



THE BUTTERLAMP CHRONICLES

TEACH FOR NEPAL MAGAZINE



ANNUAL REPORT 2020/21
वार्षिक प्रतिवेदन २०७७/७८

THE BUTTERLAMP

CHRONICLES

PEOPLE WHO MADE THIS MAGAZINE POSSIBLE

Amir Joshi
Anuja Koirala
Khika Prasad Nepal
Mamta Pariyar
Nirvana Thakur
Prabhash Pokharel
Ruma Maharjan
Sudarshan Rajbhandari
Sujina Shakya
Swechha Pokharel

यस पत्रिकालाई सफल बनाउन
मद्दत गर्ने व्यक्तिहरू:

अमिर जोशी
अनुजा कोइराला
खिका प्रसाद नेपाल
ममता परियार
निर्भाना ठाकुर
प्रभास पोखरेल
रुमा महर्जन
सुदर्शन राजभण्डारी
सुजिना शाक्य
स्वेच्छा पोखरेल



THEORY OF CHANGE

Teach For Nepal is a movement of young leaders who seek to end education inequity in Nepal through direct service in classrooms and in long term by working in areas that drive structural change.

परिवर्तनको सिद्धान्त

टिच फर नेपाल शैक्षिक रूपमा अब्बल, नेतृत्वदायी भूमिकामा काम गरेका र सामाजिक परिपर्तनप्रति दृढ इच्छाशक्ति भएका युवाहरूको अभियान हो । यसअन्तर्गत उनीहरू दुई वर्ष कक्षाकोठामा प्रत्यक्ष रूपमा काम गरेर विद्यमान शैक्षिक असमानता अन्त्य गर्न र दीर्घकालीन रूपमा संरचनागत परिवर्तन हुने विभिन्न क्षेत्रहरूमा नेतृत्वदायी भूमिका निर्वाह गर्नेछन् ।

CONTACT US

सम्पर्क

Address

Teach For Nepal House
140 Chitra Marga, Kantipath
Jamal, Kathmandu, Nepal

Contact

P : +977-1-4240105
P : +९७७-१-४२४०१०५
E : info@teachfornepal.org
W : www.teachfornepal.org

TABLE OF CONTENTS

PAGE

04

Note from the CEO

प्रमुख कार्यकारी अधिकृतको
सन्देश

PAGE

06

The Comeback after
the Chaos

अन्योल पश्चातको
पुनरागमन

PAGE

11

Keeping Students'
Learning Alive during
the Pandemic

महामारीको समयमा
विद्यार्थीको सिकाइ जारी राख्दै

PAGE

16

Alumni in Education
Leadership

शैक्षिक नेतृत्वमा
अलुम्नाइ

PAGE

20

TFN Alumni in the Edu-
cation Sector

शिक्षा क्षेत्रमा टिच फर
नेपालका पूर्व-फेलो

PAGE

23

Dialogue with a
Supporter

समर्थकसँगको संवाद

PAGE

28

Dialogue with a
Principal

प्रधानाध्यापकसँगको संवाद

PAGE

32

Cluster Meet

क्लस्टर मीट

PAGE

40

Cohort
2021

कोहोर्ट
२०२१

PAGE

42

Moments of
the year

वर्षका सम्भनाहरू

PAGE

48

Classroom
Resumes

कक्षाकोठाहरु सुचारु

PAGE

58

Fellows from
2013 to 2020

२०१३ देखि २०२०
का प्रज्ञार्थीहरू

PAGE

60

Teach For Nepal
Finances

टिच फर नेपाल वित्त

PAGE

63

Individual Donors

व्यक्तिगत दाताहरु

PAGE

64

The Board &
Leadership Council

बोर्ड तथा नेतृत्व परिषद

PAGE

66

Teach For Nepal
Partner Schools

टिच फर नेपाल
साझेदार विद्यालय

PAGE

67

Our Partners and
Supporters

हाम्रा सहयात्री र
सहयोगीहरू

PAGE

69

Why join the
movement?

अभियानमा तपाईं किन
लाग्ने त ?

NOTE FROM THE CEO

प्रमुख कार्यकारी अधिकृतको सन्देश

When the admission announcement from the United World College was announced, one of our students Sita Maya Tamang also made it to the list. She was accepted to United World College in Germany. Padam Raj Awasthi, one of the Teach For Nepal Fellows who taught her, called me to share the news with utmost pride and joy. He said, "I hope you can see that our work is paying off and we are surely moving towards our dream and our vision."

I am overwhelmed with so much gratitude and pride in the fact that I am part of this movement where teachers are happier for their student's success than the students. I am grateful to be part of a movement where hundreds of youth like Padam strive forward with a strong sense of possibility for a change - a society where all children have equal opportunities and possibilities for success.

At this time, I would like to remember the last two years of Covid. It was a hard time for all of us. Some of us may prefer not to look back at the previous years and start anew with fresh energy and enthusiasm toward our goals. But I want to urge the importance of not forgetting. It is so so so important not to forget - the suffering, the learnings, and the bare truth of our unequal society that the pandemic unveiled.

The lockdown resulted in 95% of our students being without access to physical classes at their schools. Although 52% of the students had some kind of formal learning arrangement in their own homes, and 29% had access to long-distance organized learning arrangements. But only 12% of the total students had an opportunity for online access to learning. Out of the 12% who had access to online learning, only 5% amongst them were from an economically disadvantaged group.

These learning interruptions for numerous students were putting our students at risk of dropping out of school, being forced into child marriage or being sent abroad for high-risk jobs.

But the crisis in our public education is not just about the recent pandemic. We should not forget that this crisis in our public education is not limited to times of pandemics. 80% of the students still attend public school. When we look back at the year 2008, the data shows that out of 100 students enrolled in grade 1, only 10 students had been capable of successfully graduating from grade 10, the SLC, which now is referred to as SEE. Only about 25% of students from public schools were graduating from SLC at that time. With the new grading system in place, we see that students from public schools achieving GPAs of more than 1.6 are very limited in number.

As we move forward, it is important to not forget these harsh realities. However, it is also important to remember that a solution is possible.

During the time of Covid lockdown, when we were exploring various alternatives to aid the learning process of the students, I remember getting an interesting call from a reporter. With good intention, she asked, "Did you find something that works for students' learning during this time?"



हालै युनाइटेड वर्ल्ड कलेजमा छात्रवृत्ति प्राप्त गर्न सफल विद्यार्थीको सूची सार्वजनिक हुँदा हाम्रो विद्यार्थी सीतामाया तामाङ पनि त्यस लिस्टमा पर्न सफल भएको जानकारी प्राप्त भयो । उनी पढाइको लागि जर्मनीको युनाइटेड वर्ल्ड कलेज जाने भएकी छन् । यो खबर मलाई पदमराज अवस्थीले फोन मार्फत जानकारी गराएका थिए । पदम टिच फर नेपालका पूर्व-फेलो हुन् र सीतामायाका शिक्षक पनि । फोनमा यो खबर मलाई सुनाउँदा पदम कति हर्षित र गौरवान्वित थिए म प्रष्ट अनुमान लगाउन सक्दथेँ । उनी मलाई आश्चर्य पाउँदै भन्दै थिए, "मलाई आशा छ तपाईंले हाम्रो कामले सोचे अनुरूप नतिजा दिन सफल भइरहेको महसुस गर्दै हुनुहुन्छ । हामी हामीले देखेको सपना र हाम्रो उद्देश्य तर्फ पक्कै पनि अगाडि बढिरहेका छौं ।"

शिक्षकहरू आफ्ना विद्यार्थीको सफलतामा स्वयम् विद्यार्थी भन्दा बढी खुसी हुने यस अभियानसँग सम्बन्धित हुन पाउँदा मलाई कृतज्ञता र गर्वको अनुभव हुने गर्दछ । यो एउटा यस्तो अभियान हो जसमा पदम जस्ता सयौं युवाहरू परिवर्तनको उच्च सम्भावनाको विश्वास बोकी हरेक बालबालिकालाई सफलताको समान अवसर र सम्भावनाहरू सम्म पहुँच सुनिश्चित गर्न सकिने समाज निर्माण गर्ने दृढ इच्छा शक्ति सहित अधि बढ्दैछन् ।

म यस अवसरमा हामीले कोभिडको समयमा विताएका पछिल्ला दुई वर्षको विशेष रूपमा सम्भना गर्न चाहन्छु । यी वर्षहरू हामी सबैका लागि कठिन थिए । हामीमध्ये कतिलाई विगतलाई सम्झेर त्यसैमा रुम्मलिएर बस्न मन नलाग्न सक्छ । र, सधैँ नयाँ ऊर्जा र उत्साहको साथ अगाडि आफ्नो लक्ष्यतर्फ अगाडि बढ्न मन लाग्न सक्छ । तर यस्तो हुँदाहुँदै म यहाँ 'नविसन्तु' को महत्वलाई पनि जोड दिन चाहन्छु । यो महामारीले हाम्रो आँखा अगाडी छल्लंग पारिदिएका ती सबै पीडा, सिकाइ, र हाम्रो समाजमा रहेको असमानताको खुला यथार्थलाई नविसन्तु नै हाम्रो लागि उचित देख्छु ।

लकडाउनको समयमा भण्डै ९५% विद्यार्थी कक्षाकोठामा आफ्नो भौतिक उपस्थिति जनाउनबाट वन्धित रहे यद्यपि, ५२% विद्यार्थीसँग आफ्नै घरमा कुनै न कुनै प्रकारको औपचारिक सिकाइ व्यवस्था उपलब्ध थियो, २९% विद्यार्थीसँग दूर-शिक्षाको संगठित सिकाइ व्यवस्थासम्म पहुँच थियो । तर, करिब १२% विद्यार्थीले मात्र अनलाइन सिकाइसम्म पहुँचको अवसर पाएका थिए । अनलाइन सिकाइमा पहुँच भएका यी १२% मध्ये पनि ५% त आर्थिक रूपमा विपन्न समूहमा पर्दथे ।

The question was, “Did you find the magic bullet?”

During the pandemic, everyone was eager to find the magic bullet that would work magically and turn things around. A lot of us looked at technology for solutions.

At Teach for Nepal, however, we learned that if there is any magic bullet it was our PEOPLE. That was it. Our magic bullet was the 7th Cohort and 8th Cohort of Fellows, and the staff who relentlessly worked to ensure that learning didn't stop for our students. Our magic bullet is the preceding six cohort of Fellows who have continuously paved a path for gradual systemic change. Their leadership has carved this movement of education equality.

And leadership is what Teach For Nepal continues to believe in. The crisis of public education is not simple and linear that can be resolved with one magic bullet solution or one policy reform or one big intervention. The problem is complex, it is systemic and involves multiple stakeholders. And thus the only hope we have is in the collective leadership of people who are committed to a long-term movement to bring gradual and systemic change across the education landscape.

It is important to remember the lessons of the past and it is important to retain a sense of possibility towards change.

It is possible for all students to reach their dreams. It is possible for successes like that of Sita Maya to not be examples but a norm for all boys and girls in public schools. It is possible for them to become responsible citizens who take responsibility for their own community's welfare. It is possible for them to have the ability to recognize unjust social practices and speak up and act against it. It is possible for them to one day create and lead a kind of society that doesn't leave behind the less fortunate ones.

The only question in front of us is “Knowing that there is no magic bullet and that change is going to demand our long-term commitment and leadership, what are we as individuals and as a collective willing to do to strengthen our public schools so all children can achieve excellent education and become ideal citizens and creators and leaders of a just and an equal nation?”

Swastika Shrestha
Co-founder and Chief Executive Officer

यस्ता विभिन्न किसिमका अवरोधले धेरै विद्यार्थीलाई विद्यालय छाड्न, बालविवाह गर्न वा उच्च जो खिमयुक्त पेशाका लागि विदेशिन बाध्य बनाउने गर्दछ।

तर हाम्रो सार्वजनिक शिक्षामा हाल व्याप्त संकट, केवल भएको महामारीले मात्रै निमित्तएको भने होइन। सार्वजनिक शिक्षामा यो संकट महामारीको समयभन्दा धेरै पहिलेदेखि नै विद्यमान छ। सन् २००८ मा प्रकाशित सरकारी तथ्यांकलाई मात्रै आधार मान्ने हो भने पनि त्यस समयसम्म कक्षा १ मा भर्ना हुने १०० विद्यार्थीमध्ये मात्र १० जना एसएलसी, जसलाई हाल अहिले एसईई भनिन्छ, उत्तीर्ण हुन सफल भएको पाईन्छ। सार्वजनिक विद्यालयबाट एसएलसी औपतमा केवल २५% को हाराहारीमा विद्यार्थी उत्तीर्ण हुन सफल हुन्थे नयाँ ग्रेडिड प्रणाली लागू भएपछिका दिनमा पनि सार्वजनिक विद्यालयका विद्यार्थीमा १.६ भन्दा बढी जिपिए प्राप्त गर्नेको सङ्ख्या निकै सीमित रहेको छ। यो नभुलौं, अझै पनि हाम्रा लगभग ८०% विद्यार्थीहरू सार्वजनिक विद्यालयमा पढ्छन्।

त्यसैले, हामी अगाडि बढ्दै गर्दा यी कठोर वास्तविकताहरूलाई नभुली यिनलाई सधैं याद राख्न जरूरी छ। तर यो सबको बावजुद समाधान सम्भव छ भनेर पनि याद गर्न जरूरी छ।

कोभिड लकडाउनको माफ विद्यार्थीहरूको सिकाइलाई निरन्तरता दिन मिल्ने गरी हाम्रो टिममा विभिन्न विकल्प उपर छलफल चलिरहेकै बेला मलाई एक जना पत्रकारले फोन गर्दै एउटा रोचक कुरा सोध्नुभएको याद छ। सायद उहाँले राम्रै मनसायका साथ सोध्नुभएको होला, “के तपाईंहरूले यस्तो समयमा विद्यार्थीको सिकाइमा उपयोगी केही फेला पार्नुभयो त?”

तर, मलाई लाग्छ, उनले खास सोध्न खोजेको कुरा थियो, “के कुनै चमत्कारी उपाय फेला पर्यो त?”

महामारीको समयमा सबैजना कुनै चमत्कारी गोली फेला पार्न उत्सुक थिए। त्यस्तो चमत्कारी गोली जसले चमत्कारी काम गर्दै सबैकुरा एकचोटीमै च्याट्ट ठीक पारिदिओस्। हामीमध्ये धेरैले प्रविधिको प्रयोग त्यसै रूपमा गर्न सकिन्छ, भन्ने ठानेका थियौं।

टिच फर नेपालको यतिका वर्षको सिकाइको निचोड के हो भने यदि हाम्रो लागि केही चमत्कारी गोली समान फलदायी हुन सक्छ भने त्यो केवल हाम्रा ‘मानिस’ हुन्। हाम्रो अभियानसँग कुनै न कुनै रूपमा जोडिएका हाम्रा मानवस्रोत। हाम्रो चमत्कारी गोली हाम्रा सातौं र आठौं कोहोर्टका फेलोहरू हुन्। त्यस्तै हाम्रा विद्यार्थीको सिकाइ सुनिश्चित गर्न निरन्तर लागि रहने हाम्रा कर्मचारीहरू हुन्। हाम्रो चमत्कारी गोली यस अघिका कोहोर्टका फेलोहरू हुन् जसले क्रमिक प्रणालीगत परिवर्तनका लागि मार्ग प्रशस्त गर्ने प्रयास गरे। शिक्षामा समानताको यो अभियानलाई यो आकार दिन उनीहरू सबैको नेतृत्वदायी भूमिका छ।

टिच फर नेपालले विश्वास गर्ने भनेको ‘नेतृत्व’ मा हो। सार्वजनिक शिक्षा क्षेत्रमा हाल व्याप्त अवस्था सरल नभई जटिल छ, प्रणालीगत छ, र धेरै सरोकारवालाहरूसँग सम्बन्धित छ। यो कुनै एउटा चमत्कारी गोली, एउटा नीतिगत सुधार, वा कुनै एउटा ठूलो हस्तक्षेपले मात्र समाधान गर्न सकिने समस्या होइन। तसर्थ, हाम्रो अन्तिम आशा भनेकै सार्वजनिक शिक्षामा क्रमिक र प्रणालीगत परिवर्तन ल्याउने उद्देश्य सहितको दीर्घकालीन अभियानमा प्रतिबद्ध व्यक्तिहरूको सामूहिक नेतृत्वमा हो।

विगतका सिकाइहरू सम्झनु अति महत्वपूर्ण हुन्छ। तर त्यसका साथै उत्तिकै महत्वपूर्ण हुन्छ, परिवर्तनको सम्भाव्यतामा विश्वास राख्न सक्नु।

हामीले सबै विद्यार्थीले सपना देख्न पाउने र त्यसलाई पूरा गर्न सक्ने वातावरण तयार पार्न सम्भव छ। सीतामायाले हासिल गर्न सकेको सफलता सामुदायिक विद्यालयका विद्यार्थीका लागि केवल हेरेर चित्त बुझाउनु पर्ने उदाहरण मात्रै नभई आफैले प्राप्त गर्न सकिने सम्भावना बनाउन सम्भव छ। हरेक विद्यार्थी आफ्नो सामुदायिक जिम्मेवारी उठाउन सक्ने एउटा जिम्मेवार नागरिक बन्न सम्भव छ। उनीहरूमा समाजका समस्या पहिचान गरी त्यसलाई समाधान गर्ने क्षमता विकास गर्न सम्भव छ। हामीले यी विद्यार्थीहरूकै नेतृत्वमा यहाँ यस्तो समाज बनाउन सम्भव छ, जहाँ समाजका कम अवसर प्राप्त समुदाय र विद्यार्थीलाई पछाडि छोडिने छैन।

परिवर्तनका लागि साँच्चै नै कुनै चमत्कारी गोली त छैन। तर दीर्घकालीन प्रतिबद्धता र नेतृत्वबाट भने यो सम्भव छ। सो हाम्रा लागि अन्त्यमा एउटै प्रश्न रहन्छ- हाम्रा सार्वजनिक विद्यालयलाई बलियो बनाउन व्यक्तिगत र सामूहिक स्तरमा हामी के गर्न सक्छौं ताकि गुणस्तरीय शिक्षामा सबै बालबालिकाको पहुँच सम्भव हुन सकोस्। उनीहरू न्यायपूर्ण र समान राष्ट्रका आदर्श नागरिक, सर्जक, र नेतृत्वकर्ता बन्न सक्नु।

स्वस्तिका श्रेष्ठ
सह-संस्थापक तथा प्रमुख कार्यकारी अधिकृत

THE COMEBACK AFTER THE CHAOS

अन्योल पश्चातको पुनरागमन

IN FOCUS

OJASHWI KC, SUDARSHAN GAUTAM, GANESH BASNET,
ABIRAL NIRLA, MANILA HIRACHAN, BINOD GHIMIRE,
RAMHARI SAPKOTA AND BHARATI NEWAR



No teaching alternative can replace a teacher's physical presence in the classroom. With this realization, when the second wave of the pandemic settled somewhat, TFN Fellows rejoined their placement communities. After having put relentless efforts into making distance learning possible for their students during the lockdown, the Fellows had more to do. There were excitement and fear in equal measures – the excitement of returning to the normal Fellowship routine and the fear that things might never return to normal again!

In Malta of Lalitpur, Sudarshan Gautam (2019) and Ojashwi KC (2019) went back to the community with the urgent mission to help their students catch up on what they had missed. Of the many items on their long to-do list, boosting their students' morale, which seemed to have weakened during the pandemic, was their foremost priority. The application call for the Global Children's Designathon 2021 came as the perfect opportunity. The Fellows got all their grade 7 students to participate in it.

While selecting the teams of students to participate in the competition, Sudarshan and Ojaswi challenged the age-long practice of handpicking a bunch of academically high-achieving students. Each team was composed of students with diverse academic and extracurricular records and they complemented each other very well in their strengths. The team of Dhanaraj, Bipana and Sujit reached the finals with their Solar Halo (plow) project. None of them were acclaimed high achievers by academic scores but they brought creativity, craftiness and presentation skills to their projects and outshone others.

कक्षाकोठामा शिक्षकले स्वयं पूर्ण विद्यार्थीसँग प्रत्यक्ष पठनपाठन गराउँदा सिकाइ जति प्रभावकारी हुन्छ, अन्य वैकल्पिक माध्यमबाट त्यही प्रभावकारिता हाँसिल गर्न गाह्रो हुन्छ। महामारीको दौरान विद्यार्थी भन्दा टाढा रही पढाउनु पर्दाको सीमितता अनुभव गरेका फेलोहरू, महामारीको लहर केही मद्धम भएसँगै आ-आफ्नो समुदायमा फर्किए। लकडाउनको समयमा प्रज्ञार्थीहरूले आफ्ना विद्यार्थीका लागि दूरशिक्षा सफल बनाउन लगाएको अथक प्रयास पश्चात पनि अझै धेरै गर्न बाँकी थियो। फेलोहरूको मनमा उत्साहसँगै त्यत्तिकै पीर पनि थियो – एकातिर फेलो शिपका सामान्य दिनतर्फ फर्किने माहोल बन्दै गएकोमा उत्साह भने अर्कोतिर शैक्षिक वातावरण पहिले जस्तै सामान्य अवस्थामा नफर्केला कि भन्ने पीर!

ललितपुरको माल्टामा फेलोशिप गरिरहेका सुदर्शन गौतम (२०१९) र ओजश्वी केसी (२०१९) ले लकडाउन खुल्ना साथ आफ्ना विद्यार्थीहरूको पछाडि पर्न गएको पाठ्यक्रम जति सक्दो चाँडो अगाडि बढाउनु पर्ने बुझेका थिए र अतिलम्ब आफ्नो समुदायमा फर्किहाले। उनीहरूले अगाडि गर्न पर्ने काम थुप्रै थिए। तर, महामारीको कारण कमजोर हुनपुगेको आफ्ना विद्यार्थीको मनोबललाई कसरी उकास्न सकिन्छ भन्ने कुरा उनीहरूको प्राथमिकतामा थियो। यसैवेला 'ग्लोबल चिल्ड्रेन्स डिजाइनाथोन २०२१' को लागि खुला गरिएको आवेदन एक उपयुक्त अवसरको रूपमा सामुन्ने आयो। फेलोहरूले कक्षा ७ का सम्पूर्ण विद्यार्थीलाई यस कार्यक्रममा सहभागी हुन मनाए।

प्रतियोगितामा भाग लिन टोली छनौट गर्ने क्रममा सुदर्शन र ओजश्वीले कक्षाका अत्यधिक अंक ल्याउनेलाई मात्र टोलीमा संयोजन गर्ने परिपाटीलाई चुनौती दिँदै हरेक टोली गठन गर्दा छुट्टा-छुट्टै तर पुरक गुण भएका विद्यार्थीलाई समावेश गरी टोली गठन गरे। ओजश्वी सम्झिन्छन्, "उनीहरू मध्ये एकले मलाई सोध्दै थिए – हाम्रो टोलीमा किन कोही टपर विद्यार्थी समावेश नगरिएको? उनको प्रश्नको उत्तर दिँदै मैले उनलाई केवल पढाइमा राम्रो अंक ल्याउनु मात्र सबैकुरा नभएको भनी सम्झाउनु पर्यो। बरु, यस प्रतियोगिताको लागि पढाइ सँगसँगै अरु केही विशेष कौशलको पनि उत्तिकै महत्व रहने र समूहमा विद्यार्थी यस्तै भिन्ना-भिन्ने क्षमता बोकी आऊन् भनी चाहन्छौं भनी बुझाएँ।"

The Solar Halo project was ideal for getting students to empathize with the animals used for plowing the fields as well as to understand how solar energy can be a sustainable resource. The team was firmly convinced of the importance of the project. When asked why prefer solar energy over other sources of energy, Dhanaraj replied, “The Sun unbiasedly shines upon everyone’s house; it doesn’t discriminate between the rich and the poor.”

The Fellows reflect, “Lack of resources was not the only challenge. Students lacked exposure and hadn’t been able to explore their capabilities, which meant their perspectives were limited. We had to work to change the picture.”

Ojaswi called Fellow Bipana’s mother and requested her to allow Bipana to join the residential workshop they had arranged for students to prepare for the finals. Bipana’s mother had no idea about the nature of the competition and was reluctant to let her daughter participate. Defying her mother’s lack of confidence in her and her own self-doubt, Bipana joined the residential workshop. Thanks to their hard work and preparation, the team won the competition against 242 other participating schools under the ‘Clean Energy and Climate’ category, securing a prestigious award.

Sudarshan shared, “Kids are now very much into building something creative from scratch. And above all, they now believe that they, too, can win.” Winning, indeed, significantly boosts students’ confidence, and also further motivates the teachers who go the extra mile to ensure that their students win despite all odds.



Ganesh Basnet (2019), a second-year science Fellow from Gimdi arrived at the community to find his school still shut and children at home dealing with limited access to learning. He could no longer afford to wait for the school to reopen. Hence, he revived the Steam Janak Student Club which he had helped his students found in his first year.

Under the club, he led numerous projects like ‘My Research and My Innovation,’ ‘My Research on Traditional Technology,’ and ‘Phone Call Science Interview,’ which could run even before the school reopened. These projects were unique and innovative. His students were intrigued by the projects and constantly engaged in learning. They researched and presented findings on medicinal herbs and traditional technologies. With his students unable to join him physically, Ganesh also conducted and recorded phone interviews on science topics. He posted snippets from these conversations and interesting research findings on the club’s Facebook page to make them accessible to more students and Fellows from other schools.

When school resumed, Ganesh found that his students were rarely using facemasks, but it didn’t take much for him or his students to come up with a solution, thanks to their problem solving habit the club had already inculcated

प्रतियोगितामा भाग लिएका विभिन्न टोली मध्ये, विद्यार्थीहरु धनराज, विपना र सुजितको टोली उनीहरुले बनाएका सौर्य हलो (सोलार हलो) परियोजना फाइनलमा पुग्यो। समूहमा रहेका कोही विद्यार्थी पनि सबैभन्दा बढी अंक ल्याउने विद्यार्थी थिएनन्। तर, उनीहरुले आफूसँग ल्याएको रचनात्मकता, शिल्प कौशल र प्रस्तुती कौशलले गर्दा अरु समूहलाई पछि पार्न सफल भए।

विद्यार्थीहरुलाई सौर्य उर्जा कसरी दिगो श्रोत हुन सक्छ भनी बुझ्न र खेत जोत्न प्रयोग गरिने जनावरहरुप्रति सहानुभूतिको भावना जागृत गर्न सिकाउन सौर्य हलो परियोजना एक आदर्श नमुना थियो। टोलीको सदस्य व्यक्तिगत रूपमा पनि यस परियोजनाको विचारसँग पूर्ण सहमत थिए। “सौर्य नभई अरु उर्जा प्रयोग किन नगरिएको?” भनी प्रश्न गर्दा धनराज उत्तर दिन्छन्, “घाम निष्पक्ष भई सबैको घरको धुरीमा चम्कन्छ। यसले को धनी, को गरिव भनी भेद गर्दैन।”

फेलो भन्छन्, “हाम्रो लागि चुनौती श्रोतको कमी हुनु मात्रै थिएन। उचित अवसरसम्म विद्यार्थीले नपाएको हुँदा उनीहरुले आफूभित्रको क्षमता जान्ने मौका पाएका थिएनन् र यसले उनीहरुको दृष्टिकोणमा सिमितता थियो। यो हाम्रो लागि सबैभन्दा ठूलो चुनौति थियो। हामीले यो अवस्था परिवर्तन गर्न काम गर्नु थियो।”

एक दिन ओजश्वीले विपनाकी आमालाई विपनालाई प्रतियोगिताको फाइनलको तयारीको लागि व्यवस्था गरिएको आवासीय कार्यशालामा पठाउन अनुरोध गरिन्। यसरी अनुरोध गर्दा विपनाकी आमाको प्रश्न थियो, “यो कस्तो प्रतियोगिता हो र?” विपनाकी आमालाई उनको छोरीले भाग लिने भनिएको प्रतियोगिता के हो बुझ्न गाह्रो पर्यो। आखिर उनले बुझेकी प्राय प्रतियोगिताभन्दा यो प्रतियोगिता भिन्न खालको थियो। त्यसैले उनलाई आफ्नी छोरीले यस प्रतियोगितामा भाग लिने कुरा र आवासीय कार्यशालामा बस्न जाने कुराले त्यति उत्साहित बनाएको थिएन।

आफ्नी आमाको आफूसँगको अपेक्षा र आफ्नै आत्म-शंकालाई चुनौती दिँदै आखिर विपना यो आवासीय कार्यशालामा सामेल भइन्। सबैको कडा परिश्रम र तयारीले अन्ततः टोलीले प्रतियोगिता जित्यो! हो, टोलीले ‘स्वच्छ ऊर्जा र जलवायु’ विधामा सहभागी अन्य २४२ विद्यालयहरुलाई उछिन्दै प्रतियोगिता अवार्ड जित्न सफल भयो।

सुदर्शन भन्छन्, “यी बालबालिकाहरु आजभोलि केही रचनात्मक कुरा निर्माण गर्न पाउँदा उत्साहित भई लागिपर्छन्। र सबैभन्दा महत्वपूर्ण, उनीहरुलाई आफूले पनि जित हासिल गर्न सम्भव छ भन्नेमा विश्वास लाग्छ।” हुन पनि विद्यार्थीको आत्मविश्वासमा यस्तो जीतको महत्वपूर्ण योगदान रहन्छ। यसको उतिकै महत्व उनीहरुको शिक्षकहरुको लागि पनि रहन्छ। विद्यार्थीहरुको सबै बाधा-अड्कनलाई पन्छ्याउँदै उनीहरुको जीत सुनिश्चित गर्न लागिपर्ने शिक्षकहरुलाई पनि यस्तो जीतले हौसला दिन्छ।

गिम्दीमा आफ्नो फेलोशिपको दोस्रो वर्षमा विज्ञान पढाउँदै गरेका फेलो गणेश बस्नेत (२०१९) फर्केर आफ्नो समुदायमा पुग्दा उनी अध्यापन गर्ने विद्यालय अझै बन्द थियो। यसरी विद्यालय बन्द राख्दा विद्यार्थीहरुको सिकाइ प्रभावित भइरहेको उनलाई लाग्यो। उनी विद्यालय कहिले खुल्छ भनी पर्खी बस्न सकेनन्। अनी “स्टीम जनक विद्यार्थी क्लब” लाई पुनर्जीवित गर्ने निर्णय लिए। यो क्लबको स्थापना उनी आफ्नो फेलोशिपको पहिलो वर्षमा रहँदा उनैको नेतृत्वमा उनका विद्यार्थीहरुले गरेका थिए।

क्लब सुरु भए उनले स्कुल खुल्नु अघि यसै अन्तर्गत धेरै परियोजनाहरु संचालन गर्न सक्थे। उनले यसै गरे। यसरी संचालन गरिएका परियोजनाहरु मध्ये, ‘माइ रिसर्च एण्ड माइ इनोभेसन,’ ‘माइ रिसर्च अन ट्रेडिशनल टेक्नोलोजी’ र ‘फोन कल साइन्स अन्तर्वार्ता’ जस्ता परियोजनाहरु अद्वितीय र नवीन थिए। यस्ता परियोजनाहरुले विद्यार्थीमा उत्सुकता जगाउँदै उनीहरुलाई यसमा संलग्न गराउने र यही गर्दै जाँदै ई-सिकाईमा बढोत्तरी गर्न सकिने वातावरण तयार पार्यो। र, भयो यस्तै। यिनै परियोजनाहरु अन्तर्गत यी विद्यार्थीहरुले औषधीय जडीबुटी र परम्परागत प्रविधिहरुमा अनुसन्धान गर्न र आफ्ना निष्कर्षहरु प्रस्तुत गर्न सके। यस्तै, गणेशले विद्यार्थीसँग फोनबाटै विज्ञान सम्बन्धि अन्तर्वार्ता लिने र अन्तर्वार्तालाई ई-रेकर्ड गर्ने व्यवस्था मिलाए। यस्ता वार्तालाप र अनुसन्धानका क्लिपहरुलाई उनले अन्य विद्यालयका विद्यार्थी र त्यहाँ कार्यरत फेलोहरुमाफ्नै पनि ज्ञान पुग्न भनेर क्लबको फेसबुक पेज बनाई पोस्ट गरे।

जब विद्यालय खुल्यो, विद्यालयमा गणेशले विद्यार्थीले विरले फेसमास्कहरु प्रयोग गरिरहेको देखे। कोरोनाको महामारी चलिरहेको बेला यो एउटा गम्भीर समस्या थियो। त्यसैले, यसको समाधान आवश्यक थियो। यो समस्याको समाधान पनि विद्यार्थीबाट नै निकाल्न लगाउने उनले सोचे। आखिर क्लबले विद्यार्थीमा

in them. They led another project where the students first built a prototype of a facemask using paper and later manufactured real wearable facemasks using local cloth available around them.

