

2024-25 Annual Report



**Shrawan 2081 – Asar 2082
(16 July 2024 – 16 July 2025)**

VISION

Transforming Communities through Quality Education

MISSION

Rato Bangala Foundation aims to empower stakeholders in education by offering evidence-based training and awareness programs which foster quality education that prepares children to thrive in the ever-changing world and ultimately develop their communities.

Message from the Chairperson

Namaste,

As we reflect on the accomplishments of this year, Rato Bangala Foundation's efforts to ensure the rights of Nepali children to access quality education continues with strength and purpose. It has been a year of growth, learning, and profound impact as we have furthered our mission.

One of the highlights of the year was bringing to life the third iteration of the International Conference on Quality Education (ICQE), in collaboration with the Ministry of Education, Science and Technology (MoEST) and Rato Bangala School (RBS). The enthusiasm and participation of over 600 educators, policymakers, innovators, government officials, and like-minded individuals was inspiring. The event featured 58 workshops, paper presentations, focused group discussions, and experience-sharing sessions. We were honored to have keynote speakers Dr. Tovah P. Klein from Barnard College, New York and Nicole Limperopulos from Bank Street College of Education, New York, who shared their expertise in early childhood development and leadership.

The 11 Essential Child-Centered Practices for Early Childhood Classrooms have been a foundational framework introduced by RBF to enhance the overall development of ECD classrooms. These practices were re-launched by RBF during the



Shanta Dixit
Chairperson

inauguration of the 3rd ICQE 2024. In every project implemented by RBF, these essentials serve as clear indicators to measure impact at the classroom, school, student, and teacher levels.

Another major highlight of the year was the launch of the Rapid Neurodevelopmental Assessment (RNDA) Report. The report highlighted the impact of RBF's work on the neurological developmental aspect of children, and how it can be detected early and easily. The RNDA conducted in eight schools in Lalitpur had significant results leading to the development of impactful strategies. The program helped identify neurological impairment in children and sought meaningful interventions by the professional community that would foster awareness and support as needed. (Srishti: Do not forget the 11 Essential Child Centered Practice)

Our commitment to fostering a child-centered approach to education was further reflected in the ongoing success of the Primary Teacher Training Program (PTTP) and the Child-Centered Level One Training. This year, we trained over 50 educators, empowering them with the tools and knowledge to transform their classrooms into spaces where children can thrive emotionally, socially, and academically.

In addition to our flagship programs, we expanded our reach through innovative partnerships and projects. Our involvement in the INTENT (Woorden Daad, Netherlands) continued to strengthen education at the local level, ensuring that every child has access to quality learning. Child Aid Network (German) has supported RBF to conduct an extensive –Strengthening ECD and Primary Level in Dolakha– project which now focuses on primary grades, fostering partnerships with schools, communities, and parents.

As we make significant strides in the Early Childhood Development (ECD) project in Lalitpur, and in the Sarthak Bal Sikai programs in Gorkha, Aathrai, Phidim, and Kageshwori, this year we proudly expanded to Halesi Municipality. This marks a deepening of our collaboration with local

governments, furthering our shared goal of enhancing quality education in communities. Through our training and workshops, we have empowered teachers with child-centered methodologies—fostering environments where curiosity, creativity, and critical thinking flourish.

This year, I have witnessed our team push themselves with dedication to achieve our goals. The unwavering support from our partners has added depth and value to our work, bringing in diverse insights and expertise. These collective efforts are truly making a difference in the lives of children, educators, and communities across Nepal. Looking ahead, we are planning to make an impact at the Provincial level through future conferences in the seven provinces. We are excited and hopeful about what lies ahead and remain committed to our pursuit of quality education for all.

On behalf of the Rato Bangala Foundation, I would like to extend my deepest gratitude to everyone. Together, we shall succeed in shaping a brighter future for the children of Nepal.

Shanta Dixit
Chairperson

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**RATO BANGALA
FOUNDATION**

RBF's reach in a year



158

No. of schools reached



47

No. of trainings conducted

(Under various projects, numerous early childhood and primary trainings were conducted for the participants from 14 Districts)



657

No. of Teachers trained

(Early Childhood and Primary Teachers received various trainings focused on classroom management, child centered learning and



10007

No. of students Impacted



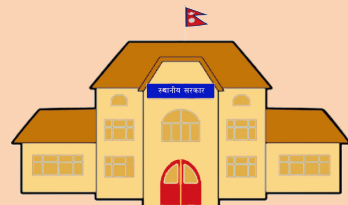
158

No. of School Leaders

**Kathmandu, Lalitpur,
Bhaktapur, Dailekh,
Makawanpur, Dhading,
Morang, Mustang, Myagdi,
Panchthar, Terhathum,
Ramechhap, Dolakha,
Kavrepalanchwok, Gulmi,
Gorkha**

