



**Peace
Corps**
NEPAL

Annual Report 2025





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Peace Corps Mission

Mission: To promote world peace and friendship through community-based development and cross-cultural understanding

Established in 1961 by John F. Kennedy, President of the United States of America, Peace Corps is an international network of Volunteers, community members, host country partners, and staff who each have a unique service journey, defined by an enduring desire to learn and grow. Since its establishment, the Peace Corps has been guided by a mission of world peace and friendship.

Through service, members of the Peace Corps network hone transferable skills that help them become and inspire the next generation of global leaders. Peace Corps Volunteers represent the people of the United States. With humility and intercultural competence, they integrate into and work with their host communities to foster world peace and friendship.

More than 240,000 Americans have served the United States and countries around the globe as Peace Corps Volunteers. There are currently more than 3,000 Volunteers working alongside community members in 60+ countries tackling local development priorities across the Peace Corps' six work sectors: Agriculture, Community Economic Development, Education, Environment, Health, and Youth in Development.

The Peace Corps Act (1961) articulates three core goals that contribute to the Peace Corps mission of world peace and friendship:

1. To help the people of interested countries in meeting their need for trained men and women.
2. To help promote a better understanding of Americans on the part of the peoples served.
3. To help promote a better understanding of other peoples on the part of Americans.

Peace Corps has been partnering with the government of Nepal and collaborating with Nepali communities and individuals since 1962. At the invitation of the government of Nepal, Peace Corps Volunteers work alongside community members on locally prioritized projects that build relationships, promote knowledge exchange, and make a lasting and measurable impact.

More than 4,000 Americans have come to serve as Volunteers in Nepal over the past 63 years. Peace Corps/Nepal is currently implementing Agriculture, Education, and Environment/Eco-tourism projects. Peace Corps Volunteers serve either for two years in their assigned communities and schools or as more specialized Response Volunteers who serve from between three to twelve months.



Message from the Country Director Troy Kofroth



Namaste! 🙏

As the country director of Peace Corps/Nepal, I am pleased to share with our partners, current and Returned Peace Corps Volunteers, host families, fellow service organizations, and other stakeholders Peace Corps/Nepal's 2025 Annual Report.

During 2025, 90 Peace Corps Volunteers served in Nepal working in ten different districts across three provinces partnering with Nepali community members to solve local challenges. During 2025, Peace Corps/Nepal welcomed two new cohorts of Volunteers: N210 – the 210th group of two-year Volunteers to serve in Nepal, and NR2, which was only the second group of Response Volunteers in the program's history. Response Volunteers are more experienced, specialized volunteers who work on high-impact, shorter-term assignments of up to one year.

Peace Corps Volunteers in Nepal serve in three sectors: Agriculture, Education, and Environment. The Agriculture Volunteers work on improving the food security of smallholder farmers and their families or work in improving agricultural research at various universities. Education Volunteers teach and co-teach English at government schools or serve as digital learning and training Volunteers. And the Environment Volunteers – the newest project at Peace Corps/Nepal started just in 2025 – work with community members on forestry management, solid waste reduction, indoor air quality improvement, and/or eco-tourism promotion.

None of these accomplishments would be possible without the support and collaboration of our Government of Nepal counterparts. We are thankful for their time and dedication.

In this 2025 Annual Report, I invite readers to learn more about the work and collaboration of Volunteers as well as our plans for our 64th year of service in 2026.

Sincerely

Troy Kofroth

Country Director

Community Member Profiles

A critical component of Peace Corps' work is the strong partnership between the Volunteers and their host community members. These host community members include work counterparts, supervisors, and host family members. To highlight the importance and value of these relationships, this section of the 2025 annual report shares some of the stories from the community members, counterparts, supervisor regarding their experiences and impressions of working with Peace Corps Volunteers.

Arjun Prasad Devkota

Counterpart Teacher

My major role is working as a co-computer teacher for the students of class five, six and seven. Response Volunteer Peter supports me to develop my English skills and computer skills. We work together teaching practical lessons in the computer lab. His service supports me in my professional life as a teacher because it helps me to teach computers well to the students and it is easier to speak English to others.

What I have most enjoyed about working with Peter is that now we are close friends. Peter and I shared our social, cultural, family and personal aspects. I invited Peter to my home, we ate various delicious foods, talked with each other and my family, and took pictures. He is getting an opportunity to learn about the social, cultural

and religious aspects of Nepal. I also got a chance to know and understand the culture and values of America.

Students have learned a lot from the Volunteer. After taking practical computer classes from Peter, students are interested in learning about computers and information technology. Students are getting a chance to learn computer programs like MS Paint, Word, Excel, PowerPoint, Chrome, and MS Photos in the computer lab.

I have observed many lasting impacts in the community. The students are motivated to learn about computers, and the school gives priority to digital learning. It is helpful both for the Volunteer as well as for the school family. Students also now understand the importance of volunteering for the betterment of the school and community.



“Being a good teacher of computer skills and English is essential.”



Peace Corps Response Volunteer Peter and his counterpart Arjun share a meal

Budamaya and Ker Singh Ghale

Host Family

We have hosted our Peace Corps Volunteer Elle for about six months. This is our community's first Volunteer! Hosting our *kanchhi chori* (youngest daughter) has brought more fun to our home. Kanchhi is always asking questions about language, culture and nature and it makes us more enthusiastic about these things when discussing them together. Many people in the young generation are not interested in learning old traditions. It makes us happy to teach a young person these things.

We have shared and exchanged our cultures in many ways. We have shared both modern Nepali foods and ancestral foods. We have helped Kanchhi learn the Nepali language and Gurung language, and Kanchhi teaches us English words. We have discussions about our religious practices and shared Bhumi Puja together. Not long after Kanchhi started staying with us, we went to a New Year celebration together dressed in traditional Ghale clothing. We danced, sang and ate celebration foods.

We have had many memorable moments with Kanchhi, such as planting the vegetable garden and planting orange trees together. We laugh together every day and have good conversations when we drink tea and eat meals together.



The host family smiles as Volunteer Elle takes a break from working with them in the fields to take a picture

Kanchhi is a part of our family. It was fun to talk and sing all together with the other women when Kanchhi planted the rice fields with us. It makes me happy when we hike to my old village to visit relatives and check on the kiwi trees.

There have been many positive changes in our community because of Kanchhi. The elderly people love to give Kanchhi food, tell stories; the kids love to ask questions about America and play games together. The community is very grateful to Kanchhi for bringing fruit trees and teaching us to plant them. People are excited about learning new agriculture skills and trying new things.

Bhoj Kumari Pandey

Counterpart Teacher

I have worked with two Peace Corps Volunteers. I worked with Peace Corps Volunteer Jack for one year, and I worked with Peace Corps Volunteer Natalie for 17 months. My role was to collaborate with Volunteers as a counterpart teacher. I have been working with the Peace Corps Volunteer in a way of co-teaching, by teaching together in classrooms. It has impacted me positively, personally. I have developed my language skills and confidence level in sharing ideas.



Peace Corps Volunteer Natalie and her counterpart, Bhoj Kumari

I would like to recommend to a new counterpart preparing to work with a Volunteer not to hesitate in sharing ideas and using the English language. I would also recommend counterparts to be punctual, pro-active, frank, smiling, helpful, prepared with session plans including teaching materials. Also, to be mindful that Volunteers are sensitive towards corporal punishment as it is not common in the United States. Also, not to bother the Volunteers by asking about unnecessary and personal matters. The most challenging aspect of being a counterpart has been to be alert all the time.

Our community has learned a lot from Volunteers. The local community people, especially women have exchanged the idea of

making and using re-usable sanitary pads with their waste clothes. The students talked with her so that they could develop their speaking skills and they are supported to do their homework. The lasting impact I have observed from Natalie's work in the community is the use of modern student-centered teaching techniques, no corporal punishment, and cleanliness of students.

My favorite part of being a Volunteer's counterpart is that professionally, I have developed my teaching techniques and strengthened my proficiency in the subject matter. I have enjoyed using teaching materials and using Information and Computer Technology (ICT) tools to teach in an interactive way.

Pradip Pokharel

School Principal

I have worked with three Peace Corps Volunteers—Steven, Jeff, and Patrick—for approximately two years. As a school principal, I supervise and collaborate with Peace Corps Volunteers by aligning their activities with the school's goals and objectives. I provide mentorship, coordinate with teachers on their behalf, monitor the effectiveness of their projects, facilitate their integration into the classroom, coordinate the exchange of innovative new practices, and help them adopt the local context and culture so their efforts can benefit our students and the school as a whole.

Volunteers have shared their skills and knowledge with students and teachers. Steven led an eco-brick initiative, in which discarded plastic is stuffed tightly into water bottles and transformed into building material. For our school, the plan is to build a chautara (meeting place) in the garden of the primary block. In this way, our Volunteer was able to promote both community involvement and environmental awareness. Response Volunteer Jeff conducted many trainings with teachers to build their



capacity to use online tools for teaching, which they still use even today.

What I have enjoyed most about working with Volunteers is seeing how they connect with our students in ways that go beyond the classroom. Peace Corps Volunteers are dedicated, friendly, and committed to helping communities grow. They bring new energy that motivates us all.

Volunteers have left many lasting impacts through our collaboration. We have completed the following:

- Made an Information and Communication Technology (ICT) roadmap,
- Established a school website and two English clubs,
- Implemented innovative teaching methods, raised environmental and health awareness, and
- Planned a chautara made with eco-bricks, to name a few.

The Volunteers' dedication has left footprints in our memory that we will always cherish.

Megh Raj Poudyal

Agriculture Section Chief

I have worked with six Peace Corps Volunteers over the past thirteen years. Volunteers have shared their skills by supporting activities that promote group empowerment, food security, health improvement, and income growth. Volunteers have contributed to the construction of an agricultural produce collection center, supported programs that enable seed potato and maize seed production, and collaborated with local farmers on technology transfer through beehive modernization.

Working with Volunteers has impacted me both personally and professionally. The skills I have gained through Peace Corps trainings and collaboration with Volunteers has helped improve the quality of services I provide at the workplace. While working at the Agriculture Service Center in Galyang, Syangja, I was named an outstanding employee by the Regional Agriculture Directorate, Pokhara. This achievement is due, in part, to the training and cooperation gained from working with Volunteers.

Advice I have for new supervisors and Volunteers is to:

- Adhere to a regular work schedule



Volunteer Alyssa and Mr. Poudyal practice air layering

- Remain dedicated to work
- Foster cultural exchange and respect
- Promote multi-use of local resources, sustainable development, and community empowerment.

