



Rato Bangala
Foundation

Annual Report
2073-74

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Published by
RBS / Rato Bangala Foundation
Patan Dhoka, P.O. Box 202, Lalitpur, Nepal
Tel: 977-1-5546843 / 5522614 Fax: 977-1-5547619

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Message from the Chair

At the World Education Forum in Incheon, Republic of Korea, in May 2015, representatives of the global education community signed the Incheon Declaration, embracing the proposed SDG 4 as the single universal education goal, which commits countries to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. SDG 4 and its targets advance a model where learning, in all its shapes and forms, has the power to influence people's choices to create more just, inclusive and sustainable societies. To advance progress towards SDG4 and its targets, the global education community adopted the Education 2030 Framework for Action in Paris in November 2015 (UNESCO, 2015a).

Progress towards the Millennium Development Goal of Universal Primary Education has been impressive in Nepal, as education indicators have been progressively improving over the last decade. At the same time, there continue to be children who are excluded and denied the opportunity to learn and reach their full potential. In Nepal, approximately half a million children between the ages of five and twelve remain out of school. Bringing these children in school is likely to require additional resources as they face multiple barriers to access education and to be retained in school. A lot of work needs to be done to upgrade the quality of education. Some factors plaguing the education system are lack of teacher motivation to bring about changes in schools, which results in low academic performance. This again is linked to multiple factors such as a well managed school and the role of the Principal as the leader. Unaware parents too are not able to help and support their children. Furthermore, the progress that has been observed within the education sector in Nepal has been skewed, with certain groups benefitting little or not at all in terms of education outcomes. A joint analysis undertaken by the Government of Nepal and UNICEF shows that more than a quarter of all out-of-school children live in the same eight districts. Children belonging to the privileged groups in Nepal have 10 year of schooling while children from the most marginalized groups (girls particularly from the Tarai) have less than one year of schooling.

Nepal is addressing these issues by implementing the School Sector Reform Plan (SSRP) whose objective is to create equitable participation in basic education. It stresses on ensuring equitable access to quality education for all children between 4 and 16 years through a right based approach and promotion of a child-friendly environment in schools. The Consolidated Equity Strategy, developed by the Ministry of Education with support from development partners, is the first of its kind in South Asia and is expected to provide a guiding framework for implementing educational programs with targeted interventions to reduce the number of out-of-school children, bring down the high drop-out rates and improve the learning outcomes among disadvantaged population in Nepal.

Nepal is also participating in the global Out-of-School Children Initiative (OOSCI) to reduce the number of out-of-school children by improving research on out-of-school children, reviewing existing interventions to enhance school participation and recommending context-appropriate policies and strategies.

This report highlights the work actively carried out by RBF in 2073-2074, where programs concentrated on training, capacity-building and the provision of essential material for community schools around the country. RBPOP Phase III, Lead Schools of Lalitpur, has commenced with its activities. A workshop for school leaders has already taken place and currently teachers are being trained.

RBF took on significant projects during 2074. As was the need of the hour, the Earthquake Drill and Safety Preparedness Plans in School took place in 20 schools of Lalitpur. Schools were taught disaster safety preparedness incase of another impending earthquake. The Santi School Project commenced work in six schools of Kavre with support from Global Giving, USA. Half way down the line the schools have set up impressive classrooms with materials donated by RBF. BEBEC project undertook commendable work in Kavre such as holding regular meetings with school stakeholders and working on a SIP for each school. All 49 schools now have a fully functional SIP in their schools.

We thank all Rato Bangala School parents, past and present those who have so generously supported the RBPOP pioneering effort to improve the government school system of Nepal. As Rato Bangala parents value quality education that has benefited their own children, they are keen to help facilitate education for all Nepali children.

However, not much will happen unless the public and private sectors work together. RBF has initiated an inspiring trend in the country. It is the attempt of one small organization to garner support of multiple public sectors and enter into a partnership with the Government's educational bureaucracy. A thank you also goes to the Ministry of Education for giving us permission to work on our multiple projects, the Department of Education for authorizing the District Education Office to support the project and work collaboratively.

Finally and most importantly all individuals working in Rato Bangala School and Rato Bangala Foundation are to be thanked for their sincere dedication in striving to make the Foundation's work meaningful.

Shanta Dixit
Chairperson

List of Abbreviations

RBF	Rato Bangala Foundation
RBPOP	Rato Bangala Partnership in Outreach Program
RP	Resource Person
SS	School Supervisor
SMC	School Management Committee
RBS	Rato Bangala School
DEO	District Education Office
DoE	Department of Education
ToT	Training of Trainers
PTTP	Primary Teacher Training Program
FGD	Focus Group Discussions
VDC	Village Development Committees
EGR	Early Grade Reading
WE	World Education
RM	Reading Motivators
LDO	Local Development Officer
SNGVK	Saichik Namuna GraminVikas Kendra
VEC	Village Education Committee
VDC	Village Development Committee
BSM	Bal Sahitya Mahotsav
CDC	Curriculum Development Center
CAS	Continuous Assessment System
ISAP	Institute for Suitable Actions for Prosperity
EDSPPS	Earthquake Drills and Safety Preparedness Plans in Schools
ECD	Early Childhood Development
SAARC	South Asian Association for Regional Cooperation

Table of Content

1. Background	1
2. Projects	3
2.1 Earthquake Drill and Safety Preparedness Plan in Schools	3
a. Baseline for EDSPPS	3
b. Training for trainers	4
c. Training for Principals and Teachers	4
d. School visits	5
2.2 Early Grade Reading Program (EGR)	5
a. EGR in neighboring schools of Lalitpur	6
b. Baseline survey in schools	6
c. School monitoring visits	7
d. Workshop held during the ECE Conference	7
e. Bal Sahitya Mahotsav held in the EGR implemented schools	8
2.3 Nawa Marga Project	8
a. Meeting held in DEO Dhading	8
b. Nawa Marga impact study	8
c. Project Evaluation by the SWC Team	9
d. Report Dissemination Program in Dhading	9
2.4 Santi School Project	9
a. Baseline testing survey	10
b. Training in Kavre	10
c. Peer-based workshop and mentor/trainers visit schools	10
d. Material distribution in Kavre	11
e. Workshop in Kavre	11
2.5 Kavre Project (BEBEC)	11
a. Training of School Leaders in Kathmandu	12
b. EGR training in Kavre	13
c. Follow up conducted in schools of Kavre	13
d. Review meeting held with representatives from the local NGO	13
e. Formation of an Executive Committee	14
f. Workshop held for Principals of schools	14
g. Submission of reports	14
h. Workshop held in Kavre	14
i. Meeting held in RBF	15
j. Basic training for primary teachers	15
2.6 Bringing English to Classrooms, Dhading	15
a. Observing Classrooms in Schools of Dhading	16
b. Teachers from Dhading visit RBS to observe and learn	17
c. Phase II of Bringing English to Classrooms	17

2.7	Rato Bangala Partnership in Outreach Program (RBPOP)	18
a.	Planning for RBPOP Phase III	18
b.	RBPOP Phase III Project Design Workshop	18
c.	Meeting with Principals of schools from Lalitpur	18
d.	Meetings held for RBPOP Phase III	19
e.	Training of School Leaders in Kathmandu	19
2.8	FRADS Training in Ramechhap	19
2.9	RBF Scholarship Program	20
3.	Academic Trainings	21
3.1	Primary Teacher Training Program (PTTP)	21
a.	PTTP Graduation Ceremony	21
b.	PTTP 2016-17	22
c.	Community study outside the valley	22
3.2	Level One Training	23
a.	Level One Training 34 th Batch Closing Ceremony	23
b.	Level One Training 35 th Batch Closing Ceremony	23
3.3	Development Trainings	24
a.	Training held for Teachers of Nicholson School, Bhaktapur	24
b.	Training held for Teachers of Shree Mangal Dip School, Boudha	24
c.	Training on Disability Inclusive Education for RBF staff	24
4.	Bal Sahitya Mahotsav (Children's Literature Festival)	25
5.	Workshops/Conferences	27
a.	Tools for Assisting Children in Early Literacy	27
b.	Experiential Math for Teachers of Primary Grades I	27
c.	Experiential Math for Teachers of Primary Grades II	27
d.	Workshop on Childrens Literature and Story Telling	28
e.	Sounds in Motion	28
f.	Let Your Pencil Do the Talking	28
g.	Creative Writing and Book Making	28
6.	RBF Meetings/Publications	29
a.	RBF Plan and Review Meet	29
b.	Board Meetings	30
	RBF Board Meeting	30
	RBF Annual General Meeting 2073	30
c.	RBF Annual Report	30
d.	RBF Newsletter	30
7.	Lessons Learnt	31

8. Annual Program Plan 2074-75	33
8.1 On-going Projects	33
1. RBPOP- Lead Schools of Lalitpur	33
2. Earthquake Drill and Safety Preparedness Plan for Schools, Lalitpur	34
3. Better Education Better Children, Kavre	34
4. Literature in the Classroom, Kavre	35
5. Nicholson School	36
6. FRADS	36
7. Bal Sahitya Mahotsav	36
8. Primary Teacher Training Program	36
9. Level-One Training	36
10. RBPOP III	37
9. Finance	38
RBF External Audit Report for the Year 2073-74	38

1 Background

Rato Bangala Foundation (RBF), established in 2002, seeks to ensure the right of all Nepali children to high quality, child-friendly education. Since its inception, RBF has worked as a training institute which provides various types of trainings to primary and secondary school teachers. It collaborates closely with Bank Street College of Education in New York and Kathmandu University in Nepal to run the Primary Teacher Training Program (PTTP).

