

2016

Draft Annual Report



READ Nepal
Inspiring Rural Prosperity

READ Nepal

Baluwatar Kathmandu

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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.

READ's working Modalities

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 2016, 163 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.

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 7913 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.

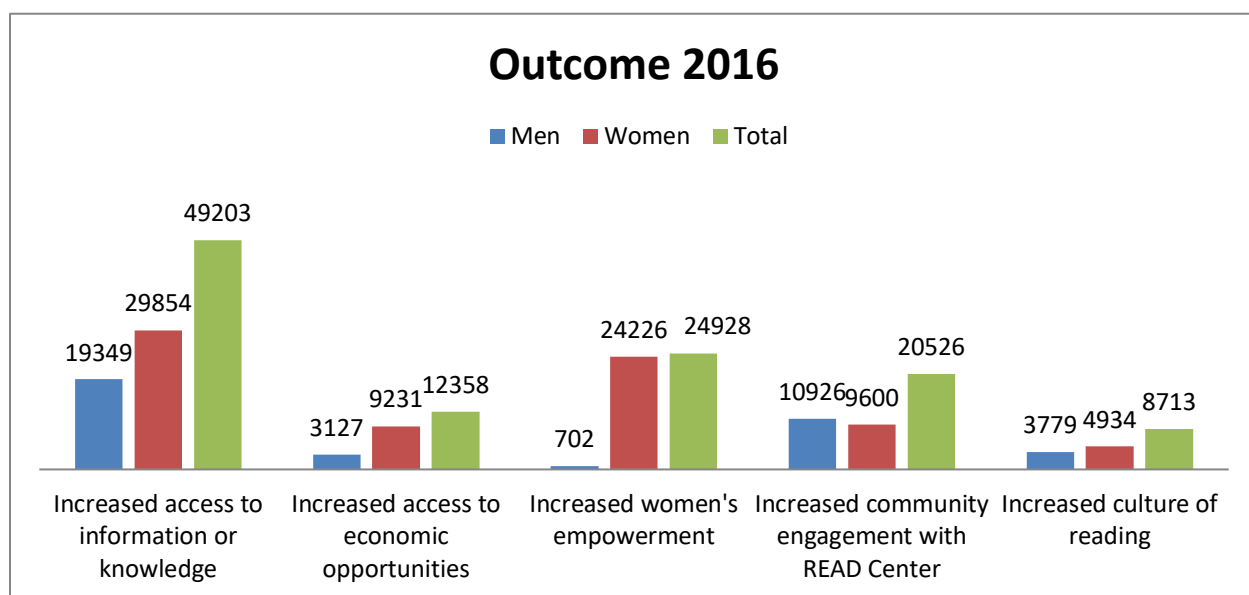
Economic Empowerment

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.

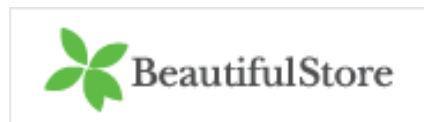


Institutional Partners

Our Institutional Partners for different projects are given below:

- BILL & MELINDA GATES foundation, United States
- Kavli Trust, Norway
- REACH OUT TO ASIA (ROTA), Qatar
- Norwegian Amateur Theater Association (NATA), Norway
- Arbeiter-Samariter-Bund (ASB), German
- Aktion Deutschland Hilft (ADH), German
- Norwegian Agency for Development Cooperation (Norad), Norway
- Norwegian Association for Adult Learning (NAAL), Norway
- Samsung Engineering, South Korea
- The Beautiful Store Foundation, South Korea
- Kate Kinley Gregg/ John Robert Gregg Foundation
- The West Foundation
- Practical Action Nepal
- Restless Development Nepal

BILL & MELINDA
GATES foundation

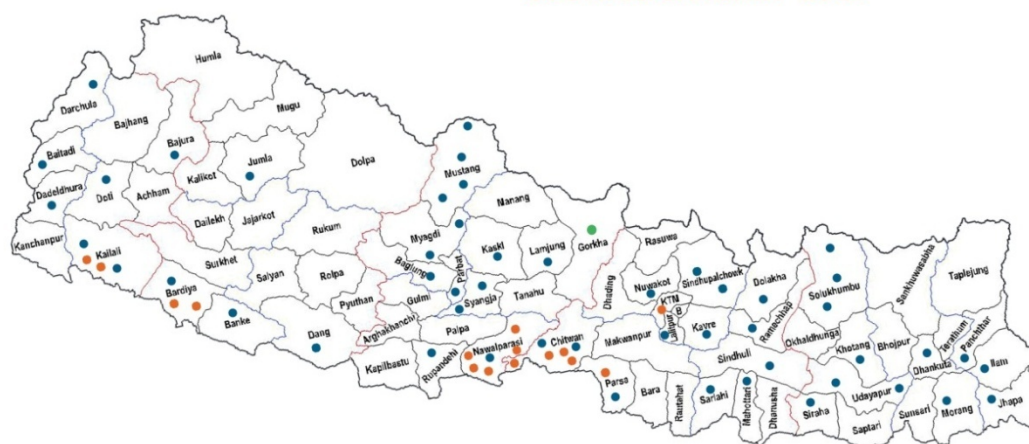


READ Supported CLRCs and implementing Projects

Total Library Established till December 2016: 66



READ NEPAL SUPPORTED CLRCs UPDATED JANUARY 2017



- READ SUPPORTED HUBS: 51
- READ SUPPORTED SATELLITE CENTERS: 15
- UNDER CONSTRUCTION CLRC: 1

Project Details of READ Nepal: 2016

Total Implementing Projects: 10

Total Implementing Districts: 21

Project Name and total implementing CLRCs

S.N.	Project Name	Implementing CLRCs	Implementing District
1.	ROTA	Total CLRCs: 12 (Agayuli, Pragatinagar, Jahada, Bhanu, Pokhariya, Tribhuwan, Kalika, Bansgadi, Tikapur, Bhanu Sati, Janata and Deukhuri CLRC)	Total Districts: 5 (Nawalparasi, Parsa, Bardiya, Kailali & Dang)
2.	PANs	Total CLRCs: 22 (Jhuwani, Sauraha, Dibyajyoti, Gardi, Agyauli, Shivashakti, Deurali, Laxminarayan, Tikapur, Jana Chetana, Gyanodaya, Tribhuwan, Chaturbhujeshwor, Srijana, Kamala, Lumbini Tinau,	Total Districts: 15 (Chitwan, Nawalparasi, Lamjung, Kaski, Parbat, Kathmandu, Lilitpur, kavre, Banke, Bardiya, kailali, Sarlahi, Siraha, Sindhuli & Nuwakot)

		Moti, Janajagaran, Deepshikha, Model center (Badikhel), Triveni, Gyan Bikas CLRC)	
3.	GSMP (Grand Parent's Story My Pictures)	Total CLRCs: 4 (Thokarpa, Deepshikha & Gaurishanker CLRC)	Total Districts: (Kaski, Sindhupalchowk, Chitwan, Dolakha)
4.	ICT Gates	Total CLRCs: 2 Thokarpa & Bhotasipa	Total Districts: 1 Sindhupalchowk
5.	Community Safe Spaces	Total CLRCs: 3 Thokarpa, Bhotasipa & Janajagaran	Total Districts: 2 Sindhupalchowk & Nuwakot
6.	Theater Project	Total CLRCs: 4 Gardi, Jhuwani, Dibyajyoti & Tarauli CLRC	Total Districts: 1 Chitwan
7.	DiDRR (ASB)	Total CLRCs: 2 Gaurishanker & Janajagaran CLRC	Total Districts: 2 Nuwakot & Dolakha
8.	Beautiful Store Project	Total CLRCs: 3 Thokarpa, Indrawati & Fulbari CLRC	Total Districts: 2 Sindhupalchowk & Nawalparasi
9.	Rebuilding Thak Library	Total CLRCs: 1 Thak CLRC	Total Districts: 1 Mustang
10.	Nepalese Can 2	Total CLRCs: 1 Takukot CLRC	Total Districts: 1 Gorkha