Alongside principles of design thinking, science, technology, and research methods, Ganesh's students learned about the value of persistence through their activities at the club. He recalls, "My students' sense of possibility now allows them to believe that even when it seems they have exhausted all the options, there might still be a way out."

समस्याको पहिचान गरी त्यसको समाधान गर्ने बानीको विकास गरेकै थियो । त्यसैले गणेश र गणेशका विद्यार्थीलाई समाधान तर्फ कदम चाल्न धेरै समय लागेन र उनीहरूको अर्को परियोजना शुरु भयो । यस परियोजना अन्तर्गत विद्यार्थीले शुरुमा कागज प्रयोग गरेर फेसमास्कको प्रोटोटाइप बनाए । प्रोटोटाइप सफल भए पश्चात उनीहरूले वरिपरि उपलब्ध स्थानीय कपडाहरू प्रयोग गर्दै वास्तविक लगाउन मिल्ने फेसमास्कहरू बनाए ।

यस्तो गर्दै विद्यार्थीले 'डिजाइन-थिन्किङ्ग,' विज्ञान, प्रविधि र अनुसन्धानका सिद्धान्तहरू सिक्दै गए । तर एउटा महत्वपूर्ण पाठ विद्यार्थीले यस क्रममा सिकेको भनेको दृढताको पाठ हो । गणेश भन्छन्, "मेरा विद्यार्थीमा जस्तो सुकै 'अब केही बाँकी छैन' भन्ने जस्तो परिस्थिति आए पनि 'अझै पनि बाटो खोज्न सकिन्छ कि' भन्ने विश्वास जागेको छ ।"



In Parsa, Abiral Niroula (2020) went to the community to make preparations to ensure the students never had to struggle due to limited distance learning opportunities if another lockdown were to be enforced. He came up with the idea of building 'Expert Teams' of students. The idea entails that in the absence of teachers, each team selects one chapter from the syllabus, learns everything it has to offer, and delivers the lessons to other students.

It, of course, came with its own challenges. As a first-year Fellow, Abiral was yet to build relationships with the students and win their trust. But delaying his mission was not a choice he had. With the support of his Co-Fellow, he persuaded the students to take on the challenge. With constant reinforcement, the students formed and started working as 'Expert Teams.' They joined after-school workshops to research the chapters they had been assigned, collect resources and create teaching materials. Abiral shares, "When tasked to lead in delivering the chapters, they started asking more questions than ever."

Abiral added, "With my team of 'experts,' I was able to do more for my students when the second wave of the pandemic hit. The Expert Teams of students were more accessible to me than others and through them, I could reach the other students."

पर्सामा फेलोशिप गर्दै गरेका अविरल निरौला (२०२०) लकडाउन पश्चात, अर्को लकडाउन लागिहाले अनलाइन सिकाइको अभावमा विद्यार्थीलाई पहिलो लकडाउन जस्तो सास्ती भोग्नु नपरोस् भन्ने उद्देश्य सहित समुदायमा फर्किए । उनीसँग साथमा एउटा योजना थियो - विद्यार्थीबाट 'विज्ञ टोली' बनाई शिक्षक अनुपस्थित भएको अवस्थामा यिनै 'विज्ञ टोली'लाई परिचालन गर्दै अध्यापन गराउने । यसको लागि उनले विद्यार्थीलाई स-साना टोलीमा विभाजन गरी हरेक टोलीलाई पाठ्यक्रमबाट एक-एक अध्याय तयार गराए र शिक्षकको अनुपस्थितिमा यिनै टोलीले अन्य विद्यार्थीलाई पाठ सिकाउने प्रणाली बसाले ।

सुन्दा जति राम्रो लागे पनि यो प्रणाली विकास गर्न त्यति नै चुनौतीहरू थिए । भर्खर फेलोशिपको पहिलो वर्ष गर्दैगरेका अविरलले अझै विद्यार्थीहरूसँग गहिरो सम्बन्ध विकास गर्न र उनीहरूको विश्वास जित्न भ्याइसकेका थिएनन् । तर ढिलाइ गर्न उनीसँग समय पनि थिएन । आफ्नो सह-फेलोको सहयोगमा अविरलले विद्यार्थीलाई यो चुनौती उठाउन तयार बनाए ।

निरन्तरको प्रयास र सुधार पछि अन्ततः विद्यार्थीले 'विज्ञ टोली'को रूपमा समूहमा काम गर्न थाले । उनीहरू आफूलाई तोकिएका अध्यायहरूमा अनुसन्धान गर्न, श्रोतहरू सङ्कलन गर्न र शिक्षण सामग्रीहरू बनाउन विद्यालयको समय पछि सञ्चालनमा ल्याइएको कार्यशालामा भाग लिन थाले । अविरल भन्छन्, "अध्यायहरू बुझाउने जिम्मेवारी पाउन थालेदेखि विद्यार्थीको पढाइमा पहिले भन्दा चाँसो बढेको छ र केही नबुझेको अवस्थामा प्रश्न गरिहाल्ने बानी बसेको छ ।"

अविरल सम्झन्छन्, "महामारीको दोस्रो लहर आउँदा 'विज्ञ टोली'को प्रयोग गर्दै अरु विद्यार्थीका लागि धेरै गर्न सम्भव भयो । लकडाउनको बेलामा मेरो विज्ञ टोलीका विद्यार्थीसँगको पहुँच अरु विद्यार्थीसँगको भन्दा सहज थियो । र, टोलीका विद्यार्थीलाई तयार पार्दै उनीहरूको माध्यमबाट आफ्नो पाठ मैले अन्य विद्यार्थीसम्म पुर्याउन सके भएँ । यसरी लकडाउनको समयमा पनि विद्यार्थीको पढाइ बढी प्रभावित हुन बाट जोगियो ।"

In Talamarag, Sindhupalchowk Fellows Manila Hirachan (2020) and Binod Ghimire (2020) were disheartened to see students lagging in confidence. The students believed that without sound academics, they would not achieve anything worthwhile in life.

Since the school reopened months after it was supposed to, the Fellows had a lot to cover from the syllabus. However, Manila and Binod found it pressing to work on the students' mindsets and morale and convince them that their low grades would not be the end of the world.

They started by founding Eco-Club and STEM Club. For the first time, the clubs were composed of not just high achievers. Instead, the majority were ones who had been struggling academically. Just as their students slowly started building their confidence through the clubs, the Fellows found out about the School Innovation Challenge launched by WWF Nepal.

In the beginning, the students showed self-doubt and disinterest. However, with teamwork and a gradual increase in commitment, confidence and consistency and hard work, they produced a prototype of a dumping truck, a single vehicle capable of serving not just one but two functions. The prototype included the functions of a vacuum cleaner for cleaning school surroundings and a waste collector for managing trash from the Melamchi river. Their hard work paid off. They brought home the trophy that various schools across the nation had competed for.

From gradually gaining self-confidence to being able to think about the conservation of the beautiful Melamchi flowing by their school, the students now seem more ready to pursue what they are capable of. Skipping the important step of building student morale and simply enforcing the conventional system geared solely toward academic achievement were definitely not what Manila and Binod had joined the Fellowship for.

तालामराङ, सिन्धुपाल्चोकमा फेलोशिप गर्न गएका फेलोहरू मनिला हिराचन (२०२०) र विनोद घिमिरे (२०२०) त्यहाँका विद्यार्थीमा रहेको कमजोर आत्मविश्वास देखेर भावुक भए। उनीहरूलाई जीवनमा राम्रो अंक विना केही राम्रो कुरा हासिल गर्न नसकिने लाग्दथ्यो। र, आफ्नो अवस्था र पढाइको स्थितिले उनीहरूलाई जीवनमा केही गर्न सकिएला भन्ने विश्वास पनि थिएन।

खुल्लु पर्ने समयभन्दा विद्यालय महिनौ ढिला खुलेकाले, फेलोहरूले पाठ्यक्रममा अझै धेरै पाठ भ्याउन बाँकी थियो। तर मनिला र विनोदको मुख्य चिन्ता पाठ्यक्रमभन्दा पनि विद्यार्थी स्वयम थिए। उनीहरूलाई विद्यार्थीको आत्मविश्वास जगाउन बढी महत्वपूर्ण छ जस्तो लाग्यो र यसको लागि उनीहरूले बोकेको धारणा परिवर्तन गर्न आवश्यक रहेको उनीहरूले ठाने। विद्यार्थीले परीक्षामा प्राप्त गरिने अंक नै सबै कुरा हो भन्ने जुन धारणा बोकेका थिए, त्यसलाई बदल्न मन थियो। विद्यार्थीलाई आफ्नो क्षमता र संभावना माथि भरोसा गर्ने बनाउन मन थियो।

यो परिवर्तनको थालनी उनीहरूले वातावरण क्लब (Eco-Club) र स्टेम क्लब (STEM Club)को स्थापना गरेर गरे। क्लबको सदस्यता लिने प्रावधानलाई, केवल उच्च शैक्षिक उपलब्धि हासिल गर्नेहरूलाई प्राथमिकता नदिई, समावेशी बनाइयो। वरु, अधिकांश सदस्यहरू शैक्षिक रूपमा अलि कमजोर पृष्ठभूमिका थिए। क्लबमा आबद्ध भई विद्यार्थी विस्तारै आफ्नो आत्मविश्वास बढाउँदै थिए। यही समयमा फेलोहरूले डब्ल्यू डब्ल्यू एफ नेपाल (WWF Nepal)द्वारा आयोजित 'स्कूल इनोभेसन च्यालेन्ज'को बारेमा थाहा पाए।

सुरुवातमा यस च्यालेन्ज प्रति विद्यार्थीहरूले त्यति रुचि देखाएनन्। उनीहरूलाई आफ्नो क्षमता माथि पनि शङ्का थियो। फेलोहरूको निरन्तरको प्रेरणाले विद्यार्थी यस च्यालेन्ज प्रति सकारात्मक भए। कडा परिश्रम, स्थिर लगानी, र टोली निर्माण गर्दै लाग्दा अखिर उनीहरूले एक नभई दुई काम गर्न सक्ने डम्पिङ ट्रकको प्रोटोटाइप बनाए। विकसित प्रोटोटाइपमा विद्यालय वरपरको फोहोर सफा गर्ने भ्याकुम क्लिनर र मेलम्ची नदीको फोहोर सङ्कलन गर्न मिल्ने सुविधा थियो। विद्यार्थीको कडा परिश्रम र फेलोहरूको उनीहरू माथिको विश्वासले गर्दा देशभरका विभिन्न विद्यालयहरूले प्रतिस्पर्दा गरेको यस प्रतियोगितामा उनीहरू विजयी हुन पुगे।

आफ्नो आत्मविश्वास बढाउँदै लगेका र आफ्नो विद्यालय हुँदै वर्गे सुन्दर मेलम्चीको संरक्षणको बारेमा सोच्न सक्ने भएका विद्यार्थी अब आएर भने आफ्नो क्षमताअनुसार कार्यभार उठाउन तयार देखिन्छन्। विद्यार्थीको मनोबल निर्माण गर्ने जस्तो महत्वपूर्ण कुरालाई प्राथमिकता नदिई केवल शैक्षिक उपलब्धिमा जोड गर्ने परम्परागत प्रणाली मनिला र विनोदलाई स्वीकार्य थिएन र आफ्नो फेलोशिपको अवधिमा उनीहरूले यही गलत मान्यतालाई समुदाय र मुख्य गरी विद्यार्थीको सोचबाट विस्थापित गर्ने साँचो प्रयास गरे।



In Marshyangdi, Lamjung Ramhari Sapkota (2020) and Bharati Newar (2020) witnessed the reflection of a typical rural society in their classroom. The unhealthy economic divide and caste discrimination were nothing new for them to witness. However, the unreasonable level of segregation practiced in the classrooms, supposedly, to aid the academic progress of the students was unacceptable for them.

They had an extensive syllabus to cover in that exceptionally short academic year. Moreover, it was high time they introduced peer-learning between the high achievers and the stragglers. Borrowing from the experience of Fellow Sabina Bista from the neighboring school, Ramhari and Bharati adopted 'Student Cluster Formation and Execution' as a strategy to enhance the teaching-learning process among their students.

In the beginning, the students seemed unenthusiastic and even dismissive of the idea of cluster formation. Many students, especially the high achievers, expressed their dissatisfaction over the 'random' formation of the clusters irrespective of the students' academic scores. In contrast, the ones who struggled in academics acted indifferent. The Fellows, however, managed to stick to their strategy and test it with a variety of propositions. The clusters were scored and ranked based on their joint performance as a team. After realizing that individual academic scores did not matter while in the clusters, the high achievers stopped protesting.

What started as a short-sighted drive to earn scores for a certain group of students and a subject of plain indifference for another, gradually became a thriving space for all to learn and co-learn. Along with the progress in academics, came more positive impacts like stable attendance and compassion for one another among the students.

The Fellows' investment in students' teamwork that embraces diversity today also means their students are more likely to mature into aware and responsible citizens tomorrow. Bharati and Ramhari are proud of their meaningful achievement.

The pandemic might have come with its own challenges and it is still difficult to imagine schools returning to fully normal operations anytime soon. However, with such resolute and dedicated teachers, our vision for our students will still be achievable one Fellow, one student and one classroom at a time. One day, indeed, all children in Nepal will have access to excellent education.

मर्स्याङ्दी, लमजुङ्का फेलोहरू रामहरि सापकोटा (२०२०) र भारती नेवार (२०२०) लाई आफ्नो कक्षाकोठा धेरै हदसम्म समाजकै प्रतिविम्ब भएको महशुस भयो। समाजमा रहेका राम्रा-नराम्रा सबै पक्षले कक्षाकोठालाई पनि कुनै न कुनै रूपमा छोएको हुने रहेछ। हाम्रो समाजमा देखिने आर्थिक, सामाजिक, साँस्कृतिक जन्य विभाजन कुनै नौलो कुरा होइन। यसका विकृत पक्षको प्रत्यक्ष भार विद्यार्थीले उठाइरहेकै हुन्छन्। यसको मूल्य चुकाइरहेकै हुन्छन्। यो एउटा पाटो त छँदै छ। तर त्यस माथि पनि, शैक्षिक उपलब्धिको आधारमा कक्षाकोठामा विद्यार्थीबीच गरिने विभेद रामहरि र भारतीलाई कुनै पनि हालतमा स्वीकार्य भएन।

महामारीको कारण शैक्षिक वर्ष असाधारण रूपमा छोटिएको थियो। पुरा वर्षको पाठ्यक्रमलाई सिमित केही महिनामा सकाउनु पर्ने बाध्यता थियो। यो गाह्रो परिस्थितिबीच फेलोहरूले एउटा मौका देखे। फेलोहरूलाई यो समय विद्यार्थीलाई 'सहकार्यात्मक सहकर्मी शिक्षा विधि'सँग परिचित गराउने उपयुक्त समय भएको महशुस भयो। यो विधि उच्च शैक्षिक उपलब्धि हासिल गर्ने विद्यार्थी र शैक्षिक रूपमा कमजोर विद्यार्थीलाई एकै समूहमा राखी उनीहरूबीच ज्ञान साटासाट गरी पढाइ गर्ने विधि हो। छिमेकी विद्यालयकी सह-फेलो सविना विष्टले विकास गर्नुभएको मोडलबाट सिक्दै रामहरि र भारतीले पनि आफ्ना विद्यार्थीहरूमाफ सिक्काइ प्रक्रियालाई अभिवृद्धि गर्ने रणनीतिका रूपमा 'विद्यार्थी क्लस्टर निर्माण र कार्यान्वयन' शुरु गरे।

शुरुमा, क्लस्टर गठन गर्ने जस्तो विचारप्रति विद्यार्थीहरूको प्रतिक्रिया त्यति उत्साहजनक थिएन। धेरै विद्यार्थी, विशेष गरी शैक्षिक रूपमा राम्राको यसबारे धेरै गुनासाहरू थिए किनभने क्लस्टरमा विद्यार्थी छनौट गर्दा शैक्षिक स्तरमा अब्बल विद्यार्थीलाई मात्र एकै ठाउँमा ल्याई क्लस्टर निर्माण गरिएको थिएन। सबै विद्यार्थीलाई मिसाएर क्लस्टरहरूको गठन गरिएको थियो। अर्कोतिर पढाइमा खासै राम्रो गर्न नसकेकाहरूले यसमा न त विरोध नै गरे, न अभियानमा खासै चासो नै राखे। तथापि, यो अवधीमा फेलोहरू आफ्नो रणनीतिमा अडिग रहँदै विभिन्न प्रस्तावहरूमाथि परीक्षण गर्न सफल रहे। यसरी गठन गरिएका क्लस्टरहरूलाई टोलीको रूपमा उनीहरूको संयुक्त प्रदर्शनको आधारमा अंक प्रदान गर्ने र स्तर निर्धारण गर्ने गरिएको थियो। राम्रो प्रदर्शन गर्न सफल भएकाहरूलाई यसरी गर्दा आफूले प्राप्त गरेको अंकले उत्साहित बनायो, र उनीहरूले विरोध गर्न छाडे।

एकथरीका लागि आफ्नो अंक बढाउने तीव्र इच्छा भने अर्को थरीका लागि एकदम अरुची र अन्योलबीच शुरु गरिएका यस्ता क्लस्टरहरू अन्ततः विस्तारै सिक्काइ र सहकार्यको थलोको रूपमा परिणत हुन थाले। विद्यार्थीहरूको शैक्षिक योग्यतामा सुधार, उनीहरूको हाजिरीमा देखिएको नियमितता र विद्यार्थीबीच जागेको करुणा भाव जस्ता सकारात्मक प्रभावहरू यस्ता प्रयासबाट सम्भव देखिन थाले।

विद्यार्थीबीच सहकार्य अभिवृद्धि गराउने उद्देश्य सहित शुरु गरिएका यस्ता प्रयासले विद्यार्थीलाई एकअर्काको विविधता अँगाल्न सिक्काउँदै भोलिको दिनमा एक सचेत र जिम्मेवार नागरिकको रूपमा उनीहरूको विकास सम्भव गर्दछ। तसर्थ, भारती र रामहरि आफ्नो उपलब्धि वर्तमानका लागि मात्र नभई भविष्यका लागि पनि अर्थपूर्ण रहेकोमा गर्व गर्दछन्।

यद्यपि, पहिले जस्तो सामान्य दिनहरू फिर्ता भइसकेको कल्पना गर्न त अहिले नै गाह्रो छ, तर शिक्षकहरूले हार नमानी आफ्ना विद्यार्थीको साथमा रही आफ्नो जिम्मेवारी पुरा गरेसम्म, चाहे जस्तो सुकै प्रतिकूल परिस्थिति किन नहोस्, हामीले हाम्रा विद्यार्थीका लागि देखेको सपना अवश्य पूरा हुनेछ। एक दिन साँच्चै, ने पालका सबै बालबालिकाले उत्कृष्ट शिक्षा हासिल गर्नेछन् !



KEEPING STUDENTS' LEARNING ALIVE DURING THE PANDEMIC

महामारीको समयमा विद्यार्थीको सिकाइ जारी राख्दै

IN FOCUS

SHREYA THAPA, JYOTSANA PRAJAPATI, TAS GURUNG, ALISH GURUNG,
AASHUTOSH PARAJULI AND BISHWAS REGMI



The COVID-19 pandemic has had a strong impact on almost every aspect of society. During the pandemic, Health services, schools and colleges faced unprecedented difficulties. The government's decision to close schools affected everyone in the education sector. Even in the face of such adversities, Teach For Nepal Fellows embraced the challenge to ensure that their students' learning did not stop.

Over the last year, we shared stories of Fellows who went the extra mile. Following are more of more stories of Fellows who went beyond their classroom duties, pushed boundaries and redefined what it means to be a teacher.

कोभिड-१९ महामारीले समाजको लगभग सबै क्षेत्रमा ठूलो प्रभाव पार्यो। यसले छाडेको प्रभाव हामी अहिले पनि विभिन्न रूपमा महशुस गर्न सक्दछौं। महामारीको समयमा खासगरी स्वास्थ्य सेवा, विद्यालय र कलेजहरूले अभूतपूर्व कठिनाइहरूको सामना गर्नुपरे। सरकारले लिएको विद्यालय बन्द गर्ने निर्णयले विद्यालय शिक्षा क्षेत्रसँग सबन्धित सबैलाई नराम्रो असर पुर्यायो। त्यस्तो प्रतिकूल अवस्थालाई सामना गर्दै टिच फर नेपालका फेलोहरूले आफ्ना विद्यार्थीहरूको सिकाइ प्रकृत्यामा यसको नकारात्मक प्रभाव पर्न नदिने र सकेसम्म त्यसको असर कम गर्ने चुनौती उठाए। यो सानो चुनौती थिएन।

गएको पूरा वर्ष हामीले यस्ता थुप्रै गर्विला उदाहरणहरू देखे सुन्ने मौका पायौं जहाँ फेलोहरूले विद्यार्थीप्रतिको आफ्नो जिम्मेवारी पूरा गर्न र आफूले लिएका चुनौतीको सामना गर्न केही पृथक कदमहरू उठाए। यहाँ हामीले यस्तै केही उदाहरणहरू प्रस्तुत गरेका छौं जहाँ फेलोहरूले आफ्नो कक्षाकोठाभित्रको सिमित कर्तव्यलाई बढाउँदै, स्थापित मान्यताभन्दा अघि बढी शिक्षक हुनुको अर्थ पुनः परिभाषित गरे।



Dordi and Cluster Prarambha दोर्दी र क्लस्टर प्रारम्भ

In Lamjung, among the placement communities, the Dordi village is located farthest from the urban centers and is the remotest village in terms of the telecom network. Shreya Thapa (2019), Jyotsana Prajapati (2020) and Tas Gurung (2019), TFN Fellows in Dordi of Lamjung, took the lead to ensure that their students' active learning was kept alive with their project 'Drishya Sikai: Education through Pendrive.'

Shreya recalls, "We conducted a series of surveys to determine the accessibility and availability of laptops, TVs, mobile phones and pen drives during the first phase." After multiple discussions and a few design-thinking sessions, the team agreed that the best fit for Dordi would be the 'Pendrive Project.'

Explaining the project, Jyotsana shares, "The idea was to prepare teaching materials and distribute content to the students using a pendrive. For this project, local teachers would work as resource persons downloading content via school computers and handing out pen drives to the students as their primary responsibility."

With the pendrives, the students could study from the comfort and safety of their homes by plugging their pen drives into their television and watching the video contents made available by the Fellows and teachers. They could also review the lessons until they completely grasped them. Learning continued even when the world remained hostage to the pandemic.

Tas, the third group member elaborated, "We did have another option – the radio. However, two-way student-teacher interaction, which is crucial to the efficacy of the teaching-learning process, would largely be missing in the radio medium. Furthermore, lessons could only be broadcasted once, offering students no chance to recap and review. Without regular checks for students' understanding, radio lessons would become a mere formality."

टिच फर नेपालले काम गर्ने लमजुङकासमुदायहरूमध्ये शहरी केन्द्रहरूबाट सबै भन्दा टाढा रहेको दोर्दी गाउँ, दूरसञ्चार सञ्जालको हिसावले पनि सबैभन्दा दुर्गम गाउँ हो। टिच फर नेपालका फेलोहरू श्रेया थापा (२०१९), ज्योत्सना प्रजापति (२०२०) र तस गुरुङ (२०१९) ले महामारीको दौरान आफ्ना विद्यार्थीको सिकाइ प्रभावित नहोस भनी उनीहरूले सक्रिय नेतृत्व लिई परियोजना 'दृश्य सिकाइ: पेनड्राइभ मार्फत शिक्षा' संचालनमा ल्याए।

श्रेया सम्झन्छिन्, "यस परियोजनाको पहिलो चरणमा हामीले समुदायमा ल्यापटप, टिभी, मोबाइल फोन र पेन ड्राइभको पहुँच र उपलब्धता मापन गर्न विभिन्न सर्वेक्षणहरू गरेका थियौं।" धेरै छलफल र डिजाइन शत्रहरू पछि, टोली दोर्दीको हकमा पेनड्राइभ परियोजना नै सबैभन्दा उपयुक्त हुने निष्कर्षमा पुगेको थियो।

परियोजनाबारे बताउँदै ज्योत्सनाले भनिन्, "तयार गरिएको शिक्षण सामग्री विद्यार्थीहरूलाई पेनड्राइभ मार्फत वितरण गर्ने योजना बन्यो। विद्यालयको कम्प्युटरबाट शिक्षण सामग्री डाउनलोड गरेर विद्यार्थीसम्म पेन ड्राइभ पुर्‍याउने जिम्मेवारी यहाँका स्थानीय शिक्षकहरूको तोकियो।"

पेन ड्राइभको प्रयोग गर्दै, विद्यार्थीहरूले आफ्नो घरको सुरक्षा र सुविधावीच अध्ययन जारी राख्न सक्ने भए। पेनड्राइभलाई आफ्नो घरको टि. भि. मा प्रयोग गर्न सकिन्थ्यो। यो तरिकाले उनीहरूलाई आफ्नो पाठ पूर्ण रूपमा नबुझेसम्म दोहोर्‍याएर हेर्न सक्ने सुविधा पनि दियो। यसरी, विश्व नै महामारीको बन्धक बनेको बेला यस परियोजनाले विद्यार्थीको पढाइ निर्वाह रूपमा जारी राख्न सम्भव बनायो।

परियोजनाबारे थप जानकारी दिँदै यही समूहका अर्का सदस्य तस अझै विस्तारमा थप्छन्, "हामीसँग अर्को विकल्प पनि थियो - रेडियो। यद्यपि, शिक्षण-सिकाइ प्रक्रियाको प्रभावकारिताका लागि निक्कै नै महत्वपूर्ण विद्यार्थी-शिक्षकबीच हनुपर्ने दुईतर्फी अन्तरक्रिया, रेडियो प्रयोग गर्दा सम्भव बनाउन कठिन हुन्छ। थप, रेडियो प्रयोग गर्दा पाठहरूको प्रसारण एक चोटीमा एक पटक मात्र सम्भव हुने भयो जसले गर्दा विद्यार्थीहरूले कुनै पनि पाठ आफूलाई आवश्यक परे बमोजिम फर्की-फर्की अभ्यास गर्न नसक्ने हुन्थ्यो। यसरी, विद्यार्थीले के बुझेका छन्, कतिको बुझेका छन् भनी नियमित दक्खल दिन नसकिए, यो परियोजना केवल एक औपचारिकतामा सिमित हुनेथ्यो। त्यसैले हामीले पेनड्राइभको माध्यम नै रोज्यौं।"

Dang I दाङ्ग १

More than 300 kilometers away in Dang, Fellows Alish Rai (2020) and Aashutosh Parajuli (2020) reached their placement school when the government announced the abatement of the second wave of the pandemic. The Fellows had resolved to make sure their student's learning didn't stop. They had been active members of Teach For Nepal's radio teaching program during the first lockdown.

