

Helambu Education & Livelihood Partnership

NEWSLETTER

January-March, 2026



Stories, Impact and Approaches: From Classrooms to Communities



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शुभकामना

Happy

Nepali New Year

2083



Happy Nepali New Year 2083 from HELP

As Nepal welcomes New Year 2083, we extend our warmest wishes to all our friends, volunteers, partners and supporters around the world.

The new year in Nepal also marks the end of the academic cycle. It gives us a moment to pause, reflect and appreciate a year filled with inspiring stories, meaningful impact and new approaches to strengthening education.

We are deeply grateful to our team members, partner schools, Saathi teachers, scholarship community, local governments and supporters who continue to believe in our work. Your encouragement and support allow us to reach children and young people who deserve opportunities to learn and thrive.

Moving forward, our regular updates will be shared under three themes that best capture our work:

-STORIES

-IMPACT

-APPROACHES

STORIES

Leaving Two Years Behind to Become a Saathi Teacher



Sreejana Duwal

5th Cohort Saathi Teacher

Shree Golmeshwori Basic School

Panchpokhari Thangpal RM, Sindhupalchowk

When Sreejana Duwal joined the Saathi Teachers Programme, she made a decision that wasn't easy, leaving her two-year-old daughter at home to teach Mathematics at Shree Golmeshwori Basic School in Tar, Panchpokhari Rural Municipality. For a mother, that kind of distance carries its own weight, but Sreejana chose to show up.

The two years weren't without struggle, and what carried her through was the community of Saathi teachers. The TuBu Meets, regular gatherings where Saathis came together, gave her a place to breathe. "It creates a space where we share our thoughts and stress amongst our Saathis," she says. Away from her daughter, that support meant everything.

In the classroom, Sreejana kept her focus on what mattered most: making Mathematics feel real. She leaned into practical lessons, the kind students could connect to their everyday lives. Slowly, something shifted, children who once hesitated began to attempt problems on their own, and classrooms that were once quiet became places of curiosity and confidence. By the time she completed her placement, her students weren't just learning Mathematics, they were engaging with it, and that is perhaps the truest measure of what she left behind.

"These two years are the most valuable of my life," she says, and her advice to the Saathi teachers who come after her is honest and simple: "Teaching may be hard, and it gives you valuable lessons."



Sreejana plans to continue her journey in education, carrying forward everything these two years taught her, about her students, about rural Nepal, and about herself.

This year, 12 Saathi teachers from the 5th cohort, including Shreejana, completed their two-year journey, leaving behind classrooms that are more confident, engaged and curious about learning.

Determination to Become a Saathi Teacher

Babita Tamang first applied to the Saathi Teachers Programme in 2024 but was not selected. Instead of giving up, she applied again, and this year, in her third attempt she became one of the 13 candidates selected for the 7th cohort.

Babita comes to the programme with three years of teaching experience and a background in teaching up to Grade 10. She joins the programme with a passion for helping students solve problems creatively and making learning enjoyable.

What makes her story particularly special is how it connects back to HELP in an unexpected way. When Babita was a young girl studying in Grade 9 at her school in Sindhupalchowk, she received a School in a Bag, one of the programmes run by HELP. She could not have imagined then that a few years later she would come across the same organisation again, this time as someone who would go on to steer impact towards countless students.

Her determination reflects the spirit we see in many young people who want to transform education in Nepal.



Creativity in the Classroom



Earlier this year, Saathi teachers organised a drawing competition across partner schools, encouraging students to express their imagination.

Over 500 students from Grades 1–5 participated. Younger students were free to draw anything they wished, while older students explored the theme “Our community.”

For many children, this was their first opportunity to express themselves creatively in a school activity beyond textbooks.

“I drew my school, the fields, the river, and even the cow I see on my way to school because all of that is my community. I kept adding more and more because there were so many things I wanted to fit in my drawing. It was so much fun, the whole class was drawing together and everyone had drawn something different, but everything was a part of what we see every day in our village,” said Pritam Magar, a Grade 5 student from Aanbukhaireni Rural Municipality.,” said Pritam Magar, a student from Aanbukhaireni Rural Municipality.



Fabric of Hope (आशाको धागो)



In Gunsa village, two Saathi teachers — Joshana and Diya — have started a community initiative called Fabric of Hope (Ashako Dhaago).