READ Nepal's Projects of 2016

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

Project Overview:

Our project serves five districts in the Western and Central Terai region of Nepal (Kailali, Bardiya, Dang, Nawalparasi and Parsa district). Education and quality of life is extremely poor in the Terai region compared to other areas within Nepal. 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 diseases. 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). Terai youth lack the resources to study important subjects such as English, science, health, law, agriculture and computing. A unique phenomenon common in the region is migration to India due to factors including of open borders, cultural similarities, and the fact that no papers are required for crossing the border. Unfortunately, due to a lack of local opportunities, many 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 Center provides access to critical information to improve literacy, livelihood opportunities, health, women's issues and the promotion of women's empowerment. Additionally, and more so than ever, there is huge demand for ICT to be able to connect rural people to the Internet, families abroad, and the rest of the world.

Our joint project includes three key themes in order to provide rural communities in the Terai region with access to educational and livelihood opportunities with a particular focus on youth (age 10-25) engagement and ICT for purpose.

In alignment with ROTA's goals, our project builds on ROTA's work to improve education for youth through sports and other alternative ways to engage youth, as well as ROTA's focus on providing technical and vocational training skills.

Project implementing Sites:

S.N.	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

Project Objectives:

This project has three key themes and has the following three objectives.

Objective 1: To provide access to educational resources, information and livelihoods to over 100,000 people in the Terai through the establishment/upgrade of eleven READ centres across five districts. Over 35,000 people will be directly impacted through using centres and the provision of trainings on literacy, livelihood, community engagement, health and environment.

Objective 2: i) To improve the education and opportunity offered to 3,000 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 an additional 175 youth with more general livelihood skills training; and iii) to create a sustainable structure for youth engagement through the formation of eleven Youth Leadership Sub Committees (YLSC) that focus on addressing the needs of youth through the community engagement and leadership.

Objective 3: To create more a sustainable and impactful ICT infrastructure through the development of lower energy consumption hardware and alternative sources of power, and to provide a platform for ICT programming that uses technology for purpose - to provide access to information, facilitate communication among families and communities, and enhance ICT education for youth.

Targeted Outputs & Achievements in 2016:

Objective 1: To provide access to educational resources, information and livelihoods to over 100,000 people in the Terai through the establishment/upgrade of eleven READ centers across five districts. Over 35,000 people will be directly impacted through using centers and the provision of trainings on literacy, livelihood, community engagement, health and environment.

Output 1.1: Established 2 new satellite Centers in Kailali.

The final two satellite centers in Bhanu and Janata in Kailali were completed this year. While funding was initially allocated only for the renovation of existing buildings, the local communities were able to raise additional funds from the local government, forest user groups and community members to instead construct new buildings for the centres that better fit the communities' needs

Output 1.2: 9 Capacity building trainings are provided to Centre Management Committees on social mobilization, library management, sustaining enterprise, and capacity building on sustaining the Centre in the long-term.

Seven capacity building trainings for the Center Management Committee and various subcommittee members were provided this year. Training on social mobilization for functional community participation, library set up & management and sustaining enterprise management provided this year. In 2016, 216 (112 Male and 104 Female) LMC members took part in the trainings.

Output 1.3: In 2016, READ launched the final 4 sustaining enterprises in Pragatinagar, Janata, Bhanu and Pokhariya, thereby achieving this objective.

- In Pragatinagar, 6 storefront rentals were constructed and are currently rented out bringing in a monthly income of Rs. 15,500 (\$155).
- In Janata, 4 storefront rentals were constructed. All storefronts have already been rented bringing in a monthly income of Rs. 9,500 (\$95).
- In Bhanu, two storefront rentals were constructed, as well as a training hall that will be rented out for events. Monthly income from renting the storefronts and the training hall is estimated to be approximately Rs. 15000 (\$150).
- The Pokhariya centre has launched an ambulance service. Monthly income from Ambulance for library is about NPR 15000 (\$150).

Output 1.4: 70 Trainings on themes such as literacy, livelihoods, women's empowerment, health awareness and other topics are provided by READ across all 11 Centers.

READ centers held 58 trainings in 2016 on topics such as livelihoods, women's empowerment, basic health, strategic plan development and small enterprise. A total of 1586 people (Male 398 and Female 1188) benefited from these trainings.

Objective 2: i) To improve the education and opportunity offered to 3,000 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 an additional 175 youth with more general livelihood skills training; and iii) to create a sustainable structure for youth engagement through the formation of eleven Youth Leadership Sub Committees (YLSC) that focus on addressing the needs of youth through the community engagement and leadership.

Output 2.1: *Youth leadership training provided to each of the 11 YLCs in 2014 along with refresher training in 2015-2017.*

In 2016, 48 youths (25 female / 23 male) received advanced leadership training which included an analysis of the Strengths, Weaknesses, Opportunities and Challenges (SWOC) of their respective Youth Leadership Subcommittees (YLSCs) and a forum for sharing best practices and challenges with their peers. The YLSCs also prepared an annual fundraising plan for 2016.

In addition, 12 youth coordinators (male 8 female 4) representing all 12 centers also participated in the Youth Leadership Summit organized by Restless Development in Kathmandu.

Output 2.3: *450 youth will receive life skills training through the ToT.*

In 2016, 1,023 youth (male 402 female 621) received life skills training, far surpassing the annual target. The trainings were conducted by youth trainers prepared through a training of trainers (ToT) program in 2015, with a refresher workshop held in 2016. During the cascade trainings the participants learned and practiced 10 important life skills—self-awareness, decision making, problem solving, effective communication, creative thinking, critical thinking, empathy, interpersonal relations, managing stress, and managing emotions--through different games, participatory exercises and role-play exercises.

Output 2.4: *Over 450 will visits for career counseling advice and/or CV and interviewing training (not unique individuals).*

In 2016, 740 youth (302 male and 338 female) received career guidance this quarter on how to write CVs and job application letters and techniques for job interviews. In addition to the annual target, the program to date target for this outcome has been met.

Output 2.5: *Over 220 girls will participate in the sports clubs.*

291 girls participated in sports clubs in 2016 where they practiced football, volleyball and different sports with their peers and with youth from other centers.

Output 2.6: *Over 1,000 queries per year are answered through monthly live Q&A, Community Solutions database, future trainings, or print materials.*

Total of 1488 queries were dropped by the youth in the youth question box where 149 questions about livelihood, 302 about health, 203 about participation, 165 about life skills, 378 about education and 291 in others. The Youth Leadership Subcommittee Leaders published wall magazines in response the queries of the youth.

Output 2.7: *450 youth will receive Health training.*

In the second quarter of 2016, 48 youth health trainers (22 male, 26 female) at 12 centers received a Health ToT refresher. With their updated knowledge and skills they went on to provide health training for 985 youth (374 male, 611 female), far surpassing both the annual and program to date targets. The participants learned about and conducted practical exercises on topics such as sexual and reproductive health rights, menstruation and the reproductive system.