सरकारले महामारीको दोस्रो लकडाउन हटाएको घोषणा गरे लगत्तै ३०० किलो मिटरभन्दा टाढा दाङमा खटिएका फेलोहरू अलिश राई (२०२०) र आशुतोष पराजुली (२०२०) आफ्नो विद्यालयमा फर्किहाले । त्यहाँ फर्कदा उनीहरूको एउटा स्पष्ट उद्देश्य थियो, आफ्ना विद्यार्थीको सिकाइ कुनै पनि बहानामा रोकिन नदिने । यसको लागि उनीहरूले रेडियो कार्यक्रम सञ्चालन गर्ने योजना बनाएका थिए । दुवै फेलोहरू पहिलो लकडाउनमा टिच फर नेपालले सञ्चालनमा ल्याएको रेडियो शिक्षण कार्यक्रमका सक्रिय सदस्य पनि रहिसकेका थिए ।



They collaborated with the local RJ Navaraj Ghimire – a friend and colleague, who helped them with the plan of broadcasting an education program on Tulsipur FM. The FM's reach according to the station is about 300,000 regular listeners, among which almost four thousand students have been estimated to have benefited from the radio program. Understanding the medium's limitations, the Fellows also engaged in student follow-ups using phones. Students reported that they were listening to the program and they engaged positively with learning check questions Fellows directly asked them.

"We had some audio lessons in hand from prior experience which we were able to use. With this effort, we improved our skills in creating engaging audio content," shares Aashutosh. He recounts, "While creating mathematics content for the radio program, I was always doubtful if the students were listening to the radio program. Even during in-person classes, students tend to find Mathematics boring." This time around, he had already met the students and had been able to form a bond in a short time, also allowing him

रेडियो प्रविधिको सिमितता बुझेका उनीहरूले स्थानीय रेडियो संवाददाता श्री नवराज घिमिरेसँग सहकार्य गरेर अघि बढेका थिए । नवराजजीले नै फेलोहरूलाई तुलसीपुर एफ. एम. मा शिक्षण कार्यक्रम प्रसारण सम्बन्धि योजना बनाउन मद्दत गर्नुभएको थियो । लगभग ३,००,००० नियमित श्रोता रहेको यो एफ. एम. स्टेशनबाट शिक्षण कार्यक्रम चलाउँदा भन्दा ४ हजार विद्यार्थी लाभान्वित भएको अनुमान लगाउन सकिन्थ्यो । कार्यक्रमलाई अझै फलदायी बनाउन फेलोहरूले फोनको प्रयोग गर्दै विद्यार्थीले कार्यक्रम सुनिरहेका छन् भनेर सुनिश्चित गर्थे । विद्यार्थीले कार्यक्रम सुनेको नसुनेको जाँच फेलोहरू विद्यार्थीलाई नियमित के ही प्रश्नहरू सोदथे । यस प्रक्रियामा विद्यार्थी पनि उत्साहित भएर सहभागिता जनाउँदथे ।

यो प्रयासवारे थप जानकारी दिँदै आशुतोष भन्छन्, "हामीसँग केही उपयोगी अडियो पाठहरू पहिलेदेखि थिए । हामीले हाम्रो अनुभवबाट विद्यार्थीलाई आकर्षक लाग्ने किसिमका अडियो सामग्री सिर्जना गर्न पनि सिकिसकेका थियौं । यसका लागि आवश्यक सिपमा पनि हाम्रो निक्कै सुधार भइसकेको थियो ।" उनी सम्भ्रन्छन्, "रेडियो कार्यक्रमका लागि गणित विषयवस्तु सिर्जना गर्दा विद्यार्थीले रेडियो कार्यक्रम सुनिरहेका होलान कि नहोलान, मनमा सधैं प्रश्न चलिरहन्थ्यो । कक्षाकोठामै पढाउँदा त विद्यार्थी गणित भने पछि दिक्क मान्थे । मनमा यस्ता प्रश्न उठ्नु स्वाभाविक थियो ।" यस पटक भने, उनको विद्यार्थीसँग पहिलेनै चिनजान भएको भएर छोटो समयमै उनीहरूसँग राम्रो सम्बन्ध बन्यो । यसले गर्दा उनलाई विद्यार्थीलाई राम्ररी बुझ्न, उनीहरूले कसरी सोच्छन् जान्न मद्दत गर्‍यो ।

to understand the students. He added, “They find it boring because they are not taught in a relatable way. I incorporated stories to make the lessons fun and relatable. The popular story of Einstein's struggle as a child was one such story. I wanted to inspire them.”

As for Alish Gurung, he wanted to focus more on the upcoming SEE. His English lessons were more exam-centric. He stated, “This would not have been possible without the support of Mr. Navaraj Ghimire. He was our lead to the station. He helped us air the episodes.”

CUG SIM for phones for working groups provided by the local government further allowed us to reach students more effectively. Both agreed, “Having access to the CUG allowed us to freely reach out to our students. We followed up with as many students as possible after each lesson. Thus, we were able to bridge the student-teacher interaction gap to an extent.”

आशुतोष अगाडि भन्छन्, “विद्यार्थीलाई गणित अल्छी लाग्ने रहेछ, किनभने उनीहरूलाई सान्दर्भिक लाग्ने तरिकाले यो विषय उनीहरूलाई न पढाइन्छ, न बुझाइन्छ। यो बुझिसके पश्चात मैले पाठहरूलाई रमाइलो र सान्दर्भिक बनाउन कथाहरू समावेश गर्न थालें। आइन्स्टाइनले आफ्नो बाल्यकालमा गरेको संघर्षबारेको लोकप्रिय कथा मैले प्रयोग गरेको त्यस्तै केही कथामध्ये एक हो। म उनीहरूलाई प्रेरित गर्न चाहन्थे।”

अलिश गुरुङ भने आउँदो एसईईमा आफ्नो ध्यान बढी केन्द्रित गर्न चाहन्थे। त्यसकारण उनको अंग्रेजी विषयको पाठ एसईई परीक्षालाई लक्षित गरी तयार पारिएको थियो। अलिश तुलसीपुर एफ. एम. मा कार्यक्रम प्रसारण गर्न बन्दोबस्त मिलाइदिनु हुने श्री नवराज घिमिरेलाई पनि यसको श्रेय दिन्छन् - “श्री नवराज घिमिरेको सहयोगविना यो सम्भव हुने थिएन। उहाँले एफएम स्टेशनसँग सम्पर्क स्थापित गरिदिनु र हाम्रो शुंखला प्रसारण हुने वातावरण तयार पारिदिएर ठूलो सहयोग गर्नुभएको छ।”

स्थानीय सरकारले उपलब्ध गराएको मोबाइल सि यु जि सीमको प्रयोगले पनि फेलोहरूलाई विद्यार्थीसम्मको पहुँच थप प्रभावकारी बनाउन सम्भव बनायो। यसमा दुवै जना सहमत हुँदै भन्छन्, उक्त सीमको पहुँच हुँदा हामीले हाम्रा विद्यार्थीसँग अझ सजिलोसँग सम्पर्क स्थापित गर्न सक्यौं। यसको प्रयोगले हामीले प्रत्येक पाठ पश्चात विद्यार्थीको बुझाइ जान्न धेरै भन्दा धेरै विद्यार्थीसँग सम्पर्क गर्यौं। यसरी, हामीले रेडियो कार्यक्रम गर्दा विद्यार्थी र शिक्षकबीच उत्पन्न हुनसक्ने अन्तरक्रियाको खाडललाई धेरै हदसम्म पुर्न सफल भयौं।”



Dang 2 दाङ २

Bishwas Regmi (2020)'s time as a science Fellow in Shree Nawajagaran High School, Kutechaur was nearing its end. With only a few months left in the second year of his Fellowship, he was having a tough time deciding what to do next. The friends who had joined along with him were moving on, but he wasn't quite ready. He felt that leaving would be unfair to the students and himself. “I haven't done all I can,” he recalls telling himself. Much of what he wanted to do had been hampered by the pandemic. His students needed him.

“I was not happy that the SEE Exams had to be canceled and replaced by internal evaluation only. It was my exam too. I wanted to be tested fairly through the regular system and see the outcome of the efforts I put on my students.”

He, therefore, decided to contribute one more year of his youth to the shared dream of excellent education for all children in Nepal. Bishwas is one of the very few Fellows each year who apply and are offered the opportunity to serve an additional year beyond the two-year contract for the Fellowship.

विज्ञान फेलोको रूपमा कूटेचौरको श्री नवजागरण मा. वि. मा खटिएका विश्वास रेग्मी (२०१९) आफ्नो फेलोशिपको लगभग अन्त्यतिर थिए। फेलोशिपको समय सकिन केही महिना मात्र बाँकी छँदा समेत उनलाई आफ्नो भावी योजनाबारे स्पष्ट निर्णय लिन कठिन भैरहेको थियो। उनीसँगै फेलोशिपमा आएका साथीहरूले आफ्नो भावी योजना बनाइसकेका थिए र अघि बढ्न तयार देखिन्थे। तर विश्वासको मनमा संकोच थियो। आफूले फेलोशिप छाडेर गए विद्यार्थी र आफू दुवै माथि अन्याय हुने जस्तो उनलाई लाग्थो। “मैले आफूले गर्न सक्ने जति गरेको छैन।” उनी आफैलाई बारम्बार यसो भनेको सम्झिन्छन्। उनले फेलोशिपको दौरान गर्न चाहेको धेरै कुरा महामारीले गर्दा गर्न मिल्नेको थिएन। उनको विद्यार्थीलाई उनको आवश्यकता थियो।

“एसईई परीक्षा रद्द गरी आन्तरिक मूल्याङ्कन मात्र हुने कुराले मेरो मन खिन्न थियो। आखिर यो मेरो विद्यार्थीको मात्र नभई मेरो पनि त परीक्षा थियो। म नियमित प्रणाली मार्फत आफ्नो निष्पक्ष जाँच भएको हेर्न चाहन्थे। आफ्नो प्रयासको नतिजा हेर्न चाहन्थे।”

यसैबीच, उनले फेलोशिपमा आफ्नो थप एक वर्ष योगदान गर्ने निर्णय गरे। विश्वास त्यस्ता फेलोहरूमा परेका छन् जसले आफ्नो दुई वर्षको अनुबन्ध सकाएर थप एक वर्ष फेलोशिप गर्न आवेदन भर्छन् र आफ्नो प्रतिबद्धताका कारण पुनः अनुबन्धित हुन्छन्।



ALUMNI IN EDUCATION LEADERSHIP

Beyond the classrooms | कक्षाकोठा बाहिर सीमा धकेल्दै

IN FOCUS

SAMDEN SHERPA, NIHARIKA MAINALI, DEPENDRA KC



Having witnessed the harsh realities of the state of education in public schools in rural Nepal, Teach For Nepal Alumni Samden Sherpa (2013), Niharika Mainali (2015) and Dependra KC (2016) wished to continue working to improve the Nepali education system. Their Fellowship revealed to them the challenges and limitations faced by the vast majority of students in rural areas and they wanted to help. These youths, in their own capacities, continued to work to achieve the goal of providing access to excellent education to all children in Nepal. They still share this dream today as Teach for Nepal Alumni.

Samden Sherpa, a First Cohort Alumnus, has been working as the Education Development Manager at Classroom in the Clouds, a non-profit organization working to ensure quality education for students in the rural Himalayan district of Solukhumbu. During his time as a Fellow, he witnessed the harsh realities of the students in Ikudol, Lalitpur, a village some 20 kilometers from Kathmandu. This reminded Sherpa of his own village and his early childhood. It reminded him of how he and his friends were forced to leave their village and go to Kathmandu for better education.

During his Fellowship, Sherpa wished he could apply what he had been doing in Ikudol to his own village. Sherpa explained, "I wanted to give back to my community. The best way to give back was to ensure that other parents did not have to leave their locality the way my parents did for better educational prospects for their children." So when Classroom in the Clouds offered him the role of Education Development Manager with the opportunity to work closely with his community, he gladly accepted it. Since then, he has been planning and executing the activities of Classroom in the Clouds in villages in Solukhumbu including his own.

नेपालका ग्रामीण क्षेत्रका सामुदायिक विद्यालयमा शिक्षाको कठोर यथार्थलाई देखेर टिच फर नेपालका पूर्व-फेलो सामदेन शेर्पा, निहारिका मैनाली र दिपेन्द्र केसीले फेलोशिप पश्चात् पनि नेपालको शिक्षा प्रणालीमा सुधार ल्याउन केही गर्ने चाहना राखे । उनीहरू विद्यार्थीप्रतिको आफ्नो दायित्वलाई यत्तिकै विर्सिन चाहन्नथे । उनीहरूको फेलोशिपले उनीहरूलाई ग्रामीण क्षेत्रका अधिकांश विद्यार्थीले सामना गर्ने चुनौतीहरू र सीमितताहरूलाई गहिराइमा बुझ्ने अवसर दिएको थियो । फलस्वरूप यी युवाहरूले आफ्नो क्षमताले भ्याएसम्म 'एकदिन नेपालका सबै बालबालिकाले उत्कृष्ट शिक्षा पाउनेछन्' भन्ने सपना साकार पार्न शिक्षा क्षेत्रमै लागिपर्ने निधो गरे ।

सामदेन शेर्पा, प्रथम कोहोर्टका पूर्व-फेलो, सोलुखुम्बुको ग्रामीण हिमाली जिल्लाका विद्यार्थीका लागि गुणस्तरीय शिक्षा सुनिश्चित गर्न काम गर्ने गैरसरकारी संस्था 'क्लासरूम इन द क्लाउड्स'मा शिक्षा विकास प्रबन्धकको रूपमा कार्यरत छन् । फेलो हुँदा उनले काठमाडौँबाट करिब २० किलोमिटर टाढा रहेको ललितपुरको इकुडोल गाउँका विद्यार्थीको कठोर यथार्थ देखे । यसले शेर्पालाई आफ्नै गाउँ र आफ्नो बाल्यकालको याद दिलायो । यसले उनलाई कसरी आफू र आफ्ना साथीहरू राम्रो शिक्षाकै लागि आफ्नो गाउँ र संस्कृति छोडेर काठमाडौँ जान बाध्य भएका थिए भन्ने सम्झना गरायो ।

आफूले फेलोशिप गर्दा शेर्पालाई आफ्नै गाउँ इकुडोलमा आफूले हाल गरिरहेको काम गर्ने चाहना थियो । शेर्पा भन्छन्, "म आफ्नो समुदायका लागि केही गर्न चाहन्छु । जसरी मेरा आमाबाबुले आफ्ना छोराछोरीको राम्रो शिक्षाको सम्भावनाको लागि आफ्नो गाउँ छाडेर त्याग गर्नु पर्यो, गुणस्तरीय शिक्षा गाउँमा उपलब्ध नभएकै कारण कुनै पनि आमाबाबुले आफ्नो गाउँछोड्न नपरोस् भनी सुनिश्चित गर्न सके त्यो एउटा उत्तम योगदान हुने थियो ।" त्यसैले जब क्लासरूम इन द क्लाउड्सले उनलाई आफ्नो समुदायसँग नजिकबाट काम गर्ने अवसर सहित शिक्षा विकास प्रबन्धकको भूमिकाका लागि प्रस्ताव गर्‍यो, उनले खुशीसाथ स्वीकार गरे । त्यसयता उनले सोलुखुम्बुका आफ्नै लगायत अरु गाउँहरूमा क्लासरूम इन द क्लाउड्सका योजना कार्यान्वयन गर्दै आएका छन् ।

Classroom in the Clouds has three major avenues. It builds school-related infrastructure, fulfills teacher shortages and provides teacher training to primary-grade teachers in public schools in Solukhumbu. Classroom in the Clouds supports 11 schools and sponsors 20 primary-grade teachers to these schools.

Sherpa has been working since 2015 to help the women in his community realize their full potential and to establish them as role models for the upcoming generations. Sherpa elaborates:

“We focus on women empowerment. All of our sponsored teachers are women. In a patriarchal society, where men are more powerful and dominant, we want to establish that as teachers, women can be equally or even more competent than the dominant male presence in the schools. We want to change the narrative.”

क्लासरूम इन द क्लाउड्सको तीनवटा प्रमुख कार्यक्षेत्र छन् - विद्यालयसँग सम्बन्धित पूर्वाधार निर्माण, शिक्षक परिपूर्ति र सोलुखुम्बुका सामुदायिक विद्यालयहरूमा प्राथमिक तहका शिक्षकहरूलाई शिक्षक तालिम प्रदान गर्न । हालसम्म क्लासरूम इन द क्लाउड्सले ११ वटा विद्यालयहरूलाई सहयोग गर्दै आएको छ भने यी विद्यालयहरूलाई चाहिने प्राथमिक कक्षा तहमा २० जना शिक्षक उपलब्ध गराएर सहयोग गरेको छ ।

शेर्पा सन् २०१५ देखि आफ्नो समुदायका महिलाहरूलाई उनीहरूको क्षमताको पूर्ण विकास सम्भव तुल्याउन र उनीहरूलाई आउने पुस्ताको आँखामा 'रोल मोडेल'को रूपमा स्थापित गराउन काम गर्दै आएका छन् । शेर्पाले स्पष्ट पारे:-

“हामी महिला सशक्तीकरणमा केन्द्रित छौं । हाम्रा प्रायोजित शिक्षकहरू सबै महिला हुन् । पितृसत्तात्मक समाज जहाँ पुरुषहरू बढी शक्तिशाली र बढी हावी छन्, हामी शिक्षकको रूपमा महिलाहरू पनि सम्बन्धित विद्यालयका पुरुष सरह वा उनीहरूभन्दा पनि प्रभावशाली हुन सक्दछन् भनी स्थापित गर्न चाहन्छौं । हामी यहाँको कथा परिवर्तन गर्न चाहन्छौं ।”



Niharika Mainali, a Third Cohort Alumna, was an English teacher in Dhanusha. She was full of hope and excitement at the prospect of helping students fulfill their potential and get good grades. The reality, however, was beyond her imagination. She recounts,

We were supposed to get the students up to speed on the curriculum. The primary objective was to improve their academic performance. Completing the 10th grade SLC was the focus. However, I struggled a lot. Some students in Grade 9 and 10 could not even recite the alphabet.

She recognized the need for earlier interventions. Only once the students could read, could they build their comprehension skills. After that, she would be able to teach them communication skills. Only then, would she be able to help them write essays and stories.

In the absence of such foundational skills in students, Mainali didn't feel like she had achieved much during her Fellowship. She shares that she was extremely dissatisfied with her performance as a teacher, "I wish I could have done more."

निहारिका मैनाली, तेस्रो कोहोर्टकी पूर्व-फेलो, धनुषामा अंग्रेजी शिक्षक थिइन् । विद्यार्थीको क्षमता वृद्धिगर्ने र उनीहरूले राम्रो अंक प्राप्त गर्न मद्दत गर्ने सवालमा उनी आशा र उत्साहले भरिपूर्ण थिइन् । तर, वास्तविकता उनको कल्पनाभन्दा बाहिरको थियो । उनले सुनाइन्, “हामीले पढाउँदा विद्यार्थीको गतिलाई पाठ्यक्रमले मागे अनुसारको बनाउनु पर्ने हुन्छ । प्राथमिक उद्देश्य उनीहरूको शैक्षिक उपलब्धिमा सुधार ल्याउने नै हो, तर कक्षा १० को एसएलसी पूरा गराउने प्रमुख उद्देश्य हो । तर, मैले धेरै संघर्ष गर्नु पर्यो । कक्षा ९ र १० मा पनि अक्षर पढ्न नसक्ने विद्यार्थी थिए ।”

यस्तो दयनीय अवस्था देखेर उनलाई शिक्षामा सुधार ल्याउने हो भने सानै कक्षादेखि हस्तक्षेप गरिनु पर्दछ भन्ने लाग्यो । विद्यार्थीले आफ्नो पाठ राम्ररी पढ्न जाने मात्र उनले उनीहरूको बुझाइ क्षमता सुधार्न सहयोग गर्न सकिन्थ्यो । त्यस पश्चात मात्र उनीहरूको संचार कौशलमा सहयोग गर्न सकिन्थ्यो । निबन्ध र कथाहरू लेख्न मद्दत गर्ने त्यसपछिका कुरा हुन् ।

विद्यार्थीहरूमा माथिल्लो कक्षामा हुनैपर्ने अति आधारभूत सीपको कमीकै कारण मैनालीलाई आफूले आफ्नो फेलोशिपको दौरान धेरै हासिल गर्न सकेँ जस्तो लाग्दैन । शिक्षकको हैसियतमा आफ्नो उपलब्धिमा आफू निकै असन्तुष्ट रहेको उनी बताउँछिन्, “अझै धेरै गर्न सकिन्थ्यो ।”

In 2018, a year after the end of the Fellowship, her woes gave birth to Changing Stories Nepal (CSNepal), an organization which works with primary school children whose academic achievements are below their grade levels. CSNepal mobilizes young Fellows to allow students lagging behind to catch up within a short time through after-school classes. Mainali shares, “10 days of Fellow training followed by 90 hours each of Nepali and Mathematics after-school classes has yielded amazing results. With just a hundred and eighty hours of dedicated teaching time, students who couldn’t read letters or identify numbers have now been able to read short stories and perform divisions.”

CSNepal currently works in Tulsipur and Hetauda in collaboration with the respective municipalities. After testing the students across the municipality, the 15 lowest-performing students from each school are assigned to one CSNepal Fellow for the foundational literacy and numeracy skill development course. In each project cycle, CSNepal trains up to 20 youths from the community who cater to 300 lowest-performing students.

Dependra KC from the Fourth Cohort had studied in a private school in Birgunj. Yet, when he came to Kathmandu post SLC, he felt the divide between himself and his friends who had done their schooling in private schools in the valley. Furthermore, in his Fellowship, he realized that the quality gap between private and public schools was even more significant. It was clear to him that his students, other than a few outliers, would not be able to compete with those from the private schools. Without major interventions, he could not imagine his students accessing equal opportunities as those from private schools in the valley. His students were at a huge and unfair disadvantage.

उनको यही पीडाले फेलोशिप समाप्त भएको एक वर्ष पछि २०१८ सालमा ‘चेन्जिङ स्टोरीज नेपाल’ (सीएस नेपाल) लाई जन्म दियो, जसले प्राथमिक विद्यालयमा ग्रेड स्तरको तुलनामा शैक्षिक उपलब्धिमा पछाडि परेका बालबालिकाहरूसँग काम गर्दछ। सीएस नेपालले पछि परेका विद्यार्थीको शैक्षिक बालको छोटा समयमै सुधार ल्याउने उद्देश्य सहित युवा फेलोहरूलाई परिचालन गरी विद्यालयको नियमित समय पछि विद्यार्थीलाई अतिरिक्त कक्षा प्रदान गर्दछ। मैनालीले भनिन्, “फेलोहरूलाई दिइने दश दिने तालिम पश्चात उनीहरूले पढाउने केवल ९०-९० घण्टाको नेपाली र गणित विषयको पढाइले पनि उत्कृष्ट नतिजा दिएको छ। केवल एक सय असी घण्टाको समर्पित सिकाइले अक्षर पढ्न र संख्या पहिचान गर्न गाह्रो विद्यार्थी अब लघुकथा पढ्न र भाग गर्न सक्षम भएका छन्।”

सीएस नेपाल हाल तुलसीपुर र हेटौडा नगरपालिकामा सम्बन्धित स्थानीय निकायहरूसँगको साभेदारीमा काम गर्दछ। नगरपालिकाभरका विद्यार्थीको परीक्षण गरेपछि प्रत्येक विद्यालयका १५ सबैभन्दा कम उपलब्धि हाँसिल गर्ने विद्यार्थीलाई आधारभूत साक्षरता र संख्यात्मक सीप विकास गराउन एकजना सीएस नेपाल फेलोलाई तोकिन्छ। प्रत्येक परियोजना चक्रमा, सीएस नेपालले समुदायका २० युवाहरूलाई तालिम दिन्छ, जसले ३०० जना सबैभन्दा कमजोर शैक्षिक उपलब्धि रहेका विद्यार्थीलाई पाठ्यक्रमको सिकाइ उपलब्धि पूरा गराउँछन्।

चौथो कोहोर्टका दिपेन्द्र केसी वीरगन्जको निजी विद्यालयमा पढेका थिए। तैपनि, एसएलसीपछि काठमाडौं आउँदा उनले आफू र उपत्यकाका निजी विद्यालयमा पढेका साथीहरूबीच खाडल रहेको महशुस गरे। त्यसपछि उनले फेलोशिप गर्दा निजी र सार्वजनिक विद्यालयहरूबीचको गुणस्तरको खाडल अब गहिरो रहेको थाह पाए। उनका केही उत्कृष्ट विद्यार्थी बाहेक अरु विद्यार्थी निजी विद्यालयका विद्यार्थीसँग प्रतिस्पर्धा गर्न सक्षम छैनन् भनेर बुझ्नु उनलाई समय लागेन। गहिरो हस्तक्षेप विना, उनले आफ्ना विद्यार्थीले उपत्यकाका निजी विद्यालयका विद्यार्थीसहरू अवसरहरू प्राप्त गर्न सक्दैनन् भन्ने कुरा उनलाई स्पष्ट भइसकेको थियो। उनका विद्यार्थी एउटा ठूलो अन्यायपूर्ण अवस्थामा गिजोलिएर रहेको भए उनले महशुस गरे।



He recalls trying to inspire his students to dream big and reminding them, “If you want to reach somewhere, you will have to work three times as hard. It’s unfair, but such is the reality of our country.”

दिपेन्द्र आफूले सधैं आफ्ना विद्यार्थीहरूलाई ठूलो सपना देख्न प्रेरित गर्ने प्रयास गरेको सम्झन्छन्, “कतै पुग्ने हो भने तिमीहरूले तीन गुणा मिहिनेत गर्नुपर्छ। यो अनुचित छ, तर यो हाम्रो देशको वास्तविकता हो।”



KC wanted to do what he could to end educational inequity. After the Fellowship, he partnered with Bibek Kapali, one of his friends from the Cohort, to open Dostel Living Learning Centre, a residential learning space for SEE (10th grade) graduates.

Composed of two words – dost meaning “friend” in Nepali and el meaning “helping hand” in Persian, Dostel now caters to students from public schools across Nepal who come to Kathmandu in the pursuit of higher education. It strives to offer a much more wholesome and engaging environment for them than what a regular hostel in Kathmandu provides. KC shares, “We provide guidance and mentorship and prepare students for life after high school. We try to reduce the gaps between our students and those from private schools through remedial classes and interest and skill-based training such as theater courses, writing workshops, etc.”

However, KC’s journey with Dostel has not been smooth sailing. The Learning Centre was forced into closure during the COVID-19 pandemic as the country went into a lockdown. “Unable to bear the rent and operation costs, I relocated the equipment, furniture and all other resources to my house. It was a difficult time. I could not decide whether or not to continue with Dostel.”

Even amid these uncertainties, Dostel supported its students who stayed back in their villages during the pandemic. KC asserts, “We didn’t want the students to drop out. We remained in constant contact with them. We also tried to engage them in various art projects during this time.”

As the pandemic restrictions were eased and the schools reopened, KC had a decision to make. He could not decide whether to direct his career on a different path or to reopen Dostel. He was at a crossroads until one night when he recalled, “All the promises I had made to my students during the Fellowship, the dreams I had for Dostel came flashing back to me. It was then that I decided, even if I had to do it alone, I will.” In February of 2021, he reopened Dostel. As schools and colleges resumed, Dostel soon ran at full capacity. Currently, it caters to 22 students from across the country.

Although excellence in teaching should be at the heart of all quality education interventions, we need leaders, creators and curators of change in other areas too, to revamp the system and reinforce its transformation. Sherpa, Mainali and KC might no longer be working directly in classrooms as teachers themselves, but they are zealously immersed in the quest to end educational inequity in the country. They, along with other TFN Alumni, continue to inspire their students, the next generation of TFN Fellows and leaders with their relentless efforts.

