



Helambu Education & Livelihood Partnership

Enhancing Education, Empowering Communities!

Annual Report 2026

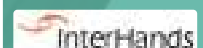
Transforming primary school education through Saathi Teachers.

Nurturing dreams through scholarships.

Ensuring children do not leave school through the SchoolinaBag Partnership.

Maintaining a global network through international volunteering and partnerships.

In Partnership with:



VISION



A Nepal where every child and community are empowered through quality education and sustainable livelihood opportunities.

To empower children and local communities to access quality education and sustainable livelihood opportunities through collaboration with national and international partners.

MISSION



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Helambu Education and Livelihood Partnership



Gokarneshwor-08, Kathmandu Nepal

Every number below is a name we know, a door we watched open, a classroom we walked into more than once.

THIS YEAR: 2026



75

Scholarships awarded



2,359

Schoolbags distributed



28

Saathi Teachers active

SEVENTEEN YEARS OF IMPACT: 2009 TO 2026



747

Scholarships
awarded



26,427

Schoolbags
provided



81

Saathi Teachers
& Alumni



14

Schools
reconstructed



60

Greenhouses
built



400+

Volunteers
hosted



38

Districts
reached



31,003

Students
supported



Why It Started

HELP began in Helambu. Not with the standard fanfare of an institution, but with a few individuals who knew, by personal experience, schooling decides the shape of their lives, and who could not unsee how much that access depended on accidents of geography and household income rather than on a child's ability or will to learn. What started as direct, local support in one valley has grown, without losing its original character, into a partnership working across 38 districts of Nepal.

The growth was never the point. The point was, and remains, that a child's postcode should not decide their future. Every programme HELP runs today, from a single school bag to a two-year residential teaching placement, traces back to that one conviction.

What Guides Us Now

Sixteen years of doing this work at the ground level has taught us that sustainable change is rarely dramatic. It is a teacher choosing to stay for a third year. It is a village that stops seeing a schoolbag as charity and starts seeing it as a shared investment. It is a scholarship recipient who becomes a mentor, a Saathi Teacher becoming Programme Coordinator, then someone else's reason for staying in the classroom. Our story is still being written in exactly that register. Community by community, one relationship at a time.

HELP's programmes are built on a handful of experiential operating principles; the things that don't change even as the work grows. This year, we as a team invested a day to revisit our values and affirm what must guide us.

• Locally Rooted, Globally Connected:

We are grounded in our history, relationships, and community trust. Our work is shaped by lived experience and guided by past lessons, while collaborating with national and international partners to bring innovation and broader perspectives.

• Commitment to Education and Empowerment:

We connect people, partners, and resources to invest in young people's education, confidence, skills, and leadership—supporting communities to build a future with dignity and opportunity.

• Putting the Last First:

We prioritise children, girls, marginalised youth, and vulnerable communities, ensuring their voices, needs, and lived experiences guide every programme and decision.

• Leading with Empathy:

We listen deeply and care genuinely, making thoughtful, evidence-based decisions that balance empathy with responsibility.

• Resilience Through Challenges:

We stand with our communities during crises and change, responding with integrity while turning challenges into opportunities for growth and hope.

• Consistency for Lasting Impact:

We believe meaningful change takes time. Long-term presence and sustained effort are central to achieving lasting outcomes.

• Partnership for Sustainability:

We work closely with communities, institutions, and partners to deliver solutions that are relevant, respectful, and sustainable.

• Purpose-Driven Action:

Every programme is guided by clear purpose and real community needs—never by trends, convenience, or obligation.

• Mutual Respect and Shared Responsibility:

We ensure inclusive decision-making by collaborating with communities, youth, educators, governments, and partners for shared ownership and success.

• Integrity and Accountability

We act with honesty, transparency, and ethical responsibility, honouring the trust placed in us.

• Value for Money

We design cost-effective, locally aligned programmes that respect local economies and ensure sustainable use of resources.

THIS YEAR IN REVIEW

JUL–SEP 2025

Shrawan–Ashwin 2082

Q1

- 71 Post-SEE Scholarships Awarded to the 15th Cohort
- Undergraduate Scholarship Launched with Interhands
- 2nd AJL Cohort Award Ceremony

- 14th & 15th Cohorts Post-SEE Scholars Interaction with Interhands Foundation
- 2-Day Headmaster Leadership Training in Panchpokhari Thangpal RM
- One-Year Mentorship Programme Concluded

Q2

OCT–DEC 2025
Kartik–Poush 2082

JAN–MAR 2026

Poush–Chaitra 2082

Q3

- Literacy, Numeracy & Arts Competition Across Partner Schools through Saathi Teachers Programme
- Financial Literacy Session for Post-SEE Scholars with Kumari Bank

- 7th Cohort Saathi Teachers Placement
- 100% Municipal-Funded Saathi Teachers Placement in Bandipur RM
- Annual Review & Gathering 2026 for Post-SEE Scholars
- Grade Teaching Pilot Launched
- 2,359 Children Received School Bags
- 430+ Students Covered by Baseline Survey

Q4

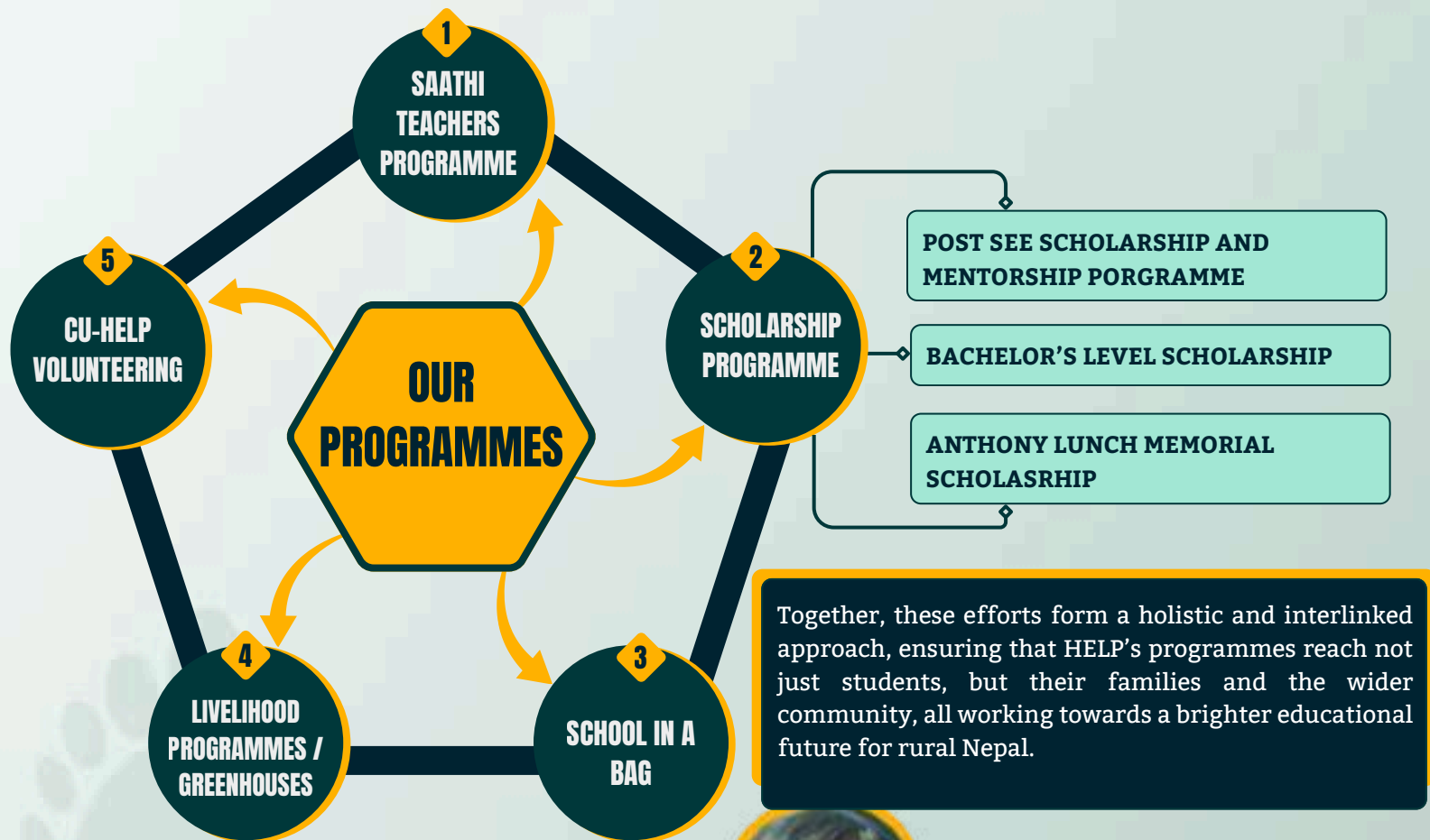
APR–JUN 2026
Baisakh–Asadh 2083

& many more stories along with other work of ours!

Every HELP programme is built to reinforce the others: strong teaching, real financial support, the right learning resources, and livelihoods stable enough to keep children in school.

A school bag gets a child through the door. A Saathi Teacher makes the classroom worth walking into. A scholarship keeps that same child there ten years later, at university, still going.

Here's how each one moved in 2026.



SAATHI TEACHERS PROGRAMME

"Primary Must Not Be Secondary"

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.

TWO YEARS WAS JUST THE START: THE SAATHI PATH

The Saathi Teachers Programme is designed as a two-year paid placement. For many teachers, that turns out to be just the beginning: some extend into a third year in the classroom rather than leave a school they've come to belong to. Others go further still, carrying what they learned as a Saathi Teacher into HELP's own staff.

3

Former Saathi Teachers now leading the programme from the inside

3

Teachers who extended into a third year this cycle
(Priyanka Pandey, Umesh Adhikari & Bijay Baidhakota)

THE SAATHI PATH

Aruna Shrestha

Saathi Teacher → Deputy Programme Coordinator, Saathi Teachers Programme

Like Goma or Kuber, Saathi Teacher alumnus who now serves on HELP's executive board, Aruna Shrestha found that her time with HELP didn't end after two years in the classroom. Today, Aruna Shrestha serves as Deputy Programme Coordinator of the Saathi Teachers Programme, embarking upon the fourth year with HELP. Aruna leads English sessions for the Saathi Teachers, conducts classroom observations across multiple schools, and represents the programme at national forums such as BRANNGO at the British Embassy.

Today, she helps shape the same 24-day Saathi School journey that once shaped her.



THE SAATHI PATH

Sneha Shrestha and Roman Shrestha

Saathi Teacher → Schools Coordinator and Teachers Development Coordinator at Saathi Teachers Programme



Sneha Shrestha

The thread continues. Once supported by TDC Aruna Shrestha, both Sneha Shrestha and Roman Shrestha have stepped into leadership roles of their own.

Sneha carried her two years of classroom experience into HELP's new Grade Teaching Model, where she now serves as Schools Coordinator across the pilot schools in Sindhupalchok. Roman, meanwhile, now serves as Teachers Development Coordinator (TDC), supporting Saathi Teachers through training, classroom observations, and professional development.



Roman Shrestha



Behind every big vision is simply a classroom in Lekharka, and a child waiting to be noticed. It was during a regular classroom visit that Deputy Programme Coordinator Aruna Shrestha first came upon Anmol's work.

Here is Saathi Teacher Anmol and his student Khushi's story unfolding the programme's vision.

From the Back Row to Top of the Class

Before Lekharka wakes to the sound of school bells, fifteen-year-old Khushi Bomjan has already cooked breakfast, dressed her seven-year-old sister, fed her, and walked her to school. Her mother has already left for the forest to gather firewood, and her father is away from home for work.

The twenty-minute uphill walk to Shree Bachhalamai Basic School is not long by rural standards, but Khushi carries more than her schoolbag.

When the morning roll was called, she rarely answered. She is fifteen years old, in Grade 5, probably conscious of space and age. She takes her seat by the wall and waits out the day. She was neat, polite, and clean, but she rarely raised her eyes or touched her midday meal.

For a long time, a repeat offender of the traditional pass-fail system, was the only thing anyone at the school seemed to know about her.

Anmol Tamang saw something else.

Anmol arrived in Lekharka as a Saathi Teacher, placed by HELP to strengthen foundational learning in rural primary public schools for two-years. When Anmol finished his first year as class teacher of Grade 4, the school offered him the same class again. He turned it down and asked for Grade 5 instead to keep building rather than repeat what he already knew how to do.

To help his students overcome their shyness, Anmol lowered the stakes for everyone. He introduced a new rule: every morning assembly, a student had to stand in front of the school to share a song, a poem, or a short story.

To break the ice, Anmol stepped onto the gravel playground himself and danced in front of the entire school.

Seeing their teacher lay down his pride changed everything. Soon after, when Anmol taught a short dance routine to a small group, Khushi stepped forward. A girl who used to walk with her chin tucked into her chest stood before the whole school and danced.



One wall had come down. Now the harder one still remains. **MATHEMATICS.**

Standard division formulas can feel like punishment to a student who has fallen behind, and primary counting blocks strip away whatever dignity an older learner has left. Instead of relying on textbooks, Anmol started from scratch during lunch breaks and free periods, making extra practice sheets out of his own pocket.