Through this six-month sewing project, they will be working with 15 women from marginalized communities, many of whom are members of local mothers’ groups. The project provides practical training in sewing so that participants can develop skills that may support long-term livelihood opportunities for themselves and their families.

The initiative is being implemented as part of the Community Action Project under the Saathi Teachers Programme, which encourages teachers to work beyond the classroom and engage meaningfully with the communities where they teach.

The project is supported by HELP’s partner charity, Adventure Aid, and reflects how small initiatives led by committed teachers can create ripple effects far beyond the school.



Adjusting in Kathmandu to pursue my 10+2



Mingmar Sherpa

Address: Helambu-1, Kakani

**School: Shree Golmadevi
Secondary School**

As the academic session comes to a close, Mingmar Tamang, a 2026 Post-SEE Scholarship recipient from Helambu, Sindhupalchowk, reflects on his Grade 11 journey. "The journey till Grade 10 was full of memories and challenges, but Grade 11 has been even more challenging. Talking about my Grade 11 journey, I met lots of new friends and experienced a completely new environment for studying. I realized that our circle matters a lot in our progress and results. I used to lead others till Grade 10, but in my new school, I have become an average student. I didn't face issues with the study material, but my progress fluctuated throughout the year. I completed my SEE from the village, where there was not always internet access to distract me. In the village, we used to roam around the jungle, swim in rivers, play sports, and explore new places in our free time, but here distractions were digital.

I chose Science in Grade 11 because I love scientific subjects, but I didn't know it would be this hard. From the beginning, my focus was often pulled away by sports and entertainment, but I still managed to get back on track. As I learned more about health and nutrition, my priorities shifted towards health and fitness. I also struggled with remembering things, which affected my studies. At the same time, I learned about politics by participating in Gen Z protests and researching political history, which felt like a practical extension of what we studied in Social Studies in Grade 10.

Apart from that, the monthly online check-in meetings with HELP helped me remember my goals and refocus on my studies. The tutoring classes in Mathematics and Chemistry were especially helpful, as they felt like learning with friends. I performed well in my first and second terms, but now, as my final exams approach, it feels difficult to revise the entire syllabus. With Nepal forming a new government, I also find myself following daily updates, which has become another distraction during exam time.

Overall, my learning has had many ups and downs throughout the year, and I believe all of it will be useful in the future. This Grade 11 experience has prepared me to better plan my Grade 12 year. I will start focusing on the syllabus from the very beginning. Ups or downs, both teach something new, and I will never stop learning."

SchoolBags Travel to Sankhuwasabha



In February and March, our School in a Bag programme reached remote schools in Sankhuwasabha District.

At Shree Jambawati Secondary School, headteacher Premima Rai shared her appreciation:



Premima Rai

"It is rare for our students to receive a schoolbag filled with all the essential learning materials. Many parents struggle to provide basic stationery. This support helps our children participate fully in learning."

During this visit, 213 students across three schools received School in a Bag kits, bringing the total number of children supported through the programme to 25,495 students across Nepal.

IMPACT

Strengthening Classrooms Through Saathi Teachers

The Saathi Teachers Programme continues to strengthen foundational learning in public schools by placing motivated young graduates to teach Mathematics and English. Regular classroom observations and mentoring visits continue to support teachers and ensure strong teaching practices in schools.

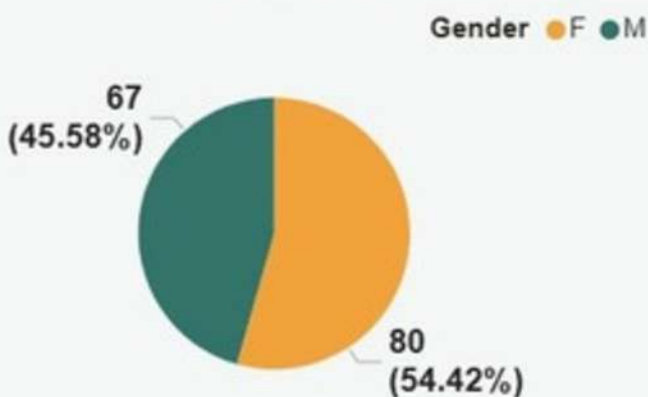
The programme also introduced joint learning sessions with local teachers, encouraging collaboration and strengthening teaching practices across schools.

