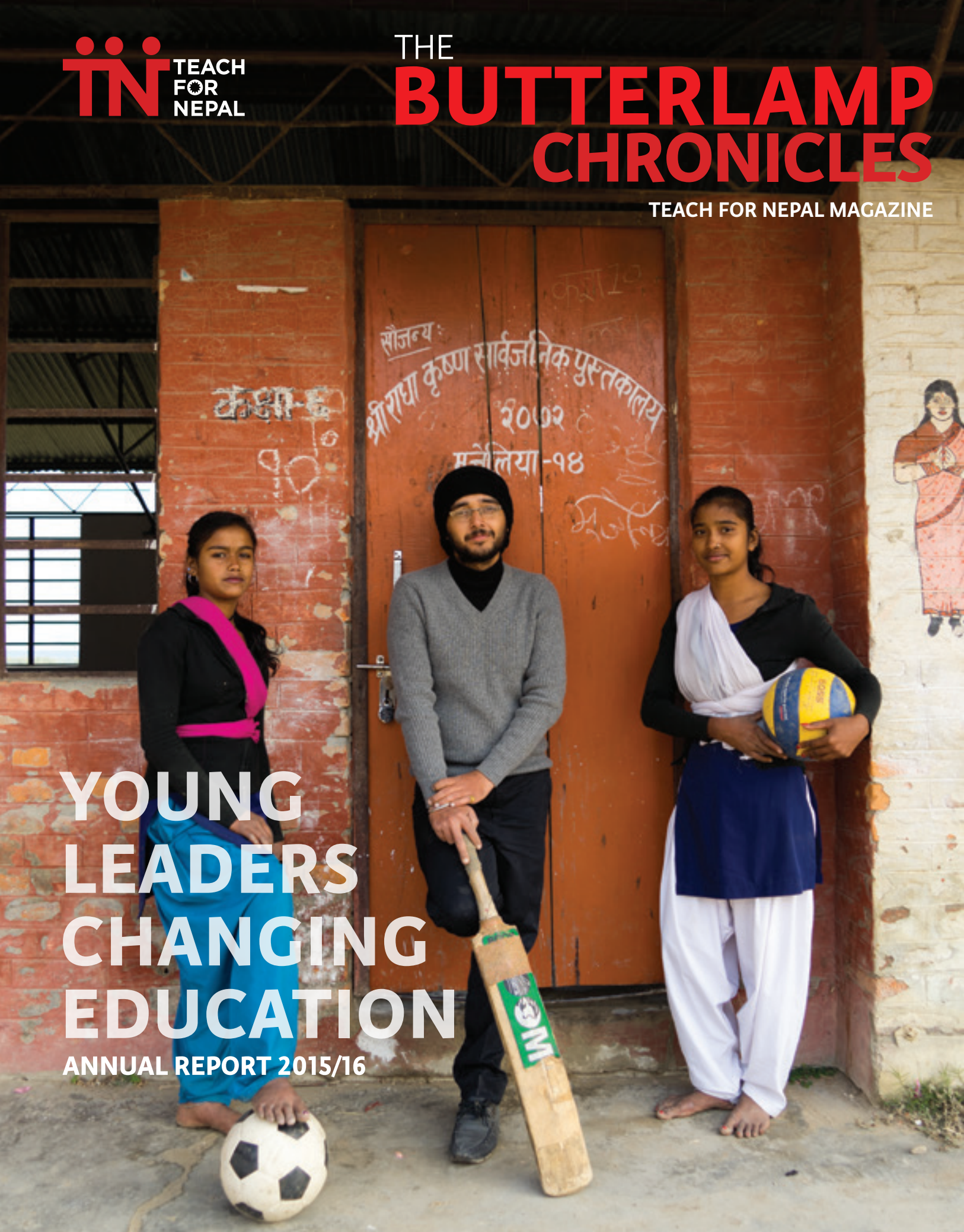


**YOUNG
LEADERS
CHANGING
EDUCATION**

ANNUAL REPORT 2015/16



One day
all children
in Nepal
will attain an
excellent education.



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Written and Compiled by Eva Manandhar

On the Cover: Pratik Ghimire, Priyanka, Rukshana

Note from the CEO

Teach for Nepal was launched in 2012 as an independent initiative of Sarvodaya Shramadana Nepal, a non-profit and non-governmental organization registered in Nepal in 2008.

Teach for Nepal was initially developed as a pilot project to enhance the quality of education at public schools in Nepal and to bring fundamental transformation in Nepal's education sector. After successful completion of the initial three years, Teach For Nepal was registered as a separate non-governmental organization with Lalitpur District Administration Office in 2015. Additionally, Teach For Nepal is currently affiliated with Social Welfare Council (SWC), a government agency that monitors NGOs, and has received tax-exempt certified organization status from Inland Revenue Department. Teach For Nepal also has a Memorandum of Understanding (MOU) with Ministry and Department of Education, which enables Teach For Nepal to work directly in government schools.

In the first year of its independent existence, earthquake and political turmoil in Nepal had a huge impact in our work in 2015/16 Fiscal year. In the face of challenges, Teach For Nepal Fellows demonstrated remarkable leadership and perseverance. In spite of the personal hardship, not only did they continue to live and work in their placement communities, which were either destroyed by the earthquake or unsettled by the political crisis, they also became a source of hope and champion for children and people in villages by leading relief efforts as well as finding ways to support their students in the classroom - for physical needs (backpacks, stationary materials) and emotional support for the children who had suffered from trauma through psycho-social counseling.