Output 2.8: *All 12 Centers will raise at least NPR 50,000) which will be matched by READ so that each Center has a funding pool of at least 150,000 by the end of 2017.*

The Youth Leadership Sub-Committees began their fundraising efforts in 2016 and are making steady progress. Seven of the 12 centers met their annual target, and a few more came close. In total, the centers raised close to NPR 829,411 (\$7,500). Amounts raised by each center are as follows:

- Agyauli Hub Center: NPR 76,800

- Pragatinagar Satellite : NPR 232,000
- Jahada Satellite : NPR 13,000
- Bhanu Hub : NPR 26,600
- Pokharia Satellite : 0
- Tribhuwan Hub Center : NPR 20,000
- Basgadhi Satellite : NPR 84,770
- Kalika Satellite: NPR 138,000
- Tikapur Hub Center : NPR 64,548
- Bhanu Satellite: NPR 57,000
- Janata Satellite: NPR 40,693
- Deukhuri Hub Center : NPR 76,000

Output 2.9: *800 youth attend the motivational speaker events.*

937 youths (388 male and 549 female) participated in motivational talks this year. The motivational talks were facilitated by motivational speakers who visited the centers, and discussed the value of youth energy and activism, importance of learning, goal setting, the value of persistence and grit (keep trying), and how the centers can be of great aid to the development of youth nationwide.

Output 2.10: *100 youth will receive vocational training.*

In 2016, 71 youth (34 male and 37 female) completed vocational training, and an additional 27 have started their training but courses are currently underway and are expected to be completed by third quarter of 2017. Vocational trainings topics include advanced beautician training, hair dresser, ac/ freezer repair, masonry, motorcycle repair, computer service and repair, doll making, electrician and dairy production.

Output 2.11: *500 students per year (in total at least 1200 unique individuals) will use the homework club.*

638 youths (316 male, 322 female) received academic tutoring through homework groups in 2016. Of the students that participated in homework groups in 2015, 427 students passed their annual examination, a rate of 80.5%.

Output 2.12: *Over 1,000 youth receive SLC tutoring. (250 youth each year)*

Of the 381 (194 male, 187 female) students participating in School Leaving Certificate (SLC) examination preparation classes in 2015 and 2016, 297 students passed the exam, a rate of 78% (while the test was redesigned in the last year, past national average pass rates were between 40-50%). However, after the 2016 test, there were no additional students tutoring. Nepal government has abolished the SLC beginning in 2017 and has introduced grading system.

Objective 3: To create more a sustainable and impactful ICT infrastructure through the development of lower energy consumption hardware and alternative sources of power, and to provide a platform for ICT programming that uses technology for purpose - to

provide access to information, facilitate communication among families and communities, and enhance ICT education for youth.

Output 3.1: *ICT Sections are setup in all 12 READ Centres, with the necessary hardware and software, and Internet connectivity.*

In 2016, three ICT sections were equipped and opened (in Bhanu, Janata and Deukhuri). This outcome has been fully achieved with all 12 ICT sections open to the public. The ICT sections in the CLRCs are one of the most used sections by all age groups. In 2016, ICT sections were accessed 88,001 times (male 48236 female 39765). In the program to date they have been accessed 130035 times (77,321 male, 52,714 female).

Output 3.2: *2 ICT Administrators in total hired. Each is hired in the year that the ICT Section is established.*

The 2 remaining ICT administrators for the new satellite centres were hired in this year.

Output 3.3: *2 trainings on ICT given to ICT Administrators and/or the Center Librarian. Each ICT Admin and Libraries receives 2 trainings in their first year and refresher trainings every additional year (only for the ICT Administrator).*

3 training for the ICT Administrators and Librarians were carried out in 2016.

First Training for the ICT administrators & Librarians was held in July 2016. This training was focused on the troubleshooting of hardware and software related problems in the computer system and the alternative energy system at the local level. Likewise, this training also focused on the marketing of the library and its activities through blogs and YouTube Channels.

Similarly, Second training for ICT administrators and Librarians was conducted from in November 2016 for the centers established in the year 2016. The main objective of this training was to train librarians and ICT administrators in the installation of the operating system, orientation on the operation of ICT section equipment, ICT training manuals, and alternative energy system, DREAMS software as well as basic troubleshooting of the computer system.

Likewise, 3rd Training for ICT administrators and librarians was held in December 2016 for the ICT administrators and librarians of the centers established in 2014 & 2015. The objective of this training was to dig on the impact created by the implementation of the ICT programs, ensuring the sustainability of the program and extending the services from ICT section of the library.

Project beneficiaries:

Type	Description of beneficiaries	Planned for 2016 (READ internally)	Achievement in this reporting period	Cumulative Achievement as of end of this reporting	Achievement % against annual target

		planned)		period	
	Local people utilized library resources through different sections	117,000	139,463	233,265	119% Against annual target
	Center Committee Members and subcommittee members received set up trainings	160	216	970	135% Against annual target
	Local people received Phase III trainings. Center provided trainings on basic health, women's empowerment and livelihoods (tailoring, basic health, animal husbandry, women's leadership, etc.)	1,400	1,586	2,512	113% Against Annual Target
	Youth benefited from youth engagement activities in this year	3,972	4,841	11,548	121% Against Annual Target
	ICT section and facility users (Repeated number)	44,000	88,001	130,035	200% Against Annual Target
	Basic computer trainees (Youth)	960	1,336	1,737	139% Against Annual Target
Direct					
Indirect	A total of 20859 new community individuals directly benefited the resources of twelve ROTA supported centers during 2016.	14000	41,718	62,080	

Challenges Taken & Actions Taken

Challenges/Risks	Corrective/Mitigating measures
<p>Need to Build New Satellites Rather than Renovate -READ had in initially planned and budgeted to renovate existing buildings to house the two new satellites in Kailali. However, the building were found to be of poor construction and not suitable. As a result, the LMC had to raise the extra funds for construction.</p>	<p>READ helped convene a strategy meeting for LMC members, the community, local government, law makers from the area and other local organizations to discuss collaboration and how they could support the construction. While the construction and training had to be delayed during the fundraising campaign, the LMC was ultimately successful raising the money and the centers opened at the end of 2016.</p>
<p>Prolonged Tension in Terai Movement: In quarters three and four political tension in the Terai again flared up with frequent strikes. To ensure the safety of staff and participants travelling some training events had to be delayed.</p>	<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. • Some phase III and LMC trainings had to be postponed into the 2017 work plan.

Lesson Learned:

READ continuously monitors program progress and implementation to learn from our work, both for areas in need of improvement and successful initiatives that can be implemented at other centers. Some of the significant lessons learned in 2016 include the following:

- *Need to Pair Entrepreneurship Training with Vocational Training*- While conducting vocational training, it became apparent that many of the trainees were gaining valuable skills and that they aspired to use these skills to start their own small businesses. However, they did not always have the business acumen to match their technical skills.

READ is currently trying to find funds to provide additional entrepreneurship training to promising vocational training graduates.

