

# Year One of the Dailekh School Project



**An Assessment of  
the Work Done**

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Dailekh School  
**Project**



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the Work Done

**2066**

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# P r e f a c e

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Only the eradication of extreme poverty and hunger, which is the MDGoal1, is a more basic need than the need for universal primary education, which is MDGoal2. No matter how much money is spent, how good the physical facilities of schools are, not much is going to happen for the future development of Nepal if the teaching/ learning practices within the classroom are not changed. While MDGoal1 addresses issues that need to be managed at the macro level and with political will, MDGoal2 needs a focused, detailed and continuous programme. Improving education at the mass level is a difficult proposition, but it assures a better future for students countrywide, and helps tackle poverty and hunger.

What the UN Secretary General, Ban Ki Moon, says captures it all: “We will have time to reach the Millennium Development Goals – worldwide and in most, or even all, individual countries– **but only if we break with business as usual**. We cannot win overnight. Success will require **sustained action across the entire decade** between now and the deadline. It **takes time to train the teachers.....**”

The Secretary General has defined the problem for us, and much of the solution rests in the classroom with trained teachers. The MDG for education will be reached only if we **break business as usual**, if we work in a **sustained manner**, and if we invest time and effort on **training teachers**. The fact is that Nepal has fallen far behind on MDG, and Rato Bangala is doing its bit to reverse this distressing trend by undertaking the Dailekh School Project, with its concentration on teacher training.

With over five years of experience in bringing child centered education to selected schools in five districts, the Rato Bangala Partnership in Outreach Programme (RBPOP) decided to focus its efforts on Dailekh. Partnering with government at the central and district level, and with the support of the Rato Bangala Foundation, this project seeks to overhaul teaching and learning in Dailekh District at a scale which will touch each and every family and thus be a catalyst for socio-economic transformation. Through a network of over 72 accessible satellite clusters, the programme concentrates on upgrading over 500 government-run schools and training over 1800 teachers in these schools. The aim is to bring government school education in Dailekh in line with the highest standards of classroom practice in Nepal and Southasia, contextualized to local conditions.

The Dailekh School Project is developing model classrooms that are setting new standards for learning in government schools. To strengthen the core activity, the programme provides support in terms of teaching material; training for administrators, as well as guardians; building teaching resources; and developing and maintaining learning networks. The final beneficiaries, of course, are the students who will enjoy schools that look out for their overall development and into responsible, curious and creative citizens. The students form child clubs in order to learn and enjoy activities of their interest. Most importantly, the programme encourages the government authorities at the district to take ownership of the work and achievements. This will, among other things, ensure accountability and continuity.

The Dailekh School Programme addresses the issue of inclusion directly. Each and every primary age child of Dailekh is a beneficiary of this project, as all the schools are included. No child is left behind, as no one should be. Dailekh is one of the larger hill districts of Nepal, with a high level of poverty in all demographic categories. The focus on government schools ensures that those in the lower class bracket are included, including differentiation according to class, faith, language, ethnicity and caste. In education as in other sectors, there are very few projects started by non-profit foundations in Nepal which attempt to address the needs of an entire district population. The Rato Bangala Foundation became involved because the formula of inclusion and penetration required a huge budget that RBPOP was not capable of raising. The Partnership with RBF allowed the DSP to provide a future to the needy people of Nepal, who have been cheated by history for much too long.

This report highlights the work done in the year 2010 in Dailekh, where the focus was largely on training and capacity-building. Over the next four years, the focus will be on completing the training cycle, and then the programme will move on to including support, supervision and coaching in each schools.

We thank all Rato Bangala School parents, past and present, who have so generously supported this pioneering effort to improve the government school system of Nepal. We have been proud to be associated with such a parent body, which has gone beyond tokenism by contributing significantly for the benefit of young students in faraway corners of the country. Seeing the value of quality education, as it has benefited their own children, the parents have been keen to improve the education for the children of others. Thank you for caring for Nepal.

Thank you also goes to RBF staffs, RBS teachers and administration for their support, Ministry of Education for giving us the permission to work on this project, Department of Education for authorizing to DEOs to support this project, the National Center for Educational Development, District Education Officer for working together and accepting Dailekh School Project as a partner in quality education, the District Development Committee, and the Village Development Committees for partnering with the Dailekh School Project and providing matching funds, all the partner Schools for taking the initiative to work with the DSP and for being willing to make changes in schools, and all the school leaders, teachers as well as parents and students of Dailekh.

**Dr. Shanta Dixit**

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## EXECUTIVE SUMMARY

The Dailekh School Project (DSP), started under the Rato Bangala Partnership in Outreach Program (RBPOP) in 2009 and run by the Rato Banagala Foundation (RBF) and the Rato Bangala School (RBS), operates with the key purpose of creating a child-centered teaching and learning environment at the primary level of all schools in the far western district of Dailekh. To achieve this goal, there are seven specific objectives planned for the project. The first is to secure a functional relationship with key stakeholders in the district and to build up a partnership with them. The second is to increase the participation of the local education management committee, as well as parents and volunteers, in developing the academics and the administration of the schools. The third and chief objective of the project is to cultivate the instructional knowledge and skills of all primary level teachers. The fourth objective is to ensure that all classrooms are child-friendly and that they encourage and facilitate students in being proactive in both curricular and extracurricular activities. Objective five plans on developing model schools whose academic design can be effectively replicated by others. The sixth objective is to create a functional database for the advocacy and promotion of a safe and innovative child-centered teaching and learning (CCTL) approach. The last and seventh objective of the project is to ensure that all of the aforementioned objectives are met and quality services are delivered employing a lean management system.

The third and chief objective of the project is to cultivate the instructional knowledge and skills of all primary level teachers.

It has been one year since the DPS started and significant progress has been made in assuring the project is on track. The first year has seen a series of



activities that have set the foundation for the remaining four years of the project. The following provides an overview of the progress made:

### Administration

After comprehensive meetings with various stakeholders, a Memorandum of Understanding (MOU) was signed between DSP and the Department of Education stating that the DSP is not a project of the RBPOP or the RBF but rather a project with ownership lying with the Government of Nepal and that the DSP personnel are short term facilitators. Immediately after establishing the project officially with the Government, an office was set up in Dailekhs' headquarters, within close proximity of the District of Education Office, so as facilitate joint planning and monitoring of the project.