16

Districts Covered



6

Government
Collaboration

Highlights

**INTERNATIONAL CONFERENCE ON
QUALITY EDUCATION 2024**

**REPORT DISSEMINATION OF
RAPID NEURODEVELOPMENTAL
ASSESSMENT**

**PROJECT BASED LANGUAGE
LEARNING**

International Conference on Quality Education 2024



The third international conference on Quality Education 2024 was organized by Rato Bangala Foundation in collaboration with the Ministry of Education, Science and Technology, Nepal and Rato Bangala School from 20 to 22 December 2024. This conference aimed to foster dialogue and collaboration among educators, policymakers, researchers, and leaders on best practices and innovations in education. The conference had 38 workshops, three plenaries, 12 paper presentations, four experience sharing, and four discussions. The keynote

speaker for the conference was Dr. Tovah Klein, Director, Barnard College Center for Toddler Development and Psychology Professor, Barnard College. More than 500 educators, innovators from all over Nepal and internationally, participated in this three day conference. RBF also organized a Pre-Conference on *Raising Resilient Children: Relationships and Play as the Base of Children's Healthy Development*. More than 130 parents participated in this session by Dr. Tovah Klein.

Report Dissemination of Rapid Neurodevelopmental Assessment

RBF in collaboration with the Lalitpur Metropolitan City (LMC) and Rato Bangala Partnership in Outreach Program (RBPOP) organized the report dissemination of Rapid Neurodevelopmental Assessment (RNDA) in Lalitpur on 13 December 2024. The RNDA project was implemented in eight community schools of Lalitpur by providing training to eight school nurses. Before starting the assessments, the nurses conducted orientation programs for primary school teachers at their respective schools. Once the orientation was complete, evaluations commenced. The assessments were carried out in the presence of guardians whenever possible.

Out of the 2,243 students surveyed across eight schools, 209 students



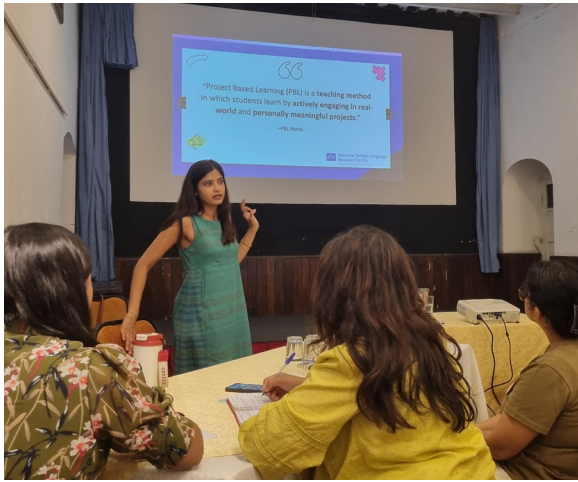
(9.3%) were assessed, and 82 students (3.7% of the total) were identified by the RNDA as having impairments. This indicates that 4% of school children in Lalitpur have some form of impairment—almost double the national disability prevalence of 2.2%, highlighting the urgent need for targeted intervention in schools.



Project Based Language Learning

RBF organized an interactive workshop on Project-Based Language Learning (PBL) for staff members from Rato Bangala School, Rato Bangala Kitab, Rato Bangala Partnership in Outreach Program, and the Foundation. The session was facilitated by Mansi Bajaj, a Fulbright Scholar and Hindi

Lector at Yale University, with expertise in Foreign Language Pedagogy and Open Educational Resources (OER). The workshop provided practical strategies and valuable insights to support the effective implementation of PBL in classroom settings.



Main Programs

**CHILD-CENTERED LEARNING:
LEVEL ONE TRAINING**

**PRIMARY TEACHER TRAINING
PROGRAM (PTTP)**

Child-Centered Learning: Level One Training



Level-one training is a three-month long program aimed to practically teach strategies applicable in classroom settings. The 48th batch training started in July 2024 and ended in November 2024 with the participation of 20 trainees whereas the 49th batch training that started on 23 April 2025 and is ongoing. These courses focus on deepening the understanding of

teaching methods. The initiative sought to develop critical thinking, problem-solving, and cooperation skills to boost students' academic performance. It provides hands-on tools for teaching grade subjects and creates an environment for understanding and addressing children's attitudes and behaviors.