He turned division into practical games. He laid real ten-rupee and one-rupee notes across the desk, asking Khushi to divide eighty-four rupees fairly among six people. When the ten-rupee notes did not divide evenly, she worked out how to break them into ones, chalking the math on the board behind her. Slowly, the fear of mid-problem guessing disappeared.

That year, Anmol set a challenge. If she placed first in math by the end of Grade 4, he promised to buy her a wristwatch. Khushi looked at him and answered with a single word: "*Huncha.*" (*Okay.*)

By the end of the year, in a class of sixteen, Khushi scored 48 out of 50 in mathematics, earning the highest mark in the class. On his next visit to Saathi Teachers Office, Anmol asked for an extra stack of note books. A tangible prize for placing first in her class. She soon started keeping a daily diary in one of those very notebooks.

On a typical afternoon, you can still find Anmol long after the final bell, marking unit tests he designs himself.

Ask Anmol what changed and he does not reach for anything grand. He says only that he stopped assuming a child who kept failing simply couldn't learn: "**K nasakney raicha ra?**", as he puts it, it isn't that they couldn't, after all.



"Tests shouldn't be a fearful event," he says. **"If you do them regularly, the fear vanishes. It's the only way I can know if a concept actually reached them, or if I was just talking to a room."**

He still hasn't managed the wristwatch. He has told her it will come at the end of his two year journey of his Saathi Teaching, and she seems entirely content to wait.

Saathi teachers do not work miracles, nor do they fix structural poverty or fix the curriculum with a single game of cards or a dance in the morning sun. What they do is far simpler and far braver: they willingly reach a child in the shadows and ask why she is there.

"Class teaching is not an entitlement," Anmol reflects late one evening, looking over his lesson plans for the coming week. **"It is a heavy responsibility. Sometimes you are the only person standing between a child and a door that is about to close forever. You just have to reach."**

“

"Through the Saathi Teachers Programme, I have had the chance to have a lifelong experience of making a difference. I have learnt that, indeed, literacy is not just a skill. It is the foundation of confidence."

- Anmol Tamang, 6th Cohort Saathi Teacher

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APPROACHES

The Saathi Teachers Programme is a major flagship programme of HELP designed to strengthen the foundations and deliver quality education in the primary schools of rural Nepal. Saathi Teachers commit to enhancing foundational literacy, numeracy, and 21st-century 4C skills (Creativity, Critical Thinking, Communication, and Collaboration) for their students. The programme is implemented in partnership with local governments and schools.

What began in 2019 with 10 Saathi Teachers in Panchpokhari Thagpal Rural Municipality has now grown significantly. Following the onboarding of the 7th Cohort in 2026, 28 Saathi Teachers are currently serving across 12 partner schools in three rural municipalities covering Sindhupalchok and Tanahun Districts.

Saathi Teachers Programme recruits motivated young educators and places them in two-year placements across rural primary schools, where teachers are needed most. While early education is too often treated as a stepping stone, HELP treats it as a critical specialism.

Over 60% Saathi Alumni remaining active in the national education ecosystem

5th Cohorts's Graduation & 7th Cohort's Onboarding

At the formal graduation ceremony held on 11 April 2026, we celebrated 12 remarkable teachers from the 5th cohort of the Saathi Teachers Programme as they completed their two-year service across partner schools in Sindhupalchok and Tanahun. Through resilience and active pedagogy, these teachers have left a lasting mark on the young minds and communities they served.





The event marked a bridge between generations. As the 5th cohort graduated, 11 incoming teachers from the 7th cohort were welcomed to carry the work forward.

The gathering also brought together alumni from earlier cohorts, most of whom have chosen to remain in the teaching profession full-time.

Honoured Guests & Keynote Speech

We were privileged to welcome our long-time advisor and supporter **Gagan Thapa** as Chief Guest. He joined the gathering to listen to the classroom stories and field challenges shared by graduating teachers. Programmatic advisor **Dr Meenakshi Dahal**, who has guided Saathi teachers through multiple residential training cycles, delivered a keynote address on *"Building a Career in Education,"* encouraging graduates to channel their field experience into long-term professional leadership.



Beyond the Saathi Teacher Journey: Choosing a Third Year

This year, three educators chose to extend their service into third years, opting to stay in the classrooms and communities they had come to know and built.

"Over two years, I have built relationships that matter. I have seen growth that is real. I want to keep encouraging these students, supporting their dreams, and creating a space where they feel valued."



Bijay Baidhakota
Shree Satkanyadevi Primary
School, Bhotang



Priyanka Pandey
(Shree Shanti Basic School,
Parche)

"I am completing my bachelor's degree while working closely with the rural government. This isn't just a job, it's where I'm learning to lead, communicate, and create better classrooms."

"Learning alongside these students gives me energy. Their trust made it impossible to leave. This year, I'm focused on practical life skills, discipline, and confidence. The things that last beyond exams. The Saathi Teachers Programme, the classrooms I teach in and the community I serve in has made an irreplaceable home in my heart."



Umesh Adhikari
(Shree Satkanyadevi
Primary School, Bhotang)

Teachers come and go, but Bijay, Priyanka, and Umesh decide to stay. By extending their tenure in rural primary schools, they're showing what happens when deep commitment replaces a simple placement.

Saathi Teachers Outreach and Recruitment

Finding teachers who are willing to move to remote villages and invest in young minds requires finding people with genuine heart and commitment. To connect with prospective candidates for Cohort 7, our team traveled to college campuses across and beyond the Kathmandu Valley. We held interactive sessions at Chautara Multiple Campus in **Sindhupalchok**, Parashar College in **Damauli**, Shiva Shakti Campus in **Pokhara**, and Dhaulagiri Multiple Campus in **Baglung**. These conversations gave young graduates a clear picture of what it truly means to serve as a Saathi Teacher.

We extend our sincere gratitude to the participating colleges and Campus Chiefs for hosting these sessions and supporting the mission to improve the quality of education in rural communities.

With a selection rate below **5%**, this year's recruitment cycle was exceptionally competitive. Running from late September 2025 to early March 2026, candidates evaluated through initial application screening were divided into four rigorous rounds of Assessment of Saathi Candidates (ASCs), participating in written exams and a 7-minute live teaching demonstration. A total of 91 candidates advanced to final interviews, leading to 13 final selections.

Before Saathi Teachers Go Into Classrooms



Shortly after the final selections, in February 2026, we held the **7th Parents' Meet** in Kathmandu, bringing 13 candidates together with their families before they set off for their placements. Sending a daughter or son to a distant rural school comes with natural anxiety.

This gathering gives parents space to ask questions, understand what daily life in the village actually looks like, and build trust with the team standing behind their children.

The Saathi School

After signing their contracts, candidates officially enter Saathi School. Before setting foot in a rural classroom, every Saathi Teacher completes Saathi School, an intensive 24-day residential training. It bridges the gap between academic theory and the daily realities of a primary classroom. For the 7th cohort, as with many before them, this immersive preparation took place at the GAN Learning Centre in Lalitpur in March 2026.

Through this prospective Saathi Teachers were also trained in effective teaching, emerging community leaders, curriculum emphasised experiential learning, real world exposure, and deep community immersion. In addition to classroom pedagogy, they were trained in child protection policies, first aid, report writing, and community mapping to prepare them for their Community Action Projects (CAP). Candidates also gained practical insight through a one-day live classroom observation at Shree Lalit Sikshya Kendra.



We extend our sincere gratitude to all our facilitators, guest experts, institutional partners, and the core Saathi Teachers Programme team for making Saathi School successful.



Saathi School is only the beginning. Once placed in their rural schools, teachers are backed by continuous support throughout their two-year journey. Through regular classroom observations, quarterly meet-ups, and TuBu (Tune Up, Build Up) peer reflection sessions, we ensure no teacher ever has to face the isolation or challenges of field teaching alone.

THE TIERS OF TEACHER SUPPORT AFTER PLACEMENT:

1. Quarterly Meet-ups and Mid-year Trainings:

These three-day residential gatherings give Saathi teachers across cohorts a chance to step back from the daily demands of the classroom. Together, they reflect on community and classroom challenges, celebrate breakthroughs, learn from invited experts, and realign their teaching strategies for the term ahead.



2. Classroom Observations:

Our Primary School Coordinators, Teachers Development Coordinators, and Deputy Coordinator regularly visit partner schools to sit in on classes and offer hands-on mentorship to provide real-time, practical feedback to help teachers refine their teaching practices.



3. TuBu (Tune Up, Build Up) Gatherings:

Conducted under the SLP (sharing, Learning, Planning) Model, they are regular peer-led circles where Saathi teachers meet to strategise classroom challenges, share teaching materials, and offer mutual encouragement.



3. Capacity Building Sessions:

- **Empowering Day (2025):** The then TDC Aruna Shrestha and Saathi Teachers Roman Shrestha, Sneha Shrestha, Shreejana Duwal, Umesh Adhikari, and Priyanka Pandey represented the programme at **Empowering Day 2025** in Kathmandu.
- **Empowering Classrooms (2026):** Saathi Teachers Riva Adhikari, Anmol Tamang, Abhishek Neupane, and Liza Thapa participated in "**Empowering Classrooms: Learn, Design, Innovate**" at The Plaza. The session explored practical ways to move away from rote learning and build truly student-centered classrooms.
- **Progressive Assessment Training (June 2026):** Schools Coordinator Sneha Shrestha, TDC Safina Maharjan, and Deputy Programme Coordinator Aruna Shrestha completed a two-day workshop on **Continuous Assessment Systems (CAS)** and narrative reporting. The training focused on using regular student assessment as helpful evidence to guide everyday instruction rather than relying strictly on end-of-term exams.



7th Cohort Saathi Teachers Placement

In April, ten newly trained Saathi Teachers took up their posts across rural primary schools as the seventh cohort of the Saathi Teachers Programme.



2-Day Leadership Training for Headmasters of Panchpokhari Thangpal

Real, lasting change in a school cannot rest on the shoulders of a classroom teacher alone. It has to start from the top, with the leaders who guide the schools and shape its culture.

In partnership with Panchpokhari Thangpal Rural Municipality, HELP designed and facilitated a two-day governance and capacity-building workshop for headteachers and School Management Committee (SMC) chairs under the Saathi Teachers Programme. The sessions focused on administrative role clarity, financial accountability, and child-centred management across the municipality's schools.



The workshop addressed a severe gap in local school governance. Facilitated alongside guest specialists from the Centre for Education and Human Resources Development (CEHRD), the National SMC Federation, and child psychology experts, the initiative established a shared baseline for local school management while extending HELP's working relationships to schools across the region.



"Having our management committees and headteachers in the same room, working through shared challenges together, was one of a kind and it has strengthened our clarity towards building better schools."

-Gopi Prasad Parajuli, Head Teacher of Shree Bhotenamlang Secondary School, Bhotenamlang.



TuBu with Local Teachers

On January 31 in Anbookhaireni and February 7 across Panchpokhari and Tripurasundari, we brought 30 local government teachers and 30 Saathi teachers together as equals. Sitting side by side, they co-created hands-on learning tools and practical lessons to bridge the gap between visiting and local staff.

True sustainability lives in these collaboration, building local co-learning networks that remain deeply rooted long after our team steps back.



Inter-School Literacy, Numeracy & Arts Competition in partner schools

In Tripurasundari Rural Municipality, seven schools gathered at Shree Ganesh Basic School in Latu for an inter-school competition centered on foundational literacy and numeracy in February 2026. Organised by our Saathi Teachers, the event brought together 21 basic-level students for a series of timed memory challenges, vocabulary tasks, and mathematical problem-solving races.



Similarly, in March 2026, HELP hosted a massive inter-school art competition organised through Saathi Teachers. Uniting 15 partner schools and over 1,000 students across all three clusters (Anbookhaireni, Tripurasundari, and Panchpokhari Thangpal), the event celebrated children's creativity and community identity. Students competed across two categories: Grades 1-2 (Open Theme) and Grades 3-5 (Theme: Community).



100% Municipality Funded Saathi Teachers Programme

Bandipur Rural Municipality fully finances four Saathi teacher placements across Shree Shanti Basic School in Parche and Shree Padma Basic School in Sukaura to work side by side with local teachers in Bandipur this year, while HELP manages recruitment, preparation, and ongoing mentorship. It turns short-term assistance into a permanent local partnership.

Rather than replacing local staff, our Saathi teachers step in as everyday partners in the classroom.



Enhanced Support in Two Schools: Grade Teaching Modality



This academic year, we introduced grade teaching at Shree Satkanyamati Secondary School in Gunsu and Shree Bhotenamlang Secondary School in Bhotenamlang. In traditional primary classrooms, children see a different teacher every forty minutes for each subject. With grade teaching, one teacher stays with the class for the entire day, to better focus on one classroom.

To prepare for this shift, we partnered with the Centre for Education and Human Resource Development (CEHRD) to host a four-day residential training on the national curriculum for over twenty teachers. Today, nine Saathi Teachers are putting this approach into practice: five in Gunsu and four in Bhotenamlang. With regular support from Primary Schools Coordinator Sneha Shrestha, this approach is enhancing our primary wings, giving children consistent, attentive support every day.

