



READ Nepal

Inspiring Rural Prosperity

Annual Report

2015

This report entails the annual progress report of different projects implemented by READ Nepal.

Annual
Progress
Report

Acronyms

READ:	Rural Education And Development
RIRC:	Read Information and Resource Center
CLRC:	Community Library and Resource Center
NGO:	Non Governmental Organization
INGO:	International Non Governmental Organization
ICT:	Information and Communication Technology
CSS:	Community Safe Space
TLC:	Temporary Learning Center
TCL:	Temporary Community Library
ROTA:	Reach Out To Asia
SLC:	School Leaving Certificate
M & E:	Monitoring and Evaluation
VDC:	Village Development Committee
DDC:	District Development Committee
PANs:	Practical Answer Service Program
FGD:	Focus Group Discussion
UNICEF:	United Nations Children's Fund
WASH:	Water Sanitation and Hygiene
DPAC:	District Project Advisory Committee
CPAC:	Central Project Advisory Committee
NATA:	Norwegian Amateur Theater Association
ToT:	Training of Trainer
SMC:	School Management Committee
ECD:	Early Childhood Development

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READ Nepal Overview

Rural Education and Development (READ) Nepal, an INGO established in 1991, partners with communities to build Community Library and Resource Centers (CLRCs) in villages across Nepal. In more than two decades of operation, READ CLRCs are transformed from being traditional libraries to effective community development centers with a strong focus on lifelong learning, social empowerment and economic development, which is needs-based, community-owned and sustainable. To date, READ has built 62 Centers in 40 districts of Nepal.

Vision:

READ Nepal believes that empowering rural communities is critical to alleviating Nepal's poverty. It envisions a Nepal where individuals, families and entire communities have access to the knowledge, resources and opportunities necessary to build more prosperous future.

Mission:

READ Nepal partners with rural communities to create vibrant places to live and thrive. Its proven and replicable model focuses on CLRC as a vehicle for social and economic transformation. Combining education, enterprise and community development in the CLRCs, READ Nepal collaborates with rural communities to ensure their long-term maintenance and success.

How READ works?

READ partners with rural villages to build CLRCs that offer knowledge, information and opportunities to villagers that lack the most basic educational resources. READ works with each community to seed an enterprise that will generate much-needed income to sustain the center over the long run. READ Centers are community owned and operated, so that each community embraces the management and development of its respective center.

READ Centers are designed to serve whole communities and their surrounding areas. Resources are available for all – adults, children, students, teachers, women and even those who are illiterate.

Each READ supported CLRCs have at least four of the following sections:

Library Section with 3,000-5,000 books, magazines and newspapers in both English and the local language.

Information Communications Technology (ICT) Section equipped with Computers, Internet access (where available) and computer skills training will be provided through this ICT section of CLRC.

Women's Section with literature and educational materials relevant to women's needs (on topics such as reproductive health, HIV/AIDS, gender rights, financial literacy, etc.)

Children Section with child-friendly furniture, educational toys, and reading materials.

Audio Video Section with TV, video, DVD player, telephone, fax and copying services, projector and a selection of relevant educational DVDs and CDs.

Youth Section with sports materials and musical instruments.

Training/Meeting Hall: where staff and partners conduct programs related to community development, literacy, health, livelihood skills and more.

Sustaining Enterprises:

Each READ supported Community Library and Resource (CLRC) is paired with a sustaining enterprise or income generating source that is seeded by READ and then operated by the community. In addition to creating local employment and providing a service to the community, the profits from the enterprise help cover the operating expenses of the CLRCs over the long run.

Till 2015, 101 sustaining enterprises or income generating sources have been set in READ CLRCs to sustain such as turmeric farming, souvenir shop, storefront rental, ambulance service, mill, catering services, guest rooms, cyber café, cooperative with micro finance, training hall etc.

Education

Each READ Center is equipped with relevant educational resources including books, newspapers, magazines and journals. These Centers are instrumental in creating a literate environment and sustaining literacy skills. They do so by providing free space and resources, educational trainings such as literacy classes and further tying up literacy with practical livelihood concerns and ICT activities.

Adult literacy courses give an opportunity to learn basic literacy and numeracy skills that can change their lives. In addition to literacy courses, READ Centers conduct various activities that promote habits of reading in the community, such as educational competitions, literacy retention activities, storytelling, art workshop, environmental education, health education and so on.

READ Centers have sections specifically for children that feature books for early readers and educational games and toys.

Adult Literacy

In 5 districts Literacy classes are run by 8 READ CLRCs in 2015. Altogether 1916 local adults including 1773 women and 143 men were made literate through literacy classes offered at READ supported CLRCs.

S.N.	Name of libraries	District	Number of beneficiaries		
			M	F	Total
1	Jhuwani Community Library (Including Sauraha, Divyejyoti & Tarauli)	Chitawan	45	558	450
2	Janajagaran Community Library	Nuwakot	50	150	200
3	Gardi Community Library	Chitwan	48	264	312
4	Gyanbikash Community Library	Kavre		21	21
5	Laxminarayan Community Library	Lamjung		780	780
Total			143	1773	1916

Children Education

In addition to giving thousands of children access to educational toys and games at READ Centers, we also provided early literacy and numeracy training to children and conducted educational completion programs with 2,229 children.

Women Empowerment

READ CLRCs provide safe space for women to gather, learn, and advocate. Women empowerment leads to increase in family income, better child and maternal health and girls' access to education due to increase in their decision making abilities. Women empowerment program of READ includes literacy and housewives' classes for women, leadership development workshop and trainings, gender sensitization, trainings on livelihood skills and health education. In addition, Center's Women Savings cooperatives give the women easy access to credit and promotes saving habits among women of local villages.

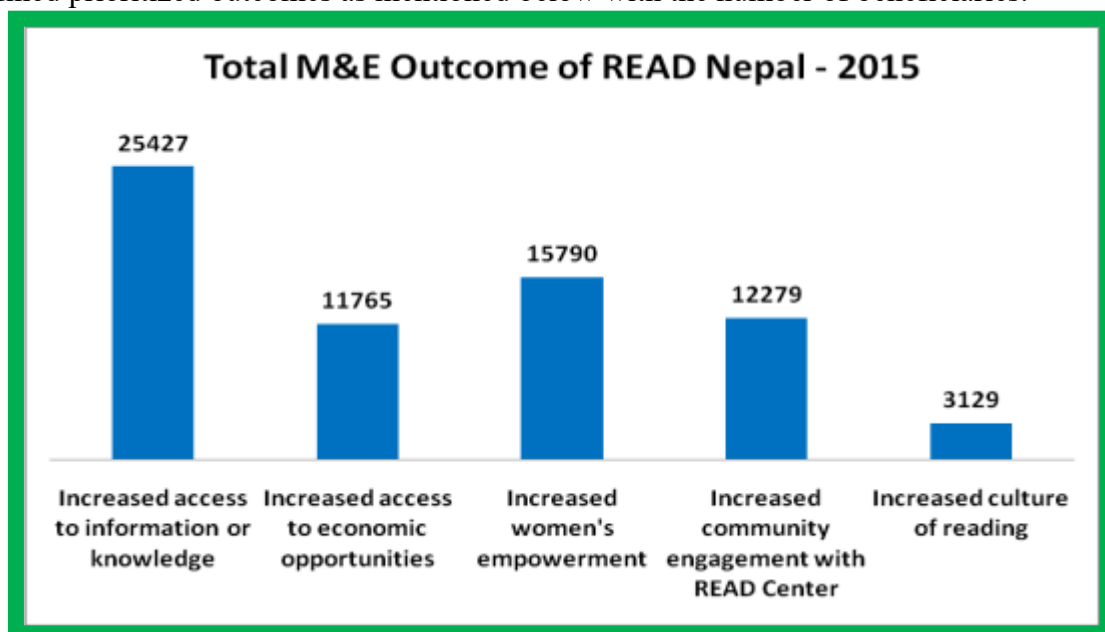
Economic Empowerment

READ CLRCs provides different livelihood trainings and technical knowledge and information to lead community people towards economic empowerment. Skill development trainings such as poultry farming, off-seasonal vegetable farming, embroidery training, soft toy making training, fish farming, sewing and beauty parlor, technical mobile maintenance training, micro finance trainings were offered.

Technology

In order to meet the need for technology-oriented solutions, READ CLRCs have an ICT section that provides computer, Internet, email facilities, along with phone, fax, printing, and scanning for the people of underprivileged rural communities. Most READ Centers have computer facilities that provide basic computer lessons to advanced courses for professional purposes, and free Internet services. These facilities enable locals to gather information, create, learn, and communicate with others while they develop essential digital skill.

Five Prioritized Outcomes of READ: READ Nepal conducts different activities to achieve its five defined prioritized outcomes as mentioned below with the number of beneficiaries.



Institutional Partners

BILL & MELINDA
GATES foundation

Kavlifondet
O. Kavli og Knut Kavlis Allmenntytte Fond

 **VOFO**
VOKSENOPPLÆRINGSFORBUNDET
STUDIEFORBUNDENES INTERESSEORGANISASJON

 **Norad**

 **SAMSUNG**

**SAMSUNG
ENGINEERING**

 **BeautifulStore**



REACH OUT TO ASIA
أيادي الخير نحو آسيا

Member of Qatar Foundation عضو مؤسسة قطر

AMATOR
norsk teaterforbund

 **ASB**

Arbeiter-Samariter-Bund

PRACTICAL ACTION
Technology challenging poverty



**RESTLESS
DEVELOPMENT**
THE YOUTH-LED DEVELOPMENT AGENCY

Special Thanks To:


**Myths
and Mountains**
Journeys of a Lifetime

- The West Foundation
- Kate Kinley Gregg/ John Robert Gregg Foundation
- Ray and Kaori Zage

READ Nepal's Project of 2015

ROTA (Expanding Educational and Livelihoods Resources in the Terai with Specific focus on ICT and Youth)

Project overview:

Project has been in implementation in five districts in the western and Central Terai (Kailali, Bardiya, Dang, Nawalparasi and Parsa district). Education and quality of life is extremely poor in Terai. Most districts in the Terai have a literacy rate under 50%. Sanitation is poor, with 75% of the households still lacking a toilet, leading to a high rate of water and sanitation - related disease. Gender based discrimination and gender

based violence are major issues, with women often not having jobs or a sense of empowerment to improve their situation. Young people are vulnerable as well. Youth struggle academically, with an estimated 30% passing their School Leaving Certificate (vs. 50% nationally). They lack the resources to study important subjects such as English, science, health, law, agriculture and computing. Because of open borders, cultural similarities, and the fact that no papers are required for crossing the border, migration to India is common. Many of the Terai youth migrate to India and Gulf countries in search of employment.