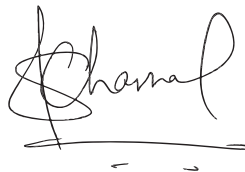
During the period, our second cohort (2014 Fellows) Fellows also completed their two years of service and joined our Alumni network, while fourth cohort (2016 Fellows) entered the classrooms.

Among the students taught by Teach For Nepal Fellows about 98% achieved minimum Grade Point Average (GPA) required in the School Leaving Certificate (SLC) examinations to continue on to the higher education. Through academic outcomes demonstrated at the SLC examinations and the fact that about 75% Alumni are currently involved in education and related field, Teach For Nepal's theory of change is beginning to take real shape.

This was possible only with the guidance of our board members and advisors and contributions made by our partners and supporters.

We are deeply grateful for your support.

Thank you,



Shisir Khanal
CEO and Co-Founder

Our 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.

LOVE FOR THE CHILDREN

PREETI SHRESTHA

TEACH FOR NEPAL FELLOW 2015

Some people live their lives wishing if they could get an opportunity to do what they love, while some forgo the chance as they are bound by obligations of life. Preeti Shrestha's wish was to work with children. "I have always loved kids and have immense respect for them," Shrestha said, "I was crystal clear, by the time I reached my

40's-50's, I would work with kids in some capacity, whether it's financially supporting them or motivating them to give their best."

Sometimes, wishes can be granted in the most unexpected ways. She came across an advertisement for Teach for Nepal in a newspaper while reading about the current events. "Since, Teach For Nepal's vision and my plan aligned, I applied for





Fellowship right away. I still remember the moment as if it happened yesterday.” Shrestha explains, “Shisir dai called me to inform that I had been selected for the Fellowship. I was full of joy knowing that I would be joining the movement. And I am sure that I will never ever regret that decision.”

Teaching offered Shrestha an opportunity to reminisce her school days. Shrestha explains she was a quiet and reserved student herself. She would never participate in class discussion voluntarily and only answer to teachers if she was asked. Today she is helping quiet and shy students gain confidence to speak by motivating and supporting them.

Her students describe her as resolved and assertive with a caring heart. “Miss is very strict and firm,” says a student, “She is like a friend sometimes and also like an older sister.”

Whenever she enters her classroom, Shrestha gives her 100% to her students. She tries to understand her students and helps them learn

“Challenges are what makes life interesting and overcoming them is what makes life meaningful.”

effectively. Her enthusiasm doesn’t end when her class ends, it spills out of her classroom as well. She has been able to manage various school cleaning activities and publish ‘House Wall Magazine’ for the children.

Children in her school are encouraged to exhibit their talents. “We want our kids to realize their hidden talents so we encourage them to participate in dramas, dancing and drawing,” Shrestha says, “Another interesting thing the students are leading is padhero (water source) cleaning campaign where students are divided into clusters, and students act as role models in their communities.”

For Shrestha, Fellowship has not been an easy cakewalk. She had to overcome the negative mindset of children over English courses. But by now, she has been able to encourage children to learn English language, do their homework and share their problems in English.

Shrestha faced lots of ups and downs during her Fellowship; she bore the burdens of 2015 earthquake. Her placement community in Sindhupalchow was affected heavily and like many she didn’t have a proper place to live and also faced health issues during the winter season.

“Challenges are what makes life interesting and overcoming them is what makes life meaningful,” Shrestha says, “I also feel grateful to the Teach For Nepal family, and the placement manager, who have helped me so much during the difficult period.”

“I know I won’t be able to bring changes overnight but if we keep collecting the drops of improvement we will change it into an ocean of growth.”

(Preeti has Masters in Business Administration (MBA) from Kurushetra University. She joined Teach For Nepal Fellowship in 2015 and is currently teaching English at Ram Devi Secondary School in Sindhupalchow district.)



A LEADERSHIP JOURNEY

PRATIK GHIMIRE

TEACH FOR NEPAL FELLOW 2015

When Pratik Ghimire first entered the village as a Fellow he thought he knew his boundaries and was not going to question the status quo. “Since, I was born in this place I went into this with a set notion, telling myself that I knew how things worked, that I would not question things,” says Ghimire.

But the second year of the Fellowship things changed as he got to know his students better. “I started digging into issues, looking at things from students’ perspective. It was a great learning experience for me,” Ghimire says.

Maybe that is why Teach for Nepal Fellowship is not just a teaching experience but a leadership journey as well.

During the first year of fellowship he decided that his female students were going to participate in an important sports event. He even researched about the rules and methods of playing the game, but his enthusiasm was not matched even by his own students as the boys refused to let the girls join them in sports. But his persistence paid-off, the girls did not only participate but also won in various sports.

In communities where 85% girls get married before the age of

19, he says, “They should continue to dream. I see that zeal in them, and I do not want that to flounder away. So I push them, and every time I do so, I push myself a bit further as well.”

During the first year Pratik focused on various sports, not only for his students to develop the skills of playing different sports but he also wanted his students to learn team building.

While this year his focus is on developing his students’ presentation skills, which he believes is very important in today’s world.

Another thing that most of his female students are enthusiastically taking part in is, the handicraft sessions. “I learn how to make different items from the Internet and teach my students,” says Ghimire. “I taught them how to make photo frames and it also involves Mathematics.” he adds.

