

Annual Report 2025



Context of Our Work

In the remote hills and rural municipalities of Nepal, education continues to be both a hope and a hardship. While the right to education is constitutionally guaranteed, the reality on the ground is marked by under-resourced schools, untrained teachers, and communities grappling with poverty, migration, and systemic neglect. For children in these regions, especially those from marginalized and economically disadvantaged families, the classroom often represents not a place of opportunity but of unmet potential.

Helambu Education and Livelihood Partnership (HELP) was founded in response to these very disparities. What began as a local initiative, born from the urgent recognition that rural school buildings were deteriorating, teachers were absent, and students were being left without basic resources, has grown into a committed movement to bridge the gap between policy and practice, rights and realities.

We are working to solve a deeply rooted problem: the lack of equitable access to quality education in Nepal's rural communities. The challenges are complex and interconnected. Poor infrastructure, shortage of qualified teachers, weak early learning foundations, and economic hardship at home all contribute to a cycle of educational underachievement. In many cases, the absence of even the most basic resources, like a desk to sit on, a book to read, or a bag of school supplies, can be the difference between a child staying in school or dropping out.

HELP's approach is holistic and community-rooted. We are not just addressing isolated needs. We are transforming the educational ecosystem. Whether through our Saathi Teachers Programme that embeds trained teachers into rural classrooms, our scholarship and mentorship initiatives that open pathways to higher education, or livelihood support through greenhouse farming, we are digging deep to tackle the structural barriers that hold communities back.

We believe that meaningful, lasting change happens not when solutions are brought from outside, but when communities are empowered from within. Our work is about restoring dignity to education, rebuilding trust in public systems, and reimagining what's possible for the next generation of rural Nepali children.

What guides us:

Community-rooted origin and Delivering Consistent Impact.

We were not an organisation created to deliver pre-designed programmes. We were born out of real needs in some of the most vulnerable and far-flung communities that we are part of or we know deeply. Our existence is rooted in trust, belonging, and shared lived experience. We believe in authentic, face-to-face relationships with people and communities, where listening and learning guide our actions. We value doing one thing at a time, ensuring we have a deep understanding of the ground realities before scaling or diversifying. We prioritise communities and individuals who are most likely to be left out, and design our interventions whether - providing basic education support in our early days, rebuilding schools, or now placing Saathi Teachers -with them at the centre. We connect with and honour the stories of people who have experienced challenges firsthand. Their voices shape our programmes and our direction.

We understand that change is not about one-time interventions but about consistency, long-term relationships, and sustainable progress. Our organisation is led and shaped by people who have been part of building HELP's journey, ensuring authenticity, continuity, and sustainability.

12 Executive Summary

The past year has been a remarkable chapter in HELP's journey of advancing education, community development, and grassroots impact. Building on our 14 years of commitment, we strengthened our programmes, deepened community ties, and expanded opportunities for children, youth, and families across Nepal.

We launched the Anthony Lunch Memorial Scholarship, enabling two postgraduate students to pursue higher studies in Nepal, with the vision of nurturing future leaders in education and community development. Alongside, we welcomed 72 new scholars into the Post-SEE Scholarship Programme, bringing the total to over 670 students supported since inception. Today, many alumni proudly serve as doctors, engineers, health workers, teachers, and lifelong learners. To complement our scholarship work, we introduced a Mentorship Scheme, connecting 25 mentors—more than half of whom are alumni—with current scholars, creating a cycle of giving back and guidance.

This year, our Saathi Teachers Programme welcomed its 6th cohort, with 16 new teachers joining 30 others to serve in 15 rural schools across two districts. Together, they are improving literacy, numeracy, and 21st-century skills for over 2,000 children. Beyond the classroom, Saathi teachers led 6 Community Action Projects, engaging local communities in meaningful change.

We also defined a renewed Vision and Mission for Saathi Teachers Programme to guide the programme's future direction. And the statements are:



Vision Statement:

A Nepal where, through strengthened primary education, all children complete a strong foundational education and grow into empowered citizens capable of contributing to an equitable global society.

Mission Statements:

- To place, train, and empower qualified and motivated teachers in order to increase foundational literacy and numeracy, enhance 4C skills, and create a joyful and safe learning environment in the underserved rural communities.
- To form collaborations and partnerships with governmental, non-governmental organizations, educators, and enablers from across Nepal and the globe in order to address the pressing needs of primary education.



HELP, in partnership with School in a Bag, delivered 1,026 school bags to children across 10 districts—many carried on muleback to remote TsumNubri in Gorkha—bringing our total to 23,000 bags distributed nationwide. We also supported 12 families with greenhouse polytunnels, launching the Bhotenamlang Organic Farming Initiative to strengthen rural livelihoods.

We strengthened ties with Vermont educators through an educational podcast tour and global collaboration. Our new partnership with Kathmandu University School of Education now provides professional training for Saathi teachers and co-funds the Anthony Lunch Memorial Scholarship. We welcomed two new coordinators—Mr. Sujit Rai (Saathi Teachers Programme) and Ms. Tejaswi Karky (Scholarship Programme)—to lead and grow our core initiatives.

This year, we received Rs. 3 crores in donations, with less than 15% spent on administration, ensuring maximum impact at the grassroots. Our progress has been made possible by the unwavering support of our partners— including Mondo Foundation, Interhands, GoGlobal VT, and ITA—as well as our local government allies, international volunteers, dedicated staff, and guiding board members.

Together, we continue to be a bridge -connecting people, resources, and opportunities to create lasting change for children, families, and communities in Nepal.

12 Point review of 12 months



Welcomed our **6th cohort of Saathi Teachers**, with 16 new Saathi teachers joining the movement.

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2

Launched the **Anthony Lunch Memorial Scholarship**, enabling two postgraduate students to pursue higher studies in Nepal.



Welcomed **72 new scholars** into the HELP Post-SEE Scholarship Programme.

3

4

Collaborated with PaanchPokhari Rural Municipality for the motivational training of all the local teachers within the municipality.





Introduced a Mentorship Scheme connecting **25 mentors** with our scholars.

5

6

Completed **6 Community Action Projects** through the Saathi Teachers Programme.



Brought learning to life with an Educational Podcast Tour featuring **Vermont educators**.

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Delivered **1,026 School in a Bag kits**, some carried by mules to reach the most remote children.



Helped **13 families** build greenhouse polytunnels, and launching the Bhotenamlang Organic Farming Initiative.

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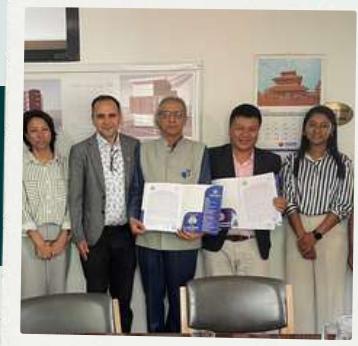


Defined a new **Vision and Mission** Statement to guide the future of the Saathi Teachers Programme.

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Forged a partnership with **Kathmandu University School of Education**.



Strengthened our programmes with dedicated **new coordinators** for Saathi Teachers Programme and Scholarship Programme.