Access to information, education, and livelihoods is critical for improving quality of life for rural villagers in the Terai, particularly for women and youth. The creation of a READ Centre provides access to critical information to improve literacy, livelihood opportunities, health, women's issues and the promotion of women's empowerment. Additionally there is a huge demand for ICT.

Project has main three key themes in order to provide rural communities in the selected districts of Terai region with access to enhance educational and livelihood opportunities with a particular focus on youth (age 10-25) engagement and ICT for purpose.

Project Objectives:

Objective 1: To provide access to educational resources, information and livelihoods to over 100000 people in the Terai through the establishment/upgrade of 11 READ centers across 5 districts. Over 35000 people will be directly impacted through using centers and the provision of trainings on literacy, livelihood, community engagement, health and environment.



Objective 2: i) To improve the education and opportunity offered to 3000 youth through the provision of life skills training, sports, clubs, academic and career support, and health awareness ; ii) to provide at least 100 youth with in depth vocational skills training and additional 175 youth more general livelihood skills training; and iii) to create a sustainable structure for youth engagement through the formation of 11 Youth Leadership sub committees that focus on the needs of youth through the community.

Objective 3: To create more sustainable impactful ICT facilities through the development of lower energy consumption hardware and alternative sources of power and to provide develop a format ICT program that uses technology to provide access to information, facilities communication among families and communities, and enhances education for youth

Funding Partner: REACH OUT TO ASIA

Project implementing Sites:

District	READ CLRCs
1. Nawalparasi	1. Agayuli Hub 2. Pragatunagar Satellite 3. Jahada Satellite
2. Parsa	4. Bhanu Hub 5. Pokariya Satellite
3. Bardiya	6. Tribhuwan Hub 7. Kalika Satellite 8. Basghadi Satellite
4. Kailali	9. Tikapur Hub 10. Bhanu Sati Satellite 11. Janata Satellite
5. Dang	12. Deukhuri Hub (New Center)

Progress Status 2015

1. Summary:

Project has been in implementation in five districts in the western and Central Terai (Kailali, Bardiya, Dang, Nawalparasi and Parsa district) Three community libraries (one new hub and two satellites) were established and one existing hub library was upgraded in this year. Sustaining enterprises of respective libraries also were set up for their financial sustainability. 13 Capacity building trainings on community library model to the library management committee and sub-committee members were provided for smooth operation of library ensuring the functional community participation and engagement. Similarly, trainings on youth empowerment, information communication technology and community demand based trainings such as women empowerment, livelihoods, basic health and so on were offered to local people through the

ROTA supported centers. During this year 76583 people (repeated number) utilized the resources available in 6 centers where 8329 individuals were unique to get direct benefit.

As per target, 12 YLSCs have already been established and continuous capacity building is under progress. Leadership refresher trainings were conducted for youth leaders of all 12 centers and total 93 youths were trained. 836 youths received life skill training. 557 youths received career guidance through career guidance workshops. 335 girls participated in sports clubs. 591 youths received health training. 903 youths participated in motivational talk this year. 29 youths have started receiving vocational trainings on their demand.

4 ICT Sections have been set up. Each center is taken care by each ICT Administrator and the centers are equipped with laptops, printer, router, switch, alternative energy sources and other ICT equipment. One event of training of trainers for 5 new ICT administrators and 4 librarians was conducted. Follow-up training was provided for 2014 ICT Administrators and Librarians. The training focused on addressing the theoretical and practical problems faced by ICT administrators and librarians. Participants gained enhanced knowledge on networking, troubleshooting, and multimedia (photo/ audio/video) editing.

To assess outcomes, a focus group discussion was carried out in December 2015 with the youths and ICT beneficiaries of three ROTA supported community libraries in Nawalparasi. The participants said that there are many positive changes after they got community library services. Before, there was no place for the youths to be engaged in terms of learning and sharing good things but now library has fulfilled that. Established and upgraded centers are able to create positive impact to local community people. Most of the people love library and they are very happy and satisfied because centers are not only offering reading materials like books and magazine but they are also providing different programs for all groups of people for free.

READ and ROTA supported centers are working in close coordination with government agencies in local and national level. Project activities, achievements and issues were discussed in formal meetings such as advisory meetings, review meetings and orientation meetings. Because of these activities partnership with government and community engagement has been significantly increased.

For sustainability, creating community ownership, strengthening institutional (center) capacity, establishing good governance system in centers, building local partnership/collaboration and ensuring financial sustainability was taken into serious consideration.

The project faced mainly two big challenges in this reporting year; one was devastating Nepal Earthquake 2015 and another one was prolonged political unrest followed by economic blockade along Indian border. However, most of the targets were recovered by making extra efforts at the end of the year 2015

2. Project Beneficiaries

Total number of direct beneficiaries of the project during the project period is estimated about 35000. Beneficiaries of this reporting period are as follows.

Direct beneficiaries:

- Total number of library sections and resource users of 6 ROTA Centres was 76583 (male 48934 and female 27649). This is not unique number. Among them 8329 people were the first time Center resource users during this year.
- 417 members (Male 239, Female 178) of Center management committee and sub committees offered different trainings to educate them on community library model this year.
- 572 local people benefited through different phase III trainings such as women empowerment, livelihoods, basic health training. (Male 97 Female 475)
- 4467 youths (1871 male and 2596 female) were benefited from different youth engagement trainings in this year.
- Local people utilized 39,213 times by ICT section facilities in this reporting period in 5 centres. (male 26691 female 12522).
- 411 youths (170 male and 241 female) received basic computer training during this year.

3. Project partners involved during this period are as below:

- Read Information and Resource Centre, RIRC (Implementing partner)
- Restless Development (Youth component implementing partner)
- CLRCs (Implementing partners in local level)
- Village Development Committees of Kalika and Deukhuri (Local Government bodies as collaborative and funding partners in local level)
- Bansgadhi Municipality (Collaborative and funding partner in local level)

4. Achievement of outputs

Objective 1:

Output 1.1: One existing hub, (Tribhuvan CLRC in Bardiya) upgraded, 2 satellites CLRCs (Kalika and Bansgadhi in Bardiya) established and 1 new hub construction (Deukhuri CLRC in Dang) completed as per plan of this year.

Output 1.2: 13 events of capacity building trainings out of 14 targets to the Center Management Committee and sub- committee members were provided this year in 4 centres. The type of the trainings provided them were: social mobilization for functional community participation, sustaining enterprise management, institutional & good governance and Center management cum set up. Altogether 417 people received these trainings. These trainings helped them to run the ROTA supported Centers smoothly as envisioned by READ model ensuring functional community participation, maintaining transparency, sustainability and good governance.

Output 1.3: Storefronts for 3 new libraries and 1 fish pond (target 4 new sustaining enterprises and 2 due of 2014) was upgraded as sustaining enterprise during this year. 2 sustaining enterprises (1 of Pokhariya satellite and 1 of Pragatinagar) are still under process. Nepal earthquake and political unrest in Terai along with blockade problem disturbed to complete these two enterprises.

Output 1.4: 25 events of trainings against targets 44 were conducted during this year 2015. Due to the affect of Nepal earthquake and political crisis in Terai 19 trainings could not be conducted as planned these are carried over for 2016.

Objective 2:

Output 2.1: This is related to formation of the Youth Leadership Sub Committee (YLSC) and has already been achieved in 2014. As per target, 12 YLSC has already been established and continuous strengthening is taking place.

Output 2.2: Leadership refresher trainings were conducted for youth leaders of all 12 centres (against target 12) and total 93 youths were trained.

Output 2.3: 836 youths (against target 450) received life skill training. These trainings were facilitated by youth facilitators who were trained before. The participants learned and practiced the following 10 life skills through different games, participatory exercises and role plays.

- 1 Self- Awareness
- 2 Decision Making
- 3 Problem Solving
- 4 Effective Communication
- 5 Creative Thinking
- 6 Critical Thinking
- 7 Empathy
- 8 Interpersonal Relations
- 9 Managing Stress
- 10 Managing Emotions

Output 2.4: 557 youths (against the target 374) received career guidance through career guidance workshops. These workshops were facilitated by career guidance facilitators and were focused on CV writing, interviewing and job searching skills.

Output 2.5: 335 girls (against the target 200) participated in sports clubs where they practiced football, volleyball and different sports with their peers and with youths of other centres.

Output 2.6: 863 queries were answered through monthly youth Q&A.

Livelihood-183

Health- 182

Participation- 116

Life skills- 102

Education- 135

Others- 145

Output 2.7: 591 youths (against the target 300) received health training. These trainings were facilitated by youth facilitators who had received Health ToT in earlier quarters. The participants learned about sexual and reproductive health and rights through different games, participatory exercises and role plays.

Output 2.8: The Youth Leadership subcommittees have started to conduct fundraising activities like donation collection, flower farming etc. It is expected that each centre will collect NPR 25000.00 (target NPR 75,000 by each centre in project period) by the end of Q 2, 2016.

Output 2.9: 903 youths participated (against the target 800) in motivational talk this year. The motivational talks were facilitated by motivational speakers who visited the centres and discussed about the value of youth energy, importance of learning, goal setting, need to keep trying, and how the centres can be of great aid to the development of youths.

Output 2.10: 29 youths (against the target 33) have started receiving vocational trainings on their demand. Needy youths were selected by the centres and provided with trainings on different skills like tailoring, beautician, computer hardware etc. The trainings will be completed by Q2, 2016.

Output 2.11: 604 youths received (against the target 500) the tutoring through homework groups in Year 2015. These youths will continue to receive the tutoring in next quarter of 2016 too.

Output 2.12: 370 School Leaving Certificate (SLC) students who received tutoring in 2014 continued in 2015 and appeared examination. Additional 381 youths (against the target 250 per year) received SLC tutoring in 2015 who will also continue for next year and appear SLC examination in Q10 (2016)

Objective 3:

Output 3.1: 4 ICT Sections (against the target 4) have been set up in this reporting year in 4 centers in Tikapur hub Kailali, Tribhuwan Hub Bardiya, Kalika and Bansgadhi in Bardiya. Procurement of equipment and furniture is almost complete for the Deukhuri new hub, and that will be set up in early 2016. Each Centre is equipped with laptops, printer, router, switch and other ICT equipment. Among these five centers, two hub centers – Tikapur and Tribhuwan are upgraded with eight laptops and ICT equipment and two satellite centers are providing services to the community with five laptops. A solar energy system is also installed in all these centers to supply uninterrupted electric power during the power cut (load shedding). Local internet service providers are providing connectivity to centers. ICT sections will provide basic computer training, Internet, email, printing and copying facilities to the locals. Despite the natural and political crisis, we were able to recover to establish ICT sections by the end of the year.