Pratik Ghimire, Anuva Upreti and Sonan Chaudhary (Teach For Nepal Fellows) have also started a club called Sohani Mujeliya Student Youth Club (SMYSC), through which they involve their students in various

activities. Upreti and Chaudhary started ‘Best out of Waste’ in which students make items such as pots, pillows, brooms using waste materials and Ghimire is leading the handicraft sessions.

All these activities, he says, has a very positive impact especially on students who were not doing very well in studies. “Amrita was one student who never spoke in class, but since she joined the handicraft sessions her confidence has grown, she even raises her hand in the classroom to answer and she is improving on her studies as well,” says Ghimire. She is just one example among many, whom Ghimire has seen a change in and is proud of how far they have come.

As for his classrooms what Ghimire is really proud of is that he does not take books into the classroom. “I teach what is important, what is necessary. I use books only when I have to give students homework to practice,” he explains.

His own co-Fellows as well as other teachers praise his dedication. In the scorching heat under a tin roof, he runs coaching classes from 7 am to 10 am. Then takes classes from 10am to 4pm, then another coaching session follows from 4pm to 5pm.

“They should continue to dream. I see that zeal in them, and I do not want that to flounder away. So I push them, and every time I do so, I push myself a bit further as well.”

Even though Ghimire has a degree in Engineering, Ghimire joined Fellowship to give back to the place where he was born. He also had a burning desire to work in education sector, coupled with his curiosity to learn about community schools led him to join the movement of Teach For Nepal.

As a Teach For Nepal Fellow in government school for over a year, he says, “Being a Fellow, I feel that I am not here only to teach, I hope to be a role model for my students, in the sense that, our students follow us in almost everything, we are the ones who must guide them in the correct direction.”

(After completing Bachelor’s of Engineering in Electronics & Communications, Pratik joined Teach For Nepal Fellowship in 2015 and is serving at Shree Secondary School Sohani Mujheliya in Janakpur, Dhanusa)







2016 FELLOWS

555

APPLICATIONS

308

FIRST INTERVIEW

162

ASSESSMENT CENTER

41

FELLOWS PLACED

WHEELS ARE TURNING

SAGENDRA SHRESTHA & EVA MANANDHAR

TEACH FOR NEPAL FELLOWS 2014



Two years of fellowship didn't quite satiate the hunger to work in the education sector for alumni Sagendra Shrestha and Eva Manandhar. Actually, the two years, they say was just the beginning of a long journey ahead of them.

During his Fellowship, Shrestha encountered many issues, "During the two-year Fellowship, I got to see the real context and scenario of public schools in Nepal. There were several problems that I encountered. However, two of them that needed to be quickly addressed were the level of education in secondary level and method of learning," Shrestha said, "School children in public schools were not offered good foundation of education that they should have received. Secondary school students were facing problems primary level students faced."

Manandhar faced similar issues as well and adds, "Students in the secondary level not only had a weak base but the learning was very haphazard as well. It wasn't about teaching them how to learn, but working on their 'unlearning' that was a big challenge."

After finishing their Fellowship, Shrestha and Manandhar have taken up the

“I realized, to build a strong management system in public school, one need to take a managerial position that is why I decided to take on this responsibility. Teach for Nepal Fellowship provided me with the context and gave me a platform so I could move ahead.”

responsibility of collaboratively managing Shree Bhanodaya Primary School — a government school on the verge of getting merged. Shrestha said, “I realized, to build a strong management system in public school, one need to take a managerial position that is why I decided to take on this responsibility. Teach for Nepal Fellowship provided me with the context and gave me a platform so I could move ahead.”

“After Fellowship, I decided to work in a primary school because I wanted to get a better understanding of the complications in the primary level and ways we can improve it,” said Manandhar. “If government schools provide students with necessary schooling, the problems faced by these students in secondary level would be eradicated exponentially.”

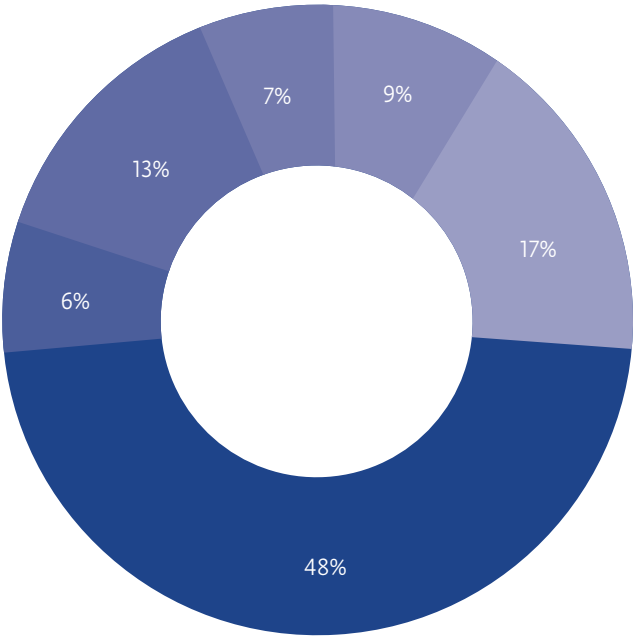
Before the two Alumni’s stepped in, The District Education Office had planned to merge the school with another public school, if student number did not increase. “Reform of this school was very important, especially to financially weak families. And I believe that public school can be as good as private schools, if not better.” said Shrestha.

They have brought about various changes at Shree Bhanodaya Primary School. They are involved in various stages of undertakings such as, consistently following up on student’s progress, conducting meetings with parents regularly and building relationships with different organizations and individuals to support the school. They are also involved in following and

supporting the teachers with their lesson plans, designing activities that can be used in classroom and conducting Friday tests.