केसीले शिक्षाको असमानता अन्त्य गर्न आफूले सक्दो गर्न चाहन्थे, जसका लागि फेलोशिप पछि, उनले कोहोर्टका साथीहरूसँग एक विवेक कपालीसँग साभेदारी गरी एसईई (१० कक्षा) कटाएका विद्यार्थीका लागि ‘डोस्टेल लिभिङ लर्निङ सेन्टर’ नामक आवासीय सिकाइ केन्द्र खोल्ने तय गरे ।

नेपालीमा “दोस्त”को अर्थ “मित्र” र फारसीमा “एल”को अर्थ “सहयोग गर्ने हात” भन्ने बुझिन्छ। दुई शब्दको संयोजनले जन्मिएको “डोस्टेल”ले अब उच्च शिक्षाको खोजीमा काठमाडौं आउन खोज्ने नेपालभरका सामुदायिक विद्यालयका विद्यार्थीलाई काठमाडौंको नियमित होस्टेलभन्दा धेरै राम्रो वातावरण दिने गरेको छ। केसी भन्छन्, “हामीले मार्गदर्शन र सल्लाह दिन्छौं र विद्यार्थीलाई एसईई पछिको जीवनको लागि तयार गछौं। हामी थप कक्षाहरू, लेखन कार्यशालाहरू र रुचि र सीपमा आधारित तालिमहरू जस्तै थिएटर कक्षा इत्यादि मार्फत हाम्रा विद्यार्थी र निजी विद्यालयका विद्यार्थीबीचको खाडललाई सकेसम्म सानो बनाउने प्रयास गछौं।

तर, केसी र डोस्टेलको यात्रा सहज हुन सकेको छैन। कोभिड महामारीको समयमा देश लकडाउनमा गएपछि सिकाइ केन्द्र बन्द गर्न दिपेन्द्र बाध्य भए। केसी भन्छन्, “भाडा र सञ्चालन खर्च वहन गर्न नसकेपछि उपकरण, फर्निचर र अन्य सबै स्रोतसाधन घरमा सारें। यो एक कठिन समय थियो। डोस्टेललाई निरन्तरता दिने वा नदिने निर्णय गर्न सकिन।”

यी अनिश्चितताहरूका माझ पनि, डोस्टेलले महामारीको बीचमा आ-आफ्नो गाउँमा फर्केका आफ्ना विद्यार्थीलाई सहयोग गर्यो। केसी भन्छन्, “हामीले विद्यार्थीलाई छाड्न चाहैनौं। उनीहरूसँग निरन्तर सम्पर्कमा रह्यौं। हामीले यस अवधिमा उनीहरूलाई टाढैबाट भएपनि विभिन्न कला परियोजनाहरूमा संलग्न गराउने प्रयास गर्यौं।”

महामारीको व्यवस्थापन खुकुलो भएपछि र विद्यालयहरू फेरि खुल्दा केसीले महत्वपूर्ण निर्णय गर्नुपर्ने अवस्था आयो - अर्कै बाटोमा आफ्नो करियर र प्रयासहरूलाई केन्द्रित गर्ने कि डोस्टेललाई पुनःखोल्ने। अनि एक रात उनलाई रातभरी आफ्नो दायित्वले घुम्नुआयो, “फेलोशिपको समयमा मैले मेरा विद्यार्थीहरूलाई गरेका सबै वाचाहरू, मैले डोस्टेलको लागि देखेका सपनाहरू आँखा सामु झल्झली आए। त्यसपछि मैले निर्णय गरे, एकलै गर्नुपर्ने भन्ने पनि गच्छु।” अनि, २०२१ को फेब्रुअरीमा, उनले डोस्टेल पुनः खोले। स्कूल र कलेजहरू सुचारु भएपछि, डोस्टेल चाँडै पूर्ण क्षमतामा चल्न थाले। हाल, डोस्टेलले देशभरबाट २२ विद्यार्थीलाई सेवा दिँदै आएको छ।

कक्षाकोठामा असल शिक्षक मार्फत उत्कृष्ट अध्यापन सम्भव गराउनु नै गुणस्तरीय शिक्षाका लागि गरिने हस्तक्षेपको प्राथमिक उद्देश्य हुनुपर्दछ। तर शिक्षामा हामीले खोजेको परिवर्तन सम्भव बनाउन प्रणालीका अन्य तहहरूमा पनि परिवर्तनका सम्बाहक र सहजकर्ता हुनु उत्तिकै जरुरी हुन्छ। शेर्पा, मैनाली र केसीले फेलोशिपपश्चात् शिक्षकका रूपमा सिधै कक्षाकोठामा सेवा त गर्दैनन्, तर उनीहरू देशमा शिक्षाको असमानता अन्त्य गर्न आफ्नो-आफ्नो ठाउँबाट अटुट किसिमले प्रयासरत छन् र समाधानका नौला उपायहरू सिर्जना पनि गर्दै छन्। शेर्पा, मैनाली र केसी लगायत अन्य पूर्व-फेलोहरूका अथक प्रयासले विद्यार्थीहरू, वर्तमानका फेलोहरू लगायत परिवर्तनका संवाहक बन्न चाहने सम्पूर्ण नयाँ पुस्तालाई प्रेरणा र हौसला दिन सम्भव भएको छ।

TFN ALUMNI IN THE EDUCATION SECTOR

शिक्षा क्षेत्रमा टिच फर नेपालका पूर्व-फेलो

IN FOCUS

RAVI MAHARJAN, SRISTI SHRESTHA



When the pandemic hit, Ravi Maharjan (2013), a TFN Alumnus and currently a Mathematics teacher at Panchakanya Secondary School, did not know how to continue his students' learning. Although all schools were closed at first, private schools and schools with access to technology and funding soon jump-started their online classes. However, this was not the case for Ravi and his students. For him, the economic status of his underprivileged students and under-trained staff at the government school became barriers to taking learning online during the pandemic. Unfazed, Ravi decided to take the initiative to make online learning possible for his students. As an ICT member at Budhanilkantha Municipality and having undergone training there as a representative of his school, Ravi felt responsible. He started helping teachers and staff in his school to gain knowledge on digital learning, as well as on using emails and Microsoft Word so that online classes could be kicked off.

Pandemic was an eye opener for many teachers as virtual classes became key to continuing learning for students around the world. Many teachers in his school struggled with the technicalities of digital learning. However, resorting to blaming the system or the situation was not an option for Ravi. He shares that the 21st century teachers should keep looking for new ways to do their job and impart quality education.

Ravi Maharjan is completed his Fellowship in Baghbhairab Secondary School, Lalitpur as a Mathematics Fellow. He has stayed in the education sector post-Fellowship too because teaching has always been his passion. He

जब महामारीको प्रभाव बढ्दै थियो टिच फर नेपालको पूर्व फेलो तथा हाल पञ्चकन्या माध्यमिक विद्यालयमा गणितका शिक्षक रवि महर्जन, आफ्ना विद्यार्थीको लागि पढाइ कसरी जारी राख्नेबारे अन्यालमा थिए। शुरुमा सबै विद्यालय बन्द भए पनि प्रविधि र श्रोतमा पहुँच भएका निजी विद्यालयहरूले अनलाइन कक्षाहरू शुरु गरिसकेका थिए। तर रवि र उनका विद्यार्थीको लागि अनलाइन शिक्षा शुरु गर्न सजिलै सम्भव थिएन। सरकारी विद्यालयका विद्यार्थीको लागि मुख्य गरी उनीहरूको आर्थिक अवस्था र कर्मचारीहरूको हकमा प्रशिक्षणको कमी अनलाइन सिकाइ शुरु गर्न नदिने बाधाहरू थिए।

तैपनि निराश नभई रविले आफ्ना विद्यार्थीको लागि अनलाइन शिक्षा सम्भव बनाउन पहल गरे। बुढानीलकण्ठ नगरपालिकामा आईसीटी सदस्यको रूपमा आफ्नो विद्यालयको प्रतिनिधित्व गर्दै प्रशिक्षण लिइसकेको भएर पनि रविलाई यो पहल आफूले नै थाल्नुपर्ने नैतिक जिम्मेवारी महशुस भयो। अटुट सिकाइका लागि भर्चुअल कक्षा विश्वभरका विद्यार्थीहरूका लागि अत्यन्त प्रभावकारी विकल्प हुने देखिसकिएको यस घडिमा, उनको विद्यालयका धेरै शिक्षकहरूले डिजिटल शिक्षाको प्राविधिसँग सहज मान्दैनन् भन्दैमा प्रणाली वा परिस्थितिलाई मात्र दोष दिएर हात बाँधेर बस्ने विकल्प रविसँग थिएन। त्यसैले अनलाइन शिक्षा सुचारु गर्न शुरुमा उनले आफ्नै पहलमा आफ्नो विद्यालयका अन्य शिक्षक र कर्मचारीहरूलाई तयार पार्नु थियो। त्यसको लागि रविले अन्य शिक्षक र कर्मचारीहरूलाई आफैले डिजिटल सिकाइका साथै इमेल र माइक्रोसफ्ट वर्ड प्रयोग गर्न सिकाएर अनलाइन कक्षा सञ्चालनको लागि माहोल सहज बनाउन थाले। रविलाई लाग्छ, २१औँ शताब्दीका शिक्षकहरूले गुणस्तरीय शिक्षा दिने हो भने नयाँ तरिका र प्राविधिहरू खोज्नु र सिक्नुको विकल्प छैन।

रवि महर्जन टिच फर नेपालका पूर्व-फेलो हुन् जसले बाघभैरव माध्यमिक विद्यालय, ललितपुरमा गणित फेलोको रूपमा आफ्नो फेलोशिप पूरा गरेका थिए। शिक्षण पेशामा उनको रुची भएकोले उनी शिक्षा क्षेत्रमा नै रहे। शिक्षा क्षेत्रमै

always wanted to work in the education sector and his Fellowship experience reinforced that intention.

The Teach For Nepal Fellowship gave him the opportunity to observe and understand the contexts and challenges of the education system. For him, a teacher signifies “a leader, who should have a deepened appreciation, understanding and connection with students and their lives. Being a teacher is not only about teaching contents, but also helping students understand their community. Classroom teaching must connect with their daily lives, culture and community.” He has been teaching as a Mathematics and Science Teacher at Panchakanya Secondary School in Budhanilkantha, Kathmandu since 2077 BS.

Similar to Ravi, Sristi Shrestha (2015), serving as the Vice-Principal of Bloom Nepal School since the beginning of 2078 BS, also struggled with teaching during the lockdown. Four days after she undertook her role as the Vice-Principal, the lockdown began. Lockdown meant that students were confined within the walls of their home and their learning completely stopped. To begin online classes became quite a challenge for both her students and teachers who did not have any experience with online teaching and learning. As a student of online classes herself in her graduate studies, Sristi knew about different online tools. So she decided to put this knowledge into use for her teachers and students at Bloom Nepal.

Although online classes began, Sristi and her teachers knew that just teaching the syllabus would not be very effective or enjoyable. So, they decided to hold extracurricular activities online as well. Students’ interaction and attentiveness to classes increased as they held activities like debate sessions, CV writing sessions and even a talent show. Students performed in front of the camera at home. Being able to bring small changes like this for her students and her organization is the reason she loves her job. Sristi says, “During the pandemic, I was able to give a platform to all students, create opportunities for them and ensure sustainability of the organization.”

काम गर्न उनी सधैं चाहन्थे र फेलोशिपको अनुभवले त्यो इच्छालाई अझै बलियो बनाएको थियो ।

टिच फर नेपाल फेलोशिपले उनलाई शिक्षा प्रणालीको सन्दर्भ र चुनौतीहरू अवलोकन गर्ने र बुझ्ने अवसर दिएको थियो । उनको लागि शिक्षक भन्नाले “एक यस्तो नेतृत्वकर्ता हो जसले विद्यार्थी र उनीहरूको जीवनबारे गहिरो सम्मान, बुझाइ र लगाव राख्छ । शिक्षक हुनु भनेको कक्षामा ज्ञान प्रदान गर्ने मात्र नभई उनीहरूलाई आफ्नो समुदायबारे सिक्न र बुझ्न मद्दत गर्नु पनि हो । कक्षाकोठाको शिक्षण उनीहरूको दैनिक जीवन, संस्कृति र समुदायसँग जोडिएको हुनुपर्छ ।” रविले २०७७ देखि काठमाडौंको बृहानीलकण्ठस्थित पञ्चकन्या माविमा गणित र विज्ञान शिक्षकका रूपमा अध्यापन गर्दै आएका छन् ।

रविजस्तै ब्लूम नेपाल स्कूलकी उप-प्रधानाध्यापक सृष्टि श्रेष्ठलाई पनि लकडाउनको समयमा पढाउन समस्या भएको थियो । उनले उप-प्रधानाध्यापकको जिम्मेवारी सम्हालेको चार दिनपछि नै लकडाउन शुरु भयो । तालाबन्दीले गर्दा विद्यार्थीहरू घरको पर्खालभित्र थुनिएका थिए र उनीहरूको पढाइ पूर्ण रूपमा बन्द भएको थियो । अनलाइन शिक्षण र सिकाइको कुनै अनुभव नभएकाले अनलाइन कक्षाहरू शुरु गर्नु उनका विद्यार्थी र शिक्षकहरू दुवैका लागि निकै चुनौती बन्यो । तर आफ्नो स्नातक तहको अध्ययनमा सृष्टिलाई स्वयं विद्यार्थीको रूपमा अनलाइन शिक्षण प्रविधिबारे केही अनुभव भने भैसकेको थियो । त्यसैले ब्लूम नेपाल स्कूलका शिक्षकहरूले पनि अन्तरक्रियात्मक रूपमा अनलाइन कक्षाहरू सञ्चालन गर्न सक्नु भनेर आफ्नो सीपलाई प्रयोगमा ल्याउने निर्णय गरिन् ।

अनलाइन कक्षा शुरु भए पनि पाठ्यक्रम अनुसार मात्र पढाउँदा सिकाइ प्रभावकारी र रमाइलो हुँदैन भन्ने कुरा सृष्टि र उनका शिक्षकहरूलाई थाहा थियो । त्यसैले, अतिरिक्त क्रियाकलापहरू पनि अनलाइन गर्ने निर्णय भयो । वादविवाद, सि.भी. ले खन र ट्यालेन्ट शो जस्ता गतिविधिहरू आयोजना गरेपछि कक्षामा विद्यार्थीको अन्तरक्रिया र ध्यान बढेको पाइयो । विद्यार्थीले घरमा क्यामेरा अगाडि प्रदर्शन गरे । आफ्ना विद्यालय र विद्यार्थीका लागि यस प्रकारका सानाठूला परिवर्तनहरू ल्याउन पाउने कारणले नै उनलाई आफ्नो पेशाप्रति लगाव रहरहने उनी बताउँछिन् । सृष्टि भन्छिन्, “महामारीको जस्तो समयमा पनि मैले सबै विद्यार्थीको लागि अवसरहरू सिर्जना गर्न र संस्थाको दिगोपन सुनिश्चित गर्न सक्षम भएँ जस्तो लाग्छ ।



Sristi Shrestha is a TFN Alumna who completed her Fellowship at Shree Janavikas Secondary School in Sindhupalchowk as an English Fellow. When she was a student, she used to think that a teacher was someone who would just share knowledge and give grades. But when she became a teacher herself, she recognized that merely sharing knowledge is much different from helping others learn and comprehend that knowledge. Fellowship helped her uncover the true meaning of a teacher. Now, a teacher means much more to her – they hold the potential to create platforms, solutions and limitless opportunities to help students learn.

Her students were not her only focus. Her Fellowship made her aware that teachers' well-being is crucial for quality in the classroom. At Bloom Nepal School, every morning as the teachers gathered for an online meeting to start their day from home, she started with gratitude sessions and feeling checks for her teachers. She believes that teachers' well-being is as important as the well-being of students and can directly impact the quality of classes.

After her Fellowship, she realized her potential to connect with students and help them learn. She believes, "In the education sector, we can directly make an impact on someone's life, and I felt like I could make that impact. The education sector could give me the chance to pave the way for opportunities for students." For now, Sristi's priority is to help students create their own goals and build confidence in them that they can achieve their goals. She believes that all teachers' priority should be to understand the needs of their students rather than imposing their own perceptions and knowledge.

Fellows of Teach For Nepal hold the opportunity and responsibility of becoming a teacher for two years at a school in a community they may never have set foot in before. For the duration of their Fellowship, Fellows give all they can to their students and their learning. They are motivated by those little moments of accomplishments like when the students are able to finally question the teachers or when they act proud of their own achievements.

For Fellows, does the role as a teacher end with Fellowship as they pack their bags and bid goodbye to the community they called home for two years? For many Alumni like Ravi and Sristi, the journey does not end. It means continuing impact in the education sector inside and outside the school. For those who continue to teach, choosing to continue teaching does not have to mean just being confined to the school, but also continuing to become a part of the system and serving as a role model inspiring broader change. After all, the change we imagine won't be possible without hard and consistent work put into the mission day in and out from both inside and outside the system.

सृष्टि श्रेष्ठ एक टिच फर नेपाल फेलो हुन् जसले सिन्धुपाल्चोकको श्री जनविकास माध्यमिक विद्यालयमा अंग्रेजी फेलोको रूपमा फेलोशिप पूरा गरेकी थिइन्। उनी जब विद्यार्थी थिइन्, उनलाई शिक्षक भनेको ज्ञान बाँड्ने र अंकदिने व्यक्ति मात्र हुन् जस्तो लाग्थ्यो। तर जब उनी आफै शिक्षक भइन्, उनले बुझिन् कि अरूलाई ज्ञान सतही रूपमा बाँड्नु र गहिराइमा बुझाउनुबीच धेरै फरक छ। फेलोशिपले उनलाई शिक्षणको साँचो अर्थ उजागर गर्न मद्दत गर्‍यो। उनको लागि शिक्षण त्यस्तो पेशा हो जसमा विद्यार्थीका लागि सिकाइका कैयौँ समाधान र अवसरहरू सिर्जना गर्न सकिन्छ।

यद्यपि, उनको ध्यान विद्यार्थीमा मात्र केन्द्रित थिएन। उनको फेलोशिपले उनलाई कक्षाकोठामा गुणस्तर ल्याउने हो भने शिक्षकहरूको भलाइ त्यतिकै महत्वपूर्ण भएको कुरा बुझाएको थियो। हरेक विहान शिक्षकहरू घरबाट आफ्नो दिन शुरु गर्न अनलाइन बैठकमा भेला हुँदा, उनले कृतज्ञताको लागि समय छुट्टयाउँथिन् र शिक्षकहरूको हालखबर बुझेर मात्र दिन शुरु गर्थिन्। विद्यार्थीको अवस्था जतिकै शिक्षकहरूको अवस्थाले पनि कक्षाको गुणस्तरमा प्रत्यक्ष प्रभाव पार्ने उनको विश्वास छ।

फेलोशिप गर्दा उनलाई विद्यार्थीलाई सिक्न मद्दत गर्ने र उनीहरूसँग सम्बन्ध बनाउन सक्ने आफ्नो क्षमतावारे थाह भयो। उनी विश्वास गर्छिन्, "शिक्षा क्षेत्रमा, हामीले कसैको जीवनमा प्रत्यक्ष प्रभाव पार्न सक्छौं। र, मलाई मैले त्यो प्रभाव पार्न सक्छु जस्तो लाग्छ। शिक्षा क्षेत्रले मलाई विद्यार्थीका लागि अवसरहरूको बाटो खोल्ने मौका दिन सक्छ।" विद्यार्थीलाई उनीहरूको आफ्नै लक्ष्य निर्धारण गर्न मद्दत गर्नु र उनीहरू ती लक्ष्यमा पुग्न सक्छन् भनेर उनीहरूलाई विश्वास दिलाउनु सृष्टिको लागि अहिलेको प्राथमिकता हो। विद्यार्थीमाथि आफ्नै धारणा र ज्ञान थोपार्नुभन्दा पनि सबै शिक्षकको प्राथमिकता विद्यार्थीको आवश्यकता बुझ्न हुनुपर्ने उनको विश्वास छ। यसैका लागि नै उनी वि. सं. २०७८ को शुरुवातदेखि नै ब्लूम नेपाल विद्यालयको उप-प्रधानाध्यापकको रूपमा कार्यरत छिन्।

पहिले कहिल्यै पाइला नराखेका समुदायको विद्यालयमा गई दुई वर्षसम्म शिक्षक बनेर सेवा गर्ने अवसर र जिम्मेवारी टिच फर नेपालका फेलोले पाएका हुन्छन्। आफ्नो फेलोशिपको अवधिमा आफ्ना विद्यार्थी र उनीहरूको सिकाइका लागि फेलोहरूले सक्दो सहयोग गर्छन्। विद्यार्थीले जब उनीहरूलाई कुनै प्रश्न गर्न सक्षम हुन्छन् वा आफ्नै उपलब्धिमा गर्व गर्छन्, यस्ता साना साना पलले उनीहरूलाई उत्साहित र उत्प्रेरित बनाउँछ।

दुई वर्षभरि आफ्नै गाउँ मानी बसेको समुदायसँग विदा लिई भोला बाँधेर हिंडुदैमा के फेलोहरूका लागि शिक्षकको भूमिका समाप्त हुन्छ? रवि र सृष्टि जस्ता धेरै पूर्व फेलोहरूको लागि यो यात्रा समाप्त हुँदैन। कैयौँ पूर्व फेलोहरू विद्यालयभित्र वा बाहिर रही शिक्षा क्षेत्रमा परिवर्तनको लागि संघर्ष गरिराख्छन्। र, उनीहरूमध्ये जसले शिक्षण पेशा अझल्ल्छन् उनीहरूले आफू विद्यालयमा सिमित भए भनेर सोच्ने होइन। बरु, आफू प्रणालीकै एक हिस्सा हुँ भन्ने बुझी प्रणालीमा आवश्यक परिवर्तनका लागि उत्प्रेरक बन्ने हो। बन्नु पनि होमा मात्र सीमित हुनुपर्छ होइन, तर शिक्षण प्रणालीको एक हिस्सा बनिरहेर निरन्तर उत्कृष्ट नमुनाको रूपमा सेवा गरी अखिर प्रणालीभित्र र बाहिर दुवै तर्फबाट अथक प्रयास गरिरहे मात्र हामीले कल्पना गरेको परिवर्तनलाई सम्भव बनाउन सकिनेछ।

“

As Malala Yousafzai once said, "One child, one teacher, one book and one pen can change the world." With this belief TFN Fellows have put relentless efforts into ensuring quality education for all, not only during their Fellowship but also beyond Fellowship as Alumni. For this, we would like to thank all the TFN Fellows and Alumni who have truly kicked off their own nationwide movement for quality education.

”

“

मलाला युसुफजाईले एकपटक भनेकी थिइन्, "एउटा बालक, एउटा शिक्षक, एउटा किताब र एउटा कलमले संसार बदल्न सक्छ।" यही विश्वासका साथ फेलोशिपको अवधिमा गरेका कामका लागि मात्र होइन, फेलोशिप पश्चात् पनि गुणस्तरीय शिक्षामा उल्लेखनीय योगदान दिई एउटा गुणस्तरीय शिक्षाका लागि अभियान नै सिर्जना गरेका टिच फर नेपालका फेलो र पूर्व-फेलोलाई हामी धन्यवाद दिन चाहन्छौं।

”

DIALOGUE WITH A SUPPORTER

समर्थकसँगको संवाद

IN FOCUS

RAVI KUMAR RAYAVARAM

MANAGING DIRECTOR

SURYA NEPAL PVT. LIMITED



Since 2018, Surya Nepal, as a part of its corporate social responsibility, has partnered with Teach For Nepal to improve the quality of public education in Parsa and Tanahun. Most of the farmers and low-income earning workers of our country are in these regions. Thus, investment in ensuring quality education seemed the most effective way to build a socially and economically thriving community for the stakeholders. Surya Nepal believes that education ensures a gradual and sustainable transformation for communities, and ensures a better future. For this, a partnership with Teach For Nepal, as Surya Nepal puts it, became a natural fit.

Surya Nepal's business strategy is driven by a strong belief that its prosperity depends on the prosperity of the nation at large. Teach For Nepal is a movement of outstanding youth leaders who believe that their progress is not enough until our society-at-large becomes more equitable and just. This shared philosophy became a strong common ground for Teach For Nepal and Surya Nepal to embrace the partnership.

Surya Nepal is the largest donor to Teach For Nepal in terms of its annual contribution. This partnership has enabled us to work with 8 schools and impact the lives of 3000 students annually.

Here are some of our exchanges with Mr. Ravi Kumar Rayavaram, Managing Director of Surya Nepal Pvt. Limited on their overall CSR strategy, governing beliefs and values, and reflection on their partnership with Teach For Nepal.

सूर्य नेपाल प्रालिने सन् २०१८ देखि आफ्नो संस्थागत सामाजिक उत्तरदायित्व (सीएसआर) अन्तर्गत पर्सा र तनहुँमा सार्वजनिक शिक्षाको गुणस्तर सुधार गर्न टिच फर नेपालसँग साझेदारी गर्दै आएको छ। सूर्य नेपालसँग आवद्ध धेरै किसान र मजदुरहरू यी जिल्लावासी हुन्। यी समूहका लागि सामाजिक र आर्थिक रूपमा सम्पन्न समुदाय निर्माण गर्ने सबैभन्दा प्रभावकारी माध्यम गुणस्तरीय शिक्षा हुनाले यसैमा लगानी गर्नु उचित रहने सूर्य नेपालको ठहर रहेको छ। शिक्षाले श्रमिक र उनीहरूका बालबालिकाको जीवन र जीविकोपार्जनमा क्रमिक र दिगो रूपान्तरण सुनिश्चित गर्दै सुरक्षित भविष्यतर्फ उन्मुख गराउने क्षमता राख्छ। जसका लागि नै टिच फर नेपालसँगको साझेदारीमा सूर्य नेपाल अगाडि बढेको हो।

समृद्धि भनेको समग्र राष्ट्र र यहाँका ग्रामीण क्षेत्रको समृद्धिमा भर पर्दछ भन्ने मान्यता सूर्य नेपालको व्यापार रणनीतिमा रहिआएको छ। यता, टिच फर नेपाल पनि उत्कृष्ट शैक्षिक अभियानको रूपमा रहिआएको छ, जसले समग्र समाजलाई समतामूलक र न्यायपूर्ण नवनाएसम्म समाजको प्रगति अपूरो हुने विश्वास राख्छ। सूर्य नेपाल र टिच फर नेपालले बोकेका मान्यता बीचको यो समानता नै यी दुवैका लागि साझेदारीको बलियो आधार बनेको छ।

सूर्य नेपाल वार्षिक योगदानको हिसावले टिच फर नेपालको सबैभन्दा ठूलो कर्पोरेट दाता रहेको छ। यो साझेदारीले टिच फर नेपाललाई ८ विद्यालयहरूसँग मिलेर काम गरी र ३००० विद्यार्थीको जीवनमा सकारात्मक प्रभाव पार्ने अवसर दिएको छ।

सूर्य नेपाल प्रालिका प्रबन्ध निर्देशक श्री रविकुमार रायवरमसँग सूर्य नेपालको समग्र कर्पोरेट सामाजिक उत्तरदायित्व (सी.एस.आर.) रणनीति, मूल्य मान्यता र टिच फर नेपालसँगको साझेदारीबारे गरिएको कुराकानीको केही अंश यहाँ प्रस्तुत गरेका छौं :-

What is the value and belief that drives corporate social responsibility at SNPL?

SNPL being a responsible corporate citizen emphasizes on contributing toward building the social, economical and environmental capital of the nation. We believe that our businesses cannot succeed if the communities around us fail. For us, CSR is not just for the sake of adhering to the statutes. It governs how we do our business, how we support communities around us, how we create value for our stakeholders, and how we give back to our community. We are driven by the belief that we possess the capacity to run and support sustainable programs, which can create a significant impact thereby generating and improving livelihoods of disadvantaged sections of the society. SNPL, as a part of its Corporate Social Responsibility (CSR) takes up projects that are scalable, replicable and sustainable with a multiplier impact on larger population especially at grassroot level.

We have manufacturing facilities in Simara of Bara district, Seratar of Tanahun district and Biratnagar of Morang district and we have a distribution network across Nepal. Since our establishment, we have always been dedicated to giving back to the communities around us and nation at large in a way that creates a long-term impact. Our business strategy is to create enduring value for all our stakeholders.

SNPL has been one of the major contributors during the COVID-19 pandemic. While stepping forward to assist in emergencies like this, you have been very consistent about what you are trying to achieve with your CSR. What is the vision behind such a thoroughly planned CSR strategy?

Again, we have always prioritized building the nation and creating a long-term and sustainable impact. This is one reason, we have always given more importance to the initiatives that have a long-term impact on the communities and nation, and that create value within the country. Our collaboration with Teach For Nepal is one of such initiatives as quality education is the basis for bringing long-term positive impact on the people, community, and the nation.

All our actions are guided by the philosophy of benefitting the community. So we have designed our CSR framework in such a way that we build an ecosystem where the communities within our operating areas, especially the farmers, get the same opportunities to pursue a better quality of life just as an individual in an urban setting would be able to.

Having a defined framework helps us make better decisions concerning how we want to contribute in alignment with the impact we are aiming for.

Apart from supporting communities through our continuous programs organized over the period, SNPL also feels it is important to assist the government and society at large during times of need. It is due to the same philosophy, SNPL has contributed for the nation and communities during Covid-19 pandemic and other disasters. To be specific, some of the activities SNPL has performed during those times are contribution of NRs. 1 crore each to the funds set up by seven provincial governments, installing and commissioning of 100NM3/hr (350 cylinders per day) capacity PSA Oxygen plant at Civil hospital and oxygen pipeline at Narayani Hospital, Birgunj, distribution of medical equipment like oxygen concentrator, ventilators, high flow nasal cannula, hospital beds, patient monitor, medical ambulances, Covid safety items: masks, PPEs, face-shields etc.. These contributions were

सूर्य नेपाल प्रालि कर्पोरेट सामाजिक उत्तरदायित्व (सीएसआर)बारे कस्तो मूल्य मान्यता राख्छ, कृपया बताइदिनु हुन्छ ?

हाम्रो वरपरका समुदायहरू असफल भएमा हाम्रो व्यवसायहरू सफल हुन सक्दैनन् भन्ने हाम्रो मूल मान्यता हो। हाम्रो लागि सीएसआर केवल कानूनको पालना गर्न मात्रै गरिने कुरा होइन। यसले हामीले कसरी हाम्रो व्यवसायको बारेमा सोच्छौं, कसरी गछौं, हाम्रा किसानहरू र कामदारहरूलाई समर्थन गर्न हामीले के नीति अपनाएका छौं, देखि हाम्रा सरोकारवालाहरूको लागि मूल्य सिर्जना हामी कसरी गछौं भनेर सोचेका छौं हाम्रो समुदायलाई हामीले कुन रूपमा फिर्ता दिन्छौं जस्ता सबै महत्वपूर्ण निर्णय र प्रकृतिलाई यसले निर्देशित गर्छ। हामीले हाम्रो पहिलो कारखाना सिमरा, वारामा स्थापना गरेदेखि, हामी सधैं राष्ट्र र समुदायलाई जे कुराले दीर्घकालीन रूपमा फाइदा पुग्छ त्यसमा लगानी गर्न समर्पित भएका छौं। केवल नाफा बढाउनमा मात्र केन्द्रित नभएर, हाम्रो व्यापार रणनीति हाम्रा सरोकारवालाहरूको लागि चिरस्थायी मूल्य सिर्जना गर्नु हो। यसको एउटा सरल उदाहरण दिनु पर्दा हामीले गर्ने स्थानीय रूपमै उत्पादित कच्चा पदार्थको प्रयोग हो, जुन कम्पनीको लागि त महँगो हुन सक्छ तर यसले गर्दा स्थानीय उत्पादकहरूको ठूलो समुदायलाई फाइदा पुर्‍याएको छ।

हाम्रा अन्य सबै सीएसआर गतिविधिहरूमा समेत हामीले सहकार्य र लगानी गर्ने समुदायहरूको दीर्घकालीन फाइदालाई सम्बोधन गर्ने गरी सीएसआर गतिविधिहरू संचालन गरेका छौं। त्यसैले छिटपुट र छरिएको रूपमा दिनुको सट्टा, हामी स्पष्ट रणनीतिका साथ गरिने दिगो प्रयासहरूमा विश्वास गछौं।

सूर्य नेपाल प्रालि कोभिड महामारीको समयमा राहत प्रदान गर्ने प्रमुख योगदानकर्ताहरू मध्ये एक भएको छ। यस किसिमको आपतकालीन अवस्थामा सहयोग गर्न अगाडि बढ्दै गर्दा पनि, यस संस्थाले आफ्ना सीएसआर कार्यक्रमलाई निर्वाध रूपमा अगाडि बढाइएको पाइन्छ। सूर्य नेपालको सीएसआर रणनीति पछिडिको दृष्टिकोण के होला ?

