

NEWSLETTER



JUNE 2026

Strengthening Communities through Education

NEW PROJECTS

EXPANDING ACCESS TO QUALITY DIGITAL EDUCATION IN RURAL NEPAL



Digital Bridges 4 Nepal, in collaboration with local governments, schools, and communities continues to expand Collaborative Learning Environment Centers (CLECs) across rural Nepal to strengthen equitable access to quality, inclusive, and technology-enabled education.

The recent CLEC expansion across Syangja, Gorkha, and Kalikot demonstrates a growing partnership model focused on co-investment, local ownership, and sustainable education transformation. Through these initiatives, traditional classrooms are being transformed into collaborative digital learning spaces equipped with laptops, smartboards/Smart TVs, internet connectivity, and student-centered learning environments that promote research, teamwork, creativity, and digital literacy.

In addition to infrastructure support, teachers are receiving onboarding, mentoring, and ICT-integrated pedagogical training to improve classroom integration of technology and strengthen long-term educational outcomes. Early evidence across project sites indicates increased student engagement, stronger digital learning participation, improved teacher confidence, and growing community commitment toward modernizing rural education systems.

Collectively, the recent CLEC projects are directly benefiting nearly 1,900 students and more than 120 teachers across some of Nepal's geographically remote and underserved communities.



NEW CLEC PROJECTS DIRECT REACH

CLEC Project	School	CLEC Trained Teachers (M/F)	Students (M/F)	Total Students
CLEC #15	Shree Adarsha Secondary School	3 / 1	45 / 57	102
CLEC #16	Shree Sanskrit Secondary School	12 / 8	61 / 69	130
CLEC #17	Shree Prabhat Secondary School	14 / 8	140 / 165	305
CLEC #18	Shree Jageshwor Secondary School	11 / 7	124 / 95	219
CLEC #19	Shree Nava Jagriti Chandi Secondary School	23 / 7	193 / 147	340
CLEC #20	Shree Mahadev Secondary School	26 / 6	350 / 366	716

06

Schools
Reached1,885⁺

Students Reached

842⁺Female
Students868⁺Male
Students121⁺Teachers
ReachedGandaki
& Karnali
Provinces
Covered

CO-FUNDING AND SUSTAINABILITY MODEL

The CLEC initiative operates through a strategic co-investment model that strengthens sustainability, local ownership, and long-term institutional commitment. Municipalities and schools directly contribute toward classroom preparation, infrastructure, logistics, and implementation support, while DB4N mobilizes additional technical resources, digital equipment, training, mentoring, and follow-up support.

Contribution Partner	Amount (Per School NPR)	In US\$ (1USD: 140 NPR)
DB4N Contribution (equipment, implementation, training, and 5-year follow-up support)	19,80,146	14,143.9
Municipality & School Co-investment	9,93,000	7092.86
Total Project Investment	29,73,146	21,237

STRATEGIC OUTCOMES EMERGING ACROSS CLECS

Increased digital skills and 21st century skills among students

Improved teacher capacity in ICT-integrated and collaborative pedagogy

Expanded access to technology-enabled and research-based learning

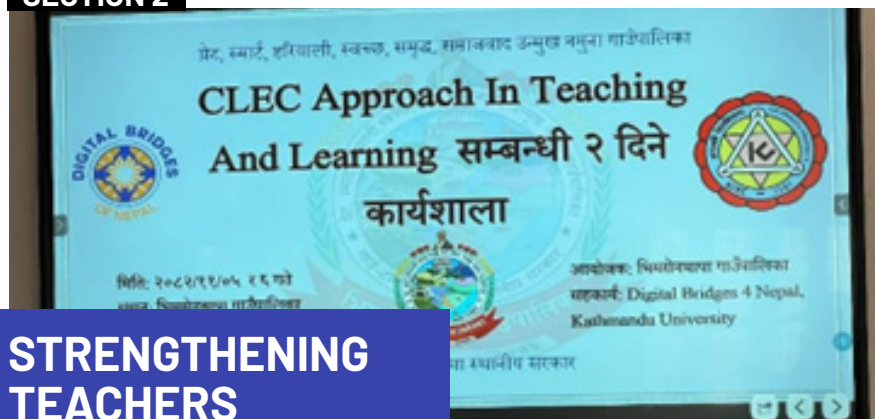
Increased student engagement, teamwork, and presentation-based learning

Strengthened local government ownership in education innovation

Development of scalable and sustainable models for rural digital transformation

The continued expansion of CLECs demonstrates how partnerships between development organizations, municipalities, schools, and academic institutions can create inclusive, resilient, and future-ready education systems for rural communities across Nepal.

SECTION 2



STRENGTHENING TEACHERS CAPACITY THROUGH CLEC TRAINING

DIGITAL BRIDGES 4 NEPAL (DB4N)



Kathmandu University School of Education (KUSOED) in collaboration with Digital Bridges 4 Nepal (DB4N) successfully delivered a 16-hour blended CLEC training for teachers from multiple CLEC schools across different regions of Nepal.

