

## **Monthly Progress Report Shrawan 2072**

The Rato Bangala Foundation seeks to ensure the right of all Nepali children to quality education. Since 2002, RBF has worked as a training institute providing different types of development and academic training programs for primary and secondary school teachers. RBF seeks to transform the large network of existing public schools that function poorly into child centered, gender sensitive, and community owned schools that provide quality education to children who would not otherwise have had access. Pivotal activities completed during the month are as follows:

### **1. Nawa Marga Abhiyaan**

#### **a. Nawa Marga Phase - III**

Nawa Marga Phase III will commence shortly in Dhading for which, RBF staff spent considerable time planning for the same. Phase I of the Nawa Marga Abhiyaan consisted of training teachers to welcome their students back to school after the disaster of Baisakh 12, for which teachers were trained in Lalitpur, Kavre, Bhaktapur, Kathmandu etc. The Nawa Marga phase II consisted of training a total of 3300 teachers in Dhading and Phase III of the program will require Training of Trainers (TOT) which is being planned in conjunction with Rato Bangala School (RBS) with focus on subject wise trainings. It was mandatory for the Government offices in Dhading to approve the Nawa Marga Phase III. Permissions has been granted by the District Development Committee (DDC).

During Shrawan, a framework for TOT was prepared, tentative dates fixed and the movement plan sorted for Nawa Marga Phase III. The plan is currently being looked at by Field Experts. A one day lesson plan has been prepared and submitted for review.

#### **b. Nawa Marga package implemented at Shiva Baba School**

A training similar to the Nawa Marga Training Package, yet filled with different creative activities for the teachers of Shiv Baba School, Swayambhu was held on 28 Shrawan 2072. The training was deemed significant since it was the first of any kind held at the school. The session objectified to enable teachers to plan and conduct earthquake drills in their schools, to identify and deal with post traumatic children, enable teachers to conduct morning meetings, help teachers apply different earthquake procedural processes in different conditions and devise a class wise preparedness/evacuation plan for their specific grades. The interactive training sessions were able to captivate participant attention and thought process through games and role plays.

Participants gained adequate knowledge on ways to deal with traumatizing and adverse situations. Role plays and visual learning's were focused on to enable attendees to relive frightening scenarios in their mind and accordingly deal with the same. The rebuilding sessions helped participants ponder about the future of Nepal and the seriousness with which laws should be obeyed. Sessions such as making one's own classroom rules as well as conducting morning meetings aimed toward making the classroom more engaging and participatory for the students. Essential knowledge about what could be done in a classroom and within a school premises, in case of an actual earthquake was well received by all. Participants learnt to execute various evacuation plans in complex situation, in case an earthquake strikes and simultaneously learnt to devise a class wise earthquake evacuation plan. Information about and the importance of conducting earthquake drills was also well received. Procedures for conducting earthquake drill through proper planning and its execution was also discussed during the training sessions.

## **2. Planning work for RBPOP Phase - III**

Serving as a role model, in the country with the inclusion of an outreach, Rato Bangala School (RBS) has initiated the concept of public private partnership in the education sector since 2003. RBPOP is a social wing of RBS and boasts of competitive human resources, experimental labs and other necessary requirements needed to ensure successful completion of projects undertaken in its wings. For its 3rd phase RBPOP will initiate a project in Terai region and RBF will serve as its flagship. The good practices learnt from DSP and Gulmi will be replicated in the new program plan. A steering committee will be chosen to decide on the district. An executive committee chaired by RBF Chairperson or Joint Secretary from the Department of Education will be formed to head the project. RBPOP/RBF will implement the project jointly in coordination and collaboration with DEO. A core team will be formed within RBF to work on different aspects of the project. RPs will be prominent in the field. RBPOP will support the DEO with programming, planning and documentation and monitoring will be done at frequent intervals. The preparations for launching the program are expected to kickstart by February 2016. A concept paper for the RBPOP phase 3 will be shared with office staff and Board members in the near future.