अघि भनिए जस्तै, हामीले सधैं राष्ट्र निर्माण गर्ने र दीर्घकालीन र दिगो प्रभाव सिर्जना गर्ने कुरालाई प्राथमिकता दिएका छौं। देशभित्रै प्रतिफल दिई समुदाय र राष्ट्रमा दीर्घकालीन प्रभाव पार्ने पहलहरूलाई सधैं बढी महत्व दिएका छौं। टिच फर नेपालसँगको हाम्रो सहकार्य पनि यस्तै पहलहरू मध्येको एक हो, किनभने गुणस्तरीय शिक्षा नै जनता, समुदाय र राष्ट्रमा दीर्घकालीन रूपमा सकारात्मक प्रभाव पार्ने आधार हो।

हाम्रा सबै कार्यहरू समुदायलाई वृहत रूपमा फाइदा पुर्‍याउने दर्शनबाट निर्देशित छन्। हामीले हाम्रो सीएसआर ढाँचालाई एउटा यस्तो इकोसिस्टम निर्माण गर्ने उद्देश्यका साथ डिजाइन गरेका छौं, जसका कारण हामीले काम गरिरहेका समुदायहरूका सदस्य, विशेष गरी किसानहरूले, कुनै पनि शहरी परिवेशमा बाँच्ने व्यक्तिले जस्तै गुणस्तरीय जीवनको अवसर पाऊन्।

सीएसआरमा हामीसँग हाम्रै आफ्नो परिभाषित ढाँचा उपलब्ध भएको हुँदा हरेक योगदानको योजनालाई पूर्वनियोजित लक्ष्यसँग सुसंगत हुने गरी अगाडि बढाउन हामीलाई मद्दत गर्दछ।

सूर्य नेपालले आफ्ना नियमित कार्यक्रम मार्फत समुदायहरूलाई सहयोग गर्दै त आएको छ। यसबाहेक विशेष आवश्यकता परेको बेला पनि सरकार र समाजलाई सहयोग गर्नु पनि उत्तिकै महत्वपूर्ण ठान्दछ। यही मान्यताका साथ सूर्य नेपालले कोभिड-१९ महामारी र अन्य प्रकोपका बेला राष्ट्र र समुदायका लागि योगदान पुर्‍याएको छ। महामारीको आपतकालीन समयमा सूर्य नेपालले सातै प्रदेश सरकारले स्थापना गरेको कोषमा हरेकलाई रु १ करोड रुपैयाँको योगदान, सिभिल अस्पतालमा १०० एनएम घण्टा (३५० सिलिन्डर प्रतिदिन) क्षमताको पीएसए अक्सिजन प्लान्ट स्थापना र नारायणी अस्पताल (वीरगन्ज)मा अक्सिजन पाइपलाइन स्थापना र सञ्चालन, अक्सिजन कन्सेन्ट्रेटर, भेन्टिलेटर, नाकमा लगाइने हाई फ्लो क्यान्युला, अस्पतालको बेड, विरामी मनिटर, मेडिकल एम्बुलेन्स, कोभिड सेफ्टी सामग्री - मास्क, पीपीई, फेस शिल्ड आदि - जस्ता चिकित्सकीय उपकरण तथा सरसमान उपलब्ध गरायो। यस्तै स्रोतहरू, उपलब्ध गराई विभिन्न सार्वजनिक अस्पतालहरू जस्तै राष्ट्रिय ट्रमा सेन्टर (वीर अस्पताल),

made to various public hospitals like National Trauma Center-Bir Hospital, TU Teaching Hospital, Western Regional Hospital-Kaski, GP Koirala National Center for Respiratory Disease-Tanahun, Civil Service Hospital etc.

How important do you think is for corporates to find a balance between long-term and short-term initiatives when it comes to their CSR activities?

We have always been very proactive when it comes to assisting in times of emergencies, be it an earthquake, floods or COVID-19 recently. We have also actively given to various local infrastructural development like building roads, school buildings, etc. in the immediate vicinities of our operating locations. However, we do feel that having a defined framework for CSR has allowed us to be consistent with our effort and in alignment with our mission and vision. This is necessary if we want to leave a meaningful impact on what we are trying to do.

SNPL carries out CSR under various platforms like Surya Nepal-Asha, Suswasthya and Prakriti. What is the main idea behind each of these platforms and how is SNPL creating an impact within the community?

As I mentioned earlier, SNPL, as a part of its Corporate Social Responsibility Policy, has taken up projects through which it creates a multiplier impact at large and focuses on doing same in compliance with applicable regulations. The main objective for creating these platforms is to focus our activities in certain specific areas in line with national priorities and create larger impact.



Training Programme



Vermicompost Pit Constructed

The objective of SNPL Asha is to empower communities and assist disadvantageous and marginalized group of people by creating avenues to support their livelihoods. SNPL supports farmers from rural areas through various activities like assistance in initiatives, that lead to increased farm productivity like the construction of vermicompost pits to increase productivity and promote sustainable agriculture practices, sub-soiling for improving quality of soil, intervention in dairy development, etc. These initiatives help in increasing the income and also in diversifying sources of income of rural families. We have been able to support 4000+ households through various activities over the period.

The other key activity under this platform is in the area of education. SNPL has been supporting 8 public schools in Parsa and Tanahun district under partnership with TFN towards improving the quality of education in these schools.

त्रिवि शिक्षण अस्पताल (काठमाडौं), पश्चिमाञ्चल क्षेत्रीय अस्पताल (कास्की), जीपी कोइराला राष्ट्रिय श्वासप्रश्वास रोग केन्द्र (तनहुँ), निजामती सेवा अस्पताल आदिलाई सहयोग गर्यो ।

कर्मिटरहरूले गर्ने सीएसआर गतिविधिहरूको सन्दर्भमा उनीहरूले दीर्घकालीन र अल्पकालीन पहलहरू बीच सन्तुलन मिलाएर लैजानु तपाईंको विचारमा कतिको महत्वपूर्ण होला जस्तो लाग्दछ ?

भूकम्प, बाढी, भूखैरेको कोभिड-१९ महामारी होस् वा कुनै पनि विपदको समयमा सहयोग गर्ने कुरामा हामी सधैं सक्रिय सहभागिता जनाउँछौं । हामीले सडक निर्माण, विद्यालय भवन, आदि जस्ता विभिन्न पूर्वाधार विकासका परियोजनाहरूमा पनि नियमित सहयोग गरेका छौं । यद्यपि, हामीसँग सीएसआरको परिभाषित ढाँचा उपलब्ध भएको हुँदा हामीलाई हाम्रा प्रयासहरूमाभू एकपतता ल्याउन र हाम्रो लक्ष्य र उद्देश्यसँग अमिल्दो नहुने गरी अधि बढ्न सजिलो भएको छ । हामी अर्थपूर्ण प्रभाव छोड्न चाहन्छौं भने यो अत्यावश्यक छ ।

सूर्य नेपालले एसएनपीएल आशा, एसएनपीएल प्रकृति र एसएनपीएल सुस्वास्थ्य जस्ता मंचहरू मार्फत सीएसआर गतिविधिहरू गर्दै आएको छ । यी मंचहरू बनाउनुको पछाडि के कारण थियो र यी कार्यक्षेत्र मार्फत सूर्य नेपालले कसरी काम गरिरहेको छ ?

मैले माथि उल्लेख गरे भैं, सूर्य नेपालले आफ्नो कर्मिटर सामाजिक उत्तरदायित्व नीति अन्तर्गत रही परियोजनाहरू सञ्चालन गर्दछ । तोकिएको नीतिहरूको अधिनमा रहँदै यी परियोजनाहरू मार्फत समुदायमा गुणात्मक प्रभाव पार्दछ । यी मंचहरू सिर्जना गर्नुको मुख्य उद्देश्य भनेको हाम्रो गतिविधिहरूलाई राष्ट्रिय प्राथमिकतासँग सुसंगत हुनेगरी केही विशेष क्षेत्रहरूमा आफुलाई केन्द्रित गर्नु र प्रभाव विस्तार गर्नु हो ।

एसएनपीएल आशाको उद्देश्य समुदायहरूलाई सशक्त बनाउनु र पीछडिएका र सीमान्तकृत समूहहरूलाई उनीहरूको जीविकोपार्जनमा सहयोग गर्ने अवसरहरू सिर्जना गर्नु हो । सूर्य नेपालले ग्रामीण क्षेत्रका कृषकहरूलाई विभिन्न गतिविधिहरू मार्फत सहयोग गरी आएको छ । जसमा कृषि उत्पादकत्व वृद्धि गर्ने पहलहरू जस्तै: दिगो कृषि अभ्यासहरू प्रवर्द्धन गर्न र उत्पादकता बढाउन भर्मीकम्पोष्ट (गड्यौलाको मल) का लागि खाडलहरू बनाउने, माटोको गुणस्तर सुधार गर्न सबसोइलिंग गर्ने, दुग्ध विकासमा योगदान गर्ने, इत्यादि पर्दछ । यी पहलहरूले ग्रामीण परिवारको आम्दानी बढाउन र आयका स्रोतहरू विविधकरण गर्न मद्दत गर्दछ । हामीले यस अवधिमा विभिन्न गतिविधिहरू मार्फत ४००० भन्दा बढी घरपरिवारलाई सहयोग गर्न सक्षम भएका छौं ।

शिक्षाको क्षेत्रमा काम यसै मंच अन्तर्गत हुने अर्को प्रमुख गतिविधि मध्ये पर्दछ । सूर्य नेपालले टिच फर नेपालसँगको साभेदारीमा पर्सो र तनहुँ जिल्लाका ८ सामुदायिक विद्यालयहरूमा शिक्षाको गुणस्तर सुधार गर्न सहयोग गर्दै आएको छ ।

SNPL believes environment conservation is a key area where a private organization needs to contribute. The objective of this platform is to assist the local communities and relevant stakeholders for achieving environmentally sustainable development. Under this platform, SNPL provides assistance towards initiatives like tree plantation, Mountain Clean-Up Campaign, public sanitation, etc.

SNPL Suswasthya focuses on helping communities in the area of health. Recent initiatives under SNPL Suswasthya have been more focused towards helping the government and local communities manage the Covid-19 pandemic. We have also been taking initiatives to equip health institutions in immediate vicinities of our operating locations with Medical ambulances.

Why did you choose to partner with Teach For Nepal?

Teach For Nepal's vision to end educational inequity between the public and private education system by placing the Fellows in public schools of remote communities is in alignment with our vision of creating that enduring value for the communities.

Contribution to the rural community has always been a priority as we are deeply connected with the farmers. Public schools in Nepal are way behind both in terms of infrastructure as well as the quality of instruction. While we have also been supporting various local schools with infrastructures, Teach For Nepal Fellows bring in their teaching expertise and commitment for children in these rural communities.

How has your experience been with this partnership?

Currently SNPL is supporting eight public schools located at Parsa and Tanahun by placement of three Fellows in each school. We have been able to create a direct impact in 2000+ students of that area and we have been able to navigate the needs of the placement schools with the Fellows' help which has allowed us to give where there is a need. We have been able to digitally equip all the placement schools in Tanahun with computers which have become an immense need for students to be literate on for continuing their learning these days. We were able to construct toilets at public schools in Parsa after the Fellows, supported by SNPL, shared the need. The availability of toilets has reduced the absenteeism of girls in school particularly during periods along with creation of benefits in relation to health and hygiene.

I have myself been to some of these communities and schools and seen the visible difference Fellows' presence has brought to the students there. They are greatly motivated individuals, and their presence has also been very well received by the community and the school.

Lastly, how could we make this collaboration better?

We want more schools and students to benefit from the presence of TFN Fellows. We would want to work with TFN to make this model more scalable and create larger impact. For example, we may explore converting existing TFN Schools as "Centres of Excellence" that train teachers from other schools in the vicinities and produce larger impact. Given the fact that resources will always be limited, we will have to work together to continuously improve the current model to make it more effective and to create greater impact in the society.

वातावरण संरक्षण निजी संस्थाले योगदान गर्न आवश्यक रहेको एक प्रमुख क्षेत्र हो भन्ने सूर्य नेपालको विश्वास छ। यस मंचको उद्देश्य वातावरणीय दिगो विकास हाँसिल गर्न स्थानीय समुदाय र सम्बन्धित सरोकारवालाहरूलाई सहयोग गर्नु हो। यस मंच अन्तर्गत सूर्य नेपालले वृक्षरोपण, पर्वतीय सरसफाई अभियान, सार्वजनिक सरसफाई, आदि जस्ता पहलहरूमा सहयोग गर्दछ।

एसएनपीएल सुस्वास्थ्य समुदायहरूलाई स्वास्थ्यको क्षेत्रमा मद्दत गर्ने उद्देश्य सहित सञ्चालनमा ल्याइएको मञ्च हो। एसएनपीएल सु-स्वास्थ्य अन्तर्गत हालका पहलहरू सरकार र स्थानीय समुदायहरूलाई कोभिड-१९ महामारी व्यवस्थापन गर्न मद्दत गर्नमा बढी केन्द्रित छन्। यसै मंच अन्तर्गत हाम्रो कार्यक्षेत्र नजिकैका स्वास्थ्य संस्थाहरूलाई मेडिकल एम्बुलेन्सहरूको सुविधा व्यवस्थापन गरिदिने पहल पनि गरेका छौं।

तपाईंहरूले टिच फर नेपाललाई आफ्नो साझेदारको रूपमा किन रोज्नुभयो ?

टिच फर नेपालको दुर्गम क्षेत्रका सामुदायिक विद्यालयहरूमा फेलोहरू राखेर सार्वजनिक र निजी शिक्षा प्रणालीबीचको शैक्षिक असमता अन्त्य गर्ने उद्देश्य हाम्रो समुदायहरूको लागि दिगो प्रतिफल ल्याउने उद्देश्यसँग धेरै हदमा मेल खान्छ।

हामी हाम्रा किसानहरूसँग गहिरो रूपमा जोडिएकाले ग्रामीण समुदायमा योगदान सधैं हाम्रो प्राथमिकतामा हो। नेपालका सामुदायिक विद्यालयहरू पूर्वाधार र शिक्षाको गुणस्तर दुवैमा निकै पछाडि छन्। हामीले विभिन्न स्थानीय विद्यालयहरूलाई पूर्वाधार सहित सहयोग गर्दा, टिच फर नेपालका फेलोहरूले आफ्नो ज्ञान र सिकाइको प्रयोग गरी यी ग्रामीण समुदायका बालबालिकाहरूको शैक्षिक उपलब्धि अभै उकास्न सक्छन्।

यो साझेदारीमा तपाईंहरूको अनुभव कस्तो रह्यो ?

हाल सूर्य नेपालले पर्सा र तनहुँमा अवस्थित आठ सामुदायिक विद्यालयहरूलाई प्रत्येक विद्यालयमा तीन जना फेलो उपलब्ध गराएर सहयोग गरिरहेको छ। हामी यस क्षेत्रका ३००० विद्यार्थीहरूमा प्रत्यक्ष प्रभाव सिर्जना गर्न सफल हुनुको साथै फेलोहरूको सहयोगमा प्लेसमेन्ट विद्यालयका विशेष आवश्यकताहरू पहिचान गरी तिनका लागि श्रोत परिचालन गर्नसकेको भएका छौं। पर्सा र तनहुँका सबै प्लेसमेन्ट विद्यालयमा अहिले कम्प्युटर जडान भैसकेको छ, जुन आजका दिनहरूमा विद्यार्थीलाई गुणस्तरीय शिक्षामा पहुँच बनाउन अपरिहार्य भएको छ। फेलोहरूको पहलमा हामीले केही विद्यालयहरूमा शौचालय जस्ता अत्यावश्यक पूर्वाधार पनि बनाएका छौं। शौचालयको उपलब्धताले स्वास्थ्य र सरसफाइजन्य लाभका साथै विशेष गरी विद्यालयमा महिनावारीका कारण हुने छात्राहरूको अनुपस्थितिमा व्यापक कमी आएको छ।

म आफैँ पनि यी समुदाय र विद्यालयहरूमा गएको छु, र त्यहाँका विद्यार्थीहरूको जीवनमा फेलोहरूको उपस्थितिले पारेको भिन्नता आफ्नै आँखाले देखेको छु। टिच फर नेपालका फेलोहरू साँच्चै प्रेरणादायी व्यक्तित्वहरू हुनुहुन्छ र उहाँहरूको उपस्थितिलाई समुदाय र विद्यालयले पनि स्वागत गरेका छन्।

अन्त्यमा, हामीले यो सहकार्यलाई कसरी अभि राम्रो बनाउन सक्छौं त ?

हामीले काम गरिरहेका समुदायहरूमा हामी थप फेलो पठाउन चाहन्छौं ताकि अभै धेरै विद्यालय र विद्यार्थीले फेलोहरूको उपस्थितिबाट फाइदा लिन सक्न्। टिच फर नेपालको मोडेललाई अभै विस्तार गर्न र यसको प्रभाव समाजमा अभै ठूलो बनाउन हामी टिच फर नेपालसँग अरु काम गर्न चाहन्छौं। टिच फर नेपालका विद्यालयहरूलाई "उत्कृष्टका केन्द्रहरू" का रूपमा स्थापित गरी नजिकका अन्य विद्यालयका शिक्षकहरूलाई पनि तालिम दिई सेवा विस्तार गर्ने बारे मनन गर्न सक्छौं। श्रोत भनेको सधैं सीमित हुन्छ नै, तर उपलब्ध श्रोतमा हामीले अहिलेको मोडेलमा निरन्तर सुधार ल्याउँदै हाम्रो साझेदारीको प्रभाव र पहुँच अभै बढाउनु आवश्यक छ।

DIALOGUE WITH A PRINCIPAL

प्रधानाध्यापकसँगको संवाद

IN FOCUS

KRISHNA PRASAD DHUNGANA

SCHOOL

TERSE SECONDARY SCHOOL,
MELAMCHI-6, TALAMARANG, SINDHUPALCHOK, NEPAL



Teach For Nepal Fellows have made an outstanding contribution to enhancing quality of education at public schools across seven districts of Nepal.

However, the movement would not have reached its momentum without local partners and community leaders lending a hand as allies. Among them School Principals have played a critical role by creating and facilitating an environment where Fellows can feel supported in their efforts for the school and the community. Recently, Teach For Nepal engaged in a conversation with the Principal of Terse Secondary School, Sindhupalchok a partner school of TFN since 2014, to reflect on what it has meant for him to work together with Teach For Nepal and its Fellows. Below, we share some highlights:

Teach For Nepal and this school have been long-term collaborators, what are some changes that this collaboration has brought?

In a relatively rural area like ours, the school system faces a plethora of problems. Every year we are short-staffed. The lack of quality English, Science and Mathematics teachers makes the management of classes extremely difficult. Our collaboration with Teach For Nepal has helped us solve this

टिच फर नेपालका फेलोहरूले हालसम्म नेपालका सात वटा जिल्लामा त्यहाँका सामुदायिक विद्यालयको शिक्षाको गुणस्तर सुधार्न अतुलनीय भूमिका खेल्दै आएका छन्। तर यदी हाम्रा स्थानीय साभेदार र समुदायका अग्रजहरूको साथ-समर्थन हामीलाई नभइदिएको भए आज यो अभियानले जुन उचाई हासिल गरेको छ त्यो हासिल गर्न सायद सम्भव हुँदैनथ्यो। यसमा हाम्रा फेलोहरू कार्यरत विद्यालयका प्रधानाध्यापकहरूले निभाउनु भएको भूमिकाको लागी उहाँहरू पनि विशेष रूपमा धन्यवादको हकदार हुनुहुन्छ। फेलोहरूलाई प्रोत्साहित गर्ने देखी उनीहरूको हरेक प्रयासका लागी आवश्यक वातावरण मिलाईदिने र फेलोहरूले गर्न चाहेको कुरा अभै सम्भव बनाईदिने हाम्रा प्रधानाध्यापकहरूले नै महत् गर्नुहुन्छ। हालै, टिच फर नेपालका प्रतिनिधिले तेसैं उच्च मा. वि., सिन्धुपाल्चोक, सन् २०१४ देखिको साभेदार विद्यालय, का प्रधानाध्यापक श्री कृष्ण प्रसाद दुङ्गानासँग टिच फर नेपालसँग सहकार्य गर्दाको अनुभवबारे केही कुरा गरेका थिए। प्रस्तुत छ यसै छलफलको केही अंश:-

टिच फर नेपाल र यस विद्यालयबीच लामो समयदेखि सहकार्य हुँदै आएको छ। आजसम्म यस विद्यालयमा शिक्षण गरी फर्कनु भएका फेलोहरूबारे यहाँको धारणा छोटकरीमा बताइदिनुस् न।

टिच फर नेपालसँग सहयात्रा गर्ने अवसर विद्यालयले प्राप्त गरेकोमा संस्थाप्रति हार्दिक धन्यवाद दिन चाहन्छु। ग्रामीण बस्तीमा रहेका विद्यालयहरू जहाँ अंग्रेजी, गणित र विज्ञान जस्ता विषयका शिक्षकहरू उपलब्ध हुनै कठिन, त्यसमाथि हाम्रो जस्तो सरकारी दरबन्दी अपर्याप्त भएका विद्यालयमा त भन्ने शिक्षक व्यवस्थापन

problem to a certain extent. The presence of Teach For Nepal Fellows in our school has aided in the learning of our students and has also boosted their creativity. The Fellows are not merely teaching the students but they have contributed to the holistic development of the school.

Despite the diversity among Fellows, they have certain common traits. The Fellows are energetic and they rigorously plan their lessons and activities. The Fellows do not limit the instruction to the syllabus and prescribed textbooks; this differentiates the Fellows from other teachers. The Fellows have the zeal and willpower to get into action and ensure that their students have the best opportunities.

Since you have seen several Fellows teach at Terse Secondary School. What is the impact of having trained and capable teachers on the students?

Teaching is an art. Just being a knowledgeable teacher is not enough. TFN Fellows come from diverse academic backgrounds beyond the education field bringing broader knowledge, which makes content delivery even stronger. Their training influences their ability to transfer their knowledge to their students. Furthermore, the Fellows have a planned way of teaching in their classrooms. They bring in study materials and introduce innovative ways of teaching and learning. Perhaps, this is one of the reasons why the students gel with the Fellows well as they create very engaging learning environment in their class. Having trained teachers in the classroom positively impacts the environment of the whole school and Teach For Nepal Fellows make living examples of this.

How can a competent and leading administration work in the face of natural calamities and epidemics with the community? How do you please reflect on the state of the school during the Melamchi floods and the current situation of the school?

In the last two years, the school's educational activities have been adversely affected by COVID-19. During the first wave of COVID-19, the school adopted alternative measures of facilitating learning such as community learning centers, distance correspondence based learning facilitation and online teaching and learning in the upper classes. These efforts received positive support from all teachers, parents and the community. Also, during the flood, some of the structures of the school were washed away. But from the very next day, planning and shramadaan started. We started receiving immediate financial and material support from community members and various organizations within the country and abroad. The school has been utilizing the assistance received by prioritizing conservation and classroom management. Trust of the community members can be gained if the assistance received is used in a meaningful way. With encouragement from the community, we were able to reduce damages. We have learned that if we work with the community by understanding their expectations, we can achieve success in our work and enhance mutual trust.

कठिन हुने अवस्थामा टिच फर नेपालमार्फत शिक्षकहरू उपलब्ध हुँदा आफैमा पनि विद्यालयमा ठूलो राहत भएको छ। विद्यार्थीको सिकाइ उपलब्धीको सुधार र सिर्जनात्मक क्षमताको विकासका निम्ति विशेष तालिम सहित युवा जनशक्ति विद्यालयमा उपलब्ध हुँदा विद्यालयको चौतर्फी विकासमा निकै ठूलो मद्दत पुगेको छ। व्यक्तिगत स्वभावका हिसाबले त फेलोहरूमा विविधता स्वभाविक हो। तर पनि समग्रमा उहाँहरूमा रहेको उर्जाशील स्वभाव, योजनावद्ध क्रियाकलाप, नियमित पठनपाठनसँगै विद्यार्थीको सिर्जनात्मक क्षमता विकासमा क्रियाशिलता र व्यक्तिगत विभिन्नताको पहिचान सहितको सिकाइ सहजीकरण गर्ने कुरा उहाँहरूमा अन्य शिक्षकमा भन्दा फरक छ। सिकाइलाई पाठ्यपुस्तकमा मात्र सीमित नगरी विद्यार्थीको चौतर्फी विकासमा केन्द्रित हुनुपर्ने मान्यतासँग यो कुरा असाध्यै सम्बन्धित छ। केही गर्नुपर्छ, सामान्यभन्दा फरक गर्नुपर्छ, विद्यार्थीलाई सकेसम्म धेरै अवसर दिनुपर्छ भन्ने इच्छाशक्ति नै फेलोहरूमा भएको सबै भन्दा सकारात्मक पक्ष हो।

सक्षम र तालिम प्राप्त शिक्षकहरूको उपस्थितिले विद्यार्थीको सिकाइमा के फरक पार्ने रहेछ?

शिक्षण एउटा कला भएकोले आफूसँग भएको ज्ञानमात्र शिक्षणमा पर्याप्त हुँदैन। फेलोहरू पढाइ हुने विषयभन्दा बाहेकका विषयहरू समेत अध्ययन गरेर आउन सक्ने भएकोले विषयवस्तुमा समस्या छैन। तर उहाँहरूमा शिक्षण कौशल सम्बन्धी तालिमले आफूहरूमा भएको ज्ञानलाई कसरी विद्यार्थीमा हस्तान्तरण गर्ने भन्ने कुरामा तालिमले प्राभावित गर्छ। फेलोहरू पर्याप्त तालिम र योजनावद्ध र आवश्यकता अनुसार शैक्षिक सामग्री सहित कक्षाकोठामा जाने हुँदा विद्यार्थीसँगको निकटता बढी हुने र विद्यार्थीले खुलेर सिकने वातावरण सिर्जना भएको देखिन्छ। विद्यार्थीको सिकाइमा पनि उहाँहरूको शिक्षण कौशलले निकै सुधार भएको पाएको छ। विषयवस्तुको पर्याप्त ज्ञानसँगै तालिमप्राप्त शिक्षक विद्यालय र कक्षाकोठामा हुनु र नहुनुले विद्यालयको शैक्षिक वातावरणमा निकै ठूलो प्राभाव पार्ने रहेछ। टिच फर नेपालका फेलोहरूले हाम्रा जस्ता विद्यालयमा यो कुराको परिपूर्ति गरेको छ।

प्राकृतिक विपत्ति र महामारीको अवस्थामा एक सक्षम र नेतृत्ववादी प्रशासनले समुदायलाई कसरी विश्वासमा लिएर काम गर्न सक्दो रहेछ? मेलम्ची बाढीले विद्यालयमा गरेको विनाश र अहिलेको विद्यालयको सन्दर्भलाई आधार मानी कृपया केही भन्नुहोस्।

पछिल्लो दुई वर्ष कोभिडको कारण विद्यालयका शैक्षिक क्रियाकलाप नराम्रोसँग प्रभावित भयो। कोभिडको पहिलो लहरको समयमा विद्यालयले समुदायमा सिकाइ केन्द्रमार्फत सिकाइ सहजीकरण गर्ने, सम्पर्कमा आधारित सिकाइ सहजीकरण र माथिल्लो कक्षामा अनलाइनमार्फत शिक्षण सिकाइका वैकल्पिक उपायहरू अबलम्बन गरियो। यसमा सबै शिक्षक, अभिभावक र समुदायको सकारात्मक साथ र सहयोग प्राप्त भयो। बाढीका सन्दर्भमा भन्ने हो भने विद्यालयको केही संरचना बगाएको भोलिपल्टबाट नै संरक्षणको काममा जुट्ने वातावरण सिर्जना भयो। देश विदेशमा हुनुहुने स्थानीय व्यक्तिहरू, विभिन्न संघसंस्थाहरूको स्वतःस्फूर्त आर्थिक तथा भौतिक सहयोग प्राप्त हुने क्रम चल्थो। प्राप्त भएको सहयोगलाई विद्यालयले संरक्षण र कक्षाकोठा व्यवस्थापनमा प्राथमिकता दिएर अर्थपूर्ण तरिकाले उपयोग गरेको खण्डमा समुदायको विश्वास लिन सकिने रहेछ। बाढीको ठूलो जोखिमबाट विद्यालय जोगाउन सफल हुनुको मुख्य कारण नै समुदायबाट प्राप्त प्रोत्साहन हो। समुदायको अपेक्षालाई बुझेर समुदायकै साथमा काम गर्नु भने काममा पनि सफलता मिल्छ र समुदायको विश्वास पनि प्राप्त गर्न सकिन्छ भन्ने सिकाइ भएको छ।

Fellows are not just teaching in schools, they are also an integral part of the community. In your experience here, how did the Teach For Nepal Fellows cooperate with the administration in case of natural calamities like the Melamchi floods in the school?