The opening session of Child-Centered Learning: Level One, was deeply inspiring for an education enthusiast like me. A key takeaway was the importance of integrating Social-Emotional Learning (SEL) into the school's vision to support students' holistic growth. Linking SEL's core competencies with Maslow's hierarchy offered a practical path to child-centered education. Recognizing children's developmental needs and using suitable tools empowered teachers to create inclusive environments.



— Apurba Subedi
Texas International School

Primary Teacher Training Program (PTTP)

The Primary Teacher Training Program (PTTP) is a unique year-long course structured to educate professional teachers well-versed in the theory of holistic child development and the philosophy of education. It strengthens the integration of child-centered theory and practice where lessons learned in the classrooms are practiced in the field to acquire hands-on knowledge. The course was developed by drawing on the expertise of three reputed institutions; Rato Bangala Foundation, Kathmandu University, and Bank Street College of Education in New York.

The 21st batch of the training with 33 participants that started in May 2024 ended in April 2025. The training aims to introduce age-appropriate teaching techniques, provide practical classroom



strategies, and enhance skills across core subjects. The 22nd batch started on 22 May with 34 participants and is ongoing.

Participating in the PTTP by Rato Bangala Foundation was a truly transformative experience. I was introduced to advanced ways of teaching and learning that focused on engaging students through hands-on activities and meaningful exploration. Learning about different educational approaches helped me understand the "why" behind effective classroom practices, and it deepened my appreciation for student-centered strategies. One of the most eye-opening aspects of the program was the exposure to three different school settings—British School, Rato Bangala, and Patan. Observing their practices helped me see how the integrated curriculum works in real classrooms and how it supports holistic development. Most importantly, the training highlighted the vital role of parents in a child's education and how strong school-family connections can enhance learning outcomes. This experience gave me new tools, fresh perspectives, and a strong sense of purpose as an educator.



— Lalita Gurung
PTTP 2024/25 Batch

Projects

INTENT, EDUCATION FOR ALL

**IMPROVING EARLY CHILDHOOD
EDUCATION**

INTENT, Education for All

Woord en Daad, an organization in the Netherlands, introduced the new project bringing together four organizations of Nepal; Reed Nepal, Rato Bangala Foundation, ECEC Innovation in Education, and KISC, to form a consortium to work under Introducing New Triangle to Educate Nepalese Teachers (INTENT)-Education Project in Nepal. With the goal to improve the quality of education in community schools, RBF is working in 22 community schools in Tarkeshwor for five years. The project's goal is to ensure that students receive an optimal education that prepares them for success in life. In a span of a year, various training for school leaders, teachers and refresher training were organized.

Leadership Training

The Leadership training for 41 Principals and Vice-principals was organized from 23-25 August. The training aimed to enhance leadership and management skills to improve educational outcomes. It covered topics like vision, mission, leadership roles, and Gender Equality and Social Inclusion (GESI), equipping school leaders with tools for effective guidance and promoting inclusivity.



The workshop also fostered collaboration among leaders, strengthening the community school system and creating a supportive network for ongoing development.

Workshop for Principals

RBF organized a one-day session, among the six, for 22 School leaders of Tarkeshwor on 10 November 2024 and 27 June 2025. The main objective of these workshops was to train the school principals on effectively understanding and implementing the school's vision, mission and core values. Additionally, the session aimed to equip them with strategies to foster a positive cultural shift, enhance their leadership skills, and cultivate a unified and thriving school environment.

Review/reflection Training

A two-day ECD's review/reflection training was conducted on 27 and 29 December, focusing on advancing the foundational skills from the previous Year I training. The training had 43 participants, and its objectives were designed to reinforce classroom





practices, evaluate presentations, enhance assessment techniques, and integrate thematic teaching strategies.

Basic Level Teachers Training

The Basic Level Teachers Training for EC teachers was conducted in four batches from November till February for 150 teachers from 22 schools. The training focused on effective teaching methods, classroom management, and play-based learning strategies, including morning meetings, read-aloud sessions, and classroom agreements. Teachers were also provided with resources to implement these strategies effectively. The training helped participants to deepen their understanding of child development and teaching methodologies, introduce the concept of inclusive education

and guide teachers in using resources effectively. It emphasized practical application of pedagogical theories, with activities like read-alouds, brain gym exercises, and collaborative lesson planning, empowering teachers to foster a more student-centered and effective classroom atmosphere.

Combine Session for Principals and Teachers

A combined session for principals and teachers of 22 schools was organized on 19 February in Tarakeshwar Municipality. The training, with 150 participants, focused on strengthening school culture, aligning visions, and improving leadership-teaching coherence. Facilitated by Chairperson Ms. Shanta Dixit, Lead Teacher Educator Mr. Midesh Maharjan, and the training team, the session included group discussions on successes and challenges, a skit activity addressing cultural issues like bullying and favoritism, and a review of school vision and mission statements. The day concluded with actionable plans for cultural improvement and future support needs.