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About Our Programmes

Programme	What?	Why?	How?	Where?
Saathi Teachers Programme (STP)	A flagship initiative of HELP that places trained, motivated young teachers in underserved public schools to teach at Primary Level for two-years.	To address the chronic shortage of quality teachers in rural schools and to improve foundational learning outcomes for students.	Through a competitive selection process, teachers are trained in child-centered pedagogy, literacy, numeracy, and the 4Cs (communication, collaboration, creativity, and critical thinking) and placed in classrooms as mentors and facilitators.	Panchpokhari Thangpal and Tripurasundari (Sindhupalchowk, Aanbookhaireni (Tanahun)
Scholarship & Mentorship	A financial and mentoring support programme for deserving Grade 11 and 12 students, with additional postgraduate support under the ALMS.	To bridge the gap in higher education access for students from low-income and rural backgrounds and to nurture future changemakers.	Scholarships are awarded based on need and merit. Students also receive guidance from mentors and past recipients. Two scholars annually receive the Anthony Lunch Memorial Scholarship for Master's-level study in Education or Development.	Sindhupalchowk and other districts across Nepal
School in a Bag	Distribution of backpacks filled with essential learning materials and hygiene kits to primary school students.	To remove small but significant barriers to education—such as the lack of notebooks, pencils, or hygiene items—that hinder school participation and dignity.	Each bag contains exercise books, stationery, colored pencils, a sketchbook, and a hygiene kit. Bags are distributed in partnership with schools and local governments.	All over Nepal
Livelihood Support (Greenhouse Initiative)	A shared-contribution model that supports rural households in setting up sustainable greenhouses.	To strengthen the livelihoods of students' families, particularly returnee migrants, single mothers, and subsistence farmers, and improve school attendance indirectly.	HELP provides partial support and materials for greenhouse setup. Farmers co-invest, ensuring ownership. Crops like tomatoes are cultivated, with plans to diversify into more climate-resilient agriculture.	Panchpokhari Thangpal Rural Municipality, Sindhupalchowk
Volunteering Programme	Continuation of decade-long initiative to connect international volunteers with local schools to bring diverse teaching approaches and global exposure, and now working with Saathi teachers.	To enhance classroom engagement, broaden students' worldviews, and strengthen school environments through cross-cultural exchange.	International volunteers are placed in partner schools, where they assist in teaching, promote interactive learning, and engage with the community.	Various partner schools where Saathi teachers are placed.

Progress Report

1. Saathi Teachers Programme

1.1 Trainings and Workshop:

Throughout the year, the Saathi Teachers Programme organized a series of trainings, workshops, and gatherings designed to strengthen teaching practices, build leadership, and foster a strong community of educators. These initiatives not only strengthened the pedagogical and leadership capacity of Saathi teachers but also reinforced the programme's vision of building a motivated and collaborative teaching community that drives positive change in schools and communities.

First Quarterly Training:



Saathi teachers from the 3rd to 5th cohorts participated in residential training at GAN Research and Learning Centre, focusing on lesson planning, classroom practices, leadership, and personal reflection. These sessions provided opportunities to share experiences, discuss challenges, and build professional networks.

Mid-Year Training (Dec 2-4, 2024)

Saathi teachers from the 3rd to 5th cohorts participated in residential training at GAN Research and Learning Centre, focusing on lesson planning, classroom practices, leadership, and personal reflection. These sessions provided opportunities to share experiences, discuss challenges, and build professional networks.



Reflective Gathering with Mondo Foundation (Oct 4-5, 2024)



Saathi teachers shared classroom achievements from the past six months, discussed cohort recruitment, and celebrated Dashain with partners including Mondo Foundation and Dr. Bidyanath Koirala.

5th Cohort Retreat (April 9, 2025)



Held at Trishuli Villa, the retreat combined reflection on Year 1 experiences with team bonding activities such as rafting and a BBQ night, reinforcing trust, purpose, and community spirit.

Capacity Building for Coordinators

A dedicated session led by Rajan Maharjan (Director, Collaborative Schools Network) strengthened skills in lesson planning, observation, feedback, and mentoring.



1.2 Classroom Observations and TuBu Meet:

Across three municipalities (PaanchPokhari, Tripura and Anbookhaireni), Saathi Teachers clusters (Lungdar, Shubaramba and Aarambha) have gone through classroom observations and TuBu (Tune-Up Build Up) meetings throughout the year. These gatherings served as reflective spaces where teachers shared classroom experiences, identified challenges, exchanged solutions, and planned priorities for the next sessions. During the Classroom observations, our Saathi Teachers Development Coordinator-TDCs observe the classroom performance of the individual Saathi teachers and provide feedback. Such observations were held in May, July, September, November of 2024, and January, March and June of 2025. Similarly, four to five separate TuBu meets were held across the three municipalities. TuBu meets are run on the model of SLP (Sharing Learning and Planning) and are held rotationally in different schools hosted by Saathi teachers. Through the TuBu meets, they focused on:

- **Co-Learning Space:** TuBu meetings strengthen collaboration among Saathi teachers and encourage learning from each other's experience for enhancing their teaching effectiveness and practices.
- **Community Engagement:** Finding ways to increase their engagement with parents of the children as well as other local stakeholders such as ward chairpersons, rural municipality officials, SMC and PTA members in order to reinforce the link between schools and communities.
- **Cluster Identity:** In each cluster, they try to work out their unique strength that represents their individual identity as well as of their group's, symbolizing unity, common purpose they are serving and the essence of the Saathi spirit as collective force.



Overall, the TuBu process has become a cornerstone of the Saathi Teachers Programme in order to enhance their classroom practices, strengthen their Saathi relationship, and deepen Saathi journey experience.

1.3 Reflective Gathering with Mondo Foundation:

In October, the Saathi Teachers Programme welcomed Matthew Band and Andrew Alright, the new CEO and Chair of the Mondo Foundation, to explore programme activities across Nepal. A Reflective Gathering on October 4–5 brought current Saathi teachers together to share classroom achievements, discuss recruitment for the 6th cohort, and celebrate Dashain. The sessions fostered reflection, learning, and strengthened bonds among teachers, with guidance from Dr. Bidyanath Koirala and the programme team, reinforcing collaboration with the Mondo Foundation.



1.4 Programme Reviews:

Review meetings in Panchpokhari Thangpal, Tripurasundari, and Anbukhaireni municipalities assessed programme impact. Comparisons with baseline data showed significant improvements in literacy and numeracy among Grade 1 students. Schools not yet part of the programme expressed interest in joining, highlighting growing demand and potential for expansion.

1.5 Community Action Projects (CAPs):

Saathi Teachers continued to drive change through Community Action Projects, addressing local needs and empowering communities.

Parenting Education (Aanbokhaireni, Tanahun)



Saathi Teachers Sunita Sherchan and Sanjita Shrestha organized a CAP at Chandrodaya Secondary School, focusing on parenting skills to support children's holistic development. Covering communication, discipline, health, safety, and educational support, the program engaged parents of students from ECD to Grade 10 and was warmly received.