RBF focuses on improving classroom practices in schools around the country with a particular emphasis on government schools, many of which lag significantly behind national standards in the areas of pedagogy and classroom management. The goal of RBF is to transform public schools into child-centred, gender-sensitive, community-owned schools which provide quality education to children. Employing a ‘whole-school’ approach, the Foundation works with parents, teachers, and administrators as well as students so that all feel empowered and develop a sense of ownership of their local schools and the quality of education they offer. RBF believes that simple, low-cost, and locally available teaching aids be used whenever possible and that classrooms should be organized to promote participatory group-learning exercises in which no student is neglected. In such a setup, students interact and learn from each other and teachers serve as facilitators and guides. RBF works with the government both at the central and the local level, thus ensuring the continuity and sustainability of its efforts in changing classroom practice. In the last 15 years, RBF has successfully introduced its uniquely communal approach in over 1500 schools in 22 districts of Nepal. It has trained more than 15000 teachers and oriented parents, School Management Committee members, and community leaders.

The Foundation’s aim to improve the quality of education in Nepal dovetails neatly with the core objectives of the United Nations’ Education-for-All initiative and the UNDP’s newly established Sustainable Development Goals. With 15 years of experience, RBF is uniquely placed to ensure that its work is practical and meaningful, and that children acquire the life skills they need to succeed both within and beyond the school environment.

RBF’s flagship program –Rato Bangala Partnership in Outreach Program (RBPOP) – is the result of collaboration between itself and the Rato Bangala School (RBS). After a series of extensive consultation and planning sessions with RBS parents in 2003, the Rato Bangala community determined it would dedicate 18 per cent of yearly tuition fees to help improve

the quality of education in government schools. Over the years, this partnership has delivered remarkable results.

Encouraged by the success of RBPOP Phase I, the Foundation then resolved to concentrate the efforts and resources of Phase II on the district of Dailekh. The Dailekh School Project (DSP) reached an astonishing 513 schools, comprising approximately 2,000 teachers and 70,000 students at the primary level. Echoing Phase I, DSP worked to improve teaching and learning practices through a combination of teacher training programs, supportive supervision, and the supply of limited but durable teaching and learning materials. After seven years, the Dailekh School Project phased out in 2073.

RBF took on significant projects during 2074. As was the need of the hour, the Earthquake Drill and Safety Preparedness Plans in School took place in 20 schools of Lalitpur. Schools were taught disaster safety preparedness incase of another impending earthquake.

The Santi School Project commenced work in six schools of Kavre with support from Global Giving, USA. Half way down the line the schools have set up impressive classrooms with materials donated by RBF.

BEBEC project undertook commendable work in Kavre such as holding regular meetings with school stakeholders and working on a SIP for each schools. All schools now have a fully functional SIP in their schools.

2 Projects

2.1 Earthquake Drill and Safety Preparedness Plan in Schools

The earthquake of Baisakh 2073 has reiterated the need for earthquake preparedness in schools in Nepal. It is worrying to note that most schools still do not conduct regular earthquake drills. Recognizing the need for earthquake preparedness plans and drills in all schools in Nepal, RBF implemented the pilot phase of the Earthquake Drill and Safety Preparedness Plan in Schools (EDSPPS) in 20 schools of Lalitpur. The three areas that the pilot project intervened were as follows: improving the skills, knowledge, behavior and attitude of teachers towards earthquakes; improving the institutional resources of the schools for earthquake preparedness, and improving the effectiveness of the teaching methods of earthquake related topics in the curriculum.

a. Baseline for EDSPPS

A baseline study was conducted in all 20 projects schools in Ashwin 2073. The objective of the baseline was to assess the current situation of school, identify areas that the schools are struggling with and use findings to inform the trainings.

The baseline helped to identify areas of earthquake preparedness that school were struggling with. School performed well in certain areas of the institutional resources section of the survey: many schools have first aid kits and a designated emergency assembly areas. On the negative side, it was seen that majority of schools did not have a designated School Safety Officer; nor did they have a functioning earthquake siren; earthquake kits/supplies; go bags in classrooms; a school map with buildings and open areas marked; evacuation plans; an emergency responsibility structure; or an emergency communication plan; and did not keep a record of the earthquake drills they conducted. There is, clearly, much room for improvement with regard to schools' institutional resources and responsibilities for earthquake preparedness.



Results were mixed in the area of individual knowledge, skills, attitudes, and behaviours. Many Teachers and Principals performed well in certain areas of the survey: knowledge of the emergency assembly area at their school, participation in an earthquake drill either at their current or previous school, or as part of a community exercise. It is alarming to note that almost half of the respondents said they had never participated in an earthquake drill before.

b. Training for trainers

Training of Trainers (ToT) was conducted for RBF staff and four Resource Persons (RPs) from the District Education Office (DEO), Lalitpur on 29 Kartik-03 Mangsir 2073 (14-18 November 2017). The RPs are key in ensuring the sustainability of the project since they are responsible for supervising the 20 project schools once the project is over. The trainers for



ToT were Master Trainers from NSET. The training provided a comprehensive understanding of disasters in Nepal, structural and non structural assessment and risk mitigation, responsibility structures in schools, evacuation plan, drills and disaster related topics in the curriculum. The participations from RBF are key trainers for subsequent phases of the training for principals and teachers and will support schools in developing and implementing earthquake preparedness plans. Based on the ToT, RBF will design a training that will focus on areas that need attention, as has been shown by the baseline survey.

c. Training for Principals and Teachers

A five day training was conducted for Principals and teachers of the 20 project schools in Mangsir. Conducted in three phases, it included training on earthquake preparedness for teachers and Principals, training on conducting drills for teachers and Principals, and training on earthquake and disaster related topics in the curriculum for teachers. During 19-21 Mangshir 2073 (04-06 December 2016), the first phase of the training, which lasted for three days, was conducted in Nagarkot. The next two phase of the trainings lasting for a day each were conducted in RBF. In the second phase of the training, held on 08 Poush 2073 (23 December 2016), Principals and teachers observed the drills conducted at RBS and clarified their concerns about the same. In the third phase of the training, held on 12 Poush 2073 (27 December 2016) senior teachers of the project schools gathered at RBF to discuss effective teaching strategies for disasters related topics in the Social Studies and Science curriculum. The learning from this training will be incorporated into a training manual, which will be a useful tool to prepare other school in Nepal for future earthquakes.





d. School visits

As per the project plan, RBF staff visited the 20 schools five times. Out of the five, four visits have been completed for all schools. The first visit was dedicated to supporting schools in developing evacuation plans (school-wide and classroom), meeting teachers to get buy in from them on conducting regular drills at schools and conducting mini lessons on how to prepare students to participate in the drills. During the second and subsequent visits, RBF staff observed drills conducted by schools. The focus of each of the four drill observations was based on the following areas: time taken to conduct the drill, whether or not schools are conducting head counts, the involvement of teachers in performing the drills and the performance of students during the drill.

In each school visit, RBF staff observed how schools performed in the previous focus area and a new focus area, i.e. during the third visit, RBF staff noted the time taken for the drill and observed if schools were conducting head counts. Feedback was provided in these areas such that the schools can work towards improving them in the next visit. In the fourth visits, RBF also provided schools with a list of earthquake preparedness materials that they could choose from and provided materials to schools, for earthquake preparedness.



2.2 Early Grade Reading Program (EGR)

Current development literature indicates that the learning achievement of primary school children of developing countries remains distressingly low in comparison to others. Nepal is no exception to this. Research carried out by Save The Children in schools of Nepal (2010), found that 80 percent of grade two children enrolled in community schools were unable to read a single word. Those who could read did so at a rate of only five words per minute.¹ The School Sector Reform Program (SSRP)



¹ Early Grade Learning Community of Practice. 2010. 'Early Grade Reading: Igniting Education for All'. Early Grade Learning Community of Practice.

2009-2015, sought to tackle the issue by introducing the National Early Grade Reading Program in 2014. The major thrust of the program is to encourage reading amongst children of grades one to three and is expected to reach all Nepali schools by 2018, in a phase-wise manner. Guided by this framework, RBF, in collaboration with UNICEF and World Education (WE) has developed content and process to help children improve their reading and comprehension skills. The EGR package has been jointly implemented in different districts such as Accham and Bajura.

According to USAID, research has shown that “children who learn to read in a language they speak well develop stronger reading skills.”² With this in mind, the EGR program aims to assist children to improve their Nepali language skills in the four pivotal areas of listening, speaking, reading, and writing. Emphasis is placed on improving the overall teaching and learning environment in classrooms where the program has been implemented.



a. EGR in neighboring schools of Lalitpur



RBF and WE were satisfied to see the outcome and receive positive feedback after jointly implementing its EGR package in various districts. RBF was thus encouraged to move ahead and introduce the package in other districts as well. Hence six RBF partner schools, from Lalitpur were chosen to implement the program. RBF trainers conducted a session on EGR for teachers from the schools during 2073.

b. Baseline survey in schools

The EGR program has been implemented in six of the RBPOP partner schools of Lalitpur.