“This is just the beginning, we dream of taking this initiative further and reforming other public schools. We plan on working collaboratively with school management committee and on building strong management that will ensure smooth functioning of public school,” says Manandhar.

(Sagendra Shrestha, Teach For Nepal Fellow 2014, served at Siddhimangal Secondary School in Siddhipur, Lalitpur and Eva Manadhar, Teach For Nepal Fellow 2014, served at Terse Secondary School in Talamarang, Sindhupalchowk)



ALUMNI AREAS ENGAGEMENT

Education organizations	48%
Teaching	17%
I/NGO Other	13%
School leadership	9%
Graduate Schools	7%
Private Sector	6%

MATHEMATICS GURU

RABI MAHARJAN

TEACH FOR NEPAL FELLOW 2013

Rabi Maharjan is working as Teacher Coach at Jana Uddhar Secondary School, Gamcha. The school is operating under a new approach as a collaborative school. Pete Pattison and Rajan Maharjan, Teach For Nepal Alumni, started working in the school where they along with the government stakeholders look after the management of the school. Maharjan joined the school this year. He works as a coach for the primary and lower secondary Mathematics teachers. He supports them in their teaching. He also teaches Mathematics at lower secondary and secondary levels.

“We hold Maths teachers’ meeting every week, where we discuss the problems we face and support each other. I also help teachers to formulate their daily lesson plans. I provide support to teachers in developing materials with local resources and help in new teaching strategies. I also help them to plan activities that can be used to make the lesson more interesting.”

It has not been an easy journey for the team. Some teachers are supportive, some needed convincing about the new approach. “We have built a good relation with all the staff and now, they are more willing to move ahead with it,” says Maharjan.

As to why he has continued to work in the education field he says, “I always knew I wanted to work in the education sector. It has been my dream. So, I chose to work in a government school as a Fellow, through which I got to understand the context better. I have seen the problems that exist, and now I need to dig in deeper.”

“I feel that the first year of the Fellowship was mostly trial and error; it was in my second and third year of the Fellowship that my teaching got better. It has now given me the confidence to deliver what I know is a better way, not only to my students but also to the teachers that I support.” says Maharjan.

Another area he is focusing on is teachers’ classroom leadership. “Until and unless we understand our students’ lives and their communities, we will not be able to teach them effectively, so I am working on helping teachers build deeper connections with their students,” he explains.

He shares that Fellowship gave him skills in teaching and confidence in classroom leadership, and that it has motivated him to continue becoming a better teacher. He, however, feels that he would not call himself a leader yet, but that he is in the ‘process’ of becoming one.

Eventually, he plans to work in a position such as a Vidyalaya Nirikshak (School Inspector). Where he wants to focus on proper monitoring and evaluation, which is one of the pressing problems existing in Nepal’s education system. If corrected, would make education more systematic and effective.

However, he also shares that a lot of problems rampant in the education system start from the classroom itself because teachers are not fully committed to their jobs. “If every child in the classroom comprehend the lesson taught, the problems wouldn’t even exist.” says Maharjan “Youths need to actively participate and become a part of the system and dream that ‘One day all children will attain an excellent education’ is not far away.”

(Rabi Maharjan joined Teach For Nepal Fellowship in 2013 and served at Bagh Bhairab Secondary School in Kaleshwar, Lalitpur for three years).



AFTER-SCHOOL LEADER

BIKASH DESHAR

TEACH FOR NEPAL FELLOW 2014

Bikash Deshar is currently working at Sunsar Maya After School Program as a Manager and the Head Teacher. The program is for underprivileged kids who are either orphans or from poor economic backgrounds - ones who are deprived of the love and care they deserve.

After completing the Fellowship, Deshar had his heart and mind set on continuing to work with kids. As a Science Teacher, Bikash had his students involved in a number of practical activities and projects during his Fellowship. Searching for creative avenues, he learned about Sunsar Maya After School Program and decided to join.

Some of the key areas that Deshar now works, include day-to-day operations of the after school program, adult literacy programs, making lesson plans, managing and training teachers, keeping financial records, and reporting and evaluation of both teachers and students among others. He has also devised some program of his own. "Making sure that these kids get love and affection in our after school program and making them feel special has been my first priority," says Deshar.

Programs like 'Gift a musical hour' where special space, mindfulness and meditation sessions are offered to help kids who are from difficult

backgrounds. During the program they hold reflection sessions based on a step-up-step-down model for selecting an incharge among the teachers, have been some of his initiatives.

As to how the Fellowship has helped him in his current job he says, "Teach For Nepal Fellowship has made me efficient in planning lessons or events. The administrative and management experience I got during my Fellowship has been the foundation of my capacity to work as a manager," says Deshar. He also shares that the constant interaction with people with different mindsets, socio-economical backgrounds, political ideologies and priorities have helped him in relationship building with his own staff as well as other stakeholders. Above all, the core part of his Fellowship - student motivation - has been something he has always incorporated in his work not only with his students but also with the teachers in his team.

(Bikash Deshar was Teach For Nepal Fellow 2014 and taught at Nawalpur Secondary School in Sindhupalchowk)



CHANGING EDUCATION ABOVE THE CLOUDS

SAMDEN SHERPA

TEACH FOR NEPAL FELLOW 2013

After Teach For Nepal Fellowship Samden Sherpa joined Classroom In the Clouds, an education non profit, that focuses on improving quality education at his home district of Solukhumbu.