Online Safety (Tanahun)

Saathi Teacher Ajay Khadka led a CAP at Shree Chhimkeshori Secondary School to raise awareness on safe digital practices, equipping students with knowledge to navigate the online world responsibly.



These CAPs reflect the core of the Saathi Teachers Programme, empowering teachers to become active change-makers in their communities.

1.6. Alumni Engagement



On 30th October, we hosted our first Alumni Gathering, bringing together Saathi graduates to share reflections, stories, and their ongoing leadership journeys. The event strengthened bonds within the alumni community and reaffirmed our commitment to supporting their continued growth. We look forward to expanding these gatherings in the future.

1.7 Impact Survey: “Primary Must Not Be Secondary”

The Saathi Teachers Programme conducted its biennial Student Learning Assessment Survey in two partner municipalities — Panchpokhari Thangpal (6th year of programme implementation) and Tripurasundari (3rd year). The survey assessed student literacy and numeracy levels while also establishing baselines for comparison with non-partner schools.



Over the course of a week, the survey team visited 20 schools and assessed around 1,800 students. To ensure quality and safety, 25 trained volunteers carried out the data collection using a standardized toolkit and mobile app, supported by Nitishala Nepal.

The survey was made possible with the cooperation of partner municipalities, schools, teachers, and students. A volunteer appreciation event and certificate distribution were later held at HELP to recognize the contributions of the survey team.



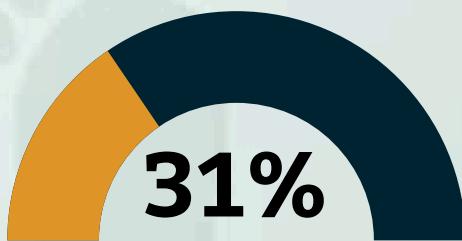
1.8 Saathi Representation at Conferences

The Saathi Teachers Programme was represented at the BRANNGO Conference at the British Embassy in October, marking the second consecutive year of participation by HELP and Mondo Foundation. The team also contributed to two major education conferences in Kathmandu: the International Conference on Quality Education organized by Rato Bangla Foundation in Dec 2024 and the National Reading Conference organized by Ullens Education Foundation in May 2025.

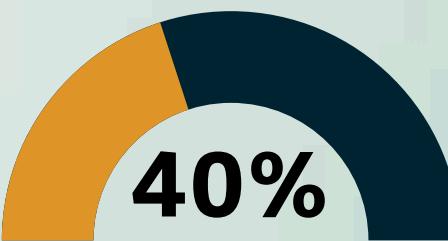


1.9 Saathi Programme Review & Impact

Review meetings across the three partner municipalities highlighted the significant progress made through the Saathi Teachers Programme. In Panchpokhari Thangpal, baseline comparisons since 2019 show:



31% increase in students recognizing alphabets



40% increase in word recognition



100% of Grade 1 students now recognizing single-digit numbers (up from 33%)

Encouragingly, schools not yet involved have expressed strong interest in joining the programme. Similar positive findings were noted in Tripurasundari and Anbukhaireni, reinforcing the programme's effectiveness and the value of close collaboration with local governments.

1.10 Panchpokhari Sikai Mela 2081

The 6th Panchpokhari Sikai Mela was held on 28th Magh 2081 at Shree Satkanyamati Secondary School, Gunsa, in collaboration with local partners. The event provided a platform for students to showcase creativity, communication, and leadership. Saathi Teachers' active participation was key to the event's success.



1.11 Saathi Cohort Milestones:



The 5th cohort concluded their first year with a reflective retreat at Trishuli Villa, combining personal reflection with team-building activities such as rafting and a community BBQ.

This year, the 4th cohort of Saathi Teachers graduated, completing their two-year journey and passing the torch to the incoming 6th cohort. The graduation ceremony included reflections from teachers, messages from CEHRD and local leaders, and symbolic exchanges between cohorts.



From 821 applicants, 19 new Saathi Teachers were selected for the 6th cohort. Their 21-day residency included training in education systems, classroom management, and child psychology, as well as practice teaching in partner schools. Following this, 16 new teachers were placed across 15 schools, joining 14 continuing teachers to bring the total to 30 active Saathi Teachers.



1.12 Global Exchange with GoGlobal Vermont

Saathi Teachers Programme hosted five educators from GoGlobal Vermont (USA), who explored rural education, recorded a podcast, and engaged with teachers, students, farmers, women's groups, and local officials across Sindhupalchowk and Aanbookhaireni. This initiative strengthened global connections and offered Saathi teachers valuable international exposure.



1.13 Saathi Clarity Workshop:



The programme team held a three-day strategic workshop to reflect on the past five years, refine the vision and mission, and set future directions. Facilitated by experts and supported by board members, the sessions provided clarity, renewed purpose, and alignment for strengthening the Saathi Teachers Programme. We are thankful to our Honorable Shisir Khanal, Bimal Kumar Phunyal, Ram Hari Lamichhane and Bijay Poudel for facilitating the various sessions.

1.14 Partnership with KUSOED

HELP signed an LOU with Kathmandu University School of Education (KUSOED) to enhance teacher training, pedagogy, and academic opportunities for Saathi alumni. KUSOED will also serve as the academic partner for the Anthony Lunch Memorial Scholarship, offering Master's in Education opportunities with additional tuition support. This partnership marks a significant step toward strengthening quality education and professional growth for educators.



1.15 Teachers Training in PaanchPokhari Rural Municipality

At the request of PaanchPokhari Rural Municipality, we co-organized a two-day motivational workshop for teachers from 25 schools in Sindhupalchowk. Held on Nepal's Constitution Day, the event was a timely reminder of our collective responsibility to strengthen education. The workshop brought together 184 participants, including over 150 teachers, and was facilitated by dedicated trainers—Bimal Kumar Phyunal, Sudarshan Ghimire, Abishek Ghimire, and Sushma Dahal—who generously contributed their expertise on short notice.



PaanchPokhari has been the first and longest-serving partner of the Saathi Teachers Programme. Currently, 10 Saathi Teachers are placed across five basic schools in the municipality, teaching Math and English. Through these efforts, we aim to improve learning outcomes and foster 4C skills—Critical Thinking, Communication, Collaboration, and Creativity—among students.

2. Scholarship Programme

In July 2024, we celebrated the HELP Scholarship Award Ceremony, recognizing the achievements of both existing and new scholars. A total of 72 new scholarships were awarded, expanding educational opportunities across Nepal. The ceremony also marked the launch of the Anthony Lunch Memorial Scholarship, established in memory of the late founder of Mondo Foundation. The first recipients were Sharmila Tamang (MBA in Non-Profit Management, King's College) and Yogendra Gharti Xetri (Masters in Urban Studies, Kathmandu University).



Sharmila Tamang



Yogendra Gharti Xetri



To further strengthen scholar engagement and growth, we organized several initiatives throughout the year. These included a movie screening and discussion session (November 2024), a public speaking workshop (December 2024), and a leadership and mentorship training (January 2025) delivered by King's College experts. Notably, in February 2025, former scholar Rajib Tamang donated Rs. 50,000 to the HELP Scholarship Fund, enabling another student to pursue their academic dream. Throughout the year, each student received mentorship support from 20 mentors we paired each student with. We also held an annual gathering of almost 80 students in Jarsingpauwal, Kathmandu.



