



Final Project Report – December 31, 2025

Executive Summary of Project

The Retaining Girls in School in Nepal project aimed to improve the participation and retention of girls in school and reduce dropout rates in the remote and mountainous Kalikot District between January 1, 2025 to December 31, 2025. The project worked towards the following outcomes: (1) improved sexual and reproductive health (SRH) knowledge and awareness among students, including awareness of the negative consequences of child marriage and chaupadi (segregation during menstruation); (2) reduced stigma around sensitive SRH issues and menstruation; and (3) improved life skills and soft skills, such as confidence and decision-making, among students, especially girls.

In rural Nepal, the retention and participation of girls in school is linked closely with a lack of awareness and stigma surrounding SRH issues and harmful practices, such as child marriage and chaupadi, which lead to missed school and school dropout. To support girls' education, the project aimed to improve girls' participation and retention in school by strengthening and improving access to comprehensive sexuality education (CSE) and life skills education in secondary schools in rural and remote Nepal. CSE is proven to help adolescents avoid negative health consequences from unintended pregnancies and STIs, promote gender equality, and improve critical thinking, communication, and decision-making skills. The project piloted the use of Mobile Learning Labs (MLL) to deliver CSE in five schools. The project supported girls' education by (1) strengthening CSE to raise awareness of the importance of SRH, learn about navigating healthy and respectful relationships, and reduce the stigma around menstruation; and (2) equipping girls with the tools and life skills to advocate for their health and wellbeing, improve agency, and make informed choices. These efforts aimed to support girls' education by increasing participation and retention in school. The MLLs have offered an alternative method of delivering CSE and learning about life skills to help overcome taboos around SRH topics.

The first stage of this pilot was designing the CSE content for the MLL. This was done in collaboration with a consultant and the INF IT team during the first half of the year. The CSE content was then uploaded to the RACHEL servers and deployed in the five project schools along with tablets. Teachers received an initial training as well as a refresher training on CSE, facilitation skills and basic IT troubleshooting skills to support them in facilitating CSE sessions through the MLL. Since the start of the year in September, students have participated in CSE MLL sessions. An assessment of knowledge revealed a realistic improvement in knowledge among students.. Steps have been taken for the sustainability of the MLL including a robust handover process to ensure that stakeholders are clear on their responsibilities in maintaining and supporting the MLLs in the future. Lessons learned and recommendations for the future are documented for future improvement of the MLL model. Please see the full report below with further details.



Goals	Associated Activities	Key Performance Indicators	Activity Status*	Comments							
Improved participation and retention of girls in school	Upload CSE education materials to MLL	KPI #1: CSE education materials are uploaded to MLL (y/n)	Completed	The INF Nepal communications team has converted the CSE curriculum into a digital format and uploaded it onto the RACHEL server along with multimedia resources such as images and videos.							
	Teacher training	KPI #2: # of teachers trained to provide technical support for MLL (disaggregated by sex)	Completed	<p>The first training was held from August 5th-9th 2025, with a total of 23 participants, including school management committee (SMC) members, principals, teachers, and staff nurses from the five schools in our project area. INF Nepal hired an experienced trainer to provide advanced-level knowledge on CSE, while the IT team from INF Nepal conducted sessions on the RACHEL server, including how it works and basic troubleshooting for technical issues.</p> <p>The refresher training was held from December 29th to 31st 2025. A total of 17 participants took part, including principals, teachers, and staff nurses from the five schools in our project area. During the training participants reviewed key CSE topics and discussed the challenges faced in the day-to-day running of the MLL.</p> <p>The IT team from the INF Nepal District Office also joined the refresher training and led sessions on using the RACHEL server. They explained how to install additional curriculum, how to solve common technical problems during sessions, and why the server should not be left charging all night, along with the possible consequences of doing so. All sessions were practical, with live demonstrations, and participants actively practiced the skills during the training.</p> <p>Training Participants (disaggregated by sex)</p> <table border="1"> <thead> <tr> <th>Training</th> <th>Male</th> <th>Female</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Training	Male	Female	Total			
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60 million girls