A total of 20 teachers participated in both online and in-person sessions, gaining practical

exposure to innovative teaching methodologies, effective technology integration, student engagement strategies, and the Collaborative Learning Environment Center (CLEC) approach.

The training focused on shifting classrooms toward more interactive, student-centered learning environments where teachers act as facilitators of collaboration and inquiry.

Participants reported increased confidence in using digital tools and applying new pedagogical approaches in their classrooms. As one teacher shared,

“CLEC training has transformed my teaching. I can now make lessons more interactive and engage students more effectively.” Amrit Shrestha

This capacity-building initiative continues to strengthen the foundation for scalable, technology-enabled education across rural Nepal.

SECTION 3

BRIDGING LOCAL CLASSROOMS TO GLOBAL KNOWLEDGE: Evidence-based Case Story of CLEC at Shree Saraswati Secondary School, Gorkha

Shree Saraswati Secondary School, located in Bhimsen Thapa Rural Municipality, Gorkha, is introducing the Collaborative Learning Environment Center (CLEC) to shift from traditional rote-, textbook-based learning toward a technology-enabled, student-centered, and skills-oriented pedagogy. At present, 114 students (Male: 54; Female: 60), from Grades 9 through 12, are actively engaged in CLEC-based learning.



THE NATIONAL PICTURE

As per a 2022 review by the World Bank (WBG), only 34.7% of public schools in Nepal have electricity, 28.3% have computer facilities, and a mere 12.4% use computers in learning activities.¹

The widespread lack of infrastructure, digital devices, internet connectivity, and trained teachers has been well documented as major barriers to digital and inclusive education especially in rural and remote areas.²

Taken together, these data highlight a stark digital divide. In this context, CLEC at a rural school like Shree Saraswati is not just beneficial — it is critical to bridging inequities in access to 21st-century learning opportunities.

¹ World Bank Document

² (PDF) Application Of Digital Technology in Nepalese Educational System



IMPACT AT SHREE SARASWATI SECONDARY SCHOOL

Pedagogical Change & Teacher Capacity

- Teacher Jit Bahadur Ale reflected that CLEC encourages problem-solving through self-study, hands-on practice, and peer learning. He observed that group-based activities help cultivate 21st-century skills such as leadership, collaboration, time management, and practical application of knowledge. This suggests a shift away from teacher-led rote learning toward facilitation and Student autonomy is a key marker of quality education.

Another teacher, Rajan Bhattarai, highlighted that CLEC has turned the center into a shared digital resource: students and community members now use computers and the internet to explore new topics beyond the textbook, search global resources, and connect with broader knowledge networks.

Student Engagement & Digital Literacy

- The active involvement of 114 students (male + female) shows gender-balanced participation. Through CLEC, students are gaining exposure to digital tools and practices, a significant advantage in a context where national ICT-skill levels are low, especially among rural youth. By giving students access to digital resources, CLEC helps overcome structural barriers that previously limited their ability to engage in self-directed learning.

Transforming School Leadership & Learning Culture

- The school leadership views CLEC as a strategic investment to improve education quality, build a culture of cooperative learning, and foster student curiosity and motivation. The shift toward participatory, inclusive, and student-centered pedagogy instead of traditional lecture- and textbook-based instruction aligns with international standards and global best practices.

Community & System-Level Significance

- Given that many rural public schools in Nepal lack basic ICT infrastructure, CLEC at Shree Saraswati can be seen as a replicable model for rural education development. Its success demonstrates that even in remote, resource-constrained settings, a well-designed, technology-enabled, participatory learning intervention can meaningfully connect rural classrooms to global knowledge. This holds promise for bridging the national digital divide and promoting equitable, quality education across the country.



WHY THIS MATTERS

- By fostering interactive, collaborative, and self-directed learning, CLEC aligns with global trends in quality education and helps build critical thinking, collaboration, and digital competencies among rural youth.
- CLEC helps counter systemic inequities particularly the urban-rural and gendered digital divide — by offering rural children access to technology, global information, and participatory learning.
- As a rural public-school initiative, CLEC's success can inform policy and planning: demonstrating that digital inclusion and pedagogical innovation are feasible and impactful even in remote, resource-limited settings.

The CLEC at Shree Saraswati Secondary School is not just an add-on; it is a strategic intervention addressing systemic educational inequities. By enabling access to technology, fostering collaborative and student-centered pedagogy, and involving both students and community in learning, CLEC is transforming a traditional rural school into a dynamic, inclusive, and globally connected learning hub. In doing so, it offers a replicable, evidence-based model for rural education development in Nepal and beyond.