## **3. Gulmi Project**

### **a. Interaction and planning for project phase out in Gulmi**

The Gulmi School Project was implemented 3 years ago in Northwestern Gulmi, covering 31 schools. RBF followed an integrated approach investing in teacher training methodologies, teaching learning materials, and instilling libraries. The school level stakeholders were encouraged and felt the need for better physical infrastructure to improvise education on the whole. They worked as a team towards improving school facilities and thus teaching learning on the whole. RBF staff worked in close collaboration with the DEO and the parent bodies, trained teachers working at the primary level in partner schools and conducted supportive monitoring in schools. An interaction session was held amongst officials from the

DEO, school Principals, teachers and RBF staff to ensure smooth implementation of the phase out process, on 8 Shrawan 2072. Almost all participants shared their ideas during the interaction process and discussion ensued regarding changes brought about in schools. In essence, all present at the program were demanding that the project be replicated in other parts of the district. However the DEO has clarified that he intends to jump start the project in 21 different RCs of Gulmi. The plan was to select one school from each RC and make those as model schools in the district.

Significant changes were witnessed in most of the project schools over the years. The practical good changes brought about were seen as possible factors that could be replicated in other schools of Gulmi. It was also thought that Monitoring, supervision and support was needed and necessary, on behalf of the Government to continue with ongoing project interventions. Requests have been put forward to extend the project to other schools and RCs in Gulmi. A total of 5 clusters have been formed. A lead/center (responsible for coordinating) school has been set up in each cluster area. Poor coordination with DEO was seen as a major obstacle to achieving success. The DEO of Gulmi and RBF will now enter into a new partnership modality with a lead school in each RC.

#### **b. Data Collection**

Data collected from the Survey conducted in Gulmi are being documented in SPSS. The data is inclusive of Base Line Survey and End line Survey conducted in 2068 and later towards 2072 respectively. The collected data is inclusive of all details of the overall conditions of the schools in Gulmi and contain vital information pertaining to the same.

### **4. Earthquake drill proposal**

The disaster of Baisakh 12 left the Nepali population shaken, helpless and unprepared for a disaster of huge magnitude. An impending need was felt to train not just teachers but the general population to guide themselves and their students to safety. RBF feeling the need to educate teachers and caregivers in case of another disaster decided to embark on a mission to help conduct earthquake drills in all 36,000 schools throughout the country. Teachers are in charge of and responsible for their students, those who are solely under their care. Hence play an extremely pivotal role in guiding them to safety. The project although seeming very ambitious, to be completed within 2 years, does look and feel big but is expected to be undertaken by RBF, if request for funds are granted. The project will be a huge one requiring many more staff to work collaboratively to implement the same.

### **5. Early Grade Reading Program**

#### **a. Meeting with World Vision**

A team from World Vision visited RBF to explore possible collaboration between the two organizations. At the meeting it was decided that RBF and World Vision would collaborate to implement EGR in the districts where World Vision has undertaken work.

## **b. Early Grade Reading in neighboring schools**

A concept paper to launch EGR in neighboring schools was prepared. A tentative work plan along with a survey form was prepared in consultation with staff.

## **c. Designing Early Grade Numeracy package**

RBF staff embarked on designing the Early Grade Numeracy Package for grade one. Materials have been selected and the teacher's teaching guide has been prepared. In addition sample quizzes, tools for baseline survey have also been made. To test the package, the RBF team conducted 6 model classes experimenting on RBF students. The package has been updated after having received feedback from the same.

## **6. Tsoknyi Gechak School**

### **a. Planning workshop for all teachers and staff**

A total of 3 workshops have been conducted in TGS after the start of the 2nd collaborative year. On 1 Shrawan, RBF trainers along with the Program Manager visited TGS and conducted a one day workshop to review activities of the past year and develop new plans for 2072. Another workshop was conducted on 14 Shrawan, in which ideas to develop integrated lesson plans were provided by RBF trainers. Teachers also learnt the benefits of implementing integrated lessons in classrooms. Multiple intelligence as a topic was addressed to foster intelligence amongst children while developing integrated lesson plans. Beside the above, knowledge and experiences of conducting morning meeting were shared and feedbacks provided. A third session was completed on Bhadra 1, where teachers learnt the importance of undertaking field trips and link the same to knowledge provided in text books. Teachers also learnt to plan ahead and prepare for these trips.

