for the girls and women of Bajura, Darchula, and Bardiya, we built gender- and MHM-friendly toilets, distributed MHM kits, and organized training and awareness-raising sessions.



Paru Kathayat, Grade 7
Ward No. 3, Geruwa Rural Municipality
Bardiya District

FENCES ON MENSES DISMANTLED

Paru Kathayat is a seventh grader at Sarswoti Basic School. Even though girls make up sixty percent of the total student population of 318, the school had not paid any attention to their menstrual hygiene management—a serious need of adolescent girl students.

During menses, Paru and her friends did not like to attend school due to fear of showing blood stains, shame or embarrassment, and pain. Such physical problems and psychological fears persisted among them because the school lacked sanitation facilities (toilets and a place to safely dispose used sanitary pads), and medicines. Neither the girls would talk to their teachers about menstruation or menstrual problems they were facing.

If Paru was menstruating she had to leave her classes and rush home often, which naturally affected her studies. She also harbored fear and was ashamed to talk about menstruation and menstrual issues at home, school or with friends.

Along with Paru’s school, we have been supporting ten other schools in Bardiya District with menstrual hygiene management orientation for teachers, students, S-WASH-

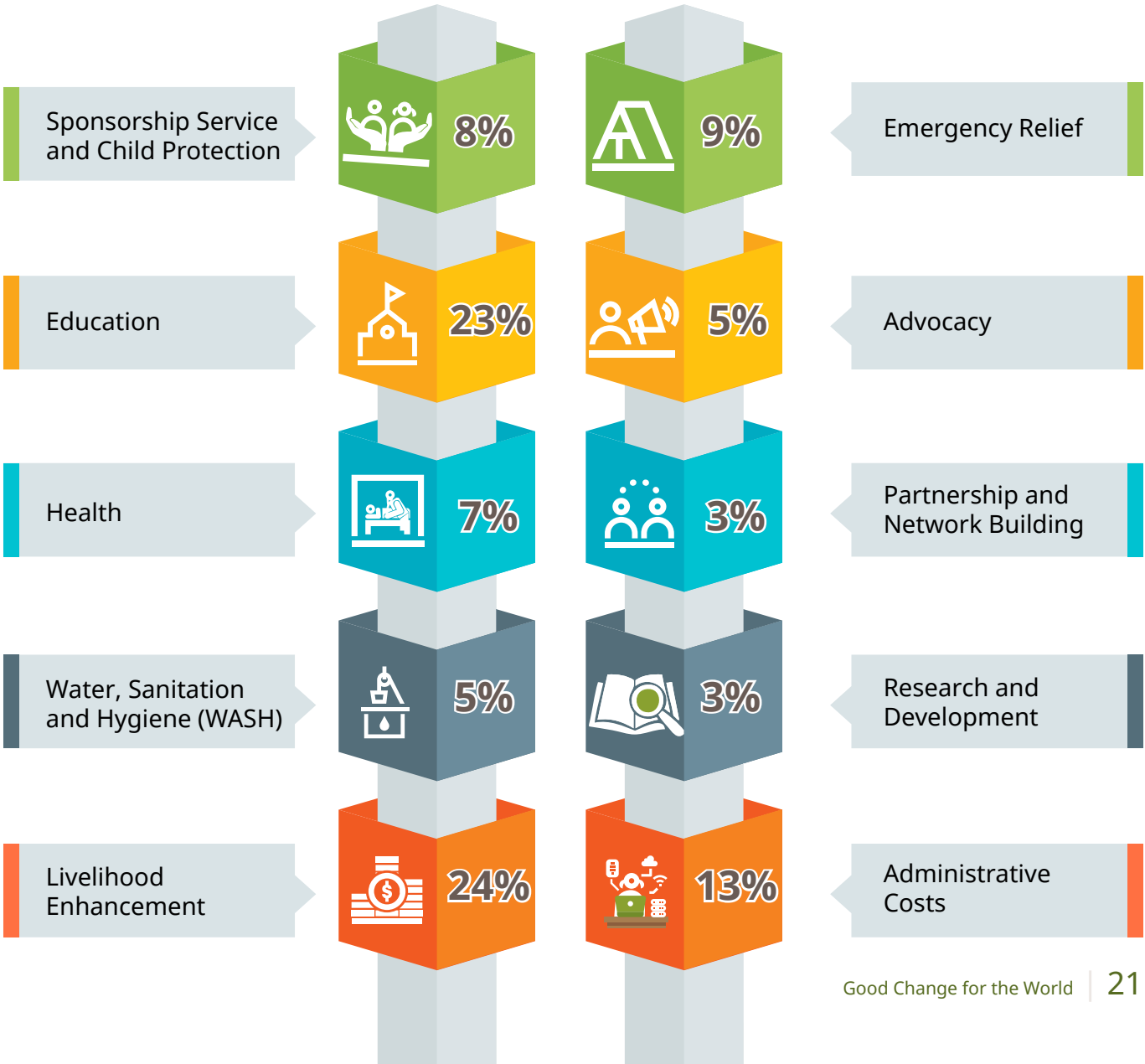
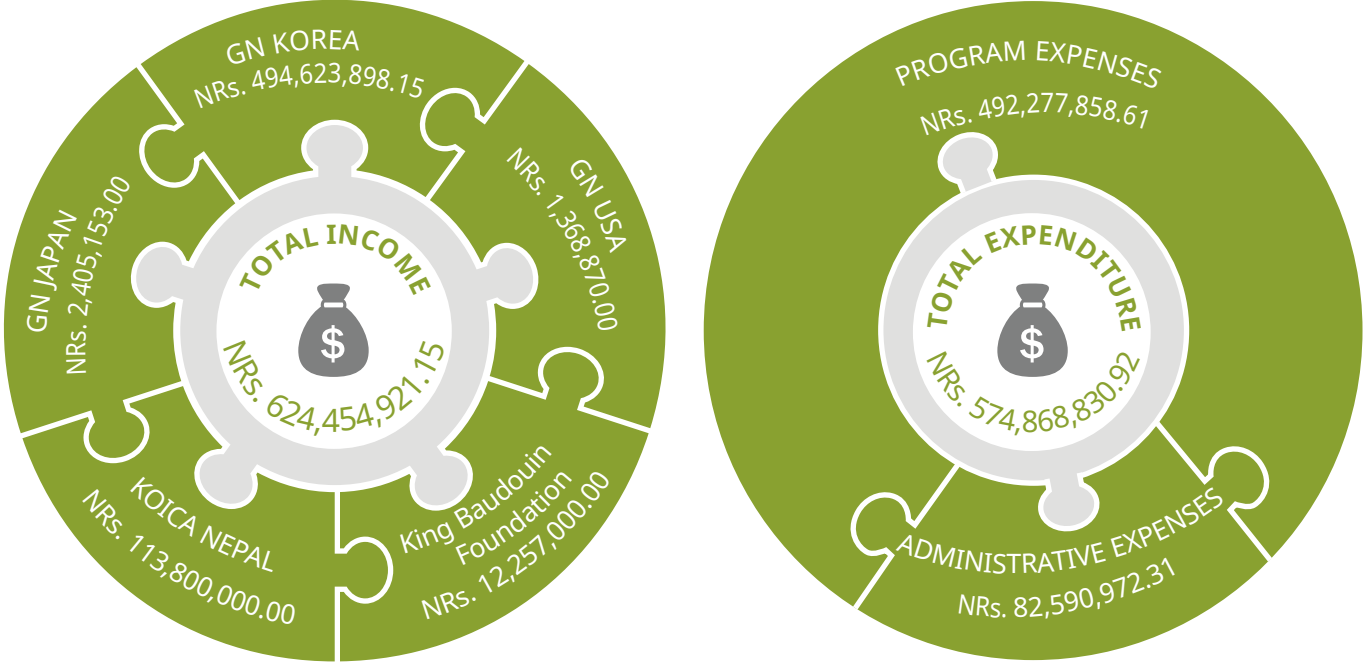
CC, and MHM corner. Local traditional healers have also been oriented against traditional menstrual taboos and practices.

Paru claims, “These days I have much better knowledge of menstrual cycle, menstrual hygiene management, and use of improved facilities. Now, I can freely talk to my friends, teachers, and family member about menstrual matters. It delights me that bad practices are ending.”

After MHM corner establishment and provision of sanitary pads and other essentials at the school, Paru and her friends have easy access to menstrual hygiene management which has resulted in their regularity at the school even during menses.