The six partner schools have been supported for 12 years by RBPOP, by providing scholarship, to few students enrolled in the schools. However an idea to strengthen teaching learning from the core in these schools came about, and a decision to implement EGR in the schools was made. Keeping



² USAid. 2011. 'USAid Education Strategy: Opportunity through Learning'. Washington, DC: USAid Available at http://pdf.usaid.gov/pdf_docs/Pdacq946.pdf

in mind the idea, "that children, who learn to read in a language they speak well, develop stronger reading skills," the EGR program assists children to improve their Nepali language skills in four pivotal areas of listening, speaking, reading and writing. Emphasis is placed on improving the overall teaching learning environment in classrooms where the program has been implemented. RBF trainers conducted a training session for teachers from the six schools (recipients of the RBPOP scholarship program) and one supported by Daya Foundation, in RBF from 26-31 Baisakh 2073. Fourteen participants, took part in the training which focussed on introducing EGR materials in class, practice teaching, student level identification, continuous assessment etc. After participating in the training, the 14 teachers were able to go back to their schools and introduce the program in their classes. Thus EGR was launched in the schools.

At a later date during Bhadra, a baseline survey was conducted in the six schools, covering 120 students, 20 students from each school. The baseline survey aimed to assess the reading levels of the students attending grade 2-3. The students were tested against 16 indicators. Some of the findings from the baseline survey were as follows: For listening and comprehension, the average was 74% (for all 6 schools). For Byanjan Barna (36 letters) the average was 87 %. For story comprehension (3 questions), the average was 70%. For word recognition with 11 words, the average was 59% and for Shoor Barna 13 letters the average was 64%. At a later date, a mid line survey will be conducted in the schools. Data from the baseline survey and the mid line survey will be compared to see changes brought about in the schools.

A midline survey was conducted for children of the very same schools. The students were once again, tested against the 16 indicators. Some of the findings from the midline survey are as follows: for listening and comprehension the average was 84.5, for Byanjan Barna the average was 91.5, for story and comprehension the average was 76 and for word recognition with 11 words the average was 73 and for Shoor Barna 13 letters, the average was 71.

c. School monitoring visits

RBF staff visited the six partner schools from 19 Sawan to 14 Bhadra 2073. They observed teaching learning in classrooms and the over all workings of the schools. Meetings were held with Principals and teachers of the visited schools. Teachers discussed issues they had faced in classrooms while implementing EGR. Some of the observations from the school visits were as follows: EGR materials have been used as reference, while teachers teach from textbooks, EGR program guidelines were not being followed but EGR children's story books were being used. Teachers were seen reading aloud to students. Students were seen enjoying the text books, job charts, classroom rules, EGR materials were seen in most of the schools. Most teachers opined that the materials were useful particularly for grade 1. It helped students improve their reading skills.

d. Workshop held during the ECE Conference

RBF trainers conducted a 90 minute workshop on EGR for 20 participants from different schools during the Early Childhood Education Conference held in Saint Xaviers School on Kartik 20-21, 2073. The primary objective of integrating the EGR workshop, was to give participants an insight into EGR and its workings.

e. Bal Sahitya Mahotsav held in the EGR implemented schools

Four schools conducted BSM in their schools, attended by teachers, parents, students and members of the community. The BSM featured book stalls, author read aloud, artifact stalls and food stalls. The BSM were appreciated by all those who attended, since the BSM gave an insight into the importance of reading in a child's life.

2.3 Nawa Marga Project

Nawa Marga, the brainchild of Karkhana and RBF came about in the immediate aftermath of the earthquake. Nawa Marga was a response to an impending need to welcome children back to school after the disaster and make



school a normal experience. Divided in four phases the project trained as many as 6500 teachers in different RCs of Dhading. The second and third phase consisted of subject based trainings to make education interesting and fruitful for both students and teachers.

a. Meeting held in DEO Dhading

A meeting was organized with personnel from the DEO in Dhading to share the Nawa Marga experience on Asar 12, 2073. Thirty people attended the meeting. A set of children's books in English and Nepali were distributed to 587 schools in Dhading during the last week of Asar 2073. The District Education Office (DEO) Dhading has taken the responsibility to distribute the book through RPs of respective RCs.

b. Nawa Marga impact study

Impact study survey for Nawa Marga project was carried out in seven Resource Centers (RC) of Dhading from Asar 13-15, 2073. The Nawa Marga project carried out in four phases started immediately in the aftermath of the earthquake with the intention to bring children back to school after the disaster. The psycho-social training was attended by more than 3100 school teachers from 641 community as well as institutional schools whereas subject specific training was received by primary grades teachers from 587 community schools of the district.



The impact study was conducted to gauge the impact of the intervention in the schools. Two methods – focus group discussions (FGD), key informant interviews were used as the inquiry tools. The teachers and Principals were provided with a structured questionnaire which consisted of open ended questions. Focus group discussions with parents and children were conducted in 30 schools of 7 different RCs. Six enumerators from RBF were deployed for data collection. The final report of the study will be shared with the readers in Bhadra 2074.

c. Project Evaluation by the SWC Team

In Nepal, for any project to be launched, approval has to be secured from the SWC, the Government body also responsible for monitoring projects at specified intervals. The time during Bhadra was deemed right to evaluate the Nawa Marga Project, before it phased out. Two officials from SWC visited Dhading to monitor five schools and evaluate the impact of the project. RBF staff in coordination with the DEO, Dhading facilitated the visit. The SWC officials met and interacted with teachers and Principals from the schools and were pleased to see the impact brought about by the teacher trainings. A report will soon be submitted to SWC by the visiting officials.

d. Report Dissemination Program in Dhading

RBF staff visited the District Headquarters in Dhading on 15 and 16 Bhadra to disseminate the findings of two reports namely: *Mainstreaming Resilience of Schools: Rebuilding in Post Gorkha Earthquake in Nepal* and *Helping School Communities recover from disaster: Impact Assessment of RBF's Nawa Marga Program*. The reports written as part of Nawa Marga Phase IV required RBF to enlist community aspirations for rebuilding schools in their neighborhood and understand the outcome of interventions initiated by RBF in Dhading. The study of the reports highlighted known facts: earthquakes do not kill but unsafe faulty structures do. Unsafe buildings are the result of poor regulation practices, lack of resources, low institutional capacity etc. The 2073 earthquake engendered input on re-conceptualization of education, livelihoods, homes and the economy. This is currently faced with a period of hiatus because things are stalled and the reconstruction of infrastructure and services is yet to acquire momentum. Ways to move the reconstruction efforts straight-forward should be simple and part of a shared process.

The final report of Nawa Marga Project has been submitted to Give 2 Asia.

2.4 Santi School Project

The Santi School Project is an initiation of Santi School Project, USA and RBF. The essence of the project lies in improvising teaching learning in six schools of Kavre by establishing a reading corner in each classroom of the six schools, focusing on reading to children, distribution of books and by providing teacher trainings.



Training of Trainers (TOT) took place on Magh 24 and 25. A day earlier was spent preparing for the TOT. Beth Norford Founder of Education Alternatives Worldwide conducted the TOT.

On Magh 24, the three trainers arrived in RBF to begin TOT, which had three main goals:

- To briefly take the trainers through the activities and discussions that will be part of the main workshop;
- To discuss educational research that informs the program so that trainers will be prepared to explain and discuss such research;
- To prepare trainers to work with individual school and teachers as mentors and resource persons when teachers lead peer-to-peer workshops in their own schools. Two days of ToT followed a scheduled format while day three was devoted to informal gathering of materials, revision of schedule and general preparation for the on-site workshop in Kavre.

a. Baseline testing survey

A brief, basic baseline survey was developed by Beth Norford. Due to lack of quality children's literature combined with a lack of knowledge about their importance in literacy acquisition, most Nepali schools rely completely on textbooks for teaching and reading. The main goal of the survey was to determine, for the six schools involved in the project, students' familiarity with children's books (other than textbooks) and to gain a basic assessment of their reading fluency. The test was administered in all six schools, to one student each from grades one through six. Assessment was documented on video to allow for further analysis at a later time. A plan is in place to administer the survey again, to the same students (as much as possible) at the end of the project.

b. Training in Kavre



Santi School Project in collaboration with RBF conducted a training named 'Kakshya Ma Bal Sahitya' starting from Falgun 26-29 for teachers and parents of students studying in the six different schools from Kushadevi. Altogether 18 primary teachers, two teachers from each of the six schools and 7 parents participated in the training. The workshop was designed to first allow participants to become familiar with the range of books offered

by Rato Bangala Kitab and then to move to classroom management for use of these (and other) titles, concluding with work on familiarizing other teachers and schools with the value of children's literature and tools for using it.

c. Peer-based workshop and mentor/trainers visit schools

Each of the three trainers involved in the phase one workshop have been assigned two government schools where they will serve as mentors and support for peer-to-peer workshops. These visits will be conducted by



the trainers alone, as representative of SSP or accompanied by a staff from RBF. Some of the activities conducted during the one day visit included schools making their schedules, conducting read aloud activities, making bar graphs, doing drama, writing a book etc. The trainers witnessed teachers planning future workshops in schools, children and teachers reading aloud in class, creating stories and sharing it with their peers, making bar graphs about story books, teachers making library routine for children etc.

d. Material distribution in Kavre



Sets of materials were distributed to six schools of Kavre, as part of the ongoing Santi School Project. Materials included a book rack, a low reading table, carpets and cushions to create a reading corner in each classroom from grade one to five. The materials were distributed to enable children to read and appreciate books and encourage them to become lifelong learners. All classrooms from grade one to five of the six project schools now have a reading corner.

e. Workshop in Kavre

A one day workshop was conducted by Beth Norford for teachers and Principals to train them on ways to acquire more books for their reading corners and help them conduct mini Bal Sahitya Mahotsav in their schools. The schools in groups discussed the same and the dates to hold BSM in the schools was decided during the workshop. Three schools in a group will hold BSM in their schools during Ashoj. RBF will also provide a matching grant for schools to buy more books for their in house libraries. A refresher training is being planned for school leaders and teachers during Bhadra 2074.