- *YLSC Need More Support in Fundraising*- Mid-way through the year, the team realized that the YLSCs, while they were fully of enthusiasm, needed some additional help to development and implement their fundraising plans. As a result, the READ team got more directly involved in helping them brainstorm ideas and approaches. During the second half of the year their performance improved significantly.
- *Girls Sports Activities Open Many Doors*- READ and Restless Development have seen significant personal growth in the girls participating in the sports program. In some cases, girls who previously would not spend much time out of house, travelled to Kathmandu to participate in tournaments with girls from across Nepal. Families have become more comfortable with the idea of their daughters participating in sports and public life and there is high demand for continued programming. READ would like to take this methodology to other centers in Nepal.
- *Community library best place for youth empowerment*- Youth Leadership Sub-Committee in Community Library has been vital for ensuring youth empowerment as well as making the library vibrant. We will replicate youth engagement and ICT for purpose model to other non ROTA centers in future as much as possible

Practical Answers Service Program (PANs)

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; orientation 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 Nepal, READ Global

Project implementing Districts and CLRCs

District	Implementing Partners	Funding	Implementing Year
1. Chitwan	1. Jhuwani CLRC	Practical Action	2011
	2. Sauraha CLRC		2013

	3. Dibyajyoti CLRC	READ Nepal	2013
	4. Gardi CLRC, Madi		2013
2. Nawalparasi	5. Agyauli CLRC		2011
	6. Shiva Shakti CLRC		2013
	7. Deurali CLRC		2012
3. Lamjung	8. Laxmi Narayan CLRC		2013
4. Kailali	9. Tikapur CLRC		2011
	10. Jana Chetana CLRC		2013
5. Banke	11. Gyanodaya CLRC		2011
6. Bardiya	12. Tribhuwan CLRC		2013
7. Sarlahi	13. Chaturbujeshwor CLRC		2013
8. Siraha	14. Srijana CLRC		2013
9. Sinduli	15. Kamala CLRC		2013
10. Rupandhehi	16. Lumbini Tinau CLRC		2012
11. Parvat	17. Moti CLRC		2013
12. Nuwakot	18. Janajagaran CLRC		2013
13. Kaski	19. Deepshika CLRC		2013
14. Lalitpur	20. RIRC (Badikhel)		2014
15. Kathmandu	21. Triveni CLRC		2014
16. Kavre	22. Gyan Bikas CLRC		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, health centers etc.

Women Empowerment through Theater Project

Project Overview:

READ Nepal piloted 'Women's 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 for 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 (Center) also conducted several vocational trainings related to women, thereby the project not only made the public aware of social issues but also empowered 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.

The Kavli Trust, along with NATA, funded the project and will be implemented from July 2014-July 2016 through four READ Centers namely Gardi CLRC, Jhuwani CLRC, Dibyajyoti CLRC and Tarauli CLRC of Chitwan district.

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.

Target vs. Achievement

S. N.	Activities	No. of Annual activities	Annual Achievement	No. of planned beneficiaries	No. of beneficiaries	Remarks
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		planned				
1	Advance Training for Theater Artists	1	1	25	30	In 2014
2	Seed Money For Women cooperative	4	4			In 2014 (Rs. 50,000 each handed over to Gardi, Jhuwani, Dibyajyoti and Tarauli Women's Cooperative)
3	Sustaining initiatives (Fund)	1	1			In 2014 (Theater project endowment fund has been established at Madi)
4	Theatre section set up at Madi	1	1			In 2015 (The section is equipped with the necessary materials for theater show and rehearsal)
5	Focus Group Discussion (FGDs) for issue identification	8	9	200	257	1 in 2016
6	External Theater Shows	9	9	2250	2300	5 in 2016 (External shows were conducted at Jhuwani, Dibyajyoti and Tarauli)
7	Internal Theater Shows	9	10	2250	2370	3 in 2016 (Internal shows were conducted within the Madi)
8	TOT on Advance Literacy	1	1	8	8	In 2015
9	Advance Literacy Classes	8	8	160	193	In 2015 (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	In 2015
11	Income Generating training	4	4	60	85	In 2015
12	Review meeting	2	2			Yearly review meetings were conducted in project implementing sites.
13	Social Auditing	1	1			In 2016
14	Documentary	1	1			In 2016

Project Progress against Project Objectives

Objective 1: Strengthen and continuation of Theatre program in Madi

Advance training for Theater artists

With the coordination of Mandapika Art Group, 10 days' advance training for local theater artist have been conducted from September 17 – 26, 2014 in Madi, Chitwan. Including both existing and fresh trainee total 30 participants participated in the training. Advance training was mainly focused on overall development of the artists which includes different subject matters and its practical implication of the theater to make community aware.

Sustaining Initiatives

With the objective of sustaining theater program for a long term, Gardi community library has established an endowment fund worth Rs.150000. This amount will be increased with the contribution from the artists, community and other potential partners for the program. The fund will be used to continue theater projects even after its termination and the group will be able to manage necessary materials for the theater, manage trainer in need and also manage show cost in the future.

Likewise, economic empowerment of a woman ultimately leads to reduce domestic violence and raise women empowerment in the society. Another sustaining initiative has been taken to strengthening women's cooperative in the library. Gardi community library provided seed money worth Rs.50000 to Sahanshila Saving and Credit Cooperative. The cooperative will mobilize loan to marginalized women for their economic empowerment.

Theater Section Set – up

As per the planned project activities, theater section is constructed and completed its set-up in front of Gardi CLRC which has the capacity of accommodating 60 people. The theatre hall is equipped with books on theatre and drama, musical instruments and props used for drama performances so that the theater group can independently develop their performances and audience members can also learn more about the issues raised locally.

Objective 2: Outreach theatre program to remote villages in Madi and neighboring villages

Focus Group Discussions

9 FGDs were conducted at Gardi, Dibyajyoti CLRC, Tarauli CLRC and Jhuwani CLRC to identify local issues of each village for drama performances. The participants of FGD include LMC members and local community. To make the discussions more participatory, various games and group works were done to identify the contemporary issues of their respective community.

Internal Shows within Madi

As per the target, total 10 internal shows which includes 8 street Theater shows and 1 Forum Theater shows and 1 puppet show was performed within the Madi. Theatre shows were performed on the issues which were finalized during the FGDs.

External Shows at Jhuwani, Dibyajyoti and Tarauli

As per the target there were 9 external shows were performed at Jhuwani, Tarauli and Dibyajyoti CLRCs, which includes 3 forum and 6 street theater performance. Issues of women violence and polygamy were selected during the different FGDs conducted in the community.

Objective 3: Support women in their efforts to increase their respect from society

Capacity Building Training for women sub-committee

Capacity building training was conducted for Gardi community library women sub – committee. With the objective of engaging women to lead theater program forward in future, three days Proposal writing training was held in Gardi CLRC. Twenty two women were benefited by the program and the program was mainly focused on group, advantages of being in the group, women empowerment, introduction of proposal, how to prepare proposal, important points while writing proposal etc.

Income Generating Trainings

In order to strengthen women's living standard in the community, 4 income generating trainings were conducted in Gardi, Jhuwani, Tarauli and Dibyajyoti CLRCs. As per the need identified by

the community the trainings were different in each CLRC. A total of 80 women were benefited by the training.

TOT on Advance Literacy

ToT training for advance literacy was held at Jhuwani community library, along with the representatives from Jhuwani and three other community libraries (Gardi, Dibyajyoti and Tarauli). Eight participants (1 male and 7 female) got trained.

Advance Literacy Classes at all project implementing CLRCs

8 literacy classes were conducted in all project implementing CLRCs (Gardi, Jhuwani, Dibyajyoti, Tarauli). The facilitators of the literacy classes were trained on TOT for advance literacy held at Jhuwani CLRC. 193 community people got benefited by the literacy classes.

Sustainability Plan

Gardi community library theater group has been a professional theater group in the community. They have huge demand in their community, so the group has planned some steps to sustain their group. Some major plans are given below:

- The group will register as an art group.
- The group will be certified by national level art/theater association.
- The group will increase sustainability fund, organizing various fund raising events.
- In order to make the group independent, they will have different trainings like leadership development training, network building training ect.
- The group will coordinate and build partnership different organizations.
- The group will organize need based theater trainings in the community (especially for the children).
- The group will continue to aware their community.

