

# Rato Bangala Foundation Annual Report



**Rato Bangala Foundation (RBF)**, established in 2002, seeks to ensure the right of Nepali children to quality, child-friendly education. RBF believes in training teachers and empowering other members of a school community to ensure that classrooms are safe and creative havens where students get meaningful, age appropriate and skill based education that enables them to grow up to be responsible, pro active citizens and life-long learners.

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# Activities According to Projects

## 1. Earthquake Drill and Safety Preparedness Plans in Schools (EDSPPS)

Through its post-earthquake relief project, Nawa Marga-Relief through Education, RBF worked in schools of Lalitpur, Kathmandu, Bhaktapur and Dhading. During the course of this project, it was realized that most schools did not conduct regular earthquake drills nor did they have many standard disaster management procedures in place. In light of this, RBF designed a pilot project in which it would work with 20 schools to support them in preparing for future earthquakes. The three areas that the pilot project intervened in were as follows: improving the skills, knowledge, behaviors and attitudes of the teachers towards earthquakes; improving the institutional resources of the schools for earthquake preparedness; and improving the way teachers teach earthquake-related topics in the curriculum.

The training aimed to improve the skills, knowledge, behaviors and attitudes of Principals and designated School Safety Officers (SSOs), since staff is directly responsible for earthquake preparedness in their schools. Participants who received the training were then expected drive improvements in their schools' preparedness plans. RBF trained participants in a range of critical preparedness activities such as: conducting non-structural assessments; developing evacuation plans and emergency procedures; forming responsibility structures; conducting regular whole-school drills; revising and updating the teaching methodology for disaster and earthquake-related topics; and building the monitoring capacity of Resource Persons.



“Grade X students at X School practicing their first responder skills during an earthquake drill in month, year

The EDSPPS training was conducted in four phases: (1) Training of Trainers (ToT) for Rato Bangala staff and Resource Persons; (2) earthquake preparedness training for teachers and Principals; (3) evacuation drill training for teachers and Principals; and (4) earthquake and disaster-related curriculum training for teachers. In this last phase, teachers and Principals of the project schools were trained using the ToT model. Given that the Principals and teachers had different levels of prior understanding of earthquakes and disasters, all activities were conducted in mixed groups so as to support the learning of all participants. Upon completion of the training,

RBF staff visited all 20 schools in a phase-wise manner to observe how schools were performing evacuation drills, provide feedback, and ensure that all safety regulations were being followed.

### 1.1 Closing Ceremony for EDSPPS

A closing ceremony was held at Yala Maya Kendra on 25 Shrawan, 2074 (9 August 2017) to officially mark the end of the project. Principals and School Safety Officers from 19 schools attended, along with Khem Nath Poudel, Assistant DEO of Lalitpur. During the first half of the program, participants filled out the end line survey which evaluated their school's status and assessed the impact of the project and its various activities. The participants were also given the opportunity to provide feedback on the training. Following the closing ceremony, a final project report was compiled and disseminated during the month of Ashoj to all stakeholders.



Schools conducting earthquake drills

At the conclusion of the project, all participating schools had put in place an emergency safety plan.

## 2. Rato Bangala Partnership in Outreach Program (RBPOP)

From the day Rato Bangala School (RBS) opened in 1992 the school community was committed to fostering quality education both on campus and beyond it. After extensive consultation with RBS parents in 2003, the Rato Bangala family determined it would dedicate 18 percent of yearly tuition fees to help improve the quality of education in both government and private schools. Over the years, this public-private partnership has delivered remarkable results.



Teachers visit Patan Durbar Square as part of their field trip activity

Initially, RBPOP concentrated on five districts: Dailekh, Dhading, Makwanpur, Myagdi, and Lalitpur. Over five years, a total of 50 schools from these districts participated in various training programs focused on improving child-friendly teaching and learning practices. Encouraged by the success of RBPOP Phase I, RBS and RBF then resolved to concentrate the efforts and resources of Phase II on the district of Dailekh. RBS and RBF have once again collaborated to work together for the RBPOP project titled: "Lead Schools of Lalitpur". The project aims to enhance specific teacher and Principal competency areas to ensure both the classroom and the school are child-friendly zones. Teacher training concentrates on building practical skills and confidence, while Principal training provides guidance around stakeholder engagement, monitoring, good governance evaluation, incentive structures, and how to work towards a child-friendly school vision. RBF intervention in the 13 schools will provide human resources and technical support as per the need of the project.

## Project Objectives

### General Objective

To develop child friendly school culture in each intervened school.

### Specific Objectives

To ensure principals develop leadership skills to establish and maintain child friendly school environment.

To ensure teachers use child friendly teaching and learning practices in classroom and school.

To support and refine relationships between schools and their communities.

### To achieve these objectives, RBF is working towards the following outputs

Improving the leadership and community engagement skills of principals.

Improving the pedagogical skills of teachers.

## 2.1 Principal Touch (P1)

Principal Touch (P1) was conducted from Asar 15 -17 (June 29 – July 1, 2017). The activities for the period consisted of observing child friendly teaching learning practices to build classrooms as a community, introducing democratic practice, how each student in class can contribute towards making the class run smoothly (classroom management, responsibilities for creating a positive classroom community, critical thinking about what effective leadership means, core values of effective leadership, role of emotional intelligence in effective leadership, team building activities etc.

## 2.2 Teacher Touch (T1)

Over eight days in Sawan 18-32 (2-16 August,2017), a total of 102 teachers from nine project schools attended workshops which addressed topics such as classroom management skills, identifying and catering to different kinds of learners, Maslow's basic needs framework etc.



Teacher training in progress



RBF Lead Trainer conducting an ice breaker at the start of the session



## 2.3 Principal and Teacher Combined Touch (P2/T2)

A combined workshop for Principals and teachers was held on 11 Bhadra (27 August). A total of 108 teachers and Principals participated in the training. Participants were instructed on how to effectively manage libraries and were reminded of the importance of reading to children. Teachers and Principals were asked to reflect on the learning of the previous trainings.

## 2.4 Principal Touch (P3)



Visiting Patan Durbar Square

A workshop for Principals of the nine project schools was conducted on 15 Bhadra (31 August). The workshop focused on enabling Principals to oversee important aspects of their schools and trained them on ways to provide constructive feedback to teachers after observing their classes. The roles and responsibilities of school stakeholders were also discussed. Goal-setting, along with positive and toxic cultures in schools were also discussed. The Principals were taken on a tour of Rato Bangala School to observe ongoing classes for the day and learn from the same.

## 2.5 Principal and Teacher Combined Touch (P4/T3)

Another combined workshop for Principals and teachers was held on 29 Asoj (15 October). A total of 88 participants from nine schools received the training focused on morning meetings, Drop Everything and Read (DEAR), and the theory of Piaget and Vygotsky. By the end of this session, each school group had also finalized codes of conduct for Principals, teachers, students, and parents.

## 2.6 Teacher Touch (T4)

RBF conducted teacher touch on science and social studies for primary grade teachers of nine schools from Kartik 13-25 (30 October- 10 November, 2017). Schools in Lalitpur have failed to provide practical education to their students despite providing good theoretical knowledge. Teachers touch for social studies tried to reflect on the fact that many schools in the name of school trips take their students outside for recreational purpose only. Teachers touch henceforth was organized for teachers of nine schools to change their mind set regarding “school trips” which are not always for recreational and fun activities but for educational purpose and building student’s knowledge about the same. While talking about teacher touch for science, the trainers tried to reinforce the idea about the meaningfulness of getting hands-on experience rather than just studying about different components found in environment by learning through science books. They focused on the importance of providing education by making students experience and learn about different things found within their environment and by making trainees witness different plants and manmade structures around them.

## 2.7 Principal Touch (P5)

On 6 Mangshir (22 November), a workshop for Principals of Lead Schools of Lalitpur was conducted. Activities for the day included walkthroughs and 21st century skills in classrooms, such as growth mindset and field trips. Participants visited Patan Durbar Square as part of their trip. For the post-trip activity, Principals prepared a trip book detailing highlights of the excursion.

## 2.8 Monitoring School Visits

School visits were conducted from 9-20 Poush (December 20- 29, 2017).

### Objectives of the school visit

- To encourage teachers to enhance their skills, to better teach their students and transfer the knowledge/skills acquired to their colleagues.
- To encourage Principals and teachers to establish a learning community in their schools and work towards establishing an environment for implementing divergent skills acquired during the trainings

### Details of the school visits

The nine project schools were visited by the RBF team on multiple days. See Annex-I for details. The main objective of the school visits were to encourage teachers to transfer the ideas and skills learnt during the training sessions to their classrooms and encourage teachers and Principals to establish a well organized school environment for their students. Classroom observation was the main focus of the school visit. In addition, the overall school environment, classroom management, students and teachers' involvement in teaching learning process were observed as well.

### School Observation

All the visited schools were well managed and had a ritual of starting their day with a morning assembly. Some of the schools had well managed morning assemblies whereas others were trying to better manage theirs. Some schools had wide spacious playgrounds for children to play in while others had smaller classrooms and playgrounds. Most schools have fully stocked libraries with a library routine and a class wise schedule, thus indicating that schools had been giving students' opportunity to read and learn. Shri Harisiddhi, Shri Yashodhara, and Adarsha Saul had classroom libraries (book corner) up to grade five. Most of the schools have well organized sanitation and drinking water facilities in place.



Morning assembly held in a visited school

### Classroom Management

All nine schools have developed classroom rules and job charts for their classrooms. Shri Harisiddhi, Shri Yashodhara, Adarsh Saul have well managed classroom libraries (book corners). Shree Shanti, Pragati, Adarsh Saul have managed face to face sitting arrangement for students whereas the remaining schools are yet to do so.

## Classroom Teaching



Observing an ongoing class

The school visits focused on classroom observations, where two classes from each school were observed. It was seen that most teachers had tried to teach differently during ongoing classes, by incorporating learning from the trainings and have tried to treat students in a fair manner. Teachers were seen encouraging children to ask questions in class. Materials such as flash cards were seen to be in use. The teachers tried to connect text books with real world scenarios.

See ANNEX-I for details.