At Saathi teachers, we recently conducted an endline survey to assess how the learning is happening in the classrooms taught by our Saathi teachers in Tripura Sundari Rural Municipality. And the results show:

Impact at a Glance: Findings from Impact Survey

Endline Survey of Tripurasundari Rural Municipality - 2026 (Comparison between 2024 and 2026)

Number of Participants in 2026 Survey



Class	F	M	Total
1	14	12	26
2	13	10	23
3	21	13	34
4	13	16	29
5	19	16	35
Total	80	67	147

9.74% more students are able to recognize English letters

3.09% more students are able to comprehend English texts.



26.98% students increased their 2-Digit Number recognition skills.



25.04% more students are able to recognize 3-Digit number.



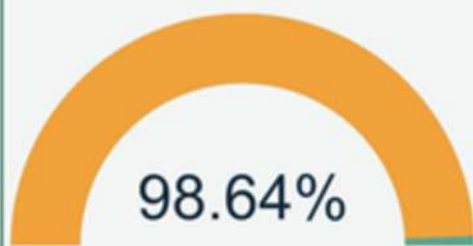
16.99% more students are able to do subtraction.



2.84% more students are able to do division.



Endline Survey of Tripurasundari Rural Municipality - 2026 (4C - Skills)



98.64% students said classrooms are more engaging now.

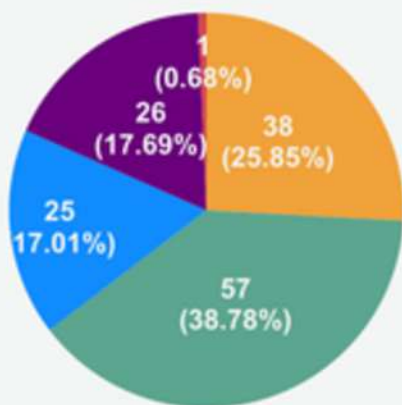


78.91% students said that their attendance have improved.

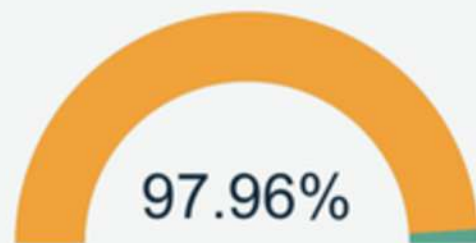


77.55% students said teaching and learning materials are available.

How often do you work in group?

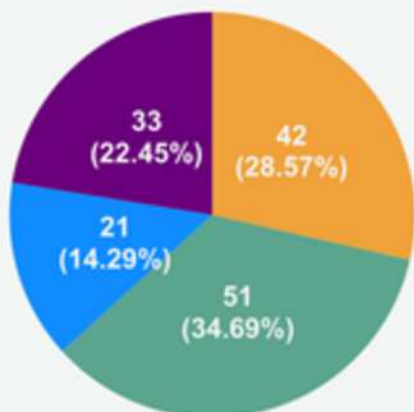


- 1) Almost Everyday
- 2) 2-3 Times Per Week
- 3) 2-3 Times Per Month
- 4) Rarely
- 5) No

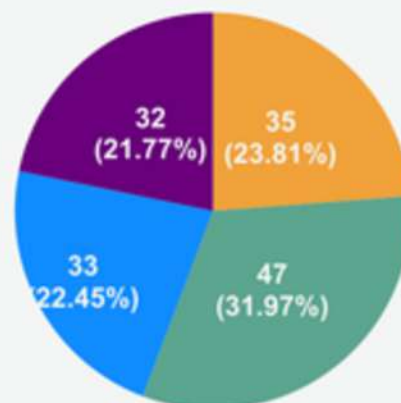


97.96% students said they enjoyed coming to school most of the time.

How often do you ask question to teacher in class?



How often do you ask question to teacher in class?