Baseline and Midline survey: 434 STUDENTS ASSESSED

434

Primary students assessed across Sindhupalchok and Tanahun

+25%

Increase in Nepali story reading comprehension at Shree Satkanyamati (2024 vs 2026)

+28%

Increase in English sentence reading at Shree Satkanyamati (2024 vs 2026)

To determine whether changes in teaching lead to real progress in learning, we conduct baseline and follow-up evaluations in partner schools. Led by **Programme Evaluation, Impact and Learning Documentation Officer Raj Karki** alongside the Saathi team, this year's baseline and midline assessment covered 434 primary students in Grades 1 to 5 across Sindhupalchok and Tanahun.

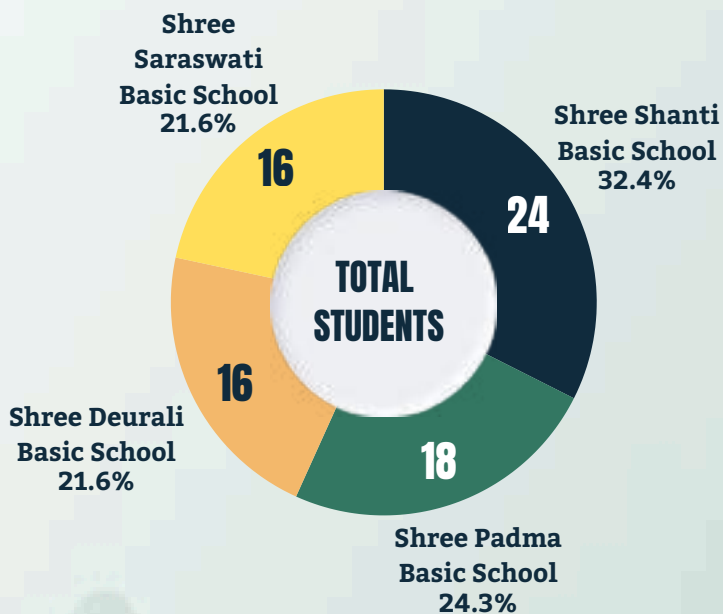
Using digital data collection through KoboToolBox and the standardised ASER tool, the evaluations measured foundational literacy and numeracy skills, establishing clear benchmarks against which children's learning is tracked over time.

Setting a Control Benchmark in Bandipur

In May 2026, the team assessed 74 students in four basic schools in Bandipur Rural Municipality. Two of these schools now have four Saathi teachers placed for a two-year period, while two neighbouring schools without Saathi placements serve as control schools.

These assessments show that foundational literacy and numeracy skills in both groups are currently at comparable levels. Tracking both groups of schools over the next two years will allow us to see the impact of full-time Saathi teachers against standard natural classroom environments without Saathi teachers.

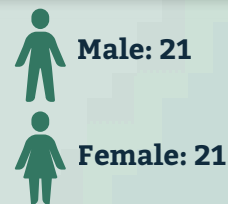
74 SURVEYED IN BANDIPUR



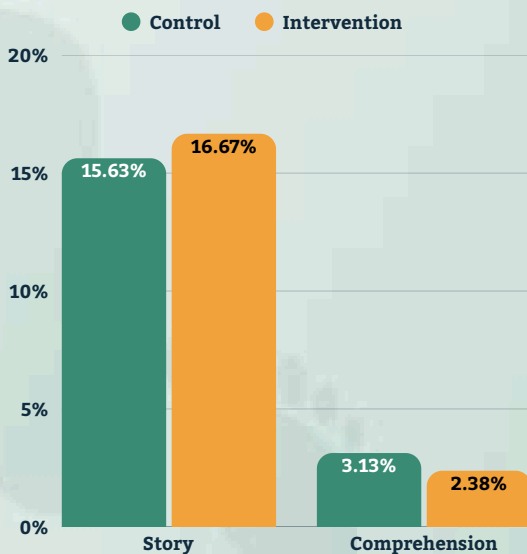
CONTROL SCHOOL: 32



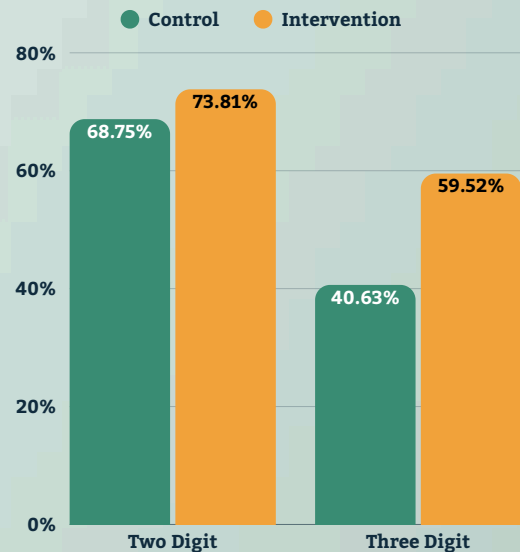
INTERVENTION SCHOOL: 42



English Subject - Overall



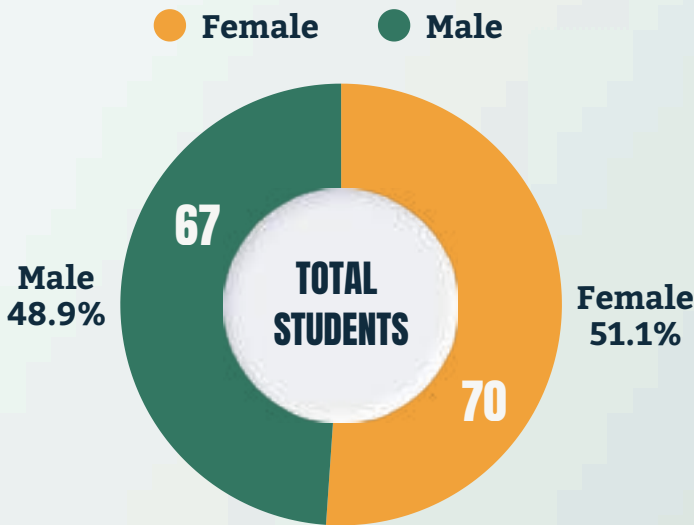
Math Subject - Overall



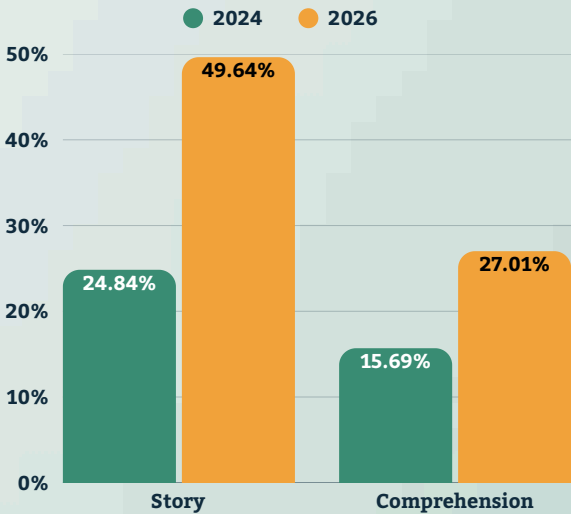
Two Years of Growth: Shree Satkanyamati

In 2024, HELP established a baseline for students across Classes 1 to 5 at Shree Satkanyamati Secondary School of Panchpokhari Thangpal Rural Municipality, Sindhupalchok. Returning to evaluate the same indicators in 2026, 137 students were surveyed and the data showed substantial double-digit gains across several key learning benchmarks:

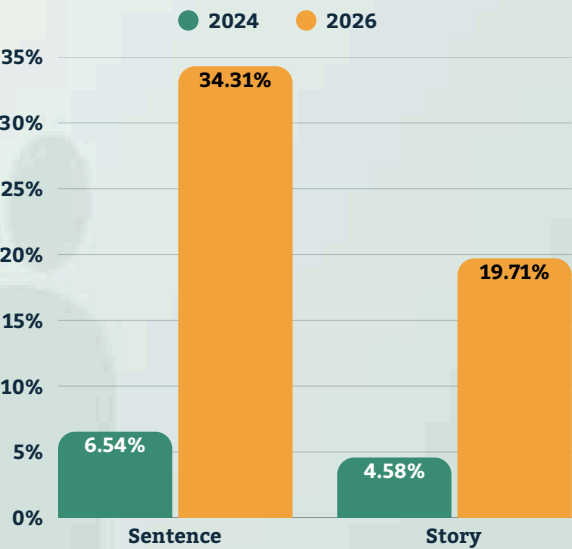
137 STUDENTS SURVEYED



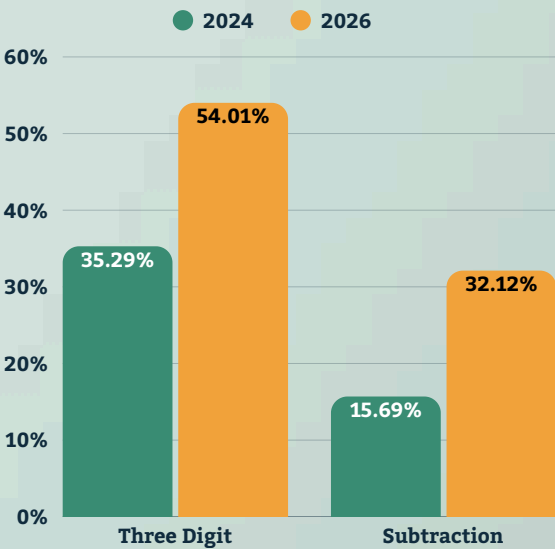
Nepali Subject - Overall



English Subject - Overall



Math Subject - Overall



Nepali Literacy: 25 percent more students can read a short Nepali story, and 11 percent more can comprehend what they read.

English Literacy: 28 percent more students can read a simple English sentence, while 15 percent more can read a short English story.

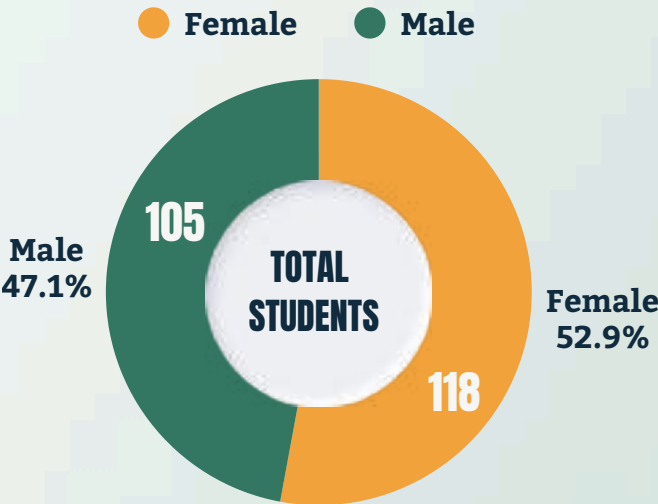
Numeracy: 19 percent more students can identify three-digit numbers, and 16 percent more can perform basic subtraction.

Learning from the Data in Bhotenamlang

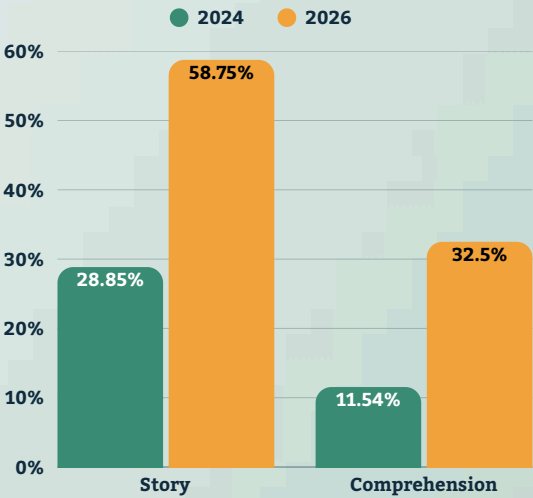
At Shree Bhotenamlang Secondary School, where the new Grade Teaching model was introduced this year, assessments from Classes 1 to 3 established a new baseline.

While students in Classes 2 and 3 showed improvements compared to 2024, Class 1 results showed a slight drop. Because the 2026 survey took place at the very start of the academic year, before new teaching methods had time to take root, the initial drop highlighted an important operational lesson: foundational support must be intensified during the opening weeks of Class 1 to prevent early-grade lag.