Teach For Nepal's CEO and Co-Founder, Shisir Khanal shared ideas of Teach For Nepal

with Samden Sherpa while he was working at Anuvuti International. Sherpa found Khanal's ideas and vision about Teach For Nepal always thought provoking and inspiring, which led him to do his final year's internship at Teach For Nepal.

Sherpa came from a small village in Solukhumbu, but his parents migrated to

Kathmandu seeking a better life when he was young. He was offered an opportunity to go to a private school and completed his Bachelors' in Social Work. Upon graduation, he decided to spend the next two years as a Fellow to discover his passion and himself. "For me two years as a Teach For Nepal Fellow drew a better picture of the public





“During the Fellowship, I got an opportunity to understand the status of education in public schools better. So, I decided to further continue my work in this sector.”

education system in Nepal,” said Sherpa, “I was working within the public school system and with community members during the Fellowship. It gave me an opportunity to understand the system.”

Teach For Nepal provided Sherpa with leadership training that helped him build confidence and interpersonal skills. He shares that the training he received during his Fellowship also enhanced his competence to lead various training program.

Samden Sherpa currently works as Education Development Manager for

Classrooms in the Clouds (CitC), Nepal. “During the Fellowship, I got an opportunity to understand the status of education in public schools better. So, I decided to further continue my work in this sector.” Sherpa said.

At CitC he has taken various roles in the organization, handling building projects, ensuring good governance and better quality of schools, coordinating Teacher’s Training and Mentoring, and working closely with Social Welfare Council and different bodies of Ministry of Education.

Sherpa has adopted several meaningful initiatives

to ensure that CitC is providing quality education to the students they cater. “In my first year we focused on institutionalizing the organization. In the past, the relationship between employed teachers and the organization was not positive. After my initiation, teachers’ got the chance to know each other, observe the projects of CitC outside their area. Now, we are able to offer teachers’ training at least twice a year, which we hope will be fruitful for teachers and eventually students.”

He has been able to raise the commitment of his staff towards the mission of CitC. He aspires every member of his organization to carry the same amount of value that Teach For Nepal’s team member carried. “I was personally motivated to develop the value of ownership among all our staff towards

the mission and vision of the organization,” said Sherpa, “As a result, all the employees now happily contribute one percent of their salary to support the mission of the organization.”

Sherpa has been able to incorporate various aspects of values from Teach For Nepal into CitC. “In the past, implementing a project meant only interacting with the School Management Committee and teachers but now the organization has developed the culture of involving the local communities in all phases of the project,” said Sherpa.

(Samden Sherpa was Teach For Nepal Fellow 2013 and served at Jana Jagriti Secondary School in Ikudole, Lalitpur)



turning the tables

DIALOGUE WITH A PRINCIPAL

THALA PRASAD TIMILSINA

PRINCIPAL, BIDHYADISHWARI SECONDARY SCHOOL,
ASHRANG, LALITPUR

How do you perceive the work done by TFN Fellows in your school?

TFN Fellows have not only been teaching but been involved in various other activities as well. They try to understand the psychology of individual students and then teach and encourage them accordingly, which was not a pattern in other teachers.

They have shown both professionalism and a deep sense of commitment towards their work. Their classes are not restricted to just providing bookish knowledge but also practical knowledge.

Any significant change that you could share?

The effort they put in was evident as we had the best results ever in the SLC.

How can the relationship between existing teachers and Fellows become better?

Fellows should share their planning and teaching techniques with other teachers and do follow ups to make sure that they are being taken to the classroom. I also feel that government teachers would benefit a lot from the kind of trainings that Teach For Nepal Fellows receive.

As a Principal, any measures you have taken to encourage the Fellows?

I have always believed that transformation is necessary in the education system. Seeing the dedication of Fellows we have designed plans to encourage Fellows. I am working towards creating an environment where Fellows are not seen as being different, but as a part of the school and community.

We hold discussions and according to the capabilities of teachers we have assigned different roles and responsibilities to existing teachers and Fellows.

What roles have the current Fellows taken up?

The way Jayanti has worked in the classroom and has shown management skills and leadership qualities is commendable. She is also actively involved in Extra Curricular Activity.

Bibek uses new techniques in the classroom, but along with that, he also holds

programs for awareness on technology even for parents. He has also taken up the responsibility of learning and bringing up the issues faced by students during staff meetings. We work collectively to solve these problems.

As for Raj Kamal, he is not just in the classroom, he even takes students on cultural tours, which broadens their knowledge.

How can Fellows be more effective in the classroom?

I feel that Fellows can be more effective if they can take curriculum and their style of teaching hand in hand. They should focus more on curriculum based activities.

“The effort they (Fellows) put in was evident as we had the best results ever in the SLC.”

What would you suggest Fellows to do differently?

Teach For Nepal Fellows are a bit lenient when it comes to punishing children, I do not support corporal punishment, but I do feel that rewards and non-physical punishments would help students grow.

What is the mindset that you think a Fellow should come with?

I think a Fellow should set off with the attitude to survive in any situation. Basic skills like knowing how to cook do help. But most importantly, I feel that the sense of commitment to do this has to come from within.

Any other changes after the partnership with Teach For Nepal?

Financially, we were in crisis, but after the partnership with Teach For Nepal, we have received help from other associations as well, which has greatly helped us.

What can be done to further this mission?

To take this movement forward, the co-ordination between District Education Office, school and Teach for Nepal should continue and strengthen.

You have been not only the Principal but also a guardian to the Fellows. What motivated you towards it?