## Challenges currently faced by schools

- Lack of coordination between teachers and Principal was seen in few of the visited schools
- Face to face seating arrangement not seen due to the lack of class size and the large number of students, some of the schools were unable to manage the class size and the materials they had such as chairs and tables
- Lack of awareness from parents and odd working hours deprived children of healthy home cooked food and good hygiene measures
- The teachers were using teacher centred methodologies while teaching
- Parents were seen as being not involved in their child's academic life nor involved in the activities conducted by the school
- Most schools ran +2 and Bachelor level classes on a rotation basis hence all displays were in a haphazard condition
- Student dropout rate was at an all time high

## Need for improvement

- Schools need to manage the seating arrangement according to the size of the classroom so that students can move around freely and group work can be conducted easily
- Some schools have not been conducting DEAR. Schools need to introduce DEAR to develop a culture of reading
- Teachers did not have lesson plans in place. Lesson plans need to be developed to enable teachers to teach effectively with appropriate materials and teaching strategies
- Most of the teachers were seen applying the lecture method or teacher centered methods in their classroom. The teachers need to use different strategies to encourage children with divergent learning abilities to learn well
- Most of the teacher used textbooks as teaching resources and material. Teachers need to use different teaching materials in their classroom so that teaching learning becomes interesting.
- Teachers have prepared job charts and classroom rules for their classrooms. Each classroom would be better managed if teachers used job charts and enforced classroom rules effectively
- Some of the students were distracted and not attentive due to lack of breaks and monotonous teaching learning. Short breaks will help students freshen up and be more active

- The teacher should write a morning message before starting the class to give students ideas about happenings for the day
- Practical activities for each subject should be increased
- Checking and feedback of lesson plans should be done
- Reward system should be developed for the best student, teacher and for each classroom



A classroom library and job chart in a visited school

## 2.9 Principal Touch (P6)

Walkthroughs in all nine project schools were done by RBF staff during Magh, (February 4-21), 2018. The visits were conducted to understand the overall picture in schools and understand the progress being made therein.

### Some of the positive findings were as follows:

- Safe drinking water was available in schools mainly through splash program
- The compounds were paved and clean, structure of the building was good: mostly retrofitted, Trash cans were in place, hence schools were clean, basketball courts and some playground space was available
- Library periods had been scheduled and libraries were in use
- children were seen eating lunch brought from their homes
- The leader was seen demonstrating good rapport with teachers and students
- book corner/cabinets were seen in classrooms, preschool classes and grade 1 had carpets and low tables in few of the schools
- Student work was displayed on the walls, classroom rules, job charts were hanging in most classrooms
- Evidence of teachers trying to implement learning from their trainings were also seen, Teachers seemed eager to learn more since they had requested additional training on multiplication
- Teachers were seen listening and responding to children and having conversations with them, teaching materials
- Display charts were seen hanging in classrooms.
- Evidence of DEAR being conducted was seen in schools

### Some of the negative findings were as follows:

- Teachers were seen not using any moves to grab student attention except in one classroom
- Some of the teachers were doing irrelevant activities that does not relate to the topic being taught for example singing a song in a science class
- Jargons (group work, project work) were being used without relevance
- Children were told to do group work without being separated in groups and were asked to do projects at home
- Activities being done in class were not seen building on children's knowledge
- Children were seated in rows; displays were nominal in some of the classrooms and were not maintained
- Many teachers were absent and there did not seem to be a plan in place to cover absenteeism in some schools, so children were left alone unsupervised



- The high school students were substituting but it seemed ineffective
- Very few students were seen in the lower grades of schools. Three or four students were seen in classrooms
- Samsung smart lab: were not in use since traditional teaching learning was the center focus
- Some of the classrooms were untidy with litter
- Students were seen trying to do group work but only for the sake of it. Work was assigned to different groups facing the teacher and sitting in rows.

## 2.10 Principal Touch (P7)

On 10 Falgun (22 February) Principal Touch (P7) took place in RBF for eight Principals of Lead Schools of Lalitpur. The main agenda consisted of acquiring feedback after school visits, walkthrough, mission program, strategy plan of the schools' weakness, RBPOP\_ training agendas, math menu, read aloud and collecting Principal feedback of the training.



Math activity being done

## 2.11 Teacher Touch (T5)

From Falgun 14, 15, 18, 20 and 21 (February 26- March 7, 2018) Teacher Touch (T5) took place for teachers of Lead Schools of Lalitpur. The subjects focused on were language arts and math. For language arts the topics consisted of read aloud, book based activities, book reviews etc. For math the topics consisted of math games, math menu, estimation, read.

## 2.12 Principal and Teacher Combined Touch (P8/T6)

On 18 Baisakh (1 May 2018), a Principal and Teacher combined Touch (P8/T6) was held. This session was introduced to share the learning of teachers and Principals of Lead Schools. The 60 participants were updated about findings after the walk through, time on task, mission and vision for schools, review theorist and were given information on brain development. A discussion was also held on a report published by the World Bank. The session ended with teachers and Principals vowing to conduct children's literature festival in their schools, to promote effective learning. All participants enthusiastically vowed to bring positive changes in their schools.

## 2.13 Principal Touch (P9)

On 20 Baisakh (3 May 2018), Principal Touch nine was held, where a total of 19 participants participated to enhance their own leadership skills and familiarize themselves with child friendly education and pedagogy applicable in their schools. Principal Touch 9 focused on areas such as brain development in a young child and how learning affect their brain, ECD training content, continuous assessment and its changes on learning and teaching.



Principal and Teacher Combined Touch

## 2.14 Monitoring visits

During the month of Asar on various dates, RBF trainers and the M&E officer together visited the 13 project schools to carry out an evaluation to identify issues faced and progress made by schools within the course of one year. The team monitored and evaluated the schools based on displays present in the classrooms, seating arrangements, management issue etc.

A complete report of a years activity for Lead Schools Of Lalitpur will be provided to RBPOP. Upon mutual agreement amongst the schools and RBF, the project will commence for its second year from July 2018 (Shrawan 2075).

## 3. Early Childhood Development (ECD) Project

Early Childhood Development encompasses physical, socio emotional, cognitive and motor development of children between 0-8 years of age. It is the key to a full and productive life for a child and therefore to the progress of the nation. Early Childhood is a critical stage of development that forms the foundation for children's future well-being and learning. The early years are critical, because this is the period in life when the brain develops most rapidly and has a high capacity for change; the foundation is laid for health and wellbeing throughout life. Researchers have shown that half of a person's intelligence is developed by age four and that early childhood interventions can have a lasting effect on intellectual capacity, personality and social behavior.

Rato Bangala Foundation (RBF) that has focused on training teachers in the primary grades and school leaders in order to ensure the right of all Nepali children to a good-quality education. It does this through improving classroom practices and bringing innovative and meaningful teaching methods, and has been active in the field since 2003. RBF is now focusing on developing an effective ECD program to be implemented in schools around Lalitpur. RBF sees this as an opportunity to improve the way children learn in the early years, thus making learning much more effective and bring about a positive impact on children's capabilities. Research has shown that investment in the early years brings the most returns, which then tapers down as children get older.



ECD training in progress

Nations that fail to invest on ECD must be aware that they are compromising on their human resource development. This is because lack of ECD or an ineffective ECD will result in developmental delays and learning difficulties for all the nations' children, thus leading to a population that cannot perform to the maximum. The emotional, social and physical development of young children has a direct effect on their overall development and on the adults they will become. Educators and nation builders have to realize the importance of investing in very young children and act upon it.

## Objectives of the project

### General Objective

- i) To create developmentally appropriate teaching learning environments in ECD classrooms, by enhancing play-based Pedagogical knowledge and skills of ECDC teachers based on best practices.

### Specific Objectives

- i) To develop RBF training curriculum for ECDC teachers in alignment with the National ECD curriculum and guidelines of Nepal Government.
- ii) To guide ECDC teachers toward a play-based pedagogical practice in ECD classroom based on best practices
- iii) To make teachers, Principals and parents aware on the importance of working in close collaboration with each other so that the overall development of students in the ECDC is ensured.

## 3.1 Early Childhood Development (ECD) Workshop for SEE Students

On 2nd Baisakh (15th April 2018), 23 SEE students from Rato Bangala School attended a workshop on ECD. Likewise, on 10-11th Baisakh (23rd- 24th April 018), a total of 60 SEE students from 13 government schools participated in the same orientation program. The workshop emphasized to enhance leadership skills amongst all the participants and train them as substitute teachers in the 13 RBPOP schools for 8 days while the teachers sat for intensive ECD training. The program was facilitated by Ms. Kalpana Parajuli, an early childhood educator. This orientation was mainly held to yield participants with knowledge on different methodologies and activities for administering ECD teaching and learning.

## 3.2 Ten Day Early Childhood Development Training for Teachers



ECD training in progress

From 13-24 Baisakh (26 April- 7 May 2018), a total of 43, EC teachers from 13 RBPOP Lead Schools participated in the 10 days training on ECD, facilitated by EC expert, Ms. Kalpana Parajuli. This training was launched to develop effective teaching methodologies in EC classrooms. The 10 day training package covered various topics on ECD focusing on the curriculum, jobs and responsibilities, class agreements, child and brain development, math, phonics, theme teaching, PE for EC,

teaching materials, conflict resolution etc which added to broaden their knowledge on ECD and provide them with hands on experience.





SEE volunteers from Rato Bangala School received certificates from the Director of RBF

### 3.3 Certificates to Volunteers for SEE appeared Students

On 25 Baisakh (8 May 2018), 23 RBS' SEE appeared students and on 2 Jetha (16 May 2018), 40 government school SEE appeared students who volunteered as substitute teachers in the 13 Lead Schools were awarded with certificates acknowledging their philanthropic service. The students recapitulated highlights from their experience working as teachers and also shared few suggestions for improving the condition of those government schools, such as mid day meals and better salaries for teachers along with infrastructural development of the ECDC.

### 3.4 Simple Analysis of 10 Day ECDC Teacher Training (Pre & Post-Test)

Ten day ECD teacher training on developmentally appropriate play-based teaching learning strategies were successfully conducted amongst 41 ECDC teachers of 13 schools from 26 April to 7 May 2018 in RBF. The project aims to create developmentally appropriate teaching learning environments in ECD classrooms, by enhancing research-based and play-based pedagogical knowledge and skills of ECDC teachers. The trainings were facilitated by Kalpana Parajuli, an ECD expert from Nepal.

Multiple topics were discussed during the 10 day training with special focus on play-based pedagogy. The participants actively participated and were happy since they had an opportunity to learn about play based teaching learning strategies, which is a new concept of teaching for most teachers involved in the training.

Before starting the training, efforts were made to understand participants knowledge, skills and their practices by administering pre-test questionnaires including different themes; personal expectation from the 10 days training, understanding of teachers on developmentally appropriate practices and play-based curriculum, current practices of morning meeting and development of teaching materials, read aloud, children's language development, specified area of Early Childhood Classroom etc.



Form distribution for the pre and post test analysis



At the end of 10 days training, RBF administered post-test questionnaires, the same questionnaires which was conducted as pre-test for same participants. Based on different themes of evaluation, overall result and response of participants shows that the training was very useful, since it was skill based and knowledgeable. Over 95% teacher's expectations were met by the delivered contents of 10 day ECD teacher training package. In comparative study of pre and post-test, the participants understanding on developmentally appropriate practice, children's language development and play-based curriculum shows that reflective and changed i.e. their perception regarding the given contents had changed.

At the beginning of the training, most teachers were unable to understand the concept of morning meetings but at the end of the training, they were fully aware of and able to relate to it. After the 10 day training, all participants were able to identify morning meetings, development of teaching-learning materials, read aloud etc and were committed to start and continue good practices in their ECDC.