After receiving training from RBF, I implemented the learned techniques in my school through various activities. Following the training, I observed noticeable changes in students' learning habits and behaviors. This has further strengthened my belief in the effectiveness of these methods. The impact of the training is clearly visible in the learning process and student engagement. Witnessing such positive transformations has inspired me to continue applying these approaches. I am confident that with more training in the future, I will be able to bring even greater improvements to my teaching."

– Ramesh Sigdel
Manamaiju Secondary School

Improving Early Childhood Education

Improving Early Childhood (EC) Education is a one-year pilot project initiated in partnership with Child Aid Network Nepal in Dolakha. The project aims at enhancing the development of Early Childhood Development (ECD) Centers in Baiteshwor Rural Municipality. RBF is working with six community schools to support ECD teachers and raise awareness among parents, teachers, and the community about the importance of early childhood education.

Second and Third Phase training

During the period, the second and third phase training for 12 EC teachers and field officers were organized in August and November. These training focused on enhancing the capabilities of early childhood educators and improving the quality of education for young learners. The objectives of the training are to enhance teaching through play-based learning and effective classroom management, align practices with national curriculum standards, deepen understanding of child-centered approaches, strengthen early literacy skills, foster emotional intelligence, and improve parental engagement strategies. It covered various aspects of teaching methodologies, classroom management, and play-based instruction. The training aimed to emphasize the integration of theoretical knowledge with practical application, reinforcing the importance of collaboration between educators and parents in the development of children.



Strategic Planning Meeting with Baiteshwor Rural Municipality

On 3 December 3 representatives from ChildAid Network Foundation and Rato Bangala Foundation convened with officials from Baiteshwor Rural Municipality to deliberate on the next phase of primary-level education interventions in the region. The discussion centered on evaluating insights from the ongoing pilot project and strategizing future initiatives to enhance the quality of education in Baiteshwor's schools.

Parental Workshop on Neural Development

On 4 December a specialized session on neural development was conducted for the parents of students at Netra Jyoti School. The session focused on strategies to support the holistic development of children, equipping parents with knowledge on fostering cognitive, emotional, and social growth. Additionally, Field Officer Rajita Shrestha received training to facilitate similar sessions for parents across five other schools within the working area, ensuring wider outreach and impact.

Joint Monitoring Visit

On 29 and 30 December, RBF organized a joint monitoring visit in collaboration with the representatives from Baiteshwor Rural Municipality. The objective of the visit was to showcase the changes the program has brought to EC classrooms. The team visited three schools and observed the implementation of the training in ECD classrooms and provided the necessary suggestions. The local representatives have committed to further support the program to bring positive change in ECD.

Strengthening Early Childhood Development and Primary Education in Baiteshwor, Dolakha

Strengthening Early Childhood Development (ECD) and Primary Education in Baiteshwor, Dolakha is a three-year project in partnership with Child Aid Network Nepal (CAN). The project aims to enhance the development of ECD and Primary Centers. RBF is working with six community schools to support ECD and primary teachers and raise awareness among parents, teachers, and the community about the importance of early childhood education.



Building on the success of the 2023-2024 project "Improving Early Childhood Education in Baiteshwor, Dolakha," RBF, in collaboration with ChildAid Network (CAN) Foundation, proposed an extension of this initiative for the next three years (2025-2028). The primary goal of this new phase is to expand the focus to include primary education. This continuation aims to strengthen both early childhood and primary education by enhancing teaching practices, promoting inclusive leadership, building child-friendly infrastructures, and fostering stronger parental involvement. The project will continue to focus on six schools.

Orientation session

As the project kickoff, RBF held a three-day orientation for 17 Field and Project staff from April 9–11. The training began with an introduction to RBF's role in effective, transparent project implementation. Day 1 focused on staff responsibilities, child protection policies, training modalities, foundational ECD principles, and HR policies. Day 2 featured team introductions, a life-reflection activity, an overview of CAN Nepal, a symbolic bridge-building game, and interactive



sessions on project activities, ending with group presentations. Day 3 covered CAN's financial policies, ethical documentation practices, real-life case studies, and field documentation requirements, concluding with practical work plans and a formal handover to the RBF team.