MHM focal teacher, Kamala Poudel acknowledges, “During periods, most of the girls would be absent from school as they lacked knowledge and MHM essentials and services were not available at the school. Thanks to all the materials we have and facilities that are available, girls do not have to suffer pain or shame and they also attend classes as if nothing is happening.”

Financials

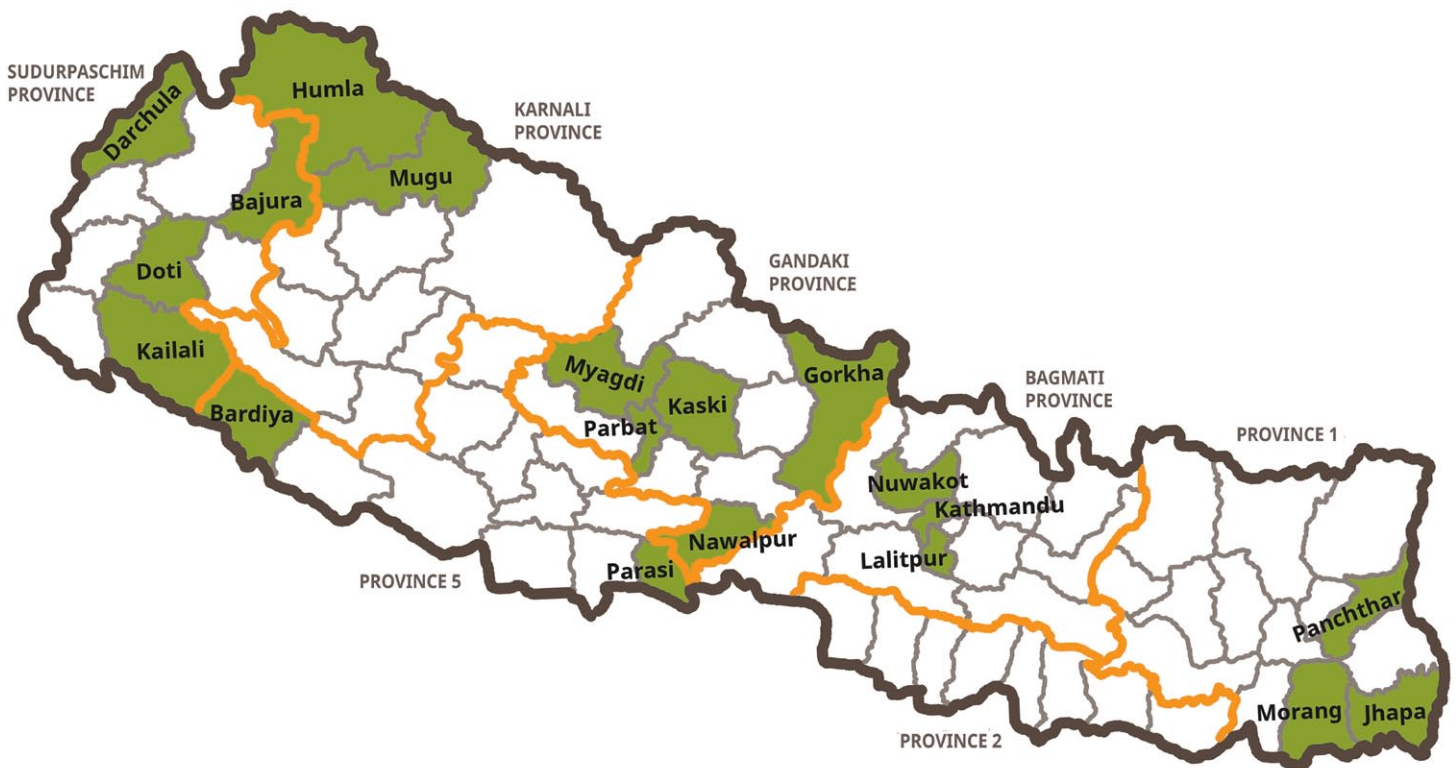


Partners

- 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
- PEACEWIN, Bajura
- Rural Village Women Development Centre
- SAHAMATI
- 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 Wor king Awareness Centre/ Nepal (SEEWAC/Nepal)
- System Development Service Centre (SDSC)



Working Districts



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