Social Auditing

As per the plan, social audit was conducted in project implementing sites. Programmatic impact was collected from the community people through mass meeting in a participatory way. Mr. Dipak Acharya from, District Development Committee (DDC) office had conducted social audit in both Jhuwani and Gardi CLRC.

Documentary

A documentary on the creating change in the community through the theater was filmed by the Yeti Media House. In the documentary, a change story of a woman named Maya Mahato has been captured.

Major Achievements

The project period has been successful in implementing planned activities and to empower and educate women in various ways like theater shows, literacy classes and income generating trainings.

Major achievements of this year are as follows:

- An endowment fund worth Rs.150000 (NOK 11322.82) has been created at Madi to support the program for the future.
- Seed money worth Rs50, 000 (3774.27) was handed over to Women's co-operative to support women's economic empowerment.
- 25 local youths became trained and skilled for theater group.
- One Theater section and resource center was set - up at Madi, along with 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.
- 4659 community people have benefited from 18 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.
- 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.

Beside our target, 16 theater shows were performed by the group in partnership with different local organizations.

Challenges faced

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

- **Theatre group:** Some of the local artists left the theatre group to seek better jobs and opportunities abroad. It has a negative effect in 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.

Community Safe Space Project in Sindhupalchowk & Nuwakot

Project Background:

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. The Central and Western Region, including the Kathmandu Valley districts, are the worst affected. Nuwakot and Sindhupalchowk are among the worst affected districts.

In addition to causing the massive destruction of life and property, the aftermath of earthquake lead post-traumatic stress disorders to the victims, which could be either short or long-term. Children are most likely to suffer from anxiety, post-traumatic stress and impaired well-being. There is no common space in the community to discuss and share information and knowledge related to disaster risk reduction and important issues.

Owing to these circumstances, RIRC identified the immediate need to establish the Community Safe Space (CSS) in affected areas. With support of the Beautiful Store, South Korea RIRC is building 4 CSS and implementing activities in two districts.

Read Information and Resource Center has successfully accomplished the project period, i.e. September 2015- April 2016. This report entails overall activities and progress of the project period. During this time two Community Safe Spaces have been established in Sindhupalchowk and conducted different educational and awareness related activities on contemporary social issues.

Main Objective:

This project aims to help affected families to rebuild their lives and support children to learn continuously by reducing the risk of increasing exposure to public health hazards and social exploitation through Community Safe Space. 4 Community Safe Spaces (CSS) will be built (2 CSSs at Kumari of Nuwakot and 2 CSS at Sindhupalchowk at Bhotsipa & Thokarpa).

CSS Sindhupalchowk

Two CSSs were built in Thokarpa & Bhotasipa community of Sindhupalchowk. Both are the most affected villages by Earthquake 2015. Each CSS is equipped with solar water purifier, 1 toilet, mobile charging station, radio station, children's section and one open space, which has 70-100 people accommodate capacity.

Different educational program conducted and agricultural equipments were distributed through the CSS. The target vs. achievement of the each activity is given below:

Thokarpa CSS

Thokarpa CSS								
Educational/Awareness related activities								
		Target		Progress				Remarks
S.N	Title of the Activities	times	# of beneficiary	times	# of beneficiary	Achievement against the target of Event	Achievement against the target of Beneficiaries	
4	Educational Activities for children	10	200	10	176	100%	88%	
4.1	Drawing Competition	1	20	1	19	100%	95%	
4.2	Poem Competition	1	20	1	8	100%	40%	
4.3	essay writing competition	1	20	1	10	100%	50%	
4.4	Quiz Competition	1	20	1	18	100%	90%	
4.5	Awareness program for Children	1	20	1	19	100%	95%	
4.6	Speech Competition	1	20	1	8	100%	40%	
4.7	Debate Competition	1	20	1	12	100%	60%	
4.8	Hygiene promotional program	1	20	1	29	100%	145%	
4.9	Story Telling	1	20	1	24	100%	120%	
4.1	Orientation on School education	1	20	1	29	100%	145%	
5	Activities for youth	4	80	5	389	125%	486%	
5.1	Foot ball competition	1	20	1	40	100%	200%	

5.2.	Adolescent education	1	20	1	269	100%	1345%	Adolescence education program was conducted in different 8 groups by different facilitators for 269 participants. 32/33 participants were each groups in average
5.3	orientation on drug abuse	1	20	1	25	100%	125%	
5.4	Sanitary napkin making Trading	1	20	1	30	100%	150%	
5.5	Interaction on role of Youth in crisis			1	25			
6	Disability related activities	3	60	3	82	100%	137%	Due to Interaction the number of participants is little high.
6.1	Orientation Disability	1	20	1	27	100%	135%	
6.2	Disability Human rights	1	20	1	28	100%	140%	
6.3	interaction on disability	1	20	1	27	100%	135%	
7	Women related activities	6	140	6	226	100%	161.43%	Due to Interaction the number of participants are little high.
7.1	Safe Motherhood/ Maternal child health orientation	1	20	1	74	100%	370.00%	
7.2	Personal hygiene and vaccination	1	20	1	43	100%	215.00%	
7.3	Household waste management	1	20	1	18	100%	90.00%	
7.4	Women Reproductive	1	20	1	23	100%	115.00%	

	health education							
7.5	women health program	1	20	1	45	100%	225.00%	
7.6	Orientation on uterine prolapsed	1	20	1	23	100%	115.00%	
8	DRR/ Trauma	3	60	3	86	100%	143%	
8.1	Earthquake hazard and mitigation	1	20	1	29	100%	145%	
8.2	post earthquake psychological support	1	20	1	28	100%	140%	
8.3	Reconstruction	1	20	1	29	100%	145%	
9	Agriculture/ livestock	7	120	9	189	129%	158%	
9.1	Commercial Vegetable farming	1	20	1	18	100%	90%	
9.2	Home garden management	1	20	1	39	100%	195%	
9.3	The remedial measures on disease and pests of tomato firms	1	20	1	18	100%	90%	
9.4	Commercial cow and Buffalo farming	1	20	1	21	100%	105%	
9.5	Commercial got farming	1	20	1	19	100%	95%	
9.6	Awareness and consciousness programme for use of pesticides.	1	20	1	17	100%	85%	
9.7	Orientation on Potato Farming	1	20	1	18	100%	90%	
9.8	Awareness and consciousness program for use of pesticides.			1	19			
9.9	commercial Poultry			1	20			

	farming training							
	Total	33	660	36	1148	109%	174%	

Bhotasipa CSS

Bhotsipa CSS								
Educational/Awareness related activities								
		Target		Progress				Remarks
S. N.	Title of the Activities	times	# of beneficiary	times	# of beneficiary	Achievement against the target of Event	Achievement against the target of Beneficiaries	
4	Educational Activities for children	10	200	10	240	100%	120%	There were 179 indirect participants were involved in drawing competition .
4.1	Drawing Competition	1	20	1	21	100%	105%	
4.2	Electricity Awareness program for Children	1	20	1	33	100%	165%	
4.3	Awareness program on Child exploitation	1	20	1	23	100%	115%	
4.4	Orientation on child rights and exploitation	1	20	1	40	100%	200%	
4.5	Quiz Competition	1	20	1	20	100%	100%	
4.6	essay writing Competition	1	20	1	32	100%	160%	
4.7	Debate Competition	1	20	1	12	100%	60%	
4.8	Poem competition	1	20	1	10	100%	50%	
4.9	Orientation on role of Scout for rebuilding	1	20	1	22	100%	110%	
4.1	Awareness program on Human Trafficking	1	20	1	27	100%	135%	
5	Activities for	4	80	4	99	100%	124%	