I feel that it is not only a professional obligation, but also a personal duty for me to look after Fellows as they put their trust on us once they reach the village.

I remember once when it was raining heavily, Jayanti was facing problems as her roof was dripping, I went to check and make everything was alright. Initially, Bibek was not eating properly as he didn't know how to cook, so I made an arrangement for him to eat with other teachers. I'm really happy that he is now eating properly

These days the Fellows also share their personal problems with me.



A man with dark hair and a slight smile is sitting at a table. He is wearing a dark blue or black quilted jacket over a light-colored button-down shirt. His hands are clasped together on the table. He is wearing a large, ornate watch with a metal link band and a colorful beaded bracelet. A smartphone is lying on the table to his left. The table has a floral patterned tablecloth. In the background, there is a white wall with a framed certificate or plaque and a fan on the right side.

CONVERSATION WITH A RESOURCE PERSON

DAMBER B. SHRESTHA

RESOURCE PERSON, SINDHUPALCHOWK

What do you think of the work of Teach For Nepal Fellows?

I have been impressed by the dedication and commitment of Teach For Nepal Fellows, the way they sincerely work from morning till night. It is quite evident that they are wholeheartedly devoted to this mission, the vision of Teach For Nepal.

How should the government perceive the work done by Teach For Nepal?

I feel that the education ministry should not see Teach For Nepal as a separate entity, but should look at it as a sister organization, which is assisting the work of the government. The government should take this up in the policy level to further strengthen and sustain this effort.

How can the collaboration between government teachers and Fellows be strengthened?

A sharing culture should be developed between government teachers and Teach For Nepal Fellows, as both can learn from each other. While, Fellows can share about the tools and techniques they know about, they can also learn a lot about teaching and specially about children from experienced teachers in government schools.

Any suggestions for Teach For Nepal Fellows?

I think during the two years Fellows should also make an effort to better understand the management and structure of government schools, along with government rules and policies. This will help them grow professionally and more importantly they will be able to contribute towards better policy formation.

“When Teach For Nepal sends qualified and enthusiastic fellows to such schools, they are actually doing a huge favour to the government.”

Do you think the education system can be reformed?

I believe that when one gives up hope then things become impossible but when you move ahead with conviction that you can do it and then it will be done.

Teaching should not be taken up as a job to earn money, it is a profession that one needs to be fully committed to. It is very challenging and one must be willing to rise to the challenges every single day.

How can teachers improve themselves?

Every teacher should be very up to date. He or She should maintain a notebook, where he writes down new ideas and information and take it to the classroom, professional development is very necessary.

What do you feel is lacking and needs to be done to improve the education sector?

NCED provides long term and short term trainings to teachers every year, however just giving trainings are not enough, for these trainings to be result based constant monitoring is necessary which I feel is lacking.

How is Teach For Nepal helping the education sector?

A number of secondary schools have been initiated by the community, but a major problem most of them are facing is the lack of funds even to provide salary to teachers. And another problem faced by schools in

remote areas is that people are not willing to go to remote areas to teach.

I have even said this in my speeches that when Teach For Nepal sends qualified and enthusiastic Fellows to such schools, they are actually doing a huge favor to the government.

How can Fellows further this mission beyond the classroom?

They should also take part in social activities, hold discussions with parents and community members, they should be the ones to take an initiative to create a platform. Talk about the movement and create awareness in the villages.

Fellows are the ones who will carry the name of Teach For Nepal forward, they go and live as family members which is very commendable.

Any final message to Fellows?

When a Fellow goes into a school or village, he or she should not go there as a different entity, but with the feeling that it is now a part of his or her identity.

The work that Teach For Nepal is doing is not just for the future of the children but for the nation building Teach For Nepal should be proud of this.

EARTHQUAKE RELIEF

Following the earthquake, with the leadership of the Fellows, we launched immediate relief efforts. We provided food, shelter and immediate relief support in over 100 communities that our placement schools served. We ran a camp for over 100, Grade 10 children during the monsoon season. During this time, some of our Fellows spent their time in villages running extra classes. Especially in areas where we weren't able to support. Additionally, when schools resumed we supported schools to run lunch programs, facilitated and distributed school bags and stationery supplies, benefiting over 8,000 children in our placement schools.

Served

30,000

people with emergency relief support

Backpacks and stationary

5,000

students

School Based Lunch

8,800

children



MONSOON CAMP

The earthquake damaged most of Teach For Nepal's placement schools. For several weeks schools were closed. While this seriously impeded teaching and learning process of all students, Grade 10 students were adversely impacted, since they were required to appear for the national board examinations called the School Leaving Certificate (SLC) in March.

Therefore, to ensure that children, particularly, Grade 10 students could continue with the studies Teach For Nepal organized monsoon camp in Kathmandu. About 107 students from five district schools from some of the furthest communities in Lalitpur attended the camp.

The camp, led by Teach For Nepal Fellows, the students not only continued on with their normal course of study, but also had the opportunity to interact with young professional and leaders from different sectors, as well as visit historical and educational institutions in Kathmandu.



photo feature



MOMENTS OF THE YEAR

LOOKING BACK AT THE YEAR...
OUR JOURNEY IN IMAGES



Left: Learning in Group. Fellows using new techniques to make class engaging and making learning process fun.

Top Right: One of the student, who participated in “Big Brother Big Sister” initiative explains her learning to a visitor during the induction event.

Bottom Right: Teach For Nepal Fellows takes number of initiatives in the community. In Simle, Pyutar, Lalitpur Fellows bring community members together through weekly movie and documentary shows where they feature educational movies. They also use the gathering as an opportunity to inform and engage parents about school and educational issues.