Early childhood development classroom should not resemble primary grades because the two are different. The pre primary age is one of human development, which determines holistic development of the child, hence ECD classrooms should have different corners; language corner, math corner, science corner, dramatic play corner etc. which support a child to develop systematic learning habits and positive behavior.

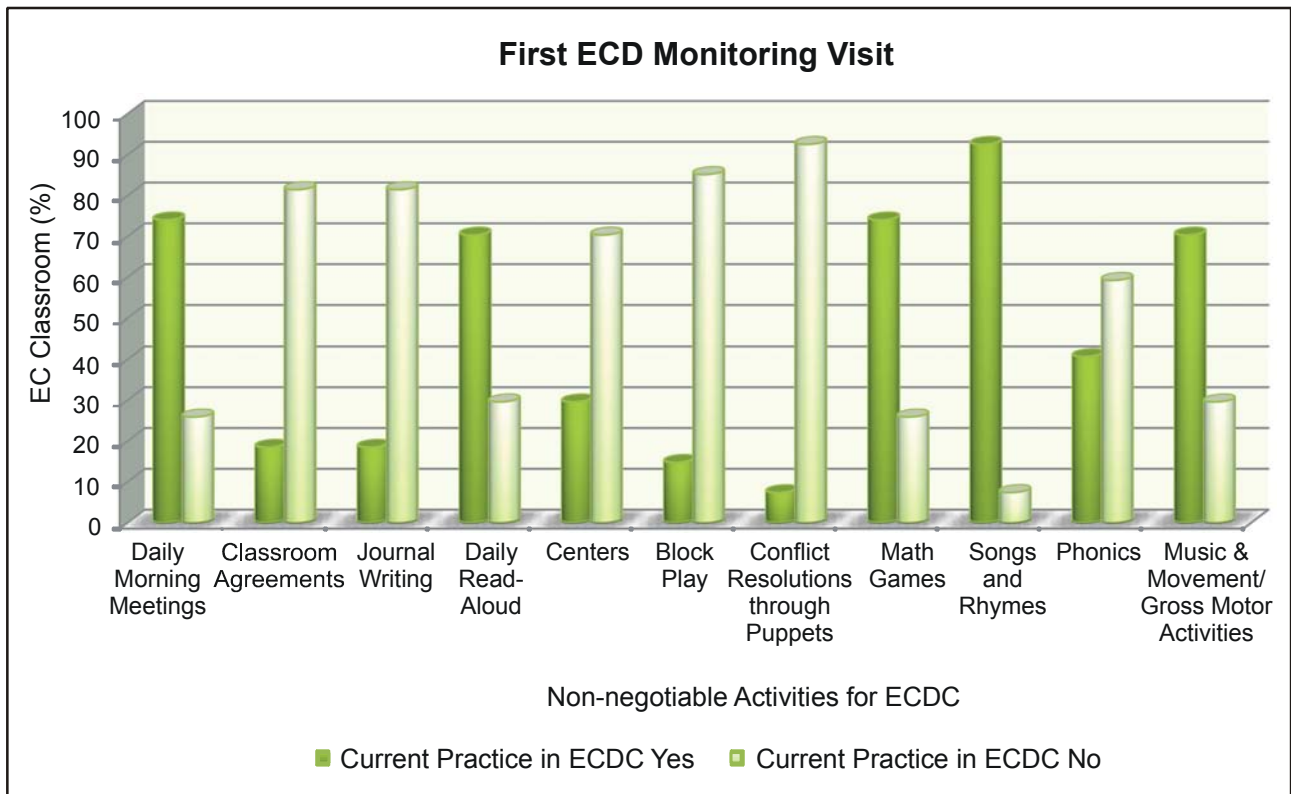
The training pre and post-test stressed on the same and results depicts that the 10 days training was able to shape participant's knowledge, awareness, and skills towards the specified area in ECD classroom and its importance. Finally participants were committed to work practically in their ECDC, and utilize knowledge gained from the training. This kind of enthusiasm will be expected from all future ECD trainings.

### **3.5 ECD Implemented School Visits**

From 20-23 Jestha (3 - 6 June), RBF trainers visited the 13 project schools to analyze and identify issues being faced by teachers in their classrooms and observe changes brought about in their teaching methodology. The four day visit focused on observing the eleven non-negotiable things which were morning meeting, classroom agreements, journal writing, read aloud; block play, conflict resolution, and emotional role play through puppets, math games, songs and rhymes, phonics and music movement/gross motor activities.

#### **Findings of the ECD school visits**

As per the defined activities of the Early Childhood Development (ECD) Project, the lead trainer Kalpana Parajuli and RBF trainers visited 27 classes of 13 ECDC after ten days long intensive ECDC teachers training on play-based pedagogy. The project set out 11 non-negotiable activities for ECDC. The given figure shows that more than 70%, 65%, 70%, 90% and 65% classrooms/teachers have been practicing daily morning meeting, daily read-aloud, math games, songs/rhymes, and gross motor activities respectively. These are commendable results after the 10 day ECDC teacher training. Besides these, there are some other non-negotiable activities like classroom agreements, journal writing, centers, block play, conflict resolution through puppets and phonics, which have been practiced less by the ECDC teachers in their classroom. There may be multiple reasons, which may have de-motivating the trained teachers to implement the ideas, skills and knowledge in their existing situation. During the first monitoring visits, the lead trainer provided some ideas and feedback for those teachers not practicing non-negotiable activities in their ECDC.



### 3.6 Training for Teachers

On 3 and 4 Asar (17- 18 June), two day EC training was provided to 17 and 18 participants respectively. The training aimed to provide participants with hands-on experience through learner centric activities and encourage them to adapt learning from the trainings to their classrooms. The training facilitated by Kalpana Parajuli guided participants to develop effective classroom settings and enhance their professional teaching skills. The topics covered included delivering morning message, morning meeting, arranging classroom layout, making journals, playing games, and conducting read aloud for students.

On 32 Asar and 2 Shrawan (16 July and 18 July) EC training was conducted for 15 teachers respectively. Learnings from the previous sessions were revisited during this training, and to further strengthen teachers knowledge to enable them to elaborately teach children, language arts and math was focussed on during these two days.



ECD training in progress

### 4. Santi School Project

The use of a “literature in the classroom” approach to build reading skills is still very new in Nepal and most teachers in government schools have not received training on ways to implement it. The approach requires reorganization of prevailing pedagogical norms that are centered on the whole class approach and complete reliance on preset text book based lesson plans. Seeking a Nepali NGO as an implementing partner for this work, Santi School turned to RBF because of the Foundation’s history of working with government schools.



Teachers wrote stories, drew pictures, illustrated their books and made their own individual covers for their books

The aim of the project was to improve teaching-learning outcomes in six schools of Kavre by establishing a reading corner in each classroom, distributing books to schools, and providing teachers with relevant training. All project activities have now been completed.

#### 4.1 Training of Trainers (TOT) in RBF

A two day Training of Trainers (ToT) was held by Beth Norford in RBF. The three trainers responsible for conducting the refresher training in Nagarkot were taken through a process to make their own story books and enable participants to do the same. The participants during the refresher training were expected to make collages, draw, illustrate and write stories for their books. The trainers furthermore were trained to enable participants to hold Bal Sahitya Mahotsav (Children's Literature Festival) in their schools.

#### 4.2 Refresher Training in Nagarkot

Three day refresher training was held in Nagarkot on 14, 15 and 16 of Bhadra 2074 (30, 31 August and 1 September 2017). Participants included teachers and Principals of the six partner schools and School Management Committee (SMC) members. The main objective of the training was to train the 18 participant teachers on ways to hold Bal Sahitya Mahotsav (BSM) in their schools, maintain their classroom libraries (reading corners) and make their own children's story books.

Day one and two of the refresher training took participants through collage work and various bookmaking activities. On day three it was decided that the six schools would divide themselves into two groups, and each group would organize a collaborative children's literature festival. RBF trainers instructed teachers on how to plan the event and provided ideas about festival activities, workshops, and stalls. After this information sessions, participants held a mock BSM to practice for the real event.



A Principal shares a book made by him during the mock BSM held in Nagarkot

Lastly, a separate session was held to discuss ways to sustain positive changes post-intervention. Participants demonstrated great enthusiasm during the three day retreat and vowed to bring changes to their classrooms and their schools. As a result of the refresher training, participating schools held two very successful BSM events during Ashoj.



### 4.3 Monitoring Visits to Kavre

RBF staff visited three schools in Kavre on 18 Bhadra (3 September) to observe and monitor ongoing classes and hold meetings with teachers. The upcoming BSM to be held in schools of Kavre was discussed at the meet. RBF trainers were encouraged to see clean, well established reading corners in classrooms of the project schools. The books with signs of wear and tear indicated they were being used.



Children of grade 1 reading story books in Laligurans School

### 4.4 Bal Sahitya Mahotsav (BSM) in schools of Kavre

During the refresher training held in Bhadra (August) the teachers went through the entire process of holding BSM, or Children's Literature Festival, in their schools. They understood the importance of reading and promoting a vital culture of reading for their students.

Three project schools Laligurans Elementary School, Bhal Chandra High School and Santi Niketan High School grouped themselves together to hold the first BSM on 2 Asoj (18 September) The second BSM was held on 4 Asoj (20 September) by Janjyoti Middle School, Bihar Middle School and Kusadevi High School.

The Children's Literature Festival was well planned and well executed. It was encouraging to see teachers and students work together to produce a festival highlighting the importance of reading for all. The idea of BSM is to provide an interactive experience to help school communities appreciate the power and pleasure of reading by encouraging children to read more. The festival also aims to increase awareness among parents about the importance of reading.

Both festivals were very successful. The schools were well decorated and stalls included slam poetry, games, read aloud, singing and dancing etc. The grounds were packed with parents, teachers, community members and other school stakeholders: it was clear that schools had



Book stall at the Bal Sahitya Mahostav held in Bhal Chandra High School, Kavre

successfully communicated with their communities about the event and encouraged people to attend. Additionally, some students had practiced skits or singing and dancing routines for the festival; their performances on the day were excellent. The level of dedication evident in their performances left no room for doubt about the hours of work that must have gone into the practice hours.



## 4.5 Training on Maintaining a Library



Working on a library card to check out books

The library training focused on showing teachers ways to record books being checked out, managing a library and sending books home with students. The benefits and challenges of a library system were also discussed. Participants were then assigned the task of arranging and organizing books, preparing checkout cards and a recording system for borrowing and returning the books. A demonstration in an actual library setting was also performed where trainees were asked to choose books, showing their library cards and keeping a record of the books being checked out.

## 4.6 End Line Survey in Schools of Kavre

An end line survey was held in the six schools of Kavre during Jestha.

The end line survey depicted the following: The total number of schools was 6 and the total number of observed classroom was 36. All six schools had organized and participated in Bal Sahitya Mahotsav in 2074 and an average of 625 participants including parents, teachers, students, representative from the local ward office. A total of 80 % classrooms from ECD to Grade five have book corners in their classrooms.