Inception Meeting with the representatives from the Rural Municipality

A total of 15 representatives (12 male, 3 female) from six targeted schools participated in the inception meeting held on 21 May 2025. The meeting introduced the project where the team shared implementation plans for the current and upcoming two years and highlighted the support expected from school principals and the municipality to strengthen ECD and primary education. Through a group activity, participants shared their commitments to improving education quality in these schools. School principals committed to better management of teaching materials, financial and physical resources, mid-day meals, and school planning, emphasizing local resources, regular monitoring of teaching-learning activities, active involvement of SMCs/PTAs, and creating a child-friendly learning environment. Likewise, representatives from the municipality pledged to improve cleanliness, implement educational plans, allocate separate ECD budgets, involve the community, ensure quality programming, and seek local government support for school development.



Baseline survey orientation to Field Staff at Dolakha- May 2025

The Baseline survey orientation for the field staff was organized on 19 May. The session focused on providing a thorough orientation on how to conduct baseline surveys using the developed survey form, which covered five project indicators. One of the indicators was related to the average attendance rate, while the remaining focused on school observation.

Primary level Teachers Training

A six-day teacher training for the primary teachers was organized in June for 50 participants in two batches. The training aimed to strengthen teachers' understanding of holistic child development—addressing physical, emotional, social, and cognitive needs—while promoting inclusive, activity-based learning environments. It focused on equipping educators with innovative, low-cost strategies rooted in local contexts, enhancing their ability to design effective teaching materials using local resources. Additionally, the training supported teachers in linking curriculum to real-life experiences and encouraged peer learning through communities of practice.

Projects in collaboration with RBPOP

**EARLY CHILDHOOD DEVELOPMENT,
LALITPUR**

SARTHAK BAL SIKAI

BAL SAHITYA MAHOTSAV 2025

RNDA FOR RBS STUDENTS

**TRAINING FOR SCHOLARSHIP
STUDENTS**

Early Childhood Development, Lalitpur

Cohorts I and II

Demo Setup

The demo and setup was organized from 23 August to 4 September 2024 in various schools of Cohorts I and II in Lalitpur. The objectives of the demo and setup in classrooms are to enhance teachers' understanding and skills in implementing child-friendly practices. It aims to create supportive and engaging learning environments through effective classroom arrangement and management. Additionally, the setup focuses on encouraging active student participation and involvement in classroom activities.

Refresher Trainings

The refresher training under Cohorts I and II was organized thrice this year in August, October 2024 and June 2025. The main objectives of these trainings were to strengthen and expand teachers' foundational knowledge in early childhood education, introduce strategies for schedule creation, interactive book-making, and emotional engagement, and promote collaborative

and hands-on learning among educators to refine teaching practices.

These refresher trainings catered to the specific needs of EC teachers, with sessions tailored to each group's educational focus. This structured approach allowed trainers to address age-specific challenges and opportunities, ensuring a targeted learning experience for each group.

ECD Cohorts III and IV

Refresher Training

The refresher training was organized on 27 and 30 August for 25 PG and KG teachers of Cohort IV schools in Lalitpur. The training focused on improving the teacher's understanding of continual assessment over traditional exams. This training helped improve teachers' understanding and implementation of continual assessment over traditional exams, foster creative teaching methods using natural materials and resources and provide a platform for teachers to share their experiences, challenges, and solutions.





Cohort III and IV Refresher Combined

A four-day refresher training for EC teachers was organized between 1-8 July 2025, focusing on the Pre-Primary (PG/Nursery) and Kindergarten (LKG/UKG) levels. The objective was to revisit key teaching strategies, reinforce joyful learning practices, and strengthen understanding of theme-based classroom planning. The training helped simulate an actual classroom day using age-appropriate routines and centers, allowing teachers to experience learning from a child's perspective. Each day was centered around a key theme with

a blend of circle time, math and literacy centers, story time, music, play, and reflection.

Principal and Teacher Combined Session Cohort III and IV

The combined sessions for the Principals and Teachers of Cohorts I to IV were organized on 3 and 4 July 2025 with 66 participants from 38 schools. The objectives of these sessions were to identify challenges between teaching and school administration to establish common ground to address these challenges.

Sarthak Bal Sikai

Sarthak Bal Sikai is a project focused on improving teaching and learning in community schools in collaboration with the local government. The project is implemented in five districts; Aathrai, Phidim Gorkha, and Kageshwori and Halesi Municipality.

Gorkha

Primary Teachers Training

RBF organized the second phase primary teacher's training in September and December in two groups for 141 primary teachers and 2 field officers and third phase training in May 2025. The main objectives of this training were to deepen the understanding of child development and its implications on teaching practices, strengthen the application of interactive learning techniques and encourage collaborative learning and exchange of best practices.