Devi Jung Thapa

Ward Chairperson

I have worked closely with Peace Corps Response Volunteer Kathleen for one year. I have worked with volunteers from other organizations for shorter durations, some for just one or two days. In my capacity as ward chairperson, I coordinated with Kathleen to promote tourism and to help homestay entrepreneurs learn the English language.



What I have enjoyed most while working with her is their spirit of selflessness. I truly appreciate her dedication in giving her valuable time in an unfamiliar place. I would describe Peace Corps Volunteers as altruistic, punctual, respectful of other faiths, traditions, and beliefs, and helpful. Volunteer service has left a lasting impact on

our community. I have observed that cordial relationships have been fostered, and technical, moral, and various other forms of support have been received.

Safina Khatun

Counterpart Teacher

In the past six months, I have been working with a Peace Corps Volunteer as a counterpart teacher. I have worked with only one Peace Corps Volunteer, Isabella. I have enjoyed many aspects of working with her. For example, we prepared and applied different teaching materials together, used various teaching methodologies, practiced good classroom management, formed student teams effectively, and created a sweet bonding with students. She is very creative and thoughtful.

Among the activities, what I enjoyed most was when we taught punctuation marks. She made a tool called chutes and ladders that showed and simplified problems related to punctuation. Using this tool, she helped students not only solve punctuation problems but also encouraged them to form their own sentences with proper punctuation. It became a favorite activity among the students.

Another part I enjoyed is that she is a good artist. She shared with us that she has a plan to paint the classroom wall and has already submitted the proposal to Peace Corps. I am very excited about this. There is no doubt that the local community and students have



Peace Corps Volunteer Isabella and her school counterpart Safina

exchanged skills and knowledge while working with the Volunteer. She used different learning tools and through these methods students gained more knowledge. The vocabulary of both the students and the Volunteer improved due to frequent interaction. We also exchanged culture by showing and doing.

Some lasting impacts I have observed are:

- The local government and school management team appreciate the work.
- Conversations with local people helped in exchanging cultures and traditions and gave more chances to learn from each other.
- There has been a spread of love, care, and respect.

Peace Corps/Nepal Highlights from 2025

During 2025, two new groups of Volunteers arrived in Nepal. The 210th group of two-year Volunteers (Group "N210"), consisting of 47 trainees, arrived in Nepal in January 2025 and the second group of more specialized Peace Corps Response Volunteers (Group "NR2") arrived in May 2025.

Group N210 consisted of Food Security and Education Volunteers, as well as the first group of Volunteers to support a new Natural Resources Management Project. After three months of Pre-Service Training, the new Volunteers swore in on March 27, 2025, and started their service at their assigned sites.



Also in 2025, and after a request from the Tribhuvan University's Institute of Forestry (IoF), Peace Corps/Nepal and IOF signed a Memorandum of Understanding (MoU) in November, 2025 to initiate a forestry program. The future forestry Response Volunteers will be assigned to serve at IoF campus locations in Kathmandu, Pokhara, and Hetauda.

In the next sections of this annual report, we provide additional details of Peace Corps/Nepal's work and accomplishments during 2025.

Agriculture Sector: Food Security Project

Peace Corps/Nepal's five-year (2021-2026) Food Security Project facilitates a sustainable increase in agricultural productivity and diversification, agriculture-based income, and dietary diversity among smallholder farming households in rural communities. Peace Corps/Nepal closely works with the government line ministries in the design, implementation and evaluation of the project.

Peace Corps Food Security Volunteers engage with interested rural smallholder farmers and their households in nutrition and agriculture interventions ranging from fruit tree promotion,



Group NR2 consisted of eight Response Volunteers including four digital learning and training and four agriculture research Response Volunteers. Response Volunteers are more experienced professionals and serve for a shorter period of time from three to twelve months. After ten days of initial orientation, they started serving at their assigned sites.



beekeeping, high-value, low-volume crop cultivation, and practices in accessing, cooking, and consuming nutritious foods that are locally available.

In addition, Volunteers help increase leader farmer capacity to provide sustainable extension services in and around their rural communities and enhance the basic business management skills among leader farmers so they can generate agriculture-based income.

Peace Corps/Nepal's Food Security Project is built around four pillars of food security: availability, accessibility, utilization, and stability. Throughout 2025, there were twenty-nine Food Security Volunteers serving in four districts in Gandaki and Lumbini provinces, and the next group of Volunteers will arrive in January 2026 to serve in the same provinces.

Food Security Project Goal 1: Agriculture Productivity and Diversification

In 2025, PCVs primarily worked with rural and smallholder farming families, including Women of Reproductive Age (WRA) and school-aged children, to sustainably increase production of diverse and high-value, low-volume food crops. Volunteers have promoted improved management practices and technologies on ginger, turmeric, beekeeping (*Apis cerena*), oyster mushroom, and fruit and nut tree promotion.



In beekeeping, Volunteers have been instrumental in providing training to farmers on colony management, forage management, promoting local practices on feeding, insect pest and disease management, and providing improved beehives as a tool to increase the production of honey.

In oyster mushroom production, Volunteers have been working with local agrovets, municipal and ward offices, and smallholder farmers on increasing the access of production inputs including but not limited to supply the spawns and providing the improved production, consumption and marketing techniques. Volunteers also hosted several hands-on learning events on mushroom production practices.

Similarly, in fruit and nut tree cultivation, Volunteers helped farmers to rejuvenate orchards through intercropping management and topsoil amendments. Volunteers have also promoted the planting of fruit tree varieties specific to agro-climatic zones at the sites where Volunteers are placed.

Food Security Project Goal 1 Impacts and Accomplishments

In 2025, of the 977 (55% women) Nepali farmers who collaborated with PCVs on food and nutrition security initiatives:

- ✓ 56% have already applied improved agricultural practices and technologies for better production. Some of those practices includes but not limited to crop genetics, cultural practices, pest and disease management, soil health management, water resource management and post-harvest handling and storage.
- ✓ More than 350 farmers received training on improved crop cultivation management practices and technologies on ginger, turmeric, and

mushroom farming. With this support they were able to harvest 408 kg of ginger/turmeric and 3540 kg of mushroom.

- ✔ 351 smallholder farmers planted 3619 fruit and nut trees through establishing 36 fruit tree nurseries in the communities.
- ✔ More than 170 farmers (53% female) were trained in improved practices on beekeeping. As a result, 333 improved beehives were installed, and 1276 kg of honey harvested.
- ✔ 27,996 square meters of land were managed through improved agricultural management practices or technologies.
- ✔ On average, each Volunteer worked with 13 households on ginger/turmeric and mushroom production, 13 households on fruit and nut trees production, 7 households on beekeeping management and 1037 square meters of land have been managed through improved management practices and technologies.

Food Security Project Goal 2: Increased Dietary Diversity of Household Members

In 2025, Food Security Volunteers primarily worked with smallholder farmers, particularly households having Women of Reproductive Age, along with families and school-aged children,



to adopt one or more new food consumption or feeding practices and behaviors which ultimately improve dietary diversity of the households.

Volunteers worked with mothers' groups, schoolteachers, and farmers' groups to train and coach individual smallholder family members in evidence-based nutrition practices included in the World Health Organization's Essential Nutrition Actions framework. The key activities Volunteer conducted under this objective included informal one-on-one and group training in homes, community centers, and schools. These trainings promoted access to and the consumption and feeding of diverse and nutrient-rich foods. Through follow-up sessions, Volunteers reinforced lessons and confirmed an increase in dietary diversity among participants.

At the household level, Volunteers worked with host families and WRA by implementing the garden-to-plate concept. Volunteers facilitated cooking demonstrations during home visits, and this activity led to an increased consumption of neglected and underutilized but nutrient dense crops. Volunteers also collaborated with schools to teach students about nutrition education. They also organized health and well-being clubs focusing on nutrition education and diet diversification.



Food Security Project: Complementary Activities

In addition to the primary project activities as outlined by the project framework, Volunteers under the Food Security Project also conducted various complementary activities based on the priorities of the community and Volunteer's interest. Some of the complementary projects conducted by Volunteers include English clubs in school, eco-clubs, school gardening, mental health and well-being training, honey hunting, tourism promotion, berry production, activities to empower women and their leadership, formation of farmers' groups, organic cooperatives, and teaching English at local government schools. Volunteers are also sharing the life of the Nepali people - their culture, traditions, food and the natural beauty of Nepal - via blog posts on different social media platforms that are dominantly read by the people in the United States. Five Food Security Volunteers shared 271 blog posts in social media in 2025.

Education Sector: Teaching English as a Foreign Language Project



A Peace Corps TEFL Volunteer in his classroom in Gorkha District

Quality education development is one of the top priorities for the Government of Nepal. The Federal Budget Allocation Program for Fiscal Year 2082/83 allocates nearly 10.75% of the total national budget to meet commitments under the School Education Sector Development Plan.

Over the past twenty years, Nepal has made significant progress in the school enrollment rate. It has achieved a 97% net enrollment rate in primary schools. However, there are still challenges related to education quality, access, and equity. The Annual Flash Report 2024/2025 states that the student-teacher ratio in community schools is 22:1 in Grades 1 to 5 and 45:1 in Grades 6 to 8. This expresses the need for more trained educators to attain the national goals for quality education.

The Ministry of Education, Science, and Technology (MoEST) and all education stakeholders know that having qualified English-speaking instructors in rural areas will enhance the ability of the education sector to meet its goals of increasing English learning opportunities for all citizens. Therefore, MoEST partners with Peace Corps/Nepal to place fluent, highly proficient English speakers trained in student-centered, interactive teaching practices in government schools.

Peace Corps/Nepal's Teaching English as a Foreign Language (TEFL) Education Project aims to strengthen English language knowledge and communicative skills among students so that they can access academic and professional opportunities. To achieve this outcome, the Peace Corps' English Education project activities focus on building English language teaching and learning capacity among teachers, students, and community members in government schools in rural Nepal.

During 2025, a total of 34 English Education Volunteers were teaching English to students in Grades 4-7 in five districts. In addition to the English Education Volunteers, Peace Corps provided seven Digital Learning and Training Response Volunteers who also provided critical



A Peace Corps TEFL Volunteer using the Looma Device in the classroom

learning services in government schools. (See the Response Program section of this report for additional information.)

A Digital Classroom through Peace Corps' Digital Loan and Train Program

In addition to teaching English language, TEFL Volunteers are also trained to incorporate digital technologies in their day-to-day teaching. The TEFL Volunteers are providing teacher training on digital learning and empowering them to use technologies that generate interest and participatory classrooms.