73.3% students are able to say the name of an extra reading book even though only 26.6% students have extra reading books at home. The results show that students' interest towards extra reading books available in classroom/school is higher.

90% students said that there are extra reading books in their classroom but in same situation 96.6% students said they had read extra books. Therefore, the result shows that students have higher interest on extra reading books and are seeking the same in their schools, home, book shops etc.

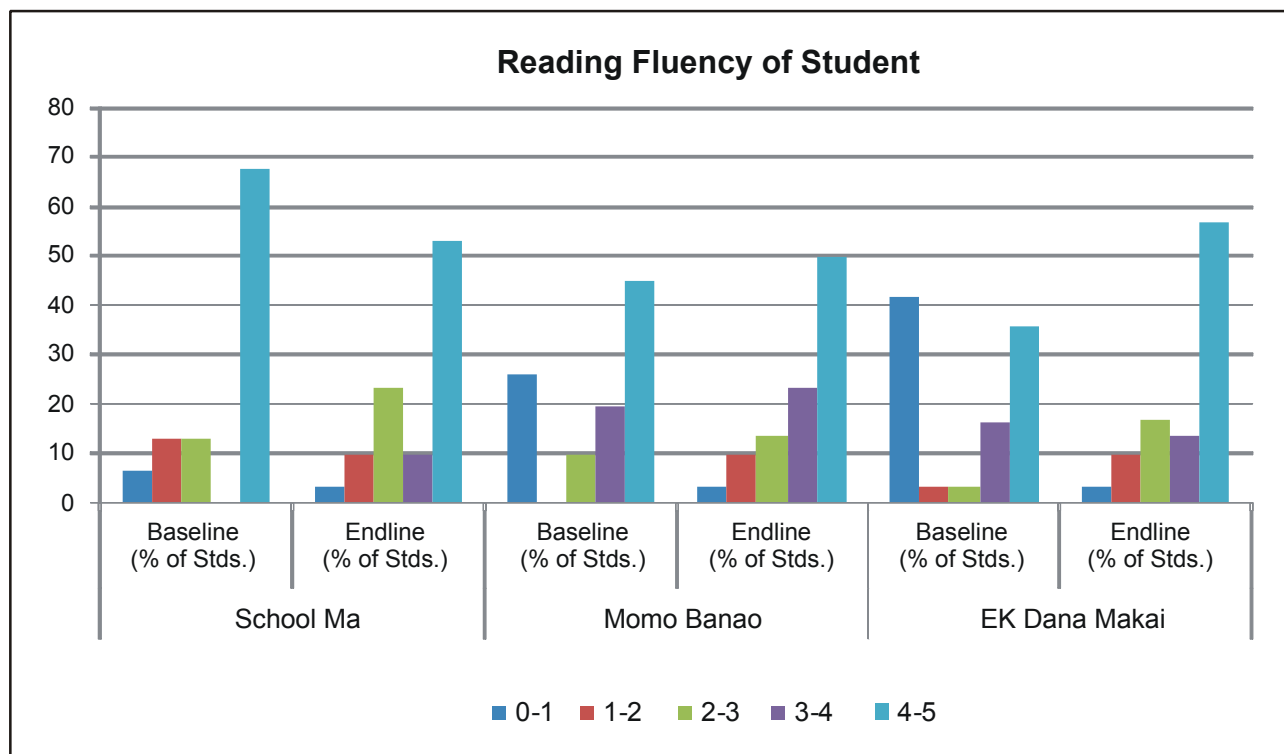
Only 53.3% students are getting an opportunity to take extra reading books home to study. Hence result shows that there are still 46.7% students who do not have access to additional books from school to read at home.

In comparison to the baseline survey information, the percentage of students who have higher fluency level was seen during the end line survey. Three divergent books with varied features were administered to measure students reading fluency. Hence while in comparison 'School Ma' book reading fluency progression when compared to the other two books 'Momo Banao' and 'Ek Dana Makai' is higher. Overall students reading fluency is excellent when compared to baseline data.



Endline Survey for Santi School Project

The increase in fluency level can be attributed to multiple workshops, over the period of one year, for teachers and school leaders who have been able to share their learning with their peers and arouse student interest in reading. The role of the teacher for motivating students has also been a positive factor towards increasing the reading fluency. During the time of the baseline, the schools had few books in their classroom and school libraries, but RBF after each teacher training or workshop was able to provide books to teachers, which eventually went to classrooms and to their students. The children were able to read the available books to arouse their curiosity.



The project is now complete and the final report for Santi School Project has been disseminated to all stakeholders.

RBF staff visited Kavre on 24 Asar (8 July) along with Senior Officials from the Social Welfare Council lead by Sanjay Malik. Two schools were monitored during the day. The SWC officials in charge interacted with teachers and Principals, asking them various questions about the project. SWC will present their findings in a report and will share the same with RBF.

## 5. The Primary Teacher Training Program

The twelve-month long Primary Teacher Training Program (PTTP) offered jointly by RBF, Kathmandu University and Bank Street College of Education in NYC aims to develop professional teachers for primary grades. The course is structured to create professional teachers, well versed in the theory of child development and philosophy of education. This rigorous training demands full time commitment from students and aims to empower graduates to be self-confident and motivated professionals.

## 5.1 PTTP Graduation Ceremony



RBF Vice-Chair Milan Dixit addresses PTTP Graduates during the ceremony

The PTTP graduation ceremony was held on 30 Bhadra 2074 (15 September). Principles of various partner schools, trainers, advisors, graduating students and their families were present at the ceremony. Chief Guest, Professor Mahesh Nath Parajuli, Dean of Kathmandu University School of Education, handed out certificates to students. Other speakers included Ms. Sharada Rawat, Representative, District Education Office, Lalitpur, Mrs. Milan Dixit, RBF Vice-Chair and Principal of RBS, and Ms. Nita Koirala, student representative of PTTP 2016-17. A total of 27 student teachers participated in the PTTP training for 2016-17 out of which 21 students received certificates. As a result of completing the PTTP, 11 of these student teachers successfully enrolled in the Post-Graduate Diploma of Education (PGDE) at Kathmandu University.

## 5.2 PTTP 2017-18

The term I exam for PTTP 2017-18 was held during Bhadra. Classes then resumed for term II. Students visited the British School, the Lincoln School, and Rato Bangala School over a three week period, during which they observed ongoing classes in these partner schools, and analyzed different teaching and learning practices in context.

Over the course of term II and III, RBF organized placement for student teachers: three were placed in Kaasthamandap Vidyalaya; four in New Millennium School; three in Akshara School; and three in Adarsha Vidhya Mandir School.

## 5.3 Community Study

As part of their community study outside Kathmandu valley, PTTP students of 2017-18 visited the Fewa Lake, the Mountaineering Museum, Gupteshwar Cave, Bindabasini Temple and Devis Fall in Pokhara. Through the trip, students worked together in groups and bonded with their advisors. They explored a specific community while learning from



PTTP students make and present their big books

and appreciating its complexities. The students then worked in groups and produced the 'big book', which featured the above mentioned places, and shared it with their peers.

## 5.4 PTTP 2018-19

PTTP training for new batch 2018-19 commenced on 27 Baisakh (10 May) where a total of 19 participants have enrolled. This year long training program will end during Baisakh 2076. This year, 11 students out of 19 have enrolled to PGDE program in Kathmandu University. All the necessary process and documentation has been finalized and forwarded to the University for their admission. In this year's PTTP, RBF has planned to conduct 5 advisement sessions.





PTTP students 2017-18 reciting poetry during the graduation ceremony

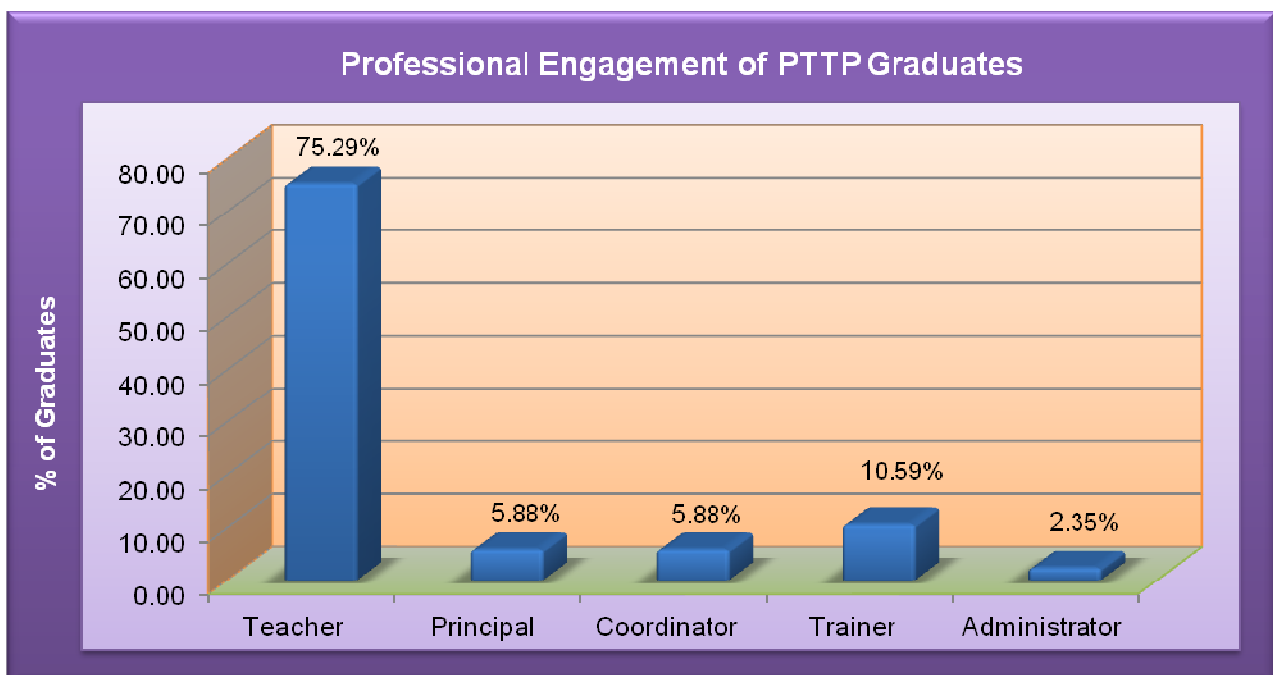
Guest speakers who are experts in their own field will be invited to aware the participants in significant topics.

On 23 Jestha, RBF organized an advisement session for 22 participants on the topic Child Rights. Mr. Noor Jung Shah, a Child Rights specialist with experience of more than a decade, conducted the session to raise awareness and understandings on the same.