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	MLL set up	<p>KPI #3: # of MLL purchased and installed</p> <p>KPI #4: # of devices purchased</p>	Completed	100 tablets and 5 RACHEL servers have been purchased and the MLL has been set up in all five schools in our project area. The RACHEL server and tablets are kept safely in locker after the use in sessions. Some schools have also purchased the multi-plugs (power extension cables) needed to charge the tablets.																																		
MLL schedule	KPI #5: MLL schedule is planned (Y/N)	Completed	Once the MLL were installed in all schools, the project staff supported the schools to develop a schedule and the sessions are running accordingly. In each schools the students are divided into groups of around 10-25 students who rotate using the MLL throughout the week.																																			
MLL sessions	<p>KPI #6: # of MLL sessions on CSE & life skills</p> <p>KPI #7: total # of students participated in weekly MLL session on CSE & life skills (disaggregated by age/class and sex)</p> <p>KPI #8: #/% of students who participated at MLL sessions on SRH and demonstrated improvement in their knowledge of</p>	Completed	<p>After the schedule for the MLL CSE sessions was finalized, teachers started conducting CSE sessions three times per week, based on the schedule.</p> <p>Below are the expected total number of students who are participating in weekly MLL sessions on CSE and life skills as well as in the anticipated post-test event. Numbers are disaggregated by grade, age and sex.</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Age Range</th> <th>Girls</th> <th>Boys</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Grade 6</td> <td>11-13 years</td> <td>17</td> <td>19</td> <td>36</td> </tr> <tr> <td>Grade 7</td> <td>12-14 years</td> <td>32</td> <td>22</td> <td>54</td> </tr> <tr> <td>Grade 8</td> <td>13-15 years</td> <td>96</td> <td>98</td> <td>194</td> </tr> <tr> <td>Grade 9</td> <td>14-16 years</td> <td>112</td> <td>113</td> <td>225</td> </tr> <tr> <td>Grade 10</td> <td>15-18 years</td> <td>119</td> <td>126</td> <td>245</td> </tr> <tr> <td>Total</td> <td></td> <td>376</td> <td>378</td> <td>754</td> </tr> </tbody> </table> <p>Source: School Attendance Register</p> <p>To measure an improvement in knowledge and attitudes regarding SRH after attending MLL sessions, we are planning to assess student knowledge. The pre-test was completed after the MLL were installed in schools in the fall and the</p>	Grade	Age Range	Girls	Boys	Total	Grade 6	11-13 years	17	19	36	Grade 7	12-14 years	32	22	54	Grade 8	13-15 years	96	98	194	Grade 9	14-16 years	112	113	225	Grade 10	15-18 years	119	126	245	Total		376	378	754
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		SRH after attending MLL sessions (disaggregated by age and sex) KPI #9: # (%) of students who hold positive attitude regarding SRH (disaggregated by age and sex)		post-test was completed in early February 2026. Results revealed an improvement in knowledge. The questionnaire contained 20 questions covering a range of CSE topics to measure knowledge and attitudes related to SRH. Students scored 56.8% at the pre-test and 70.6% at the post test. This represents a realistic improvement in knowledge and attitudes among students.
	Supportive supervision	KPI #10: # of supportive supervision visits	Completed	INF Nepal's district and partnership team has conducted regular monthly monitoring visits in the five project schools over the course of the MLL implementation in schools between September 2025 and February 2026. These visits have mainly focused on tracking progress, supporting teachers in addressing technical issues with the MLL, and collecting feedback from beneficiaries.

* Please indicate if: in progress, completed, not started, delayed or cancelled.



Successes	Why?
<p><i>(What went right? Are we on budget? Are the projects on track? Have we made an impact on the community? Have we made the impact that we expected? Will this project be sustainable? ...)</i></p>	<p><i>(Political situation, timeline, budget projections, proposed activities, key players, impact on the community...)</i></p>
<p>Since the implementation of MLLs', field monitoring visits have revealed improved knowledge of SRH topics. It has also been observed that students are now more confident to question harmful traditions (like chaupadi), share accurate information relating to SRH, and make informed decisions. During monitoring visits, some students shared how they had informed others about the negative consequences of child marriage and chaupadi. These observations and improvements are in line with the expected outcomes proposed at the project inception. The project also found improvements in the knowledge and attitudes of students related to SRH, as measured by the pre-and post test.</p> <p>Several steps have been taken to ensure the sustainability of the MLL. A formal handover process is planned in all five project schools. A handover meeting will take place with key stakeholders in the municipality including the Mayor, Deputy Mayor, education development coordination unit (EDCU), local education unit (LEU), municipal IT unit, school management committee members, school principals, CSE focal teachers, and child club members to ensure roles and responsibilities are clear moving forward for maintaining and implementing the MLL. The RACHEL servers and tablets will be officially handed over to the EDCU and LEU who will be responsible for tracking the conditions of the devices and ensuring their proper use and functionality. The municipal IT unit will work closely with the INF IT staff during the handover process and they will take on the role for addressing any technical issues that arise with the devices or servers.</p>	<p>In the context of rural Nepal, it has been found that MLL are a feasible and context appropriate way to deliver educational materials. Their portable and flexible design allows their easy integration into existing schools spaces. Overall, MLLs are found to be an effective and practical model for CSE delivery in rural Nepal, ensuring privacy for learning about sensitive subjects. Students have also shared that they enjoy learning through the tablets, which they find more engaging than a book. Regular follow-ups, monitoring visits and refresher training sessions have ensured that the MLL are running smoothly and small issues are caught and resolved.</p> <p>The sustainability of the MLL is supported by efforts to integrate MLL sessions into the regular curriculum. Teachers have received training to conduct MLL sessions independently and they have demonstrated increased confidence in using tablets and facilitating MLL sessions. Refresher training, hands on practice and regular field visits by INF Nepal has supported this process.</p>



Challenges	What caused the challenges and how could we better manage the challenges next time?
<p><i>(What went wrong? Why are we not on budget? Why are we not on schedule? Why did we not complete the proposed projects?)</i></p>	<p><i>(Political situation, timeline, budget projections, proposed activities, key players, impact on the community...)</i></p>
<p>The timeline for this project was short. Although nearly all planned activities have been completed, there are many lessons learned and ideas for improvement which cannot be acted upon within the one-year project timeline. Additional guidance for schools would be important as this new initiative is integrated into regular teaching.</p>	<p>This project would benefit from a phase II. Continued support for schools would be crucial for supporting the continuity and integration of MLL in schools and the CSE curriculum. It would also allow us to fill gaps identified during the first phase of the project and apply lessons learned. Some specific recommendations include:</p> <ul style="list-style-type: none"> - School-based facilitators should be engaged to support teachers in the delivery of MLL CSE sessions to ensure integrate of MLL and to boost confidence of teachers. - Upgrading the CSE curriculum content with more audio-visual elements to make the content more interesting and engaging for students. - Providing accessories such as headphones and multi-plugs for charging to support the MLL setup.