2.5 Kavre Project (BEBEC)

RBF has collaborated with 52 schools in Kavre to improve the overall quality of education in these schools. It has partnered with Namuna Shaichshik Gramin Vikas Kendra (NSGVK), a local NGO.

Some of the activities conducted included a baseline survey. RBF and NSGVK staff visited seven schools to administer the survey. They spent an entire day in one school, collecting information, holding focus group discussions with teachers, and taking photographs. The baseline survey provided a realistic picture of the schools, and helped RBF staff design an effective intervention that would effectively target the needs of participating schools.





Eleven of the 52 schools chosen for the Kavre project were secondary schools. A total of 687 students were expected to take part in the School Leaving Certificate (SLC) exams at these schools.

With an intention to help students perform well in the upcoming SLC exams, RBF conducted a two day training session for 29 grade ten teachers. Eight RBF staff travelled to Kavre and conducted trainings in Math, Science, Social Studies, and

English with special focus on question papers, answering patterns, and time management. To ensure both teachers and students had time to put newly acquired skills and knowledge into practice, training was conducted two months before the exam. Each teacher was assisted to prepare an individual plan for 30 days as well as an action plan for two months for their schools. RBF staff reported that teachers diligently followed the plans, and this resulted in a marked improvement in SLC results for their students.



a. Training of School Leaders in Kathmandu

An intense training session for 90 school leaders of Kavre, was held in Kathmandu valley starting Jestha 31. Participants visited RBS to observe child-friendly practices and classrooms first hand; they also attended sessions on cultivating a 'Growth Mindset', and on making a School Improvement Plan (SIP). School leaders were asked to complete their SIPs when they returned to their schools then send a copy to RBF for feedback and guidance. All schools have submitted a copy of their SIP.

b. EGR training in Kavre

The EGR Training in Kavre trained 80 teachers from 48 schools with the aim to assist teachers of community schools to understand procedures related to EGR, ways in which it can be implemented inside classrooms, to actively explore divergent systems of EGR and its divergent elements.



c. Follow up conducted in schools of Kavre



RBF Trainers visited Kavre from 5-7 Ashoj, 2073 with a three fold objective. RBF trainers intended to follow up on the training conducted for EGR and observe progress made by teachers in their respective schools. Secondly the trainers intended to look at the School Improvement Plan (SIP) made by school leaders, post the training. The third objective was to conduct a needs

assessment for teachers, to hold future trainings in Kavre. The trainers studied the SIP made by each school and observed segments of it being implemented in schools. A total of 36 schools have made their SIP. Some of the schools had collected the EGR materials from their RC and were seen utilizing the materials in class. In others, EGR materials were used as reference while teachers still taught from text books. Some schools were yet to receive the EGR materials while students from other schools were seen enjoying and learning from the distributed EGR materials such as dice and charts.

d. Review meeting held with representatives from the local NGO

The next set of activities, after the training of school leaders, consisted of RBF staff, holding meetings with representatives of the local Non Governmental Organization (NGO) to decide on future activities for the project. Two meetings between RBF staff and representatives of the local NGO took place during Mangshir 2073. It was



decided that an Executive Committee consisting of school Principals would be formed, success indicators would be outlined and a workshop for Principals of schools would be held in the preceding months.

e. Formation of an Executive Committee

A meeting was then held on 19 Mangshir 2073, to form an Executive Committee consisting of school Principals from seven schools, also known as lead schools in their respective areas.. These schools over the years had performed well compared to other schools in the area. The Executive Committee Principals would be responsible to turn their schools into lead schools in the district and supervise other schools in the district.

The Executive Committee, on 25 Mangshir, then organized a meeting of all school Principals of the seven VDC including RP and local NGO leaders. The minimum standards, also known as success indicators, needed to make the schools a full functioning one were listed. These indicators were chosen keeping in mind, education standards and child friendly indicators for schools, laid out by the Nepali Government and other educational directives.

f. Workshop held for Principals of schools



A workshop facilitated by RBF staff was held for Principals of schools on 14 Poush attended by school Principals, members of local NGO, RPs etc. The list of success indicators were worked on. A final list is now ready and will be sent to schools, to enable them to work according to the listed indicators.



g. Submission of reports

The annual report for the Kavre project has been submitted to the District Development Committee (DDC) and the DEO during mangshir 2073. Details of all activities completed since the start of the project, ongoing activities and future activities have been included in the report.

h. Workshop held in Kavre

A workshop was held on 16 Baisakh for School Leaders and teachers of the 49 schools in Kavre. During the one day workshop facilitated by RBF staff, the School Improvement Plan was worked on. The SIP has been finalized and will soon be implemented by the schools.



i. Meeting held in RBF

A meeting was held between RBF staff and the coordination committee for the Kavre School Project on 11 Baisakh 2074. All activities implemented in the field during the last year was discussed at the meet, along with its success and failures. New and sustainable activities were planned for 2074.

j. Basic training for primary teachers

The Basic Primary Teacher Training was conducted by RBF in collaboration with the local NGO. The training held from 26 Mangshir to 8 Poush, at Dedithumka Higher Secondary School consisted of participants from 49 different schools, from seven VDC's of Kavre. Two sessions of the 36 hour long training lasted for six hours each. A total of 81 participants from 49 schools of Kavre, divided into groups of four were trained for a total of six days each. The training for teachers of primary grades was conducted on the basis of a need identification baseline survey conducted in Bhadra by six RBF trainers in 12 different schools from 6 different VDCs.



The results of the survey had depicted teachers asking for specific trainings to better conduct their classes. The training focused on education philosophy was organized by the Executive Committee, facilitated by the local NGO, while RBF provided financial and technical help. Pivotal activities of the training consisted of going for field trips and educational exhibitions for all of the above mentioned subjects. A four month long self learning package has been developed for the teachers to follow and learn from. RBF trainers will conduct a visit after the four month duration. The teachers will then be certified after initial supervision by RBF staff. Each teacher has also developed an action plan for the next four months, which they are expected to follow and complete activities listed therein. A face book page has been set up for teachers to share their learning and inspire their peers.

2.6 Bringing English to Classrooms, Dhading



RBF trainers conducted an English language training program in Dhading from 6-24 Baisakh 2073, in Sri Achane Higher Secondary School, Khaharey, Dhading. The training helped teachers overcome the problems of English language proficiency, coupled with the lack of effective teaching skills and simultaneously equipping teachers with basic English language skills (listening, speaking, reading and writing), language aspects (grammar and vocabulary) and teaching techniques.



The planning generated by teachers during the course of the training showed commitment on their part to implement their learnings in class. It aimed to equip teachers with basic English language skills (listening, speaking, reading and writing), in language (grammar and vocabulary) and with teaching techniques.

A follow up session for the above mentioned training took place during Ashoj. The objective of the follow up session was to observe progress made by participant teachers, after attending the first session. The RBF trainers observed classroom activities initiated by the trainees to help their students improve in English.

a. Observing Classrooms in Schools of Dhading

As a follow up, RBF staff visited all six Bringing English to Classrooms (BETC) project schools in Dhading to see how the schools and teachers were performing after attending the first phase of trainings. The visit focussed on classroom observation, semi -structured group interview with teachers and interaction sessions with parents. The RBF team observed a lesson conducted by each trained teacher in most of the visited schools. A semi-structured group interview for teachers was also held. This aimed to know the teachers' perception towards the project and see progress made terms of creating self-learning opportunities to improve their English.

Most of the classes observed were interactive in nature with English being used as the primary language of communication. For instance, the grade IV students of Jana Jyoti S. S, were performing a play on 'The Very Hungry Caterpillar' and students of grade II, were practicing speaking in English by asking each other about their like and dislikes. Likewise in Chakreswori S.S, the students were playing matching games using word cards. In Deurali P.S the song "Who Stole the Cookie from the Cookie Jar" was contextualized into "Who Stole the Copy from the Copy Bag" and was sung by the students. The teachers seemed positive and more confident while interacting amongst themselves and with their students in English.



In addition an interaction session was also held with parents of children attending the schools. Those who attended meetings opined their awareness of the project. In most schools, visited by the trainers, it was seen that at least some of the activities learnt during the training sessions had been implemented. At the same time efforts for self-learning opportunities to improve the teachers' own English language had also been made. Efforts made by teachers to create self-learning opportunities to learn English included interacting with colleagues in

English (to the best of their abilities), reading story books and posting English related activities on social media. To motivate teachers to continue in their efforts to improve English, a Facebook page, "Bringing English to Classroom" has been set up for them to post relevant materials in. The Facebook Page (<https://www.facebook.com/groups/1694445597484277/>) of which, all trained teachers are members, are able to post relevant materials. Their posts reflect their understanding of the process of acquiring hands on experience while teaching English, math and science. An embedded advantage of creating this platform for teachers was easy access to use English as a means of communication.



b. Teachers from Dhading visit RBS to observe and learn

On 1 Poush 2073, 17 trainee teachers from the BETC project schools, from Dhading visited RBS to observe the school and learn about the teaching learning process. The RBS teachers conducted an hour long where they explained the teaching learning process for primary grades. In addition, the librarian of RBS explained about the importance of establishing a reading culture and its impact on a child's life.