EC Refresher Training

A two-day refresher training for EC teachers was conducted on 24 and 25 May 2025. The training aimed to strengthen the knowledge and skills of EC teachers involved in EC education. Through interactive activities, discussions, and reflections, teachers revisited foundational concepts such as the 11 Essentials of EC teaching, parenting styles, and positive behavior management. The workshop sought to empower educators to create nurturing and supportive environments that foster holistic development of young children.



Aathrai and Phidim

Refresher Training

The refresher training for Early Childhood educators was held in Aathrai and Phidim municipalities as part of Year II Sarthak Bal Sikae Project. In Aathrai, 32 teachers from 16 schools attended on 15-16 November 2024, while in Phidim, 16 teachers from 8 schools participated on 11-12 November 2024. From 31 May to 5 June, another refresher training was organized for EC teachers. In Phidim, 16 early childhood educators from 14 schools participated, while in Aathrai, 33 educators from 25 schools took part.

These sessions focused on reinforcing Year I concepts, introducing new strategies, using local materials, and addressing classroom challenges like post-holiday transitions. Collaboration and practical solutions were emphasized to strengthen teachers' skills and enhance ECD practices.

Leadership Workshop

A workshop for 34 school principals and School Management Committee (SMC) chairs was conducted on 31 May and 4 June 2025. The session

began with an engaging warm-up activity, Human Bingo, which encouraged participants to interact and get to know one another. A presentation on the 11 Essential Child-Centered Practices was shared, followed by a detailed discussion on each practice. This enabled school leaders to gain a clear understanding of what to expect in EC classrooms and how to support child-centered approaches effectively. Participants worked in their respective school groups to reflect on the positive changes observed in their schools, identify ongoing challenges, propose possible solutions, and discuss further needs to enhance the early childhood learning environment.

School Visit

The team also conducted classroom observations in nine schools in Phidim and three in Aathrai to assess teaching practices and offer constructive feedback. In Aarthari the school visit and EC classes observation was held on 5 June 2025. In Phidim the school visit and EC classes observation was held on 30 May and 2 June 2025. These visits both aimed to interact with the EC teachers and Head Teacher with discussion on challenges and achievements.



Kageshwori

Refresher Trainings

RBF continued to organize refresher trainings to EC teachers for the Year II project. Two trainings in October 2024 and March 2025 were organized for 38 and 44 EC teachers respectively. The primary objectives are to consolidate previously acquired knowledge, provide additional insights into best practices, foster collaboration among educators, and equip them with the tools necessary to create positive learning environments for young children. These sessions ensured comprehensive coverage of the curriculum while providing personalized support. This training was part of a broader project intervention aimed at enhancing early childhood education across schools in Kageshwori, focusing on the continuous professional development of teachers through periodic refresher training programs that equip them with the essential skills to foster a child-centered learning environment.



School Visit

The RBF team visited community schools in Kageshwori from 5 to 13 February. The purpose of the visit was to examine the extent to which teachers have implemented training strategies in their classrooms and assess their impact on student learning and engagement, identify best practices being implemented in the classroom, student participation and teaching methodologies. The observations provided valuable insights into various aspects of teaching and learning, revealing both strengths and areas that require further attention. Many classrooms demonstrated positive practices such as structured morning routines, interactive learning centers, and engaging group activities, fostering a conducive learning

This training was a powerful experience that helped me grow both as a teacher and a parent. Over the two days, I reflected deeply on my classroom practices and parenting approach. The sessions on 11 essential achievements, parenting styles, and rethinking the roles of children and teachers, challenged my thinking and gave me practical strategies to create a more supportive and engaging environment. Activities like Think-Pair-Share and Picture Reading allowed me to connect with others and gain new perspectives. I'm leaving with a renewed sense of purpose and a stronger commitment to seeing and supporting every child with empathy and understanding.

– Pabitra Ghimire
Gandhi Adarsha Secondary School
Kageshwori



environment for students. Despite challenges in classroom discipline, conflict resolution among students, and maintaining consistent parental involvement, teachers showed a strong commitment to fostering a supportive and dynamic learning environment. The program's findings will help refine instructional methods and support ongoing progress in Kageshwori schools.



Halesi

On 27 June, RBS, Haleshi Tuwaching Municipality, and RBF signed a Memorandum of Understanding to launch Sarthak Bal Sikae, a three-year project in Halesi for the EC development programs in 22 classrooms across 22 community schools.

Bal Sahitya Mahotsav 2025



Bal Sahitya Mahotsav (BSM) is the annual literature festival organized in collaboration between RBS, Rato Bangala Kitab (RBK), and RBF. RBF's display on the 1 and 2 March consisted of the Early Grade Reading stall. Participants found out their reading level by doing the EGR test on a tablet.