Output 3.2: This is related to ICT Officer hire, which was already achieved in 2014

Output 3.3: Five ICT administrators were hired for five Centers in 2015. They are responsible for managing the ICT sections and to provide basic training to local people.

Output 3.4: This is related to training modules development which were already achieved in 2014.

Output 3.6: One event of training of trainers for 5 new ICT administrators and 4 librarians was conducted in last quarter of the year 2015.

After six month of initial training, follow-up training was provided for 2014 ICT Administrators and Librarians. 5 ICT Administrators and 3 librarians were trained. The training focused on

addressing the theoretical and practical problems faced by ICT administrators and librarians. Participants gained enhanced knowledge on networking, trouble-shooting, and multimedia (photo/ audio/video) editing. At the end of the training, participants prepared a work plan for the next six months. Similarly, Refresher training to ICT Administrators and librarians was organized in December 2015. 3 types (Initial, follow up and refresher) of training were planned for this 2015 which were completed by the end of year.

Other ICT related progress:

Launching YouTube channel of library: Five libraries established in 2014 – Agyauli, Pragatinagar, Jahada, Bhanu and Pokhariya have launched their own YouTube channel to share activities of libraries.

Facebook page of library: Four libraries established in 2015- Tikapur, Tribhuvan, Bansagadhi and Kalika have created their own Facebook page and started sharing their information using it. Besides these, Deukhuri community library has also created a Facebook page, even though the construction of library is still in progress.

Blog of library: Four libraries established in 2015- Tikapur, Tribhuvan, Bansagadhi and Kalika have created their own blog and started to provide local updates. Local community and other stakeholders will benefit from the blog.

5. Progress made towards achieving the outcomes compared to plan.

To assess outcomes, a focus group discussion was carried out in December 2015 with the youths and ICT beneficiaries of three ROTA supported community libraries in Nawalparasi. The participants said that there are many positive changes after they got community library services. Before, there was no place for the youths to be engaged in terms of learning and sharing good things but now library has fulfilled that. They have different purpose for visiting library, for example: to develop reading habit, to learn and use computer and internet, to play and practice game and musical instruments, to participate different leadership and motivational training, to get latest news and many more.

Every user has their own stories of change, some have improved their computer skills, some have accessed free email Internet services to develop network and knowledge, some have developed public speaking skills and now can deliver speech in public and some have increased level of confidence. Girls never played game and never participated in competition before. But after the establishment of centre and taking sport classes provided by the centre, girls have formed their own sport team in college (school) and they also do participate in different competitions.

Established and upgraded centres are able to create positive impact to local community people. Most of the people love library and they are very happy and satisfied because centers are not only offering reading materials like books and magazine but they are also providing different program for all group of people for free.

Some of the stories have been shared with this report in annex III

6. Project beneficiaries.

Type	Description of beneficiaries	Planned	Achievement in this reporting period	Cumulative Achievement as of end of this reporting period	Achievement %
Direct	Local people utilized library resources through different sections	89000	76583	93802	86% Against annual target
	LMC and subcommittee members received set up trainings	320	417	754	130%
	Local people received phase three trainings. Centre provided training on basic health, women empowerment and livelihoods(Tailoring, basic health animal husbandry, women leadership etc)	880	572	926	65%
	Youths benefited from youth engagement activities in this quarter	3561	4467	6707	125%
	ICT section and facility users (Repeated number)	26000	39213	39213	151%
	Basic computer trainees (Youths)	420	411	411	98%
Indirect	A total of 8329 new community individuals were directly benefited through resources of 6 ROTA libraries during this Year. So assumed 2 of each were indirect beneficiaries	30000	16658	20326	56%

7. Project strategy adopted so far to achieve outcomes and impacts.

The year 2015 remained as challenging year for all Nepalese because of devastating earthquake which hit Nepal in April and May. Another political crisis especially in Terai followed by economic blockade imposed by India badly affected the lives in Nepal this year. In this situation our team carefully worked with the community to achieve the targets of the project. Basically, we have adopted following strategies so far to achieve outcomes and impacts:

- Strengthen community engagement and work closely with community:
- Maintain transparency and accountability of project activities

- Encourage local partnerships emphasizing strong partnership with local government.
- Maintain robust communication system with partners and stakeholders. Regular sharing and reviewing of project activities and challenges were carried out with them and involve them in problem-solving process if any. Focus on orientation on READ model (which emphasize local ownership and engagement) and capacity building of Centre Management Committee members.
- Mobilise youth and youth involvement in every activities planned.
- Encourage youth to take responsibility and leadership to organize programs by library.
- Facilitate to form inclusive committees to ensure functional participation of members considering gender and marginalizes groups.
- Provide need and demand based services as far as possible
- Effective team mobilization with motivation.
- Focus on institutional capacity building and sustainability in terms of financial and social perspective.

8. M&E system and data collection for this reporting period.

Regular monitoring and supervision is going on in project sites from READ and respective partners. To ensure quality work and use of fund, project staffs regularly visit the sites, discuss with Centre Management Committee, subcommittees and review the progress. Projects progress and challenges are regularly updated and reviewed in staff meeting in READ office. Based on updates by project focal person, necessary and needful measures are taken to ensure on timely progress and quality maintenance. Progress is reviewed based on work plan prepared during the beginning of the year using standards formats provided by Reach out to Asia (ROTA). These formats are suitable to track the progress of project. READ also have prescribed format to track data of local library beneficiaries which is maintained and reported to READ by local staff. READ office compiles data and generates report.

For easy and effective data managing system in READ centers, we have developed a computerize date management system. The system is capable to record users' information and activities details. It is desktop based application having functionality of online/offline upload. The dual functionality of system has made the system equally suitable in centers having Internet access and centers with no connectivity. Each users is given unique ID. They login the system before using the center. The user also enter details about the services they used before exiting from the center. Illustrative graphic touch screen facility is provided for data entry system to make it user-friendly for literate, newly illiterate and illiterate users. It is expected that this system will minimize the human error and help to make data more reliable. Now the center activities information is just one click away. This system was vigorously developed by our IT team with close consultation of program and center staff. It has been piloted successfully in READ model center. We are underway to launch this system in ROTA supported centers soon.

9. Partnership and coordination mechanisms in local level.

We have Central Project Advisory Committee (CPAC) in central level and District Project Advisory Committee (DPAC) in district level. In both of these committees, representatives from relevant government representatives from ministries, departments, offices and social welfare council were represented. In meetings of both of these committees project details were discussed

this has helped to facilitate and strengthen coordination, establish support mechanism and promote visibility of ROTA project in government levels.

Partnership of READ centers with Village Development Committees, Municipalities and District Development Committees was seen encouraging. Considerable amount was supported by local government agencies to construct center building. Funding supports for library construction in 2015 centers are as follow:

SN	2015 Centers	Fund supported through Local Partnerships		Funding agencies	Remarks
		NRs.	USD		
1	Deukhuri	2,425,000.00	24,250	- Local Government (DDC, VDC), - Forest User Groups, - Community	Local school provided land equivalent to NRs. 19,500,000.00
2	Kalika	2,770,000.00	27,700	- VDC - Local School - Plan Nepal	VDC provided land equivalent to NRs. 1,000,000.00
3	Tribhuwan	103,000.00	1,030	- Municipality - District Education Office - Health Office - Agriculture Office - Community	
4	Bansgadhi	1,000,000	10,000	- Municipality - Forest Users Group	Municipality provided land and existing building equivalent to NRs. 350,000.00
	Total	6,298,000.00	62,980	-	

READ provided set up trainings on different themes such as library management & set up, sustaining enterprise management, social mobilization for functional community participation and institutional strengthening. Those trainings have helped to enhance the capacity of center management committees and staff to run the center effectively.

10. Advocacy related activities undertaken during this reporting period.

READ and ROTA supported centers are working in close coordination with government agencies in local and national level. Project activities, achievements and issues were discussed in formal meetings such as advisory meetings, review meetings and orientation meetings. Because of these activities partnership with government and community engagement has been significantly increased. Beside that we have encouraged ROTA supported centers to develop network with local media. 12 centers and have created groups in social media. Regarding to the media coverage, there was live broadcast through local radio/television of Jahada center

inauguration ceremony. Local news coverage was of Deukhuri Center Dang. Similarly National Newspaper (Nagarik) also had published the news of Kalika, Bansgadhi and Tribhuwan center establishment and upgrade. READ Nepal's quarterly magazine (Sachetana) and monthly advisory report also has been covering the ROTA project updates.

We have printed some T-shirts for youths with logos of ROTA, READ and Restless Development. The youths wear these during the community events and activities led by youth leadership subcommittees.

Due to the regular interactions and meeting, the government agencies have trusted and acknowledged to library and started to work as partner related to community development works. For example, Pragatinagar satellite is working with Municipality to implement literacy program and child friendly related programs. Similarly, Tribhuwan Center is implementing agriculture development activities in partnership with District Agriculture Development Office of Bardiya.

11. Measures taken to promote the sustainability and/or lasting impact of the intervention(s) as of end of reporting period.

READ Nepal is a pioneer organization working in the field of community library development and has developed a sustainable model for integrated community development through community libraries. Sustainability is one of the main components we focus while establishing the community library in the village so that the library can provide lifelong learning opportunities for local communities even we phase out from the project area. For sustainability, creating community ownership, strengthening institutional (center) capacity, establishing good governance system in centers, building local partnership/collaboration and ensuring financial sustainability was taken into serious consideration. The project has worked with the youth leadership subcommittees to prepare their sustainability plan. The youths are given a fundraising challenge in which, based on the amount of fund they will be raised in the community, a certain amount of funding will be matched by the project. This will promote the practice of local fundraising.

Community engagement is ensured by various means. We encouraged meaningful, inclusive local community participation from the very beginning phase of the project. Clear communication and transparency was maintained throughout the project implementation process through proper orientation, regular meetings, review processes and regular reporting mechanisms. READ just played the role of facilitator whereas Center Management Committee took a leadership role in project implementation and management. Local contribution for library building construction was also stimulated to generate community ownership. Participatory planning and review mechanism were jointly made in close consultation of local level stakeholders. READ gave regular trainings to develop capacity of local center management committee and relevant stakeholders.