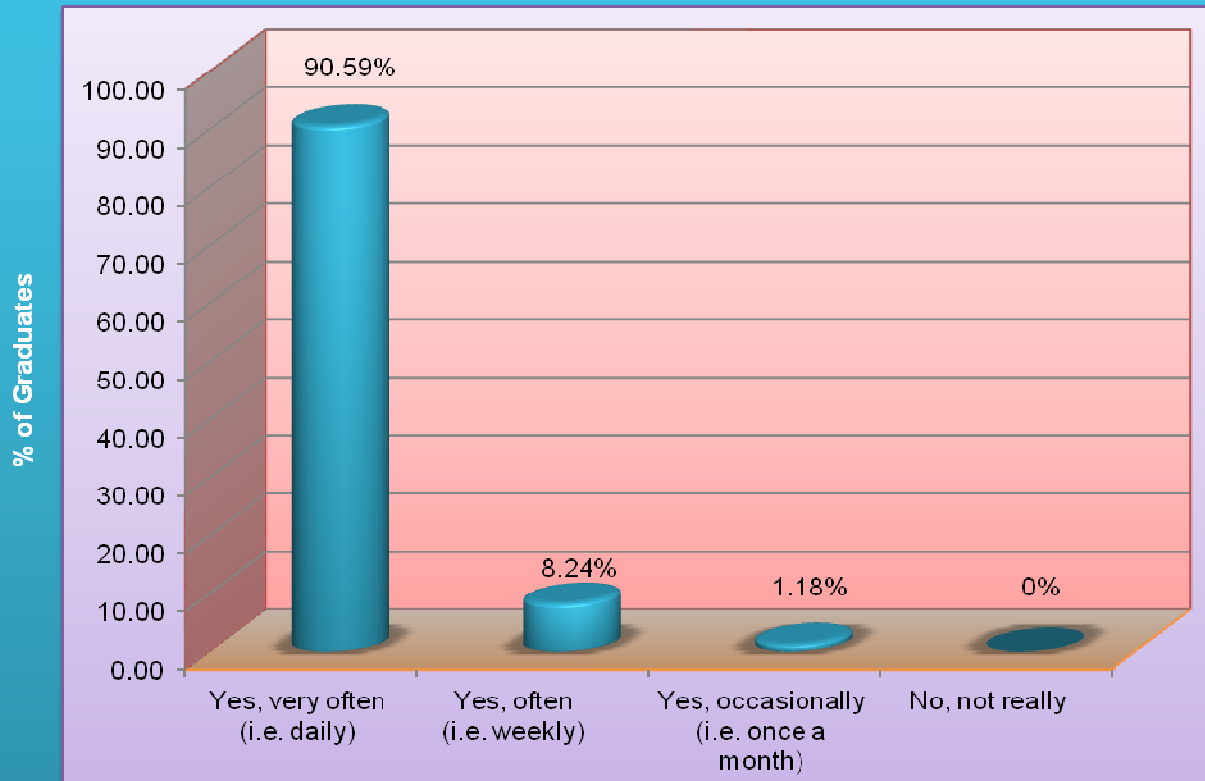
On 27 Asar, the PTTP participants received another advisement session on the topic -Autism from Dr. Sunita Amatya Maleku, Chairperson of Autism Care Nepal. Autism, a spectrum disorder is a neglected neurological issue common amongst children but very much prevalent. Dr. Amatya was hence called out to put an effective session to aware participants on this topic which gave them a wider knowledge on what Autism is all about, its symptoms, identifying children with Autism and its treatment.

### 5.5 PTTP Survey

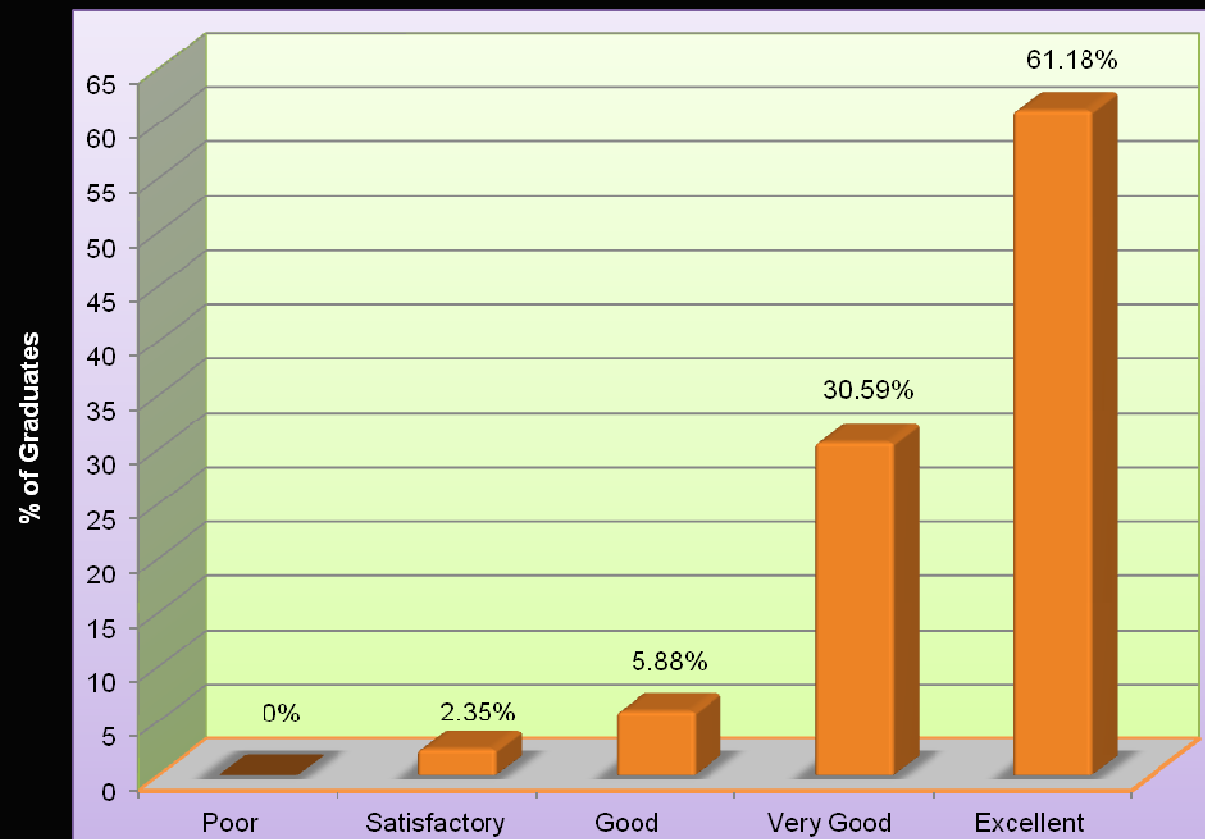
A survey to analyze the professional impact of PTTP graduates from the start of PTTP until now was conducted. The survey also intended to find out more in depth how the actual content of the course had succeeded in benefiting the graduates. Some of the results are as follows:



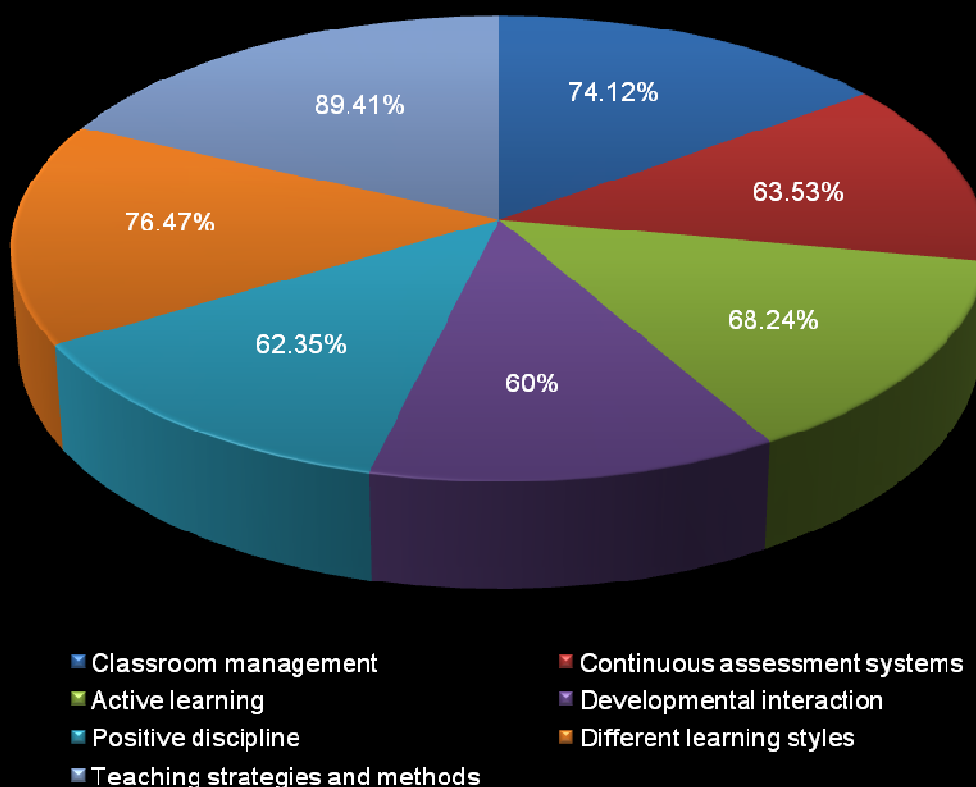
### Use of Knowledge and Skills of PTTP in Current Job



### Satisfaction of PTTP Graduates in their Professional Development



### Most Useful Contents of PTTP in Professional Development



### 5.5 Level One Training (36/37/38 Batch)

This three month long training given within the premises of the Foundation is best suited for in-service teachers. They are taught to apply learning from the training to their classrooms. Two parallel sessions commenced for Level One 36 and 37 batch. Twenty-five teachers were enrolled for the 36 Batch and 24 for the 37 Batch. A combined graduation ceremony was held on 30 Bhadra (15 September 2017) where all graduates received certificates along with the PTTP graduates.



Closing of Level-One Training 36 and 37 batch



The closing ceremony of the Level One Training 38 batch was held on 16 Chaitra (30 March 2018). A total of 23 participants gained hands-on training on Child-Centered Learning methodologies. The trainees were appreciated and acknowledged by Ms. Shanta Dixit, RBF Chair and Mr. Shankar Raj Luitel, Deputy District Education Officer, also the Chief Guest for the program.

Level One Training for 39 Batch commenced from June 20 with a total of 28 trainees. This batch consists participants from 16 different schools forming a mix of teachers, coordinators, vice principal and fresh graduates.

## 6. Friends and Friendship for Rural Area Development Project

Through the FRADS project, (Friends and Friendship for Rural Area Development Services) RBF has been working with 13 schools in Ramechhap district. The project began in 2073 (2016). It was decided at the outset that the training program would be carried out in three different phases with approximately four month gap in between each phase to give trainees an opportunity to practice learning from the training and apply it to their classrooms.