All trainees vowed to go back and establish a culture of reading in their classrooms.

c. Phase II of Bringing English to Classrooms

RBF trainers visited Dhading to conduct the second phase of the training from 13 Magh to 21 Magh 2073. The Phase II, in Dhading consisted of a six-day training (6 hours a day) for English, Math and Science. The main objective of the training was to: Review the first phase training of the training and their visit to RBS, reflect on their experience since the start of BETC, give additional input on English, Math and Science teaching skills and plan for an exhibition during Phase III of the training.



Outcome of the Training. The trainee teachers were more determined to create self learning opportunities to improve their English, e.g. planning to run English clubs more actively. They gained confidence while each group (two members) got to practice teaching at least for two hours. They planned for an exhibition in the final phase of BETC project and were determined to prepare themselves well along with their students for the upcoming exhibition (English, Mathematics and Science).

2.7 Rato Bangala Partnership in Outreach Program (RBPOP)

a. Planning for RBPOP Phase III

Serving as a role model in the country with the inclusion of an outreach, RBS initiated the concept of a public-private partnership in the education sector in 2003. In Phase III, RBPOP will initiate a project in ten schools of Lalitpur and in 100 schools of Lalitpur. RBPOP/RBF will implement the project jointly in coordination and in collaboration with the DEO of Lalitpur. A core team will be formed within RBF to work on different aspects of the project.

The RBF team visited two RCs of Lalitpur to conduct a needs assessment survey. An evaluation questionnaire was prepared beforehand. RBF staff interviewed teachers, principals, and held focus group discussions to determine the teaching and learning priorities of participating schools, and how RBF can best assist them in achieving their targets.

b. RBPOP Phase III Project Design Workshop



RBF staff participated in the Sara Levine facilitated content development workshop for RBPOP Phase III, during 2073. The entire project cycle was discussed with specific activities outlined for all three years of the project intervention. RBF staff are currently involved in developing training packages for the facilitators and simultaneously holding meetings to work on the project design part with Caitlin Sparks.

c. Meeting with Principals of schools from Lalitpur

A meeting with Principals of neighbouring schools of Lalitpur was held during Jestha as part of the RBPOP project design for Phase III. A total of 28 Principals, along with RPs and Under Secretary of the DoE, participated in the meeting. They were briefed about RBPOP's past work in Dailekh. Six RBPOP partner schools have already been shortlisted to participate; a further four schools will be chosen from amongst the 28 schools for Phase III. Most principals expressed a keen desire to be a part of RBPOP Phase III project.





d. Meetings held for RBPOP Phase III

Multiple meetings were held for the purpose of designing the RBPOP Phase III project. The meetings have been used to identify objectives, work on the log frame and develop indicators for the project. The log frame is now nearing completion. A detailed MOU has been sent to the District Education Office, Lalitpur to be signed, since the Phase III, project is a collaboration of RBF, the participating schools and the DEO, Lalitpur.

e. Training of School Leaders in Kathmandu

A total of ten School Leaders participated in a three day workshop for school leaders held in Kathmandu. Topics covered included factors that make a leader, introducing DEAR in schools etc. The participants also got an opportunity to visit RBS and observe the workings of a child friendly school.

2.8 FRADS Training in Ramechhap

A six-day workshop was held from 3 Magh to 8 Magh, 2073 at Sarada High School, Thosay, Ramechhap. The workshop organized by Friends and Friendship for Rural Area Development Services (FRADS) was facilitated by RBF staff. Two primary grade teachers from the 13 project school participated in the five-day training. Similarly, Principals and SMC Chair from each of the schools participated in a six-hour session with Principals.



The trainings were carried out in three different phases with approximately four months gap in between to enable trainees to practice their learnings in their respective schools. The Phase I training consisted of a six-day (thirty six-hour) workshop (including a six hour session with Principals). Phase-II consisted of a three-day backstop training. Phase-II training was held



from 11-13 Baisakh 2074 at Sarada High School, Thosay, Ramechhap. The workshop organized by FRADS was facilitated by RBF. 23 primary grade teachers from the 12 project schools participated in the training. This Phase-II training consisted of a three-day (eighteen-hour) workshop focused on five subject areas namely Arts, Language Arts, Science and Social Studies and Education Philosophy. The objective consisted of reviewing Phase-I training and sharing experiences of what worked and what

did not work. The other objective was to provide additional input on subject specific areas.

Phase-Three training will consist of a two-day refresher training followed by closing and certification. In addition RBF will provide support for developing observation and monitoring tools to keep the track of the schools' progress regarding the implementation of teachers learnings during the training and for evaluating the project over all.



2.9 RBF Scholarship Program



RBF manages the scholarship funds for students studying in Rato Bangala School and living in the attached hostel. All facilities for the all-round development of a child is given to the scholarship recipients. Currently there are eight children residing in the RBS hostel and benefiting from the scholarship program. RBF manages the funds, meant for the children, and ensures that they receive proper upbringing.



3 Academic Trainings

3.1 Primary Teacher Training Program (PTTP)

The PTTP is a unique teacher-training course that brings together the strengths of three institutions: RBF, Kathmandu University, and Bank Street College of Education (New York, USA). The PTTP course is structured to create professional teachers well-versed in the theory of child development and philosophy of education. The strength of the program lies in the integration of theory and practice: lessons learnt in the classrooms are practiced in the field and new knowledge is built from the experience. Students are provided close one on-one supervision and support of advisors throughout the year. This training is rigorous, demanding full-time commitment from students, and aims to empower teachers to be self-confident and motivated professionals.



a. PTTP Graduation Ceremony



The PTTP graduation ceremony was held on 1 Bhadra 2073. Professor Mahesh Nath Parajuli, DEAN, Kathmandu University and Shanta Dixit, RBF Chair presided over the program. The audience consisted of School Principals, Trainers, Advisors and PTTP graduates. A total of 25 teacher trainees graduated. Certificates were distributed during the program. From graduating students 11 have joined PGDE at Kathmandu University.



b. PTTP 2016-17

A total of 27 new students enrolled for PTTP 2016-17.



Classes have commenced for the 16 batch of PTTP students during Baisakh and is continuing, with 25 students currently enrolled and 11 student teachers are doing Post Graduate Diploma in Education (PGDE). The PTTP program also offers generous scholarships with 10 of the students in the current batch receiving scholarships that cover 25% to 50% of their fees.

Classes are being conducted from 3- 6 pm, four days a week. Three subjects taught are Math, Language and Philosophy. To further the learning process, advisement classes are held throughout the year, with students being divided into four advisement groups.

In the PTTP program it is compulsory for enrolled students to have a classroom where they can practice their learnings. Fourteen of the current students already were already teaching before being enrolled in the program hence will practice in their respective schools. The remaining 11 students will be offered placement in Rato Bangala School (RBS) itself, to give them first hand teaching experience.

Furthermore, PTTP program also offers subject wise training only for RBS and Rato Bangala Foundation (RBF) teachers. This year 15 RBS and RBF teachers are participating in the training.

c. Community study outside the valley

This study provides an opportunity for trainees to work together, learn and explore a specific topic or a community, appreciate its complexities and take lesson from it. The trainees divided into four groups studied the following sites: The Cave, Gupteshwor Mahadev and Devi's fall, Mountaineering Museum, Bindabasini Temple, Fewa Lake. At the end of the study the teacher trainees presented their findings in a form of a "Big Book". Twenty seven teacher trainees, four advisors and the coordinator visited Pokhara from 9-12 Poush for the trip.



3.2 Level One Training

a. Level One Training 34th Batch Closing Ceremony

The program took place on 10 Ashoj 2073. A total of 29 students graduated from the same. The ceremony was presided over by Chief Guest Satya Narayan Maharjan, Resource Person, Patan Resource Center.

b. Level One Training 35th Batch Closing Ceremony

The closing of Level One 35 Batch took place on 22 Chaitra 2073. The Chief Guest for the ceremony was Mr. Bal Krishna Simkhada, Resource Person from the District Education Office, Lalitpur. A total of 31 students graduated from the same.

The Level One Training is a 12 week course which aims to introduce trainees to the philosophy of child-centered education. This training is best suited for in-service teachers, since learnings from the training can be directly applied to classroom settings. The course is held during evenings with RBS teachers as the primary trainers.

The Child Centered Learning Level- One Teacher Training Program is a 72-hour course and spread over twelve weeks meant for primary school teachers. Each session is three hour long. This intensive training is best suited for in service teachers those who are already teaching since it enables them to practice their learnings from class.

The training program is highly interactive between the trainees and the trainers as well as amongst the participants themselves. All participants work in groups, sharing their learnings with each other.

The Level One Training program is currently being conducted in two parallel sessions. The first session started on June 14 and the second session on June 28. 25 students are enrolled in the first session while 24 students are enrolled in the second session, bringing the total number of enrollment to 49 students.

Sessions are conducted twice every week on Wednesday and Friday from 2- 5 pm. Subjects offered include Education Philosophy, Language, Science, Math and Social Studies.



3.3 Development Trainings

a. Training held for Teachers of Nicholson School, Bhaktapur



A total of ten teachers of Nicholson School, Bhaktapur were trained to improvise teaching learning in their classrooms and work on integrated lesson plans. The training was given to empower teachers and boost their confidence. The training will take place for a year with RBF staff visiting Nicholson School twice a month.

b. Training held for Teachers of Shree Mangal Dip School, Boudha

A total of fifty five teachers were trained from Shree Mangal Dvip School Boudha. The three day training was given to empower teachers and enable them to better deal with their students.



c. Training on Disability Inclusive Education for RBF staff



A two day training on Inclusive Education was held for RBF staff on 24 and 25 Chaitra 2074. The training was conducted by staff from the National Federation of the Disabled, Nepal. Staff got an insight into the different types of disabilities and resources available to help those suffering from the same.