12. Visibility measures taken during this reporting period:

This year we focus on visibility through social media. All 12 ROTA supported centres are using face book closed group for sharing activities carried out by youths and other in the centres. Some of the youth face book group links are:

<https://www.facebook.com/groups/809496239107992/>
<https://www.facebook.com/groups/613734848732969/>
<https://www.facebook.com/groups/352923238223228/>
<https://www.facebook.com/groups/1547093375555118/>
<https://www.facebook.com/groups/869071496469739/>
<https://www.facebook.com/pages/Pragatinagar-Resource-community-Library-Youth-Comitee/931175770229621?fref=ts>

The news about youth activities were broadcasted in local televisions radios (e.g. Devchuli television, Nawalparasi) and published in print media (Tikapur National daily). Partnership logos of ROTA, READ Nepal and Restless Development were used in flex prints of training programs wherever relevant.

13. Challenge encountered and actions taken

The year 2015 was really challenging year 2015 for all Nepalese not only for the project activities but also in every aspect of the life. Big earthquake of 25th April and 12th May 2015 seriously affected life of Nepali people. Another political unrest in Terai for about six month long followed by economic blockade by India added more pain. Definitely some project activities were hindered due to these reasons. However, we were able to recover most of the activities at the end of last quarter 2015 putting extra efforts.

Challenges/Risks	Corrective/Mitigating measures
Delay of roll-out and activities in Q2 in 2015 due to Nepal Earthquake 2015.	Affected activities were shifted and will be carried out in first quarter of 2016.
Prolonged Terai Movement: Showing dissatisfaction on the process and contents of new federal constitution of Nepal and its promulgation, some Madhesi Parties organized protests and became one of the keys reasons for blockade.	<ul style="list-style-type: none"> • Keeping the eyes open and being alert on the situation, management team closely met, reviewed and discussed to develop strategies to cope the situation. • READ and Restless Development staff maintained close communication with local people and provided distance support, even in strike and restricted time. • Maximum numbers of staff were mobilized in the field when the situation seemed comparatively normal. • We motivated the LMC people to give the project work priority and give the extra time whenever possible. • READ has good reputation and good networking in the local market and national. The network has helped to do project activities (logistical) without much

delay.

- The remaining activities were pushed back and completed in last quarter of 2015. Few are postponed into the 2016 work plan

14. Lesson Learned:

Learning never ends. We have many experiences and realizations while implementing the project in 2015. We think that we did well on engaging communities in most of the project activities from planning to implementation; increasing local partnership, involving government agencies in center activities and managing activities even in crisis situation. We realized that our success in having community engaged has helped to establish trust and support of local government. This resulted in one of the unanticipated benefits of the project which is ability to collect fund from the local government authorities for the construction of library building.

We also learned that combination of youth empowerment and ICT for purpose activities were well matched and each compliment for the success of other component. Sports have been crucial to attract and engage youths increasingly in ROTA supported centers. Hence, we need to increase our support on sports activities especially for girls which are also a demand from the community youths.

ICT for Purpose (Gates)

Information and Communication Technology is one of the component of libraries established in partnership with READ Nepal. ICT section in each library provides Basic computer training, email, internet, copying and printing services for free. Developing an enhanced ICT service is named as “ICT for Purpose” through which libraries provide training that matches the specific needs of the beneficiaries (children, youth and adults).

The main objective of ICT for Purpose is to create more sustainable, impactful ICT facilities through the deployment of lower energy consumption hardware and alternative sources of power and to develop a formal ICT program that uses technology to provide access to information, facilitates communication among families and communities, and enhances education for youth.

Objective:

- Set up ICT sections on new and old libraries.
- Provide Basic Computer and Internet Communication Training for community people.
- Provide free internet and email access to community people.
- Make library well equipped to provide free online learning platform.

Funding partner: GATES

Project implementing Districts and CLRCs are listed below:

District	Implementing CLRC
Chitwan	Jhuwani CLRC Dibyajyoti CLRC Sauraha CLRC
Kaski	Deepashika CLRC
Kathmandu	Tribeni CLRC

Target vs. Achievement

Target						Achievement				Remarks
S.N	Activities	Number of events	Beneficiaries			Number of events	Beneficiaries			
			Male	Female	Total		Male	Female	Total	
1	ICT section setup	5				5				
2	Basic Computer and Internet Communication Trainings				400		54	211	265	Target set for the period of 12 months and mentioned achievement are from six month of ICT section establishment

Other Achievements:

1. Libraries established in 2014 produced and uploaded multimedia contents on web. Total 7 videos were produced during the period of 2015. Libraries continuing their effort to make.
2. All the libraries have created their own blog sites and using blog to disseminate community information through web.
3. Libraries are providing free internet service to the community people.

Lesson Learned

- Rural community youth has a passion for multimedia, web technology and social media; so training should be designed according to their requirements.
- Proper use of social media (especially Face book) can be one of the best means of communication for instance and accurate information sharing.
- Multimedia found equally effective to literate and illiterate people.

Challenges

- Availability of human Resource to handle ICT section
 - o Manage and sustain the capable human resource is challenging.
- Low voltage from electricity supply:
 - o In some of the location electric voltage from the grid is very low which has affected smooth performance of hybrid system.
- Internet Connectivity
 - o To maintain good internet connectivity in the community is also challenging.
- Political Disputes / Strikes

Practical Answers Program/Community solution

Project overview:

The Practical Answers Service program involves receiving and responding local enquiries about agriculture/livestock, climate change and Disaster Reduction Management and other topics related to improve quality of living. The enquires are responded through various responding mechanisms such as knowledge materials- posters, flex prints, pamphlets; community radio program; video shows; interaction with experts; oreintation programs; health camps; group formation and group discussion on issues and so on. The enquiries are received from communities, group, and/or individuals by email, letters, phone, SMS or through enquiry boxes placed at each center.

The program also supports skills development training in case of high demand from community and has provided trainings on mushroom and potato farming, homemade pesticides, mineral block making, livelihood trainings like bag making, tailoring training and so on.

Funding Partner: Practical Action

Project implementing Districts and CLRCs are listed below:

District	Implementing Partners	Funding	Implementing Year
Chitwan	Jhuwani CLRC	PA	2011

	Sauraha CLRC	PA	2013
	Dibyajyoti CLRC	PA	2013
	Gardi CLRC, Madi	PA	2013
Nawalparasi	Agyauli CLRC	PA	2011
	Shiva Shakti CLRC	PA	2013
	Deurali CLRC	PA	2012
Lamjung	Laxmi Narayan CLRC	PA	2013
Kailali	Tikapur CLRC	PA	2011
	Jana Chetana CLRC	PA	2013
Banke	Gyanodaya CLRC	PA	2011
Bardiya	Tribhuvan CLRC	PA	2013
Sarlahi	Chaturbhujeshwor CLRC	PA	2013
Siraha	Srijana CLRC	PA	2013
Sinduli	Kamala CLRC	PA	2013
Nuwakot	Janajagaran CLRC	READ	2013
Rupandhehi	Lumbini Tinau CLRC	PA	2012
Kaski	Deepshika CLRC	READ	2013
Parvat	Moti CLRC	PA	2013
Lalitpur	RIRC (Badikhel)	READ	2014
Kathmandu	Triveni CLRC	READ	2014
Kavre	Gyan Bikas CLRC	READ	2014

Project Objectives:

- Provide practical technical knowledge through different knowledge materials & technical expert on the area of agriculture, livestock and DRR & CC as per their own queries.
- Develop the practice of knowledge, information and reaching towards resources and exchange through library.
- Conducting different Income generating training in need based and increase access of community people in economical development.

- Increase women empowerment through organizing different women empowerment related programs.
- Increase knowledge and involvement of community people in ICT.
- Develop habit of community people to visit library to solve their queries through different knowledge materials existing in the library.
- Develop link between community people & different service centers like Agriculture offices, livestock offices etc.

Annual Target vs. Achievements

S. N.	Activities	No. of activities planned	Total no. of activities accomplished (1st Apr 2015 to 31st Mar 2016)	Remarks
1	Enquiry collection	55000	58467	
2	Responding queries	80% of 55000	58367	99.82%
3	Interactions	220	222	
4	Group Formation	18	18	
5	Practical Sessions	44	45	
6	FGD	440	197	
7	Establishment of Practical Answer corner	1	1	
8	Establishment of mobile knowledge center	132 times	134	
9	Livelihood development training	5	10	
10	Women Empowerment Training	5	9	
11	Review Meeting	2	2	
12	Weather Information	3	3	
13	KMC Formation	4	4	
14	Coordination with Govt. Stakeholders	22	22	
15	Radio program on air	132 episodes	132	
16	Sustaining piloting	1	1	
17	Outcome Assessment	1	1	

Major Outcome of the year:

- i) This year a total of 461 new community people got involved in Practical Answers Service Program.
- ii) 8169 have got solutions on their queries.
- iii) This program's top outcome are: increasing numbers of income generating activities that help increase women's independence, improve economic status of both men and women through new livelihood opportunities to all by creating easy access to desired information as we have received 42 success stories throughout the year.
- iv) READ Centers are working as knowledge/education hubs, helping to create a reading and learning culture in their catchment areas.
- v) This year Partnership between CLRCs and local level government and non government has been highly increased.
- vi) Increased awareness in farmers before doing any agriculture and livestock related activities, they use to contact library or expert for their queries after consulting or getting answers only they starts their agricultural work.
- vii) Practical sessions that were initiated from this year seemed to be highly effective. People who cannot acquire knowledge theoretical but also in practical way so that they can implement it in their field to support the increment of agriculture and livestock production.
- viii) Community library is the major source of information from where respondents attained technical advice related to agriculture and livestock.
- ix) Impact/Outcome study shows that increment in community library visit after PA program launched i.e. 66.1 %.
- x) 4 PA group formed under Practical Answers Service Program have been registered in District Agriculture Development Office during this year.
- xi) Knowledge Management Committee in four districts, Lalitpur, Kathmandu, Nuwakot and Kavre has been formed to support PA program. Their main role is to provide advice and technical support to the library as per need base.