### 6.1 Subject Specific Training in Ramechhap



An ongoing book-based activity for Language Arts

The second phase of the training took place from 15 to 22 Bhadra 2074 (31 August to 7 September 2017) at Shree Sharada Devi Uchha Madhyamik Vidyalaya, Those, Ramechhap. The sessions covered philosophy, language arts, social studies, math and science as core subjects. An orientation session was also held for Principals and SMC members. The workshop was attended by 31 participants: 28 teachers and three social mobilizers of FRADS Nepal. The orientation for Principals and SMC

members consisted of 27 participants. The main objective of the training was to foster a classroom culture viable and suitable for both teachers and students to promote a culture of quality learning.

Group one has completed all three phases of training; group two has completed two phases; and group three has completed one phase.

The training was interactive and child friendly. The main objective was to provide participants with hands-on experience and expose them to different child-friendly methodologies. The content provided to teachers was useful and applicable to their classrooms. The workshop enabled them to identify the needs of students and use local resources to make learning interesting and fun for both students and teachers. Participants were encouraged to implement in their classrooms what they had learnt during the training, and to transfer these skills to their colleagues.



An ongoing activity for science using

Likewise, Principals and SMC members were introduced to child-friendly methodologies. In particular, Principals were encouraged to establish positive learning communities in their schools and to work cooperatively with teachers.

All trainees participated actively during the sessions and were motivated to pave way for a child-friendly teaching learning environment in their schools. The teachers committed to implementing the concepts they learnt during their training.

## 6.2 Skill Development Training in Ramechhap

On 2 and 4 Falgun (14 and 16 February 2018), RBF and FRADS collaboratively conducted phase- II training for group 3. On 5 and 6 Falgun (17 and 18 February 2018), phase III training was conducted for group 2 and the group was certified after the ten day training.

Objective of the training consisted of reflecting on activities learnt and done by teachers during the workshop and provide participants with hands-on experience in learner centered activities for core subject areas covered in the training. To encourage participants to take and adapt learning from the trainings to their schools/ classrooms and to transfer the knowledge skills acquired to their colleagues.



Painting activity for Language Arts

The areas covered in phase-II included reviewing activities done in phase I and its implementation, read aloud, book talk and DEAR activity, readers' theatre- Raja ko Phohara, how big is your hand?, book based activities, paint making and painting, timeline activities, friend's biography, collage and discussion on the article-talking with children about their art work, multiple intelligence, ZPD and connecting previous activities with it.

Phase III activities included reinforcement activity, window activity, listening and speaking activity, story webbing, three story intellect, read memorize and dictate and birthday bar graph.

## 6.3 Phase I Training for Group IV

From 28 Falgun- 6 Chaitra (12-20 March 2018), RBF conducted a five day, phase-I teacher training for group-4 at Sharada Higher Secondary School, Thosey, Ramechhap. Similarly, phase-III training for group-3 a two day training program was also conducted. Twenty eight teachers in group 4 and 24 teachers in group 3 participated in the phase- I and phase-III trainings respectively. All the trainees participated actively in the training and seemed eager to adapt the learning to their respective classrooms. The main objective of the training was to provide participants with hands-on experience in core subject areas guiding them through learner-centric activities.



## 6.4 Phase II Training for Group IV



Distribution of certificates for FRADS training

From 31 Baisakh – 4 Jestha (14 - 18 May 2018), RBF trainers conducted a three days phase II training for group 4 in Ramechaap. The 23 teachers were guided through subject specific training focusing on language, arts, social studies, science and philosophy which included various contents such as readers theater, book talk, read aloud, book-based activity, DEAR time, biography of a friend, multiple intelligence etc. These contents were

hands-on and practical as the participants acknowledged they could implement it in their class activities.

## 6.5 Phase III Training for Group IV

On 29 and 30 Jestha, (12 and 13 June ), RBF staff conducted the two days phase-III training at Sharada Higher Secondary School, Thosey, Ramechhap district. A total of 27 teachers participated from 13 schools of Ramechhap. This was the last group amongst the four groups of teachers being trained. At the end of the training, the fourth group of teachers were certified for successfully participating for the ten day training (phase I to phase-III), organized and financially supported by FRADS Nepal.



Completion of the FRADS training



## 7. Better Education Better Children (BEBEC)

In 2072 (2015), RBF commenced work with 52 community schools in Kavre district with support from the Whitehead Foundation (USA). Completed activities for the project now include a baseline survey, workshops for school leaders, and Early Grade Reading Program (EGR) in the primary grade classrooms of partner schools.

### 7.1 Refresher Training in Kavre

RBF trainers conducted three refresher trainings, for two days each, from 27 Kartik- 4 Magshir (14-20 November, 2017) in Kavre. A two day training was held in Zero Kilo and two, four day trainings were held in Kuntabesi, Kavre. In total, 73 teachers from 50 project schools participated in the training focused on revisiting learning from the previous trainings and introducing new activities such as multiple intelligence, read aloud, book reviews, etc.

The '5E' model of instructions and 'what children learn' were new concepts introduced to the trainees. They anticipated that the science activities introduced during the training would be effective; most also said they had been practicing 'Drop Everything and Read' (DEAR), which was introduced during the previous training session.. RBF trainers answered queries from teachers and tried to solve problems they may have while teaching their students. This training achieved 100 percent attendance.

All trainees participated enthusiastically in the sessions and asserted that the training had been helpful since most schools had already started using teaching methods introduced during previous sessions. The hands-on-experiment using different apparatus and the introduction of various concepts for science was new to them. Participants further stated that connecting multiple intelligence to the text was challenging, yet rewarding since they felt it would be helpful for their students learn well.

## 8. Bal Sahitya Mahotsav (BSM)

A one day orientation for BSM was conducted on 9 Kartik (26 October) for two schools from Lalitpur (Prabhat High School and Singeri High School) and a school from Dhading (Bhubaneswori High School). A total of 18 participants attended the program where the main objective was to orient teachers with appropriate tools to conduct BSM in their schools.

### 8.1 Bal Sahitya Mahotsav in Shringeri School, Lamatar

Bal Sahitya Mahotsav was held in Shringeri High School on 6 Poush (31 December) with help and guidance from RBF trainers. Teachers of the schools had previously been trained in ways to conduct BSM in their schools. On the day of the event, the entire school had a festive air,



Science activity as part of the ongoing training

and multiple stalls were set up across the grounds. The stalls consisted of read aloud activities, book stalls, stalls for educational games, etc. It was evident that both students and teachers had practiced diligently for the skits and poetry readings that they performed on the day. RBF staff congratulated the entire team for working on a well planned program emphasizing the importance of reading for children.



RBF trainer participating in an educational activity while observing the BSM in Shringeri School, Lamatar

## 8.2 Children's Literature Festival

Bal Sahitya Mahotsav was held in Rato Bangala School (RBS) with much fanfare on 27 Magh (10 February 2018). Every year the festival, in addition to books, features musical



Read Aloud session during BSM 2018

performances, plays etc to raise awareness and foster commitment from teachers and parents, to read. BSM has been introduced in Nepal to encourage the development of a vibrant reading culture for children in Nepal. On day 1, 358 students and teachers from 16 community schools came and observed BSM held in RBS and partook in its activities. On day 2, workshop was held for teachers and students of Lead schools of Lalitpur to enable them to hold BSM in their premises. A total of 65 teachers and students participated in the workshop on day 2. The schools then went ahead and conducted BSM in their premises.

## 8.3 BSM held in Jiri High School, Jiri, Shringeri School, Lalitpur and Bhubneshwari School, Dhading

RBF trainers traveled to Jiri to train teachers and students of Jiri High School to hold BSM on their grounds. After attending workshops for three days, the school organized its own BSM on Magh 18 (1 February 2018). The entire ground was decorated with stalls consisting of educational games, read aloud sessions and science activities. The students and teachers were content with their hard work and overjoyed to see the event's success.

BSM was also held in Bhubneshwari School, Dhading on Magh 2 (January 16, 2018). The teachers and students had earlier had an opportunity to partake in the BSM held at RBS which guided them to organize similar event in their own school ground. The BSM featured book stalls, stalls for educational games, read aloud activities etc. The students and teachers were delighted to hold an inspiring literature festival focused on the importance of reading for children.



Ongoing preparations in Jiri High School for BSM



## 8.4 BSM orientation for Five RBPOP schools

On 9 Jestha (23 May 2018), RBF organized a refresher training for five different RBPOP schools to conduct BSM in their schools. Twenty Seven participants including teachers and students actively participated in the orientation. They were briefed about the objectives of BSM, its importance and were guided on how to manage and organize the program effectively in their schools. The orientation program made their knowledge more concrete on organizing the program in their school premises.



Orientation for BSM

## 8.5 BSM in Adarsh Saul School Lalitpur

On 1 Asar (15 June, 2018), Adarsh Saul Secondary School, Lalitpur organized BSM in their school premises with help and guidance from RBF trainers. The school on previous occasion



BSM in Adarsh Saul School, Lalitpur

has had the opportunity to come and observe BSM held in Rato Bangala School and have sat for multiple trainings organized as part of the ongoing project activities. On the day of BSM, the school ground was well decorated with multiple stalls. The school had organized various activities for both open and closed sessions. The open sessions included read aloud, drawing, dancing, book making, story writing, bingo and story sequencing etc. The closed sessions included drama and educational games. Students and teachers from neighboring schools were invited to participate in the same and the parents were also seen very keen taking part in the program.

## 9. Rural Community Foundation Nepal (RCF)

Rural Community Foundation Nepal (RCF) focuses primarily on education ; improving learning environments in the local government schools of Kavre. To execute this vision, RCF collaborated with RBF to provide teacher training in 6 schools of Kavre. A 12 days framework has been planned by the trainers to complete this project which is divided into 6 days of training and 6 days of school monitoring visit.

The first training visit was held on 11 Falgun (23 Feb), where the trainers guided 28 teachers of the projected 6 schools on classroom management and different teaching strategy for primary level. The training was focused on Star activity, Classroom Agreements, Maslow's hierarchy of need, Fillers\_Grandma's trunk and Clap Clap Fillers. The participants enjoyed their first session and found that Maslow's Hierarchy is essential in understanding a students need.

On 14 Baisakh (27 April), RBF conducted their second training by organizing a workshop to aware 22 teachers of Kusadevi Kavre, on the subject Child Rights. The informative session



included the current situation of child rights in Nepal, national policies, child protection and safeguarding in schools, developing strategies to ensure child rights in schools and various reporting mechanisms. All the participants were pleased to have attended the workshop and were eager to implement the learnings in their respective schools.

On 11 Jestha, RBF trainers visited Bal Chandra Secondary School in Kavre to provide teacher training. This was their 3rd training visit where 25 teachers from the projected 6 schools participated. This visit comprised of providing hands-on knowledge which covered a mix of subjects that included science, math, language and education philosophy. Bump game and making, 5 E model of instruction, properties of materials, Venn diagram, classroom language activities were the activities practiced during this visit.