	youth							
5.1	Football competition	1	20	1	16	100%	80%	
5.2	Youth leadership development orientation	2	40	2	62	100%	155%	
5.1	sports information orientation for youth	1	20	1	21	100%	105%	
6	Disability and untouchability related activities	3	60	3	87	100%	145%	
6.1	Orientation on Disability	1	20	1	33	100%	165%	
6.2	Interaction on untouchability	1	20	1	33	100%	165%	
6.3	awareness program on untouchability	1	20	1	21	100%	105%	
7	Women related activities	6	140	6	171	100%	122.14 %	
7.1	Health education program for Community Health Volunteers	1	20	1	10	100%	50.00%	
7.2	Awareness program on Women Health & Hygiene	1	30	1	37	100%	123.33 %	
7.3	Orientation on Gender Based Violence	1	30	1	39	100%	130.00 %	
7.4	General discrimination rally	1	20	1	27	100%	135.00 %	
7.5	Orientation on Menstruation hygiene	1	20	1	20	100%	100.00 %	
7.6	Women folk song competition	1	20	1	38	100%	190.00 %	
8	DRR/ Trauma	3	60	3	80	100%	133%	
1	Interaction on Water purifying techniques	1	20	1	30	100%	150%	
2	earthquake hazard and its mitigation	1	20	1	27	100%	135%	
3	Safe landing after earthquake	1	20	1	23	100%	115%	
9	Agriculture/ livestock	7	120	7	182	100%	152%	

9.1	The remedial measures on disease and pests of Porto firms	1	20	1	21	100%	105%	
9.2	Orientation on Paddy farming	1	20	1	25	100%	125%	
9.3	Interaction on seasonal and off seasonal vegetable farming	1	20	1	22	100%	110%	
9.5	Awareness and consciousness programmer for vegetable farming	1	20	1	25	100%	125%	
9.6	Awareness and consciousness programme for use of pesticides.	1	20	1	26	100%	130%	
9.7	The remedial measures on disease and pests of tomato firms	1	20	1	24	100%	120%	
9.8	Interaction on Dairy Product Management	1	20	1	39	100%	195%	
	Total	33	660	33	859	100%	130%	

Major Achievements:

Major achievements of the project are given below:

- Two Community Safe Spaces (comprised of solar, radio station, children's section cell charging station) have established in the District.
- More than 5000 community people were benefited by the two CSS and its activities.
- Increased community ownership and engagement in community development.
- Need of Community Library or common platform for knowledge and information sharing for participatory community development.
- Children have increased their culture of reading through different kind of educational promotional activities.
- This project encouraged community people to explore resources for rebuilding community rather seeking relief only.

- Participating in different awareness and interaction programs local community people got aware about the basic DRR techniques, youth leadership, human rights, different women issues etc.
- Participating different kinds of program helped people especially children to overcome their earthquake trauma.

Challenges faced:

- Due to unofficial blocked by India that has restricted supplies like aviation fuel, petrol, diesel and cooking gas to Nepal, the construction work was affected.
- Due to no internet access in the area, it was difficult to collect the reports and updates timely.

Lesson learnt:

- Building a common space in such disaster affected area is very effective and important relief to the community. Though, it is a small space, but the value is very high in such
- Implementing the huge number of activities in such short time frame is hindrance for quality assurance.
- It would be easier to communicate and collect the information timely, if we could provide necessary equipments like internet access, laptop, camera etc.
- It would be better, if the project has a systematic and sustaining plan for the continuous operation of CSS.
- Such kind of small and safe space should have in each ward of the VDC to address the high demand of Safe Space for every ward.

Building Resilient Communities through Community Library

Background of the Project

A 7.8 magnitude earthquake struck Nepal on 25 April at 11:56 local time creating large scale damage and many casualties. Strong aftershocks, including a 6.7 magnitude quake of 12 May continued to threaten the lives of thousands of people and to further damage buildings and infrastructure. Sindhupalchowk is one of the most earthquake affected districts.

However, READ Nepal has implemented short term Community Safe Space Project in Nuwakot and Sindhupalchowk from September 2016 – April 2017, in responding the post earthquake needs of the community. Using Community Safe Spaces, local communities have

conducted different awareness related like awareness program in health, vaccination and hygiene, interaction program on water purifying. Different agriculture related interaction and trainings are provided to community people for improving their agricultural production. Agriculture supportive materials (seeds) and equipments (pesticide dispenses pump, field plugging tractors) were also distributed. Regularly educational competitions, sports competitions are organizing for reading habit promotion.

Owing to the positive change from the CSS and the needs of the Community Library in the said villages, **“Building Resilient Communities Through Community Library”** Project has been implemented from May 2016 – October 2017 in Thokarpa and Bhotasipa, Sindhupalchowk in partnership with The Beautiful Store Foundation, South Korea. This project will address the need of permanent place and mechanism to provide reliable and need based knowledge to local people, including children, women and other marginalized section of the village.

Project Objective:

The main objective of the project is to build a community owned vibrant community library paired with sustaining enterprise in the village that contributes to the positive social transformation of communities. A common venue for the local community to gather, hold meetings, conduct trainings, workshops and need based educational activities. Some specific objectives of the project are given below:

- To provide place for access to knowledge, information, and resources through the sustainable community library and resource center.
- To improve the culture of reading for learning among community members through the provision of education-related opportunities such as knowledge materials (books, newspapers, software) and adult literacy classes.
- To increase awareness of general health and life skills of community people and women’s empowerment.
- To increase awareness on disaster risk reduction and preparation to respond Disaster Risk Reduction in community level

Target Vs. Achievements

S.N.	Title of the Activities	Target		Progress		Remarks
		times	# of beneficiary	times	# of beneficiary	
1	Library Registration	2		2		Two libraries were registered at DAO Sindhupalchowk . Both Libraries have Library Section, Children Section, A/V section, ICT section, women Section and training hall.
2	Library building construction and Section Set-up	2		2		
3	Social Mobilization training	2	50	2	60	
4	Sustaining Enterprise management training	2	30	2	40	
5	Library Management training	2	60	2	61	

Challenges Faced:

- **Transportation of Construction materials:** Due to the rough road and heavy raining during the monsoon, the transportation of construction materials was challenging.
- **Short Period of Time:** Due to the limited time for the construction, it was difficult to complete the construction as per the set timeframe in agreement.
- **No Internet connection:** Lack of internet connection and computer in the area, it was quite challenging to collect information timely.

"Reconstruction of Library, Section Upgrade and ICT Section Set up"

Thak Community Library, Tukuche

Background of the Project

Thak Community Library was established on 1995 in Tukuche VDC of Mustang district. It had Library section, Children section and Audio Visual Section and has wood mill as sustaining enterprise. Due to the 7.8 magnitude earthquake struck Nepal on 25 April and strong aftershocks, including a 6.8 magnitude quake of 12 May damaged the library building. The local community people already started to reconstruct the building with the support from VDC USD 1000 and Parliament development fund USD 5000 but the resource was not sufficient to complete the structure. As per their request along with cost estimation of library building READ Nepal committed to support the reconstruction along with section upgrade.

Objectives of the Project

- Construction of earthquake affected Thak CLRC.
- To establish ICT section in the library.