During the pandemic and Melamchi floods, I was surprised to see that Teach For Nepal Fellows were more active than the local teachers. In fact, during the pandemic, Fellows kept in touch with their students through phone calls and ensured that the students were active in distance learning. In addition to the work directed by the school administration, they were also working on other activities that they felt were necessary. During those times they worked well beyond their responsibilities.

Similarly, due to the Melamchi floods in June 2021, some structures of the school were washed away and the school was at high risk. The need for participation of the community in the protection of the school and the management of the classroom was noted and a campaign was also launched to mobilize support through the Teach For Nepal Fellows in collaboration with the school administration. The school received financial assistance of Rs. 150,000 thousand through the campaign. After the situation was under control, local teachers and the Fellows equally contributed to creating a comfortable environment to resume regular school activities. They acted with the same level of ownership as the locals in re-establishing a comfortable environment for regular learning at the school.

You have shared about the Fellows' active participation during times of crisis. Beyond the crises, what changes have you observed in the community after the arrival of Teach For Nepal Fellows?

TFN Fellows are active in thematic teaching as well as in the creative development of the students. Their role is also significant in administrative facilitation. In the context of our school, the school has got many opportunities through our collaboration with the Fellows. Students have ample opportunities. Fellows have led various creative activities including community-level learning facilitation, practical skill development activities for students, STEAM lab management, activities related to information technology, career exposure visits for students, and workshops for art, drama and acting. Overall, their persistent work to develop student's creative abilities and improve their learning achievement is very important.

As you have been working as the Principal at a community school, you have the experience of working at the grassroots. Whose role and responsibility do you think is it to improve the educational quality of community schools?

In my opinion, quality education means that the student being able to choose the right path in the future. This requires competence in both theoretical knowledge and practical. Everyone has a role to play in the development of educational quality. I believe that parents, teachers, local government and students have a major role to play to improve the quality of community schools. Movements like Teach For Nepal play a crucial role in improving the state of community schools.

यहाँको अनुभवमा टिच फर नेपालका फेलोहरूले विद्यालयमा मेलम्ची बाढी जस्तो प्राकृतिक विपत्ति पर्दा प्रशासनसँग के कसरी सहकार्य गर्नु भयो ?

कोभिडको समयमा होस् या मेलम्ची बाढीको कारण उत्पन्न विपत्तिको समयमा होस्, टिच फर नेपालका फेलोहरूले स्थानीय शिक्षक भन्दा पनि बढी जिम्मेवार रूपमा परिचालित भएर सक्रियता देखाउनु भयो। अझै भन्नुपर्दा कोभिडको समयमा उहाँहरू आफू घरमै भएपनि फोनमार्फत आफ्ना कक्षाका विद्यार्थीहरूसँग सम्पर्कमा रहेर दूर सिकाइमा सक्रिय भइरहनु भयो। विद्यालय प्रशासनले निर्देशन गरेका कामहरूसँग आफूले उपयुक्त लागेका क्रियाकलापहरूमा समेत विद्यालय प्रशासनसँग सहकार्य गरेर अगाडि बढ्ने गर्नुभएको छ। यसबाट उहाँहरूमा आफ्नो जिम्मेवारीलाई कसरी सोचेभन्दा राम्रोसँग पूरा गर्ने भन्ने कुरामा जोड छ।

त्यसैगरी २०७८ असार १ मा आएको मेलम्ची बाढीका कारण विद्यालयको केही संरचना बगाउनुका साथै विद्यालय उच्च जोखिममा पर्‍यो। विद्यालयका संरक्षण र कक्षाकोठा व्यवस्थापनमा समुदायको सहभागिता उल्लेख्य रहनुका साथै विद्यालय प्रशासनसँगको सहकार्यमा टिच फर नेपालका फेलोहरू मार्फत सहयोग जुटाउने अभियान समेत सञ्चालन भयो। अभियान मार्फत भण्डै डेढ लाख रुपैयाँ बराबरको आर्थिक सहयोग विद्यालयलाई प्राप्त भयो। विद्यालय जोखिममा रहेका त्यसपछिको दिनमा विद्यालयको नियमित पठनपाठनमा सहज वातावरण बनाउन स्थानीयको जत्तिकै भूमिका उहाँहरूको थियो। उहाँहरूले विद्यार्थी तथा समुदायका लागि जे जस्ता परियोजनाहरूको अवधारणा ल्याउनुहुन्थ्यो, विद्यालय प्रशासनसँग सहकार्य गरेर कार्यान्वयनमा जानुहुन्थ्यो।

समुदायमा टिच फर नेपालका फेलोहरूले गर्नुभएको परिवर्तन सम्बन्धी कामको के कस्ता प्रभावहरू परे, संक्षेपमा बताईदिनुस् न।

विषयगत शिक्षणको काममा उहाँहरूको जति सक्रियता छ, त्यतिकै सक्रियता अन्य सिर्जनात्मक विकासका कामहरूमा पनि छ। प्रशासनिक सहजताका लागि पनि उहाँहरूको भूमिका उल्लेख्य छ। हाम्रो विद्यालयको सन्दर्भमा हेर्ने हो भने टिच फर नेपालका फेलोहरूसँगको सहकार्यमा विद्यालयले धेरै अवसर प्राप्त गरेको छ। विद्यार्थीले पर्याप्त अवसरहरू प्राप्त गरेका छन्। समुदाय स्तरमा सिकाइ सहजीकरण, विद्यार्थीका लागि विभिन्न व्यवहारिक सीप विकासका क्रियाकलापहरू, स्टीम ल्याब व्यवस्थापन, सूचना प्रविधि सम्बन्धी विभिन्न क्रियाकलापहरू, विद्यार्थीलाई करिअर एक्सपोजर भिजिट, आर्ट सम्बन्धी, नाटक तथा अभिनय लगायतका विभिन्न कार्यशालाहरू, लगायतका थुप्रै सिर्जनात्मक क्रियाकलापहरू फेलोहरूकै सक्रियतामा सञ्चालन भएका छन्। समग्रमा हेर्ने हो भने विद्यार्थीको सिर्जनात्मक क्षमताको विकास र सिकाइ उपलब्धी सुधार गर्न नियमित रूपमा भइरहेका कामहरू निकै महत्वपूर्ण छन्।

सामुदायिक विद्यालयको शैक्षिक गुणस्तर सुधार कसको भूमिका र जिम्मेवारी के हुने रहेछ?

मेरो बुझाइमा शैक्षिक गुणस्तर भनेको विद्यार्थीले भविष्यमा उपयुक्त बाटो रोज्न सक्ने बन्नु हो। त्यसका लागि सैद्धान्तिक ज्ञान र व्यवहारिक अभ्यास दुवै कुराहरूमा सक्षमता आवश्यक छ। शैक्षिक गुणस्तर विकासमा कुनै एउटा पक्षको मात्र नभई सबैको आ आफ्नो ठाउँबाट भूमिका हुन्छ।



Teach For Nepal Fellows, over the years have initiated various projects and introduced new teaching methods to the classroom. What do you think should be done to make the teaching-learning and other projects started by the Fellows sustainable?

Fellows from Teach for Nepal are usually placed at schools for two years. Some of the projects and campaigns started by Fellows should continue even after they leave. The school should create an environment to continue those projects and local teachers should step up and take ownership for the continuation of these projects. It is also the responsibility of the school to continue and improve the teaching and learning systems to aid in the learning of the students. For that, I think although the Fellows are replaced, their campaigns and projects should continue sustainably. Ensuring continuation has to be a major responsibility of the school administration and management.

The school here has reached this stage even after dealing with a big flood. What kind of education plans have been made to improve the quality of education in the coming days and to awaken hope among students?

The earthquake destroyed the physical infrastructure back in 2015; the reconstruction took two years and was completed in 2017. We were impacted by COVID-19 in 2020 and the floods in 2021. The last seven years have been a challenging time for the school. However, there was no other alternative to facing the situation and hoping for the best outcome. We are still bearing the brunt. However, we have made plans to minimize the damage in education system caused by such incidents. Our first task on the list is to increase the number of school days, according to which the annual leave has now been reduced to 15 days.

We are at the end of this interview, do you have any final thoughts?

Teach For Nepal needs to further expand to more rural schools. The government also needs to formulate a policy to mobilize any person interested in teaching in schools if they come with the necessary trainings. Last but not the least, I would like to share that I do hope Teach For Nepal can continue its partnership with our school.

तपाईंको विद्यालयमा टिच फर नेपालका फेलोहरूले शुरू गर्नु भएको शिक्षण सिकाइ र अन्य परियोजनालाई दिगो बनाउन के गर्नुपर्ला ?

टिच फर नेपालबाट आउने फेलोहरू सामान्यतया दुई वर्षका लागि हुन्छन् । विद्यालयले उहाँहरूले सुरु गर्नुभएका कतिपय परियोजना, अभियानहरूलाई विद्यालयमा कार्यरत अन्य शिक्षकहरूले अगुवाइ गर्ने वातावरण विद्यालयले तयार गर्नुपर्दछ । विद्यालयको शैक्षिक उद्देश्य पूरा गर्न शुरु गरिएका शिक्षण सिकाइ प्रणाली र परियोजनाहरू निरन्तरता दिनु र समयअनुसार सुधार गर्नु पनि विद्यालयको दायित्व हो । त्यसको लागि मैले सोचेको कुरा चाहिँ व्यक्ति फेरबदल हुन सक्छ तर विद्यालयका विभिन्न अभियान र परियोजनाहरूले आवश्यकता अनुसार परिमार्जन सहित निरन्तरता पाउनुपर्दछ । यो विद्यालय प्रशासन र व्यवस्थापनको दायित्व पनि हो ।

यहाँको विद्यालय ठूलो प्राकृतिक समस्या पछि पनि यो अवस्थामा आइपुगेको छ । आगामी दिनमा शिक्षाको गुणस्तर सुधार्न र विद्यार्थीमा जीवन प्रतिको आशा जागृत गराउन यहाँले कस्तो शैक्षिक योजना बनाउनु भएको छ? संक्षेपमा बताइदिनुहोस् ।

२०७२ सालमा भुकम्पले भौतिक संरचना क्षति भएपछि बल्ल २०७४ मा पुनर्निर्माणले पूर्णता पायो । फेरी २०७६ पछि कोभिड र २०७८ मा बाढी । यसरी हेर्दा पछिल्लो सात वर्ष प्राकृतिक विपद्ले विद्यालयलाई निकै चुनौती दियो । यदपी यसको सामना गर्ने र अनुकूल विकल्पको अभ्यास गर्ने भन्दा अरु विकल्प थिएन । अब पनि केही समय यसको प्रभाव पर्छ नै । यसबाट परेको शैक्षिक क्षतिलाई कम गर्न हामी योजनाबद्ध रूपमा लागेका छौं । पहिलो काम विद्यालय सञ्चालन हुने दिनलाई बृद्धि गर्ने जस अनुसार वर्षे विद्यालाई १५ दिनमा मात्र सीमित गर्ने गरी योजना बनाइसकेका छौं ।

अन्त्यमा भन्न मन लागेका कुराहरू केही छन् भने कृपया राख्नुहोस् ।

ग्रामीण क्षेत्रका विद्यालयमा टिच फर नेपालको यो अभियान अझ विस्तार हुन आवश्यक छ । सरकारले पनि शिक्षणमा इच्छा हुने जोसुकैलाई पनि आवश्यक तालिम सहित विद्यालयमा परिचालन गर्ने नीति बनाउनु आवश्यक छ । टिच फर नेपालसँगको विद्यालयको सहकार्य निरन्तर रहिरहनेछ भन्ने अपेक्षा गर्दछु ।

QUARTERLY RECALIBRATION: FELLOWS AND THEIR CLUSTER MEET

क्लस्टर मीटमा फेलोहरूसँगका केही भलकहरू



For a bus ride from Kathmandu to Ashrang, Southern Lalitpur, the distance is approximately 63 km. However, with poorly maintained buses that run on a treacherous dirt road, it takes almost a staggering full day to reach there. Despite these exhausting rough rides, our LDCs (Leadership Development Coordinators) are determined to conduct their Cluster Meet the very next day. With the setting sun, the Cluster Leads are ready to welcome all the Fellows.

Cluster Meet is a space where Fellows working in geographic proximity come together once in two to three months, listen to each other and find ways to support each other. Cluster Meet is designed with much compassion, empathy and perseverance to bring all Fellows together to build a team and create a support system for each other. Held five times around the year, these Meets allow Fellows and other team members to come together to rest, rejuvenate and reinforce the movement's value system and hold each other accountable for their commitments to the Student Vision.

The next morning, benches are set up with Fellows' name cards, blank paper and colored pens. The room is filled with motivating words, quotes and activity charts to fill in. While the LDC is doing the final setup check, the sound of laughter and jokes being cracked up somewhere in the distance can be heard.

The first typical task for Fellows once they show up is sharing about their fears and hopes from their Fellowship journey, which they do through various forms of words, art and other tools.

Despite the long walk and sweat, Fellows bring to the location learning and

काठमाडौँबाट दक्षिणी ललितपुरको आश्रमसम्मको बस यात्रा दूरी करिब ६३ किलोमिटरको छ। तर कच्ची सडकमा मर्मतसम्भार नपुगेका कारण बसमा यात्रा गर्दा त्यहाँ पुग्न लगभग पूरै दिन बिच्छ। साँझै थकाउने यात्राका बावजूद हाम्रा नेतृत्व विकास संयोजकहरू आगमनको भोलिपल्ट नै क्लस्टर बैठक सञ्चालन गर्न प्रतिबद्ध हुन्छन्। सूर्यास्तसँगै नेतृत्व विकास संयोजक पनि अर्को दिनको क्लस्टर मिटिंगको लागि सबै फेलोहरूलाई स्वागत गर्न तयार हुन्छन्।

क्लस्टर मीट एउटा यस्तो ठाउँ हो जहाँ भौगोलिक रूपमा नजिकै रहेर काम गरिरहेका फेलोहरू दुईदेखि तीन महिनाको अवधिमा भेला हुन्छन्, एक अर्काका कुरा सुन्छन् र सम्भव भएसम्म आफ्ना प्रतिक्रिया र सुझाव मार्फत एकअर्कासँग सहयोग गर्छन्। दया, समानुभूति र लगनशीलताका साथ संचालन गरिने क्लस्टर मीट फेलोले समूहमा सहकार्य गर्ने र एक अर्काको विकासमा टेवा पुर्‍याउने परिकल्पनाको साथ टिच फर नेपालको अभ्यासमा ल्याइएको हो। वर्षभरिमा पाँच पटक जस्तो यस्ता क्लस्टर मीटहरू आयोजना गरिन्छन्। यी बैठकहरूले फेलोहरूलाई एक अर्काको सहारा बन्न, अभियानको मूल्य मान्यताप्रति उत्साही र उत्तरदायी बनाउने तथा विद्यार्थीका लागि अभियानमा गरिएको परिकल्पनाप्रतिको प्रतिबद्धतालाई अझ सुदृढ बनाउने भूमिका खेल्दै आएका छन्।

भोलिपल्ट क्लस्टर मीटको आयोजनाको दिन, बेन्चहरूमा फेलोका नाम कार्ड, खाली कागज र रंगीन कलमहरू राखिएका हुन्छन्। कोठाभरि प्रेरणादायी शब्दहरू, उद्धरणहरू र गतिविधिले भरन मिल्नेगरी चार्टहरू राखिएका हुन्छन्। नेतृत्व विकास संयोजकले अन्तिम सेटअप जाँच गर्दै गर्दा टाढाबाट आइरहेको फेलोका हाँसो र ठट्टाका आवाजहरू सुन्न सकिन्छ।

कार्यक्रमको प्रायः शुरुवात फेलोहरूले आफ्नो फेलोशिप यात्रामा अनुभव गरेका डर र आशाहरूबारे साटासाट गरेर गर्छन्। यहाँ उनीहरूले विभिन्न शब्दहरू, कला र अन्य माध्यमहरू प्रयोग गरेर आफ्नो कुरा अरु समक्ष राख्छन्। लामो र कठिन यात्राको बावजूद फेलोहरूले क्लस्टर मिटमा आफ्ना विद्यार्थी र समुदायहरूबाट सिकाइका कथाहरू तयार गरेर ल्याएका हुन्छन्। प्रत्येक ३०

stories from their students and communities. For Fellows and LDCs this comes as a festivity of learning and sharing that happens every 30-50 days across the seven districts where TFN Fellows work.

Fellows share their experiences and feelings regarding their journey with an open heart. Upon sharing and learning such stories and experiences, the cluster members get to reflect on matters presented through different perspectives. Furthermore, personal story sharing brings the Fellows together and strengthens the cluster as a team.

देखि ५० दिनको अन्तरालमा हुने यो बैठक टिच फर नेपाल का फेलोहरूले काम गर्ने सात जिल्लाहरूमा खटिएका फेलो र नेतृत्व विकास संयोजकहरूका लागि क्लस्टर भेटघाट, सिकाइ र साभेदारीको उत्सवको रूपमा आउँदछ।

यहाँ फेलोहरू खुला हृदयले आफ्नो फेलोशिप यात्राको अनुभव र भावनाहरू व्यक्त गर्छन्। त्यस्ता कथाहरू र अनुभवहरू सुन्ने सुनाउने मात्र नभई परिस्थितिहरूलाई विभिन्न दृष्टिकोणबाट हेर्ने र छलफल गर्ने पनि गर्दछन्। यसरी फेलोशिपका दुख-सुखका कथा साटासाट गर्नाले फेलोहरूबीच सम्बन्ध सुधार गर्नुका साथै उनीहरूबीच विश्वासको वातावरण निर्माण गर्दै टोलीको रूपमा क्लस्टरलाई अझै बलियो बनाउँछ।



Sessions that we as LDCs design are based on what we observed during our prior classroom visits, many of which are explicitly requested by Fellows. Cluster Meet is curated into a space where Fellows can strengthen their classroom practices by not only brainstorming ideas within subject groups, but also by challenging each other towards greater possibility and excellence. In the process of learning exchange, they also exchange various innovative ideas and solutions inspired by their journey.

Alongside emphasizing the importance of classroom teaching and community partnership, at Cluster Meets, Fellows have the chance to reevaluate what being a leader in the classroom can look like. They also find time and resources to prepare themselves for their upcoming trimester and leave for their respective placement schools with new perspectives, new learning and new hopes. The journey of Fellowship is not an easy one. In this, Cluster Meet has evolved to become one of TFN's innovations that stand as key to Fellows' retention and success, as well as to their continued commitment to students' future.

हामी नेतृत्व विकास संयोजकले डिजाइन गर्ने सत्रहरू हामीले कक्षाकोठा भ्रमण गर्दा अवलोकन गरेका कुरामा आधारित हुन्छन्, जसमध्ये केही सेसनहरू, फेलोहरूको अनुरोधका आधारमा पनि तय गरिएका हुन्छन्। क्लस्टर मीटलाई एक यस्तो स्थानको रूपमा विकास गरिएको छ, जहाँ फेलोहरूले कक्षाकोठाका अभ्यासहरूलाई विषय समूहहरू माफि छलफल मात्र गर्दैनन्, एकअर्कालाई उच्च सम्भावना र उत्कृष्टतातर्फ उन्मुख बनाएर अझै सबल बनाउन सहयोग गर्छन्। सिकाइ आदानप्रदानको प्रकृत्यामा संलग्न भई उनीहरू आफ्नो अनुभवलाई आधार बनाई विभिन्न नवीनतम समाधानका उपायहरू पनि सृजना गर्छन्।

हरेक क्लस्टर मीटमा कक्षाकोठामा शिक्षणको महत्व र सामुदायिक साभेदारीमा जोड दिइन्छ। तर यति मात्र नभएर फेलोहरूले यहाँ आफ्ना विचार र दृष्टिकोणलाई पुनः मूल्याङ्कन गर्ने मौका पाउँछन्। साथै आफ्नो आगामी तीन महिनाका लागि आफूलाई अझै निखार्दै नयाँ सिकाइ र नयाँ आशाहरूका साथ आ-आफ्नो विद्यालय फर्किन पाउँछन्। फेलोशिपको यात्रा सजिलो भने छैन। यसबीच, क्लस्टर मीट टिच फर नेपालको एउटा यस्तो महत्वपूर्ण र प्रभावकारी कार्यक्रम बन्न पुगेको छ, जसले फेलोहरूको सफलता र विद्यार्थीको भविष्यप्रतिको उनीहरूको प्रतिबद्धतालाई मलजल गरी अटुट बनाइराख्न ठूलो भूमिका खेलेको छ।



Group photo with 'Gratitude and Shout-out' pasted on chart paper before departure back to placement schools from Cluster Meeting.

'Gratitude and Shout-out' has become our ritual every time Fellows gather in groups. This ritual adds positive reinforcement to what Fellows and TFN staff do on an everyday basis, and allows Fellows to feel appreciated and recognized for their hard work. This is an act of intentionally shifting focus to what Fellows are thankful for and recognizing those who have demonstrated 'Core Values' of TFN at specific timings and places during the previous quarter.

क्लस्टर बैठकबाट प्लेसमेन्ट स्कूलहरूमा फर्कनु अघि चार्ट पेपरमा टाँसिएको कृतज्ञता र शाउटआउट सहितको सामुहिक फोटो ।

'कृतज्ञता र शाउटआउट' फेलोहरू समूहमा भेला हुँदा गरिने अनिवार्य अनुष्ठान भैसकेको छ। यसले क्लस्टरलाई एकजुट बनाउन मद्दत गर्दछ। यो विधिले फेलो र टिच फर ने पालले दैनिक गर्ने काममा सकारात्मक किसिमले सुदृढीकरण गर्दछ। फेलोहरूलाई उनीहरूको परिश्रमको लागि प्रशंसा दिलाउन सहयोग गर्छ। कुनै निश्चित समय र स्थानमा फेलोहरूद्वारा टिच फर नेपालको मूल्य मान्यता भल्किने गरी कार्य वा व्यवहार प्रदर्शन गरेकोमा उनीहरूलाई प्रोत्साहन गर्नु र धन्यवाद दिनुपर्ने पात्र वा घटनाप्रति कृतज्ञता जाहेर गर्ने अभ्यास हो।

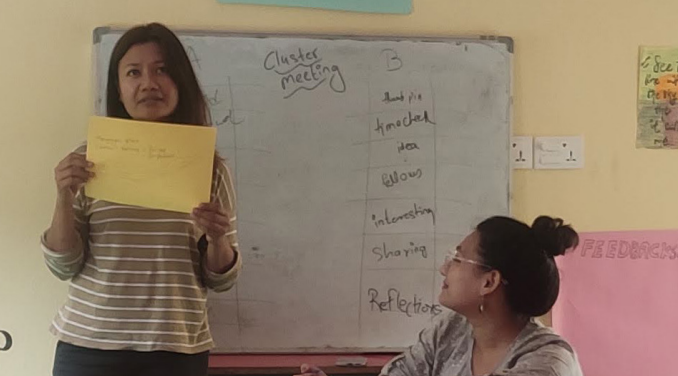


English Fellows presenting about the challenges in their classroom and school, and possible solutions to overcome them.

Fellows in each subject group gather together during the Cluster Meet in order to share the best practices and challenges in their classroom. Broader discussion and brainstorming at Cluster Meet allows them to find possible solutions. This help Fellows to see problems from different perspectives and visualize solutions.

अङ्ग्रेजी विषयका फेलोहरूले आफ्नो कक्षाकोठा र विद्यालयमा रहेका चुनौतीहरू र तिनलाई पार गर्ने तरिकाहरूबारे प्रस्तुति दिँदै ।

प्रत्येक विषय समूहका साथीहरू आफ्नो कक्षाकोठामा आफ्ना उत्कृष्ट अभ्यासहरू र चुनौतीहरू साटासाट गर्न क्लस्टर मीटको समयमा एकसाथ भेला हुन्छन्। गहन बहस र मंथनको माध्यमबाट उनीहरू यस्ता चुनौतीलाई समाधानका उपायहरू निकाल्छन्। यस अभ्यासले साथीहरूलाई फरक दृष्टिकोणबाट समस्याहरूलाई हेर्न र समाधानहरूको परिकल्पना गर्न मद्दत गर्दछ।



Punam Gurung, an English Fellow shares her Fellowship experience in the time of the Covid-19 crisis elaborating on her challenges and success stories. During Cluster Meets, such sharing allows Fellows to see greater possibility and to strengthen their sense of urgency towards change.

अङ्ग्रेजी विषयकी फेलो पुनम गुरुङ कोभिड-१९ संकटको समयमा आफ्ना चुनौती र सफलताका कथाहरू सहित आफ्नो फेलोशिप अनुभव प्रस्तुत गर्दै। क्लस्टर बैठकमा गरिने यस्तो साटासाटले फेलोहरूलाई वृहत सम्भावना देख्न र परिवर्तनको लागि अत्यावश्यक तत्परताको भावनालाई बलियो बनाउन मद्दत पुर्याउँछ।



Fellows Explaining Community Mapping

Community mapping, also known as asset mapping, is the process of integrating community members in identifying the assets and opportunities in their neighborhood, and developing a picture of what it is like to live there. Community mapping allows Fellows to learn about the infrastructure of the community and natural resources that strengthen the community, and understand where their students come from. When this is done with the community members, this process helps to reveal very specific and helpful details and data that could be otherwise hard to reach. During the Covid-19 pandemic, information collected from Community Mapping previously conducted by the Fellows was specifically helpful in planning for TFN's community visits and guiding further action.

सामुदायिक नक्साङ्कनको व्याख्या गर्दै

सामुदायिक नक्साङ्कन, जसलाई सम्पदा नक्साङ्कन पनि भनिन्छ, समुदायका सदस्यहरूलाई उनीहरूको छिमेकमा रहेका स्रोत, सम्पदा र अवसरहरू पहिचान गर्नका साथै त्यस समुदायको रहन सहन चित्रण गर्न उपयोगी एक प्रक्रिया हो। सामुदायिक नक्साङ्कनले फेलोहरूलाई समुदायको भौतिक पूर्वाधार र समुदायलाई सबल बनाउने प्राकृतिक र सामाजिक स्रोतहरूको बारेमा जान्न सहयोग गर्दछ। यसले उनीहरूका विद्यार्थीको पृष्ठभूमी बुझ्न पनि मद्दत गर्दछ। सामुदायिक सदस्यहरूसँगको सहकार्यमा नक्साङ्कनको अभ्यास गर्दा अन्यथा प्राप्त गर्न मुश्किल हुन सक्ने विशेष जानकारी र तथ्यांक पनि हाँसिल गर्न सकिन्छ। कोभिडको समयमा, फेलोहरूद्वारा पछिल्लो पटक गरिएको सामुदायिक म्यापिङबाट नक्साङ्कनबाट जम्मा गरिएको जानकारीको आधारमा सामुदायिक भ्रमण र थप कार्यको लागि योजना बनाउन विशेष रूपमा उपयोगी रह्यो।



Cluster Meet held at Bahundada school organized by the Fellows of Shree Chandrodaya High School.

This is the space where all Fellows of all schools in a cluster come together to reflect on their journey and to discuss potential solutions to the problems they are facing. It is a time they spend together for refreshment and celebration of their work back in their classrooms and communities.

श्री चन्द्रोदय हाई स्कूलका फेलोहरूद्वारा बाहुनडाँडा विद्यालयमा आयोजना गरिएको क्लस्टर बैठक।

यो ठाउँमा यस क्षेत्रको क्लस्टरमा रहेका सबै फेलोहरू जम्मा भई आफ्नो फेलोशिप यात्रालाई नियाल्ने र आफूले सामना गरिरहेको समस्याको सम्भावित समाधान खोज्न भेला हुन्छन्। यहाँ भेला भई फेलोहरू रमाइलो पनि गर्दै फर्केर आफ्नो कक्षाकोठा र समुदायमा खटिन चाहिने ऊर्जा प्राप्त गर्छन्।

Fellows from Shree Mahendradev Secondary School at Taranche of Lamjung explaining their Community Mapping with their identification of cultural and economic aspects.

सामुदायिक नक्साङ्कन मार्फत आफ्नो समुदायको सांस्कृतिक र आर्थिक पक्षहरूबारे बताउँदै श्री महेन्द्रदेव उच्च मा.वि. तारान्चेका फेलोहरू।





First online Cluster Meet before going back to the community: During the Covid-19 lockdown, when Fellows had to stay back in their houses, it was a difficult period of not being able to reach their students despite experimenting various mediums. However, Fellows continued to strive and thrive with each other during those times by connecting with each other through various means. They came together in clusters using virtual platforms and brainstormed possible actions they could take to help minimize the adverse impact of the pandemic on students' education.

समुदायमा फर्कनु अघि गरिएको पहिलो अनलाइन क्लस्टर बैठक:- कोभिड-१९ को लकडाउनको दौरान आफ्नै घरमै बन्धकभै बस्नुपरेको अवस्थामा विभिन्न माध्यमहरू मार्फत प्रयास गर्दा पनि फेलोहरूले आफ्ना विद्यार्थीसँग सम्पर्क गर्न सकिरहेका थिएनन् । यद्यपि, यसवीच फेलोहरू विभिन्न प्लेटफर्महरू प्रयोग गर्दै एकअर्कासँग सम्पर्कमा रहन र आफ्नो कुरा साटासाट गर्न सफल रहे । यसले उनीहरूलाई कृयाशील राख्न र केही सिक्दै-सिकाउँदै अघि बढिराख्न मद्दत गर्‍यो । आपतको घडिमा विभिन्न क्लस्टर बनाई अनलाइन माध्यवाट फेलोहरू एकअर्काको सम्पर्कमा आउने र महामारीले विद्यार्थीको शिक्षामा पार्न सक्ने सम्भावित असर न्यूनीकरण गर्न लिन सकिने कदमहरूबारे विचार-विमर्श र छलफल गर्थे ।



Team building activities are carried out to strengthen the cluster. This helps in enhancing communication, planning skills, engagement and participation. Alongside serving as energizers, these activities allow individuals to connect with each other in a different atmosphere and see each other in a new light.