On 6 Asar, the trainers conducted their first monitoring visit in Bal Chandra and Bhaleshwor school to observe the classroom settings, identify changes in teaching methodologies and to provide feedbacks to the teachers regarding the same.

## 10. Training in Nicholson School, Bhaktapur

10.1 On 6 Asoj (22 September) a workshop was held in Nicholson School, Bhaktapur. Activities included language arts such as folding poetry, read aloud, speaking, and listening.

10.2 School visits were conducted on 22, 27 Asoj and 11, 12, 25 Kartik (8, 13, 28, 29 October and 11 November) to monitor progress made by teachers in their classrooms and to see if learning from the trainings were being implemented in the school.



Ongoing training in Nicholson School, Bhaktapur

10.3 School visits and workshops were once again held on 27 Sawan and on 23 Bhadra 2074 (11 August and 8 September 2017). RBF trainers instructed teachers to teach in an integrated manner and develop a class wise curriculum.

10.4 Training on Chaaanda Ka Kabita was conducted on 15 Mangshir (1 December) for teachers of the school teaching Nepali. During the training, trainees learnt to write and recite poems, and are expected to teach their students the same.

## 11. Workshops by Visiting Scholars

11.1 A workshop facilitated by Namita Thune on 2 Bhadra (18 August), titled "Scaffolding for Comprehension," dealt with different ways of writing to express one's learning. A total of 36 teachers attended the workshop.

11.2 A workshop was facilitated by Dorothy Barnhouse on 11 and 12 Bhadra 2074 (27 and 28 August). The workshop titled "Making Meaning Makers" introduced participants on ways to understand children and their different learning styles. A total of 32 primary



Workshop by Dorothy Barnhouse on 'Making Meaning Makers'

school teachers attended the workshop on day one and a total of 28 secondary school teachers participated on day two. All three workshops were well received by participants who expressed that they had now learnt new ways to deal with different genres of students in class.

**11.3** On 28 Magh (11 February 2018), a workshop titled “Storytelling with your Students” was held by a special guest, David Heathfield from London, a renowned international storyteller, teacher trainer and writer of educational resources. He conducted two sessions for teachers of private schools within Kathmandu valley. The government school’s teachers, students and partner schools of RBPOP were all eager to attend the workshop.



Story telling workshop by David Heathfield

His workshop engaged students in creative response tasks which built their confidence and fluency in English through story-based mental imagery and drama activities. The participants were highly influenced by his simple and effective way of storytelling which brought people together in an interactive environment.

**11.4** On 23 Chaitra (6 April 2018), RBF organized a “Thinking Lessons Workshop” where 20 participants participated. Ms. Meekha Mathema, a dedicated elementary and adult literacy educator with over 20 years of experience in early childhood education. This workshop was designed to teach students on ways to think more effectively. The participants not only enjoyed and learnt about developing strategies but helped in enhancing the learners' creative and critical thinking skills to become better thinkers.

**11.5** Sam Brian’s Workshop: Model Making Training: From 18 to 22 June 2018, RBF trainers sat for a workshop facilitated by Mr. Sam Brian, an educator of social studies from Bank Street College, to enhance their model making skills through new learning techniques. The five day session included trainings on making landforms, discussion with the help of compass, map – reading and writing a story by observing the



Model making workshop by Sam Brian

map. The trainers found his sessions to be interesting and informative as they could apply it in their training methodologies.

11.6 On 29 Jestha, RBF hosted a Read Aloud workshop, facilitated by Ms. Kalpana Parajuli, also the lead trainer in the ECD project. Twenty five teachers from various schools who enrolled in the workshop, gained an interactive experience on what, why and how to conduct Read Alouds with young children. Due to the workshop's high demand, RBF again conducted the same session on 13 Asar where another 25 teachers joined-in making Read Aloud a popular workshop amongst primary teachers.

## 12. Orientation on Child Rights and Child Protection

Since RBF works closely with children, it is vital for team members to be aware of the importance of child rights. On 30 Chaitra (13 April 2018), Mr. Noor Jung Shah, a renowned consultant on child rights conducted a workshop for RBF staff to raise awareness and understand the rights of a child.

## 13. Asia- Pacific Regional Network for Early Childhood (ARNEC) Conference

From 22-24 Jestha (5-7 June, 2018), four staff from RBF attended the 3<sup>rd</sup> Asia-Pacific Regional Early Childhood Development (ECD) Conference held in Kathmandu. Although the program was targeted to policy makers, RBF staff gained wide range of knowledge on various contents related to Early Childhood Development. Health, Nutrition, Responsive care, Safety and Protection Parents Education, knowledge, attitude, behavior, Policies related to EC were few of the topics the conference focused on which were of great usage for RBF's ECD project.

## 14. Early Grade Reading (EGR) Review Workshop

A one day EGR review workshop was conducted on 19 Bhadra (4 September) for schools from Daya Foundation. Fourteen participants took part in the workshop. Participants and facilitators raised and discussed issues faced by teachers while implementing EGR in their classrooms and tried to come up with solutions to solve some of the problems, faced by teachers.

## 15. RBF Publications

The RBF Annual Report for the year 2073-74 (2016-17) was completed during Bhadra and handed over to the Management. Work commenced on the two RBF brochures; one of which was printed and circulated.

## 16. RBF Meetings

- Three Board Meetings were held in RBF during 2074-75.
- RBF staff meetings were held every Monday at 9:15 am. Work progress and issues were discussed at the meet.
- RBF staff went on a picnic to Phulbari.





## 17. Lessons Learnt

- 17.1 RBF in all its projects works collaboratively with the Government at all levels. Without coordination with the Government, working at the grassroots level becomes impossible. The smooth flow of Lead Schools of Lalitpur and closing of Santi School Project can be attributed to this.
- 17.2 Teachers and students learn best by using teaching learning materials. Although this was an important aspect of RBF program, it was not possible to ensure that all teachers used teaching materials effectively. Hence more monitoring visits may be needed in schools.
- 17.3 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.
- 17.4 Attitude of the teacher: The success of a school hinges not only on the teacher's capabilities, but also on their attitude and behavior. 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.
- 17.5 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 delve deep. Coordination with various agencies becomes difficult with vast number of schools and the impact may be much less due to divided attention.
- 17.6 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.
- 17.7 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.
- 17.8 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. RBF from this year onwards implemented the ECD training package in 13 schools of Lalitpur, keeping in mind that solid base is of crucial important for a child's mental and physical well being.
- 17.9 Teachers are curious and welcome added responsibility. They get a sense of belonging in the school if they are given responsibilities and are equally 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.

- 17.10 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.
- 17.11 Mid day meals in schools are essential and of utmost importance for a child, who may only eat one meal during the entire day. A child cannot study on an empty stomach and be expected to learn.
- 17.12 Providing quality teacher training is the core essence of RBF, hence, it is essential that the team be well acquainted with new and advanced techniques of teaching- learning so that they can incorporate it amongst the trainees to make subjects more creative and interesting.
- 17.13 Learning opportunities such as trainings, workshops, etc. related to the team's work roles not only help in personal development, it will also add value to the organization's growth.

## 18. Plans for 2075-76

In the fiscal year 2075-76, Rato Bangala Foundation (RBF) will continue to work on different projects and activities mentioned below:

### 18.1 RBPOP- Lead Schools of Lalitpur (LSOL)

RBPOP-LSOL is a part of the third phase of Rato Bangala Partnership in Outreach Program (RBPOP). This year RBF will intervene in 13 RBPOP Lead Schools to provide necessary teacher trainings and Early Childhood Development (ECD) trainings.

#### General Objective

To ensure Principals/ teachers establish and maintain a child-friendly school environment and learning practices which would refine relationships between schools and their communities.

#### Number of Schools

Thirteen community schools in Lalitpur Municipality will be provided Early Grade Reading and Early Childhood Development Program

#### Project Timeline

July 2017 -July 2020.

## Activities

RBPOP Lead Schools of Lalitpur has completed its first year and is running in its second year starting from May 2018.

The details of the activities for FY 2075-76 are as follows:

- a. **Teacher Touch:** RBF trainers will conduct various trainings with the teachers in its second year. They have planned to conduct at least 9 teacher touches with the teachers of project schools this year.
- b. **Principal Touch:** RBF trainers have planned on conducting at least 6 principal touches with the school principals this year.
- c. **Combined Touch:** RBF trainers will conduct 3 combine trainings of 1 day each for the teachers and principals of the project schools to review the outcomes and progress of the trainings.
- d. **Monitoring Visits:** The M&E officer and trainers will visit each of the project schools for assessments. During the visits, the teams will observe at least 2 classes conducted by the training participants in each school. The team will also interview the principal and conduct document analysis.
- e. **Reporting:** A report on the progress of the project will be drafted at periodic intervals.

## 18.2 Early Childhood Development (ECD) Training

ECD program has been introduced in this fiscal year 2075 for nine Lead Schools of Lalitpur. Three more schools from Lalitpur have been added to the list.

### General Objective

To create developmentally appropriate teaching learning environment in ECD classroom by enhancing research-based and play-based Pedagogical knowledge and skills of ECD teachers.

### Project Timeline

February 2018- March 2019

## Activities

The following activities have been outlined for the FY 2075-76.

- a) **Teacher Training:** A 10 days orientation on ECD has been provided to teachers of Lead Schools briefing them on the importance of early childhood education, its value for a child and how they can implement learning from the trainings in their classrooms. A five day follow up program has been planned for the same.



- b) **Trainings and Observation:** ECD classroom will be managed by research-based and play-based best teaching learning materials in 13 schools. The observation and record of it will be monitored by the Lead Trainer and the M&E officer.
- c) **ECD Curriculum and Reporting:** One RBF training curriculum for ECD teachers will be developed and will be revised if need be through pre test and post test questionnaires, Volunteers' field report etc.

### 18.3 Better Education Better Children, Kavre (BEBEC)

RBF with support from the Whitehead Foundation (USA) launched the BEBEC project in Kavre district to provide necessary teacher trainings and leadership workshops to the school leaders. They have also agreed upon conducting necessary trainings to the teachers of SEE appearing students to properly guide them.

#### General Objective

To empower the school leaders and ensure to create a child- friendly and child centric teaching- learning environment in the project schools.

#### Number of Schools

49 schools in Kavre district

#### Project Timeline

November 2015-March 2019

#### Activities

BEBEC project is running in its last year and has completed most of its planned activities. Closing activities planned for FY 2075-76 are as follows:

- a) **Survey:** End-line survey will be conducted by M&E Officer to assess the projects outcome.
- b) **Reporting:** The final reporting of the project will be written and sent to the donors.

### 18.4 Bal Sahitya Mahotsav (BSM)

RBF has provided trainings to the school management, teachers and students of 13 schools from Lalitpur. The training will enable schools to conduct BSM in their premises, encouraging the development of a vibrant reading culture for children, parents and community members. RBF will also provide in-school support and refresher orientation trainings to the schools before they actually conduct the BSM.