4 Bal Sahitya Mahotsav (Children's Literature Festival)

Bal Sahitya Mahtsav (BSM) 2072, organized by the Rato Bangala Group of Institutions, was held in the RBS premises on 7 Falgun 2073. The first day was devoted to children while the second day, 8 Falgun focused on preparing teachers from various districts to hold a festival of children's literature in their own districts. The festival saw a collaboration of educators and professionals working with children's literature to provide relevant and engaging workshops for children between the ages of 3-16. RBF staff were involved in organizing and planning the two day festival, which involved facilitating smooth flow of guests, training teachers from the districts, and conducting workshops.

Through the following, Bal Sahitya Mahotsav intends to provide an interactive and inclusive experience to help school communities appreciate the power and pleasure of reading:

1. Encouraging children to enjoy reading and to read more extensively.
2. Raising awareness and fostering commitment among teachers and parents so that reading is encouraged both in school and at home.
3. Expanding the number of books available for children both at home and at school.
4. Bringing BSM to other districts in Nepal.

Day 1

The third edition of the Bal Sahitya Mahotsav was held on 7 Falgun 2073. The day consisted of both open and closed sessions catering to children of diverse groups. The closed sessions consisted of plays, mural making, workshops etc while the open sessions consisted of puppet shows, celebrity read aloud, book signing etc. During the festival, RBF trainers conducted story based activities for approximately 200 students and 35 teachers from various schools in and around Kathmandu valley.



Day 2

The day was dedicated to training 40 teachers from community schools located in Lalitpur, Dhading, Jiri and Kavre. The objective of the training was to help teachers develop an action plan to conduct BSM in their own schools. The workshop covering many aspects aimed to facilitate discussions amongst teachers of community schools to help them understand the essence of a children's literature festival and contextualize it into their own locations to help children develop good reading habits. The activities conducted for the day revolved around understanding the kind of activities that could be devised to encourage and motivate children to read



books. The participants were familiarized with activities by applying the concepts and ideas they had learnt while reading. Such activities are important so as to motivate students to inculcate reading habits. All teachers participated enthusiastically and came up with creative ideas on ways to foster a culture of reading. The participants realized that holding a festival like BSM was achievable if the school management as well as the community members worked together. Collaboration between school management and local community was emphasised as crucial to the success of any future children's literature festivals.

The results were as follows: approximately 1000 children from Kathmandu Valley participated in the mahotsav. The program encouraged parents to read books and inculcate a habit of reading to their children.

5 Workshops/Conferences

a. Tools for Assisting Children in Early Literacy

A workshop by Melissa Davis from Bank Street College of Education, NYC, was held on 17 Asar 2073. A total of 30 participants took part in the workshop which focussed on using flash cards, medium of songs and creative activities while teaching young children. The training was beneficial for teachers of primary grades. Most participants' opined that they enjoyed the workshop and have come up with new ideas to better teach children in class.



b. Experiential Math for Teachers of Primary Grades I



The workshop held on 31 Asar 2073 focussed on topics such as addition, number concepts, geometry and measurements. Facilitated by Beth Norford from Education Alternatives Worldwide, USA and Midesh Maharjan, it consisted of 30 participants and lasted for 6 hours. It was beneficial for teachers of primary grades and would enable them to make math classes interesting by garnering student interest by including activities and games while teaching.

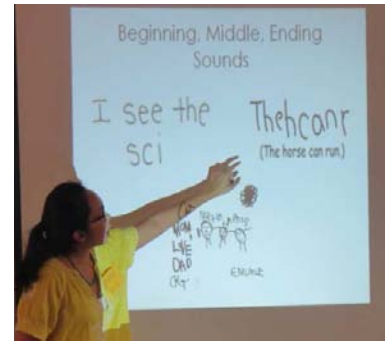
c. Experiential Math for Teachers of Primary Grades II

A workshop was held by Beth Norford and Shilpa Rimal on for teachers of Primary Grades on 10 Chaitra 2073. It dealt with number concepts, addition, subtraction, geometry and measurements. A total of 32 participants attended.



d. Workshop on Childrens Literature and Story Telling

A workshop on Children's Litterature and Story Telling was conducted by Amabel Japatina from Bank Street College of Education in NYC on 7 Sawan 2073. It dealt with choosing books and stories and the importance of children's litterature in story telling. A total of 30 participants attended.



e. Sounds in Motion

A workshop on Sounds in Motion was conducted by Hayley Andrews from Bank Street College of Education in NYC. It led participants through an indepth understanding of vowels, sounds and music. The wokshop was held on 7 Sawan and 11 Sawan 2073. It was attended by 32 participants.

f. Let Your Pencil Do the Talking

A worskhop entitled Let your Pencil Do the Talking was held by Amabel Japatina from Bank Street College of Education in NYC. It dealt with developing one's writing during the early childhood years and making presentations on 11 Sawan 2073.

g. Creative Writing and Book Making

A workshop was conducted by Sophia Rosenfeld and Devin Chowdhury on Creative Writing and Book Making on 29 Kartik 2073. It led participants to promote their students creativity, critical thinking and book making skills. Participants learnt to use pictures to inspire students, use critical thinking and simple book making skills. A total of 32 participants attended the workshop on that particular day.

6 RBF Meetings/Publications

a. RBF Plan and Review Meet

The RBF Review and Planning meet was held in Nagarkot on 28 and 29 Asar 2073. All RBF staff participated in the meet which focussed on reviewing activities of the past year and planning ahead for 2073-74. RBF completed 9 major projects in 2072, of which Nawa Marga was the biggest, training a total of 6400 teachers in Dhading. Dailekh School Project was phased out completely in 2072. Kavre project and Simigaun projects continued unto 2073. Staff were also assigned specific projects for 2073-74. They are now responsible for planning ahead and executing the projects, keeping in mind a deadline. All staff bonded well with each other during the 2 day retreat.



b. Board Meetings

RBF Board Meeting

The meeting was held on Asoj 10, 2073. The agenda consisted of updating Board Members about activities undertaken by RBF during 2072-73. The financial report was approved by the Board.

The second RBF Board Meeting was held on Falgun 12, 2073. The progress report and the finance report was presented to the Board. Future activities planned for the projects were approved by the Board.

RBF Annual General Meeting 2073

The RBF AGM was held on Ashoj 14, 2073. The progress report and the financial report was presented at the AGM. The audit report for the year 2072-73 was presented and approved during the meet.

c. RBF Annual Report

RBF Annual Report for 2072-73 was published during Poush 2073. All activities which took place from Sawan 2072- Sawan 2073 have been included in the Annual Report 2073.

d. RBF Newsletter

RBF Newsletter (issue 1) was published during Mansir 2073. The period covered included activities from Asar to Mansir 2073.



7 Lessons Learnt

- A) RBF in all of its projects works collaboratively with the Government at all levels. Without coordination with the Government, working at the grassroots level becomes impossible. The success of Nawa Marga and Dailekh School Project can be attributed to working closely with the government.
- B) Teachers and students learn best by using teaching learning materials. Although this was an important aspect of the RBF program, it was not possible to ensure that all the teachers used teaching material effectively. While the impact study results of Nawa Marga depicted that the materials had been used, more needs to be done during training sessions to ensure teachers feel confident to use the given materials.
- C) Attitude of the teacher: The success of a school hinges not only on the teacher's capabilities, but also on their attitude and behaviour. Teachers holding a Masters Degree are sometimes less involved and productive in classroom than those who have only passed the SLC examination. A motivated teacher is essential for the development of schools and students. Hence too much emphasis should not be placed on written tests.
- D) Trainings should be given to those who will work in the school for a substantial amount of time. Providing training to teachers on the verge of retirement is not the best decision for the school and for its sustainable development.
- E) Working with fewer schools in depth rather than in width. It is best to take an integrated approach while working with schools and all project should dwell deep. Coordination with various agencies becomes difficult with vast number of schools and the impact may be much less due to divided attention.
- F) Practical Training, Support Groups and Supportive Supervision. If teacher trainings focus heavily on theory, they are unable to make a connection in the classroom. Teachers work best in groups and share their learning and problems with each other. RBF aims to train several teachers from the same school simultaneously so that they could have a shared vision and a common plan. Continuous supervision and support by the field officers and fellow teachers was provided so that the teachers could continue to successfully implement the knowledge and skills gained from the training. Vocational Education Curriculum should be introduced in all partner schools to enable students to gain hands-on experience.

- G) Making lesson plans prior to the trainings. Teachers are not in the habit of making lesson plans. An effective supervision system in addition to the training is essential to ensure that teachers plan their lessons well. For this the teaching load has to be lessened.
- H) Focus on Primary Education. RBF works mainly with primary schools. A strong foundation is necessary to ensure success at the secondary level. When schools have a secondary level, they do not give priority to the primary level, and this leads to major problems in terms of quality of education at the primary grades.
- I) Teachers are curious and welcome added responsibility. Teachers get a sense of belonging in the school if they are given responsibilities and are also curious to learn. If teachers work in a team and share responsibilities, they assume ownership and take pride in their work. For this, longer durations of training need to be provided. One day trainings will not suffice.
- J) Monitoring visits are essential: Surprise and planned monitoring visits need to be conducted every few months to know the actual reality in partner schools. Before embarking on a visit, the external scholars should be given time to conduct research on their own to know the actual ground reality.