क्लस्टरलाई बलियो बनाउन टोली विकास सम्बन्धि केही गतिविधिहरू गरिन्छ । यी गतिविधिले सञ्चार, योजना कौशल, संलग्नता र सहभागिता बृद्धि गर्नमा मद्दत गर्दछ । नयाँ ऊर्जा प्रवाह गर्ने यस्ता गतिविधिले व्यक्तिहरूलाई नौलो वातावरणमा एकअर्कालाई जान्नुबुझ्न र सम्बन्धलाई पुनः परिभाषित गर्न मौका दिन्छ ।

COHORT 2021

37 FELLOWS
7 DISTRICTS
54 SCHOOLS

BRINGING THE TOTAL NUMBER OF FELLOWS TO 107

Only xx% of those who applied for the Fellowship made it to become Fellows, reflecting its highly selective nature.

100%

58%

32%

- have significant leadership experience from diverse areas
- studied science, technology, or engineering at university
- studied abroad for undergraduate and graduate degree

FELLOWS



ENGLISH (13)



MATHS (13)



SCIENCE (11)



FACULTY

21

STEM

8

SOCIAL
SCIENCE

7

BUSINESS
STUDIES

1

HOSPITALITY

GENDER

51.4%

FEMALE
COHORTS

ETHNICITY

JANAJATI
(15)

MADHESI/
THARU (5)

KHAS/ARYA
(17)



TEACH FOR NEPAL COHORT 2021

We announced opening of our fellowship program on November 25, 2020 and ended the final application on Jan 15. During this period we received a overwhelming response from 2700+ individuals have registered through our website. Among them 797 applied for the Fellowship.

REGISTRATIONS

2,728

797

APPLICATIONS

37

FELLOW GRADUATES



टिच फर नेपाल २०७८ कोहोर्ट

हामीले २०७५ साल असार १७ गते फेलोसिपको आवेदनको लागि आह्वान गर्यौं । फेलोसिपमा आवेदनको म्याद २०७४ मंसिर २४ सम्म थियो यो समय मा करिब ५ हजार जनाले फेलोसिपमा नाम दर्ता गरे भने १६ सय भन्दा बढीले आवेदन दिए ।

कूल दर्ता संख्या

२,७२८

७९७

कूल आवेदन संख्या

३७

छनौट भएका प्रज्ञार्थी



MOMENTS OF THE YEAR (20/21)

वर्षका सम्भनाहरू २०७७/७८

LEARNING INSTITUTE

Teach For Nepal's Learning Institute (LI) is an intensive six weeks long residential training that covers sessions on lesson planning, classroom management, community relations and much more.

टिच फर नेपालले छनोट भएका प्रज्ञार्थीका लागि ६ हप्ता लामो आवाशीय प्रशिक्षण तालिम दिने गर्दछ, जसमा पाठ योजना निर्माण, कक्षाकोठा व्यवस्थापन, सामुदायिक सम्बन्ध लगायत धेरै कुराको सिकाइ हुने गर्दछ ।



First day of the 2021 Learning Institute, where all the probable Fellows print their first step towards Teach For Nepal Movement.

2018 Teach For Nepal Alumni Rajendra Deshar, School Leader at Collaborative Schools Network (CSN) sharing his Fellowship journey with the newest cohort. Deshar joined CSN soon after completing his Fellowship.





Part of their learning, Fellows are asked to perform different tasks to make them understand the values of Teach For Nepal. During the task, Fellows are expected to perform their designated task making sure they do not compromise anything concerning values. In this particular task the prospective Fellows were tasked with raising funds.



Teach For Nepal CEO and Co-founder Swastika Shrestha welcoming and introducing Teach For Nepal Movement to the prospective Fellows on the second day of the Institute.

SHRAMADANA

Shramadana is one of the events during the Learning Institute, where Fellows are given first hand experience of staying, learning and living within the community. This is the first time when Fellows get in touch with students, community and school to get along and build the necessary infrastructures or help in labor intended work in one of the TFN placed schools. This year the Sharamadana was organized in Parsa at Where the Teach For Nepal community along with school and community colored the school's wall and repaired the garden area.

प्रत्येक वर्ष गरिने श्रमदान नयाँ प्रज्ञार्थीहरूका लागि आवासीय प्रशिक्षणको एक महत्वपूर्ण सिकाई अवसर हो । श्रमदान केवल सेवामूखी कार्यमात्र नभएर सर्वोदय को मुल्यमान्यता र विश्वासमा आधारित एक निष्पक्ष न्यायसंगत समाजको परिकल्पना गर्ने अवसर पनि हो ।

श्रमदानले हाम्रा सहभागीहरूलाई सम्मान र विनम्रता पूर्वक समुदाय र मानिसहरु संग जोड्न एक महत्वपूर्ण भूमिका खेल्दछ । यसले उनीहरूलाई हाम्रा समाजमा व्याप्त प्रचलित सामाजिक कारकहरू (जाती, लिङ्ग, भूगोल, भाषा, जातीयता) लाई बुझ्ने मौका दिन्छ, जसले शैक्षिक असमतालाई सधैँ बाधा पुऱ्याइरहेको छ । यस्ता अनुभवहरूले प्रज्ञार्थीहरूलाई सामुदायिक विद्यालयभित्र रहिआएका न्यायीक पक्षसँग सम्बन्धित प्रश्नहरु सोध्न भकभक्याउँछ ।

श्रमदानले मानिसहरूलाई एक ठाउँमा ल्याएर हाम्रा साभ्ना समस्या को समाधान खोज्न प्रेरित गर्दछ, भने सोही अनुभव र सिकहरूबाट पाएका उपलब्धिहरूमा रमाउँदै ज्ञान हाँसिल गर्न पनि हौसला प्रदान गर्दछ ।



Teach For Nepal's Chief of Staff Krishna Kumar KC orienting the Fellows and staffs about the task, Fellows' respective team roles and other logistics.



As part of the safety and security of participating students and other community members along with Fellows, a health desk was set up at the entry point of school for basic health check.



The task this year was to paint entire school's wall. For this the very first step was to clean up the dirt and leftover of sticky chartpapers. Amrita along with her friends took charge of the task.



As soon as the cleanup task was done, the other team members started painting the walls.

On Sunday, the entire village of Panchgawa was very festive. Holi, the festival of colors that marks the coming of spring is one of the major festivals here. The shops were selling shades of red, yellow, green, and blue powders that, on the full moon day, friends and family put on each other. Shops were getting ready with sweets and cold drinks that are expected to sell out quickly as everyone with their clothes, hairs, and faces dyed in different colors take on the streets greeting neighbors and friends as well as strangers.

However, that day, Deep Narayan Adarsha High Secondary school was festive for a different reason.

Shiv Nath Chaudhary Tharu, Head Teacher of Deep Narayan School, woke up at around 4 am and started calling the preparation team for the day. Paints were being brought from the nearby town, brushes were being prepared and all the supplies for lunch was being delivered along with huge pot and pans to cook for about a hundred people who were going to be in the school that day.

"We might need to hurry as the team that is responsible for preparing breakfast is on their way to the school canteen." Sipping a cup of tea and grabbing two pieces of biscuit, Shiv Nath sir runs towards his school which is about 10 minutes walk from his home.

"49 years ago this school was built through Shramadana and I am so happy that after all these years we're coming together again for Sharamadana", rejoices Mr. Chaudhary.

आइतबार पञ्चगवा गाउँभरी उत्सवको माहोल थियो। वसन्त ऋतुको आगमनको प्रतीकका रूपमा मनाइने रंगहरूको पर्व होली श्रीपूर, पर्सा वरपरका क्षेत्रका लागि प्रमुख चाडहरूमध्ये एक हो। फागु पूर्णिमाको दिन सबैजना आ-आफना साथीभाई र परिवारसँग विभिन्न रंगहरू लगाई होली मनाउने हुँदा पसलेहरू रातो, पहेँलो, हरियो, नीलो तथा विभिन्न रंगहरू बेचन ब्यस्त देखिन्थे। उनीहरू आ-आफ्नो पसलमा धमाधम मिठाई तथा अन्य पेयपदार्थ जोहो गर्न पनि लागिपरेका थिए। होलीको दिन विभिन्न रंगमा रंगिएर मानिसहरू आ-आफना साथीभाई, छरछिमेकी र अपरिचितहरूलाई समेत अभिवादन गर्दै दिउँसो सडकमा निस्कने हुँदा यी सामाग्रीहरू धेरै बिक्री गर्न सकिने अपेक्षा पसलेहरूलाई हुन्छ।

तर, दीपनारायण आदर्श उच्च माध्यमिक विद्यालय, पर्सा जिल्लामा भने त्यस दिन आफ्नै किसिमको उत्सव चल्दै थियो।

दीपनारायण विद्यालयका प्रधानाध्यापक शिवनाथ चौधरी थारु विहानै ४ बजे देखि तोकिएको कार्यक्रम तयारी टोलीका सदस्यहरूलाई सम्पर्क गर्न र अरु चाँजोपाँजो मिलाउन थालिसन्नु भएको थिए। कार्यक्रम शुरु हुनुपूर्व गर्नुपर्ने तयारी धेरै थिए। नजिकैको शहरबाट ल्याउने व्यवस्था मिलाइएको भित्ता रंग्याउने रंग ल्याउने टुङ्गो लगाउनु पर्ने थियो रंग पोल्नलाई पर्याप्त मात्रामा ब्रशहरू तयार पार्नु थियो। दिउँसो विद्यालयमा उपस्थित हुने करिब सयजनालाई खानाको व्यवस्था पनि मिलाउनु पर्ने थियो।

"हामीले चाँडो गर्नु पर्छ होला। विहानको खाजा तयार पार्ने टोली विद्यालय क्यान्टिन पुग्न हिँडिसके," विहान चिया पिउँदै शिवनाथ सर हातमा दुई टुक्रा बिस्कुट समाएर आफ्नो घरबाट करिब १० मिनेटको पैदल दूरीमा रहेको आफ्नो विद्यालयतिर हतारिनुभएको थियो।

"४९ वर्षअघि यो विद्यालय श्रमदान गरेर बनेको थियो। यतिका वर्षपछि आज हामी फेरि श्रमदानका लागि यस विद्यालयमा पाउँदा म निकै खुसी छु," वाटोमा चौधरी सर हर्षित हुँदै आफ्नो भावना पोख्दै हुनुहुन्थ्यो।



A human chain of students and Fellows working together to redo the garden space for assembly. In most of the Shramadana, human chain has been a repeated method of accelerating the work speed. Human chain as well reiterates the idea – if we come together and do things as a team, every difficult target can be met.

In the midst of all this hustle and bustle, he shares: "We had primary school in our village but we needed to extend it to secondary school. There wasn't a single secondary school anywhere in the area. So four elder members of the community reached out to a local businessman - Mr. Deep Narayan, who was convinced about the need for a secondary school. He decided to contribute five hundred thousand rupees and entrusted the community to take full responsibility for constructing and operating the school."

The members of the community contributed several acres of land to meet the government requirement. People from five different villages came together to help build the school. People got the ground ready for construction, dug the foundation, built the pillars and the walls. Some got wood from the jungle and each household gave their bullock carts to transport the woods from the jungle to the school. Windows and doors were built and beds for the hostel were made out of those wood.

विहानको खाजाको बीच शिवनारायण सर सबैलाई यस विद्यालयको इतिहास बारे जानकारी दिँदै भन्नुभयो, "हाम्रो गाउँमा पहिले प्राथमिक विद्यालय मात्र थियो। यसलाई माध्यमिक विद्यालयमा स्तरोन्नति गर्न अत्यावश्यक थियो। यस क्षेत्रमा एउटा पनि माध्यमिक विद्यालय थिएन। त्यसैले, समुदायका चार जना ज्येष्ठ सदस्यहरूले स्थानीय व्यापारी श्री दीप नारायणलाई सम्पर्क गरे, उहाँलाई माध्यमिक विद्यालयको आवश्यकता बारेमा बुझाए। श्री दीपनारायणले पाँच लाख रुपैयाँ सहयोग गर्ने निर्णय गरे। विद्यालय निर्माण र सञ्चालनको सम्पूर्ण जिम्मेवारी समुदायलाई लिन आग्रह गरे।

समुदायका सदस्यहरूले पनि सरकारी मापदण्ड पूरा गर्न धेरै जग्गा योगदान गरे। वरिपरि पाँच गाउँका मानिसहरू मिलेर विद्यालय निर्माण गर्न सहयोग गरे। निर्माणका लागि जमिन तयार पार्ने देखि लिएर जग खन्ने, पिलर र भित्ता बनाउनेसम्मका काम समुदायका सदस्यहरूले गरे। कतिपयले जङ्गलबाट काठ ल्याए। केही घरपरिवारले जङ्गलबाट विद्यालयसम्म दाउरा हुवानी गर्न आफ्नो बै लगाडा दिएर सहयोग गरे। भवनको भ्याल-ढोकाहरू र होस्टेलको लागि ओख्छ यानहरू त्यही काठ प्रयोग गरी बनाइएका हुन्। यसरी बनेको हो यो विद्यालय।

Initially, the school was designed with a tile roof as was common in the houses at that time. However, considering the trouble of maintenance of these kinds of roofs, the community decided to make a concrete roof. So wooden planks were laid on the roof and plastered with cement. And that is how the school came into being.

Today the school teaches up to higher secondary level and has also started diploma course for Civil Engineering. Boys and girls, some of whom are first in their generation to complete high school, study engineering in this school which is right in their village.

For many, especially girls, leaving their village to pursue higher education would have not been an option. Every year, during the Learning Institute of the new cohort of Fellows, Shramadana has become an indispensable part of our learning.

So at the dawn of Sunday morning, about a hundred people were gathered around the school. Walls were being cleaned, paints were being prepared, brushes were being arranged. The new 9th cohort of TFN Fellows and staff along with students, teachers, and members of the community were scrubbing the walls, washing them, and then painting them in bright yellow. "It is as if everything magically changed in a blink of an eye," said the principal with a huge smile looking at how quickly the entire front face of the schools had been painted.

In the Kitchen, a group of local community members and teachers started preparing lunch for all those who had come to volunteer. Some were cleaning the ground. Some were passing out water to the workers. People moved around from one task to another doing what needed to be done.

This is how village communities in Nepal had thrived for centuries. Whenever water fountains had to be built, roads had to be paved, public sheds for travelers had to be constructed, or irrigation canals had to be dug, people came together and contributed their labor for the collective good.

आज यस विद्यालयमा उच्च माध्यमिक तहसम्म अध्यापन हुन्छ। यसका साथै सिभिल इन्जिनियरिङको डिप्लोमा कोर्स समेत पढाउन सुरु गरिएको छ। विद्यार्थीहरूले पनि आफ्नो गाउँमै रहेको यस विद्यालयबाट इन्जिनियरिङ अध्ययन गर्न पाएका छन् र यी मध्ये त केही आफ्नो पुस्ताकै हाईस्कूल पूरा गर्ने पहिलो व्यक्ति हुन्। नत्र धेरैका लागि, विशेष गरी केटीहरूका लागि, उच्च शिक्षा हाँसिल गर्न आफ्नो गाउँ छोड्न सम्भव थिएन।"

टिच फर नेपालमा हरेक वर्ष नयाँ फेलोहरूको परिक्षणको लागि संचालन गरिने लर्निङ इन्स्टिच्युटमा 'श्रमदान'लाई सिकाइको अनिवार्य अंश बनाइएको छ। यस वर्ष 'श्रमदान' गर्ने थलोको रूपमा दीपनारायण विद्यालयलाई छनौट गरिएको थियो।

आइतबार विहानै विद्यालयमा टिच फर नेपालका नवौं कोहोर्टका नयाँ फेलो, कर्मचारी र गाउँका सदस्यहरू गरी करिब सय जना जति जम्मा भएका थिए। यीमध्ये कोही रंग लगाउन भित्ताहरू सफा गर्दै थिए भने कोही रंग र ब्रशहरू तयार पार्न लागिपरेका थिए। सबैजना सहकार्य गर्दै भित्तामा चम्किलो पहेलो रंगले रंग्याउन व्यस्त देखिन्थे। कोही विद्यालय प्राङ्गण सफा गर्दै थिए भने भान्सामा स्थानीय समुदायका केही सदस्य र शिक्षकहरू दिउँसोको खाजा तयार पार्दै थिए। कतिपय व्यक्ति काममा खटिएका सबैलाई पानी खुवाउन व्यस्त देखिन्थे।

"आँखा नफिम्काउँदै सबै कुरा जादुई रूपले परिवर्तन भएजस्तो लाग्दै छ," विद्यालयको अगाडि पट्टिको भाग रंगिए पश्चात भवनको परिवर्तित रूप देखेर दंग प्रधानाध्यापक आफ्ना भावना व्यक्त गर्दै हुनुहुन्थ्यो।

नेपालमा शताब्दीऔं देखि ग्रामीण समुदायहरू यसरी नै फल्दै-फुल्दै आएका हुन्। समुदायसँग सम्बन्धित कामहरू, चाहे पानीको पोखरी वा नहरहरू बनाउनुहोस्, चाहे सडकहरू खन्न पार्नुपरोस्, मठ-मन्दिरको निर्माण होस्, यात्रुहरूका लागि आराम गर्न सार्वजनिक प्रतीक्षालय बनाउनु परोस्, वा एक अर्काको खेतीपाती वा घरायसी कर्मनै चलाउनु किन नपरोस्, समुदायका सदस्यहरू एकजुट भएर एकअर्काको हितको लागि सामूहिक रूपमा श्रमदान गर्दथे।



Another team got involved in cleaning up classroom spaces. As students and schools mostly work around classroom walls, this team thought the necessity to take the lead and beautify the space while others were painting the outer walls of the school.



Another major goal of Shramadana is to make the students and local community take the ownership of their schools. Parents, students and other neighboring community members are as well invited to join the Shramadana so that together we can make a beautiful school for everyone.



Paint
Paint
Paint!

This Shramadana – the gift of labor, was a way of community living. Those who could give land gave land, others gave money. But if there was one thing that everyone could give, it was time and labor. These practices have slowly died away. But nevertheless, there is a growing realization towards the importance of reviving this sense of agency within the community for our own development.

At the end of the day, everyone came together to dance and celebrate what we had been able to accomplish together. Delicious rice pudding and chickpeas prepared by teachers and villagers were served. Everyone danced. Everyone went around putting colorful powders on each others' faces. There was laughter. There was a joy.

We knew that the colors on our faces and our clothes will wash away. But as we all looked around the new colors in the school, we knew this was going to stay. This school carries a legacy. And every day, as we would look at the walls, we would be reminded of that legacy and all the wondrous that is possible if all of us just came together.

यस प्रकारको श्रमदान - हाम्रो नेपाली समाजको प्रचलन नै हो। जमिन दिन सक्नेले जमीन दिन्थे भने कोही कोहीले पैसा दिन्थे। तर, सबैले दिन सक्ने भनेको आफ्नो समय र श्रम नै थियो। परम्परागत रूपमा महत्व बोकेका यी सामाजिक अभ्यासहरू विस्तारै लोप हुँदै गए। तैपनि, अहिले आएर समुदायकै हितको लागि पनि समुहिक रूपमा यो भावना पुनर्जीवित गर्नुपर्ने बुझाइ सबैमा बढ्दै गएको पाइएको छ।

दिनको अन्त्यमा दिनभरि सामुहिक प्रयासमा हाँसिल गरिएको उपलब्धि प्रति खुशी मनाउन सबै जना नाच्न गाउन थाले। सबैजना एकअर्कालाई रंग लगाएर खुशी साटासाट गरिरहेका थिए। शिक्षक र गाउँलेहरूद्वारा तयार पारिएको स्वादिष्ट चामलको खीर र चनाले विद्यालयको माहोल भन्ने उत्सवमय बनाएको थियो।

हामी सबैलाई थाहा थियो, आज हाम्रो अनुहार र लुगामा लागेका यी रंग भो लिसम्म मेटिसक्नेछ। तर आज विद्यालयमा लगाइएको यो रंग दीगो रहिरहनेछ। आखिर यो एउटा विरासत बोकेको विद्यालय हो। आशा गरौं, यी भित्ताहरूले हाम्रो स्मृतिमा त्यो विरासतको सम्झना सधैं ताजा राख्न मद्दत गर्नेछ। सामुहिक हितको लागि सबैजना एक ठाउँमा उभिँदा के सम्म गर्न सम्भव छ भनी हरेक दिन हामीलाई बोध गराउनेछ।





A group photo after the completion of Shramadana in Panchagawa, Parsa. A total of 200 plus community members, prospective Fellows and other stakeholders actively participated during the Shramadana. A celebration event is conducted right after and the day after was an auspicious holi Purnima.



CLASSROOM RESUMES

Teach for Nepal is a movement of people who believe in strengthening public education.

Schools in Nepal reopened from Mid August of 2020 with scenes of joy, relief and anxiety. This was the first time, schools have been closed for more than half year because of the pandemic. With much chaos, nervousness schools were opened, along with that Fellows traveled back to their second home – their communities. Not sure if the students would return, Fellows took their chances and from the very first day, started their work. Here are some of the highlights from their classrooms and the community.

नेपालका अधिकांश विद्यालयहरू सन् २०२० को अगस्तको मध्यदेखि खुसी, राहत र केही हदसम्म चिन्ताका दृश्यहरूका साथ पुनः खुले। महामारीका कारण विद्यालयहरू आधा वर्षभन्दा बढी बन्द भएको यो पहिलो पटक थियो। धेरै अन्यौल अवस्थामा विद्यालयहरू खोलियो, साथसाथै फेलोहरू आफ्नो दोस्रो घर - उनीहरूका समुदायहरूमा फर्किए। विद्यार्थीहरू पो कक्षाकोठामा फर्कन्छन् फर्कँदैनन् भनेर अन्यौलता कायमै थियो। फेलोहरूले धेरैपछि आफ्नो सामू आएको यो सुवर्ण मौका हातमा लिए र पहिलो दिनदेखि नै आफ्नो काम सुरु गरे। धेरै पछि, खुलेका विद्यालय, कक्षाकोठा हाताका केही भ्रलकहरू:



Abiral (Parsa) revived his practical classes and made his students participate in various competitions.



Nilam (Parsa) started taking extra classes early morning at her home to recover the learning loss.



Jenisha (Lamjung) accelerated his 'learning by doing' philosophy and enabled his laboratory soon after reaching the school.



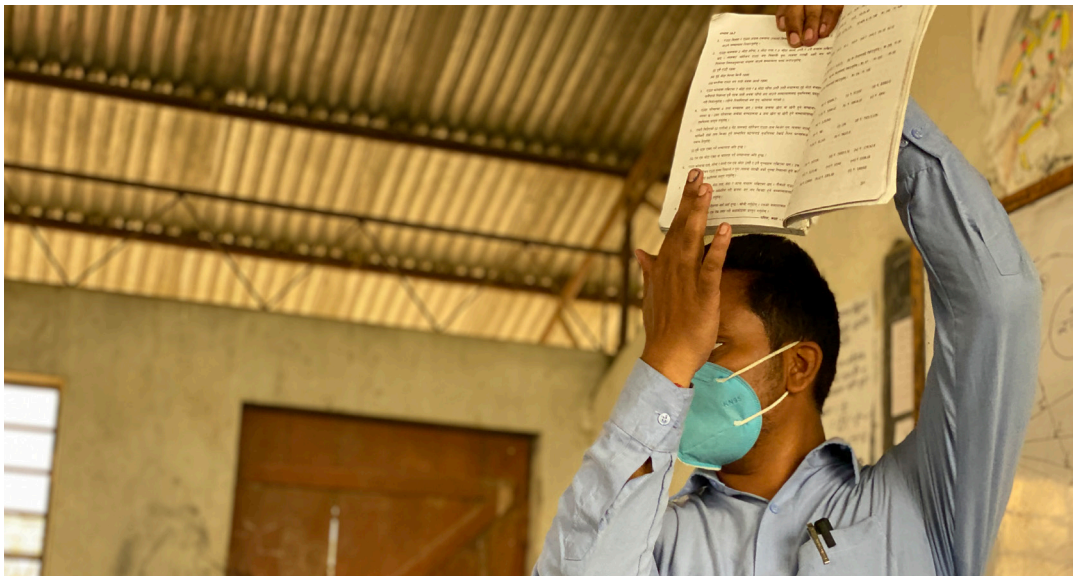
Nimmi (Sindhupalchowk) recalibrated her after class reflection sessions which helped her bring back her students to the classroom.



Home visit and travels began among Fellows of Panchpokhari, Sindhupalchowk.

Karishma (Lamjung) along with her co-Fellow conducted exhibition in school so that students returned to classrooms happily.





Ritesh (Dhanusa) intensified his preparatory classes for SEE.



Laxmi (Parsa) resumed her after school sports activities with her students so that they quickly catch up as to where they had left in terms of building relationship and their syllabus.

Bishwas (Dang) started innovating new games and activities to involve his students in the first leg in rebuilding the long lost connection with his community. Later he continued with his innovative approaches in teaching.





Sarala (Sindhupalchowk) started running sessions for young boys and girls to educate them about health, hygiene, and campaigned to educate young girls about early child marriage.



Students in Dang got first hand copy of student's workbook which was prepared by one of the clusters during COVID lockdown.

MINI LEARNING INSTITUTE (MILI) AND CLUSTER MEETING

Teach For Nepal organizes Mini Learning Institute (MiLI) - four days gathering (quarterly) to bring together all the Fellows to enhance their personal and professional growth with training from in-house Training and Support team along with timely visit of resource persons from various organizations. For Fellows, this is an opportunity to share their challenges, learnings and portray detailed understanding of their respective schools and communities. MiLI as well helps both the teams and Fellows to incubate ideas needed in changing the context of leadership.

टिच फर नेपालले वर्षको ४ पटक आफ्ना प्रज्ञार्थीका लागि ४ दिने प्रशिक्षणको आयोजना गर्दछ। उक्त प्रशिक्षणमा प्रज्ञार्थीलाई आफ्नो व्यक्तिगत र व्यावसायिक सीप बृद्धि गर्न टिच फर नेपालको तालिम तथा प्रशिक्षण टोलीका साथै विभिन्न संस्थाका स्रोत व्यक्तिहरूले प्रशिक्षण दिन्छन्। प्रज्ञार्थीका लागि यो एक यस्तो अवसर हो जहाँ उनीहरूले उनीहरूका विद्यालय र समाजका चुनौती, सिकाइ, आदानप्रदान गरि समस्याको समाधान पनि खोज्ने गर्दछन्।



TEACH FOR NEPAL STEPPING IN 2021

Highlights of Teach For Nepal Stepping In event where Fellows' and their family members get an opportunity to meet with Teach For Nepal Community for the first time, including board members and alumni member. This is also an event where families are oriented about Fellow's journey for the next two years. During the event they get to hear from Teach For Nepal's supporters and stakeholders and board members about the larger Teach For Nepal movement.

टिच फर नेपाल अभिभावक भेला टिच फर नेपालको वार्षिक कार्यक्रम हो जहाँ टिच फर नेपालमा छनोट भएका प्रज्ञार्थीका अभिभावकलाई यस अभियानका बारेमा जानकारी दिइने गर्दछ। यस कार्यक्रममा अभिभावकहरूले टिच फर नेपालका समर्थक, सरोकारवाला र बोर्ड सदस्यबाट यस अभियानको जानकारी पाउनेछन्।



Teach For Nepal Alumni Padam Raj Awasthi (2016), Ujjwal Koirala (2015), Preeti Shrestha (2015) during a panel discussion where they shared their learning and experiences from their Fellowship. The panel was moderated by TFN Alumni Drishya Gurung (2014)



Professor Laxman Gnawali, parent of TFN 2020 Fellow Prashant Gnawali, sharing his son's story of landing into Teach For Nepal and his personal experience regarding the Fellowship.



Suraj Parajuli, Teach For Nepal Alumni taught student from Lalitpur shares his experience of being inside alum's classroom and how that had changed his perspective about teaching and learning process. He is currently doing his Bachelor in Health Care Management at Nobel College.



Prospective 2021 Fellows being facilitated at the event. Soon after the Stepping-In event, the prospective Fellows enter the Learning Institute.

Keynote speaker and TFN Leadership Council Member Professor Kedar Bhakta Mathema, inspiring 2021 Fellows. Later he participated in a round table discussion with Fellows' family members and friends.



TFN Cohort 2015 Alumni sharing a frame together. Events like these are a great opportunity for Alumni to come together, share their current engagements and motivate the newer cohort.



ALUMNI INDUCTION (2018 ALUMNI INDUCTION)

This year due to COVID restrictions Annual Event was cancelled due to which alumni induction for 2018 cohort was done separately where the newest cohort of Alumni were inducted to the larger Teach For Nepal Movement. The ceremony was organized to celebrate and appreciate their two years of effort in the community. With the new addition of new Alumni, Teach For Nepal now has 311 Alumni from the first to seventh cohort.

वर्षमा २ पटक हुने टिच फर नेपालका पूर्व प्रज्ञार्थी भेला २०१८ का केहि भ्रलक । यस कार्यक्रममा पूर्व प्रज्ञार्थीहरूले आफ्नो जीवन र आफ्नो कार्यस्थलका सिकाइ र अनुभव आदानप्रदान गर्दछन् । यसै कार्यक्रम अन्तर्गत उनीहरूले आफ्नो विद्यार्थीको लागि राखेको लक्ष्य बारे छलफल गर्ने मौका पनि पाउँछन् । साथै उनीहरूले व्यवसायिक नेटवर्किङ पनि मजबुत बनाउँछन् । पहिलो समूह देखि हाल सम्म जम्मा ३११ जना पूर्व प्रज्ञार्थीहरू छन् ।



Swastika Shrestha, CEO of Teach For Nepal inspiring and welcoming Cohort 6 to the larger TFN Movement.