Top: Fellow Drop Off. In April 2016, the fourth cohort (2016 Fellows) arrived in their placement communities.



Bottom: Students of Jana Bikas Secondary School in Sindhupalchowk performing a play during Teach For Nepal's Annual Induction Event. Mentored by Jigme Sherpa (Teach For Nepal Fellow 2014) and Sristi Shrestha (Teach For Nepal Fellow 2015) the group was invited into national school play competition. The group was the only one among all public schools participating in the competition.



Top: Teach For Nepal welcomes 2016 cohort with “Passing the Light” celebration at the annual induction event.

Bottom: Leadership Journey Begins. 2016 Fellows begin their leadership journey during the first day of the Learning Institute.





Top: In 2015, during Teach For Nepal Walkathon, about 800 college students walked five Kilometers raising Rs. 800,000 for Teach For Nepal.

Bottom: In Chandeshwari School in Simle, Teach For Nepal Fellows have formed football clubs for both girls and the boys. Their effort to use football as a learning tool earned them USD \$1000 grant from Huracan Foundation. The funds will be used to purchase sporting equipments for the children.



Top: During Annual Shramdana, done as part of the Learning Institute, 2016 Fellows and Teach For Nepal staff helped clear debris of earthquake damaged schools in Manekharka of Sindhupalchowk district.

Bottom: In Dhanusa schools, Fellows organized Maths, Science and English exhibitions in their schools with the active participation of their students.



IMPACT

664

Number of Fellows taught students who appeared in 2016 SLC

98%

Students secure 1.6

96

Fellows teaching in classroom as of April 2016

47

Alumni who completed Teach For Nepal Fellowship as of April 2016

3

Number of districts Teach For Nepal Fellows placed at

36

Number of schools Teach For Nepal Fellows working in

7,000

Number of students taught by Teach For Nepal Fellows

students scholarships

ANITA TAMANG

I am here because of Teach For Nepal Fellows. If Teach For Nepal Fellows had not been placed in my school, I would never have had an opportunity to apply for Samaanta scholarship, which eventually led me to receiving a United World College (UWC) scholarship.

For me they are not only my teachers, but also my advisors, sometimes friends and sometimes my dai (older brothers) and didi (older sisters). Before leaving for India they took me out for dinner and bought me lots of things, I would need during my schooling.

Studying in another country has been an amazing experience for me. I am gaining new knowledge and participating in various new activities I've

never had an opportunity. I am learning how to swim, play football and dance my heart out, and I am also involved in lots of project.

Initially, when I informed my family and friends about the scholarship they discouraged me to accept it, but eventually my family agreed to let me pursue my higher education in a foreign country. The education system here is also amazing. I feel great when I am with my friends. But sometimes I do miss Nepal.

I think that TFN fellows are 'real' teachers, because they don't teach only the course book, but teaches us with practical knowledge. While some teachers only give priority to high achieving students, Teach For Nepal Fellows give equal priority to every student, they are friendly to students and



they inspire us to try harder. They understand our problems and are always willing to help us find solutions.

I was a very quiet student, back in my village the teachers were strict. If we were not able to give the right answers we were punished so I mostly kept silent. After I met Teach For Nepal Fellows they surprised me. They were completely different, they were very friendly. I started to participate in the classroom more because I was not afraid anymore.

They showed us inspirational movies, cartoons, gave us motivational talks and even shared their own stories. Because of all this my confidence grew and I felt like I could do anything.

Where I am now is because of Teach For Nepal Fellows.



Both of them focused us on personal skills like being able to speak in front of the classroom. With their help I have gained confidence and find speaking in front of a mass very easy. They also encouraged us to help others who were struggling with studies, and it not only helped them, but grew our confidence levels as well.

They taught us to set goals and to achieve them. Without their help I would not have been able to receive the scholarship for me to learn many new things. Even here at Samaanta a lot of focus is on our overall development and leadership skills. We need to give presentations at HLE Nepal and even interact with people from different countries, and I feel well equipped to do it.

The new batch of students who received the scholarship have also joined us, and some of them are finding it difficult to cope with their course as many of them are in English, I have been able to guide them for two hours daily in the evening.

SHARMILA TAMANG

I am currently studying Management at VS Nikatan College on Samaanta Foundation scholarship. Kushal sir informed us about the scholarship, I applied and was selected.

Kushal sir and Prabin sir helped us to be more confident, involved us in various extra activities and also developed our leadership qualities. What I really liked about them was that they not only focused on the good student but gave equal emphasis to those who were struggling as well.

For them, teaching did not mean just teaching from the course book or making us memorize the subject, in their classes, we got to learn things in a practical manner so that we could understand better, which has been very helpful.

Prabin sir used to ask us to solve math problems on the board, which boosted our confidence level, while Kushal sir asked us to make presentations, he conducted quizzes and involved us in group activities.



STUDENT PERCEPTION SURVEY JUNE 2016

Each year Teach For Nepal takes part in Student Perception Survey that is being administered in many of our network partner countries. This survey is an interesting opportunity to listen and learn from our students. It assesses the extent to which students experience our Fellows' classroom environment as engaging, demanding, and supportive of their intellectual growth. In June 2016, we conducted the survey in our Third Cohort Fellows' classrooms. Below is the summary of the results.