8

Annual Program Plan 2074-75

8.1 On-going Projects

In the FY 2074-75, Rato Bangala Foundation (RBF) will work on different projects and activities mentioned below:

1. RBPOP- Lead Schools of Lalitpur

RBPOP-LSOL is a part of the third phase of the Rato Bangala Partnership in Outreach Program (RBPOP) project.

Objective

To contribute to a cultural shift towards child-friendly government schools throughout Nepal.

Number of Schools

9 community school in Lalitpur Municipality.

Project Timeline

July 2017 -July 2020.

Activities

The details of the activities for FY 2074-75 are as follows:

- a. **Teacher Touches:** RBF trainers will conduct 3 trainings of 2 days each for teachers of primary grades (grades 1-5). There are a total of 109 teachers participating in the project.
- b. **Principal Touches:** RBF trainers will conduct a 3 day retreat and 5 trainings of 1 day each for the 9 principals of the project schools.
- c. **Combined Touches:** RBF trainers will conduct 3 combined trainings of 1 day each for the teachers and principals of the project schools.
- d. **Monitoring Visits:** The M&E officer and trainers will visit each of the project schools for 2 day each to collect data. During the visits, the teams will observe 2 classes conducted by the training participants in each school. The team will also interview the principal and conduct document analysis. Monitoring visits will be conducted every six months.

- e. **Mentoring Visits:** The Field Officer will visit the project schools once a month to provide in-school support on areas that schools are struggling with.
- f. **Reporting:** A report on the progress of the project will be drafted every six months and submitted to RBPOP.

2. Earthquake Drill and Safety Preparedness Plan for Schools, Lalitpur

Objective

To build the capacity of education stakeholders to prepare for, and respond to, future earthquakes

Number of Schools

20 community schools in Lalitpur district

Project Timeline

April 2016- September 2017

Activities

Most of the activities of this project have been completed and RBF will spend the next month completing the documentation and reporting activities of the project. The details of the remaining activities are as follows:

- a. **Training Manual finalization:** RBF trainers are currently drafting the Training Manual. The Training Manual is based on the training conducted for Principals and Teachers in December 2017 and the learning from implementation of the project.
- b. **Final Visits:** Because of the monsoon, RBF was not able to make the visit to some of the schools in Champi Resource Center. These schools are small primary schools that have fewer than 30 students and have been conducting the drills well. The bigger schools in the Lalitpur Municipality require more support so RBF has decided to cap the visits to the smaller schools to 4 visits and increase the number of visits to the larger school to 6 visits
- c. **Case Studies:** RBF will develop 5 case studies to illustrate the experience of the project schools.
- d. **Final Report:** A final narrative and financial report will be submitted to Give2Asia and their local counterpart, The Asian Foundation, by 15 September 2017.

3. Better Education Better Children, Kavre

Objective

To work with different stakeholders to ensure that the teaching and learning in the project schools is child friendly.

Number of Schools

52 schools in Kavre district

Project Timeline

November 2015- October 2018

Activities

The following activities will be implemented in the upcoming year.

- a. **Meetings:** RBF team will conduct 7 meetings with the coordinating committee.
- b. **SIP Training:** A follow up training session will be conducted with the school leadership to review the School Improvement Plan that was drafted in the previous year.
- c. **Project Assessment:** RBF trainers will visit 30 schools to assess the progress.
- d. **Training for Grade 10 teachers:** A one day interaction program will be organized for teachers preparing their students for the SEE. Specialists will provide subject specific tips to better prepare students for the SEE.
- e. **Award distribution:** Teachers and principals that improved their schools and/ or teaching learning will be recognized with “Best Performing Awards”. 8 teachers will receive the award for their performance in subject area, 5 teachers will receive the award for their contribution to extracurricular activities and 3 principals will receive the award for overall performance of their school.
- f. **Reporting:** RBF will submit six monthly reports to the White Head Foundation, the donor for this project. The report will discuss the activities of the project and its impact in the project schools.

4. Literature in the Classroom, Kavre

Objective

To provide training in the use of children’s books for literacy instruction and in classroom management techniques appropriate for implementing such instruction.

Number of Schools

6 community school in Kavre district

Project Timeline

January 2017 -December 2017

Activities

The following activities will be implemented in the coming fiscal year.

- a. **School Visits:** The team will visit the project schools to assess their progress.
- b. **Meeting with SMC, Principals and other stakeholders:** Meetings will be held with the school management and other stakeholders in order to get buy in and support from them for the activities that the teachers conduct in their classrooms.
- c. **Bal SahityaMahotsav in schools:** Teachers and the school management from the project schools visited the Bal SahityaMahotsavthat was organized by Rato Bangala in February 2017. The objective of the Bal SahityaMahotsav is to encourage a love for and habit of reading in children. Teachers and members of school management were also trained to conduct Bal SahityaMahotsav at their schools. Based on this training, participating schools will organize Bal SahityaMahotsav at their schools.
- d. **Library Training:** Teachers from the project schools will be trained in the modalities to effectively manage their school/ classroom libraries.
- e. **Refresher Training:** Participating teachers will receive refresher training to help smoothen out any issues and concerns that they may have in implementing the training in their classrooms.

- f. **Basic Training for school teachers:** Teachers will also receive short term trainings on the other subjects: Math, Science, Social Studies and Education Philosophy.
- g. **Endline Survey:** The survey tool used in the baseline will be repeated during the endline survey, which will be conducted in all 6 schools.
- h. **Project Evaluation:** The endline will form the basis of the project evaluation.
- i. **Reporting:** A final report will be send to Global Giving detailing the activities conducted and project evaluation.

5. Nicholson School

RBF has been working with Nicholson School, a private school in Bhaktapur, since the beginning of 2017. RBF provides training and in-school support to primary school teachers of the school. RBF visits the school every 2 weeks to observe classrooms and provide feedback. Nicholson School has also sent one teacher for the Primary Teacher Training Program.

6. FRADS

RBF has been working with Friends of Rural Area Development Services (FRADS) since early 2017. RBF will continue to work with primary school teachers and principals of 45 schools in Ramechhap. Training will be provided on education philosophy, subjects and leadership.

7. Bal Sahitya Mahotsav

RBF provided training to the school management, teachers and students from 4 schools in Dhading, Lalitpur and Jiri during Bal SahityaMahotsav 2017. The objective of this training was to encourage schools to Bal SahityaMahotsav at their schools/ community. RBF will also provide in-school support and some funds to these schools to conduct the Bal SahityaMahotsav.

8. Primary Teacher Training Program

RBF has been conducting PTTP for the last 15 years. Every year, 30 teachers participate in this yearlong program that prepares teachers through workshops and classroom teaching. The graduation for the 2016-17 batch of PTTP trainees will graduate in September 2017. A new cohort (batch of 2017-18) was enrolled in April and will continue their training till March 2018.

9. Level-One Training

RBF has been conducting two sessions of Level One Training annually. Groups are enrolled in November and June. This year, there were two cohorts, with a total of 50 students, enrolled in June. Two simultaneous classes have been conducted for these trainees. Training for the November cohorts will be announced in October. RBF will conduct two classes simultaneously for the November groups as well.

10. RBPOP III

RBF is working with Rato Bangala Partnership in Outreach Program (RBPOP) to design an integrated project (a project that integrated education intervention with other areas of intervention such as health) to support in the overall community development of the chosen project area.

11. Celebration of “15 anniversary” of the RatoBangala Foundation with different activities and programs.
12. Continue to seek funding for different project and activities and explore opportunities for new partnerships with different organization.
13. Explore more on “inclusive education” and find appropriate learning opportunity for staff regarding the same. RBF will also explore partnership opportunities on inclusive education.
14. Strengthen working relationship and partnership with the newly formed local government.
15. Focus on staff team building and run internal training activities and programs for team building.
16. Organize programs and activities that will raise the profile of Rato Bangala Foundation and activities it has been doing for past 15 years.

RBF, with its efforts in transforming the education system of its partner schools, had a successful year in 2073. With its multiple projects RBF has been successful at inculcating child-centered method of teaching learning, and in doing so elevate the calibre of thousands of children attending community schools.

RBF will continue with its philanthropic activities, thus promoting the goal of education. The Foundation is sincerely grateful to all its partners and collaborators without whose support, its mission and vision would not have been possible.

9 Finance

RBF External Audit Report for the Year 2073-74

J . B . Rajbhandary & DiBins

CHARTERED ACCOUNTANTS

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P.O. Box: 23725, Kathmandu, Nepal
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Auditor's Report to Members of Rato Bangala Foundation

Introduction

We have examined the attached Balance Sheet of Rato Bangala Foundation (hereinafter referred to as RBF) as at 31st Ashad 2074 (corresponding to 15th July 2017), Income and Expenditure Statement and Statement of Cash Flow for the year ended on that date annexed thereto.

These financial statements are the responsibility of the management of RBF and our responsibility is to express an opinion on these financial statements based on our audit.

Scope

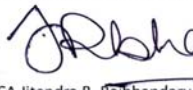
The audit was conducted in accordance with Nepal Standards on Auditing and these standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining on test basis, evidence supporting the amounts and disclosure in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

Opinion

We have obtained all information and explanations, which to the best of our knowledge and belief, were necessary for the purpose of our audit. In our opinion, proper books of accounts as required by law have been maintained by RBF, in so far as appears from our examination of those accounts. Balance Sheet, Income and Expenditure Statement and Cash Flow Statement dealt with by this report are in agreement with the books of accounts.