After setting up an office at the headquarters, 12 field officers from the local communities were selected and trained to supervise and support the work of member schools. 12 field officers were selected in order to work with and complement the already existing government resource centers, of which there were 12. The field officers first task was to conduct a survey of all the schools in the district and gather baseline data. Additionally, the field officers also communicated with and invited school leaders to Kathmandu for an orientation and leadership workshop.

### Orientation and Leadership Workshops

A 3-day orientation and leadership program was organized in Patan for the principals and School Management Committees (SMC) chairs from every school (with primary levels) in Dailekh. While there were 889 participants in total, due to logistics, participants came in 14 separate groups. During this workshop, an MOU was signed by each participating party in agreement to the five year plan of the DSP.

Following the workshop for principals and SMC chairs, another workshop was held for 79 district leaders, including the secretaries of the Village Development Committees (VDCs), members of the District Development Committee (DDC) and the District Education Office (DEO), and also members representing various political parties from the district.



The DSP's plans and purpose were effectively propagated across Dailekh District through the two workshops; setting the stage for the work that was to come.

### Teacher Training

A key component of the DSP is teacher training. There are three different types of teacher trainings designed for the DSP: a five month training for all primary school teachers, a ten month long training for a lead teacher of each participating school, and a one year training





for a select half a dozen teachers. Within the first year, the DSP has successfully initiated all three types of teacher training.

For the five month long training, 1849 primary school teachers participated in a three week 'face to face component' of the training at the one of the 12 resource centers in Dailekh. After completing this three week component, the teachers had to complete the training with four months of practice teaching at their own schools. Of the 1849, over ninety percent have completed the entire five month long training, brought their portfolios for evaluation, and received certification.

For the ten month training, 177 teachers have completed an initial two month face-to-face training at Patan. They are now working on completing the training with an eight month practice teaching component at their respective schools. Once the teachers have completed the eight months of practice training, they will then partake in a one week reflection and refresher course at the District Headquarters after which they will receive certification.

The year long primary teacher training program has been completed by one teacher who after receiving certification has been working at a prospective 'model' school in Dailekh District.

### Youth Training

While not in the original plans of the DSP, there was also a Youth-to-Youth-to-Child Program (YYCP) component added and completed in the first year. This youth training was organized to ensure that the students at the primary schools were able to attend class when their teachers were undergoing the three week face to face training (of the 5 month teacher training). The program entailed 18 graduates from RBS training 1861 youth volunteers from the various participating schools on teaching primary grade students. Upon completion of the training, the youth volunteers were pre-



For the five month long training, 1849 primary school teachers participated in a three week 'face to face component' of the training at the one of the 12 resource centers in Dailekh.



pared to return to the schools they represented and successfully teach the primary grade students for the three week period when their teachers were away receiving training. In addition to resolving the issue of an absent teacher, the YYCP also provided practical skills for the youth volunteers and exposed and enthused them to the teaching profession. Moreover, reading materials were also distributed to all of the 452 schools which participated in the program.

### Joint Monitoring

To ascertain the success of the project, joint monitoring by the DEO and the DSP staff has been a regular feature. The DSP Program Officer has a joint monthly meeting with the project's field officers and DEO personnel. Additionally, the DEO and the school supervisors maintain regular communication with the DSP Program Officer; while the field officers work closely with resource persons (made up of the 12 government officers attached to the DEO).

To ascertain the success of the project, joint monitoring by the DEO and the DSP staff has been a regular feature.

This past year, in addition to the standard progress meetings, a high-level joint monitoring was conducted with the National Centre for Educational Development (NCED) and personnel from the Regional Training Center in Surkhet (a government entity). There was also a high-level dissemination workshop conducted with senior officials of the Department of Education, the NCED, and the Regional Training Center in Surkhet.

### Project Management

The DSP is managed by a minimal number of staff (less than 20). Despite the small staff, DSP collects and manages data on a regular basis. The data collected is baseline data on the DSP schools and include information regarding the number students and teachers, playground facilities, extracurricular activities, the number of toilet and water facilities, etc. The DSP will continue the data collection activity for the entirety of the five year project in order to chart its effect. The DSP will also disseminate and share the information it has gathered through the data collection with its stakeholders and other interested parties.

## BACKGROUND

The DSP is a project of the Rato Bangala Partnership in Outreach Program (RBPOP), a charitable wing of the Rato Bangala School (RBS). RBPOP is a unique public-private partnership established seven years ago. Every parent in the school contributes an additional 18% of the total tuition fees charged by the school to go towards this program; therefore, RBPOP is owned by the entire Rato Bangala Family. With RBPOP, the Rato Bangala parents sending their children to a school that assures quality education to their own children are also simultaneously contributing to the growth and development of children who are less privileged. Initially, the first five years of RBPOP worked in five districts, Dhading, Dailekh, Lalitpur, Makwanpur, and Myagdi. With this half-decade of experience providing a strong learning platform, RBPOP decided on a new approach of focusing on one district (Dailekh). The idea was to provide all the children of that district with the quality CCTL environment that it has fostered in its own school over the past two decades. Thus, the Dailekh School Project was born.

In order to actualize the idea of the DSP, the Rato Bangala Foundation, a non-profit organization, secured additional funding from Mountain to Mountain, a charitable organization in Berne, Switzerland. Without the support of Mountain to Mountain, DSP's reach and depth of involvement in improving the district's primary education system would have been very minimal.

Every parent in the school contributes an additional 18% of the total tuition fees charged by the school to go towards this program



# 3

## FOCUS OF YEAR ONE

When the DSP was initially planned there were less than 300 schools; the number steadily increased to over 452 within the first year of the project as new schools were (and continue to be) founded.

Having completed one of the five years, the DSP had made significant progress in bringing CCTL education to all primary level classrooms in Dailekh District. With the intention of including all schools in the district, especially those which are government-run, has been both a challenge and an opportunity for this project. It has been an opportunity to be an inclusive and comprehensive project, and to treat all the schools equally by providing them with the same inputs, in terms of software (training, planning, evaluation, etc.) and hardware (physical facilities, teaching aids, educational materials, etc.). However, from the outset, the DSP's focus has been to provide effective 'software' and working with schools which lack basic and necessary 'hardware' has been one of the challenges of this project. To contend with this challenge, the DSP has worked to inspire each school community to generate local resources for necessary 'hardware'. Another challenge has been the increasing number of schools. When the DSP was initially planned there were less than 300 schools; the number steadily increased to over 452 within the first year of the project as new schools were (and continue to be) founded. This rampant growth can perhaps be attributed to the perceived economic incentives of starting/running a school. According to DSP's latest data, the number of schools had reached over 500. In being an inclusive project, the DSP has had to be vigilant to this growth so as to make sure all schools do benefit from the project.