## 18.5 Primary Teacher Training Program

RBF has been conducting PTTP for the last 16 years. Every year, on an average 30 teachers participate in this, year long program that prepares teachers through workshops and classroom teaching. The training involves both theory and practical lessons which runs 4 days a week. The 2017-18 batch of PTTP trainees will graduate this year in July 2018. A new cohort (batch of 2018-19) will start their training from May 2018 and will continue their training until April 2019. This year RBF has planned on inviting 5 guest speakers who are expertise in their own fields to inspire the trainees with their knowledge and insights.

## 18.6 Level-One Training

RBF has been conducting two sessions of Level One Training annually. Groups are enrolled in June and November. The Level –One Training for this year for 39<sup>th</sup> batch will start from June and will continue until September 2018. A maximum of 30 participants will be enrolled in each session.

- 18.7** There are children living in the RBS hostel sponsored by donors from overseas. RBF will manage the funds meant for the children while overseeing their growth and development. At the end of the year, RBF will provide its annual report to the respective donors.
- 18.8** Planning a baseline survey for Early Grade Reading (EGR) program will commence this year. The EGR program has been planned to be implemented in 13 schools of Lalitpur.
- 18.9** RBF will partner with Rural Community Foundation (RCF) Nepal and will train 28 teachers from six schools of Kavre. They have planned for four visits for the upcoming year.
- 18.10** RBF trainers will attend various workshops for their own skill development. To name a few- Sam Brian's Training on Model Making, Research Methodology, ARNEC Nepal conference etc.
- 18.11** RBF in collaboration with DOE, will be organizing a conference on '*Quality in the Classroom: Conference on School Education*' where a mix of international and national experts, trainers and educators will participate. This conference will be useful for those who are working to understand and develop new directions in the field of education in Nepal.
- 18.12** RBF has planned to partner with Mustang Bon Action, an NGO based in Mustang to 15 teachers in the Lubra village of Mustang. A one month intensive guidance program for those teachers has been planned at RBF, thereafter, the M&E Officer and trainers have scheduled a seven days follow-up monitoring and evaluation in the village. The training for those selected teachers will be focused on Early Childhood Development and developing a child-friendly, child-centric primary teaching methodologies.
- 18.13** RBF has two other projects in the pipeline which have not been finalized as yet. Those projects after confirmation from donor organization will commence this fiscal year.

- 18.14** RBF will be organizing four or more workshops this year for visiting scholars and experts in the field of education. This will be a learning opportunity for RBF to learn and collaborate with people and their organizations who share the same value as RBF.
- 18.15** RBF will continue to seek funding for different project and activities and explore opportunities for new partnerships with different organization.
- 18.16** Explore more on “inclusive education” and find appropriate learning opportunity for staff regarding the same. RBF will also explore partnership opportunities on inclusive education.
- 18.17** Strengthen working relationship and partnership with the newly formed local government.
- 18.18** Focus on staff team building and run internal training activities and programs for team building.
- 18.19** Organize programs and activities that will raise the profile of Rato Bangala Foundation and activities it has been doing for past 16 years.

## **19. Thank you**

RBF, with its efforts in transforming the education system of its partner schools, had a successful year in 2074-75. With its multiple projects RBF has been successful at inculcating child-centered method of teaching learning, and in doing so elevate the caliber 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.



## Annex I

### Details of the visited schools (RBPOP Lead Schools of Lalitpur)

Name of the school	Positive aspect of the school	Class observation	Improvement needed
Shree Pragati School	<ul style="list-style-type: none"> <li>• Every primary level classroom had job charts and classroom rules</li> <li>• Grade- 1 to 2 are running grade teaching with two teachers</li> <li>• The classroom setting is in a groupwise manner</li> <li>• Well conducted morning assembly</li> <li>• The school have school library, computer class</li> <li>• Drinking water facility</li> <li>• The school environment was clean and well managed</li> </ul>	<ul style="list-style-type: none"> <li>• Raw materials used</li> <li>• Warm up activities conducted</li> <li>• Teachers were seen encouraging students</li> <li>• Job chart</li> <li>• Classroom rules</li> <li>• Birthday chart</li> <li>• Well managed sitting arrangement with carpets</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom rules implemented</li> <li>• Win win approach</li> <li>• Job charts and classroom rule should be reinforced</li> <li>• Different teaching strategy and teaching materials in classroom</li> <li>• Need to work on lesson plans</li> <li>• Small classrooms and lack of playground hindered learning</li> </ul>
Adarsha Saul	<ul style="list-style-type: none"> <li>• Facility for disabled children</li> <li>• Well managed environment</li> <li>• The infrastructure was child friendly</li> <li>• Well organized morning assembly</li> <li>• Tried to implement activities learnt during the training</li> <li>• Applied DEAR every day before assembly</li> </ul>	<ul style="list-style-type: none"> <li>• Job chart</li> <li>• Classroom rules</li> <li>• Students work displayed</li> <li>• Group wise seating arrangement</li> <li>• Libraries in classrooms</li> <li>• Singing in class</li> <li>• Engagement of students through activities</li> <li>• Fair treatment of all students</li> <li>• Tried to connect the chapter with real world scenarios</li> <li>• Scaffolding students</li> </ul>	<ul style="list-style-type: none"> <li>• Need varied teaching instructions or approaches</li> <li>• Integrating chapter with different subjects</li> <li>• Need to connect the chapter with real world scenarios</li> <li>• Lesson plans needed</li> </ul>
Shree Shanti Vidya Aasram	<ul style="list-style-type: none"> <li>• Well organized library period with rules and routine for each class</li> <li>• Well managed area to play indoor games like table tennis.</li> <li>• A hall to organize programs in</li> </ul>	<ul style="list-style-type: none"> <li>• Well managed sitting arrangement till grade three</li> <li>• Job charts</li> <li>• Classroom rules</li> <li>• Classroom library</li> <li>• Students work displayed</li> <li>• Classroom song</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Need to integrate subjects systematically</li> <li>• Rules should be discussed every time</li> <li>• Student involvement should be done through various activities</li> </ul>

Name of the school	Positive aspect of the school	Class observation	Improvement needed
		<ul style="list-style-type: none"> <li>• Fair treatment of students</li> <li>• Explaining the consequences for misbehaviour</li> <li>• Use of teaching learning materials</li> <li>• Interactive classrooms</li> <li>• Tried to connect with real world scenarios</li> <li>• Tried to integrate the chapter being taught with other subjects</li> </ul>	<ul style="list-style-type: none"> <li>• Momentum break should be controlled.</li> <li>• Use of materials should be increased.</li> </ul>
Shree Harisidhhi	<ul style="list-style-type: none"> <li>• Well managed playground</li> <li>• Drinking water facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Library set up in classrooms</li> <li>• Job charts</li> <li>• Classroom rules</li> <li>• Interactive classrooms</li> <li>• Tried to connect with real world scenarios</li> </ul>	<ul style="list-style-type: none"> <li>• DEAR time should be managed</li> <li>• Involvement and participation of students were required rather than teachers.</li> <li>• Need to use different type of materials and activities instead of books.</li> <li>• Coordination between teacher and Principal is needed</li> <li>• Maintain a lesson plan with activities which will collaborate with the lesson being taught</li> <li>• Classroom management</li> <li>• Read aloud activity</li> <li>• win win</li> </ul>
Aadarsa Kanya	<ul style="list-style-type: none"> <li>• Big playground</li> <li>• E-classroom</li> <li>• Material was kept according to the subject in teacher's room.</li> <li>• Principal is very positive towards the change and constantly support.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of materials</li> <li>• Interactive classroom</li> <li>• Encouraging the students to tell the answer</li> <li>• Connect the topic with the real world</li> <li>• Treating the students fairly</li> </ul>	<ul style="list-style-type: none"> <li>• Read aloud can be insit</li> <li>• Activity such like book based and role play can be done</li> <li>• Win -Win process should develop</li> <li>• Job Chart and classroom rule should be developed</li> </ul>

Name of the school	Positive aspect of the school	Class observation	Improvement needed
		<ul style="list-style-type: none"> <li>• Uses positive reinforcement</li> <li>• Group reading activity</li> <li>• Poor attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Message can be given in written form instead of verbally</li> <li>• Student work can be display</li> </ul>
Gambir Samundra	<ul style="list-style-type: none"> <li>• Big playground</li> <li>• Well managed rain water system</li> <li>• Two buildings</li> <li>• Class 1,2 and 3 has grade teaching system</li> </ul>	<ul style="list-style-type: none"> <li>• Support from teacher</li> <li>• Treat students fairly</li> <li>• No incentive for students' creativity</li> <li>• Support for weak students</li> <li>• Attendance poor</li> </ul>	<ul style="list-style-type: none"> <li>• Students work should be displayed</li> <li>• Activities should be developed for different chapters</li> <li>• Job chart and classroom rule should be renewed</li> <li>• Sitting arrangement</li> </ul>
Chandi Aadarsa	<ul style="list-style-type: none"> <li>• Job charts and classroom rules in each classroom</li> <li>• teacher are trying different strategies for interesting classroom teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Job Charts</li> <li>• Classroom rules</li> <li>• class were conducted little bit different-using different strategies</li> <li>• Attention movement</li> <li>• Support from teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Need to prepare lesson plan and work on it.</li> <li>• Need to work on display work</li> <li>• Teaching materials developed</li> <li>• Students engaged in class</li> <li>• Job description</li> </ul>
Yashodhara	<ul style="list-style-type: none"> <li>• Well managed library with the book</li> <li>• Properly used display board outside the corridor</li> <li>• Computer lab</li> <li>• Very organized and clean school premises</li> <li>• Good coordination between teachers and Vice Principal.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of real materials</li> <li>• Interactive classrooms</li> <li>• Try to connect with real world scenarios</li> <li>• Treat students fairly</li> <li>• Job charts</li> <li>• Classroom rules</li> <li>• Class library</li> </ul>	<ul style="list-style-type: none"> <li>• Need to involve students for different activities</li> <li>• Classroom rule should be used effectively</li> <li>• Lesson plan should be prepared</li> <li>• Integration with other subjects</li> </ul>



## Annex II

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### 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 Mrs. Rajani Upadhaya Mrs. Rekha Pandey

### Staff Members

Esha Thapa	: Director
Saraswati Rajbhandari	: Training Coordinator
Hari Prasad Pudasaini	: Administration and Finance Officer
Midesh Maharjan	: Lead Trainer
Bandana Uprety	: Trainer
Rati Maharjan	: Trainer
Sadikshya Bajracharya	: Trainer
Smriti Pokharel	: Program Officer
Bibek Dahal	: Monitoring & Evaluation Officer
Mahima Manandhar	: Public Relations and Documentation Officer
Bhaikaji Rajbahak	: Computer Database Officer
Bharat Ghimire	: Administration Assistant
Prachi Thapa	: Intern
Mishri Awale	: Support Staff