In our opinion, except for few points disclosed in Notes to Account (Schedule -20), the financial statements read with notes to account, give true and fair view of the financial position of RBF as of 31st Ashad 2074 (15th July 2017), and of the results of its operation and its cash flows for the year ended on that date as required by Nepal Accounting Standards (NAS) and other prevailing laws applicable to the Organization.

To the best of our knowledge & belief and accordingly to the explanation given and based on our audit, we are of view that the activities carried out are found to be within the objective of RBF. To the best of our information, belief and explanation given to us, we further report that RBF has complied generally with the provisions of Income-tax Act relating to withholding tax.


CA Jitendra B. Rajbhandary
Senior Partner
Date: 12th September 2017
Place: Kathmandu



Rato Bangala Foundation

Patan Dhoka, Lalitpur

Nepal

Balance Sheet

As at 31 Ashad 2074 (15 July 2017)

S.No	Assets	Schedule	Current Year	Previous Year
1	Fixed Assets	1	1,132,789.51	1,568,813.16
2	Investment	2	5,492,000.00	5,492,000.00
3	Current Assets		10,087,459.36	10,695,153.69
3.1	Deposits, Advances and Receivables		30,455.14	310,533.00
3.1.1	Sundry Receivables	3	27,455.14	21,503.00
3.1.2	Staff Advance	4	-	286,030.00
3.1.3	Prepaid Advance & Deposit	5	3,000.00	3,000.00
3.2	Inventory	6	-	28,690.00
3.3	Cash and Bank Balances	7	10,057,004.22	9,759,834.81
3.4	Restricted Fund Receivable			596,095.88
3.4.1	RBPOP- Dailekh School Project	10		
3.4.2	Scholarship Fund	12		556,570.28
3.4.3	RBPOP			39,525.60
	Total Assets		16,712,248.87	17,755,966.85
	Liabilities	Schedule	Current Year	Previous Year
1	Surplus & Reserves		9,640,973.72	10,299,328.14
1.1	Opening Balance of Surplus		9,979,509.94	9,662,274.46
1.2	Addition during the year		(525,357.90)	317,235.48
	Total Surplus		9,454,152.04	9,979,509.94
1.3	Capital Reserves (Grant Assets Fund)	8	186,821.68	319,818.20
	Total Reserves		186,821.68	319,818.20
2	Fund Balance & Current Liabilities			
2.2	Restricted Fund Balances		6,928,259.15	7,251,170.94
2.2.1	Koiko Itoh	11	-	20,562.20
2.2.2	Scholarship Fund	12	3,198,839.92	
2.2.3	Nick Simons Institute (NSI)	9	-	58,398.98
2.2.4	Bal Sahitya Mohasav(BSM)	17	400,000.00	
2.2.5	RBPOP- Dailekh School Project	10	0.00	2,945.45
2.2.6	Literature in classroom(Shanti school project)	18	1,127,757.10	
2.2.7	The Whitehead Foundation	16	1,628,808.70	2,081,617.95
2.2.8	Give 2 Asia	19	572,853.43	5,087,646.36
2.3	Current Liabilities		143,016.00	205,467.77
2.3.1	Staff Payables		-	
2.3.2	Bills Payables	13	31,516.00	93,367.77
2.3.3	Other Current Liabilities	14	111,500.00	112,100.00
	Total Liabilities		16,712,248.87	17,755,966.85


Notes to Financial Statements
Schedules 1- 21 form integral part of Financial Statements

21


As per our report of
even date


Uttam Thapa
Treasurer


Dr. Shanta Dixit
President


CA Jitendra B. Rajbhandary
Senior Partner
J.B. Rajbhandary & DiBins
Chartered Accountants


Milan Dixit
Vice President


Manesh Shrestha
Secretary

 RATO BANGALA
FOUNDATION



Rato Bangala Foundation

Patan Dhoka, Lalitpur

Nepal

Income & Expenditure Statement

For the period from 1 Shrawan 2073 to 31 Ashad 2074 (16 July 2016 to 15 July 2017)

Income	Schedule	Current Year	Previous Year
External Sources (Restricted):			
Dailekh School Project	10	-	5,400,000.00
Scholarship Fund (Various Donors)	12	7,216,294.75	712,642.58
Give2asia	19	-	4,726,058.40
Literature in classroom(Shanti school project)	18	2,711,742.00	-
Bal Sahitya Mohasav(BSM)	17	400,000.00	-
RBPOP	20	-	7,500,000.00
The Whitehead Foundation	16	1,079,707.75	2,711,742.00
Total Income from External Sources (A)		11,407,744.50	21,050,442.98
Internal Sources:			
Teacher's Training		4,193,520.00	4,661,733.00
Hostel Income		1,215,000.00	1,470,000.00
Other Income		3,991,352.53	2,851,239.05
Bank Interest		281,480.75	367,843.00
Dividend Income		51,293.35	3,804.75
Membership Fees		1,300.00	1,300.00
Workshop income		298,232.20	220,115.88
Total Income from Internal Sources (B)		10,032,178.83	9,576,035.68
Total Income (A+B)		21,439,923.33	30,626,478.66
Expenditure			
External Projects Expenditure (Restricted)			
Dailekh School Project (DSP)	10	-	4,530,627.00
Scholarship Fund	12	3,460,884.55	3,228,625.60
Keiko Itho	11	20,562.20	14,824.00
Give2asia	19	4,514,792.93	11,387,351.99
Literature in classroom(Shanti school project)	17	1,583,984.90	-
Children Education Projects - Nick Simons Institute (NSI)	9	58,398.98	-
Earth quake relief support program	20	-	4,776,486.78
Better education better children(The Whitehead Foundation)	16	1,532,517.00	-
Total Expenses of External Sources (Restricted) (C)		11,171,140.56	23,937,915.37
Internal Projects & General Expenditures:			
Office General Expenses	15	10,557,536.73	9,258,800.20
Project contribution by RBF		-	-
Total Internal Projects & General Expenditures (D)		10,557,536.73	9,258,800.20
Total Expenditure (C+D)		21,728,677.29	33,196,715.57
Fund Balance of External Sources (Restricted) (A -C)		236,603.94	(2,887,472.39)
Excess of Income over Expenditure (B-D)		(525,357.90)	317,235.48
Surplus balance transferred to Balance Sheet		(525,357.90)	317,235.48


As per our report of
even date


Notes to Financial Statements

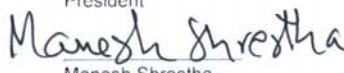
21

Schedules 1-21 form integral part of Financial Statements

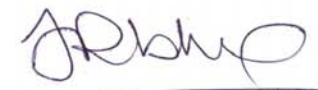

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Chartered Accountants



Rato Bangala Foundation

Patan Dhoka, Lalitpur
Nepal

Statement of Cash Flow

For the period from 1 Shrawan 2073 to 31 Ashad 2074 (16 July 2016 to 15 July 2017)

	Current Year	Previous Year
A Cash Flow from Operating Activities		
1) Surplus (Deficit) before Taxation & Extraordinary items.	(525,357.90)	317,235.48
Added:		
1. Depreciation	292,327.11	389,233.73
2. FA written off	166,065.62	
3. Inventory written off	28,690.00	-
Less:		
1. Dividend	(51,293.35)	(3,804.75)
Cash flow from operation before change in the working capital	(89,568.52)	702,664.46
Working Capital Adjustments :		
1. Decrease (Increase) in current Assets	280,077.86	18,196.73
2. Increase (Decrease) in current Liabilities	(62,451.77)	(1,116,228.46)
Cash Flow from Operation	128,057.57	(395,367.27)
4. Net Cash flow from Restricted Funds	273,184.09	(3,692,064.79)
5. Income Tax payments (Return)		
Net cash Flow from Operating activities	401,241.66	(4,087,432.06)
B Cash Flow of Investment Activities		
1. Fixed Deposits		
2. Fixed Assets Sale (purchase)	(155,365.60)	(313,053.33)
3. Decrease (Increase) in Investment		(473,300.00)
4. Decrease (Increase) in Pre-operating Exp.		
5. Dividend	51,293.35	3,804.75
6. Miscellaneous		
Net cash flow from Investment	(104,072.25)	(782,548.58)
C Cash Flow of Financing Activities		
1. Issue of Share capital (except Bonus Shares)		
2. Repayment of Long Term Loan		
3. Profit Drawing		
4. Dividend		
Net cash flow from financing activities	-	-
Total Increase (Decrease) in cash (A+B+C)	297,169.41	(4,869,980.64)
Cash & Bank Balance at the beginning of the year	9,759,834.81	14,629,815.45
Cash & Bank Balance at the end of the year	10,057,004.22	9,759,834.81

 RATO BANGALA
FOUNDATION



Executive Board of RBF

Chairperson	Dr. Shanta Dixit
Vice Chairperson	Mrs. Milan Dixit
Secretary	Mr. Manesh Shrestha
Treasurer	Mr. Uttam Thapa
Members	Mrs. Aastha Thapa Pandey Mrs. Maya Gauchan Mr. Shamik Mishra

Staff Members

Esha Thapa

Management Consultant

Chandani Singh

Senior Program Officer

Saraswati Rajbhandari

Training Coordinator

Smriti Pokharel

Communication and Documentation Officer

Hari Prasad Pudasaini

Administration and Finance Officer

Safala Rajbhandari

Trainer

Midesh Maharjan

Trainer

Bandana Uprety

Trainer

Bhaikaji Rajbahak

Computer Database Officer

Krishna Pokhrel

Trainer

Bharat Ghimire

Office Assistant

Bibhuti Malla

Intern

Nitisha Bhandari

Intern

Mishri Awale

Support Staff



Rato Bangala Foundation

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