The following portion of the report will address each objective, one to seven, to explicate what progress has been made within the first year.



### Objective -1:

To secure a functional relationship with key stakeholders in Dailekh District and to build up a partnership with them.

- Upon reaching a verbal consensus amongst the various stakeholders and the DSP receiving a go ahead, an MOU was signed between DSP and the Department of Education. The MOU states that the DSP is not a project of RBPOP and RBF but rather the project's ownership lies with the Government of Nepal, with DSP per-

sonnel being merely short-term facilitators.

- The district DSP office was set up in close proximity to DEO so as to facilitate regular communication between the two. Monthly meetings with the DSP staff and the DEO were conducted to share updates and discuss plans to be implemented jointly. Additional informal meetings with the DEO, school supervisors, resource persons, and other administrative staff were also held. The meetings were a useful tool in maintaining good relations with the stakeholders.
- Orientation and leadership trainings were conducted by DSP for 889 principals and SMC chairs from 444 different schools. The workshop, held in Patan, was designed to strengthen the leadership skills of the participants and to expose them to new ideas of teaching and learning. The workshop objective was to enable the participants to generate innovative plans and ideas to introduce and implement CCTL methods at their own schools in Dailekh. During the workshop, the participants observed RBS, participated in field trips, and also signed the MOU consenting to the DSP.
- MOUs were signed with the Schools, VDCs, DDC, DEO and the DOE.
- An orientation workshop was also organized for the general stakeholders including: VDC members, DDC members, the DEO, various political parties, and other district leaders. A total of 79 individuals partook in the workshop which set the stage for the work that was to come.
- In order to create effective plans for the educational development within the VDCs, a Village Education Committee (VEC) was formed. The VEC is responsible for compiling a Village Education Profile (VEP) which entails collecting information about the education systems and infrastructure of particular villages. This information will then be assessed by the VEC to determine the needs and requirements of the village.
- To successfully pursue Objective I, several meetings were conducted with the numerous stakeholders. There were three meetings held with the DDC in the presence of the VDC secretary. There were also two review meetings organized with the VDC representative committee. Additionally, there were also three meetings and site visits organized for the Regional Training Center in Surkhet, to review the DSP and its activities. Two meetings were also organized between the DEO and the DSP and led by the Chair of the DSP. These meetings were held to plan and discuss the effective implementation of all training programs as well as the joint monitoring of the project by the DEO and the DSP.
- Another key meeting held was with the heads and representatives of the Ministry of Education (MoE), DOE, NCED, Regional Training Center in Surkhet, and other organizations. Mr. Mahashram Sharma (Joint Secretary, MOE), Dr. Harka Prasad Shrestha (Executive Director, NCED), Mr. Jaya Prasad Acharya (Section Officer, DOE) and 10 other participants from different organizations. Participants in the meeting reviewed the



MOUs were signed with the Schools, VDCs, DDC, DEO and the DOE.

progress made by the DSP to date and discussed how to successfully implement future DSP activities. As the meeting concluded, it was decided that working in groups and focusing on joint monitoring would be most effective means of carrying out the DSP.

- An outcome of the various meetings was the formation of a 10-member committee whose responsibility is to plan and supervise the programs launched jointly by the DSP and the VDCs.
- Another outcome of the meetings was a task force committee developed with the NCED to work on the accreditation of the training packages.

#### Outputs:

- The DEO was involved in monitoring the three week face-to-face component of the 5 month long teacher training. The DEO was also involved in hosting the district level DSP inauguration program.

Along with the DEO, resource persons were also involved in the 3 week component of the teacher training. They also supervised and supported all the training centers.

- 55 VDCs pledged and 39 disbursed matching funds of Rs. 50,000 for the DSP for the fiscal year 2066-67 (July 2009-July 2010).

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#### Objective -2:

To increase the participation of the local education management committee, as well as parents and volunteers, in developing the academics and the administration of the schools.

- Principals and SMC chairs from 444 schools participated in a 3 day leadership and orientation workshop in Patan. After completing the workshop and returning to Dailekh, the principals and SMC chairs were able to acquaint and energize their respective schools with the news ideas of implementing CCTL methods.
- In Dailekh, as in the rest of Nepal, parents do not actively participate in the learning/teaching processes of their children's schools; DSP hopes to change this. The DSP has incorporated the role of parents in the support and development of schools in all its training manuals. Moreover, during teacher trainings, teachers learnt how to deal with parents in a positive manner and how to conduct meetings with them. Parents were also encouraged to visit their children's schools regularly and take active measures to participate in their children's academic lives.

- To avoid having students stay home for three weeks while their teachers were undergoing training, the DSP embarked upon the YYCP, which was not originally planned for in the project. Funded by the Danish Embassy in Kathmandu, this DSP subcomponent proved to be invaluable. The program entailed having trained RBS graduates live in Dailekh for over a month and a half conducting workshops for 1861 youth volunteers, each representing the 452 schools participating in the DSP. As with other DSP trainings and workshops, the



YYCP also had many sessions in order to accommodate the large number of youth volunteers. The newly trained youth volunteers then returned to their respective schools and led the daily classes during the 3 week period in which the primary level teachers were undergoing training. This added program proved innovative and effective. The classes conducted by the youth volunteers were observed by parents, the SMCs, and the project supervisors.

- For the DSP to become successful it was necessary to inform about and advocate the project throughout the district. With the various workshops and trainings, the DSP has been able to effectually generate awareness and interest in the project.



### Outputs:

- 889 SMC chairs and principals participated in the 3-day leadership orientation workshop.
- Around 5000 parents observed and participated in the closing session of the 3-week face-to-face component of the five month teacher training program.
- Approximately 10,000 parents partook in the various planning and welcoming programs held at partner schools.
- Parents started advocacy groups and organizing meetings at the VDC level.
- 1861 youth volunteers led the primary level classes in all participating schools for three weeks, allowing the children in the district to continue with their academic learning even in the temporary absence of their teachers.