- xii) One member of Dovantar Technical Knowledge Service group formed in Kamala CLRC Ms. Saraswoti Thapa got award amount Rs. 2000.00 during Agriculture exhibition for best ginger production by her due to participated in interaction program conducted by Kamala CLRC. She then got opportunity to participate in 3 days Mushroom farming training in free of cost with seed along with allowance from DAO.
- xiii) Social Mobilisers of Deurali and Shivashakti CLRCs were provided opportunity to participate in 1st level 45 days JTA training by Nepal Ministry of Labour and Employment. After getting certificate from this training they can assist the JTA and also can attend 2nd level of JTA training directly.
- xiv) Sustaining piloting in Deurali (Agrovet) is in progress within 6 months (October to March) Deurali has generated profit amount rs. 30,070.00 out of total investment amount rs. 1,00,000.00.
- xv) CLRCs became able to build trust of the agriculture and livestock service center as some libraries like RIRC, Janajagaran, Kamala, Chaturbhujeshwor, Gyan Bikas became distribution center of seeds, plants, grass seeds, lime, free vaccine of Khoret disease etc. coordinating with above mentioned service center.

Outcome and Impact Assessment of Practical Answer Service Program

Outcome and impact assessment of PA program was carried out in April-June 2015 in 19 READ Supported community library and resource center implementing since 2011 (Jhuwani, Tikapur, Gyanodaya, Agyauli, Deurali, Shivashakti, Sauraha, Divyajyoti, Gardi, Kamala, Srijana, Chaturbhujeshwor, Deepshikha, Moti, Laxmi Narayan, Janachetana, Tribhuwan, Lumbini Tinau and Janajagaran CLRCS) jointly by Practical Action and READ Nepal. The main objective of the assessment was to identify and assess the outcome and impact indicators through finding quantitative and qualitative information.

The specific objectives of the study include; finding outcome and impact indicators based on activities implemented and output produced, to find quantitative value of outcome and impact indicators and to suggest for future outcome and impact indicators of the intervention to be considered.

RCID (Research Center for Integrated Development) Nepal organization was assigned as a consultant for this assessment. The study shows that changes community level understanding and motivation as the acquired knowledge from PANs program was highly effective to improve the agriculture and livestock practices. In past they were less aware on improved variety of crops, commercial vegetables farming, mushroom framings, shed improvement, homemade pesticide and mineral block etc. They were helpless when their crops were damaged by disease and pests and animals were died due to unmanaged shed and nutrition. After involving in different knowledge and skill enhancement events organized by PANs, such as interaction with expert, FGD, video & audio etc. they have increased knowledge and skill on agriculture and livestock farming practices as to grow improved varieties of crops, commercial vegetable farming and use of organic pesticide. The major outcomes of the evaluation were:

- Higher proportion (62.2%) of the respondents mentioned that they received all the answers they asked.
- Community library (84.9%) was the major source of information from where respondents attained technical advice related to agriculture.
- Community library was the major source (72.8%) of the information regarding the livestock management.
- Around one fourth of the respondents reported that they had participated in disaster related training. Most of the respondents mentioned that the training was organized by community library.
- Highest percentage of the respondents strongly agreed that their knowledge and understanding related to improved agriculture practices have been increased, followed by improved livestock management.
- Almost all the respondents (96.5%) reported that they had benefited from PA program. Most of the respondents are benefited on agriculture related area (91.3%) followed by livestock (79.8%).
- Increment in community library visit after PA program launched (66.1%).

Challenges faced:

- i) This year Practical Answers Service program has been greatly affected by earthquake and strikes and riots that arose in response to drafting of the constitution and the demarcation of federal states. However, with all these circumstances, targeted activities have been accomplished.
- ii) Due to the political situation of the country, field visits were less this year but activities were followed through telephone and email to accomplish the targeted activities timely.
- iii) Due to insufficient knowledge materials related to DRR and CC and less knowledge in social mobiliser and lack of expert (have to paid more) collecting and responding queries on DRR and CC became great challenge.
- iv) Book loss from mobile knowledge centers is big challenges as there are no proper monitoring mechanisms as well as difficult to track the number of visitors in mobile knowledge center.
- v) As usual like previous years turnover of social mobiliser is big challenge. This year 2 social mobilisers were changed in Jhuwani CLRC only and 1 in Agyauli CLRC.
- vi) Same case of LRP, this year 3 LRP has been changed in agyauli so it was difficult to run the program for the CLRC.

Lesson learnt:

- i) Practical session is found very effective tool for expanding technical knowledge so community people can gain knowledge not only theoretically but also practically which is easy and quick.
- ii) It is felt to visit library for orientation to new social mobiliser (library where old social mobiliser discontinue the job) as there is no one to guide or orient for them.
- iii) While hiring LRP he/she should also qualified as social mobiliser discontinue the job, so that they can take social mobiliser's responsibilities.

Women's Empowerment through Theater and Puppet show

Project Overview:

READ Nepal piloted 'Women Empowerment through theater project' in funding support of Norwegian Amateur Theatre Association (NATA) in the year 2013-2014 at Gardi Community Library and Resource Center (CLRC), Madi which demonstrated that theatre / drama is an effective tool of public awareness. The Center formed its own 'Theater Group' consisting of 20 local artists. These artists are youths of the local community who are passionate about drama and community development at the same time. Along with street drama and puppetry on social issues, the Centers also conducted several vocational trainings related to women; thereby the project not only aware public on social issues but also empowers women by building their skills. With the success of the piloting years, the two-year project has been launched in Madi and other neighboring villages of Chitwan namely Bachhauli, Harnari & Tarauli VDCs.

Objectives of the project:

- To educate communities about social issues hampering women's empowerment in Madi and other nearby communities.
- To improve the livelihood and self-confidence of women by providing relevant trainings to access economic and educational opportunities.
- To encourage all community to promote women's empowerment by being aware of women's issues, by helping women access relevant knowledge, and by discussing women's issues with others.

Funding Partner: Kavli Trust/ NATA

Project Period: July 2014 – June 2016

Project implementing CLRCs:



Target vs. Achievements

S. N.	Activities	No. of Annual activities planned	Annual Achievement	No. of planned beneficiaries	No. of beneficiaries	Remarks
1	Project Orientation	1	1			Project orientation was held at Madi in presence Gardi, Jhuwani, Dibyajyoti and Tarauli CLRC's LMC, Subcommittee, Theater artists, representatives from READ Nepal.
1	Advance Training for Theater Artists	1	1	30	30	
2	Seed Money For Women cooperative	4	4			Rs. 50,000 each handed over to Gardi, Jhuwani, Dibyajyoti and Tarauli Women's Cooperative
3	Sustaining initiatives (Fund)	1	1			A Theater project endowment fund has been established at Madi this year
4	Theatre section set up at Madi	1	1			The section is equipped with necessary materials for theater show
5	Focus Group Discussion (FGDs) for issue identification	4	5	140	150	One FGD was conducted at Madi
6	External Theater Shows	3	3	750	850	External shows were conducted at Jhuwani, Dibyajyoti and Tarauli
7	Internal Theater Shows	4	4	1000	1300	4 shows were conducted within the Madi
8	TOT on Advance Literacy	1	1	8	8	
9	Advance Literacy Classes	8	8	160	193	Advance literacy classes are conducted at Madi, Jhuwani, Tarauli and Dibyajyoti CLRCs

10	Capacity building Training for women's Sub-committee	1	1	20	25	The Gardi CLRC's women sub-committee decided to start the training from the first week of April to make it more effective.
11	Income Generating training	4	4	60	80	It was planned for the fourth quarter and due to the earthquake and paddy plantation time for farmers this program has been postponed for the next quarter in Jhuwani, Tarauli and Dibyajyoti.

Major Achievements

- An endowment fund worth Rs.150000 has been created at Madi to support the program for the future.
- Seed money worth Rs. 50,000 was handed over to Women's Co-operative to support women's economic empowerment.
- 25 local youths became trained and skilled Theater group.
- One Theater section and resource center was set - up at Madi, along with the necessary materials like drama related books, posters, sound system, mike, props, costumes, camera etc.
- Different hidden social issues were explored from FGDs in and outside of Madi.
- 2150 community people have benefited from 7 different theater shows in and outside of Madi.
- 193 community people have benefited from 8 different literacy classes in and outside of Madi.
- Gardi Community Library women sub-committee was able to write proposals and search partners to help sustain programs.
- 8community people became skilled facilitators to conduct advance literacy classes.
- 76 members have increased in the women's cooperative. Earlier, they were 258 members.
- Six theater artists got an opportunity to act in a Film named "Raktabhog".
 - The library has developed its partnership with WWF Chitwan for theater performances and with other governmental organizations for women empowerment.

Challenges faced

Though project activities are held smoothly, on time, we have faced a few challenges as mentioned below:

- **Accident Insurance of Theater artists:** There are some physical exercises to make the show more interesting and effective. During the rehearsal and the show, artists get insured. But due to lack of accidental insurance or medical treatment fund, the library does not treat the theater artists. It has a negative effect on the group.

The possible measure for this is to create a medical fund or accidental insurance for the artists.

- **Theatre group:** Some of the local artists left the theatre group to seek better jobs and opportunities abroad. It has a negative effect on the efficacy of drama performance as fresh artists would not be able to perform like trained artists.

The possible measure for this is to look for youth who are interested in theater and build their capacity through local created artists.

Earthquake relief and reconstruction programs (TLC, TCL, CGI Sheet, CSS, Blanket support)

Post Disaster Situation Update and Need Assessment of READ Centers

Immediate after earthquake READ staffs were mobilized to collect earthquake damages on 20 earthquake affected READ centers namely Gaurisankar, Dolakha, Tamakoshi, Ramechhap, Gyanbikas, Kavre, Triveni, Kathmandu, Laxminarayan, Lamjung, Matribhumi, Syanga, Moti, Parbat, Thak, Mustang, Gauradaha, Jhapa, Kamala, Sindhuli, Bardibas Mahottari, Jhuwani Chitwan, Pokhariya, Parsa, Pragatinagar, Nawalparasi, Sauraha, Chitwan, Shivashakti, Nawalparasi, Fulbari, Nawalparasi, Jahada, Nawalparasi, Chaturbhujeshwor, Sarlahi and model center, Badikhel. A common template was developed for the assessment, which is given below:

Library Name:

Address:

1. Physical Observation
2. Summary of the library damage
4. Section wise observation
5. Damage in community
6. View of LMC on the condition of CLRC infrastructure (what are their feelings about library before and after)
7. View of Staffs on condition of the CLRC infrastructure (what are their feelings about library before and after)
8. View of users on the condition of CLRC infrastructure (what are their feelings about library before and after)
9. Is the library is in condition of regular function?
10. Is there any plan for renovation or reconstruction of library?
11. If yes, what will be the estimated cost?
12. What is the plan for management of the resources for renovation and reconstruction?
13. If the library is not in condition of functioning, are there any plans for temporary library service?
14. If yes, How?
15. What is/was the immediate response of library in terms of rescue & relief?
16. Details about volunteer mobilization - then, now and future (quantitative data)
17. What is the future plan for rehabilitation & reconstruction?
18. What types of challenges may occur in community?
19. Is there any plan to response those possible challenges?
20. Does library have any plan to meet those challenges?
21. Any other?