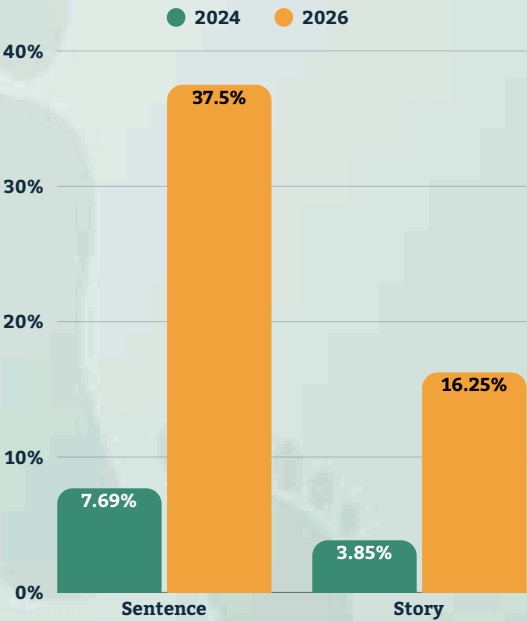
223 STUDENTS SURVEYED



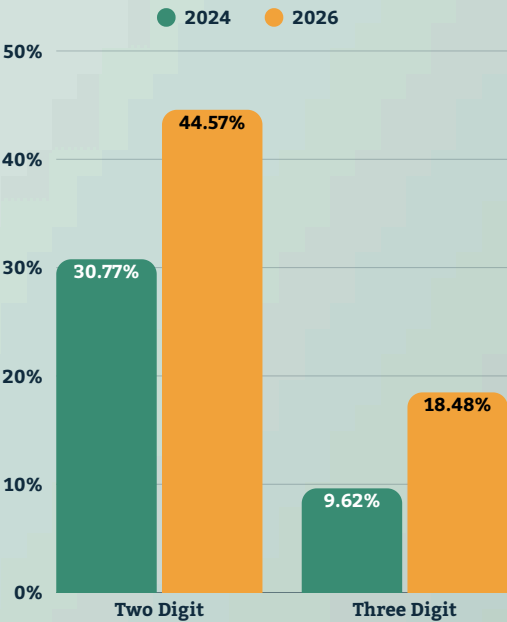
Nepali Subject - Grade 3



English Subject - Grade 3



Math Subject - Grade 2

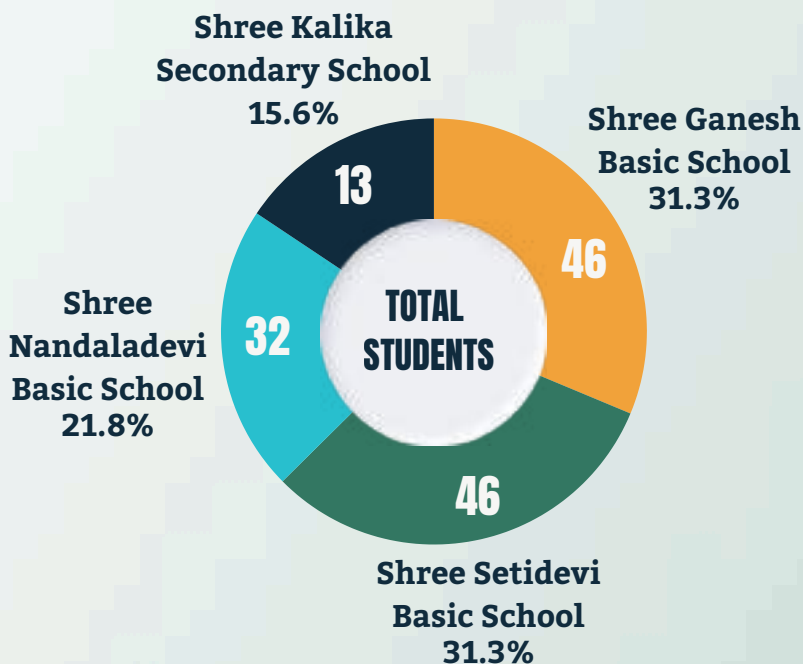


Endline Survey in Tripurasundari Rural Municipality

In the year 2026, we also did an endline survey at Tripurasundari RM where we collected data from 147 students from four schools where we worked from 2022 to 2026. In order to sustain our achievement, we handed our working schools to Tripurasundari RM. Beside learning assessment survey, we also did a survey on usage of 4C (Communication, Creativity, Collaboration and Critical Thinking) skills in class.

Overall, looking at the data we can see that compared to 2022, there was an increase in students' learning in the year 2026. Some of the results of the survey are presented in the graph:

147 STUDENTS SURVEYED

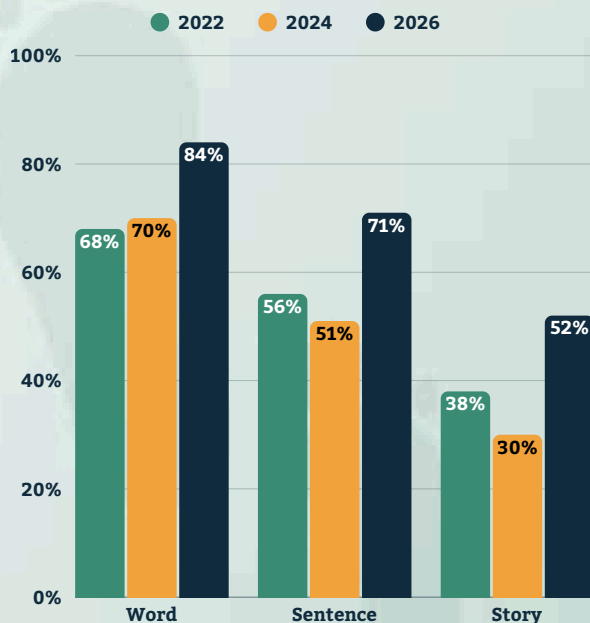


Male: 67

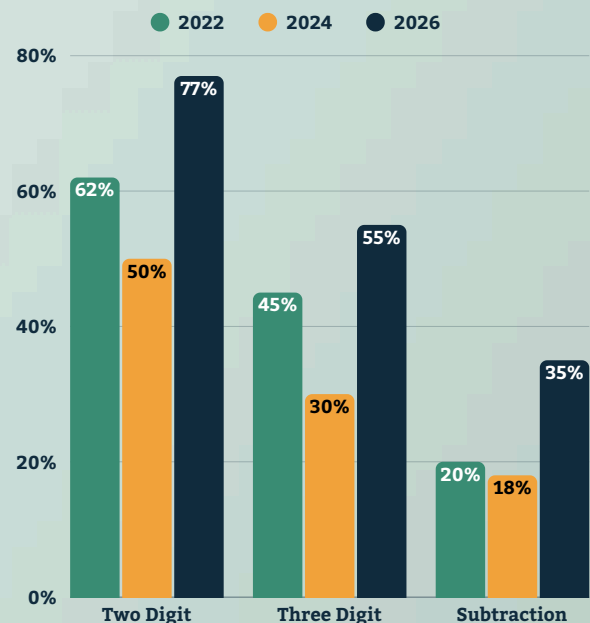


Female: 80

Nepali Subject-Overall



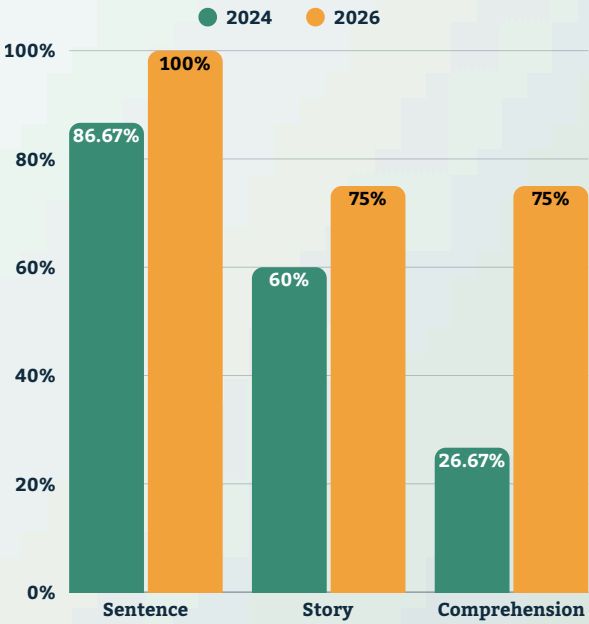
Maths Subject-Overall



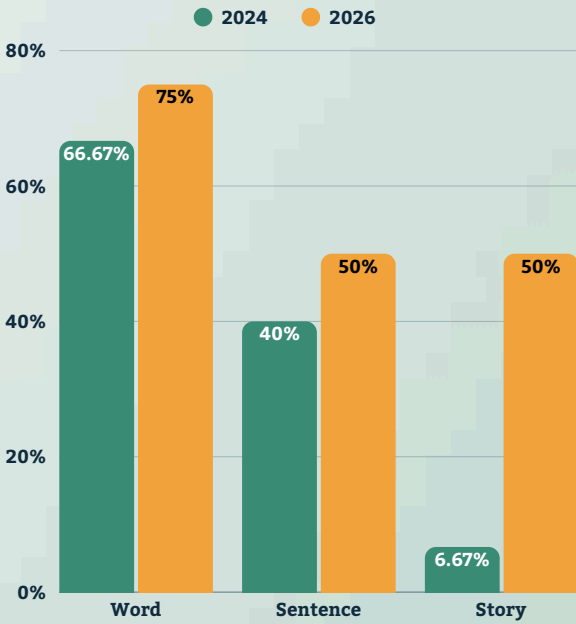
Overall, learning outcomes in both Nepali and Math showed a clear increase in the year 2026 compared to the year 2022, despite a brief dip in the year 2024. In the case of Nepali, word recognition improved from 68% in 2022 to 84% in 2026, while sentence reading improved from 56% in 2022 to 71% in 2026, and short story reading followed a similar pattern, improving from 38% in 2022 to 52% in 2026. In Math too, two digit and three digit identification saw an improvement, they rose from 62% and 45% in the year 2022 to 77% and 55% in the year 2026 respectively. Similarly, 15% more students in the year 2026 were able to do subtraction compared to the year 2022. The graph in the following page shows a similar trend across schools and classes.

Shree Kalika Secondary School, Tripurasundari RM

Nepali Subject-Class 4

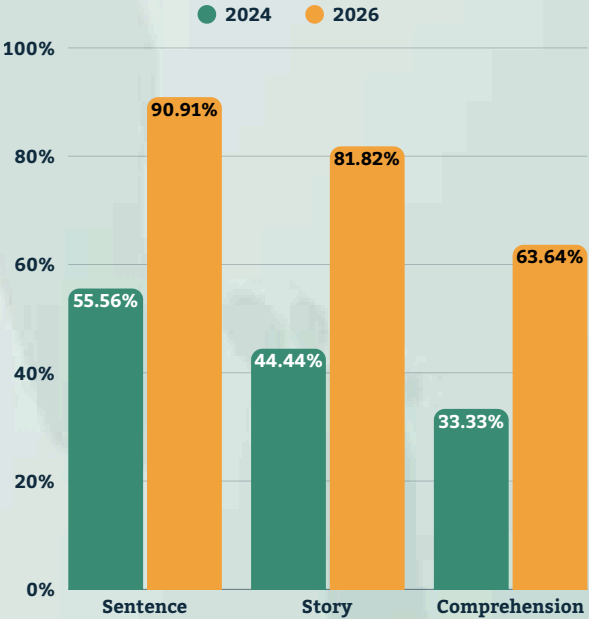


English Subject-Class 4

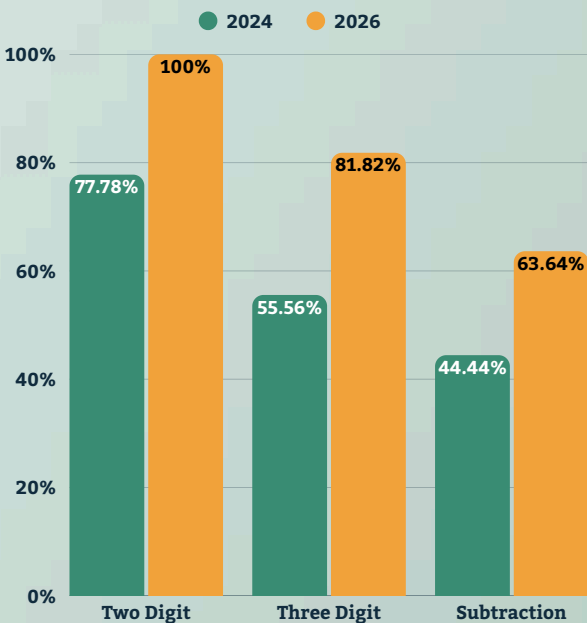


Shree Ganesh Basic School-Tripurasundari RM

Nepali Subject-Class 5

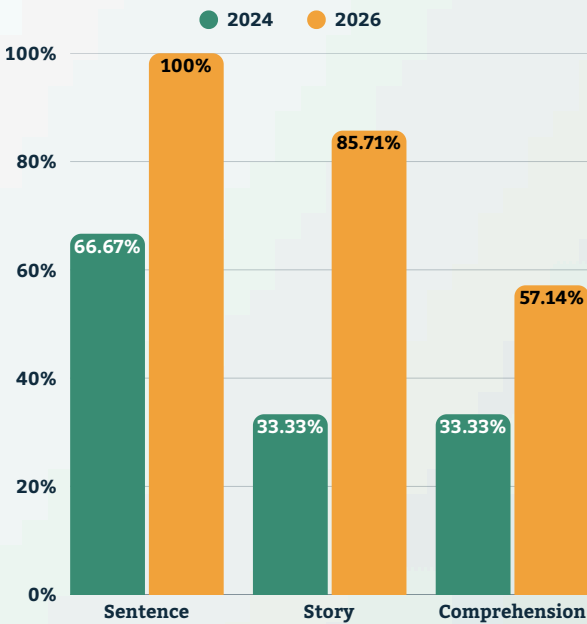


Math Subject-Class 5

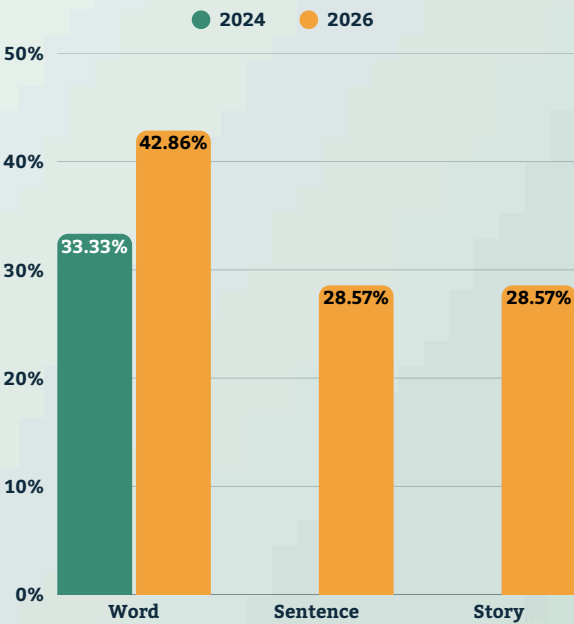


Shree Setidevi Basic School-Tripurasundari RM

Nepali Subject-Class 5



English Subject-Class 5

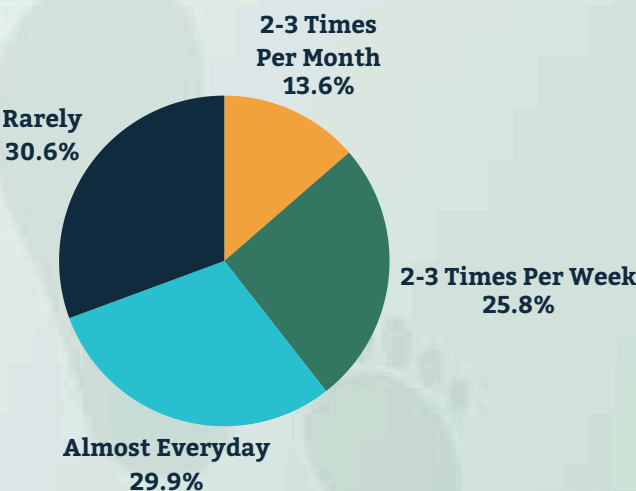


The above data and graphs show students were able to improve their numeracy and literacy skills across Math, English and Nepali subjects.