The parents and children thoroughly enjoyed the reading test where they identified their children's performance and ability. Along with this, in collaboration with RBPOP, this

training aimed to encourage schools to integrate Nepali literacy programs by participating in the BSM at RBS. It focused on fostering a reading culture among students through engaging activities and exposure to quality literature, empowering teachers to organize literature festivals in their own schools, and equipping them with the necessary skills and methodologies. Additionally, the training promoted collaboration and networking among schools and educators to strengthen literacy efforts across Nepal.

RNDA for RBS Students



RNDA assessment for 47 Early Childhood Center students and 49 Grade one students of RBS was organized on 15 June 2025. The main objective of this assessment is to record the status and create an informative report on the neurodevelopment of students, using real-life examples and concise language. This assessment will help

raise awareness among caregivers about the critical role of neurological development in students, and how it impacts their overall growth and success as well as to identify any areas of developmental delay or impairment, and develop individualized plans to address these issues, in collaboration with teachers, parents, and healthcare professionals.

Training for Scholarship Students

RBF organized a training for scholarship students and their parents to strengthen family involvement in children's learning and development on 22 June 2025. The session aimed to equip parents with practical ways to engage their children through fun and educational activities at home. Many parents find it challenging to spend quality time with their children in ways that support learning and growth. This training demonstrated

simple activities such as reading aloud, playing games, and creative art, which promote holistic development. By involving both students and parents in interactive sessions, the program encouraged stronger family bonds and positive learning habits. Overall, the training aimed to empower parents to create supportive home environments that nurture their children's academic and personal growth.



Projected Annual Plan 2025-26 (2082-83)

Projected Annual Plan 2025-26 (2082-83)

Rato Bangala Foundation (RBF) will work on the projects and activities mentioned below during the 2025-26 fiscal year (FY).

In-house Training

Primary Teacher Training Program (PTTP)

This year, 31 participants enrolled in the one-year program that will be completed in April 2025. The training for the new batch will start in May 2026. The graduation ceremony for the previous batch will be held soon.

Child-Centered Learning Level One Training

RBF conducts two sessions of its Level One Training annually. The 50th batch training will start in August 2025 and will end in November. The 51st batch training will tentatively start in April 2026.

Managing sponsorship of students

RBF will manage the sponsorship of eight students from different districts of Nepal and will meticulously monitor them for their betterment at RBS. RBF will manage and fulfil the basic requirements for their schooling, which include their tuition fees, stationery, food, and uniforms. The students will be sheltered in the school's hostel. At the end of each year, RBF will provide its annual report to the respective donors.

INTENT Project

This year, the main project activities will be a three-day principal's retreat which will focus on Skill Development Training for Primary Teachers. Along with the skill development for teachers, the project will also focus on one day sessions for Principals and Workshop for Local Representatives as well as combined sessions for Principals and Teachers.

Strengthening Early Childhood and Primary Education, Dolakha

As the project was recently implemented, this year's focus will be on establishing strong educational foundations in community schools through a series of targeted trainings and community engagement activities. A five-day Early Grade Reading (EGR) training will be conducted at the Rural Municipality (RM) level, followed by a two-day refresher training for nine ECD teachers from six schools at the Rato Bangala Foundation (RBF) office. A three-day leadership program will be organized for head teachers, primary in-charges, and SMC and PTA members from the same schools. To support foundational literacy, a three-day phonics training (Phase I) will be provided for teachers from ECD to Grade 3, and a six-day Phase II training will be

conducted for primary teachers (Grades 1–5). Parenting education sessions will be held for parents of children in ECD through Grade 3 to strengthen learning support at home. The project team and field supervisor will conduct regular home visits to directly support families. Monitoring and evaluation will include joint monitoring with the Rural Municipality, regular project monitoring by the Project Coordinator (PC) and Technical Coordinator (TC), and engagement of the Municipality Project Advisory Committee (MPAC). Public hearings and staff review meetings will be conducted to ensure transparency, accountability, and progress tracking. A detailed RNDA will guide evidence-based planning and implementation throughout the year.

Projects executed in collaboration with Rato Bangala Partnership in Outreach Program (RBPOP)

Early Childhood Development, Lalitpur

RBF and RBPOP entered into a partnership to conduct the early childhood development (ECD) programs in the ECD centers of 43 schools in Lalitpur. The objective is to create a developmentally appropriate teaching-learning environment in ECD classrooms by enhancing the research and play-based pedagogical knowledge and skills of ECD teachers. Activities include training teachers, supplying educational materials, holding demonstration classes, and helping to set up classrooms.