TFN Alumni Kamal and Bikash presenting one of the Alumni pathways – Education Leadership to the participants. During the induction all the Alumni were divided into Teach For Nepal's five different alumni pathways and asked to present their understanding and what each pathways meant for each alumni.



Teach For Nepal Sixth Cohort after the induction.



Newly inducted TFN Alumni being felicitated by CEO Swastika Shrestha for successfully completing the Fellowship and joining the larger Alumni movement.



TFN Alumni Prashuma Rai giving a farewell speech summarizing her journey and Cohort's journey of the Fellowship.



Kritesh, Mingma (Sixth cohort) along with Ravi from First Cohort presented a musical instrumental piece to end the Alumni Induction event.



A group picture with a newly inducted Alumni. Each Cohort is handed over TFN Alumni T-shirt after successfully completing the Fellowship. The T-shirt reads "I changed the numbers."



TFN Fellows 2018-2020, Pranaya, Subina and Chetan after the induction event.

FELLOWS FROM 2013 TO 2020

'13

Bhawana Shrestha **Bijaya Mani Poudel** Bindu Sharma **Binita Subedi** Dil Kumar Sijali **Gayatri kc** Isha Shrestha **Jalan Maharjan** Kabindra Manandhar **Kushal Pokharel** Laxmi Khatri **Manoj Pahari** Milan Dahal **Narayan Adhikari** Prabin Raj Niraula **Prajwal Khadka** Pushpa Raj Nepal **Rabi Maharjan** Rajan Maharjan **Ram Ashish Chaudhary** Ramesh Ghimire **Rijuta Maharjan** Rojee Maharjan **Sabal Sharma** Samden Sherpa **Seetu Shakya** Sunil Gautam **Sushant Rijal**

'14

Babita Kushwaha **Bikash Deshar** Drishya Gurung **Eva Manandhar** Jigme Sherpa **Nawang Thora Sherpa** Nija Maharjan **Prakash Man Shrestha** Prashneel Nepal **Ranjit Mahato** Sabina Shrestha **Sagendra Man Shrestha** Samiccha Dhungel **Samiksha Adhikari** Sanu Bhandari **Shina Shrestha** Shirijung Hang Rai **Shiv Kandel** Sumitra Shrestha

'15

Aastha Bhattarai **Akash Thakur** Amrit Puri **Anjana Pokhrel** Ankush Uprety **Anuva Uprety** Ashish Shrestha **Asmita Bhusal** Basant Mote **Bibek Upadhayaya** Dipa Dhungana **Dipesh Maharjan** Gaurab Shrestha **Gopal Jha** Hom B Thapa **Jayanti Lama** Kedar Prasad Bhadari **Krishna Prasad Sharma** Madhavi Upadhayaya **Manil Maharjan** Manoj Pandey **Medha Joshi** Milan Kumar Sardar Thakur **Niharika Mainali** Nikita Thapaliya **Parbati Shrestha** Patikshya Bhandari **Prabal Pradhan** Pratik Ghimire **Pratik Lamichhane** Magar Pratistha Rai **Pravakar Prasad Shah** Preeti Shrestha **Rabindra Dangol** Raj kamal Shahi **Ram Keshar Thapa** Ravindranath Dahal **Rishika Pokhrel** Roshan Dhungel **Ruma Maharjan** Rupsha Nakarmi **Rusha Adhikari** Sabin Maharjan **Sajani Shrestha** Sami Manandhar **Sarika Shrestha** Satish Kumar Sah **Shailaja Kasaju** Sristi Shrestha **Sneha Bajracharya** Suman Gyawali **Sumit Kharel** Suraj Karki **Susham Rajbhandari** Ujjwal Koirala

'16

Aakriti Rimal **Anu Karki** Ashish Dangol **Astha Khatri** Bhawana Sharma **Bibek Kapali** Binita Pradhan **Bipin Maharjan** Bishal Neupane **Dawit Gurung** Deependra KC **Dinesh Mehta** Gaurab Raj Pandey **Hari Pandey** Jenisha Shakya **Jyoti Gautam** Kalpana Bhattarai **Kalyan Adhikari** Madhav Prasad Devkota **Mandira Rijal** Manish Jung Thapa **Manita Malakar** Padam Raj Awasthi **Pooja Bhetwal** Pratikshya Subedi **Ranjana Gautam** Ranjita Dhodari **Ratan Prasad Devkota** Richa Neupane **Sabrina Thapa** Sagar Dhakal **Sani Maharjan** Santoosh Rai **Sofia Pradhan** Sonon Chaudhary **Subash Parajuli** Subodh Ghimire **Tashi Dolma Lama** Tej Prasakash Gautam

'17

Aayush Shrestha **Amien Shakya** Amita Sharma **Anup Thakuri** Ashrina Ranjit **Arti Gurung** Bidi Yolkey Rai **Bishal Khaiju** Dikshya Khadka **Dipu Sampang Rai** Durga Prasad Kandel **Keshar Shrestha** Khusbu Shah **Kishor Subedi** Labh kumar Yadav **Luniva Bajracharya** Mahesh Silwal **Manisha Kumari** Muniram Prasad Pokhrel **Nisha Mahat** Oshina Bhatta **Prawesh Baral** Priyanka Thapa **Puja Khanal** Puja Tripathi **Robin Chaudhary** Sadhana Shrestha **Samiksha Pandit** Sanam Shah Thakuri **Sanjay Thapa** Sapu Shrestha **Saroj Ghimire** Sonam Yangzom Sherpa **Sujina Shakya** Suman Ghale **Suraj Timalina** Swechhya Rajbhandari **Tek Bahadur Karki** Ujjwal Shrestha **Upasana Pau Shakya**

'18

Abhiraj Wagle **Alina Shrestha** Ambi Rai **Anil Thapa** Anita Bhandari **Anula Shakya** Arjun Kohar **Aruna Sharma** Avesha Pradhan **Baban Sah** Bhupendra Yadav **Bikash Dangal** Bikash Ghimire **Bina Bhattarai** Chetan Tandon **Desh Nyoupane** Dikesh Shrestha **Dipak Gautam** Ganesh Paudel **Gayatri Pradhan** Jyoti Chettri **Kamal Khatri** Kanchan Shrestha **Kavita Karkee** Kritesh Bhatta **Kshetra Thekare** Kumod Sah **Mahima Joshi** Manisha Dumre **Marshal Pokhrel** Mingma K.C **Mohamed Ansari** Moin Uddin **Nanshu Pokharel** Nikhil Subedi **Nirajan Ghimire** Osina Uprety **Pranay Shrestha** Prashant Jha **Prashuma Rai** Pratik Upadhyaya **Praveen Manandhar** Rabin Adhikari **Rabu Ranjit** Rajendra Desar **Rajendra Saud** Ramesh Maharjan **Rojani Tamang** Rubik Joshi **Sabanam Maharjan** Sabina Parajuli **Salina Nagarkoti** Sama Dongol **Samit Shakya** Sangita Shrestha **Santosh Lamsal** Sarita Thapa **Shankar Pudasaini** Shristhi Koirala **Sita Thapa** Smriti Aryal **Subarna Basnet** Subhechchha Bhandari **Subina Basnet** Sujata Khatiwada **Sunil Magar** Urusha Shrestha **Utsha Shrestha** Vijay Singh

'19

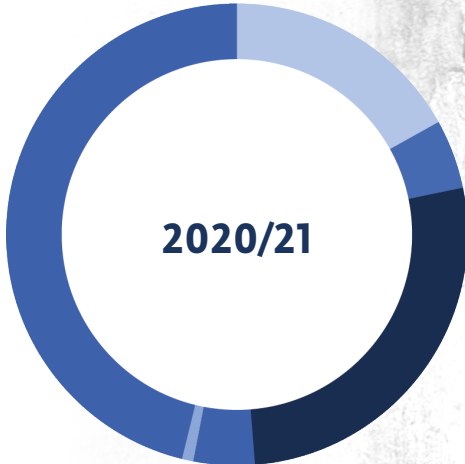
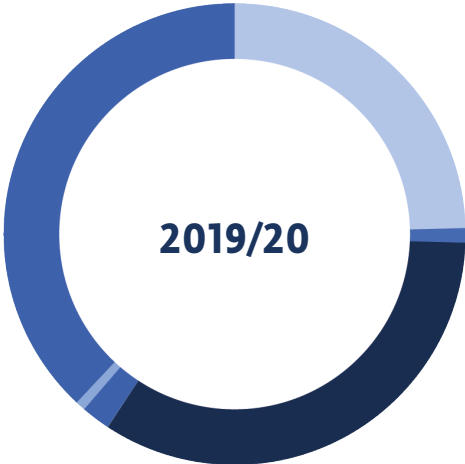
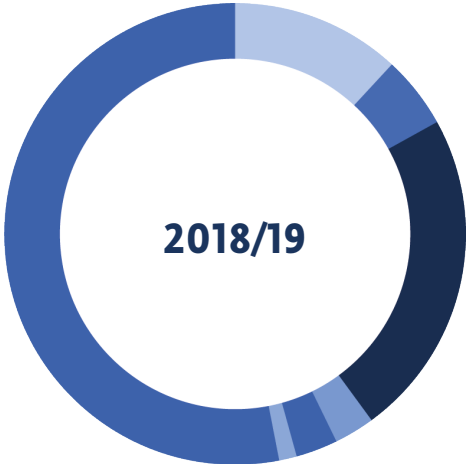
Aakriti Dangol **Aashish Ghimire** Anish Bhujel **Anish Manandhar** Anjali Koirala **Anup Buyo** Baikuntha Raj Rijal **Bhawana Paudel** Bibek Kandel Bishal Shrestha **Bishwas Regmi** Dhurba Mahato **Dikshya Paudel** Dinesh Kumar Sharma **Divya Poudel** Ganesh Basnet **Hari Bhakta Dhital** Himanshu Rai **Jeni Shrestha** Jyoti Timilsina **Kabita Keshari** Ksheetez Kumar Makaju **Lelina Subedi** Milan Dahal **Narayan Kafle** Niraj Kumar Mishra **Nirmala Gautam** Nirvana Thakur **Ojashwi KC** Paras Shrestha **Pema Lama** Prakriti Joshi **Prasanna Khanal** Pratima Shrestha **Preeti Thapa** Prerana Maharjan **Puja Adhikari** Pushpa Thapa **Ranjana Tamang** Rhitu Shrestha **Rujma Thapa Magar** Sabitri Thapa **Sachin Bhatta** Sagar Ghimire **Sagar Poudel** Sajjan Shrestha **Samikshya Shrestha** Samrita Maharjan **Sandesh Subedi** Sandhya Adhikari **Saroja Hakuduwal** Shiva Chaudhary **Shree Krishna Dangol** Shreya Thapa **Sudarshan Gautam** Sudarshan Rajbhandary **Suruchi Shahi** Surya Nepal **Sushovit Sainju** Sweta Basnet **Tas Bahadur Gurung** Trishna Kandel

'20

Abiral Niroula **Alish Gurung** Anish Dhakal **Anju Pariyar** Ashutosh Parajuli **Asmita Guragain** Basanti Thapa **Bharati Newar** Bhumi Rana Magar **Bibek Shakya** Bigyan Pandey **Bijaya Gurung** Bikal Baral **Binod Ghimire** Darshana Sapkota **Deepak Shrestha** Deepshikha Acharya **Diwas Bist** Elina Suwal **Isha Neupane** Jenisha Maharjan **Jyotsana Prajapati** Karishma Gubhaju **Laxmi Chaudhary** Manik Rajbhandari **Manila Hirachan** Nabita Pradhan **Nilam Kumari Sah** Nimmi Basnet **Nishant Dhungana** Prashant Gnawali **Pukar Shrestha** Punam Gurung **Radhika Karmacharya** Rajat Kumar Das **Ramhari Sapkota** Ramnath Tiwari **Rashmi Thapa** Rekha Dhama **Rima Maharjan** Ritesh Kumar **Ritu Dhaubhadel** Rohini Shahi **Sabina Limbu** Sabina Bista **Sabita Mali** Sadikshya Paudel **Saloni Dangol** Samyojeeta Acharya **Sandeep Kumar Dahal** Sanju Thapa **Sarala Pandey** Shrijana Shrestha **Srijan Karki** Srijana Ghimire **Suprina Bajracharya** Suraj Thapa Magar **Sushma Aryal** Sushmita Rajthala **Temba Lama** Utsab Poudel **Yawanika Tandukar** Yogesh Tiruwa

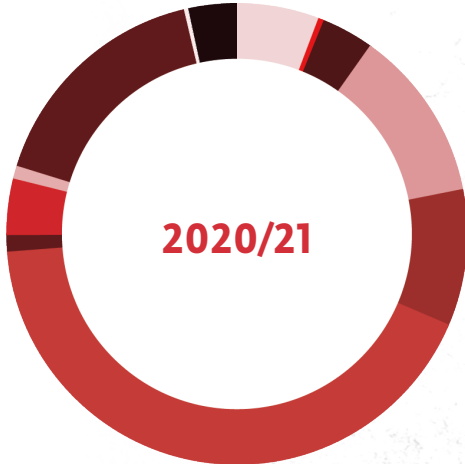
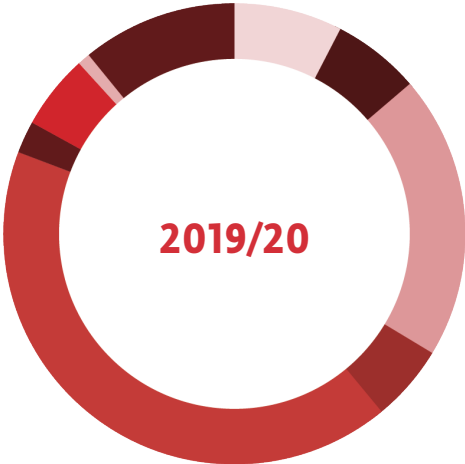
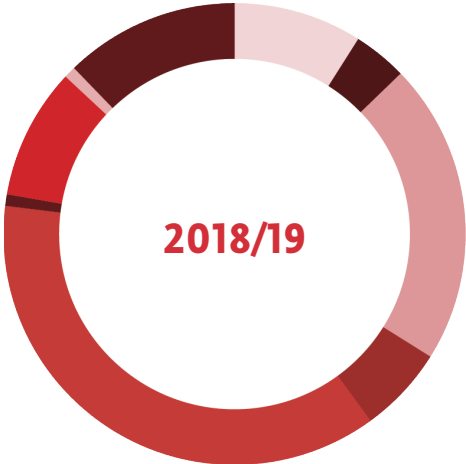
FINANCIALS

Contributions



- Contribution from Local Government
- Contribution from School
- Corporate Grants
- Events Income
- Individual Donation
- Interest Income
- Foundation Grant

Expenses



- Recruitment, Selection and Matriculation
- System Reform Unit
- Community Affairs, Placement and School Relations
- Training and Support
- Fellow Support
- Fellow Stipend
- Alumni
- Fundraising and Outreach
- Impact Evaluations
- Management, Administration and Office Expenses
- Sarvodaya Nepal
- Low Tech Intervention Pilot Project



S.N.	PARTICULARS	CURRENT YEAR AMOUNT (NPR)	PREVIOUS YEAR AMOUNT (NPR)
(A)	Income		
	Opening Balance	-	-
	Co-Funding (TFN Core Project Income)		
	Contribution from Local Government	11,824,335	18,989,695
	Contributions from Schools	3,163,436	976,087
	Corporate Grants	18,752,206	26,139,465
	Events Income (Annual Event)	-	36,250
	Foundation Grants	31,700,034	29,331,182
	Individual Donations	3,021,940	1,539,864
	Interest Income	495,322	463,556
	Health Insurance Refund	915,862	212,088
	Low Tech Intervention Pilot Project(World Bank)	2,871,693	-
	Total (A)	72,744,827	77,688,186
(B)	Expenses		
	Recruitment, Selection and Matriculation (RSM)	4,372,053	5,931,781
	System Reform Unit	100,000	-
	Community Affairs, Placement & School Relations	2,847,179	5,053,344
	Training & Support	8,691,417	15,235,626
	Fellow Support	7,004,742	4,156,487
	Fellows	30,906,486	32,597,860
	Alumni	776,861	1,683,361
	Fundraising & Outreach	2,774,243	4,182,745
	Impact Evaluations	626,126	522,570
	Management, Admin and Office Expenses	12,192,541	8,324,412
	Sarvodaya Nepal	31,440	-
	LowTech Intervention Pilot Project	2,421,739	-
	Total (B)	72,744,827	77,688,186
	Balance of Income Over Expenditure (A-B)	-	-

Audited by CA Anil Joshi, Partner of Kuber & Co. Chartered Accountants
Audited on September 17,2021

INDIVIDUAL DONORS

Aadya Pandey
Aarati Shlipakar
Aarju Basnet
Aarushi Bhandari
Aayush Basnet
Abhilash Acharya
Aditi Adhikari
Ajit Maskey
Alisha Ghimire
Antoo Shrestha
Ayush Shrestha
Amartya Ojaswi Upadhyay
Amrita Rajbhandary
Anjani Joshi
Anoj Yamphu Rai
Antoo Shrestha
Ashutosh Tiwari
Aska Sherpa
Bandana Manandhar
Bhaskar Bhattarai
Bhawana Shrestha
Bhushan Tuladhar
Bibek Balamii
Bipan Shrestha
Bina Karki
Bishwas Ghimire
Chiz Gurung
Dil Bhusan Pathak
Dilip Kumar Munankarmi
Diwakar Silwal
Diwas Thapa
Ganesh Chaudhary
Goonja Shrestha
Gyanu Sherpa
Harish Awasthi
Harshita Mittal
Hashana Shrestha
Ishwor Rai
Jagdish Pandey
Jagdish Bhattarai
Jaya Laxmi Rai
Jerry Gulphee
Jimmy Lama

Jwala Sharma
Kabin Pandey
Kritika Acharya
Laura Krohn
Lhakpa Lama
Lok Bahadur Karki
Mahesh Bajracharya
Mahesh Shakya
Malvika Subba
Mina Limbu
Mohan Manandhar
Moulika Deoja
Neejan Shrestha
Nija Maharjan
Nita Rana
Nj Subedi
Piush Dahal
Prabhakar Pokharel
Prabhat Joshi
Prabodh Shiwakoti
Pradeep Ghimire
Pradeep Chhetri
Prashanna Kumar Jain
Prashant Tamrakar
Prashil Guragain
Prateek Shrestha
Pratiksha Adhikari
Pratistha Rai
Pravin Raj Joshi
Parthana Sherchan
Priyanka Chaudhary
Rafael Rebat Ram
Rajendra Prasas Pradhan
Rajesh Rauniyar
Rashmi Bajracharya
Raushan Jaiswal
Ravindra Karn
Rekha Shah Karki
Reshmi Parajuli
Reshu Aryal Dhungana
Rita Dahal
Riya Bhusal/ Rakshya

Rupa Laxmi
Rohit Marwadi
Rojee Maharjan
Roshee Lamichhane Bhusal
Sagar Prasai
Samiksha Adhikari
Samjhana Thapa
Sanat Shrestha
Sandeep Sapkota
Sandeep Lama
Sandesh Bhattarai
Sanjana Shrestha
Sanjay Shrestha
Sanjeeta Bijkuchhe
Sarad Pradhan
Shie Haur Tan
Sheetal Tuladhar
Shiri Jung Hang
Shreejan Pokhrel
Shreeram Adhikari
Shriju Pradhan
Sikhar Prasai
Srijana Rana
Subash Pandey
Sudeep Shrestha
Sujata Baskota
Sujeena Shakya
Sujin Joshi
Sumit Bajracharya
Sunny Raj Manandhar
Sunaina Rana
Surender Bhandari
Sushant Rijal
Sushila Dangol
Suvechha Tandon
Tashi Wangyal Ghale
Toshi Gurung
Toya Homa Rai
Tshering Lama
Ujjawal Bhakta Pradhananga
Yogyata Ojha

THE BOARD AND LEADERSHIP COUNCIL



Kiran Nepal



Juna Mathema



Rajan Shrestha



Jagadish Bhattarai



Rameshore Khanal



Amina Singh



Bhusan Tuladhar



Bina Jha



Sristi Shrestha



Swastika Shrestha



Shisir Khanal



Krishna Kumar KC



Mana Prasad Wagley



Reshu Aryal



Bhola Paswan



Radha Krishna Shrestha



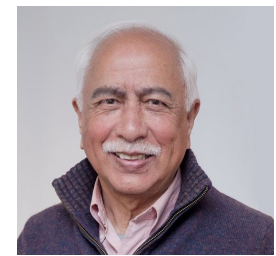
Sudeep



Roshana Subba



Mahesh Swar



Kedar Bhakta Mathema



Shekhar Golchha



Gagan Thapa



Anil Keshary Shah

TEACH FOR NEPAL STAFFS

Name	Position
Swastika Shrestha	Chief Executive Officer
Krishna Kumar K.C.	Chief of Staff
Shailendra Jha	Recruitment and Selection Director
Vickrant Gurung	Director of Programs
Ram Keshar Thapa	Head of RSM
Anu Karki	Selection Coordinator
Ashrina Ranjit	Recruitment Coordinator
Saurav Regmi	Recruitment Coordinator
Sadhana Shrestha	Program Assistant
Sulochana K.C.	Recruitment Coordinator
Ruma Maharjan	Events Manager
Khika Prasad Nepal	Community Affairs Manager (CAM)
Kishor Subedi	Community Affairs Coordinator
Pravesh Bhandari	Director of Schools and Community, Impact and learning
Jalan Maharjan	Senior Leadership Development Manager
Jayanti Lama	English Teachers Trainer and Impact Manager
Hom Bahadur Thapa	Science Teachers Trainer and Impact Manager
Pratik Ghimire	Maths Teachers Trainer and Impact Manager
Madhav Prasad Devkota	Leadership Development Manager
Bishal Neupane	Leadership Development Manager
Sujina Shakya	Leadership Development Coordinator
Robin Chaudhary	Leadership Development Coordinator
Kritesh Bhatta	Leadership Development Coordinator
Alina Shrestha	Leadership Development Coordinator
Subina Basnet	Leadership Development Coordinator
Prashuma Rai	Leadership Development Coordinator
Anuja Koirala	Alumni Impact Manager
Prajwal Khadka	Associate Director of Fundraising & Partnership
Lochan Paudel	Admin and Logistic Manager
Swechha Pokharel	Finance Co-ordinator
Kalyan Adhikari	Monitoring and Evaluation Coordinator
Amir Joshi	Communications Manager
Prabhas Pokharel	Communications Coordinator
Ava Parajuli	HROD Manager
Shrijana Dhital	Office Assistant
Amir Khokali Shrestha	Office Assistant

TEACH FOR NEPAL PARTNER SCHOOLS



Melamchi Municipality, Sindhupalchowk

Shree Batase Secondary School, Batase
Shree Indreshwari Secondary School, Melamchi
Shree Kalika Chetana Secondary School, Phataksheela
Shree Mahankali Secondary School, Bansbari
Shree Terse Secondary School, Talamarang
Shree Thulothakani Secondary School, Thakani
Shree Sitaladevi Secondary School, Shikharpur

Dordi Rural Municipality, Lamjung

Shree Amarjyoti Basic School, Simi
Shree Chaitanyoday Secondary School, Nauthar
Shree Dhodeni Basic School, Saranchok
Shree Jeeven Amar Basic School, Lapsibot
Shree Bhagawan Basic School, Kirtipur
Shree Saraswati Mohan Basic School, Thapakhet
Shree Srijansheel Basic School, Sandhikhola

Konjyosom Rural Municipality, Lalitpur

Shree Baghbhairab Secondary School, Chaughare

Myagde Rural Municipality, Tanahun

Shree Ratna Secondary School, Manpang

Chautara Sangachowk Gadhi Municipality, Sindhupalchowk

Shree Ramdevi Secondary School, Jalkeni

Shuklagandaki Municipality, Tanahun

Shree Janakalyan Secondary School, Belchautara
Shree Saraswati Namuna Secondary School, Khairenitar

Bagmati Rural Municipality, Lalitpur

Shree Bidhyadhishwari Secondary School, Ashrang
Shree Chandeshwari Secondary School, Simle
Shree Janajagriti Secondary School, Ikudol
Shree Janak Secondary School, Gimdi-Katuwa
Shree Kalidevi Secondary School, Malta
Shree Narayani Secondary School, Gimdi

Marsyangdi Rural Municipality, Lamjung

Shree Chandroday Secondary School, Bahundada
Shree Gramkalyan Secondary School, Nyaun
Ganga Milan Secondary School, Ghermu
Shree Mahendradev Secondary School, Taranche
Prabhat Shantipurna Secondary School, Badagaon
Shree Prem Milaan Secondary School, Chhapa
Shree Tribhuvan Secondary School, Ghanpokhara

Paterwa Sugauli Rural Municipality, Parsa

Nepal Rashtriya Secondary School, Nichuta

Sakhuwa parsauani Rural Municipality, Parsa

Shree Dipnarayan Adarsh Secondary School, Sripur

Panchpokharithangpal Rural Municipality, Sindhupalchowk

Shree Bhim Vidhyashram Secondary School, Banskark
Shree Bhotandevi Secondary School, Bhotan
Shree Bhotenamlang Secondary School, Bhotenamlang
Shree Chilaune Secondary School, Manekharka
Shree Langarche Secondary School, Langarche
Shree Raithane Secondary School, Raithane
Shree Satkanyamati Secondary School, Gunsa

Mithilabihari Municipality, Dhanusha

Shree Ja. Ra. Secondary School, Parshuramtalau
Shree Janta Secondary School, Kajara Ramaul
Shree Mithila Basic School, Kachuri
Shree Rashtriya Secondary School, Laliya
Shree Secondary School, Mithileshwar Mahuwahi

Indrawati Rural Municipality, Sindhupalchowk

Shree Bhimeshwari Secondary School, Bhimtar
Shree Kamaladevi Secondary School, Aanpchaun
Shree Nawalpur Secondary School, Nawalpur
Shree Satidevi Secondary School, Borgaon
Shree Simhamati Secondary School, Kunchok
Shree Simpaleshwari Secondary School, Simpal Kavre
Sipa Tindhara Janata Secondary School, Bhotsipa

Jira Bhawani Rural Municipality, Parsa

Nepal Rashtriya Secondary School, Sedwa

Thori Rural Municipality, Parsa

Gyan Batika Secondary School, Subarnapur
Shree Secondary School, Bijayabasti, Bijayabasti

Tulsipur Sub Metropolitan City, Dang

Shree Ambeshwari Secondary School, Ambapur
Shree Janajagriti Secondary School, Patubangaon
Shree Janajyoti Secondary School, Tuhiraniyapur
Shree Nawajagaran Secondary School, Kutechaur
Shree Saraswati Secondary School, Damargaon
Shree Secondary School, Balapur
Shree Secondary School, Kalakhola
Shree Secondary School, Bhitrisakram
Shree Secondary School, Doghare
Shree Secondary School, Pratapkot

OUR PARTNERS AND SUPPORTERS

PROGRAM PARTNERS



Government of Nepal
Ministry of Education
Science and Technology



Government of Nepal
Ministry of Science, Education and Technology
Center for Education and
Human Resources Development

LOCAL GOVERNMENT PARTNERS



Panchpokhari Thangpal
Rural Municipality
Sindhupalchowk



Marsyangdi
Rural Municipality
Lamjung



Tulsipur
Sub-Metropolitan City
Dang



Indrawati
Rural Municipality
Sindhupalchowk



Melamchi
Municipality
Sindhupalchowk



Bagmati
Rural Municipality
Lalitpur



Mithila Bihari
Municipality
Dhanusa



Dordi
Rural Municipality
Lamjung

SUPPORTERS



IN KIND SUPPORT





**ONE DAY ALL CHILDREN
IN NEPAL WILL ATTAIN
AN EXCELLENT EDUCATION.**



WHY SHOULD YOU JOIN THIS MOVEMENT?

Education inequity is one of the major corrosive social problems that our country faces. It's unfair and unacceptable, and you can help us tackle it. Join us in helping us ensure that every young person gets the education and opportunity in life that they deserve, regardless of the background. At the end of two years

- You will realize that not only have you set your students on a different life path, your life too has transformed. After two years you may move to a career in banking, engineering, journalism, government, politics, enterprise, or international development. The two years of transformative teaching experience and leadership training will have given you
- You will work with over 150 students and set them on a transformative life path. You will achieve success with your students beyond what other people think is possible. After two years, when you walk into a job interview, this achievement will define your potential as a leader and set you on a trajectory of success.
- With Teach For Nepal, you also get the exposure to join the global network with similar movements in 55 other countries. This network opens up a wide range of opportunities and possibilities for career growth and advancement. As network partners, a number of prestigious US universities recognize Teach For Nepal Fellows.

Start your journey as a Teach For Nepal Fellow
Explore your potential future path.



MAKE A DIFFERENCE



BECOME A FELLOW



ENGAGE WITH US



DONATE

TEACH FOR NEPAL

TFN House
140 Chitra Marga, Kantipath
Jamal, Kathmandu, Nepal

Tel: +977-1-4240105
Email: info@teachfornepal.org
www.teachfornepal.org

 [TeachForNepal](https://www.facebook.com/TeachForNepal)

 [teach4nepal](https://www.instagram.com/teach4nepal)

 [teach4nepal](https://www.twitter.com/teach4nepal)

 [teachfornepal](https://www.youtube.com/teachfornepal)

A Partner in the Global Education Network **Teach For All**