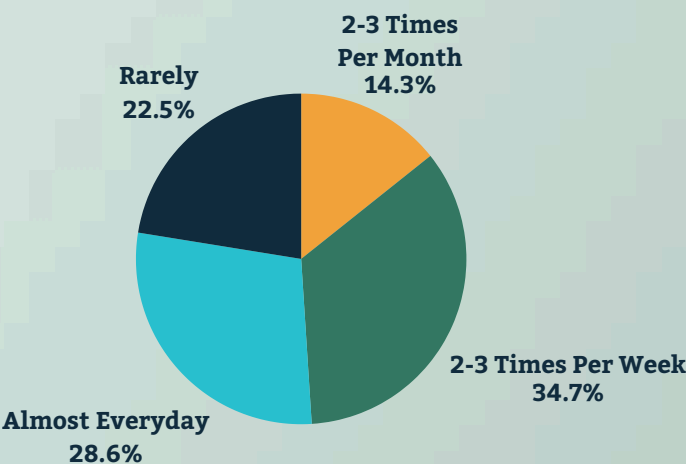
In Tripurasundari Rural Municipality, students' usage of 4C (Communication, Creativity, Collaboration and Critical Thinking) skills in class was also assessed and some of the significant results are shown in the graph below:

Usage of 4C Skills in Class-Tripurasundari RM

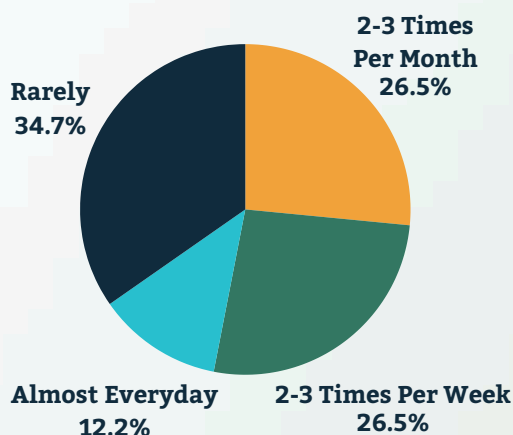
How often do you ask your friend questions in the classroom?



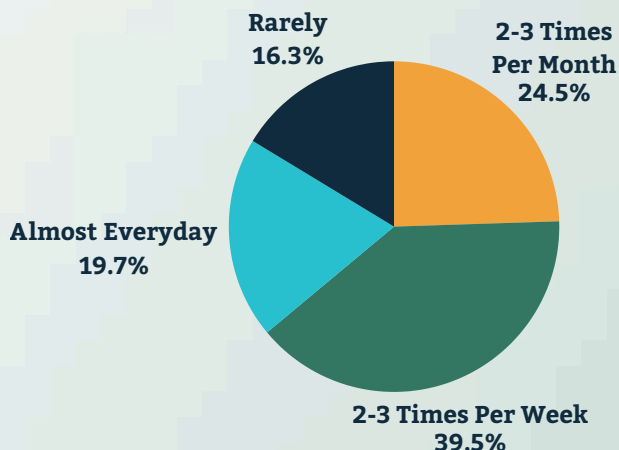
How often do you ask questions to your teacher in the classroom?



How often do you do projects in your classroom?



How often do you do extra activities like dancing, singing, and drawing?



The above data and graphs show that students were able to improve their numeracy and literacy skills across Math, English, and Nepali subjects.

In Tripurasundari Rural Municipality, students' use of 4C (Communication, Creativity, Collaboration, and Critical Thinking) skills in class was also assessed, and some of the significant results are shown in the graph below:

Survey on Students' Perceptions towards Saathi Teachers

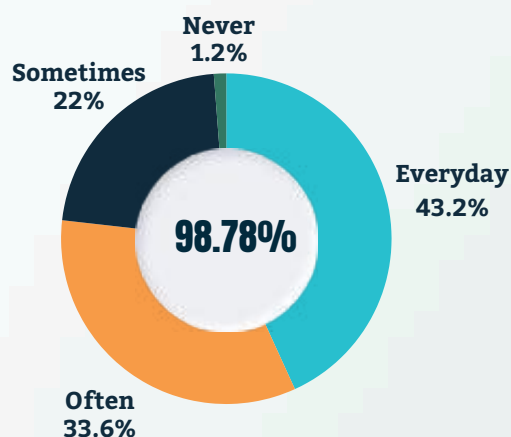
In December 2025, three Teacher Development Coordinators and three volunteers conducted a two-week survey across 15 partner schools in Panchpokhari Thangpal, Tripurasundari, and Anbookhaireni Rural Municipalities.

Gathering insights from 759 primary level students, the survey evaluated children's perceptions of Saathi Teachers and the overall quality of instruction in their classrooms. Out of 759 students (Classes 1-5) surveyed across three rural municipalities, perceptions toward Saathi teachers are overwhelmingly positive. Nearly all students (98.8%) feel they get regular opportunities to ask questions, 91.5% say their teachers answer humbly, 96.2% like staying in the teacher's class, and 94.5% would be happy if the same teacher continued teaching them up to Class 10. These consistent high ratings (with negative responses under 2–8% across all questions) indicate strong student trust, comfort, and attachment towards their Saathi teachers.

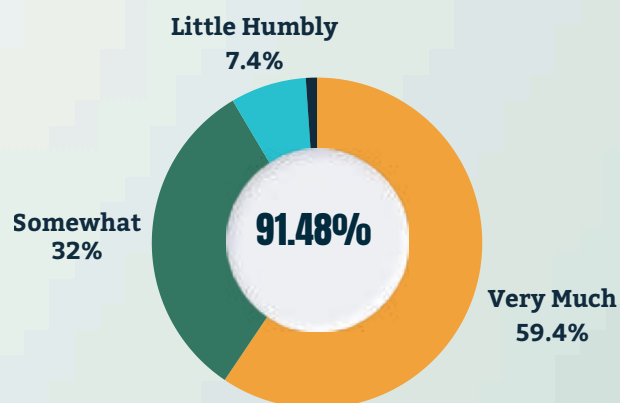
Usage of 4C Skills in Class-Tripurasundari RM

Municipality	Female	Male	Total
Aanbookhaireni RM	77	68	145
Paanchpokhari RM	204	240	444
Turbishundari RM	93	77	170
Grand Total	374	385	759

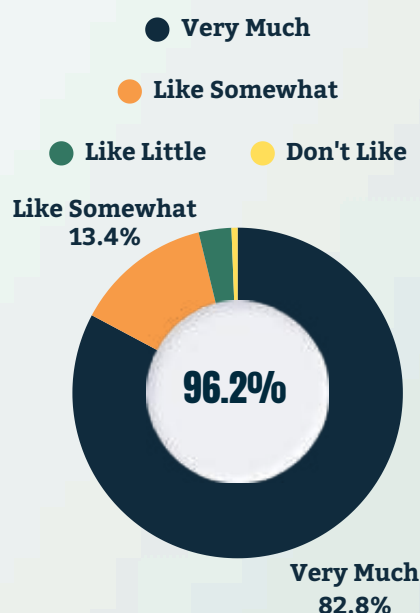




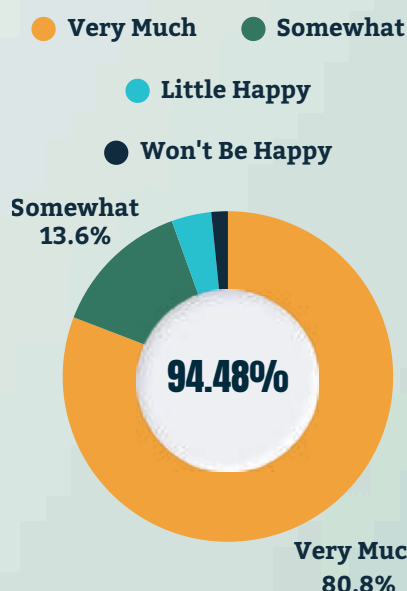
98.78% students reported that their teacher gives opportunity to ask question.



91.48% students reported that their teacher answers questions by being humble.



96.2% students reported that they like to stay in teacher's class.



94.48% student reported that they will be happy if their teacher teaches till class 10.

Mid-Year Trainings: Bringing four cohorts together

The four-day Mid-Year Training, held from October 29th to November 1st, brought together 30 Saathi Teachers from the Tripurasundari, Anbookharen, and Panchpokhari Thangpal Rural Municipalities. The event focused on strengthening classroom practices while nurturing both the personal and professional development of the educators.





It was an enriching cross-cultural exchange of learning, exploring **Norway's education system** with the **Interhands Foundation (Mr. Jon and Mrs. Mette)**, alongside sharing local classroom insights and concluding with a session on student counseling and positive behavior management by Mr. Kiran Maharjan. The second day brought valuable moments of core subject enrichment, featuring an interactive exploration of Language Functions with Ms. Hadasaah Dona Karthak alongside fun, engaging Mental Maths strategies led by Mr. Tej Prakash Gautam.

The third day featured cohort-specific writing workshops led by Mr. Ankit Bhattra (Report Writing) and Mr. Jigme Sherpa (CV Writing), alongside art-integration techniques guided by Mr. Basu Kshitiz. The training wrapped up on the final day with outdoor community Power Mapping facilitated by Mr. Jimmy Lama.

Quarterly Meet-up 2026 at GAN for 3 days

From July 17 to 19, 2026, 29 Saathi Teachers from 12 partner schools in Sindhupalchok and Tanahun came together for our first quarterly reflection gathering. Meeting at the **GAN Learning Centre (GAN)**, alongside a hands-on visit to the **Hilltown School Math Lab in Kirtipur**, they joined our team and guest master trainers.

The three days were built around one simple belief: primary education must never be treated as secondary. In rural classrooms, teachers face real daily challenges, like managing multiple grades in a single room, helping children catch up on basic reading and math, and navigating local community dynamics. Instead of sitting through standard lectures, teachers opened up in peer circles to share honest struggles, tried out practical ways to teach English and math, and learned how to use positive discipline and continuous assessments to support their student's growth.



REFLECTIONS & CHALLENGES OF SAATHI TEACHERS

"When we replace traditional teaching with active, game-based learning, community members watching from outside often mistake it for noise or play. Building local trust around active pedagogy takes as much energy as preparing the lesson itself."

-SAATHI TEACHER, ANUSHKA, TANAHUN



"The baseline learning gaps in primary grades are massive. Balancing targeted remedial support for students who are years behind against the strict pacing of the curriculum in a multi-grade room is a constant tightrope walk."

-SAATHI TEACHER UMESH, TANAHUN



"Handling classroom disruptions while making sure every child feels safe and included, regardless of their caste or background, takes something more than ordinary every single day. True inclusion is about so much more than just writing lesson plans."

-SAATHI TEACHER RIVA, SINDHUPALCHOK



HELP SCHOLARSHIP PROGRAMME

Nurturing Dreams, Empowering Dreamers

Welcoming the 15th Cohort of Post-SEE Scholars:



Entering its 15th year of scholarship, HELP celebrated a major milestone on September 6, 2025, by awarding POST-SEE Scholarships to **71** extraordinary scholars. The memorable occasion was graced by distinguished guests, including Gagan Thapa, Mayors Upendra Karki and Tasi Lama, partner school's Headteachers, and also, CU-HELP volunteer Poppy Jo Lee.