We have also formalized our partnership with Samaanta Foundation where we aim to share the financial burden for students selected in both organisations. This year, dual support continues for Anurag Thakur and Bindu Tamang.



Bindu Tamang
Batase Secondary School
Melamchi-06
Sindhupalchok



Anurag Thakur
Shree Secondary School
Mauwahi-03
Dhanusha

3. School in a Bag Programme



With the continued support of our UK-based partner, School in a Bag, we reached 1,026 students in 17 schools across 10 districts in 2024/25.



A highlight of the year was our journey to Tsum Valley in Gorkha, where schoolbags had to be transported on mule backs, and our team walked three days to reach children in remote schools. We are indebted to our colleagues Mohan Tamang and Anmol Tamang, who hiked three days into Tsum Valley to deliver bags to over 100 children in the lap of the Manaslu mountains. We are deeply thankful to our ever-generous supporter, Glenn Oliver, for making this possible.



We also reached Surkhet, distributing schoolbags to children displaced by floods who have been studying in temporary classrooms for over a decade. We are especially grateful to our friend, renowned Nepali singer Yash Kumar, who traveled to Surkhet to encourage children - mostly from the Dalit community - whose entire village was washed away by floods a decade ago and who still study under tin-roofed shelters and open classrooms without proper walls. We also extend our gratitude to Dr. Swarnim Wagle, Member of Parliament, for facilitating the distribution of schoolbags at Shree Keshabtaar School in Vyas Municipality, Tanahun.



Additional SchoolBag distributions took place in Rasuwa, Sarlahi and Sindhupalchowk including tracksuits for over 300 students. To date, more than 23,500 children in Nepal have benefitted from this programme.



4. Livelihood Support Programme:

This year, we completed the construction of 13 greenhouses for farmers recommended by our partner municipalities. We also initiated organic spice farming in partnership with local communities, including the Greenhouse Programme in Panchpokhari and Organic Agriculture Farming in Bhotenamlang, supporting sustainable livelihoods and local enterprise with support from ASA Denmark.



5. Volunteering Programme:



We were delighted to host several volunteers from the UK and Denmark, who worked alongside Saathi Teachers and contributed to the Saathi Teachers Programme. We also look forward to welcoming back CU HELP volunteers in the summer of 2025.



Desk and Bench for Shree Langarche Secondary School

Last year, we completed construction of four classrooms at Shree Langarche Secondary School, in partnership with Panchpokhari Thangpal Rural Municipality. We are pleased to have supported 20 sets of desks and benches for grades nine and ten, and now the classes are functioning well.



Impact Stories

Saathi Teachers Programme: Transforming Classrooms, Shaping Futures



Kabita Karki
4th Cohort Saathi Teacher
Shree Bachchhalamai Basic School
Panchpokhari Thangpal RM, Sindhupalchowk

Two Years in Lekharka: Kabita's Journey of Purpose, Perseverance, and Love

As a Saathi Teacher, Kabita Karki arrived in the remote village of Lekharka with a mission to teach - but what unfolded was a journey that reshaped her life. Assigned to Shree Bachchhalamai Basic School, Kabita quickly became more than a teacher; she was a mentor, friend, and community member. Despite the logistical and emotional challenges, she approached every day with heart and hope.

"These students were both my strength and my weakness," she reflects. Today, Kabita serves as a government school teacher - a role shaped by the transformative two years she spent in Lekharka. Her story reflects the essence of the Saathi Teachers Programme: building educators who build communities.

From Saathi Teachers to Programme Leaders: Aruna and Safina's Journey

Once Saathi Teachers, Aruna and Safina now serve as part of HELP's core team as Teacher Development Coordinators. Their progression from field educators to programme leaders exemplifies HELP's commitment to nurturing talent from within. Having experienced the realities of rural classrooms first-hand, they now design and support training that's grounded, empathetic, and impactful, ensuring that the next generation of Saathi Teachers is better prepared than ever before.



Safina journey from Saathi Teacher to Teachers Development coordinator

Wandering around social media introduced her to the Saathi Teacher Programme. With her experience of working with community children and her interest aligning with the program, she was eager to learn more. This curiosity eventually led her to apply and become a part of it. Coming from a town background, she committed two years to teaching in rural villages, where limited facilities challenged her but also gave her a deeper understanding of Nepal's education system. The experience empowered her to be creative, responsible, and confident as a teacher.

After completing her Saathi Teacher journey, she worked as a School Education Officer, where the skills and insights gained from her teaching experience helped her navigate new challenges. Eventually, she returned to the same organization as a Teacher Development Coordinator (TDC), stepping into a new role of designing training, managing operations, and observing classrooms.



Safina Maharjan
3rd Cohort Saathi Teacher
Tripura Sundari RM,
Sindhupalchowk

Aruna journey from Saathi Teacher to Teachers Development coordinator

In 2022, Aruna Shrestha Karki came across the opportunity to become a Saathi Teacher through her best friend. She had initially thought she would only commit two years, but the experience profoundly changed her. Two years of immersive, firsthand teaching experience in one of the marginalized community of Sindhupalchowk helped her deeply connect with the children, education, and the values of the programme.

Witnessing how social marginalization shapes students' lives made her realize the importance of continuing this work. With this understanding, she stepped into the role of Teacher Development Coordinator (TDC), broadening her impact from working directly with children to supporting teachers who, in turn, reach many more students.

Her time as a Saathi Teacher gave her authentic insight into the realities of marginalized communities, and her role as a TDC has shaped her into a leader who empowers others to create meaningful change in the lives of students in rural communities. She is currently pursuing a master's degree in sustainable development, further strengthening her knowledge and capacity to contribute to equitable education and community development.



Aruna Shrestha
3rd Cohort Saathi Teacher
Tripura Sundari RM,
Sindhupalchowk

Aashik Bomjan: From Struggles in Math to Paalika Topper(A student taught by Saathi Teacher)



Aashik Bomjan

Panchpokhari Thangpal RM, Sindhupalchowk

As a young boy at Shree Golmeshwori Basic School in Lekharkha, Sindhupalchowk, Ashik Bomjan struggled with mathematics. No matter how hard he tried, the numbers never seemed to add up, and he often failed to get passing grades.

Everything began to change in Grade 5, when Saathi Teachers, Jamuna Miss and Sunita Miss, arrived at his school. Ashik remembers that the Saathi Teachers were hardworking, took extra classes, and didn't charge any fees. They made sure no student was left behind, and they brought new teaching materials that made learning interesting. With their arrival he remembers, the paalika also started to organise competitions and programs, opportunities that had never existed before, giving Ashik and his classmates the chance to step forward, try new things, and build confidence.