Beyond raising awareness of using digital technologies that will suit their teaching learning environment, Volunteers establish digital clubs that work on coding, awareness on social media usage, and use digital technology outside of entertainment. Peace Corps/Nepal is piloting two offline devices:

- Looma Nepal - a device that holds all Nepali curricula, TED talks, games and activities; and
- Remote Area Community Hotspot for Education and Learning (RACHEL) device – a portable device designed to provide offline access to educational resources, making it ideal for schools with limited or no internet connectivity.

TEFL Volunteers and their school counterparts can take one or both of these devices on a loan for up to five months. In 2025, Volunteers took a total of fourteen devices for the loan and train program.

TEFL Project - Key 2025 Achievements

- ✓ 30 schools in five districts reached by Volunteer activities
- ✓ 536 Education activities conducted
 - 442 are direct TEFL teaching and teacher training activities
 - 86 are cross cultural and community integration activities.
 - 8 activities that support teaching learning environment in collaboration with other Peace Corps Volunteers. These projects include: eco bricks, school garden programs, introducing dietary diversity in school meal and menstrual health training programs.

TEFL Project Goal 1: Working with Teachers

Education TEFL Volunteers officially collaborate with counterpart English teachers to support them in building their English language proficiency, increasing the use of evidence-based teaching practices, and promoting student centered teaching and learning. In addition, they collaborate to design and implement projects, and identify, develop, and use instructional materials including digital tools for effective teaching.

In addition to co-planning and co-teaching classes, Education Volunteers and their Nepali counterpart teachers engage in professional collaborative communities of practice, where two or more teachers share a common interest



TEFL Volunteer in her classroom in Kavre District

or passion to enhance their teaching practices. These collaborations can be formal or informal; members may not see themselves as formal “members” but rather as teachers who have discovered or rediscovered their interest in teaching by sharing their trials and successes with other teachers. Through this collaboration, the teachers increase their English language skills.

TEFL Project Goal 1: Key 2025 Achievements

- ✓ 311 teachers reached through a professional teacher’s community of practice
- ✓ 265 teachers reached and encouraged to learn and practice English conversation formally and informally.
- ✓ 151 teachers encouraged to design, adapt, and/or pilot learning materials.
- ✓ 107 teachers reached to demonstrate various general teaching skills
- ✓ 82 teachers reached to demonstrate improved procedural English.
- ✓ 67 teachers reached to demonstrate various English teaching skills.
- ✓ 24 teachers reached to demonstrate various research-based classroom practices targeting all learners.

TEFL Project Goal 2: Working with Students

While partnering with Nepali Teachers, TEFL Volunteers model best practices through direct classroom teaching, pull-out groups, remedial classes and after school activities. This element includes collaborating with teachers to design, adapt, and pilot learning materials. Outside of the formal classroom, Volunteers enhance student engagement with the larger learning community by organizing recreational activities such as theater, music, games, clubs/camps, and digital resource use. They collaborate with school counterparts to implement effective classroom management and positive discipline by creating a student-friendly learning environment. Volunteers, counterpart teachers, and students use a mix of traditional and alternative activity-based teaching approaches to English language teaching using the government curricula and textbooks. The focus is on developing communicative competence in all language skills in students.



Students Playing an English Learning Game designed by a Peace Corps Volunteer using Locally Available Materials

TEFL Project Goal 2 Key 2025 Achievements

- ✓ TEFL Volunteers taught or co-taught 2,607 students
- ✓ 1,474 students participated in extracurricular English clubs, eco-clubs, movie clubs, tutoring sessions, and/or camps activities.
- ✓ 1,237 students demonstrated increased achievement in an English course



A Peace Corps TEFL Volunteer in Lamjung District set up a mock store in her school to teach English

TEFL Project Goal 3: Working with Community Members

Moving student learning out of the classroom and into the community often motivates learners. Similarly, the more that the community goes into the classroom, the more that community members see and understand the benefits of schooling. Community engagement shows students how their studies are important

to the community and how their learning relates to daily life in that community.

While TEFL Volunteers focus on strengthening teacher capacity and increasing student achievement during the very first months, Volunteers and their counterpart teachers and students plan and implement extra-curricular and co-curricular activities that engage students and the larger community.



Peace Corps staff conduct a community orientation about the TEFL program

TEFL Project Goal 3 Key 2025 Achievements

- ✓ TEFL Volunteers reached 400 community members to support student learning. Of the total, 231 are females and 169 are males.

Environment Sector: Natural Resources Management Project

In partnership with the Ministry of Forests and Environment (MoFE), Peace Corps/Nepal launched a Natural Resources Management (NRM) Project in January 2025. The inaugural cohort of 11 Community Forest and Environment Advocate Volunteers arrived in-country and

are currently serving across three districts in Gandaki and Bagmati Provinces.

The overarching goal of the project is to build the capacity of rural communities, especially youth, to sustainably manage their natural environment and the resources critical to their livelihoods. Over the course of their two-year service, Volunteers are expected to work closely with government officials, educators, and community members to:

- Strengthen community forest management practices
- Promote environmental awareness and education
- Support solid waste management initiatives
- Facilitate the adoption of improved cookstoves to enhance biomass energy efficiency, and
- Encourage sustainable income generation from forest resources.

During their first year of service, Community Forest and Environment Advocate Volunteers contributed to the following outcomes aligned with the project's framework:



Natural Resource Management

Project Goal 1: Increased youth engagement in environmental issues through school-based education and extracurricular activities.

In 2025, Volunteers collaborated with more than twenty counterpart teachers (of whom thirteen were female) in fourteen government schools across three districts in Nepal, and the Volunteers reached more than 500 students (55% female) from grades 2 through 8 through environment education lessons. Volunteers under the NRM Project are assigned to attend schools at least three days a week and teach environment lessons, in collaboration with Nepali counterpart teachers, for a minimum of ten-fifteen hours every week. Volunteers co-plan and co-teach with teachers how to teach environmental topics effectively and engagingly. Engagement with teachers focuses on collaborative lesson planning, classroom management, and demonstration of ideal techniques and strategies for delivering environment-related materials.

Volunteers serving under the NRM Project align environment education topics at schools with government curriculum and promote scientific method implementation through both nature-based observation and classroom teaching. Key topics included general environmental learning, trash management, forests and trees, renewable vs. non-renewable energy, and pollution, in addition to recognition of environmental concerns and aspects of the community along with how to address them when seen in the community. Given the overarching interests of schools towards English proficiency among students, Volunteers have been incorporating the mix of Nepali and English delivery methods, engaging students in simple English-speaking activities with environment-related English vocabulary.

In addition to regular classes, Community Forest and Environment Advocate Volunteers have collaborated with schools to reform and

or establish student-led eco-clubs engaging more than 160 students. Although in an initial stage of implementation, Volunteers have been co-facilitating these eco-club activities once a week. These activities aim at increasing youth knowledge and appreciation on environmental issues through students undertaking creative leadership roles in school beautification, trash management, tree plantation, plastic control, eco-arts, clean-up events, and public speaking.

NRM Project Goal 1 Key 2025 Achievements

- ✓ 14 Government Schools Reached
- ✓ 20 Teachers Engaged
- ✓ More than 500 Students Reached
- ✓ 160 Students Active in Eco-Clubs
- ✓ 110 Students Demonstrated Increased Knowledge and Appreciation

NRM Project Goal 2: Enhanced community capacity to sustainably manage natural resources via training, awareness campaigns, and participatory planning

During the initial months at their assigned sites, Community Forest and Environment Advocate Volunteers co-facilitated a series of community environmental assessments to identify local environmental challenges, set priorities, and plan actionable solutions. These assessments were conducted in diverse community settings—including schools, ward offices, forest offices, community meetings, and household visits—ensuring broad participation and inclusivity.

Volunteers utilize Peace Corps' Participatory Analysis for Community Action (PACA) tool, a proven methodology that fosters collaboration between Volunteers and community members and strengthens community ownership of sustainable development initiatives.

Based on assessment findings and community priorities, Volunteers initiated a range of collaborative activities aimed at strengthening environmental resilience and community capacity. These initiatives include the following:

- ♻️ **School Recycling Programs**
Supported schools in establishing waste segregation systems and promoting reuse of recyclable materials to improve solid waste management practices.
- 🧹 **Community Clean-Up Events**
Mobilized students and community members to raise awareness about plastic pollution and promote cleaner public spaces.
- 🩸 **Reusable Menstrual Pad-Making Workshops**
Trained women of reproductive age to produce reusable menstrual pads using locally available materials, promoting hygiene and reducing waste.
- 🌳 **Tree Plantation Campaigns**
Organized tree planting at schools, homes, and community forests in collaboration with sub-division forest offices to enhance green cover and biodiversity.
- 🔥 **Improved Cookstove Projects**
In two communities in Kaski District, over 70 improved cookstoves are being constructed with active involvement from ward officials, Community User Forest Groups (CFUGs), and households to reduce indoor air pollution and improve energy efficiency.



NRM Project Goal 2 Key 2025 Achievements:

✓ Environmental Assessments and Planning

30 community environmental assessments conducted to identify local environmental conditions, challenges, and opportunities for action.

✓ School-Based Environmental Improvements

9 schools guided on best practices for solid waste management, including waste segregation and recycling initiatives.

✓ Community Engagement and Awareness

20 community clean-up events organized, mobilizing local residents to address plastic pollution and promote cleaner environments.

✓ Tree Plantation and Greening Efforts

178 community members actively engaged in tree plantation campaigns.

700 trees planted at homes, schools, and community forests in collaboration with local forest offices.

✓ Community Forest Management

10 CFUGs supported with technical guidance on rehabilitation, conservation, and sustainable forest management practices.

✓ Improved Cookstove Initiatives

2 rural communities identified for the construction and maintenance of improved cookstoves, with over 70 stoves planned to reduce indoor air pollution and improve energy efficiency.

Response Program: Agriculture, Education, and Environment Sectors

In May of 2025, Peace Corps Nepal welcomed our second cohort of eight experienced professionals - Response Volunteers - to Rupandehi, Kaski, Kathmandu, Lamjung and Gorkha districts to undertake continued short-term, high-impact service assignments as Agricultural Field Research, Laboratory Technical Experts, and Digital Learning Trainers. Peace Corps/Nepal is pleased to share that two members of its inaugural 2024 Response Volunteer cohort extended their service to continue providing targeted assistance at the Institute of Agriculture and Animal Science in Lamjung, and at Tribhuvan University in Kathmandu. Additionally one other Volunteer extended their time in Chapakot Municipality to complete the network architecture at a school's computer lab in Syangja.