Similarly, we also conducted a Perception Survey by our students taught by Saathi teachers. And the students said:

Survey on Perception Towards Teachers (2026)

Socio-Demography of Participants in Survey (Perception Towards Teachers)

Municipality	Aanbookhairesni Rural Municipality			Panchpokhari Thangpal Rural Municipality			Tripurasundari Rural Municipality			Total		
	F	M	T	F	M	T	F	M	T	F	M	T
Class 1	12	8	20	20	29	49	18	12	30	50	49	99
Class 2	12	14	26	19	30	49	16	11	27	47	55	102
Class 3	17	20	37	61	69	130	19	17	36	97	106	203
Class 4	21	14	35	55	58	113	16	21	37	92	93	185
Class 5	15	12	27	49	54	103	24	16	40	88	82	170
Total	77	68	145	204	240	444	93	77	170	374	385	759

Average Score on Teachers Perception Category

● Classroom Environment ● Student-Teacher Relation ● Teacher Etiquette ● Teaching Effectiveness



Bujhako / Sikako
Padhako
 Khelako Maya Gareko
 Lekheko

Above-mentioned word cloud represent the themes of common statements said by students about things they liked about teacher.

Their English meaning are:

Padhako (liked teaching style/method),

Khelako (allowing students to play games / liked games they played in class),

Maya Gareko (liked loving/caring nature of teacher),

Lekheko (liked when teacher write in board while teaching),

Bujhako / Sikako (teaching by making students understand / clarifying students what they are unable to understand).

And special thanks to the 5th cohort of Saathi teachers programme, who have successfully completed their two years of teaching placement.

Supporting Students Beyond School

Through the HELP Scholarship Programme, students continue to receive academic and personal support as they pursue their education.

This Quarter:

- Monthly online student check-ins continued, focusing on wellbeing and academic progress
- Subject tutoring sessions in Mathematics and Physics were introduced
- SEE preparation grants supported nine schools in Paanchpokhari
- Information sessions were conducted so that deserving students can apply for the 2026 scholarship cycle



We also launched a Bachelor's Level Scholarship Programme, offering conditional support to two alumni pursuing competitive entrance pathways for engineering and nursing.

It has been inspiring to see our scholarship alumni contributing back — mentoring students, teaching tutoring sessions and even designing HELP's newly launched website.

APPROACHES

Expanding to New Communities

HELP recently signed a new partnership with Bandipur Rural Municipality in Tanahun District, allowing the Saathi Teachers Programme to expand to new schools.

The municipality has committed to funding the teachers' stipends, reflecting growing local ownership of the programme.



A New Model for Deeper Impact

To strengthen learning outcomes, HELP is piloting a Model Saathi Partner School, where preferably five Saathi teachers will work together in one school, covering Grades 1–5 comprehensively.

This model aims to create stronger learning outcomes while building a collaborative teaching environment.

Mentorship for Saathi Teachers

Saathi teachers often work in remote schools with limited professional networks.

To support them, we are launching a Saathi Teacher Mentorship Initiative, inviting educators and professionals to mentor young teachers during their two-year journey.

Even a small connection or conversation can make a meaningful difference in their motivation and growth.

If you would like to support this initiative, we would love to hear from you.

Moving Forward

Moving forward, the momentum continues. In the coming months, we will place the 7th cohort of Saathi Teachers in partner schools, bringing committed educators directly into classrooms that need them most. We will be processing applications for the 2026 Scholarship Programme, creating new pathways for students to continue their education. At the same time, we will expand our School in a Bag distributions, ensuring more children have the tools they need to learn, while strengthening our support systems to better serve both students and teachers.

Support Our Work

Everything you read in this newsletter - from a young teacher leaving home to serve rural classrooms, to a student pursuing higher education, to a child receiving their first schoolbag - is made possible because of the generosity of our supporters.

HELP began as a small effort driven by the belief that every small effort and support can make a difference. Today, that belief continues to guide every programme we run.
But the needs remain immense.

Thousands of children in Nepal still begin school without enough teachers, without resources, and without the support they need to succeed. With your help, we can continue placing dedicated Saathi teachers in classrooms, supporting promising students through scholarships, and ensuring children have the basic tools they need to learn.

If you believe in this work, we invite you to stand with us again this year.

Your support- whether through a donation, connecting us with partners, or mentoring a Saathi teacher -will help us reach many more children in the years ahead.

Together, we can ensure that primary education is never treated as secondary.

Thank you for being part of the HELP community.

-HELP Team

Primary Must Not Be Secondary

Saathi Teachers Programme

Current Local Government Partners



पाँचपोखरी थाडपाल
गाउँपालिका



आँबुखैरेनी
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