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### Objective-3:

To cultivate and enhance the instructional knowledge and skills of all primary level teachers

- The DSP has designed a five month teacher training package, the Short Term Training for Primary Teachers, which consists of a 3 week face-to-face training at the 12 resource centers, followed by four months of practice teaching at their respective schools, and a three week reflection, certification and closure program. To ensure that the maximum number of teachers were able to receive training, 48 separate training sessions



While all teachers participated in the five month training package, one teacher from each school received a different ten month training package, the Skill Development Training for Primary Teachers.

were held in all of the 12 resource centers over a 4 and a half month time period. The training sessions were led by trainers from RBF along with three assistants. During the first year of the DSP, 1849 primary teachers participated in the training, and of these 90 percent have received certification after completing a portfolio of work for the four months of practical training and participating in a three day closing session.

- While all teachers participated in the five month training package, one teacher from each school received a different ten month training package, the Skill Development Training for Primary Teachers. This ten month training package included three components: a two month long face-to-face training session in Patan followed by eight months of practice teaching at their respective schools and a concluding one week of reflection, certification, and closure at the district headquarters. 177 teachers participated in this training and having already completed their face-to-face training in Patan. They are currently working on their eight months of practice teaching. Once these teachers complete the eight months of practice teaching and present portfolios and other written evidence of the work they've completed over the time period, they will undergo a week long refresher course and then receive certification.
- The third teacher training component of the DSP is the year long, Primary Teacher Training Program (PTTP). The PTTP is a Kathmandu-based program supported by RBF, Kathmandu University, and the Bank Street College of Education, USA. This program aims to groom and develop six teacher leaders for Dailekh through an intensive year-long training. After completing the training, the teachers are expected to return to their respective schools and implement their newly acquired skills and knowledge. To date, one teacher has completed this training and is presently working on developing his school as a model school in the district.

**Outputs:**

- All primary level teachers in the participating schools have now begun to have weekly meetings every Friday. For three Fridays of the month, the teachers meet to work on student issues, administrative issues, as well as planning for the following week of school.





- Once a month, also on a Friday, teachers travel to a different school in their area to have subject specific meetings. These meetings provide an opportunity for the teachers to share and exchange ideas and expertise in a particular subject area.
- Over 1800 teachers have received the five month training package, 177 teachers have undertaken the ten month package, and once teacher has completed the one year training.



#### Objective -4:

To ensure that all classrooms are child-friendly and that they encourage and facilitate students in being proactive in both curricular and extracurricular activities.

- Educational materials were provided to all participating schools in Dailekh as a part of the YYCP. A set to 5 to 7 books were provided to all schools and 121 schools received a set of 25 books. All of these books are useful resources to implement skills learnt by the teachers during their training period.
- Job charts are a new tool implemented by the DSP. These charts assign students basic classroom responsibilities and employing the job charts, teachers have encouraged students to take the initiative to make their classrooms neat, arrange furniture, check homework, mind of junior students, and manage teaching materials in the classrooms. The job charts have two key benefits. One is that they give students the opportunity to be responsible about the duties assigned to them and to develop democratic values about the dignity of labor. The second benefit of the charts is that it frees the teachers from the details of administrative chores and provides more time to focus on planning and implementing lessons.
- Another important tool to enrich the learning experience is the use of classroom rules. This tool allows the development of a sense of community within the classroom and sets the limits of behavior to ensure that classes run smoothly and students are responsible for their behavior. Both the teachers and the students work together to create the classroom rules and both follow the rules once they have been set.
- Group work is another concept used in the teaching and learning process by the DSP. Group work allows students to learn responsibility and develop confidence in students. Students can work in groups while attending to assignments in the classroom or while participating in extra-curricular activities. With group work, students are able to actively learn from each other and create a peer support system.
- Encouraging 'child clubs' is another feature of the DSP. Through the various trainings, teachers have realized that club activities are a necessary feature to strengthen the overall growth and development of students. There are now at least three child clubs in the schools and include: art clubs, entertainment clubs, homework clubs, singing clubs, school newspapers, etc.

Both the teachers and the students work together to create the classroom rules and both follow the rules once they have been set.



श्री भैरव माधव तेलंग राष्ट्रीय प्राथमिक विद्यालय, त्रिशीखीला तालुका - ८ अंश

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- DSP has also promoted the inclusion of extracurricular activities as an important component of learning. Schools have now begun including a myriad of extracurricular activities including: debate programs, spelling and quiz contests, song competitions, athletic events, etc. These activities have helped the students develop teamwork skills, broaden their knowledge, boost their self confidence, and also improve their leadership skills.
- Students of the DSP schools have also developed their communication and social skills and are now interacting with more ease amongst their peers as well as their teachers and administrators.
- Realizing the need for proper 'hardware' to stimulate learning, many of the DSP schools have also begun investing in infrastructure of their institutions including buildings, playgrounds, gardens, appropriate furniture, drinking water facilities, toilets, etc. The schools are also increasingly investing in extra books, developing classroom libraries, and utilizing teaching aids as a part of their regular lessons. Dustbins and shoe racks are also becoming more commonly used.

Students of the DSP schools have also developed their communication and social skills and are now interacting with more ease amongst their peers as well as their teachers and administrators.

**Objective -5:**  
*To develop model schools*

The DSP has selected three schools to serve as model schools. These schools will receive additional inputs to develop and maintain a CCTL environment in their classrooms. Schools across Dailekh will be provided with the option of developing into a model school, however, the schools have to first complete an application process to prove that they are capable in developing into a model school.

**Objective -6:**  
*To create a functional database for the advocacy and promotion of a safe and innovative CCTL approach*

The DSP is a data-rich project with a large number of data, quantitative and qualitative, collected and recorded at many different levels over the past year; DSP intends on continuing its data collection activities through the course

of the entire project. The data collected in the first year will be analyzed and made full use of in the upcoming years of the project. In this preliminary report, we are reporting mainly statistical aggregates along with fair descriptions of all the resource centers.