Meeting Government of Nepal Needs Through Enhanced Skills

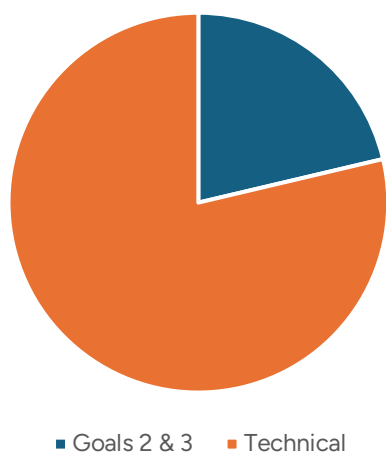
Overall, Peace Corps/Nepal's Response program has successfully helped meet Government of Nepal requests for highly skilled Volunteers (1) to enhance the capacity of agriculture campuses by strengthening agriculture-based research capabilities of faculty members and the students, supporting students' use of lab facilities for agriculture research activities and (2) strengthening ICT infrastructure, building the capacity of instructors, and maximizing the use of technology in teaching and learning in every subject for local secondary schools. Out of the 60+ project/activities completed by Response Volunteers, 40% supported Nepal's development goals and 20% highlighted Peace Corps Goals 2 and 3.



Signing of the Memorandum of Understanding(MOU) with the Institute of Forestry

| 2025 Summary of Completed Agriculture Technical Projects | 2025 Summary of Completed Digital Technical Projects |
|---|---|
| <ul style="list-style-type: none"> ✔ Assessment of lab equipment and facilities | <ul style="list-style-type: none"> ✔ Computer Lab Maintenance |
| <ul style="list-style-type: none"> ✔ Mentoring students with research projects | <ul style="list-style-type: none"> ✔ Teacher ITC/Digital Literacy Trainings |
| <ul style="list-style-type: none"> ✔ Hosting a Seminar on Research and Publication Ethics | <ul style="list-style-type: none"> ✔ Computer Science Teacher Training |
| <ul style="list-style-type: none"> ✔ Teaching and Assisting Laboratory Practicals | <ul style="list-style-type: none"> ✔ Summer Computer Classes |
| <ul style="list-style-type: none"> ✔ Construction of a Botanical Garden | <ul style="list-style-type: none"> ✔ Teaching and Assisting Computer Science Classes |
| <ul style="list-style-type: none"> ✔ Co-teaching Agricultural Microbiology, Soil Science, Biochemistry and Principles of Plant Breeding II Class | <ul style="list-style-type: none"> ✔ Head Teacher Training on Artificial Intelligence In Education |
| <ul style="list-style-type: none"> ✔ Hosting a Microsoft Excel Club and Thesis Writing Workshop | <ul style="list-style-type: none"> ✔ Computer lab repair and maintenance education |
| <ul style="list-style-type: none"> ✔ Entrepreneurial Training | |
| <ul style="list-style-type: none"> ✔ Thesis/Dissertation Mentoring | |

2025 PCRV Success Areas



Peace Corps Response Project: Digital Learning and Training

In partnership with MoEST, the Peace Corps Digital Learning and Training Response Project supports public schools in the sustainable implementation of effective e-learning tools and activities so that learners develop information technology skills necessary to access academic and/or professional opportunities. In 2025, five Peace Corps Response Volunteers served in schools in Gandaki and Bagmati provinces.

Activity Highlights:

- From May 2025 to October 2025, five Response Volunteers implemented 22 activities that include-ICT training for all computer teachers within municipalities,

computer lab maintenance, weekly teaching to students from grade 6 to 12 and digital literacy training for teachers besides computer and science.

- 538 people have been reached through training and other ICT skill development programs.
- 87 participants have started demonstrating changes in attitude behavior or state based on activity.
- Seventeen youths linked to educational, economic, professional, or Volunteer opportunities.

received limited computer training, and so the two collaborated to co-teach grade 5, 6, and 7 computer science classes.



Counterpart Arjun practices lesson plans



Digital Learning and Training Response Volunteer Peter working with Students

Project Highlight: Science Teacher Gains Information Technology Teaching Skills

Peter served as a digital learning and training Response Volunteer in Gorkha District. At his assigned school, computer science as a subject is integrated into the science curriculum from grades 5-8. It is up to the science teachers, most of whom never received formal computer science training, to teach this content. Arjun Sir is a science teacher at Peter's school who had

Arjun Sir and Peter used their planning periods to review the computer science curriculum, write practical lesson plans, and rehearse them. Then they co-taught the lessons. Peter trained Arjun Sir in Microsoft Office Word, Power Point, and Excel to bolster his own knowledge to be able to teach the students. Other lessons included drawing, photo editing, web browsing, sending email, and using generative Artificial Intelligence (AI). The youngest students focused on proper typing and mouse usage. Peter and Arjun Sir taught fun, interactive lessons in the computer lab for the students, instead of relying solely on the lecture method in the classroom. The students enjoyed the practical computer exercises, and they expressed gratitude that they were able to go to the computer lab more often for interactive lessons.

Because class sizes were typically around 45 students, the students were broken into two groups of around twenty each. This allowed every student to have their own computer during class, maximizing individual learning. Half of the class received a practical lesson in the computer lab, while the other half used the library or worked on an assignment in the classroom. The second half received the same lesson the following day.

In the classroom Arjun Sir took the lead and Peter assisted as needed. This approach helped



Grade 5 students learn proper typing

Arjun Sir feel confident in teaching grade 5, 6, and 7 computer science sections. Together, Arjun Sir and Peter taught 131 students, Arjun Sir is now fully comfortable with the computer science curriculum and can pass these skills onto his students and other teachers, equipping them with the computer literacy skills needed in our modern world!

Peace Corps Response Project: Agriculture Education and Research

With the overall goal of enhancing the capacity of agriculture colleges in producing skilled human resources for the expansion of agriculture extension services to rural communities, and in partnership with the Institute of Agriculture and Animal Sciences (IAAS) of Tribhuvan University, Peace Corps/Nepal assigned six Agriculture Research Response Volunteers to the IAAS campuses in Kathmandu, Lamjung, and Rupandehi districts. The next group of Response Volunteers will arrive in May 2026 to serve at the same institutions. The Volunteers were assigned to work on activities to increase the capacity

of agriculture colleges to support students' needs on improved agriculture management practices and technologies, to increase the capacity of faculties in using practical-based agricultural teaching practices, and to increase the achievement of students in accessing academic and/or professional agriculture-related opportunities.



Volunteers Amy and Lynn meet with local women's group in Kavre to share quality control techniques for their tea making business

Volunteers working as Laboratory Technical Experts prepared laboratory inventories for both the Lamjung and Paklihawa campuses. In the course of conducting the inventory, Volunteers were able to engage with the laboratory personnel and some of the students using the laboratory to help them better understand laboratory safety. The Response Volunteers supported building the capacity of laboratory personnel in improved laboratory management skills.

Volunteers were also involved in co-teaching undergraduate classes with their counterparts and other faculty members. One of the Volunteers placed in the Lamjung campus was engaged in co-teaching undergraduate classes in biochemistry, soil science and microbiology for around 200 students. This effort included preparation of course materials, in-class instruction and supporting students with study notes. Another Volunteer in the same campus taught a molecular genetics course as a guest lecturer. The Volunteer also facilitated a call with faculty and a representative from the USDA Natural Resources Conservation Service to equally share what the USDA does, and the education provided by IAAS for students in the agricultural field.

Activity Highlights:

- Volunteers have mentored students on projects, offering technical advice on laboratory equipment use, techniques and research methods.
- Field Research Specialist Response Volunteers provided on-site mentoring and coaching one-on-one to students undertaking agricultural research and provided ongoing review and feedback to students on research findings.
- The Volunteer in Rupandehi district hosted a technical writing seminar with 100 student participants at the campus (30 male, 70 female).
- In collaboration with faculty at the Central Campus, a Volunteer worked to improve the campus guidelines for dissertation

and thesis writing, in addition to helping to identify priorities for teaching and laboratory resource allocation.

- At the Lamjung campus, a Volunteer hosted a thesis-writing workshop for 25 graduating students (2 male, 23 female).
- A Volunteer also started a Microsoft Excel Club with 45 students (15 male, 30 female) who are meeting once weekly.

Response Volunteers at their placement campuses worked to increase the achievement of students in accessing academic and/or professional agriculture-related opportunities. Volunteers at Central Campus provided mentoring and coaching to students applying to Master's and PhD programs, including researching schools, programs, funding, faculty advisors and drafting emails to prospective programs.

Peace Corps Response Project: Eco-tourism Promotion and Business Literacy

In partnership with the Ministry of Culture, Tourism, and Civil Aviation (MoCTCA), the Peace Corps' Eco-Tourism Promotion and Business Literacy project under the Peace Corps Response Program supports small business owners and workers in tourism-dependent communities in the Gandaki Province to improve their English and business understanding to increase not only the income from eco-tourism in these communities but also to enhance the experience of tourists visiting these



communities for trekking, Nepali culture, and mountain views.

In 2025, three Response Volunteers served in rural homestay communities in the Annapurna Conservation Area Project (ACAP) region. The ward chairperson of the respective communities served as official Government Supervisors, while the presidents and/or secretaries of the Homestay Committees served as official community counterparts for the Volunteers. Assigned for a period of twelve months, each Response Volunteer supported members of the assigned community by teaching small group and one-on-one sessions of the English language to homestay operators, porters, trekking guides, hotel owners, restaurateurs, and other small enterprise owners involved in eco-tourism and hospitality activities. In addition to English literacy, the Response Volunteers closely worked with business owners and operators to improve business operations by teaching basic business literacy and marketing skills.

Activity Highlights:

- More than 300 community members, especially women benefitted from the English language classes.
- Response Volunteers were successful in establishing regular English Classes for homestay community members, including literacy classes for older women and providing digital and business literacy skills and resources for school students and business entrepreneurs.
- Response Volunteers closely worked with tourism business owners and operators to improve business operations by teaching basic business literacy and marketing skills.
- Response Volunteers co-facilitated weekly local markets for the promotion and marketing of local handicrafts, woven items and food for tourists, and they were promoting wild honey hunting activities for tourists visiting the homestay communities.
- In collaboration with publication houses

in the United States, Response Volunteers elevated ethnic Gurung artisans' work and cultural traditions through magazine articles.