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Scholarship and Mentorship Programme: Investing in Potential



Prasanna Karki:
Dreaming Beyond Borders

When Prasanna came across the HELP scholarship announcement, she hesitated. But something inside urged her to apply. "I didn't think I stood a chance," she recalls. Yet her determination and vision led her not just to become a HELP scholar, but to gain admission to UWC Tanzania — a world-renowned institution committed to global citizenship and critical thinking. For Prasanna, the scholarship wasn't just financial aid; it was the turning point that made her believe in her dreams, her voice, and her power to contribute to the world.

Prasanna Karki
HELP Scholarship Recipient
2023



Prabesh Gajurel
HELP Scholarship Alumni
Ichowk, Helambu-06,
Sindhupalchowk

From Helambu to Healing Communities:

Fifteen-year-old Prabesh Gajurel from Nayabasti, Helambu-06, Sindhupalchok, felt immense joy when he learned he had received the HELP SEE Scholarship. He remembers that moment as unforgettable. The scholarship recognised the hard work, late nights, and sacrifices he had made and showed that someone believed in his potential enough to invest in his future.

Prabesh completed his MBBS from Nepal Medical College. Today, he serves as the Chief Medical Officer at Panchpokhari Primary Hospital, Sindhupalchok, where he leads clinical services and contributes to strengthening primary healthcare delivery in the community. Earlier in his career, he also worked in Baitadi as a Medical Officer, gaining valuable experience in rural healthcare and learning the challenges faced by remote communities.

Prabesh believes scholarships like HELP's are especially important right after the SEE because many talented students face financial uncertainty that can limit their educational opportunities. Even a small barrier at this stage can decide whether a student continues or halts their studies. Scholarship not only provides them financial relief but also encourages students to aim higher and reinforces that their efforts are recognised. When students realize that others believe in their potential and are willing to invest in them, it builds self-confidence and inspires them to aim higher.

Prabesh urges current scholarship recipients to make the most of this opportunity and remember that one day they too will be in a position to inspire and support others, just as they are being supported now.



Past Scholars in Leadership Role



Susmita Tamang



Kuber Bomzan



Saru Giri

The ripple effect of HELP's scholarships can be seen in its own leadership. Four of HELP's current board members, Saru Giri, Susmita Tamang, and Kuber Bomzan are former scholarship recipients. Their presence in our organization's governance is a powerful reminder that when you invest in young people with potential, they often return to build stronger communities from within.

Anthony Lunch Memorial Scholar: Sharmila's Leadership Pathway

"Receiving the Anthony Lunch Memorial Scholarship has given me more than financial support - it's given me belief," shares Sharmila, a postgraduate student with aspirations in nonprofit leadership. The scholarship allowed her to deepen her academic knowledge while also building the leadership skills needed to create meaningful social change. Sharmila now walks a path lit by confidence, commitment, and a desire to pay it forward.



Sharmila Tamang
Anthony Lunch Memorial
Scholarship Recipient-2024



School In a Bag: Anjali's First Red School Bag



Anjali Shrestha
Shree Bhotenamlang Secondary School



In rural Nepal, something as simple as a school bag filled with supplies can change a child's entire school experience. In 2024, HELP distributed **1,026 School in a Bag resources** across **17 schools in 10 districts**, reaching hundreds of children, many of them receiving their very first school bag. Each bag, filled with learning and hygiene essentials, carried not just pencils and notebooks, but dignity, pride, and readiness.

Anjali Shrestha, who received a bag during her time in school studying at Shree Bhotenamlang Secondary School, says, "It was not a regular day at Shree Bhotenamlang Secondary School, located in the mountainous region of Sindhupalchowk. There was a special buzz of excitement in the air." "When I first found out I was going to get a school bag, I felt a mix of excitement and pride. I couldn't stop imagining what it would look like," Anjali remembers. At just 11 years old at that time, she waited eagerly for her turn to receive her first school bag, recalling her schoolmates' eyes sparkling with curiosity and anticipation.

Upon receiving the bag, Anjali and her classmates were surprised. They had expected just a bag, but inside they found pencils, notebooks, pencil colors, a sketchbook, a geometry box, toothpaste, a toothbrush, and more. For Anjali, this was a moment of discovery and joy. Growing up in a region without proper stationery facilities, she had never had the resources to pursue her hobbies. She was particularly thrilled about the sketchbook and colored pencils because they allowed her to explore her love for drawing. Beyond drawing, she also began writing short stories and poems, finding new ways to express her creativity. The school bag opened doors to passions that were not explored before.

Looking back, Anjali believes that programmes like School in a Bag are truly meaningful. They do more than provide school materials. They give children confidence and a reason to love education. For children like her and her friends, who sometimes struggled to access proper supplies, such programmes made a big difference. It helped foster a sense of equality among them and motivated them to attend school regularly."

Greenhouse Initiative: Ngima's Greenhouse Dream: From India to Thangpalkot



In the quiet hills of Panchpokhari Thangpal Rural Municipality-4, a determined returnee farmer is writing a new chapter, one rooted in soil, resilience, and hope. After years of working in India, **Ngima Nagarkoti** returned to his homeland with a clear vision: to build a dignified life through farming on his own land.

Back in Thangpalkot with his wife and three children, Ngima faced the challenge many returnee migrants know too well—limited formal job opportunities.

But what he did have was experience, determination, and an unshakeable work ethic. When the municipality launched its greenhouse support programme, he was selected as one of the recipients. "I didn't have a job, but I had the experience," he recalls. "I just needed the right support to continue."

With partial financial backing from HELP and a co-investment from his own savings, Ngima replaced his fragile bamboo structures with a **durable metal greenhouse**—a shift that brought both stability and sustainability to his farming. He began growing tomatoes and is now planning to diversify his crops further.

What makes this initiative powerful is its **shared ownership model**: rather than offering full subsidies, farmers like Ngima were encouraged to invest alongside HELP. This approach deepened their commitment and built resilience from within.

Today, Ngima's greenhouse is more than a structure—it is a story of transformation. A former migrant has become a confident, self-reliant farmer, whose success now inspires others in his community to explore climate-resilient agriculture as a pathway to livelihood and dignity.

Volunteering: Story of Lettie Neame and Jack Webb's Volunteering Experience at Latu

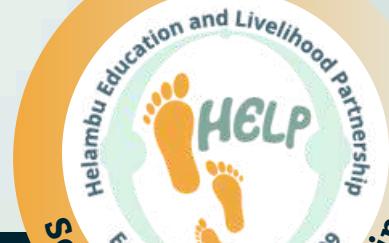
In November 2024, Lettie and Jack volunteered at Shree Ganesh Basic School, one of the Saathi Teacher partner schools. From November 13 to 22, they taught English in Grades 1 to 5, focusing on building students' English speaking skills. Through songs, games, and interactive conversations, they created a joyful classroom environment where students felt encouraged to speak and participate despite the language barrier.: Lettie and Jack



Impact Snapshot



30 teachers placed in
15 schools
42 alumni



748 students supported till
2025
~73 new recipients in 2025
4 board members are alumni



1,026 bags distributed in 2024
17 schools in 10 districts
23500 total school bags
distributed to date



400+ international
volunteers placed across
rural schools



2 scholars annually for
Master's-level studies in Nepal
4 students supported till 2025



15 schools reconstructed post-
earthquake

Reflection and Review

Saathi Teachers Programme: A Year of Growth and Learning

This year marked a significant phase of growth for the Saathi Teachers Programme. The sixth cohort, consisting of 16 young, energetic, and passionate Saathi Teachers, was successfully recruited. The recruitment process followed the usual steps—from information sessions to school placements—while also incorporating some new elements.