## **7. Primary Teacher Training (PTTP) 2014-15 and Level One Training**

- a.** Held within the premises of the Foundation, the PTTP course is a collaboration of RBF, Bank Street College of Education in NY and Kathmandu University. It is structured to create teachers well versed in the theory of education and child development. The course for a specific year runs for 12 months. PTTP 2014/15 completed successfully with 22 graduates. PTTP 2015/2016 now running with 27 students. During Shrawan, the final result and certificates for PTTP 2014-15 was prepared by RBF staff. After the collection of marks from trainers and Advisors, the PTTP certificates will be sent to Bank Street College of Education in New York to be signed.

### **b. Level One Training**

Two sessions of Level One Trainings ran during the year. A total of 63 participants enrolled in the training sessions (31 participants - in session 1 and 32 participants in session 2). Most participants are from private schools. This 3 month training is

best suited for in service teachers, since leanings from the trainings are applied directly to classroom settings. Level one training for the month of Shrawan ran smoothly regularly with 29 students.

## **8. Rehabilitation Program in Bhattedada VDC**

As part of its rehabilitation efforts RBF in consultation with the DEO, Lalitpur commenced work in Bhattedada VDC, Lalitpur. RBF intervened in 8 schools and created 11 Temporary Learning Centers in the same. The timely completion of clusters enabled schools to open at the specified time as stated by the Government of Nepal. RBF also donated school bags, uniforms and stationeries to 648 students from the schools. Different NGO had commenced work in divergent areas, in consultation with DEO. Hence a national cluster report was being maintained by UNICEF, to minimize duplication of work. The national cluster report was being updated by RBF in a timely manner, showcasing the work done at Bhattedada, Lalitpur. During Shrawan the education cluster meetings were stopped because the government and development partners are now concentrating on WASH and other activities since it was decided that the TLC component has now been completed and the time is now ideal to focus on other factors at hand.

## **9. Kavre project (Better Education Better Children)**

An agreement is expected to be signed between RBF and Gramin Namuna Shaishyink Vikas Kendra, a local NGO. RBF will provide technical assistance while financial assistance will be borne by the local NGO. The project is still being planned and is in its preparatory stage.

## **10. Self Assessment Forms**

The Self Assessment Form was filled up by all RBF staff with the intention to reflect on and assess the work done by staff during the year. Filling up the form was a new innovative idea adopted by RBF this year. It served two purposes. It helped staff reflect on their own individual performances and the workings of the organization as a whole.

## **11. Training Evaluation Forms**

Training Evaluation Forms were developed by the RBF team to acquire feedback on trainings conducted by RBF trainers. The form created to help trainers reflect on their individual teaching practices; simultaneously enables them to look at their shortcomings and improvise in the process. In case of short comings in their performance, staff take help of their supervisors to improvise in the process.

## **12. Board meeting**

### **a. RBF Board Meeting**

An RBF Board Meeting was held on 32 Shrawan 2072. The budget along with the program plan was approved by the Board. RBPOP/ RBF flagship project was discussed at the meet.

## **13. Administrative Work**

### **a. Change of Space**

Staff at RBF were designated new working spaces during the month. The change was made to increase interaction amongst staff and increase productivity.

### **b. Staff benefits**

The senior level RBF staff worked to determine benefits for all staff members. Attempts were made to enable all staff to receive benefits in a uniform manner.

## **Upcoming activities for (Bhadra 2072)**

- Preparation for PTTTP 2014-15 graduation ceremony
- Preparation for Nawa Marga Phase 3
- Regular workshops to be conducted at Tsoknyi Gechak School
- Contract to be renewed with the DoE.