**Objective -7:**

*To ensure that objectives 1 to 6 are met through a lean management system*

The Dailekh School Project is runs under the administration of RBF and RBS. The program officer is employed by RBS, while 12 field officers, a program assistant and one support staff are employed by RBF. The RBF Director and Board have ultimate authority with regards to the program design, planning and delivery. The program officer is responsible for daily administration and regulation of the DSP. The program officer also visits the district once a month to conduct staff meetings and to deal with other related administrative work. Personal files are maintained for each DSP staff and are updated every year. A complete list of employees' names is enclosed in the annex.

The finances of the DSP are handled separately by both the RBF and RBS accounts departments. The RBF has a bank account with the Rastriya Baniya Bank, Dailekh, and its regular expenses are carried out through this account. The details of the financial report are enclosed in the annex.

**The program officer also visits the district once a month to conduct staff meetings and to deal with other related administrative work.**

# 4

## OPPORTUNITIES AND CHALLENGES OF DAILEKH

The decision to choose Dailekh as the district that would be the focus for a five year RBPOP project was made after much research and deliberation. Dailekh, located in Bheri in the far-western development region, is a severely underdeveloped district in Nepal. It also has one of the highest percentages of Dalits (over 30 percent of the district's total population) among any district in Nepal. With a large marginalized community (Dalits) and a poor socio-economic infrastructure, Dailekh was a district worth investing in. Furthermore, the enthusiasm and support from the people of Dailekh also impelled the decision. The people of Dailekh have been positive throughout and their active participation in DSP's work is the strength of this program.

The key challenges of implementing the project in Dailekh are the remoteness of the district combined with the extensive coverage of the project. The difficulty in accessing the various schools and conducting regular visits to the program areas have proved challenging in establishing a strong support system. Furthermore, setting up a follow-up system for a program with such extensive coverage (covering over 400 schools) in an infrastructure-poor district, has also been a challenge. However, these challenges were well known when RBPOP and RBF embarked on this project and in fact the challenges are also what make Dailekh an opportunity. As the program was planned to bring quality education to children of the remote areas of Nepal, despite the challenges, DSP has proven a true opportunity. Rato Bangala hopes to repli-



cate this program in other areas of the country and is fortunate to be able to start with Dailekh.

The chart below illustrates how despite the difficult terrain and the distances required to reach the resource centers; the DSP targets for the first year have not been hindered.

### Achievement of targets in key areas

#	Activities	Target	Result	Remarks
1	MoU signed	4 levels	4 levels	DEO & NCED DDC & DEO VDC & Municipality, School
2	Baseline survey	440	436	
3	Leadership workshop	440	444	
4	Program launch	1 (Ktm)	2 events	(1/1 ktm/district)
5	Skill Development Training for Primary Teachers (SDTPT)	160 teachers	177 teachers	
6	Short Term Training for Primary Teachers (STTPT)	1800 teachers	1849 teachers	
7	Primary Teacher Training Program (PTTP)	2 teachers	1 teacher	
8	Child clubs	160 schools	200	
9	Matching fund collection from VDCs	55	46	Each VDC committed Rs. 50,000 towards the project



# 5

## CONCLUSION

As this report and the data provided show, the DSP has conducted extensive work in its first year. The fact that a small school in Kathmandu is taking significant, concrete steps to realize its vision of providing quality education to all children in a remote district of the country, with a project of this scale, is no regular feat. The statistics speak for themselves, with the high number of participation in the teacher trainings indicating the desire for teachers to improve their skills and create more rewarding careers, while simultaneously providing quality education to the children they are teach. The high participation rate (of school principals, SMCs, and various village and district level authorities) in the workshops also indicate the interest and desire to engage in the DSP. The DSP will continue with its comprehensive activities to cultivate a CCTL environment in all of the schools of Dailekh District. With the progress made in this first year, RBPOP and RBF are confident that the remaining four years of the DSP will result in positive fundamental changes to the education system in Dailekh.