During the 21-day training, the subject-based component was redesigned into 6 days of intensive sessions to strengthen the teachers' competence in subject-specific learning. These sessions equipped them with practical methods for introducing various topics in classrooms. At the end of the training, Saathi Teachers conducted classroom observations in the schools of Aanbookhaireni Rural Municipality, Tanahun, and engaged in hands-on teaching practice in the schools of Tripurasundarimai Rural Municipality, Sindhupalchowk. These experiences allowed them to immerse themselves in both classroom environments and the wider community.



Throughout the year, Mid-Year Trainings, Quarterly Trainings, and TuBu sessions were held. These not only addressed challenges but also fostered strong bonds among the Saathi Teachers. The training opened doors to wider possibilities for effective pedagogy. In addition, a meaningful engagement with the Go Global VT team enriched the programme by creating a vibrant exchange of knowledge, experiences, and cultural perspectives.

To assess the programme's impact, an impact survey was carried out in Saathi Schools of Tripurasundarimai and Panchpokhari Thangpal Rural Municipalities, Sindhupalchowk. The survey was facilitated by volunteers—recent graduates and former HELP scholarship recipients—who received two days of orientation workshops before fieldwork. Conducted rigorously over several days, the survey data was carefully documented. Later, findings were formally presented to the municipalities, sparking discussions on the programme's future direction.



Recognizing the programme's expanding influence, a two-day workshop was organized to update the Vision and Mission statements of the Saathi Teachers Programme. This collaborative process involved rigorous discussions and collective insights, ensuring that the revised statements reflect the programme's broader impact and aspirations.

In line with its belief in capacity building, the programme also organized a workshop facilitated by the Collaborative Schools Network (CSN). Focused on lesson planning, teaching strategies, and classroom observation, this workshop was designed to empower both the Saathi Teachers Development Coordinator and the Programme Coordinator.



Despite these achievements, challenges remain. A shortage of human resources limited wider outreach for recruitment info sessions. Attracting enough competent candidates willing to commit to rural placements continues to be a hurdle. To address this, careful planning and discussions are underway to expand outreach across the nation, ensuring that qualified and passionate candidates are not missed.

HELP-SEE Scholarship and Mentorship Programme

The 2024 cycle of the HELP-SEE Scholarship and Mentorship Programme was a year of significant progress. Applications opened on April 5 and remained open for two months, attracting 200 submissions from 21 districts of Nepal. Each applicant completed a detailed form that included three essays covering their aspirations, achievements and justification for why they deserved the scholarship. After essay reviews, 100 students were shortlisted for interviews, where their aspirations, community involvement, and leadership potential were assessed. Following verification, 72 students were selected as this year's awardees, bringing the total number of HELP scholars over 670. In line with our mission, 90 percent of awards went to graduates of government schools, reflecting our priority to reach financially vulnerable students.



While financial support remains crucial, experience has shown that it alone is not enough to ensure success. Many of our scholars, aged 16 to 17, must transition from rural villages to cities for their higher education, a move that can leave them unsettled, anxious, and under pressure. To address this, HELP formally launched the Mentorship Programme this year. From 40 applicants, 25 mentors were selected, each supporting two to four mentees. Both mentors and mentees were invited to express their preferences, but final pairings were made by HELP. Through this initiative, mentors provided guidance on academic, personal, and emotional matters, creating a much-needed support system for students navigating city life. Scholars expressed that the mentorship has been deeply valuable in helping them adjust and gain confidence.



Gratitude



Sadhana Shrestha
Former Programme Coordinator
Saathi Teachers Programme



Amulya Shrestha
Former Teachers Development Coordinator
Saathi Teachers Programme



Neha Khanal
Former HELP Partnership Development
and Communication Coordinator

Thank you for being a part of HELP Team. We wish you success in your future endeavours.

Budget and Finance

HELP primarily receives funding for the Saathi Teachers Programme, the Scholarship Programme, and the SchoolBags programme, along with occasional grants and donations for projects such as building, greenhouse efforts, and emergency responses.

For the Saathi Teachers Programme, we have two main funding sources. First, the local government, with whom we have an agreement to implement the programme, covers the full stipend or the majority of the monthly stipend for Saathi teachers. Secondly, we receive funding from our donors to support training, ongoing assistance, and administrative costs. Our primary funding partner, Mondo Foundation in the UK, finances all non-Saathi stipend costs for two municipalities. To secure additional funds, HELP and Mondo Foundation collaborate year-round to write grants for private charities, trusts, and corporate sponsors.

We also appeal to individual donors and present funding pitches to regular supporters and volunteers, strengthening our partnership and keeping everyone updated on the programme. Additionally, we receive partial funding from Interhands to support a third municipality where the Saathi Programme operates, along with support from the International Teachers Association and GoGlobal Vermont.

For our Scholarship Programme, Interhands and Mondo Foundation are our two major partners. The SchoolBags initiative in Nepal relies entirely on funding from School in a Bag and its generous donors.

For the fiscal year ending 31st Ashad 2082, our total income was Rs. 33,483,585,62 (three crores thirty four lakhs eighty three thousands five hundred eighty five and sixty two paisa), while total expenditures amounted to Rs. 31,583,651.32 (three crores, fifteen lakhs eighty three thousands, sixty hundreds, fifty one and thirty two paisa). Mondo Foundation remains our largest funding partner, contributing nearly 51% of our total funding this year, while local government partners cover almost 20% of the stipend costs for Saathi teachers. Donations from Interhands Foundation contributed 17% towards scholarships and emergency support, and School in a Bag accounted for 7.5% of our funding for sourcing, packing, and delivering bags. The remaining funds came from other supporters, including GoGlobal Vermont-USA, International Teachers Association, and several individual donors. The Saathi Teachers Programme constitutes our largest expenditure at 61%. We have managed to maintain our administrative costs at a low 5.5%, totaling Rs. 17,31,683. All programmes reported in this annual report have been approved by the Social Welfare Council. We are immensely grateful to each of our supporters for their confidence in our capacity and commitment to fulfilling our promises.

Key supporter



Associate supporters



HELP Community

Following are the people whose contributions help envision, shape, direct and implement our programmes.

Executive Board Members



Jimmy Lama

Jimmy a graduate of Institute of Development Studies is originally from Helambu where he grew up and was educated for his early schooling. His time attending school in Helambu helped shape his world view. In 2008, Jimmy worked in the UK at Mondo Challenge Foundation, fine-tuning various organisational and fundraising skills. This vital experience enabled to cofound HELP later on.



Chiring Lama

Chiring is a founding HELP member and has been actively involved since its inception. Whilst working as Operations Manager, he worked to recruit teachers, oversee building development, supply school materials and manage volunteers. He currently serves as the treasurer of the board.