SECTION 4

CLEC PROGRAM DRIVES STRONG STUDENT GROWTH IN GORKHA

The Collaborative Learning Environment Center (CLEC) in Bhimsen Thapa Rural Municipality, Gorkha, has demonstrated strong and measurable impact based on the latest endline survey conducted among Grade 12 students from Shree Siddhakali, Shree Brindawati, and Shree Shanti Secondary Schools.

Skill Area	% Students Reporting Improvement
Leadership Skills	94.7%
Confidence in Learning	94.7%
Digital / Computer Skills	89.5%
Teamwork & Collaboration	89.5%



ADDITIONAL LEARNING IMPACT

Indicator	Key Insight
Study Habits	Improved focus and consistency in learning
Learning Approach	Strong shift toward group-based and peer learning
Most Valued Activity	Collaborative group projects
Student Feedback	"Students learn from each other and increase their ability"

FUTURE OUTLOOK

Area	Direction
Student Aspirations	Mix of higher education, jobs in Nepal, and international opportunities
Program Focus	Strengthening career guidance support
Next Step	Exploring "Community Hub" model for alumni engagement
Student Feedback	"Students learn from each other and increase their ability"

The CLEC model continues to demonstrate how collaborative, technology-enabled learning can significantly strengthen student skills, confidence, and future readiness in rural Nepal.

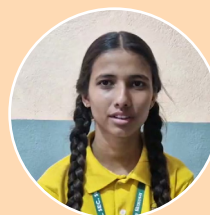
INSIDE THE CLEC CIRCLE



CLEC is a student centric classroom. By giving students responsibility for every task, it instills in them a sense of duty, realizing that 'I also have something to contribute.' I also found the method excellent for the teachers, where they use technology to formulate questions on various topics, receive answers from the students accordingly, identify their strengths and weaknesses, and then provide them with feedback.

JUN KALA SHANKAR

Teacher, Prithivi Secondary School, Khotang



CLEC is a tech-driven collaborative space where students solve problems using laptops and the internet. While its success in remote areas is promising, I propose establishing a CLEC facility in every district to ensure that talented, underprivileged students have the resources they need to thrive.

SURAVI BUDHATHOKI

Grade 10 student

SIX YEARS OF IMPACT WITH DB4N

- PRAKASH SHRESTHA



Over the past six years, Prakash Shrestha has played an important role in advancing Digital Bridges 4 Nepal's mission to expand equitable access to technology-enabled education across rural Nepal. Since joining DB4N in 2020 as a Project Coordinator, he has contributed to the implementation of Collaborative Learning Environment Centers (CLECs), teacher capacity-building initiatives, and digital learning programs reaching geographically remote and underserved communities.

From supporting early CLEC initiatives in Solukhumbu to projects across Manang, Jomsom, Gorkha, Biratnagar, Syangja, and Kalikot, Prakash has helped strengthen partnerships with schools, municipalities, and communities to create sustainable and collaborative learning environments. During the COVID-19 pandemic, he also supported the establishment of the CLEC at Kathmandu University School of Education, contributing to blended and remote learning continuity during a critical period for education systems.

His journey reflects DB4N's broader commitment to innovation, resilience, local partnership, and long-term investment in strengthening future-ready education opportunities for teachers and students across Nepal.

NEW TREASURER

- NYIMA LAMA



I am delighted to join the Board of Digital Bridges Nepal. As someone who grew up in one of the remote regions of Nepal and moved from place to place in search of better educational and professional opportunities, I have personally experienced both the challenges and the transformative power of access to opportunity.

In today's digital age, traditional classroom learning alone is often insufficient to prepare young people for a rapidly evolving world. Access to digital skills, practical learning, and technology-enabled opportunities has become essential for long-term success. This is why I deeply believe in Digital Bridges 4 Nepal's mission.

Through its work in education, digital literacy, and youth empowerment, Digital Bridges Nepal is helping underprivileged young people in remote villages gain the skills, confidence, and opportunities needed to improve their futures. Its partnership with local municipalities makes this impact especially meaningful and sustainable.

I am grateful for the opportunity to serve as a board member of such a wonderful organization and to contribute, in whatever way I can, to its mission of empowering the next generation of Nepali youth and helping bridge the opportunity gap for communities that are too often left behind.

Note: Personal details of children have been minimized to protect privacy. No identifiable information (PII) is shared to ensure their safety and confidentiality.

MESSAGE FROM PRESIDENT

- CLAUDE RUSSEL

Dear friends of DB4N,

Time does not wait for anyone, and it seems that we started 2026 just a while ago. As I write to you, we have begun the month of June. Our Nepal team has been hard at work and has already completed five CLEC so far this year with ten remaining.

In our newsletter in the article "the national picture" the data is sobering our U.S team is driven and passionate in supporting the work we do in Nepal, I want to extend my deepest gratitude to all our donors who have been steadfast in this mission, we however have much work to do in reaching new donors and continue the essential work our Nepal team is doing.

Please visit our new website to stay updated on our progress and consider making a donation every dollar helps us get closer to our mission of strengthening communities through education.

Thank you.

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