- In collaboration with the ACAP Offices, Homestay Committees, and Ward Offices, Response Volunteers developed brochures, social media pages and other promotional materials to promote local tourism in the homestay communities, with an aim to improve local economies of these communities in the long-term.
- Response Volunteers regularly engaged with tourists visiting the community to determine additional areas for enhancement and presented findings to Tourism Management Committees.
- Response Volunteers worked with local government officials and business organizations to evaluate opportunities to enhance tourist satisfaction and increase the tourism potential by drafting a list of possible day tours possible, such as heritage craft tour, birdwatching tour, culinary classes, dance classes.
- Attended and supported plastic recycling training offered to the community by Green Road Waste Management after they signed an MOU with ACAP; participated in community trash pickup and cleanup days, especially after peak tourism periods.



English language students from Homestay Committee.

Peace Corps/Nepal is expecting up to five Response Tourism Volunteers in May 2026 to continue the work carried out by the first cohort of Eco-Tourism Response Volunteers.

Key Achievements of the Eco-Tourism Response Volunteers in 2025:

- ✔ Establishment of a Saturday Market in homestay communities led to improved income opportunities.
 - Between October 2024 and March 2025, the Saturday market in Lamjung recorded sales of over 1,600 locally produced items (agricultural goods and handicrafts), generating more than NPR 250,000 in revenue.
- ✔ Promotion of Gurung indigenous culture and traditions through international media exposure.
 - Articles published in renowned international magazines highlighted traditional practices such as spinning and weaving.

Featured articles include:

Spinning in the Himalayas, Part 1: Shepherd, Sheep, and Wool Prep
bit.ly/3KICHvb

Spinning in the Himalayas, Part 2: Spinner and Charkha
bit.ly/4oX42HP

Spinning Giant Nettle in the Himalayas
bit.ly/3Y44rOk



Volunteer Project Highlights

During 2025, 90 Volunteers served in communities in ten districts of Nepal. Each of the Volunteers partnered with their community members to identify solutions to locally identified priorities. Working together and using local resources as possible, the Volunteers and community members completed many projects of varying sizes. In this section of the 2025 Annual Report, we provide selected Volunteer project highlights.

5.1 Saving Lives: Drowning Prevention and Water-Related Emergency Training

SECTOR(S): **EDUCATION**

In Nepal, the number one cause of childhood fatalities is from drowning.

These drownings happen in the home, community, and by weather-related disasters during Nepal's monsoon season. As swimming instruction is not common, many children and

young adults do not know how to swim nor do many adults.

Therefore, Peace Corps Education TEFL Volunteer Evelyn and Peace Corps Food Security Volunteer Mark created a seminar to teach Nepali school students how to prevent drowning and how to provide support in water-related emergencies.

Volunteers held the seminar just before the start of the monsoon season so that students and community leaders would have ample time to prepare. The seminar was open to all students,



Peace Corps Volunteers Mark and Evelyn with students during the training.



Volunteers Dol and Bhuwan facilitate an environmental awareness session with students.

parents, and community members in Evelyn’s community in Kaski district.

Evelyn led the first part of the seminar and gave information on how to prevent drowning deaths, what to do in the event of witnessing someone drowning, how to assist without endangering oneself, the Nepali emergency numbers, and the basics of what Cardio-Pulmonary Resuscitation (CPR) is. Mark led the second part of the seminar and demonstrated on CPR dummies donated from the US Embassy Nepal.

The CPR demonstration gave instructions on how to perform CPR safely on adults, young adults, and infants. The students who actively participated in the seminar and CPR demonstration were given small prizes and stickers.

Overall, 200 students and community members participated in the seminar and learned the basic techniques for water safety, drowning prevention, and CPR.

5.2 Environmental Awareness Session sparks Youth-Led Change

SECTOR(S): ENVIRONMENT

In early 2025, Peace Corps Food Security Volunteers Dol and Bhuwan, a Volunteer couple

serving in Arghakhanchi district, recognized a growing concern in their host community: increasing waste and poor sanitation practices were rapidly increasing around the secondary school in their assigned community. Despite strong interest in environmental issues among teachers and students, there were no structured initiatives in place to address the problem.

In collaboration with school leadership and their counterparts, the two Volunteers organized a two-hour environmental awareness session for students in grades 8 to 10. Using interactive methods such as group discussions, local case studies, and visual aids, they introduced concepts of waste segregation, environmental stewardship, and the impact of plastic pollution on soil and health. Students engaged enthusiastically, sharing ideas and reflecting on local challenges they observe daily.

The session sparked momentum. By the end of the training, the Volunteers had helped students to form a ten-member Eco-Club, composed of motivated young leaders eager to take action.

With guidance from teachers and the school principal, the Eco-Club launched its first initiative: a “Clean School and Community Campaign.” Over several weekends, members led clean-up efforts across school grounds, nearby trails, and a neglected community space used by villagers.

These youth-driven efforts quickly gained visibility. Other students began participating voluntarily. Local community members, impressed by the students' dedication, joined in and pledged support for future sanitation drives. The ward office also expressed interest in recognizing the Eco-Club as a model for replication in nearby schools.

What began as a two-hour classroom session evolved into a movement for environmental change, driven entirely by local youth. The Volunteers' role was simply to help ignite that spark.

This project not only advanced Peace Corps' goals of community engagement and sustainability, but it also empowered young people to take pride in their surroundings and responsibility for their environment.

5.3 Repurposing Plastics for a Sustainable Nepal

SECTOR(S): EDUCATION, ENVIRONMENT

In many parts of Nepal, trash is often burned or thrown on the ground, polluting the air, soil, and water. To help change this habit, Peace Corps Education Volunteer Steven assigned to Kavre District launched an eco-brick program at his school.



Volunteer Steven poses with students during an eco-brick lesson.



Eco-bricks are made by tightly packing cleaned plastic waste into used bottles, which can then be used to build furniture or permanent structures. From February to September 2025, Steven and his students held weekly eco-bricking workshops. Each Friday, 20 to 80 students come together to make eco-bricks, listen to music, and learn about protecting the environment.

In September, Steven's students took their project beyond the school. They collected plastics from nearby shops and invited other Peace Corps Volunteers from Kavre to learn the technique so they could start eco-bricking programs at their own schools. At this joint workshop, they built a table and chairs from eco-bricks, sequestering over 60 kilograms of plastic. A team from Steven's school later showcased their work at an international science competition where they earned a silver medal.

Now, the students are working toward a new goal: building an outdoor classroom entirely from eco-bricks. With over 300 eco-bricks already made, they are well on their way toward the 500 needed to make their vision a reality.



A student demonstrates an eco-brick packing method

The initiative is also spreading across schools in Kavre District. Peace Corps Environment Volunteer Kayleigh has launched her own eco-brick project, encouraging students to repurpose candy wrappers from her Halloween celebration. Environment Volunteer Alice has plans to start a similar initiative at her school, adapting the model to fit her community's needs.

Students have taken great pride in their work and in seeing the tangible results of their efforts. As Aashish, a grade 7 student and the first to make an eco-brick shared:

"Eco-bricks are an ideal solution to plastic pollution in our community. With them, we can make many different structures, decrease our pollution, and keep our community clean."

Through this project, students are not only cleaning up their community but also inspiring others to rethink waste as a resource for a cleaner and healthier Nepal.

5.4 Fruits of their Labor: Planting Citrus Trees for Household Nutritional Resilience

SECTOR(S): AGRICULTURE

After three months of living in a village of hardworking farmers, Peace Corps Food Security Volunteer Elle and the farmers in the community determined that a citrus tree planting project would be a great fit to augment community nutrition needs.

Citrus grows well in the area and is a great source of Vitamin C which is not readily available in the typical Nepali diet. As the nutrient aids in iron absorption, eating Vitamin -C rich foods helps to combat iron-deficiency anemia, one of the most significant public health issues in Nepal. Additionally, for farmers with the capacity to plant many trees, selling orange and lime fruits can be a source of income for many years to come.



Volunteer Elle and Government Supervisor Nirajan Paudel use a graphic to teach farmers the method for amending soil in a prepared tree pit.

To support the project, Elle applied for and received a Peace Corps Partnership Project (PCPP) grant. To get started, Elle walked around writing down names and the number of orange and lime trees people wanted. After completing

the list, Elle's government supervisor came to help teach a group of 36 farmers who were eager to learn. People took turns digging while learning about soil amendments and considerations for planting sites.

To produce abundant fruit, trees need a large amount of nutrient-rich compost. While the community has lots of fruit trees that have healthy foliage, they do not produce much fruit.

Planting the saplings in a deep tree pit filled with compost-mixed soil was critical to produce healthy, fruiting trees.



A farmer planting a citrus sapling

Elle, along with other trained farmers, led one-on-one demonstrations for those who could not attend the group training to learn the advanced planting method. In total, the group trained 50 farmers. After the training, the farmers planted 655 grafted saplings.

One recipient is a farmer named Singraj. He planted 80 saplings on a terraced hillside that had been left fallow. His family was excited to



Farmer Singraj helps to dig the demonstration pit at the group training.

give it a new life as a citrus orchard. When Elle visited their land, Singraj said he was inspired by the thorough planting method he learned in the training.

"He said it felt good to make a long-term investment in the nutrition and livelihood of his family."

Though it will continue to require hard work to maintain, Singraj is excited for his children and grandchildren to be able to continue growing, selling, and eating the fruits of his labor.

5.5 A Positive Projection: Bringing Technology into the Classroom

SECTOR(S): EDUCATION

Tommy served as a Peace Corps Education TEFL Volunteer in Gorkha district in the central hills of Nepal, completing his 27-month service in August 2025. When he arrived at his school in 2023, the school was using traditional teaching methods, primarily rote memorization. Often the students were not engaged in the lessons. As a result, the students struggled with exams and homework.

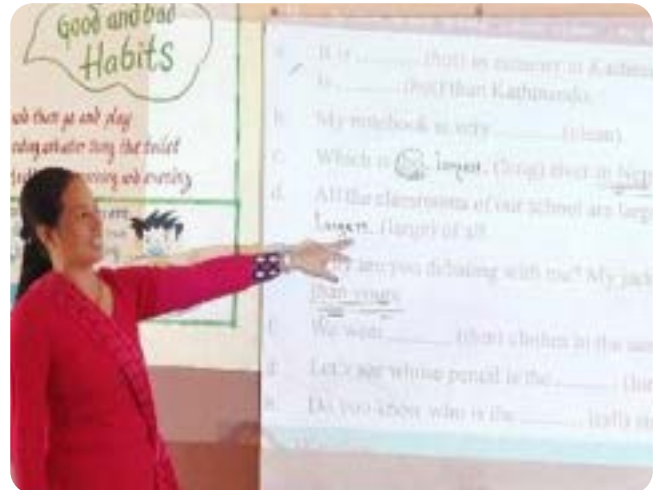
Tommy's counterpart teachers, Sarita Ma'am and Sanchita Ma'am, wanted to create interesting lessons for the students. Together Tommy and his counterpart wrote lesson plans including teaching materials like posters and games. The students liked the teaching materials, but it was difficult to make them. The school did not have many materials they could use, it took a lot of time to make the teaching materials, and sometimes the teaching materials became damaged and had to be made again.