Major achievement till this period:

The construction was started on July 2016. Some updates from the project progress are given below:

- Agreement with Thak Community for reconstruct, section upgrade, and establishment of ICT Section was made on September 2016. The pre-consensus was also taken from District Development Committee (DDC), Mustang for project implementation. The total amount of agreement is NPR 42, 55,464 (USD 42554.64) and the construction will be completed by September 2017.
- The first floor concreting is completed and the construction has been stooped till March, due to the snowfall in the area. They will start construction from second week of March 2017.

Challenges Faced:

- Due to the heavy snowfall in the area the construction work has been halted for 4 months.

Information, Communication and Technology (ICT)

Section Setup: 2 ICT sections were set-up in Thokarpa and Indrawati CLRC, Sindhupalchowk. There are 4 laptops, 1 printer and necessary furniture and in each section.

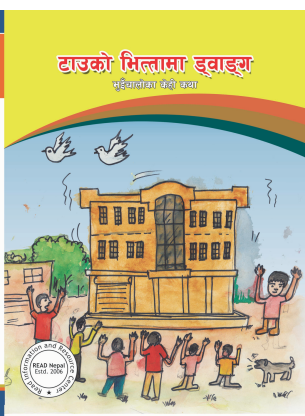
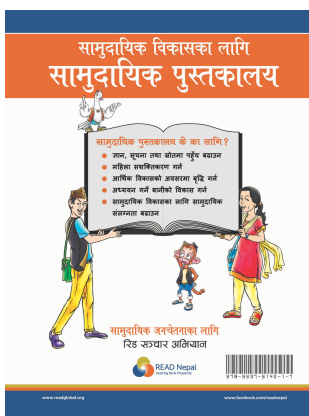


Grand Parent's Story My Pictures (GSMP)

Project Background:

In 2014, READ Nepal launched a new project 'Grandparent's Story My Picture' with the funding support of 'Kate Kinley Gregg Foundation' to boost children's creativity, to preserve Nepalese culture of storytelling, and to promote intergenerational bonding (love/respect) and learning among generations in the community. Since, Community libraries set up by READ are the much suited platform for the communal gathering and meetings where both elders and children often visit; the project was implemented through READ's five Centers in 5 districts of Nepal.

After successful implementation of the project in 2014, it was continued in 2016 in 4 Districts (Sindhupalchowk, Dolakha, Chitwan and Kaski). Throughout the project period,



grandparents come to library, shares stories related to earthquake 2015 with the children who then recreate these stories with illustrations under the expertise guidance from Mr. Yashu Shrestha (Children Literature Expert). At the end of the project the stories were published in a form of book, altogether 4 books were published and distributed.

The major objectives of GSMP project were:

- To explore the stories about earthquake 2015.
- To develop children's capacity in creative story writing & illustration
- To promote reading and writing culture among children
- To renew relationships across generations in the community
- To increase community engagement and involvement in READ's Community Library

Trainings

DiDRR Introductory Training was organized by ASB Nepal, including 11 representatives from READ/ RIRC and Gaurisankar CLRC, Dolakha. Major objectives of the training were to aware basic knowledge and concept of DiDRR and the basic terminologies. Similarly, the introductory training was also conducted in the Janajagaran CLRC along with 28 participants, including LMC, sub-committee and other community stakeholders.



Strengthening Innovative Library Leaders (SILL) training by Mortention Center, USA:

3 days Strengthening Innovative Library Leaders training was held in Kathmandu, for READ staffs. This project was funded by the Bill and Milenda Gates Foundation and facilitated by the Mortenson Center for International Library Programs at the University of Illinois in the USA. The Major objective of the training was to prepare READ staffs to provide trainings for librarians from the different READ centers. Moreover, leadership styles, library leaders as communicators, library leaders as planners, and library leaders as innovators were the overall framework of the training.



Capacity building training for Social Mobilizers:

3-days capacity building training for social mobilizers under Practical Answers project was held in Amaltari, Nawalparasi. A total of 15 new social mobilizers form project implementing sites were participated in the training.



Strengthening Innovative Library Leaders (SILL) training for Librarians

Strengthening Innovative Library Leaders (SILL) training was conducted which was divided into two different clusters, cluster 1 being conducted in Kathmandu and cluster 2 in Sauraha, Chitwan. Total of 49 participants participated in the training from more than 30 districts.



Outcome assessment workshop: One day workshop for data collection was conducted in Sauraha, Chitwan. Major objective of the workshop is to facilitate participants to explore significant changes in community and community people especially in youths that happened because of community library. Total 24 participants from 12 ROTA centers participated.



Coordination and Meetings

District Project Advisory Committee (DPAC) Meeting in Bardiya:

District Project Advisory Committee meeting has been conducted in Bardiya District in this month. Mr. Tej Raj Sharma, Local Development Officer (LDO) of Bardiya chaired the meeting. A total of 28 participants participated, which includes the representatives of different District level government offices and other line agencies and representatives from READ and three CLRCs of Bardiya district.



Mr. SaajanThapa, Youth Program Development Officer, discussed about the READ Nepal and its support in Bardiya and the Presidents of Bansgadi, Kalika and Tribhuwan CLRC shared progress updates of their respective CLRCs.

District Project Advisory Committee (DPAC) Meeting in Dolakha

District Project Advisory Committee meeting has been conducted in Dolakha district this month. Mr. Bishnu Sharma, Local Development Officer (LDO) of Dolakha chaired the meeting and the representatives from different District level government and other line agencies like District education Office, District Agriculture Office, District Livestock Office, District Health Office, District Women & Children office, Division Cooperative Office, District Forest Office, Municipality, Federation of Journalist, Federation of Disability- District Chapter, District Development Office, NGO Federation, and District Redcross Office were actively participated in the meeting.

Mr. Chhatra KC, program Director has highlighted the objective of DPAC and briefly introduced the READ Nepals. Similarly, Mr. Bhola Kumar Shrestha, Chairperson of RIRC Nepal presented the RIRC Nepal and READ community library model. Ms. Nino Gvetadze, Country Director of ASB Nepal presented the ASB introduction, program approach, and detail about the DiDRR program in Dolakha district. Likewise, Mr. Krishna Basnet shared the past review, post- earthquake progress and future plan of the Gaurishankar CLRC. During the meeting LDC along with all stakeholders has welcomed and committed to make this project successful.



District Project Advisory Committee (DPAC) Meeting in Kailali

District Project Advisory Committee meeting has been conducted in Kailali District in this month. Mr. Keshav Prasad Bimali, Local Development Officer (LDO) of Kailali chaired the meeting and the representatives of different District level government and other line agencies like District education Office, District Agriculture Office, District Livestock



Office, District Public Health Office, District Women & Children office, Tikapur and Bhajani Municipality, and District Red cross Office were actively participated in the meeting.

Mr. Saajan Thapa, Youth Program Development Officer discussed about the READ Nepal and its support in Kailali and the presidents of Tikapur, Bhanu and Janata CLRC shared progress of their respective CLRCs.

District Project Advisory Committee (DPAC) meeting in Nuwakot

District Project Advisory Committee (DPAC) meeting was conducted in the premises of District Development Committee (DDC) office Bidur, Nuwakot. Mr. Keshar Bahadur Pandit, Local Development Officer (LDO) chaired the meeting where and the representatives of different District level government and other line agencies like District education Office, District Agriculture Office, District Livestock



Office, District Public Health Office, District Women & Children office, National Reconstruction Authority (NRA), National Federation of Disabled Nepal, District Chapter, Division Cooperative and District Red cross Office were also participated.