Earthquake Relief distribution

7.8 magnitude earthquake struck Nepal on 25 April at 11:56 local time creating large scale damage and many casualties. Strong aftershocks including 6.7 magnitude quake of 12 May continued to threaten the lives of thousands of people and to further damage buildings and infrastructure. READ Nepal has initiated to provide supports to the communities who were affected by the devastating earthquake. READ Nepal had provided relief support coordinating with different organizations immediately after the earthquake especially to its working districts. Relief materials were distributed through Janajagaran CLRC, Nuwakot, Gyan bikas CLRC, Kavre, Read model center, Lalitpur and Tribeni CLRC, Kathmandu. Relief materials were distributed as per the community need.

Detail distribution sheet is given below:

Emergency Kit - Distribution record of READ Nepal for earthquake affected

S.#	Date	Name of CLRC	Distributed area	handover record		Handed over to			Remarks	Volunteer mobilization record		
				particular	Quantity	Name	Designation	Contact				
1	May 4, 015	Janajagaran CLRC	Kumari 8 and 9 VDC	Mother and Baby kit	25 set for newly born babies	Ram Krishna Poudel	President of Library	9851030454	Each mothe & baby kit: Zebra Bag 1 pic, Bathing soap (Dettol) 1 pic, Detergent soap 1 pic, Tooth Brush 1 pic, Tooth Paste 1 pic, Parle-G Biscute 1 dozen, Sanitary pad - 2 pic, Undergarment for mother 2 pic, Blanket 2 pic for mother and baby, Baby Net 1 pic and Phalatin cloth (baby wrap) 2 meter	All READ Nepal staff and 4 outer volunteer for packing materials and for distribution at local level total 15 volunteers are mobilized		
				Tent	140 pic							
				Mattress	3 roll							
				Blanket (Sirak)	3 pic							
				Mattress	2 pic							
	May 9, Saturday		Children Section set-up	Pillow	4 pic						For Community Library's use (items from store, READ Nepal)	
				Children Stationary	21 different items	Shyam Raja						
				Soft Toys	15 different items							
	May 25, 015		Kumari all ward and Belkot 9 and Chauthe 9	Wooden toys	18 different items						Children Section set-up; safe place outside library building	
				Mosquito net	5000 pic to 2500 HH						2 mosquito nets per each 2500 Households	
June 015	Kumari VDC - all 9 wards	Mother & baby kit	130 babies under 6 months					Each mothe & baby kit: Zebra Bag 1 pic, Bathing soap (Dettol) 1 pic, Detergent soap 1 pic, Tooth Brush 1 pic, Tooth Paste 1 pic, Parle-G Biscute 1 dozen, Sanitary pad - 2 pic, Undergarment for mother 2 pic, Blanket 1 pic for mother and baby, Baby Net 1 pic, Phalatin cloth (baby wrap) 2 meter and Solar light 1 pic	All READ Nepal staff for packing materials and for distribution local 78 volunteer are mobilized			
		Community Safe Space (CSS) construction of 5 CCC ongoing amounting Rs 5,00,000 per CSS in collaboration with Shanti Griha and different individual donors and planning for 4 more CSS - to be constructed										
2	May 4, 015	Gyan Bikash CLRC	Kavre	Mother and Baby kit	20 set	Om Karmacharya	Treasurer	9841309466	Each mothe & baby kit: Zebra Bag 1 pic, Bathing soap (Dettol) 1 pic, Detergent soap 1 pic, Tooth Brush 1 pic, Tooth Paste 1 pic, Parle-G Biscute 1 dozen, Sanitary pad - 2 pic, Undergarment for mother 2 pic, Blanket 2 pic for mother and baby, Baby Net 1 pic and Phalatin cloth (baby wrap) 2 meter	All READ Nepal staff for packing materials and for distribution local 70 volunter are mobilized		
								Each family set: Zebra Bag 1 pic, Bathing soap (Dettol) 1 pic, Detergent soap 1 pic, Tooth Brush 4 pic, Tooth Paste 1 pic, Salt 1 pkt, Sugar 2 kg, Tea 1 pkt, battery touch light 1 pic, Bitten rice 2 kg, Furandana (namkin) 1 kg, WaiWai 4 pkt, lighter 1 pic, Rope 1 roll and Jivan jal 3 pkt				
					Family set	75						
3	May 5, 015	Badikhel Model CLRC	Badikhel						Each family set: Zebra Bag 1 pic, Bathing soap (Dettol) 1 pic, Detergent soap 1 pic, Tooth Brush 4 pic, Tooth Paste 1 pic, Salt 1 pkt, Sugar 2 kg, Tea 1 pkt, battery touch light 1 pic, Bitten rice 2 kg, Furandana (namkin) 1 kg, WaiWai 4 pkt, lighter 1 pic, Rope 1 roll and Jivan jal 3 pkt	All READ Nepal staff for packing materials and for distribution local 19 volunteer are mobilized		
				Family Set	50	Deepa Subedi	Librarian	9841400078				
							Child Friendly Space	1	Deepa subedi			
4	May 8, 015	Triveni CLCR	Bhimdhunga	Tent	2 different pic	Rameshor Pokharel	Secretary	9841511309	Children Section set-up; safe place outside library building			
	Children Stationary			21 different items								
	Soft Toys			15 different items								
	Wooden toys			18 different items								
	24-Jul-15			Mother and Baby kit	20 set				Each mothe & baby kit: Zebra Bag 1 pic, Bathing soap (Dettol) 1 pic, Detergent soap 1 pic, Tooth Brush 1 pic, Tooth Paste 1 pic, Parle-G Biscute 1 dozen, Sanitary pad - 2 pic, Undergarment for mother 2 pic, Blanket 2 pic for mother and baby, Baby Net 1 pic and Phalatin cloth (baby wrap) 2 meter			

Blanket Distribution to Earthquake Affected people of Thokarpa and Bhotsipa, Sindhupalchowk

Sindhupalchowk district is one of the highly affected districts of earthquake that stroke on 25th April 2015. Read Information and Resource Center has initiated to provide supports to the communities who were affected by the devastating earthquake. RIRC had provided relief support coordinating with different organizations immediately after the earthquake especially to its working district. RIRC is implementing Community Safe Space (CSS) project in two VDCs, Thokarpa and Bhotasipa of Sindhupalchowk district with the support of Beautiful Store, South Korea. Realizing the urgent need of warm clothes for earthquake affected local people, RIRC initiated with support of Beautiful Store, South Korea to provide the same through CSS to save them from the cold of this season.

Beneficiary's summary is shown below.

SN	Name of VDC	No of beneficiarie (Households)	Remarks
1	Thokarpa	880	
2	Bhotasipa	900	"
Total		1780	
Beneficiaries			
Households			

Distribution of Roofing Zinc sheet in Sirise, Nuwakot

Sirise is one of the highly earthquake affected areas of Nuwakot where all houses have been collapsed and even the government has declared that the place is not suitable for housing. A total of 135 Tamang (An ethnic community) populations are living in 24 houses. READ Nepal in coordination with Janajagaran CLRC has distributed 24 set zinc sheet i.e.30 pieces/per set, according to their earthquake victims identity card.

Main Objective:

- The objective to distribute Zinc roofing sheet is to support on providing shelter to the earthquake affected 24 HH of Sirise 9, Nuwakot.

Beneficiary's summary is shown below:

SN	Name of VDC	No of beneficiaries (Households)	Remarks
1	Sirise Ward no. 9, Nuwakot	24	

Nuwakot Community Safe Space (CSS)

Concept of Community Safe Space (CSS)

Introduction:

Community Safe Space (CSS) is a safe space that will offer temporary shelter to the victims of recent earthquake who cannot afford to build their own temporary homes at present situation. So, it is likely that marginalized and poor people will use CSS till they are able to build their own permanent homes. READ Nepal in coordination with the local Community Library and Resource Centers (CLRCs) will facilitate to set up CSS in the land donated by the local community in earthquake devastated coverage areas. Local people will volunteer (try as they are in trauma) in constructing CSS. Each CSS space will be transformed into a common venue for holding meetings, conducting trainings, workshops and community functions. READ come out with this plan after series of discussion with the local community.

Owing to the circumstances that the April 25, 2015 earthquake had completely devastated 99% of the houses in Kumari VDC of Nuwakot district, READ Nepal identified the immediate need to establish Community Safe Spaces (CSS) in affected areas. However, 5 CSS have been constructed on different wards of Kumari. Janajagaran CLRC is taking the lead to monitor the overall construction project. Similarly, a CSS management committee has been formed. All CSS had been designed by Shree Balaji Engineering Works. And common size of CSS truss is 50ft long, 15ft wide and 7ft high.

READ Nepal and Shanti Griha jointly supported in the construction work by providing iron pillars for the CSS. Similarly, the community supported by providing land, cement, stones and laying the foundation. Local men, women, children, elders, youth and students have been using the CSS. The children play games while the elders visit the CSS to gather together and discuss about their experience of the earthquake. Women use the CSS to hold various group meetings. CSS is used as a shelter from both rain as well as the sun. Students also use the CSS to meet up and discuss school work and to do their homework.

Objective of CSS

- To provide temporary shelter to the poor victims of the recent earthquake till the government reconstruct permanent shelter for them.
- To provide the common space for the community to hold meetings, to conduct trainings, and community functions afterwards.