Ashish Shrestha

Ashish worked at HELP as Finance and Procurement Officer and managed all of HELP's finances, including all donations and scholarships granted by HELP. He joined the organisation in 2015. Soon after he joined the Ministry of Health Procurement Department and has now moved to the World Bank.



Saru Giri

Saru comes from Bhotenamlang and finished her schooling at Shree Bhotenamlang Secondary School. She qualified for Mondo-HELP Scholarship in 2015 and two years later joined HELP as a staff member. She worked as a key member of HELP as a Correspondence Officer and Assistant Programme Officer.



Prakash Shrestha

Prakash worked at HELP being in charge of our Education Quality Improvement Program (EQuIP) for 2 years. His experience and expertise are crucial to developing HELP's Saathi programme. He now works as Prime Minister Employment Coordinator in Gorkha.



Ranjana Gautam

Ranjana is a former teacher and an IT graduate who has been working in education since 2016. She worked as a Programme Coordinator at Saathi Teachers Programme for 2.5 years, during which she contributed largely to shaping the programme.



Sushmita Tamang

Sushmita Tamang, a 2015 HELP Scholar, became a health assistant and now serves in Hagam, Sindhupalchowk. A 2022 Alumni Award winner, she sits on HELP's board and scholarship sub-committee, supporting future recipients with her experience and commitment.



Kuber Bomjan Lama

Kuber Bomjan Lama is one of the first cohort Saathi teacher. He taught Math at Shree Satkanya Basic School, Sindhupalchowk. He is currently working as a permanent Math teacher at Shree Ganesh Secondary School, Gorkha. He has recently joined HELP as one of its board.

National Guides for Saathi Teachers Programme

Our National Guides provide us with their valuable insights, suggestions, feedback and offer us a lens to see Saathi Teachers Programme, its effectiveness and what more it can achieve.

We are forever grateful for the guidance and wisdom, and helping us to navigate through the challenges, celebrating the successes, and pushing us to continuously strive for improvement.



Dr. Bidya Nath Koirala
Educationist



Hon. Gagan Kumar Thapa
Member of Parliament



Hon. Shisir Khanal
Member of Parliament



Dr. Meenakshi Dahal
Child Psychologist



Medin Lamichhane
Educator/Principal, Ullens School



General Members

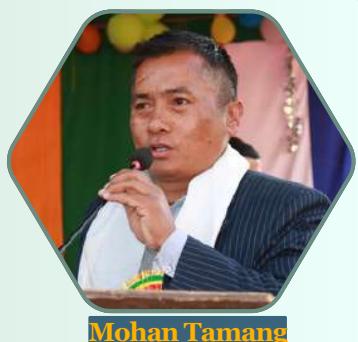
The majority of our general members come from our Scholarship Programme and Saathi teachers programme community.



Kumari Kavita Tamang



Sadikshya Pandey



Mohan Tamang



Purni Tamang



Manila Bomzan



Prabesh Gole



Tilak Ghale



Samjhana Tamang



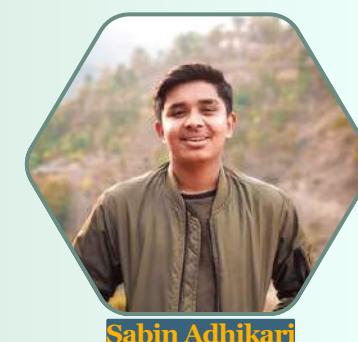
Prakriti Shrestha



Malati Sapkota



Anjali Shrestha



Sabin Adhikari



Goma Adhikari



Minu Syanghan



Arjun Pd. Chaulagain



Adarsha Poudel

Core Team at HELP as of July 2025



Sujit Rai
Programme Coordinator



Kishor Raj Sing
Finance and Admin Officer



Safina Maharjan
Teachers Development
Coordinator



Aruna Shrestha
Teachers Development
Coordinator



Susmita Guragain
Teachers Development
Coordinator



Tejaswi Karki
Scholarship Co-ordinator



Mohan Tamang
Operations Officer



Karan Tamang
Social Media Manager/
Graphic Designer



Chalan Tamang
Field Coordinator, SIAB



Pradip Jyoti
Admin Assistant



Tulsi Lama
Logistics Officer



Kamala Maya Shrestha
Office Helper

Local Champions of Saathi Teachers Programme

We would like to acknowledge our local champions without whom Saathi Teachers programme cannot be as successful as it is being run.

Mr. Tasi Lama:

Mr. Lama has been a continuous supporter of our work ever since the inception of Saathi Teachers Programme from Panchpokhari Thangpal Rural Municipality in 2019, in his capacity as the Chairperson of the Rural Municipality. He firmly believes that strengthening primary education lays a solid foundation for lifelong learning in students.



Mr. Bhakta Dhwoj Bohora:

Mr. Bohora has been a driving force of our work in Tripurasundari Rural Municipality since the start of partnership of Saathi Teachers Programme in 2021. Mr. Bohora believes that education is an empowering force that enables individuals to achieve their full potential and drives progress within communities.



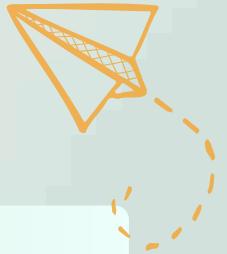
Mr. Sukra Chuman:

Mr. Chuman has been a supporter of our work in Aanbookhaireni Rural Municipality since the start of partnership of Saathi Teachers Programme in 2022. Mr. Chuman advocates for the need to invest largely in education to build a strong foundation for future generations and thus, enhance their opportunities in life.





Message from our partners:



Dear HELP,

It's been our absolute pleasure, as Mondo UK, in our 20th Anniversary year, to continue to support and partner with HELP Nepal in a relationship that stretches even further back than that when Jimmy Lama was a 6 year old student at Yangrima Primary School.

Built on the foundations of developing school facilities, we are proud to see the direct impact on children and young people's lives through the Saathi Teacher Training Programme, now in its 6th cohort and Scholarships for rural based students, so they can pursue their dreams!

The Award of the first two inaugural Masters level Scholarships, in partnership with Kathmandu University, are particularly poignant, funded by the Anthony Lunch Memorial Fund, a tribute and legacy for our Founder.

Last but not least, we are excited to see and support the development of the new Flagship Teacher Training Centre near Kathmandu, which will establish and embed the Saathi way of teaching, and impact future generations of Teachers and Students, whilst leading to self sufficiency for HELP, a massive step forward, and something to celebrate for the dedicated and hardworking Team... a BIG well done from ALL at Mondo UK and here's to future success in the coming years!

Kind regards,
Matthew Band
Mondo Foundation UK | CEO



Message from partners:



Namaste!

This year we celebrate 13 years of working in partnership to fund SchoolBags which HELP brilliantly source, pack and distribute on our behalf. Everyone associated at School in a Bag would like to congratulate and thank HELP for another brilliant year, distributing 1026 SchoolBags to children in 17 schools helping us transform the learning potential for these children. We look forward to doing at least 1500 more School Bags in the coming year.