Beyond the awards, recipients sat down with the funders behind their scholarships, Matthew Band and Rebecca Kate Band from MONDO Foundation and Jon Schultz and Mette Marie Tangen from Interhands Foundation, closing a loop that's too often left open.

The ceremony did double duty: welcoming the scholarship cohort and honouring the partnerships that keep making cohorts like this possible.



Launching the Undergraduate Scholarship:

In partnership with InterHands, HELP launched the Bachelor's Level Scholarship Programme in 2025 to empower exceptional SEE scholarship alumni as they transition into higher education awarding Rs. 550,000. Designed to retain local talent and build long-term community leadership within Nepal, the programme provides comprehensive support for four- to five-year undergraduate degrees at accredited national institutions.

Undergrad scholarship: Every student is fully supported toward their genuine first-choice course for their undergraduate studies in Nepal.

Focus: Prioritises candidates from marginalised communities and remote regions who demonstrate strong academic standing and a commitment to local development.

Selection Process: Managed via a rigorous multi-stage review by the HELP Selection Committees, maintaining strict standards for academic progress and anti-AI integrity.

AJL Scholarship: Welcoming the 2nd Cohort



Friends of the late Anthony Lunch gathered at King's College to celebrate his memory, with **Matthew (Former CEO of MONDO)** and his wife **Rebecca** officially welcoming scholars Sushila Tolange and Upama Rai to the second AJL cohort.

The scholarship serves as a catalyst for broader community change. Alumnus Yogendra Anupam GC extended the School in a Bag program to his local village school in Rolpa, an example of our community building itself.

Scholarship Outreach Programme & extended support

In order to reach as many candidates as possible for the Post-SEE scholarship, our team went into the field, carrying the outreach programmes into Khaptad Chhanna, Panchpokhari, and Shree Janata School in Sarlahi.

From our outreach stretch, three outstanding students earned their place for the Post-SEE scholarship cohort:

Aashika Kumari Rawal
(Khaptadchanna, Bajhang)

Rojita Kumari Rawal
(Khaptadchanna, Bajhang)

Saurav Raj
(Kaudena, Sarlahi)

(Read more about Rojita's journey and her story in our [Apr-July Newsletter 2026](#))

- To strengthen academic preparation for the SEE examinations, eight secondary schools in Panchpokhari Thangpal Rural Municipality received targeted support grants. These funds helped sustain extra classes, practice materials, and essential stationery for students.

We have been consistent and grounded in our grassroots spirit by continuously investing in meaningful support pushing ourselves further to meet students right where their needs lie.

- To ensure our support reaches beyond standard categories, individual educational grants were awarded to Puspanjali Baitha and Sherap Dolma Hyolmo. Puspanjali, a Dalit student, rather defined as the top rank holder of her PCL Nursing class, and Sherap, supported via the Robin Needham Memorial Fund who hails from the hills of rural Helambu, represent the exact reason we tailor our support to real, individual circumstances.

Financial Literacy Programme

On 19 March 2026, our Grade 11 management scholars gathered for a hands-on financial literacy workshop led by representatives from Kumari Bank.

For many of these young scholars living away from home for the first time, this session provided simplified practical money management and conversations on future careers in finance with the bank's team. The session ended with encouraging guidance on professional pathways for our scholars.



We extend our deepest thanks to Kumari Bank Limited for investing their time and wisdom in our students' futures.

14th & 15th Post-SEE Cohort Interaction with InterHands Foundation

On October 30, scholars from our 2024 and 2025 cohorts met with alumni to share their journeys, speak about their challenges, and lean on one another for strength. We were honored to welcome **Jon and Mette from InterHands Foundation Norway**, who reminded us that education is our strongest stand against inequality, alongside **former volunteer Niels Sørensen**.



Closing of the Mentorship Cycle

As our mentorship cycle came to a close, we gathered to celebrate the 25 dedicated mentors who walked alongside 72 HELP-SEE scholars. Leaving home for higher education is no small step, but our mentors provided a steady anchor through every academic and personal transition. Looking ahead, we are evolving toward group-based mentoring paired with subject tutoring and skill workshops. This new chapter brings our scholars together, turning individual growth into a shared, joyful journey where no student ever walks alone.

Annual Review and Gathering 2026



On 12 May, more than 40 scholars gathered for the Annual Review and Gathering 2026 in Dhoksan, Nagarkot, creating a space for reflection, peer learning, and connection across the 14th and 15th cohorts.

Graduating scholars shared their experiences with younger recipients. As part of the wider cohort, they helped shape the future of the programme by offering honest feedback on what had supported them most and where HELP could continue to improve.

IMPACT

Our scholarship programme continues to support strong academic outcomes, with **97.18%** of **2025** scholars now in Grade 12 having successfully passed their Grade 11 examinations.

WHY IT MATTERS

Because 172 applications are 172 real stories of hope arriving in one inbox, and every one of them deserved more than an email. We could not fund all of them this year; we never can, but every applicant we could not select still received a real interview, a real review, and a real acknowledgement that their courage in applying mattered. That is the standard we hold ourselves to, even when it is the hardest one to meet.

Giving a student a chance is only the first step. Walking beside them is the real work. Here is Ashmita's story that reflects what that support looks like in practice.

Choosing to study high school science as a young Dalit woman from Kavre was not just an academic choice for Ashmita. It was a firm refusal to accept the narrow limits society had set for her. In a village where neighbours openly questioned investing in a daughter and expected her to marry young, she held onto a dream that felt impossibly distant: becoming a medical doctor.



ASHMITA MIJAR

Kavre, Sindhupalchok

HELP Post-SEE Scholar 2025

Grade 12 Science, Sanjeevani Model Secondary School

Aakar Nepal Fellow 2026



Leaving her village for an urban college came with a list of undefined burdens. Living alone in a small rented room, adapting to an all-English curriculum, and carrying the pressure of being a farmer's daughter in a competitive school began to take a heavy toll. Her father worked a small patch of land, but the crop yields rarely covered basic household needs, let alone college tuition, room rent, and heavy science textbooks.

Two months into the academic year, the financial stress reached a breaking point. To hide the fact that she had no money for food, Ashmita stayed behind in empty classrooms during college breaks, surviving on a single meal a day. Exhausted and isolated, she started considering dropping out and returning back home. Yet her parents, who chose their daughter's future over village prejudice, refused to give up on her. And then came a crucial turning point.

Having recieved the Post-SEE Scholarship, a certain amount of burden was eased. But just as importantly, the scholarship offered her a place to be heard. Every month, Scholarship Coordinator Tejaswi checked in with a simple, familiar greeting: "K cha? Kasto cha?" (How are you? How are things holding up?) It was the gentle, steady care of an elder sister, giving Ashmita the space to speak her worries aloud and find her footing again whenever the pressure felt overwhelming.

Once the weight of survival was taken off her shoulders, Ashmita did not just pass her classes; she bloomed.

She mastered her science curriculum, won third place in the college oratory competition, hosted major school events, and led her school's science team to take first place at the district level, going on to represent her entire region at the provincial science exhibition. As she steps into Grade 12, her leadership and academic commitment have earned her the prestigious Aakar Nepal Fellowship.

Ashmita's journey shows us what happens when we hold the door open for a young woman.

Read Ashmita's full journey in her own words on her personal blog: [Laughing & Crying Through Learning](#) (Learning Dreams at Blogspot.com)

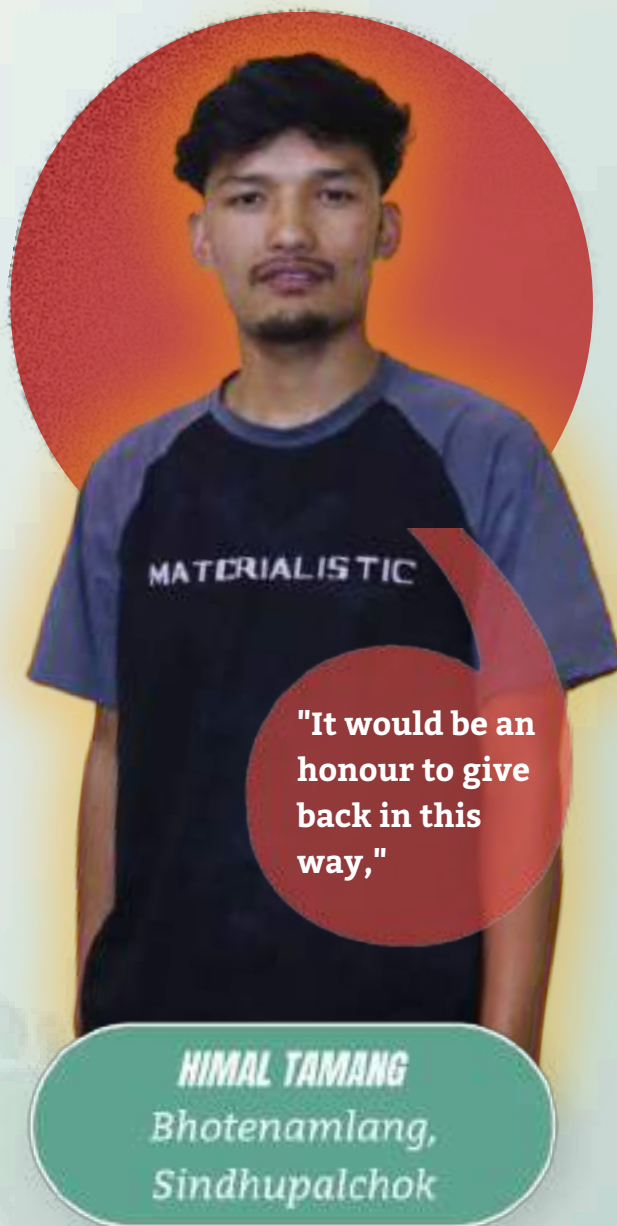
SCHOOL IN A BAG

A bag full of learnings, A future full of opportunities



The red bags that carried colorful stories of HELP

In 2016, post-earthquake Bhotenamlang, a Grade 6 boy named Himal Tamang walked to school carrying a borrowed bag from his elder sister. It held his notebooks, but it never quite felt like his own. When HELP handed him a simple red school bag that year, the gift was small, but the shift inside him was permanent. It was not really about the fabric or the zippers. It was the realization that someone knew his name, saw his potential, and believed he belonged in that room.



"It would be an honour to give back in this way,"

HIMAL TAMANG
Bhotenamlang,
Sindhupalchok

Our Website:
www.help.org.np

Himal stayed in school. Years later, when he stepped into a diploma in computer engineering, a HELP scholarship helped clear his path. He used part of the support to buy a bicycle, pedaling twelve kilometers back and forth every single day to reach his classes.

Today, Himal is in his final year studying information technology at King's College and working as a software developer. When HELP needed someone to design and build its new website this year, Himal was the one who wrote the code. *"It would be an honour to give back in this way,"* he told us. The boy who once walked with a borrowed bag had built the digital front door for the organisation that first chose to see him.

Himal isn't the only one whose bag sparked a career. Babita Tamang first learned about HELP when she received her red bag in grade nine. After completing her higher secondary education and pushing through repeated application trials, she joined the team as a Saathi Teacher. Now working in a rural classroom, she hands that same sense of being noticed down to the next generation of students.



BABITA TAMANG
Saathi Teacher

That's the bet School in a Bag makes on every child it reaches: a bag, basic supplies, and the clear message that someone believes they belong in school. This year, field teams saw the proof firsthand. Finding children still carrying bags handed out three years ago. Worn in, not worn out.



Many other stories remain untold, carried into the winds. We can only hope to find them someday. Flourishing.