Funding Partner: Shanti Griha & READ Nepal

CSS Address and Committee

S.N.	CSS Construction Address	Construction and Management Committee Member			Remarks
		M	F	Total	
1	Biruwatar, Kumari VDC -3	6	1	7	Chairperson - Hom Bdr. Subedi
2	Nepane Dada, Kumari VDC - 5	6	1	7	Chairperson - Chetu Gurung
3	Papla Ahal Kumari VDC - 6	10	3	13	Chairperson- Raja Ram Neupane
4	Jhanlipokhari, Kumari VDC - 7	6	5	11	Chairperson- Sabitra Pudasaini
5	Radhakrishna Mandir, Kumari VDC - 9	8	3	11	Chairperson - Gyan Bdr. Tamang

Challenges

- In fear of being displaced from their land forever, people who were living in tarpaulins did not agree to move to another space. Though the CSS were built with the purpose of providing temporary shelter for around 150 people, the locals are using the CSS only during the day. They spend almost all their day in the CSS but go back to their ‘temporary shelters’ at night.
- The farthest CSS is a 7hrs walk while the closest is a 2hrs walk to reach. Therefore, regular monitoring of these CSS becomes very difficult at times.

Temporary Learning Center (TLC)

Project overview:

Filling the gap between learning environment due to earthquake affected school, the concept of TLC was implemented by the initiation of Nepal Government. Thus, the collaboration between UNICEF and READ Nepal was undertaken to establish 20 Temporary Learning Centers (TLCs) with WASH facilities in Bhimeshwor Municipality, Dolakha. The project was undertaken

through Gaurishankar Community Library & Resource Center. This project is vital in lessening the devastating impact the earthquakes of 25th April and 12th May 2015 had on children and their educational resources. The chief aim of this project was to engage children affected by the earthquake in educational activities through the TLCs. The construction of TLCs and its active operation was made possible through coordination with the Nepal Government, the local community, Gaurishankar Community Library and Resource Center, READ Nepal and UNICEF. This project was discussed with the District Education Office (DEO) of Dolakha and abides by the terms raised during that discussion.

Project Objectives

The specific objectives of this Small Scale Funding Agreement (SSFA) were:

- I. To establish 20 TLCs with WASH facilities.
- II. To conduct 2 events of Psychosocial Support Training to 60 participants from the 20 schools, including teachers, facilitators and School Management Committee (SMC) members.
- III. To introduce to the 20 TLCs Early Childhood Development (ECD) materials provided by UNICEF.

Project Duration: June 2015 to August 2015

Funding Partner: UNICEF

Implementing Partner: Gaurishankar CLRC, Dolakha

The supplies provided by UNICEF have been placed in all 20 TLCs. The items placed in each TLC are:

S No	Items placed in TLCs	Number of units per TLC
1	Early Childhood Development kit	1
2	Recreational kit	1
3	School in the box	3
4	Book bag	1
5	Radio	1
6	Megaphone	1
7	Tarps	As needed

Other Activities

- **Psychosocial Support Training for Teachers, Facilitators and SMC members**

"Psychosocial Support Training for Teachers, Facilitators and SMC Members" was conducted twice in the project period. 60 people participated in that training, with 30 participants in each training event. The participants included 1 teacher, 1 ECD facilitator and 1 SMC member from each of the 20 schools. The trainings lasted for 7 days.

The major objectives of this training were to train the school personnel about psychosocial counseling, trauma relief and effective use of the ECD and recreational tool kit materials for learning. This training was conducted in a partnership with the District Education Office (DEO), Dolakha. The DEO at Dolakha helped by mobilizing the necessary resource persons needed for the training.

Project Progress and Achievements

READ Nepal, Gaurishankar CLRC and the implementing local schools have successfully fostered community engagement and encouraged local partnerships in the places where this project has reached. Gaurishankar CLRC's Library Management Committee (LMC) and sub-committees have worked closely with the schools' respective Management Committees to make this project a success. After UNICEF donated funds to READ Nepal to begin the project, READ Nepal in turn activated a transfer of some responsibilities to Gaurishankar CLRC. The CLRC itself, then formed an Executive Committee of still more individuals from the community who wanted to help the project. This project enlisted people as diverse in their expertise and workmanship as the school principal, field volunteers, technical volunteers and laborers, thereby mobilizing individuals and groups from the community who could contribute to the project as per their own skills. Furthermore, the dedication of the locals can be seen through the fact that approximately a 100 volunteers worked on the TLCs. Most of these volunteers were from the local community, and they include individuals who are a part of the local schools, Gaurishankar CLRC and technical volunteers. The District Education Office (DEO) of Dolakha approved the project and was involved in the training component and the monitoring process. Local observers, READ Nepal's staff and UNICEF's observers have been very positive in their responses to the TLCs READ Nepal helped to build. The local community's ownership of the project is a very big factor in the success of these TLCs.

Challenges Faced

- i. Some technical personnel found getting to their respective school sites problematic. Although the schools were around Bhimeshwor municipality, all of them were not accessible by roadway.
- ii. Some of the schools approved by the DEO at Dolakha for TLC construction did not want to construct a TLC in their premises. They asked if the project could help in other ways. The DEO at Dolakha also replaced some schools approved for the project with other schools to cause some inconvenience to the project.
- iii. Even though the Ministry of Education had set the standard rule of using bars made out of bamboo, some problems were encountered in using bamboo. During the emergency period in the aftermath of the earthquake, bamboo was very hard to find as people had already used the bamboo supply for their own work. Another problem was that the bamboo used in raw form dried after a few days and the bamboo became increasingly difficult to bend.
- iv. It was very difficult to find workers to help construct the TLCs during the rainy season when Nepalese work in the fields to produce crops. Fortunately the School Management Committee solved the problem by paying workers more money.

Overall, these challenges were certainly difficult to deal with but they did not make it impossible to prepare successful TLCs around Bhimeshwor municipality. The project team worked to make sure that these challenges had minimal impact.

RIRC Model Center

Introduction:

Read Information and Resource Center (READ Nepal) is a local, non-profit and non-governmental organization established in 2006. The primary focus of RIRC is promoting Community Libraries and contributing in overall educational and social development of the country. Before 2014 RIRC model library was publically proving its services in Baluwatar later it decided to provide service to rural area thus from March 8, 2014. RIRC was officially inaugurated and started its services from Badikhel. Badikhel is rural part of Lalitpur lies in south east part from capital city that includes 61% of PAHARI community.

OBJECTIVES

The RIRC's objective is to promote community based libraries through good governance and make them able to stand in the harsh society.

- Awareness on importance of education
- Access of library and reading materials

- Reading habit among the marginalized
- Enhancing their personal capacity

Regular Services of Model Center

- Book lending (Issue and Return)
- Access to Newspaper and magazines
- Basic computer training
- Email and Internet
- Neo-literate books for women
- Provide information related to Agriculture and animal health
- Women health and issues
- Literacy class for women
- Computer literacy for women

Target vs. Achievements

S.N	Programs	Target	Achievements	Remarks
Children section	Programs related to reading habit promotion	10	13	
PA programs	Interaction/ Orientation	10	8	
	Practical section	2	1	
	Video show/ FGD	20	19	
	Group formation	6	5	
	Total Inquires		2188	99% responded
Women Empowerment	Capacity building training /Income generating	1	2	
Others	Youth related		2	
	Other		1	
	Total	39	39	

Major Achievements

- a. Two women of velvet sandal making training started their own business and other women are working in a group as per the order of the customer.
- b. After the women empowerment training flow of Pahari community are increasing day by day in the library.
- c. After listening radio program and FGD people have started new way of cultivation and plantation.
- d. Small and cottage Industry approached us to conducted two months handicraft training for Pahari community.
- e. After the establishment of the library people are becoming aware about the services provided by government offices in Agriculture and animal health.

Stories of the Year

Literacy class motivated Gyan Maya to start small business

Like many other women of rural villages in Nepal, Gyan Maya Tamang is a victim of early marriage. She married at an age of 12, gave birth to her first child at 16 and further suffered when her alcoholic husband married other women. 66 years old Gyan Maya lives in a family of seven members at Kawasoti-15, Nawalparasi district, the western development region of Nepal.



Photo: Gyan Maya selling fruits and edible items in her small shop

Her family owned only a small piece of land for agriculture farming and she was responsible to feed and look after her five children. She worked as a manual laborer in others' fields to make ends meet.

Years passed by and at her early sixties, she joined literacy classes at READ supported Shivashakti Community Library and Resource Center in Nawalparasi district where she learned nepali alphabets for the first time, and also became motivated to launch her own small shop. Gyan Maya was one of the beneficiaries of adult literacy classes conducted by the library in 2012 under MEDICT project. After attending the literacy classes, she learned to read and write, do basic calculations and improved her confidence level.

One day, while going through the literacy book provided by READ Nepal, she saw a picture of a street vendor selling edible items in a bamboo tray ('Nanglo' in Nepali). This inspired her to set up her own small business, for which she took a loan of Rs 10,000 from local cooperatives and immediately started selling fried snacks, peanuts and seasonal fruits in a 'Nanglo' at Panauti Bazaar in Nawalparasi. Soon, she paid back her loan and now, she earns Rs 400-500 profit in a day. "I am proud that I don't have to beg my husband and sons for money, I helped them instead...If only I had studied earlier, I would not have lived my whole life in dark."

She has proved that it's never too late to learn new things; only hard work and determination lead to success. It's been 2 years she has opened the shop and she dreams of expanding her shop. "Literacy classes not only taught me how to read and write, but also taught me how to speak...I can speak confidently in meetings and community gatherings. I wish the library conducts the literacy classes again, so that I can send my illiterate daughter-in-law there," said Gyan Maya, narrating the changes brought in her life due to the literacy skills.

Library has become a right alternative for me...

Binda Bhandari, 26, currently resides in Kumari-8, Nuwakot district. Her husband works in Dubai and so, she was staying at her mother's home in Nuwakot. She has a son who goes to school and after finishing her daily household chores, she has nothing to do.

One day while walking in the village, she entered READ supported Janajagaran Community Library and Resource Center. At her first visit, she was amazed to see the library resources and services. This



Photo: Binda Bhandari at the library

motivated her to visit the library again and again, whenever she had free time.

“I thought of visiting the library every day immediately after my first visit as the library has many books and knowledge materials, provide computer learning service and free internet. I thought I can read books and papers, watch educational programs through television and also learn computer skills,” said Binda who is now one of the regular visitors of the library.

After she started to visit the library, she has read more than 50 books and she believed that her reading habit and knowledge has improved.

She even joined three-month basic computer classes at the library where she learned MS Word, MS Excel, Powerpoint, Internet, email and social networking sites. To date, more than 50 people has gained computer training from the library. The computer skills helped her to connect with her husband working in Dubai through video skype call and facebook.