A few months into his service, Tommy found a projector in the school office. The projector looked new. The head teacher said the school had purchased the projector three years prior, but they had not yet used it as they were unfamiliar with the equipment. Tommy showed Sarita and Sanchita Ma'am how to use the projector, and they began creating lessons using the projector as a tool. This approach solved many problems.



The internet had countless digital teaching materials, like Powerpoint lessons, videos, and instructional games. They could find or make the materials quickly, and the materials could be stored for later without risk of being damaged. Also, the students loved the projector lessons and were very engaged.

One memorable lesson came from class 4. The students found prepositions of place (e.g., in, on under, etc.) very difficult. Sarita Ma'am and Tommy showed the students a prepositions-of-place song, and the students practiced the song several times. After that lesson, the students sang the song together for weeks. They understood the prepositions of place and did much better on their exam.



Tommy's counterpart teaching a class using the projector, which aids in active student participation.

5.6 Transformative Computer Restoration and Education in Kaski District

SECTOR(S): EDUCATION/DIGITAL LEARNING

When Peace Corps Response Volunteer Prashil, who is a Digital Learning and Training Volunteer and is an IT professional, first arrived at his school in Kaski District, he immediately noticed a gap that was limiting students' opportunities to develop essential digital skills. The school had two computer labs filled with equipment, yet only about twenty-two computers were functional. Many machines sat idle with broken parts, while others struggled to run properly. During computer classes, students were forced to share devices, making it difficult for them to gain hands-on experience or truly understand how to use a computer and its many functions.



Fifth graders exploring digital skills and computer literacy

Recognizing the importance of technology in modern education, Prashil and his counterparts decided to take action. During a longer school break, instead of resting, they dedicated several weeks to reviving the school's computer labs. Together, they carefully opened and tested each non-working computer, salvaging functional parts and combining them to build new working systems. They cataloged faulty components for future repair, supporting local technicians who are now restoring them. The team also installed fresh versions of Windows, ensuring that every student could enjoy a clean, reliable system that felt brand new.

In addition to the repairs, Prashil and his counterparts worked to strengthen the school's technological infrastructure. They networked the labs, enabling one to have reliable internet access and connecting the second lab to RACHEL, an offline educational server that contains valuable resources from Wikipedia, Khan Academy, and Crash Course.

The results have been transformative. The first computer lab now has twenty-three fully functional computers, while the second has twelve. Students no longer have to share devices, allowing them to use their full forty minutes of class time for typing practice, creating documents, and exploring educational resources. Volunteer Prashil also installed Open Typer to help students improve their typing

skills, giving them a strong foundation for future learning and careers.

This success was built on teamwork and shared learning. Volunteer Prashil brought his background in hardware repair, while his counterpart contributed strong software skills. Together, they formed a balanced partnership that empowered both to teach and learn from each other. To ensure sustainability, Prashil has been training teachers in basic computer maintenance, networking, and troubleshooting. The school administration has also agreed to allocate part of its annual budget for computer upkeep and future repairs.

Encouraged by the progress, Prashil is now developing a grant to upgrade the electrical system and repair remaining computers. His efforts support Peace Corps/Nepal's commitment to promoting digital literacy in rural communities, ensuring long-term access and opportunity for all students.

5.7 To Infinity and Beyond: Hacking the Code to a Computer Lab's Success

SECTOR(S): EDUCATION/DIGITAL LEARNING

Janajyoti Secondary School, with about 320 enrolled students from kindergarten to grade 12, is a government school with a staff of 26 teachers located in Syangja district. To facilitate student learning and prepare them for the future, Janajyoti introduced computer science (CS) as an elective in grades 6-8, however, the school needed assistance to help fulfill their student learning aspirations. Among the goals for the CS elective was to inspire all who attended to dream of bridging the gaps between the government and private schools and to expand students' knowledge beyond their physical surroundings .

To assist in meeting these goals, Peace Corps assigned digital learning and training Peace Corps Response Volunteer Elizabeth to serve



Students and Teachers browsing the gateway to creativity and discovery

in Janajyoti School. While initially surveying the site, Elizabeth found that the school had seventeen computers already installed, the most recent of those being purchased in 2020. This number of computers was not sufficient for the student population, requiring students to share computers which led to some students monopolizing keyboard time and others watching rather than participating.

Additionally these computers were not networked, which did not allow file sharing or communication between the various computers. Every day, students would open their computer, work on the assigned task for the day and then delete the work and shut off the computer. Repetition builds into a habit; thus, this routine was teaching students to delete their work after just one session. An important distinction between handwritten and typed work, computers allowed for the ease of editing and quickly noting things down. If nothing is saved, then the computer would be demoted to nothing but a keyboard with a screen.

Working with her counterparts, Elizabeth wrote and received a grant to buy thirteen more computers and related networking equipment to bridge these challenges. With thirteen new computers, students were able to interact with computers for the full length of their class period without sharing. Since most students did not have access to a computer at home, it was imperative to increase the number at school.

Furthermore, using the grant funding Elizabeth built a network for the computers that

allowed the students to save their work on a network drive for them to access later and on any computer on the network. This new capability instilled in the students and staff how to be intentional with digital files and shift perspectives on computer work.

As a result of this project and Elizabeth's work, the staff at Janajyoti Secondary School were given the key tools and training they needed to see their computer science vision come true. Both students and staff found that computers are more than just a way to search on the internet. They are a portal to the world – the future.

5.8 One Click at a Time: Contributing to Classroom Computer Confidence

SECTOR(S): EDUCATION

When Education TEFL Volunteer Topper first arrived at his site in Syangja District, he was unsure what to expect. He was surprised to find that his school had a brand-new computer lab as well as a Looma device that had been acquired during the service of a previous Volunteer. Looma is a Nepali-based digital device that projects textbook curriculum and has a vast library stocked with resources such as TedTalks, E-path, vocabulary games and much more. However, both the computer lab and Looma device were largely disused.

Most of the teachers at the school, while being qualified and having decades of experience, were not comfortable using digital resources as

a path to learning because they did not know or have training on such devices. Students also had very limited experience using anything digital besides mobile phones and these mostly to play online games and surf social media.



Volunteer Topper facilitating a lesson with the LOOMA device

Through the Peace Corps Digital Loan program, Volunteer Topper was also able to secure a RACHEL device which is another digital learning tool that can connect to any digital device without needing WIFI capability. He set up camps to train students and teachers on how to use the device that has provided students with resources that go far beyond their basic curriculum. From interactive world maps, story books from around the world, to typing exercises and mathematic quizzes, RACHEL has broadened the horizons of Topper's students far beyond the towering Himalayas. This technology not only helps the school community build their digital confidence; it fosters the students' curiosity about our world.

As for the Looma device, his counterparts were eager to learn how to use it, and after he gave a refresher training, his counterparts were amazed to learn how intuitive the device is. The teachers were able to master the device in less than twenty minutes and are now using it weekly.

Based on this work, the computer lab and Looma device have gone from obscure devices to

everyday resources. Students are able to use both with ease, and teachers are becoming more comfortable as well. Students are learning necessary skills for the 21st century and growing confident with digital learning tools. Use of the devices, coupled with training, has transformed classrooms into interactive landscapes that encourage students to take control of their learning through digital avenues. His school is happy to lead the way in the district.



5.9 Plants a Peck of Peppers: Reviving a School Education Program

SECTOR(S): EDUCATION

Education TEFL Volunteer Paisley is assigned to a school in Kaski District. When she first arrived at the school, it didn't offer many opportunities to students for career development. The local community relies on agriculture as a source of income, but many students leave the area to pursue education in the nearby city, forcing them to live away from their families and contributing to existing financial strain with the cost of private school fees. This situation reduces opportunities it can offer to its younger generations.

Math teacher Indira has been a part of the school community since her childhood, when she attended the school as a student. At that time, the school featured facilities such as a fishpond,



Volunteer Paisley and her counterpart Indira instruct the students on pepper planting in the garden.

rice fields, and fruit and vegetable gardens as part of their agriculture program. However, when the new school building was constructed and the surrounding area developed, these facilities were lost and the agriculture program was cut from the curriculum.

Now a teacher at the school, Indira was appointed head of the school eco-club alongside Paisley and has been a vital advocate for the

and parent teacher association made it possible to secure the funding from the local government for a second greenhouse, in addition to the one that was installed on school grounds through Peace Corps grant funding. Through the revived program, students are learning practical skills related to cultivating, maintaining, and harvesting crops, providing them with practical experience that will be an asset to them whether they decide to pursue a career in agriculture or another field. More than 100 of the school's 130 students have been active participants in the agriculture program.

According to principal Deepak, the school garden "gives students more opportunities for practical learning," making it a valuable facility in an education system that prioritizes textbook learning. This program is educating students on the best agriculture practices, strengthening our school's connection with the local farming community, and creating a sustainable source of income for school initiatives.



Installation of solar panels to help power the school's new technology.

revitalization of the agriculture program through the establishment of a school garden. She identified a garden program as an opportunity for the school to develop a sustainable source of income and connected the school with the municipality's agriculture section chief.

The collaboration between the agriculture section chief, school management committee,

5.10 Smart Technology Improves School Engagement and Test Scores

SECTOR(S): **EDUCATION**

Peace Corps Education TEFL Volunteer Sydney served in a remote village situated in the highlands of the Himalayas of Gorkha District. She completed her 27-month service in July 2025. The school she worked at, like many in the area, faces systemic barriers to quality education, such as limited electricity, a shortage

of teaching materials, and a lack of exposure to modern digital tools. Classrooms are often overcrowded, dark, and underfunded.

Additionally, because learning is primarily textbook-based, there is little room for interactive, student-centered learning practices. These conditions made it difficult for students and teachers to engage with modern capability-building skills, such as technology use and environmental awareness.

In response to these challenges, she worked with her principal, Ramkrishna Sir, and a committee of teachers to implement the “Smart Learning



Test scores at the secondary level improved by at least 20%, and classrooms now typically see full attendance daily.