IMPACT

2,359

*Schoolbags
delivered in
2025-26*

26,427

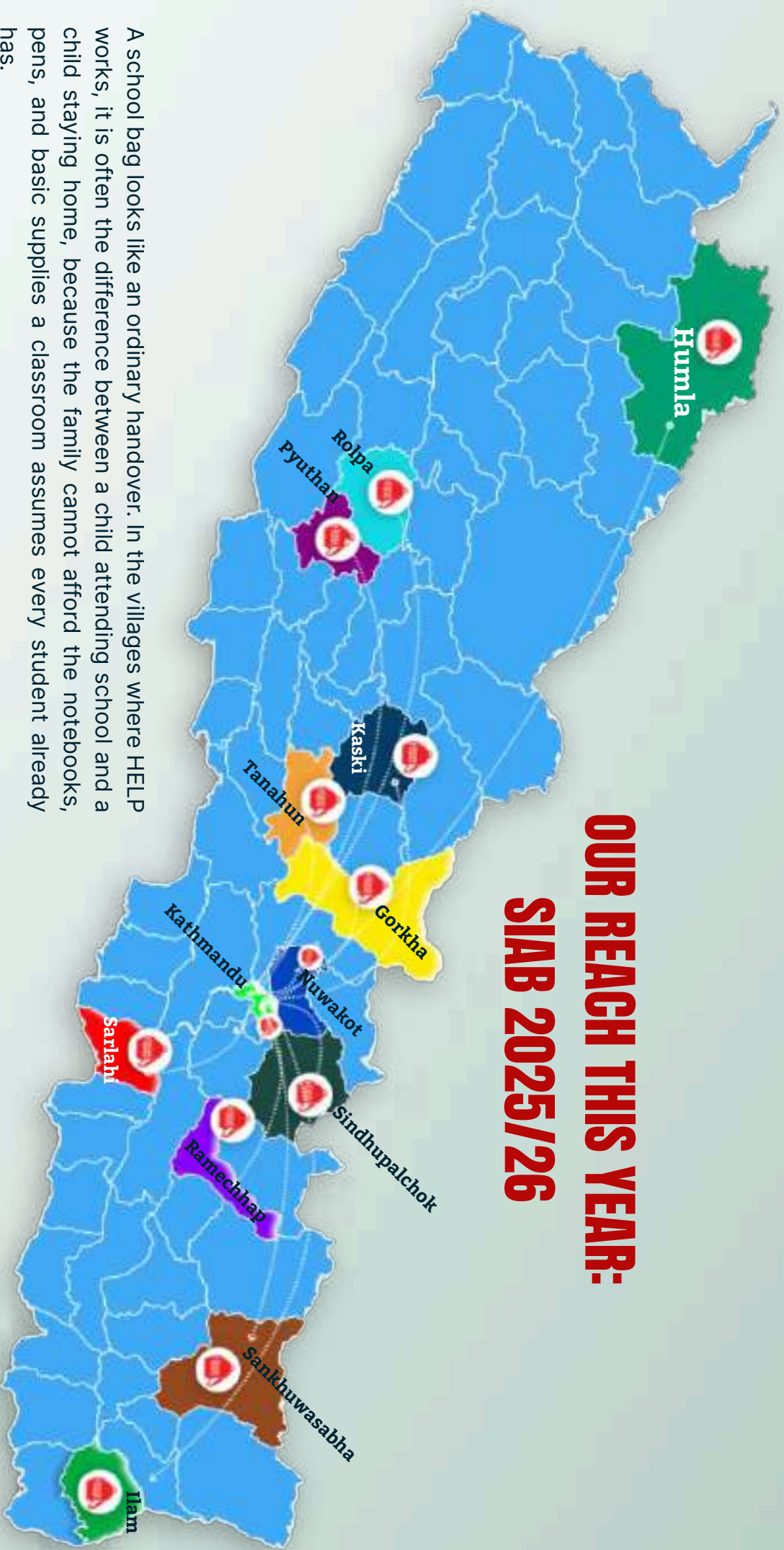
*Schoolbags
delivered,
till date*

31

*Schools reached
this year, across
13 districts*

This year's bags reached children in Humla, HELP's 23rd district (471 students, 6 schools, after a year and a half of preparation and a ten-day journey), Sankhuwasabha and Sindhupalchowk (213), Nuwakot (150), and several further districts stretching from the far east to the far west of Nepal.

OUR REACH THIS YEAR: SIAB 2025/26



A school bag looks like an ordinary handover. In the villages where HELP works, it is often the difference between a child attending school and a child staying home, because the family cannot afford the notebooks, pens, and basic supplies a classroom assumes every student already has.

Delivered in partnership with **School in a Bag (UK)**, each package is designed to encourage enrolment, reduce absenteeism, and ensure a child walks into their first day of school with the same dignity as every other child in the room. Reaching the furthest communities (like Humla, over 870 kilometres from Kathmandu) is deliberate: the districts hardest to reach are usually the ones that need this the most.

GREENHOUSE FOR SCHOOLS

Growing food. Saving money. Strengthening families.

HELP's livelihood initiatives connect educational access directly to household nutrition and economic resilience.

Two Schools, One Greenhouse Model



*Shree Satkanyamati Secondary School
Gunsu*



*Shree Chandika Secondary School
Baruwa*

In February 2026, HELP extended its decade-long partnership with Paanchpokhari Thangpal Rural Municipality: two schools selected for the Greenhouse Programme, each one built to do two things at once: teach students practical, hands-on agricultural skills, and contribute produce directly to the schools' mid-day meal programmes.

Community Action Project (CAP)

Driven by Saathi Teachers, Community Action Projects identify and address front-line challenges within school catchment areas to build stronger connections between families and classrooms.

PARENTING EDUCATION IN TRIPURASUNDARI

Under the Saathi Teachers Programme, a two-day Community Action Project (CAP) on Parenting Education was held on 30-31 May 2025. Education was implemented across three partner schools in Tripurasundari Rural Municipality, Sindhupalchok (Wards 1 & 2): Shree Nandaladevi Basic School (Chokati), Shree Ganesh Basic School (Latu), and Shree Setidevi Basic School (Tungathali).

Coordinated and budgeted by 5th Cohort Saathi Teachers Sneha Shrestha and Roman Shrestha, and facilitated by trainer Mr Ananta Ghimire, workshops were led at each site by dedicated teacher pairs:



The workshop engaged over 130 local parents, primarily mothers from the indigenous Thami community, in interactive discussions on child development, hygiene, and positive discipline practices. By addressing key drivers of school retention at home, the initiative strengthened parent-school engagement, encouraging supportive family environments that reinforce student learning and emotional well-being. This community action project on parenting education was supported by Himalayan Hilfe Germany (HHF), a long-time partner of HELP.



AASHA KO DHAAGO ("THREAD OF HOPE") IN GUNSA

Building on that community focus, Saathi Teachers Joshana Byanjankar and Diya Tamang are helping weave a new future for local women in Gunsá. On 11 June, supported by AMF via Adventure Aid, they launched Aasha Ko Dhaago ("Thread of Hope") as part of their Community Action Project.

Led by trainer Mr Indra Pariyar, the six-month programme equips 15 local women with sewing skills. Upon completing the training, each participant will receive her own sewing set, transforming their craftsmanship into a sustainable livelihood.

We extend our deep gratitude to our generous donors for making these initiatives possible and for helping turn the threads of learning into lifelong opportunities.



IMPACT

50

Greenhouses built til date

2

Greenhouses started in 2026, first year of a multi-year rollout

315

Student Beneficiaries + Parent Beneficiaries from CAP 2025-26

APPROACHES

HELP's livelihood work exists on the same premise as everything else we do: a child cannot focus on learning when their household's next meal is uncertain. These greenhouses will provide for the school's mid-day meal for the children. This year's schools mark the opening stage that will continue into 2027: a small, replicable model we intend to keep building on in the municipalities where our other programmes already run deepest.

VOLUNTEERING PROGRAMME

Bringing the world into the classrooms of Saathi teachers.

**15
YEARS**

Of continuous educational partnership with student volunteers from the University of Cambridge.

**15
VOLUNTEERS**

Deployed across the 2025 and 2026 academic cycles to co-teach alongside Saathi Teachers.

Marking fifteen years of uninterrupted collaboration, HELP's partnership with the University of Cambridge continues to connect global perspectives with rural primary classrooms. This past cycle, Cambridge volunteers joined Saathi Teachers in remote partner schools, embedding themselves deeply into classroom routines and host communities.

Living with local families and traveling daily across rural terrain to reach schools, these volunteers worked side by side with the Saathi Teachers and local educators. Together, they delivered interactive language activities and creative learning modules that built student confidence and encouraged curiosity across cultures.

Rather than acting as temporary observers, CU HELP volunteers integrate fully into community life. By sharing daily routines with host families and navigating the realities of rural teaching, they build lasting relationships. This continuous exchange enriches primary students with practical language practice, while offering international volunteers a grounded, authentic understanding of community-led development.



THE 2025-26 VOLUNTEER

Over the past two years, we were delighted to host 15 CU-HELP volunteers across our partner schools, welcoming 5 volunteers in 2025 and 10 in 2026.

Following the placement of the 2025 cohort, Anya Khurrana served as the President of the CU-HELP Volunteer Council for a one-year term. She, along with Camilla, brought indispensable energy into the schools and communities. Thom, Poppy, and Xi Ho will all be long remembered in the communities where they taught, not just for foundational literacy, but also for their infectious warmth.

Together, all 15 volunteers embodied the true spirit of our programme: meaningful classroom support, deep cultural exchange, and lasting connections across borders.



Volunteers Placed along with Saathi Teaches across our Partner Schools:

2025 Placements

1. Thom De Boer at Shree Chhimeshori Secondary School, Bhange, Tanahun
2. Poppy Jo Lee at Shree Suryodaya Basic School, Yanchowk, Tanahun
3. Zhe Xi Ho at Shree Bhotenamlang Secondary School, Bhotenamlang, Sindhupalchok
4. Camilla Beltrame and Anya Khurrana at Shree Satkanyamati Secondary School, Gunsa, Sindhupalchok

Among our 2026 cohort, Rosemary Ella Stuart-Sheppard and Xavier Fernandes set an inspiring benchmark for our long-standing partnership with the Cambridge University (CU) HELP Volunteer Council placed at Shree Satkanyamati Secondary School, Gunsa.

2026 Placements

1. Rosie, Xavier and Julia Burzynska Lhamu at Shree Satkanyamati Secondary School, Gunsa, Sindhupalchok
2. Harry Gao at Shree Chhimkeshori Secondary School, Bhange, Tanahun
3. Evan Turner and Sophie Kuffa at Shree Bachhалаmai Basic School, Lekharka, Sindhupalchok
4. Abigail Caniparu and Phoebe Redfern at Shree Bhotenamlang Secondary School, Bhotenamlang, Sindhupalchok
5. Ashmin Badoni and Rian Chotai at Shree Chandrodaya Basic School, Anbukhaireni, Tanahun



All of our programmes reported in this annual report have been approved by the Social Welfare Council (SWC).



Late Anthony Lunch

13th February 1945-20th October 2022

Some connections begin so quietly that you do not realise they are going to shape the entire trajectory of a valley and beyond. For HELP, it started decades ago at Yangrima School in Helambu, when Anthony Lunch arrived in the early 1990s simply to visit his son Nick, who was volunteering at the school. Together, they were among the valley's earliest international visitors, carrying a warmth that made a foreign presence feel instantly like home.

Anthony had a rare kind of energy and an unforgettable way of showing up. He never waited for institutions or slow bureaucracies to act. When he saw a need, he moved with immediate conviction, bringing people together and asking what could be built right now. He sat on low wooden benches, listening to students and celebrating every small milestone as if it were his own family's joy. In those early years, he helped construct new classrooms at Yangrima, turning a fragile dream into solid walls. But his vision was never going to stay contained within a single village.

When the 2015 earthquake shattered the classrooms, Anthony did not look away. He returned to Nepal, walking the up the hills to inspect damaged schools. With renewed resolve, he helped us rebuild classroom after classroom, making sure thousands of children had safe, warm spaces to return to.

Anthony passed away on 20 October 2022. In his final written message to us, reflecting on years of walking these trails alongside his wife, Martine, he wrote of being overwhelmed by the fantastic work taking root in these valleys. Hearing those words from the man who stood with us at the very start remains one of our deepest honours.

Today, the Anthony Lunch Memorial (AJL) Scholarship carries his name, supporting young scholars pursuing postgraduate studies in Nepal. But more than a scholarship, Anthony left us with an enduring lesson: that a single life, rooted in kindness and swift action, can build a sanctuary of opportunity for generations to come.

Rest gentle, Anthony. Every warm classroom tucked into these hills will forever carry the sound of your belief in us.

VOICES FROM THE FIELD



“HELP understood early that real change in rural education starts from strengthening the foundations in early childhood.”

HELP began its journey in 2009 in Helambu with a dedicated movement in community education and development, and it is quiet remarkable to see how far this work has come and spreading the work across Nepal. Though the team is small, its impact and contribution are far greater. I wish the entire team and partners of HELP every success as the organisation continues to grow and strengthen its mission.

Hon. Shishir Khanal



“Saathi Teachers don’t just teach lessons from a textbook; they mentor children and walk alongside entire communities.”

Education changes with every generation, but what children need most is genuine care and thoughtful mentorship. Saathi Teachers Programme brings young educators into rural classrooms who understand this deeply. A Saathi Teacher possesses the unique dedication needed to adapt their teaching, connect with every student, and support rural primary schools where guidance is needed most. They are building a foundation for quality education that lasts.

Prof. Dr. Bidya Nath Koirala



“Scholarships don’t just cover tuition fees; they open doors for young people to lead and serve their communities.”

The academic support that helped Bidya Sir and me succeed should be within reach for every promising young Nepali. HELP’s Higher Education Scholarship Programme removes financial barriers to higher education.

By supporting talented students, HELP is not just funding degrees. It is building the next generation of academic leaders who can strengthen education in Nepal.

Prof. Dr. Bal Chandra Luitel

Educationist & Dean, Kathmandu University School of Education



“HELP’s programmes give rural youth the support and guidance needed to grow into grounded leaders.”

In rural municipalities like Anbukhaireni, too many bright students see their ambitions cut short simply because higher education feels out of reach. HELP’s Post-SEE Scholarship Programme gives these young people the backing they need to pursue their education.

Where public services fall short, HELP works alongside local governments to rebuild educational equity from the ground up. Through the Saathi Teachers Programme and early guidance, they do far more than fill classroom gaps. They teach our children that true success isn’t just about achieving top marks; it is about growing into grounded, humble human beings who take pride in serving their communities.

Mr Sukra Chuman
Chairperson, Anbukhaireni Rural Municipality



“Education is the single most powerful force to uplift a student and transform a community.”

When our partnership with the Saathi Teachers Programme began in 2021, it was certain and we knew that change would not happen overnight or through policy alone. It takes a community, teaching willing to go an extra mile and it has to happen inside the classroom. Over the past few years, Saathi Teachers who worked in Tripurasundari Rural Municipality have shown us what is possible when a handful of young and dedicated educators step into our local schools. They haven’t just taught subjects. They have redefined what a strengthened primary education could look like for our children.