Rigorous expectations held

85 % favorable

COMPARISONS

TEACH FOR ALL **74%**

Overall average

79 % favorable

COMPARISONS

TEACH FOR ALL **67%**

Learning fully internalized

84 % favorable

COMPARISONS

TEACH FOR ALL **72%**

Student input and ideas valued

82 % favorable

COMPARISONS

TEACH FOR ALL **70%**

Encouraging and supportive relationships fostered

80 % favorable

COMPARISONS

TEACH FOR ALL **63%**

Positive culture and learning environment created

58 % favorable

COMPARISONS

TEACH FOR ALL **47%**

Understanding checked for and ensured

80 % favorable

COMPARISONS

TEACH FOR ALL **69%**

Teach For Nepal

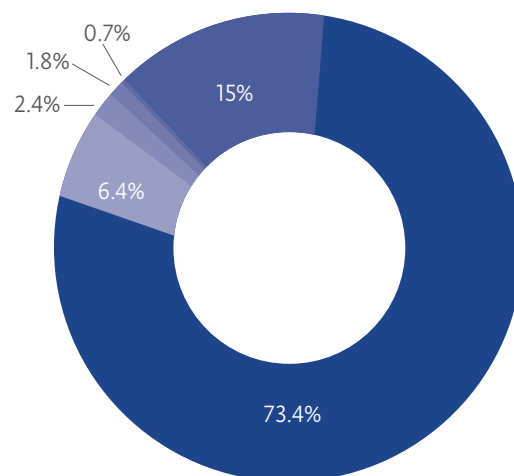
Audited Financial Statement Summary for the Fiscal Year 2015/16

S.N.	Particulars	Amount
(A)	Income	
	Opening Balance	7,000.00
	International Grants	42,471,349.43
	Contributions from Schools	3,680,499.00
	Corporate Grants	1,400,000.00
	Events Income	1,059,045.00
	Individual Donations	393,680.19
	Other Income	154,770.00
	Contribution from Sarvodaya Nepal	8,673,236.70
	Sujita Chaudhary Trust Fund	900.00
	Total (A)	57,840,480.32
(B)	Expenses	
	Recruitment and Selection	2,936,623.30
	Placement and School Relations	550,119.00
	Training and Support	13,771,467.21
	Fellows	23,540,208.43
	Fundraising & Outreach	797,808.15
	Management, Admin and Office Expenses	5,532,897.73
	Alumni Leadership	6,285.00
	Impact Evaluation	68,654.00
	Sujita Chaudhary Trust Fund	57,720.00
	Miscellaneous Expenses	14,190.00
	Total (B)	47,275,972.82
(C)	Fund Balance (TFN)	10,564,507.50

Fund Balance Represented by	
Bank	12,919,895.66
Cash	42,800.00
Advances/Receivables	1,289,153.23
Payables/Creditors	3,687,341.39
Total	10,564,507.50

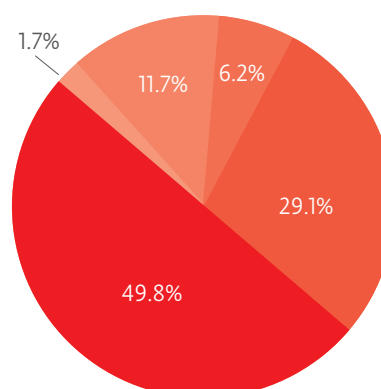
Audited by Pralhad Gautam, Proprietor of P. Gautam & Associates, Chartered Accountants

Income



International Grants	73.4%
Contribution from Sarvodaya Nepal	15%
Contributions from Schools	6.4%
Corporate Grants	2.4%
Events Income	1.8%
Individual Donations	0.7%

Income



Fellows	49.8%
Training and Support	29.1%
Management, Admin and Office Expenses	11.7%
Recruitment and Selection	6.2%
Fundraising & Outreach	1.7%

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Sarvodaya USA
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Teach For All



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| 14 Bhairab Automobiles , Butwal | 41 Manakamana Auto Works , Rampur-7, Palpa Rampur | 68 Satau Chandi Auto Parts , Putalibazar-1, Syangja |
| 15 Brothers Auto Pvt Ltd , Gongabu | 42 Manakamana Trade Link , Lahan | 69 Shine Auto Home Pvt.Ltd , Balaju |
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| 6 Buddha Bhagwan Secondary School , Manikhel, Lalitpur | 20 Mahalaxmi Higher Secondary School |
| 7 Buddha Secondary School , | 21 Narayani HS School , Gimdee, Lalitpur |
| 8 Chandeshwori Secondary School , Simle, Lalitpur | 22 Nawalpur Ma Vi, Nawalpur , Sindhupalchok |
| 9 Ganesh Secodary School , Dukuchhap , Lalitpur | 23 Rajeswor Nidhi Higher Secondary School, Nagrai , Dhanusha |
| 10 Gotbhajnyang Higher Secondary School , Dalchoki , Lalitpur | 24 Ram Devi Ma Vi, Sangachok , Sindhupalchok |
| 11 Indreswori Ma.Vi, Melamchi , Sindhupalchok | 25 Shree Higher Secondary School, Bagchauda ,Dhanusha |
| 12 Jana Bikasah Ma.Vi, Sangachok , Sindhupalchok | 26 Shree Secondary School, Mithileshwar Mauhahi , Dhanusha |
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| 14 Janak Secondary School , Gimdee, Lalitpur | 28 Terse Ma.Vi. Talamarang , Sindhupalchok |
| | 29 Udayakharkha Secondary School |

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- | | | |
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| | 45 Ratan P Devkota | |

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* Staff who worked at Teach For Nepal during the FY 2015/16
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