To ensure the project was community-driven and sustainable, she and her counterpart hosted multiple feedback sessions with students, school committees, and teachers, collecting input on what content was most useful and how to integrate it into the school curriculum. Since the introduction of SLSS, student engagement has noticeably increased. Teachers report that students who were once shy to speak in class are now confidently presenting group projects using the smart boards.

In addition, environmental awareness has widely grown. Students have taken the lead in reducing plastic use at school and have organized a



Before students viewed a lesson on a small screen in a dark room. After the Project, the class is engaging and energized

and Sustainable Solutions” (SLSS) Project. With generous grant funding from USAID and municipality officials, the school was equipped with a solar-powered generator, updated solar panels, and three new smart boards.

These tools allowed teachers to deliver lessons in more dynamic, visual, and participatory ways. The project also included workshops on digital literacy for students and teachers while integrating topics—such as lessons on climate degradation—into classroom instruction.

school-wide clean-up day during Fridays. Local government officials have happily taken note and are considering expanding this project to other schools in the municipality. With plans to train more teachers and provide more accessible learning materials, Smart Learning and Sustainable Solutions is laying the foundation for a more connected, engaged, and conscious generation of learners—among teachers and students alike.

5.11 More Bees, Please! Encouraging Beekeeping and Honey Production in Lamjung

SECTOR(S): AGRICULTURE

When Peace Corps Food Security Volunteer Michael walks around his community in rural Lamjung District, he expects to encounter bees. They're everywhere, hives humming with purpose and bees dancing between flowers. His community, nestled in the hills of Gandaki province, has engaged in beekeeping for some time with individuals achieving varying levels of success. The varied knowledge and interest in beekeeping have made some farmers much more successful than others.

Within the first few weeks at site, it became clear to him that beekeeping was a priority for community members. Interest in this income-generating activity and climate-smart agricultural practice is highly prized and garners much attention from community members despite the different levels of beekeeping proficiency.

Michael, when engaging daily with community members and stakeholders, learned that the community was a designated beekeeping zone within the local area. Despite this



The farmers during their beekeeping training.

designation, community members were quick to acknowledge that while they had some skills and the materials to be very successful beekeepers, there were limits in their capacity.

After having identified the need and opportunity, Michael and two expert beekeeping leader farmers, Hira Singh and Lal Bahadur, devised a plan to address the beekeeping skills deficit in the community. The local farmers' cooperative, leader farmers, local government agricultural coordinator/government supervisor, and Michael began to piece together and identify the skills and materials community members needed.

Michael's government supervisor, an expert beekeeper himself, agreed to help co-facilitate the training program and administer the two-day theorem for community members.



The arrival of the hives during the training.

The training consisted of an overview of hives, seasonal bee behavior, hive maintenance, and a variety of technical skills such as dividing hives, unifying hives, and making bee candy for the lean seasons. The final day consisted of an in-field instruction and hands-on practice inspecting beehives under the guidance of the leader farmers.



Volunteer Michael illustrates proper beehive handling and inspection.

In the field, community members were able to demonstrate the skills they already knew and recently acquired, and they received one-on-one direction from the leader farmers. Upon completing the program, generously funded by donors via the PCCP grant program and contributions from community members, the team distributed 50 hives with bees and 150 empty hives with personal protective equipment and an assortment of tools that serve to promote best practices.

At its conclusion, the project trained 28 community members, further developing their skills, confidence, and ambitions as beekeepers. The training promoted community wide skills sharing and offered farmers the outlet to seek help when needed and provide help to others.

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5.12 Enhancing Nutrition Through Strategic Fruit and Nut Tree Planting

SECTOR(S): **AGRICULTURE AND HEALTH**



Arrival of the Saplings

While conducting the dietary diversity assessment in his community in rural Myagdi District, Peace Corps Food Security Volunteer Jack observed something troubling. “Have you consumed any of the following foods in the past week: oranges, apples, kiwis, pears, nuts, or seeds?” he asked over and over again. The response was always “No, we don’t have those in our village.” In his community, the lack of accessibility to fresh, local fruit and nuts is very apparent. The impacts of long-term vitamin deficiencies can lead to health issues, especially in young children whose bodies are still developing.

Working with his counterparts, Jack determined that distributing fruit and nut trees to community members could help combat this challenge.

However, the proposed solution wasn’t as simple as it seemed. The community faces severe physical conditions such as high elevation, harsh climate, and poor soil. The community had received fruit trees before, but the majority of them



Volunteer Jack and a farmer stand proudly behind a newly planted sapling

failed to fruit. The selection of resilient species and varieties was crucial to the sustainable cultivation of distributed trees. Distributing fruit and nut trees to increase accessibility to nutritious foods was only part of the solution. Ensuring the species that would be utilized was deeply important to combating the issue. He asked community members what fruits they like to eat and would want to cultivate. He worked with local, successful fruit tree cultivators, the municipality agricultural director, and Nepal's fruit and nut tree development centers to identify varieties that were best suited to the local environment. It was determined that the most impactful saplings to be distributed would be apple, pear, kiwi, and walnut. Each with varieties that reflected a low chill environment and adapted to local soil conditions.

Working with the Peace Corps staff and Nepal's National Fruit and Nut Tree Development Center, he ordered saplings and had them transported to his community. At sapling distribution, he and his counterparts educated community members on planting and care practices as well as handed out an informational pamphlet on the following topics: planting steps, seasonal management, soil amending, irrigation, grafting, air layering, and Integrated pest management. They distributed over 560 saplings to local communities, and 67 individuals from five different villages planted the saplings. The widespread distribution was a huge success and provides new crops that will increase future community diet diversity. Community members are excited to consume yields and are motivated to care for their trees to maximize productivity. Many farmers expressed interest in grafting and air layering their trees; furthermore, encouraging future plantings in the villages. Because he completed his 27-month service in August of 2025, he will not see the fruits of his labor but looks forward to returning someday and seeing the trees producing.

5.13 Arduino Car Project Builds Students' STEM skills

SECTOR(S): EDUCATION



Arduino Car Project Kick Off!

In Syangja District, overseen by Peace Corps Education TEFL Volunteer Natalie, a group of ten students from grades 9–12 successfully completed the school’s first Arduino Car Project, showcasing their innovation and teamwork during the school’s 50th anniversary celebration. The project was designed to increase students’ familiarity with modern technology by providing hands-on experience in coding, circuitry, and engineering using Arduino microcontrollers.

The idea originated from a community-identified need to strengthen students’ ICT skills in a rural area where access to technology is limited. Through a series of workshops, students learned to identify key electronic components, write Arduino code, and design circuits. Guided initially by the Peace Corps Volunteer and the school’s computer and science teachers, students progressed from basic coding exercises to assembling fully functioning, remote-controlled cars.

Despite the project’s success, it was not without challenges. On the morning of the school’s anniversary, just before the guest of honor arrived, one of the students accidentally drove a car off the table, breaking a few components. Although it was an unexpected setback, the team acted quickly to ensure the event continued smoothly. The remaining car was successfully demonstrated during the ceremony, earning admiration from students, teachers, and community members alike. Afterwards, the broken car was repaired, and both were fully functional in the following days.

Another challenge occurred when the school’s computer teacher and lead trainer had to leave unexpectedly for a family emergency midway through the project. Despite this, the students demonstrated remarkable independence and teamwork, continuing their work under the guidance of Natalie. They completed all objectives on schedule and gained confidence in their technical abilities.

By the end of the project, every participant contributed to a tangible product—two



functioning Arduino cars—and developed a deeper understanding of how technology can be applied in real-world contexts. The project became a symbol of student innovation and perseverance and inspired teachers to integrate more project-based learning in their classrooms.

The Arduino Car Project not only introduced students to modern ICT and IoT concepts but also strengthened their problem-solving skills, collaboration, and belief in what they can achieve with limited resources.

Government and Stakeholder Relations

A cornerstone of Peace Corps' work in Nepal is a strong foundation of relationships with the Government of Nepal agencies at all the levels; from the Federal Government to the Provincial and the District level to the ward level. Peace Corps' program and Volunteers have always been welcomed and have received full support from all levels of Government of Nepal for the successful accomplishment of the Peace Corps Volunteer services.

Based on a request from the Government of Nepal, Peace Corps/Nepal received approval to implement a new Natural Resources Management Project in 2025. The first group of Community Forest and Environmental Advocate Volunteers arrived in Nepal in January 2025. These Volunteers are now serving in different districts of the country and have received full cooperation and support from different levels of Division Forest Offices, Sub-Division Forest Offices, Community Forest Users Group, and the Ministry of Forest and Environment at the Provincial and Federal levels. This first group

of these Community Forest and Environmental Advocate Volunteers are completing their first year of service and successfully serving, with the support and guidance from the Government of Nepal at different levels.