During the meeting, Mr. Prakash Pokhrel, Project Manager from READ Nepal highlighted about the READ Nepal and its project in Nuwakot, Mr. Bhola Kumar Shrestha, Chair person of Read Information and Resource Center (RIRC), highlighted the importance of the community library

and its development, Mr. Ram Chandra Timilsina, Chair person of Janajagaran CLRC shared about the library and its progress.

Central Project Advisory Committee (CPAC) meeting:

Central Project Advisory Committee (CPAC) meeting was conducted in READ Nepal. The meeting was based on the 5 year project named “Community Library for Community Development” signed with Social Welfare Council (SWC). The meeting was chaired by Mr. Dilli Prasad Bhatta, member secretary of SWC and Co-chaired by Ms. Sanjana Shrestha, country director of READ Nepal. Mr. Chhatra Khatri presented about the READ model, progress updates of the project, target vs. achievements, financial updates, sustainability and coordination mechanism of the project, issues and challenges faced and summary of recent District Project Advisory Committee (DPAC). Further, plenary discussion was held on the basis of the presentation. Government representatives from Social welfare Council, Ministry of Women, Children and Social Welfare, Non-formal Education Center, National Planning Commission, Ministry of Home Affairs, Ministry of Law, Justice and Parliamentary Affairs, Ministry of education and the Ministry of Federal Affairs and Local Development participated in the meeting.



READ Regional Meeting

On December 3 – 8, READ Global conducted an intensive regional meeting in Gokarna Forest Resort, Kathmandu, Nepal. The representatives from all country offices India, Bhutan & Nepal along with READ global and IREX were participated. Together learning and experience sharing opportunities were given to the participants in order to develop capacity on finance & accounting, budget planning & full cost recovery, proposals & fund raising, sustaining enterprise & tackling challenges etc.



New CLRCs Inaugurated in 2016

In 2016, 3 new CLRCs were inaugurated namely Deukhuri CLRC, Dang, Kalika CLRC, Bardiya and Bansgadi CLRC Bardiya.

Deukhuri Community Library, Dang:

Deukhuri Community Library and Resource Center was inaugurated on March 5, 2016, with the presence of more than 3000 local people. It was jointly inaugurated by honorable Minister for Education, Mr. Giriraj Mani Pokharel and Mr. Abdullah Farej Abdullah of Reach Out to Asia. The Chief District Officer of Dang Mr. Dipak Raj Kafle,



Local Development Officer Mr. Ramesh Gautam, District Education Officer Mr. Ramesh Mainali was participated in the program. Similarly, Ms. Tina Sciabica, ED of READ Global, Mr. Abdul Rab, International Program Especialist and Ms. Sanjana Shresth, CD and other READ team were also participated in the program.

Kalika Community Library and Resource

Center was inaugurated on March 6 2016, with the presence of more than 3500 community people. Honorable Minister for Education Mr. Giriraj Mani Pokharel and Mr. Abdullah Farej Abdullah of Reach Out to Asia jointly inaugurated the library. The Chief District Officer of Bardiya, Local Development Officer, District Education Officer and chief of different



government organization of Bardiya were participated in the program. Similarly, Ms. Tina Sciabica, ED of READ Global, Mr. Abdul Rab, International Program Especialist and Ms. Sanjana Shresth, CD and other READ team were also participated in the program.

Inauguration of Bansgadi CLRC

Bansgadi Community Library and Resource Center was inaugurated on June 15, 2016, with the presence of more than 500 local people. It was jointly inaugurated by honorable Minister for Information and Communication, Mr. Sherdhan Rai and Mr. Bhola Kumar Shrestha, President of RIRC. The Local Development Officer and other government officials were also participated in the program. During the program, a girls' football competition was also conducted.



Advisory Board Members

1. Dr. Shanti Basnyat
2. Mr. Hem Raj Gyawali
3. Mr. Manohar Bhattarai
4. Mr. Bhola Kumar Shrestha
5. Dr. Nirmal Kandel
6. Mr. Rabindra Puri
7. Ms. Era Shrestha

Emeritus Board Members

1. Dr. Suresh Raj Sharma
2. Prof. Shankar Raj Pathak
3. Dr. Mohan Man Sainju
4. Ms. Rita Thapa

READ Core Staff

1. Ms. Sanjana Shrestha, Country Director
2. Mr. Chattra Bahadur Khatri, Program Director
3. Mr. Parshu Ram Pandey, Finance Manager
4. Mr. Durgesh Kumar Yogi, M & E and Capacity Building Manager
5. Ms. Pushpa Bhadel, Admin. Manager
6. Mr. Chin Kaji Shrestha, Program Officer
7. Ms. Sharada Maharjan, Finance Officer
8. Mr. Prakash Shrestha, Sustaining Enterprise Officer
9. Mr. Saajan Thapa, Youth Program Development Officer
10. Mr. Arjun Maharjan, ICT Coordinator
11. Mr. L.B. Bhandari, Field Officer
12. Ms. Devi Maya Rai, Office Aid

READ Nepal Project Staff

1. Ms. Sadhana Thapa, Project Officer
2. Ms. Prabha Wagle, Project Coordinator
3. Ms. Deepa Subedi, Librarian
4. Ms. Shanti Pun Magar, Receptionist
5. Ms. Anjali Basnet, Library Assistant
6. Ms. Ranjana Subedi, Admin Assistant
7. Ms. Nilauna Maharjan, Project Assistant
8. Mr. Lila Nath Sapkota, Field Supervisor
9. Mr. Prakash Kumar Shrestha, Field Supervisor
10. Ms. Sarswoti Maji, Office Assistant
11. Ms. Bina Lama, Security Guard

Annex -1 CL4CD progress updates

Rural Education And Development (READ Nepal)			
Target V/S Achievement of CL4CD Program 2014 - 2018 (Progress as of December 2016)			
SN	Particulars	Target in total	Progress as of July 2016
1	Build or renovate new centres	2 New Hubs	1 new hub established with resourceful sections (Gadhawa Dang)
2	Implement satellite centre model/upgrade existing	11 New Satellites set up	7 satellites have been established with resourceful sections
		3 Existing hub upgrade	3 existing hubs have been upgraded
3	<u>Capacity Building</u> * Social Mobilization for functional community participation * Sustaining Enterprise Management * good Governance and Institutional Strengthening * Library Management and Set up	61 LMC capacity building training provided to 16 new or upgraded centers	38 trainings have been conducted till July 2016 to 9 centers
4	Implement Phase three trainings and programs (All hubs and satellite) * Livelihood * Women Empowerment * Basic health * Reading habit promotion * Educational and Awareness * Access to information / basic computer	256 events of trainings on different themes provided	141 events of trainings have been provided
5	Upgrade ICT infrastructure/ICT program	28 ICT Sections Setup in 28 Centers	25 ICT sections are set up till July 2016
6	Establish and strengthen READ Model centre	Expand and relocate Model Center (RIRC)	READ Model Center has been Shifted to Badikhal Lalitpur and operated

7	Sustaining enterprise launching	Establish 13 New Sustaining Enterprises for financial sustainability of centers	8 new sustaining enterprises set and
		Upgrades of 3 Sustaining Enterprises for financial sustainability of centers	3 Sustaining enterprises have been upgraded
8	Community people access library services and trainings (capacity building, use/ access of library resources, trainings / workshops / orientation on different themes such as livelihoods, women empowerment, educational awareness, basic health, reading habit, practical answers etc)	At least 100000 community people benefited from library facilities and trainings in different themes	40949 people have utilised library resources and trainings. (2014 to July 2016) 70395 including phase III program support centers (25) which was not incorporated in proposal