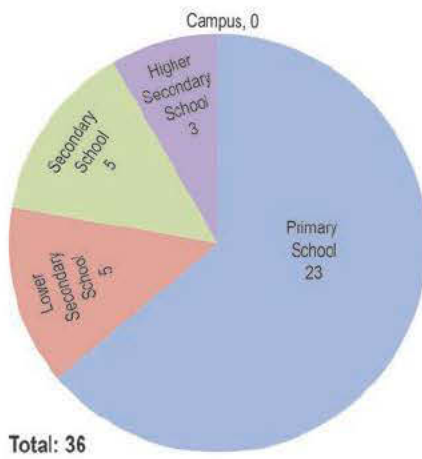


# PROGRESS AT RESOURCE CENTERS

6



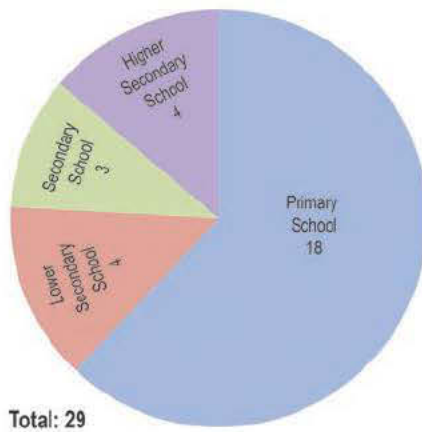
## 1. Ratikhola



### STTPT



## 2. Jhorebanjh



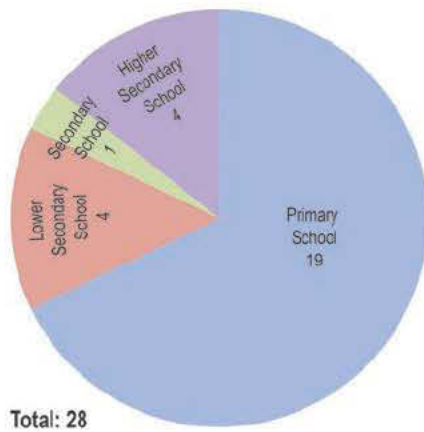
### STTPT







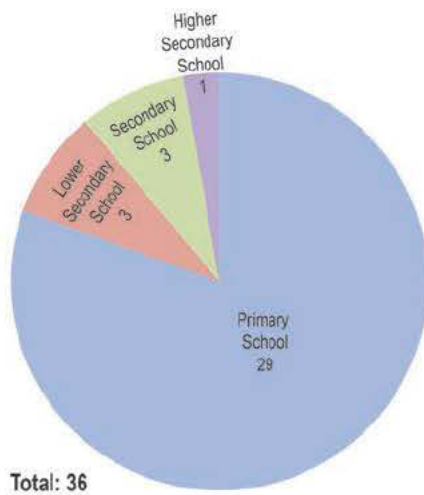
### 3. Sermakot



#### STTPT



### 4. Bestada

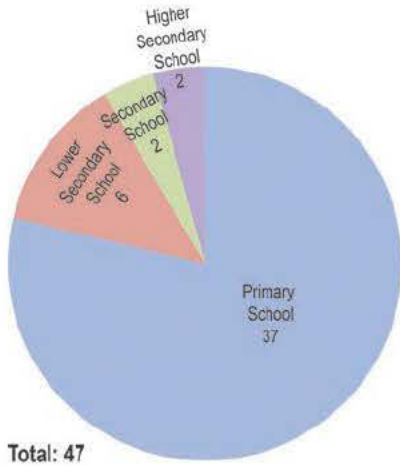
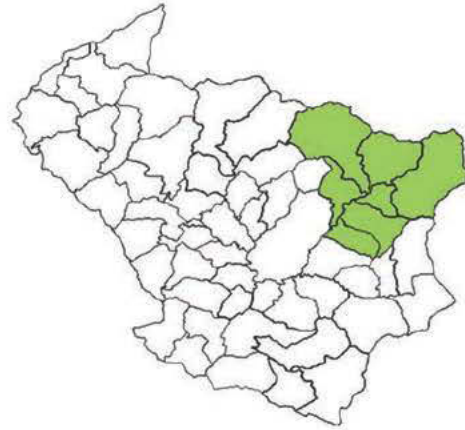


#### STTPT





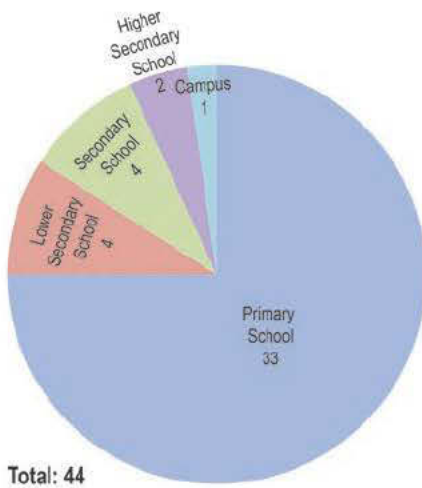
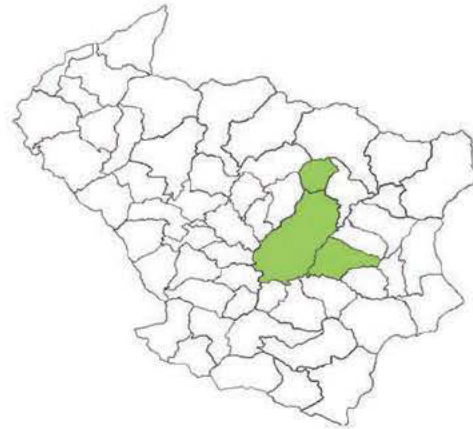
## 5. Naumule



### STTPT



## 6. Narayan

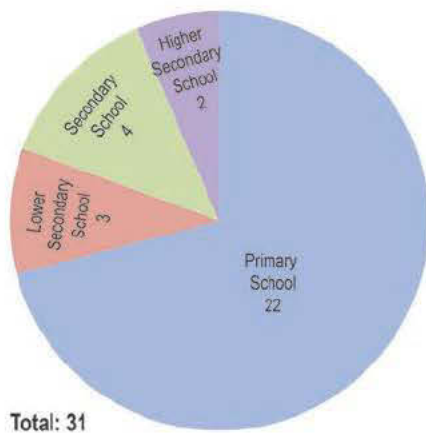


### STTPT

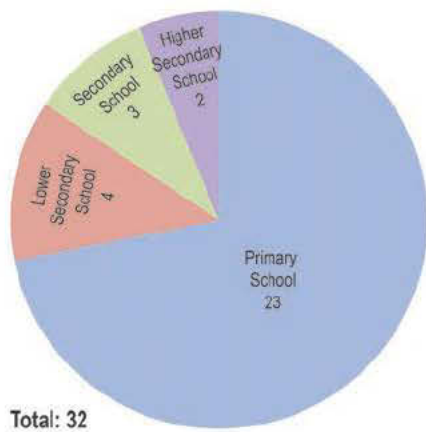




## 7. Kharigaira

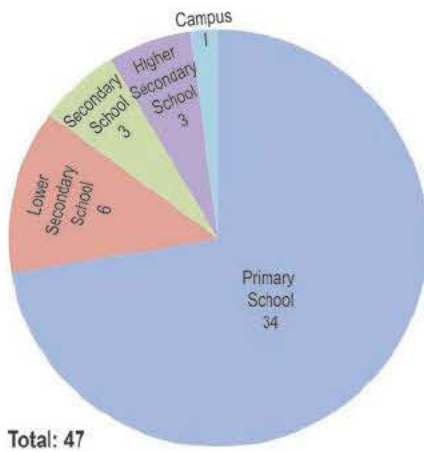
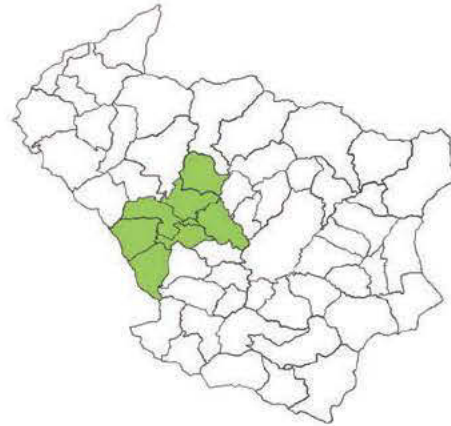