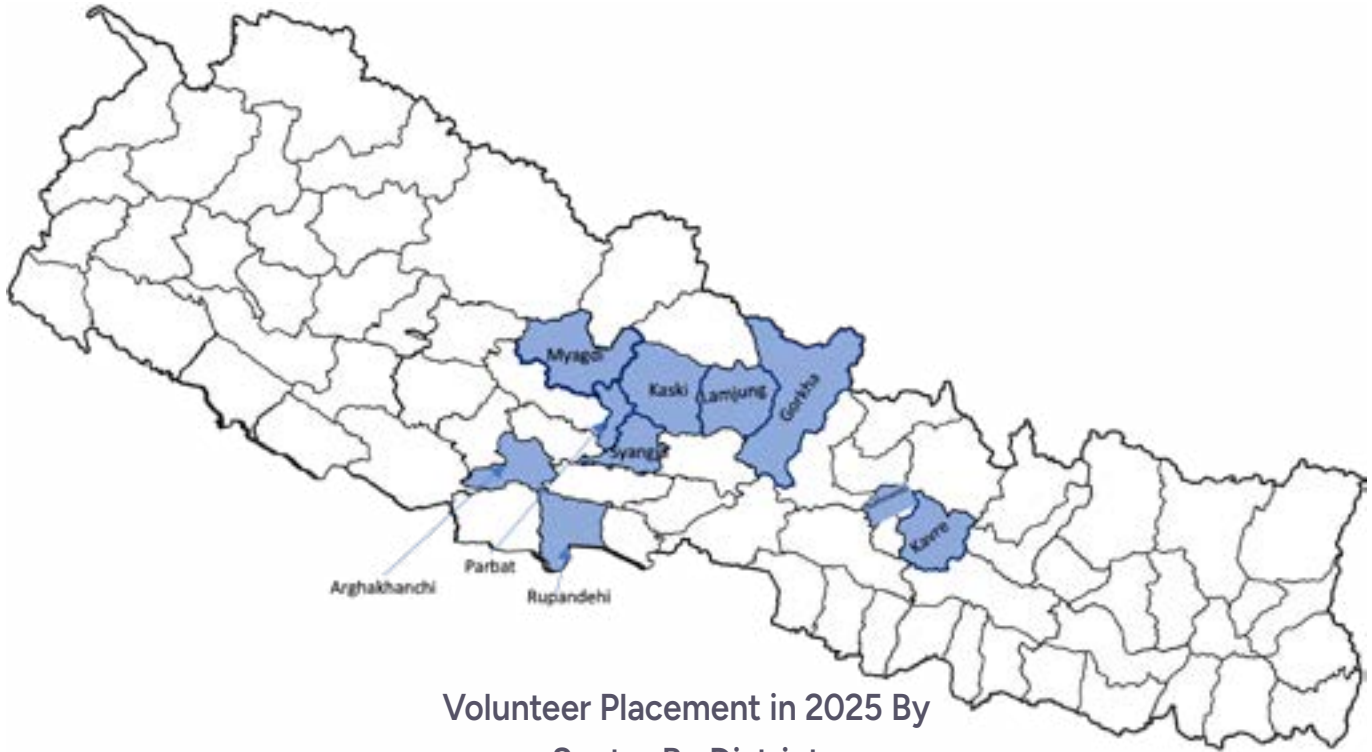
As an additional indicator of the strong partnership between Peace Corps/Nepal and Nepal, Peace Corps/Nepal also in 2025 signed a Memorandum of Agreement with Tribhuvan University's Institute of Forestry. Under this instrument, Peace Corps will provide Volunteers to support the advancement of technical level research and scholarship in the areas of forestry and environmental sustainability. We expect the first Volunteers to serve with this partner in 2027.

None of these accomplishments would be possible without the support and collaboration of the Government of Nepal counterparts. Peace Corps/Nepal is very grateful for their time and dedication.



Volunteer Placement Districts in 2025

Geographic Coverage: 2025



Volunteer Placement in 2025 By Sector By District

| District | AG | ED | ENV | Total |
|-----------------|-----------|-----------|-----------|-----------|
| Arghakhanchi | 8 | | | 8 |
| Gorkha | | 12 | | 12 |
| Kaski | | 8 | 7 | 15 |
| Kathmandu | 3 | | | 3 |
| Kavrepalanchowk | | 7 | 3 | 10 |
| Lamjung | 14 | 4 | 3 | 21 |
| Myagdi | 5 | | | 5 |
| Parbat | 5 | | | 5 |
| Rupandehi | 1 | | | 1 |
| Syangja | | 10 | | 10 |
| Totals | 36 | 41 | 13 | 90 |

* The boundaries and names used on this map do not imply official endorsement or acceptance by the US Government.

Training Highlights

Who are the Volunteers?

Peace Corps Volunteers are U.S. citizens who commit to serving 27 months in a partner country, living and working directly with members of their assigned communities. Peace Corps Response Volunteers similarly are U.S. citizens with more specialized experience who commit to between three to twelve months of service. Volunteers do not receive a salary but instead receive a very modest living allowance that approximates the local standard of living. Volunteers come from a variety of cultural, ethnic, and socio-economic backgrounds, and all possess appropriate education and experience related to their project work. Peace Corps Volunteers and Peace Corps Response Volunteers bring to their communities their motivation to help communities to help themselves. They bring creativity, ingenuity, and a different perspective to their work with their communities.



Pre-Service Training for Group N210

In January 2025, Group N210 arrived in Nepal to begin their Pre-Service Training (PST). Trainees spent their first nine and a half weeks of PST in Nepal at the completion of which they officially became Peace Corps Volunteers. During PST, Trainees lived with Nepali host families for eight weeks and were completely immersed in Nepali

culture. They received formal training in the Nepali language, and they learned strategies and tips to stay safe and healthy for the duration of their service. Trainees also received technical trainings for assisting their communities in identifying, prioritizing, and addressing local challenges .

Peace Corps Response Volunteer Trainings for Group 2

Peace Corps/Nepal received its second Peace Corps Response group (NR2) on May 4, 2025. There were eight Response Volunteers from different sectors. The Peace Corps Response program in Nepal currently works in three sectors: Digital Learning and Training, Agriculture Laboratory and Research at the university-level, and Eco-tourism Promotion and Business Literacy. The Response Volunteers began their service with a comprehensive orientation from May 5 -16, equipping them with the language, skills, and knowledge essential for their permanent sites. On May 16, they were officially sworn in as Peace Corps Response Volunteers. Midway through their placement, on September 24-25, the group participated in a Reconnect workshop. This event provided a platform to reflect on their experiences, share site-specific insights, and develop action plans to enhance their impact moving forward. They are currently serving across six districts in Nepal.

In-Service Training

After a few months of service, N210 PCVs participated in an In-Service Training (IST). The IST sessions for Food Security Volunteers took place from June 2-15, and sessions focused on soil management, mushroom cultivation, beekeeping, fruit tree cultivation, and nutrition education. Food Security Volunteers invited Agriculture and Health Section Chief from their municipalities for three days in the IST, and

together they developed collaborative action plans for the next nine months of service.

Similarly, Education Volunteers participated in a seven-day IST from June 2-12, 2025 to help enhance their knowledge and skills in teaching English and working with school stakeholders and local partners to further positive education outcomes in their classrooms.

Similarly, Environment Volunteers participated in a twelve-day IST from June 2-13, 2025 to strengthen their technical knowledge and practical skills in areas such as menstruation pad making, forest fire management, and soil and water conservation. The training also provided opportunities to visit the International Centre for Integrated Mountain Development, the Horticulture Centre, and Silviculture Operation Training sites and to learn from them to promote positive environmental outcomes in their communities.

Mid-Service Training for Group N209

After one year of service, PCVs participate in a Mid-Service Training (MST) to reflect on their service and share their successes, challenges, and best practices. This is also a time for Volunteers to assess the extent to which they are meeting project goals and core expectations for Peace Corps service. In 2025, Peace Corps/Nepal organized a five-day MST for Group N209 who arrived in January 2024. Upon completing MST, Volunteers returned to their communities with clear action plans for their second year of service.

Three Groups of Peace Corps Volunteers Prepare for Close of Service

Peace Corps/Nepal held Close of Service (COS) events for three groups of Volunteers - N208, NR1, and N209 - as they approached the end of their assignments.

N208, a group of sixteen volunteers serving in Agriculture and Education programs, gathered



in Kathmandu for a three-day COS conference from May 28 to 30, 2025. The volunteers, who served in four districts (Kavre, Gorkha, Parbat, and Syangja), came together to reflect on their service, share their experiences, and discuss how to bring meaningful closure to their work in Nepal. They also worked on documenting success stories and preparing for life after service.

Nepal's first group of Peace Corps Response Volunteers, NR1, also completed their service this year. The group of ten volunteers served in six districts — Gorkha, Kaski, Lamjung, Myagdi, Parbat, and Syangja. Eight of these volunteers finished their assignments and completed their COS, while two chose to extend their service for additional time.

N209, a group of ten Volunteers serving in Education and Agriculture programs, held their Close of Service (COS) conference in Kathmandu in early December 2025. The conference provided a space for them to reflect on their two years of service, share lessons learned, and celebrate their achievements with fellow Volunteers and staff while preparing for the transition to life after Peace Corps.

These COS events gave volunteers the chance to celebrate their contributions, reflect on their experiences, and prepare for the next steps after their time in Nepal.

Looking Ahead to 2026

In 2026, Peace Corps/Nepal community counterparts will be the center of our success stories. As the cornerstone of our programming, counterparts will have more opportunities to display of their increased capacity and showcase their skills and abilities among their peers. Simultaneously, we will shift our attention to furthering Volunteers' confidence and capability in the Nepali language toward greater success in their technical work and community integration.

Welcoming the N211 cohort in January will bring 1) our second round of two-year Community Forest and Environmental Advocate Volunteers as well as the second group of Eco-Tourism Response Volunteers; 2) an increase in Nepali language training hours during our Pre-Service Training and balance in our focus on the exchange of traditions and values through soft skills; 3) a continued emphasis on our Peace

Corps Partnerships Program to bridge funding opportunities for co-collaborated volunteer and community projects; and 4) our Mid-Service Training will evolve into a Mid-Service Conference to prioritize the growing skills and abilities of our counterparts. All of these activities will happen while we support the ongoing Food Security, Education, Environment and Agriculture Research Response programs.

In 2026, we see Volunteers embracing holistic success via the creation of deeper friendships as the foundation of rewarding technical projects. We look forward to the feedback and support of counterparts building into a network of increasingly confident and productive Nepali teachers, farmers, foresters and local officials to share in our continued effort to meet our stakeholder and Government of Nepal goals.



Gratitude to our Host Families / Government / Returned Peace Corps Volunteers

Peace Corps/Nepal extends our heartfelt thanks to the amazing host families, government partners, Volunteer sending organizations and counterparts across the country. Your kindness, guidance, and hospitality make it possible for Peace Corps/Nepal Volunteers to feel at home while serving in your communities. We are especially grateful for the care and precaution you show during emergencies — always looking out for their safety and well-being, making them a part of a family.

Thank you for your continued support, friendship, and the spirit of partnership that keeps our shared mission strong. Together, we are building lasting connections and making a difference in communities across Nepal.









Without your support, our Volunteers' successes would not be possible!

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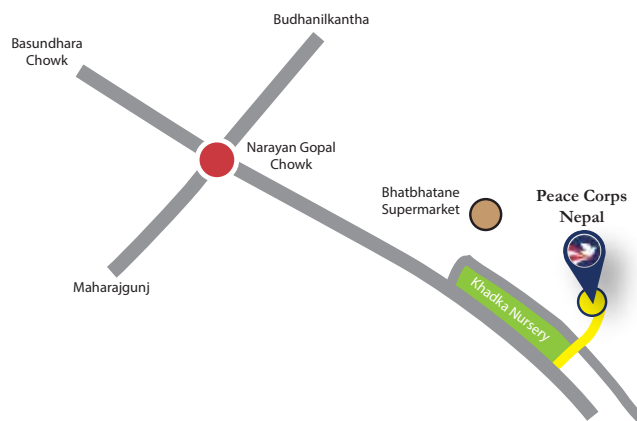
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