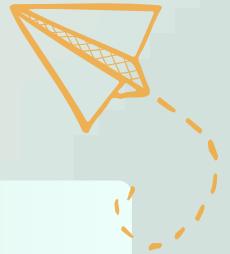
As a very small team, our working model relies so much on the knowledge, commitment, dedication and professionalism of our 'on the ground' partners to help us reach children. In Jimmy and the HELP family, we have such fortune that they share our vision and go to huge lengths, sometimes in very challenging conditions to deliver our SchoolBags.

It is always a pleasure to work and support your beautiful country and we are forever grateful for the brilliant role that HELP plays in our close working partnership. Thank you.

Warm regards,
Luke Simon, Co-founder and CEO at SchoolinaBag



Message from partners:



Namaste HELP, Saathi teachers, support staff and all other HELP beneficiaries and supporters.

As a small family foundation based in Norway with limited resources, InterHands is always seeking trusted partners we can cooperate with. We learned to know Jimmy, Founder of HELP and travelled with him in Nepal in the spring of 2023. And from that moment we knew from our hearts that HELP is the kind of organisation we would like to work with.

The distribution of resources and opportunities in the world is not fair. Many people are not granted the possibilities for a decent life on their own terms, a life we all deserve. InterHand would like to support a global change for more fair and equal societies. All true change starts with action. We strongly believe in the saying: “Be the change you would like to see”.

InterHands is focusing on supporting a few projects in a small number of countries. Nepal with its young, kind and ambitious people, is one of our primary focus areas. A main factor for global change is quality education. We believe in education and granting all persons, boys and girls, equal opportunities to quality teaching. It is imperative that education is based on quality standards. This is an area we see HELP is special and is making a real difference.

We are pleased to see the results HELP has achieved as well as the plans for further expansion in the field of providing quality education in Nepal. We will continue to support HELP in these tasks and the work for change. But the most important factor for change is you. In the strive for a better and more fair tomorrow, we encourage you all to be the change you would like to see.

All the best, stay calm and keep up the good work.

InterHands Foundation Norway:

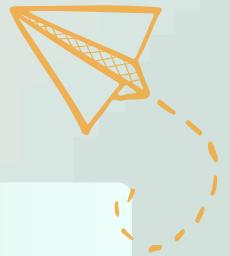
“Enabling quality education - allowing each person to be the change you would like to see.”



Message from partners:



Go Global VT



While separated by continents, Go Global VT and our education partners in Vermont, USA are fortunate for the closeness and partnership we have found in Nepal with HELP. Shared values and a commitment to improving the quality of education for rural students have served as common ground for our organizations and have enabled us to bring together educators and communities a world apart in the spirit of learning and collaboration. I am writing this ahead of seeing the HELP annual report, but I have no doubt this document illustrates an overall high quality of program, carried out with creativity, compassion, integrity and a vision for the future of Nepal. The dedication your team operates with is commendable. For GGVTs small part, in 2024, together our organizations:

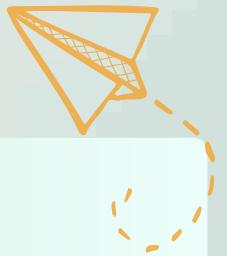
- facilitated 30 professional educators from 12 public schools, one university and three education organizations in Vermont, USA traveling to Nepal on specific projects, including two graduate-level professional development courses
- established one new sister-school partnership
- carried out two, multi-day, residential workshops on reflective practice and school visioning
- offered one workshop on setting learning targets and evaluation methods
- fundraised \$15000 for Saathi Teachers Programme and medical equipment to two medical facilities in Sindhuplachok
- distributed 35 laptops to rural educators

While these humble accomplishments are measurable, they are an incomplete story, and the true impact of our work lies in the relationships we have built together and the opportunities they will create. I look forward to seeing the relational seeds we've planted grow to bear fruit and what we can do together in 2025 and 2026 and beyond. Congratulations on another year of service!

Best,
Sam Hagen
Executive Director
Go Global VT



Message from partners:



Appreciation from International Teacher Association - ITA

ITA was founded in Denmark by Frank Krøyer in 1982

The association's purpose is to develop an international educational network and by this build bridges across borders and cultures in order to promote peace, human rights and democracy. We also want to explore appropriate teaching methods to foster peace in changing times and cultures.

We publish "ITA-post" edited by an international editorial board. The magazine is edited in Denmark. It is published online (sent by mail) two times a year to all members of the "ITA" in many countries.

ITA has been supporting schools in Nepal since 1998. In the beginning we supported two village schools in Helambu, which made it possible for them to hire an extra teacher to improve learning opportunities – with a special emphasis on improving education for girls.

At the moment we are very happy to support the Saathi teachers programme towards the cost of one teacher . The idea about improving primary education through the placement of Saathi teachers is very exciting, and we believe that the Saathi teachers are also providing additional support for students to be more self-confident in the classroom and proactively engaging in their community. We can say this from our experience of meeting some of the Saathi teachers and it was a great pleasure to see their big commitment in the work with children in the rural area.

We thank our partner in Nepal, HELP, for also giving Danish volunteers the possibility to go in the villages and help Saathi teachers to assist in teaching children in the schools. They are very grateful about the hospitality they meet from the villagers and they learn a lot. We are under the impression that the Danish volunteers learn as much as the Nepali children in this process. They all seem to return with a lifetime experience.

Since 2008 we have had a very fruitful cooperation with Jimmy Lama of HELP and we look forward to continuing the collaboration as the organization grows from strength to strength. We want to thank the Saathi teachers, Jimmy Lama and the rest of the team of HELP for the great work you do for the children in Helambu.

**Jytte Svendsen
ITA Denmark**



Message from National Advisor



“

I am glad to learn of yet another year of accomplishment HELP has made and here are my best wishes for the Saathi Programme that I am involved in supporting some aspects of it. In my reading, Saathi Teachers are the Saathis of students as they encourage them to learn anywhere, anytime and importantly for the work they do at the basic level. They also act as the Saathis of the local teachers as complementing forces for their intergenerational learning. They are also the friends of the parents who are encouraged to have a more active role for their children's destiny because of the Saathi teachers community activities. In this respect, I am delighted to have witnessed the passion and commitment with which the Saathi teachers are making contributions no matter wherever they work within their professional mindset. Their keen interest in digging out peoples' experience, examining their connections with the community context, and the mainstream subjects such as teaching Maths and English are fabulous.. Because of these abilities of the Sathi Teachers, I am glad to see their work is widely being recognized as a genuine supporter/friend by the community and the local government.

I admire the inquisitiveness and creativity the Saathi teachers apply in their classroom in their effort to transform the local education system. I shall always be with Saathi teachers in person or virtually. I wish Saathi Teachers will be able to create a chain of committed new education forces in Nepal and nurture the narratives that together we can make a difference in education. I wish them all the best of luck!

Prof. Bidya Nath Koirala, Ph. D.

”

Helambu Education and Livelihood Partnership (HELP)



info@help.org.np



www.help.org.np



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