## 8. Malika





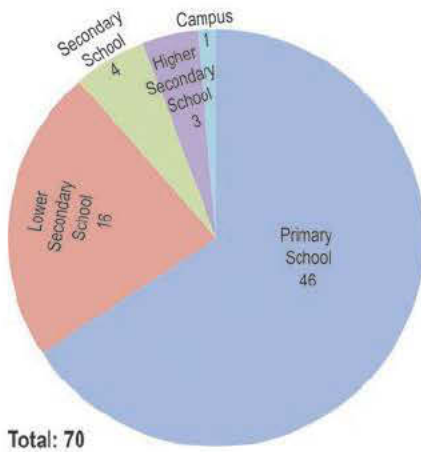
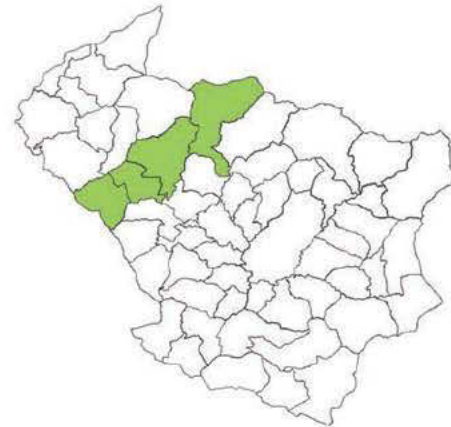
## 9. Dullu



### STTPT



## 10. Chamunda

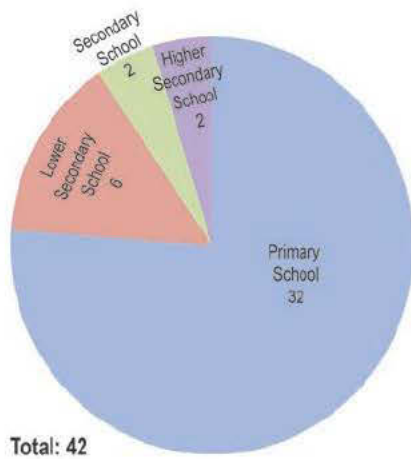


### STTPT

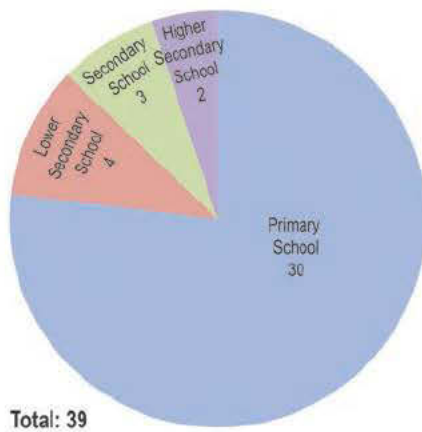




## 11. Lakandra



## 12. Tilepata



# 7

## ANNEXURES

### Annexure-1

#### Major activities carried out by the project at individual Resource Centers

#	Name of Resource Centers	Activities							
		Leadership workshop	SDTPT	YYC	Friday meetings	Child clubs	Cluster meetings	VEC	Grade teaching
1	Kharigaira	65	11	145	11	5	5	4	6
2	Malika	60	14	146	2	14	3	5	8
3	Chamunda	125	26	232	12	16	3	3	6
4	Narayan	70	15	166	3	26	0	2	0
5	Dullu	85	23	190	10	18	0	5	5
6	Jorebanjh	58	9	105	3	12	1	0	0
7	Tilepata	79	9	138	3	14	0	2	6
8	Bestada	58	10	125	8	33	2	5	1
9	Sermakot	55	18	128	2	15	1	1	2
10	Ratikhola	65	13	140	1	17	1	3	4
11	Lakandra	75	14	150	5	15	1	3	8
12	Naumule	94	15	196	12	15	0	7	5
	<b>Total</b>	889	177	1861	72	200	17	40	51

1. 889 school leaders participated in 3 days leadership workshop in Kathmandu
2. 177 primary teachers received 10 months Skill Development Training for Primary Teacher
3. 1861 youths from all of Dailekh received 3 days child centered training
4. 72 schools have regular Friday Meetings
5. 200 schools formed child clubs
6. 17 clusters have regular meetings once a month focusing in subject area
7. Village Education Committee has been formed in 40 VDCs
8. 51 schools have started grade teaching in grades I, II and III

## Annexure–2

### Case Studies

#### a) A school leading the community

Janajagriti Lower Secondary School, with classes from Grade I to 8, has good infrastructure, clean and well managed classrooms with proper seating arrangements, drinking water facilities, toilets and a good teaching environment. However, Janajagriti has had to overcome numerous social and economic barriers in order to establish itself as a good school and to reach where it is today. Partnership and cooperation between different stakeholders, initiation of activities and decision making abilities have been the major reasons behind its success.

It was the school's principal, Ganesh Acharya whose optimism and cooperation with the School Management Committee (SMC) which brought a complete overhaul of the school's education system. Through participation in and organization of different seminars and workshop, Acharya formulated plans and projects to improve the school system. With the help of the Dailekh School Project, he enrolled teachers in the Skill Development Training for Primary Teachers (SDTPT). Continuous supervision by the field officer of DSP helped teachers teach effectively and implement the skills learned during the trainings. While the teachers were improving their skills through the DSP, the principal worked on ensuring a good physical infrastructure.

Now the students respect their schools and their disciplinary records have improved. Teachers and students have good attendance and parents and the school management committee work hand in hand with the school in managing the overall system of education.

*Collection by*

Lokendra Bahadur Thapa

Field Officer

Narayan Resource Center

**As a school located in a Dalit community, non-Dalit parents were not willing to send their children to Janajagriti.**

### b) Headed towards a better life

Ramakumari Khadka was born in Chiudi Pushakot, Dailekh as the youngest child in her family. Along with all her other siblings, she had the privilege of attending school. With continuous support from her family and friends, she stood first in Class I, but was shy child.

In the beginning, however, she used to be an introvert and participate minimally in class. As she went into higher classes, she developed socially. She interacts confidently with her teachers and elders, and is comfortable even in the presence of people she does not know.

The Dailekh School Project (DSP) has had numerous beneficial impacts on her. Through lessons learnt from SDTPT and other educational activities, teachers have developed child-centered teaching learning environments in their classrooms which make lessons interesting and informative. Ramakumari, who is one of the brightest girls in Class 4 now, seems to have benefited most from this. She is hardworking, honest and cooperative in class and finds it easy to understand the lessons. She does not hesitate to ask questions and is always ready to answer them too. She helps her friends, works in groups, does her homework and attends the school every day. She has a growing readiness for the classes- she reads and does all her assignments. With a view of learning-by-doing, she takes initiative to make educational materials by using ideas learnt during classes.