Mr Bhakta Dhwoj Bohara
Chairperson, Tripurasundari Rural Municipality



“The HELP Scholarship community has been more than just financial support.”

To know someone out there believes in me, invests in me and supports me through and through, the HELP Scholarship community has been that figure for me. Moving away from home to pursue higher education is challenging but the network of peers and mentors has made all the difference and given me the confidence to move forward and the inspiration definitely give back to the community.

Samarpan Sanjel
Post-SEE Scholar, 2025



“My journey with the Saathi Teachers Programme was both a transformative experience for my primary students and me.”

Before Saathi Teaching, I had been teaching for a few years without direction. Saathi Teaching gave me a clear reason to stay in education, not just as a job but as a purpose. It gave me the space to reflect on who I was as a teacher and changed how I showed up in the classroom.

Working in the community, doing home visits, sitting with parents who could not read but wanted their children to; that ground work made me gentler. It made me humbler. I stopped thinking of myself as someone who had come to "fix" things. I started thinking of myself as someone who had come to walk alongside. The Saathi Teachers Programme gave me a lifelong commitment to transforming education in Nepal ; not from a distance, but from the ground up, continuing my journey in education through IIDS.

Ajay Khadka

Saathi Alumni / General Member of HELP's Board

Currently GYAN Teaching Fellow, IIDS



Community Spotlight: Bhotenamlang

Few places capture HELP's relationship with a community better than Bhotenamlang, Sindhupalchowk, a village whose ties with HELP now span nearly every programme the organisation offers.

- It is the home village of **Himal Tamang**, the student who received his first-ever **school bag** here in 2016, and who designed **HELP's new website** a decade later.
- **Post-Earthquake Reconstruction, 2015:** Highlight that HELP's long-term investment in Bhotenamlang began with rebuilding the school's entire infrastructure following the earthquake.
- Shree Bhotenamlang Secondary School was one of just two schools for the **new grade-teaching modality** this year, with five Saathi Teachers placed together to give every grade from 1 to 5 a dedicated teacher.
- Among the five Saathi teachers is **Babita Tamang**, with a history that connects to HELP, way back is now placed in Bhotenamlang school to teach for two years 2026-28.
- Bhotenamlang represents the **highest concentration of HELP scholarship recipients** and applicants pool, demonstrating the cumulative, multi-generational impact of the partnership.
- **Karan Tamang:** A past HELP Post-SEE scholarship recipient of 2018 from Bhotenamlang who is currently pursuing his Bachelor's of Science in Computer Science at King's College. Today, as HELP's Graphic Designer and Social Media Manager, he is **the very designer shaping this annual report!**



NATIONAL GUIDES AND ADVISORS OF HELP'S SAATHI TEACHERS PROGRAMME



Bidya Nath Koirala



Gagan Kumar Thapa



Shisir Khanal



Meenakshi Dahal



Medin Lamichhane

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

Panchpokhari Rural Municipality, Sindhupalchok



Mr Sukra Chuman

Anbukhaireni Rural Municipality, Tanahun

Mr Surendra Bahadur Thapa

Bandipur Rural Municipality, Tanahun



Our Organisational Partners



Local Government Partners



पाँचपोखरी थाङपाल
गाउँपालिका



आँबुखैरेनी
गाउँपालिका



बन्दिपुर
गाउँपालिका

CHAPTER 09

THE PEOPLE BEHIND HELP OUR TEAM & BOARD

HELP's team disperses across villages and classrooms for the work, then unites around one shared purpose. Meet the people carrying it forward this year.

OUR TEAM



Jimmy Lama
Cofounder/Director of
Strategic Partnership &
Development



Mohan Tamang
Operations Officer



Sujit Rai
Programme Coordinator



Aruna Shrestha
Deputy Programme
Coordinator



Roman Shrestha
Teachers Development
Coordinator



Sneha Shrestha
Primary Schools Coordinator



Tejaswi Karki
Scholarship Coordinator



Kishor Raj Singh
Finance Officer



Raj Karki
Programme Evaluation, Impact and
Learning Documentation Officer



Shubhangee Gurung
Communications and
Fundraising Officer



Karan Tamang
Graphic Designer/
Social Media Manager



Kamala Maya Shrestha
Basnet
Office Assistant

OUR EXECUTIVE BOARD MEMBERS



ASHISH SHRESTHA
The New Board Chair

Ashish's path to becoming Board Chair this year was built slowly from within. Though he carries rich experience as a development consultant, working across all three tiers of Nepal's government and with global institutions like the World Bank and Asian Development Bank, his relationship with HELP began at a desk managing daily finances.

That ground-level view gave him an intimate understanding of our work long before he ever sat at a governing position. Moving from finance administrator to Vice Chair and now to Chair, he bridges the small, daily realities of our operations with a broad vision for the road ahead.



CHIRING LAMA



PRAKASH SHRESTHA



RANJANA GAUTAM



SUSHMITA TAMANG



KUBER BOMJAN LAMA



GOMA ADHIKARI

OUR GENERAL MEMBERS OF THE BOARD OF GOVERNANCE

This year, we also opened our circle wider, welcoming seven new general members to the Board. They bring fresh perspectives and grounded experiences to guide our steps as our work across our municipalities continues to grow.



SARITA KHADKA



GOPI WAIBA



SADIKSHYA PANDEY



CHALAN BAHADUR TAMANG



AJAY KHAKDA



PURNI TAMANG



MANILA BOMZAN



PRABESH GOLE



AMRIT TIWARI



TILAK GHALE



SAMJHANA TAMANG



PRAKRITI SHRESTHA



ARUNA KUMAAL



MALATI SAPKOTA



ANJALI SHRESTHA



SABIN ADHIKARI



SITA BK



MINU SYANGHAN



ARJUN P.D. CHAULAGAIN



ADARSHA POUDEL

A warm welcome to our new general members joining the Board of Governance!

A programme-by-programme breakdown of income by source, and what it funded across FY 2082/83.

FINANCIAL SUMMARY

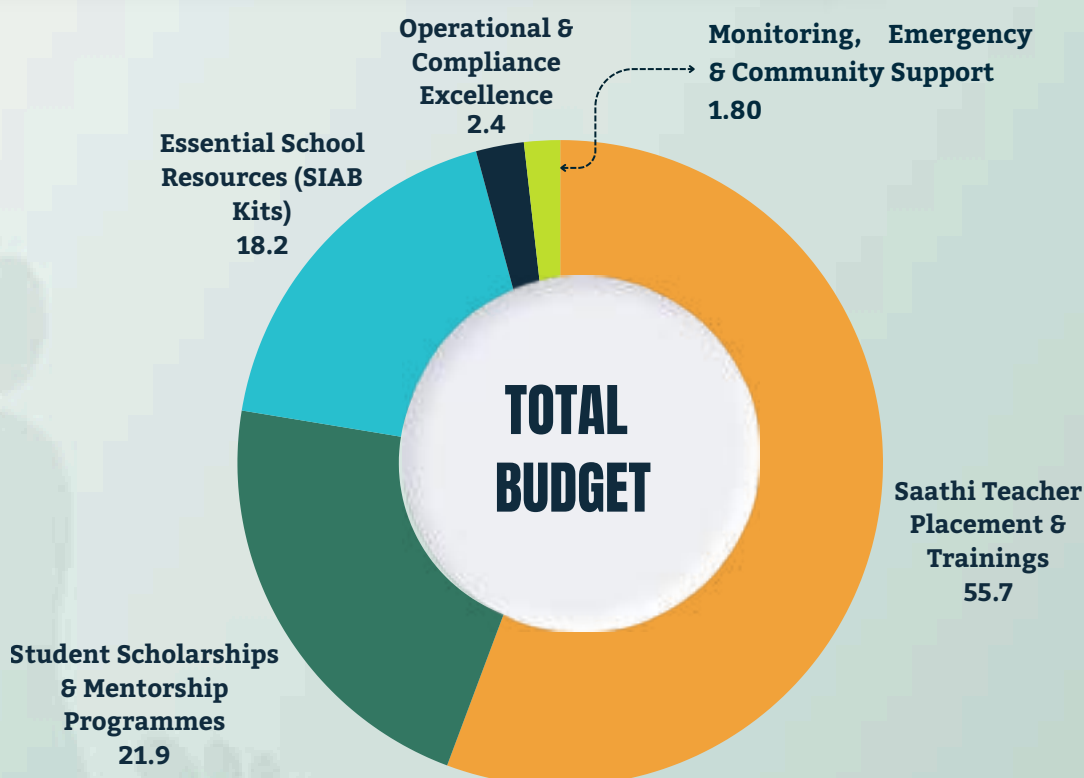
Total Financial Income Received:

**NRs.
35,084,566.33**

Total Programmatic Expenditure:

**NRs.
36,573,712.46**

WHERE EVERY 100 RUPEES GO



In FY 2082/83, every financial decision came back to our one simple priority and it always has: prioritising children

By channeling over **92%** of our total budget into the frontlines of education, we ensured that resources stayed where they matter most: with our teachers, our students, and the local communities we serve.

Source	Percentage	Amount (Rs.)	Description
Donation from Mondo Foundation	41.52%	14568750	Primary institutional support
Grant from Schoolinabag, Interhands and Other Partners	32.70%	11470590.19	Targeted funding dedicated to school learning resources & scholarships
Grant from Anbukhaireni Rural Municipality	10.97%	3850000	Direct community and school contributions supporting Saathi Teacher placement
Grant from Panchpokhari Thangpal Rural Municipality	7.78%	2730000	Direct community and school contributions supporting Saathi Teacher placement
Grant from Tripurasundari Rural Municipality	5.70%	2000000	Direct community and school contributions supporting Saathi Teacher placement
Grant from Local Schools for Saathi Teacher Programme	1.07%	375000	Direct contributions from partner schools
Other Sources & Interest	0.26%	90226.14	Contributions fueling grassroots education interventions

Expenditure Category	Percentage	Amount (Rs.)	Description
Saathi Teachers Programme	55.71%	20374474.4	Recruitment, trainings & placements of Saathi Teachers
Scholarship and Mentorship Programme	21.91%	8013426.57	Providing educational and leadership support for higher secondary students
School In a Bag Programmes (SIAB)	18.17%	6647172.56	Ensuring school learning resources reach children in need
Administrative Expenditure	2.38%	871864.93	Compliance, finance, etc.
Organisation Development & Networking	1.01%	370124	Staff capacities, policies, network building
SWC Monitoring & Evaluation Expenditure	0.62%	226200	Impact evaluations and Social Welfare Council regulatory assessments
Livelihood and Green House Support Programme	0.16%	57000	Agricultural support to enhance school's mid-day meals

CHAPTER 11

WHAT'S NEXT

LOOKING AHEAD TO 2027

2026 already points toward what's next: alongside partner municipalities, HELP has begun delivering leadership training for school Principals and School Management Committee members (starting with a two-day training across Paanchpokhari Thangpal Rural Municipality) as a new strand of the Saathi Teachers Programme.

Already in Motion

- Ten CU-HELP volunteers arrive across two cohorts (22 July to 29 August and 15 August to 22 September), placed at five schools spanning Panchpokhari Thangpal (Gunsa and Bhotenamlang) and Anbukhaireni (Bhange, Yanchowk, and Samastipur).
- The AJL Postgraduate Scholarship opens its next cycle by the end of July, continuing to support two exceptional students from marginalised communities each year.
- The Scholarship Programme's two-tier model continues evolving for even more targeted, equitable support.

Our Longer-Term Goals

- Expand the Principal / SMC leadership training model from Paanchpokhari into two more partner municipalities.
- Grow the new Undergraduate Scholarship cohort with Interhands Foundation beyond its first two recipients.
- Scale the grade-teaching modality piloted in Gunsa and Bhotenamlang to further Saathi partner schools, building on this year's early results, including Bandipur's first competition wins.
- Deepen the Saathi Teachers Programme expansion into Bandipur Rural Municipality, blding on its 100%-municipally-funded partnership model.
- Carry forward the honest questions raised in this year's strategic "What If" reflection (about what HELP becomes beyond its two flagship programmes) into concrete institutional planning.
- Support the Bhotekoshi-Rasuwa flood-affected communities, families, schools and students in education and livelihoods.
- Remodelled Saathi Teachers Programme.



CHAPTER 12

JOIN THE JOURNEY

THANK YOU & GET INVOLVED

None of the last sixteen years happened without people who chose to show up: as friends, donors, supporters, partners, volunteers, teachers, staff, members of the board, and well-wishers. Thank you for being one of them.

Beyond the roster above, this year's work carried the hands of every Saathi Teacher, trainers, scholarship reviewer, interviewer, enumerator, and volunteer named throughout this report, and a good many who weren't.

A particular thanks to **Glenn Oliver**, a friend of both HELP and the Mondo Foundation, who spent nearly two weeks of his own time this year helping build HELP a digital records system, supporting our survey team in Gunsá, schoolbags distribution in Nuwakot, and reviewing our Scholarship Programme model, simply because he wanted to help.





HELAMBU EDUCATION AND LIVELIHOOD PARTNERSHIP (HELP)

Enhancing Education, Empowering Communities



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Helambu Education and Livelihood Partnership



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