“I have studied till class 12 but I did not know how to operate the computer. When I learned about the computer training at the library, I immediately joined the class. The library is the only center that offers free computer training and free internet service in our village,” said Binda who now hold certificate in basic computer course.

In this way, the library has brought a positive change in her daily life and behavior. “For me coming to library has become a right alternative in my free time,” she says. She now motivates her friends and other villagers to visit the library and make use of the library's resources available and participate in the library's programs.

Women learning computer skills at READ supported CLRC

Bishnu Koirala, 33, is a homemaker living in Devchuli-11, Nawalparasi district in a family consisting of 4 members. Her husband works at Water Supply Corporation and her three children go to school. She keeps herself busy with household chores in the morning and evening but she has nothing to do in the day time. She used to watch TV, chat with friends and engage in unproductive works at her free time. But after READ Nepal established Pragatinagar CLRC in 2014 with the financial support from Reach Out to Asia (ROTA), many positive changes can be seen in the lives of community people particularly housewives.



Photo: Bishnu Koirala

When Bishnu learnt about the library for the first time, she was not excited because she thought ‘library is just a bookstore’ and would be of no use to housewives and women. But now she realized that her view about the library was completely wrong and is very happy about Pragatinagar CLRC and its services.

Bishnu started visiting Pragatinagar CLRC and one day, she heard about basic computer trainings to be offered by the library for housewives. She immediately grabbed the opportunity and enrolled in the computer classes from January 2015. Bishnu has studied till secondary level and dropped out of college after she got married, and it was her dream to learn computer skills. Now, she knows how to operate computer, do typing in MS Word, use MS Excel, and even learned about internet. She has her own account in Skype, Facebook and often watches useful videos through YouTube.

“When I called with my relatives living abroad through Skype, they were surprised. At first they didn’t believe it was me but then I told them that I learned computer and internet skills in the library,” said Bishnu, who now regularly uses the free computer and internet access at the library.

Bishnu not only honed up her ICT skills but also learned new agricultural techniques from the library. After participating in the off-seasonal vegetable farming training, she has started to grow vegetables using both modern and organic farming. To learn more about vegetable farming, plant diseases and its control, she seeks answers through a web portal created by READ under Practical Answers Service program.

“After learning computer skills, I have seen many changes in myself. At home, I teach computers to my children. I am happy when my kids ask me if I am a computer teacher. I usually share my skills and learning to my friends at home and this has eventually improved my speaking skills,” said Bishnu.

Dream fulfilled due to READ Center

24 years old, Shailendra Timilsina was born with hearing impairment. He lives with his family in Kumari village, Nuwakot. He has studied till class 6 in special school for hearing impairment children in Kathmandu. After returning back to Nuwakot, he left his studies and now help his family with household work. At his free time, he visits READ supported Janajagaran Community Library and Resource Center in his village.



Photo: Shailendra Timilsina

Shailendra's childhood dream has been learning computer. When he was in Kathmandu, he used to get amazed to see others using computers. After Janajagaran Community Library and Resource Center started providing computer trainings, he wanted to join the training but feared that his hearing impairment would made him unfit for learning computer skills. The library staff encouraged him to join three-month basic computer course and he enrolled the classes from September 2014.

Now, he is able to use MS Word, MS Office, email/internet, Windows paint, social networking site and other computer programs. He visits library to use computers and free internet.

He thanked library for his transformation, “ I would not have learned computer skills if the library would not have offered the training. It has made me able to use and operate computer. I am very happy. Even with hearing and speaking disabilities, I could learn computers,” he said.

Library helped regain lost confidence of Devi Maya

Resident of Khanighau VDC-6 of Parvat district, Devi Maya Nepali is 50 years old dalit single woman. She is unmarried and had studied till class 3. She could not continue her education because she being the eldest in her family had to look after her brothers and sisters as her father was a laborer in India. She had spent her life looking after her family but now she is living alone. Her brothers and sisters have their own families, and hence it was hard for her to make ends meet.



Photo: Devi Maya showing incense sticks made by her

Once Moti Community Library's mobile library service reached her village, and she had the opportunity to read books. Since she can read and write, she became excited and picked a book to read. It was a

nepali novel called 'Basanti'. She enjoyed the experience of reading novel and looked for another novel and slowly developed reading habit.

Even though she had heard of Moti CLRC, she never visited the library. Happy with the books that she got to read, she started visiting the library and participated in women empowerment training offered by the library.

In 2014, Dec 11-17, Moti CLRC organized 'stick Incense making training' as a part of Women empowerment project of READ Nepal. She took the training with other 35 women participants. After training, she learned incense making skill. With the new knowledge and skill, she made and sold 600 pieces of incense sticks in the local market.

With the profit, she bought 10 shares of Moti CLRC's Women Savings Cooperative and she now saves NRs 100 per month. She has developed money saving habit and has NRs 3,000 saving in her account.

"Due to the Moti CLRC, I have also developed book reading habit and I got the opportunity to participate in women empowerment and livelihood trainings. Since I have started earning and saving money at the library's Saving Cooperative, I am no more insecure about my old age. I am very happy now," said Devi Maya who believed library has helped her regain her lost confidence.

Theater program helped change mindset of superstitious people.

Resident of Madi municipality-2 Logai of Chitwan district, 31 years old Pramila Mahato, lives in a family of 8 family members.

Pramila lost her first born due to her family's conservative thinking and superstition. Her child was a day-old and was having problems with breast sucking. Pramila was planning to take him to the hospital but her husband suggested taking him to a witch doctor instead. Pramila's family called the family's witch doctor but unfortunately the child passed away that morning.



Photo : Pramila Mahato

A year after this incident, the Gardi theatre group from Gardi Community Library performed a street drama on Witchcraft during a 16-day Violence against Women Campaign.

Remembering her painful experience, she said, "The play was like a part of my own life story. After watching the play, my husband stopped believing in witchcraft practices and he

now tells people about our incident to help spread his new found awareness more effectively. Nowadays when he falls sick, he goes to the nearest health post or hospital.”

For Pramila’s husband the drama was an eye opener as he said, ‘this kind of program is helpful to the villagers who are deprived of knowledge and who hold strong belief in superstition.... There are thousands of people who are victim of old orthodox superstitious - culture and people are dying for curable cause.”

I don’t need to go out of house for job

A resident of Dewdakala-9 of Kakaura, 36 years old Gyanrani Tharu lives in a family of 5 including her husband, one son and two daughters. Her husband works in the Nepal Army while one of her sons lives and studies in Nepalgunj.



Her husband works in the Nepal Army while her son studies and lives in Nepalgunj. She was a housewife and was interested in poultry farming to utilize free time. But she neither had the knowledge nor experience in this field. So she used to stay doing nothing. Money sent by her husband was sufficient only for household chores.

She was member of Library Management Committee, so that she became a member of the Om Kareshwor PA group run by Tribhuvan CLRC. She took part in the interaction program on Boiler chicken in 2014 and learnt about hatching, vaccine schedule, feed etc. According to her, took Rs 30,000 as loan and started her business with 300 chicks. In 45 days, she made a profit of Rs.15,000. In the second lot, she made a profit of Rs.30,000 from 400 chicks. In the third lot some chickens died of disease and so she was not able to make profit that was expected. But in the forth lot, she made a profit of Rs.40,000 from 400 chicks. At present, she has cleared all her debts and has 400 chickens in her poultry farm. She hopes to make a

profit of Rs.40,000 from this lot. The profit money helped her to extra expenditure and expands the poultry farming.

Her future plan is to continue poultry farming and to make a coop that can hold 600 chickens. She is proud to be a role model for other women who want to work and make an earning from home. She says ***“I would like to thank the library and the PA program for making me independent.”***

Access to Information

A resident of Ward number 8 of Godavari Municipality, 43 years old Radha Krishna Chalise lives in a family of 5 including himself, wife, 2 son and 1 daughter. He has passed grade 8.

His economic condition was very poor as he had only 2 ropanis of land. He used to earn well during 2052-2055 when he was working at a restaurant. However, the restaurant owner sold the restaurant and all employees were forced to discontinue the job. During the



period of 2053-2061, he was hard pressed with money due to jobless. However he managed some money and he went abroad worked during 2061-2064 but was not able to earn well. In 2064, he returned to Nepal, he found his wife got married to another person. He was very disappointed and got another marriage.

He says, ***“I returned to Nepal when there was no good income abroad. My family was totally destoryed. I was very dejected. I decided to do vegetable farming and cow farming.***

He started vegetable farming in a small tunnel which was 12m long and 5m wide and raised a cow. He made a profit of Rs. 20-25000 in one season from vegetable in first lot and about 7-8 thousand per month form one cow selling 10 liters of milk per day. At the same time he was provided one another cow to look after by person lives in village in 2070 this helped him in financial support. This made him motivate. Again in 2071 he bought 2 more cows taking loan amount 80000, 40000 for each cow.

His wife was a member of the Sirupate Technical knowledge service group formed by the library under Practical Answers Service Program. And through her, he came to know about the functions of library & PA program running by library. Then he also got more information through the social mobilizer who went from house to house during collecting queries. His first

visit to the library was on July 2014 in order to take part in the 2nd interaction program on tomato farming.

He got information about the facilities provided by the animal service office during the interaction program on shed improvement October 2014. He was informed there that on having 6 cows, he was entitled to get a grant to buy a bhussa cutting machine and also grant for shed improvement. After knowing all this, he added 2 more cows by taking loan to make a total of 6 and applied for the grant and got it. Similarly, I came to know about the Mineral block & its advantage through social mobiliser during FGD and procedure for preparation of mineral block and started to prepare & feeding the blocks to his cows. As a result the cow produced more milk. It also saved his 2 hours time of cutting straw. This saved him time for vegetable farming and taking care of his child. As there was enough cow dung, he was able to use it as bio gas. Since he doesn't have to buy gas and also because the cow is producing more milk, he now is able to increase by Rs 4000 more per month. Currently, Radha Krishna Chalise has 6 cows. He is able to eat products grown in his own field.

“I learnt a lot from Practical Answers Service program run by the library. I have now started to go to the agriculture and livestock service center for more information and facilities provide by these centers. I had never eaten asparagus before. At the age of 43 I got to taste such a healthy vegetable. Regards goes to only Practical Answers Service program” he says.

Her future plan is to have 8-9 cows and expand to add 50 more asparagus plants. Besides these he also wants to buy 5-6 goats. He again says, he learnt a lot from the library & PA program. he goes and ask things that he doesn't not know about. Library has done wonders for people like him. He hope the library will help them gain easy access to government facilities.