...She is comfortable even in the presence of people she doesn't know.

It is wonderful to see how well strong students can do given proper environment. Without the DSP, Ramakumari might not have been the person she is now.

*Collection by*

Bal Bahadur Shahi

Field Officer

Malika, Resource Center



## Annexure–3

### Proclamation

“We want the training more than allowances. If teachers want allowance, it would be better not to provide them with training.”

– Kamala Karki, Teacher, Ishwari Primary School

“When our children walk such long distances to school every day with an empty stomach, how can we complain about having to walk 2 hours for the training?”

– Maheshkeshar Kahanal, School Supervisor and training coordinator - DEO, Dailekh

“I used to appeal for a good education system but did not think Primary Education was necessary. This training has changed my view completely. One who seeks for a strong home has to build a strong foundation rather than enjoying a colorful roof.”

– Bishakhar Rijal, Principal, Shree Bhagwati HSS, Kashikadh

“Friends, if we all improve our schools we will be respected. Then, we don't have to run after parties, they will run after us.”

– Himalaya Jung Shah, Resource Person, Sermakot

“To change our schools we, HTS, teachers, parents, SMCs and social leaders should firstly change our attitudes.”

– Raj Bahadur Shahi, Former Chairperson, Tolijaisi

“In this blissful event of forming a Village Educational Committee, I would like to introduce myself as an educational entrepreneur rather than a politician.”

– Ratiman Khadka, Ex VDC Chair

**Rato Bangala Foundation**  
Palan Dinoka, Lalitpur, Nepal

**Fund Accountability Statement of Donor Related Activities**

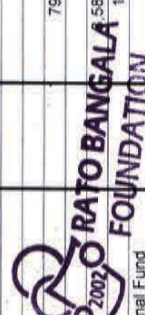
Schedule - 10

**Dailekh School Project**

Sources of Fund:	Sch.	Mountains to Mountains (M2M)	Rato Bangala Public Outreach Program (RBPOP)	Village Development Committees (VDC)	Save the Children	Embassy of Denmark (Y2Y2C)	Total Restricted Fund	Internal Fund	Grand Total
Opening Balance of Fund (F.Y. 2065/66)		12,710,431.39	4,330,000.00	1,929,500.00	300,000.00	4,271,250.00	23,541,181.39		23,541,181.39
Grant Received during the Year						15,015.14	15,015.14		15,015.14
Interest Received						(15,015.14)	(15,015.14)		(15,015.14)
Fund Balance and Interest Refunded									
Internal Fund								380,170.07	380,170.07
<b>Total Fund Balance (A)</b>		<b>12,710,431.39</b>	<b>4,330,000.00</b>	<b>1,929,500.00</b>	<b>300,000.00</b>	<b>4,271,250.00</b>	<b>23,541,181.39</b>	<b>380,170.07</b>	<b>23,921,351.46</b>
<b>Application of Funds</b>									
<b>Programme Cost:</b>									
Allowances		42,500.00	214,200.00	-			256,700.00		256,700.00
Bank Commission						7,320.00	7,320.00	2,149.00	9,469.00
Books for School					300,000.00	353,961.20	653,961.20		653,961.20
Communication & Postage			19,829.27				19,829.27		19,829.27
Contingency Expenses		121,755.00					121,755.00	3,000.00	124,755.00
Consultancy Fee								7,500.00	7,500.00
Dashain Allowance			45,000.00				45,000.00		45,000.00
Electricity & Water								4,800.00	4,800.00
Food & Grocery Expenses				1,257,233.00			1,257,233.00	258,429.00	1,515,662.00
Guest House Running Cost			107,947.25				107,947.25		107,947.25
Honorarium For Trainers						140,200.00	140,200.00		140,200.00
Honorarium For Youth						1,861,000.00	1,861,000.00		1,861,000.00
Leadership Workshop		606,345.50					606,345.50		606,345.50
Living & Board in Kathmandu		4,475,000.00					4,475,000.00		4,475,000.00
Maintenance								22,990.00	22,990.00
Model School Developing			148,872.00				148,872.00		148,872.00
Medical Expenses								320.00	320.00
Miscellaneous								683.18	683.18
Office Running Cost		98,172.89					98,172.89		98,172.89
Office & Guest House Setup Cost			158,188.00				158,188.00		158,188.00
Pocket Allowance		71,000.00					71,000.00		71,000.00
Printing & Stationary		330,838.83					330,838.83		330,838.83
PTTP Training		158,427.00				396,014.62	554,441.62		712,868.62
Provident Fund Expenses			31,500.00				31,500.00		31,500.00
Review & Planning		188,525.00					188,525.00		188,525.00
Salary Expenses		2,472,428.00	555,000.00				3,027,428.00		3,027,428.00
Staff Strengthening		170,063.08					170,063.08		170,063.08
STPT			5,007,357.95				5,007,357.95		5,007,357.95
Subsidy Salary		828,900.00					828,900.00		828,900.00
Supervision from Centre		5,200.00	275,914.71				281,114.71		281,114.71
Field Supervisory Cost									
Housing & Food for Youth		799,178.00				120,000.00	919,178.00		919,178.00
Travel Expenses						1,004,326.00	1,004,326.00		1,004,326.00
Trainer's Food & Lodging						91,011.07	91,011.07		91,011.07
Tuition Fees		580,000.00				372,560.00	952,560.00	5,156.00	957,716.00
Workshop Facilitation Cost		12,000.00					12,000.00		12,000.00
Excess Expenses transfer to Internal Fund						(75,142.89)	(75,142.89)	75,142.89	
<b>Total Application of Funds (B)</b>		<b>13,960,333.30</b>	<b>6,563,809.18</b>	<b>1,257,233.00</b>	<b>300,000.00</b>	<b>4,271,250.00</b>	<b>26,352,625.48</b>	<b>380,170.07</b>	<b>26,732,795.55</b>
<b>Restricted Fund Balance/(Receivable) = (A-B)</b>									
		(1,249,901.91)	(2,233,809.18)	672,267.00	-	-	(2,811,444.09)	-	(2,811,444.09)



Mamesh Shrestha  
Utkarsh



## Vision

Quality of education in all Basic and Primary schools in Dailekh improved to commendable national standards.

## Purpose

Child Centered Teaching Learning (CCTL) environment is maintained in all Basic/Primary schools of Dailekh.