The project timeline is from July 2018 to June 2021 (Cohort I), July 2019 to June 2021 (Cohort II), July 2020 to June 2022 (Cohort III), and July 2022 to June 2024 (Cohort IV).

In the continuation of the project intervention, the main activities for ECD Cohort IV includes two days of the first refresher training for nursery and KG teachers, followed by another two days of the second refresher training for the same groups. Trainers will conduct school visits to provide support and guidance, and additional school visits will be carried out by RBPOP. A combined session will be held for Cohort IV principals and teachers to foster collaboration and share insights. The project will conclude with a closing program involving four schools outside of LMC.

Sarthak Bal Sikai, Aathrai

This year, the project will begin with a two-day first refresher training, followed by classroom observations carried out by the Lead Trainer to assess and support teaching practices. An initial interaction session with leaders will help strengthen collaboration and gather feedback. Midway, a two-day second refresher training will be conducted to reinforce learning and address any gaps. Throughout the year, trainers will regularly visit schools to provide guidance, and RBPOP will also conduct school visits to monitor progress and ensure quality implementation.

Sarthak Bal Sikai, Gorkha

RBF, in partnership with RBPOP, started working with 36 schools in Bhimsenthapa rural municipality in 2021. This year, the ECD program at Gorkha will begin with a first refresher training. Classroom observations will be conducted by trainers, and a report dissemination program will be held to share key findings. Additionally, RBPOP will conduct their own classroom observations to ensure quality monitoring.

For the Sarthak Bak Sikai Gorkha primary program, activities include EGR training and two rounds of parenting sessions, each lasting three days. There will be a parent interaction program led by the lead trainer. Trainers will carry out classroom observations, complemented by BSM observations conducted by RBPOP. The program will also include the 4th, 5th, and 6th phase training sessions. Leadership interaction sessions will be held twice to strengthen school leadership, alongside staff selection and Madarsha observation. Lastly, a three-day educational materials-making workshop will be organized to support teaching and learning activities.

Sarthak Bal Sikai, Kageshwori

Sarthak Bal Sikai in Kageshwori was initiated three years ago in collaboration with RBPOP and Kageshwori Municipality. As the continuation of last year's activities, this year, RBF will focus on a two-day first refresher training followed by a two-day second refresher training to strengthen teaching skills. Classroom observation visits will be conducted by trainers

to provide feedback and support. Additionally, RBPOP will carry out their own classroom observation visits to monitor progress and ensure quality implementation.

This year, the project will also extend for the Primary Level with the start of baseline activities including a three-day leadership workshop, followed by a five-day training session in Kageshwori (Phase I) and an additional one-day training. The process will also involve the selection of field officers to support project implementation. Trainers will conduct supportive monitoring visits to ensure quality and progress. This will be followed by a six-day training session during phase II, and the distribution of necessary materials to participants and schools will complete this phase of the plan.

Sarthak Bal Sikai, Phidim

Sarthak Bal Sikai Program in Phidim was initiated in 2023. The program aims to generate competent substitute teachers from students who have a better understanding of their schools and curriculum. The one-year plan includes a two-day first refresher training, followed by classroom observations conducted by the lead trainer. A leadership workshop will be held to build management skills. This will be followed by a two-day second refresher training to reinforce learning and improve teaching practices. Trainers will conduct regular school visits, complemented by additional visits from RBPOP. Board members will also visit schools to provide oversight and support. These activities will be implemented in Phidim.

Sarthak Bal Sikai, Halesi

This year, we are extending the Sarthak Bal Sikai project at Halesi Tuwachung Municipality. The project will start with a baseline survey to assess the current situation, followed by a one-day orientation session for stakeholders and the selection of field officers. The first phase includes a six-day training session along with a demonstration setup to provide practical learning. Materials will be prepared and distributed to schools to support teaching activities. A three-day orientation program will be conducted for principals at RBF to build leadership capacity. The second phase involves a six-day ECD training for teachers, followed by school visits coordinated by RBF, RBPOP, and Palika to monitor progress. Finally, the project will conclude with a phase three ECD training for teachers, including certification, lasting four days.

Bal Sahitya Mahotsav

Bal Sahitya Mahotsav (BSM) is a collaboration of Rato Bangala School, Rato Bangala Kitab (RBK), and RBF. For this year's BSM, RBF in collaboration with RBPOP is planning to provide an orientation workshop for a very limited selected school. This training will focus on the module and techniques to organize BSM. The teachers and students from those schools will be invited to attend BSM 2026 and participate in the refresher sessions conducted by RBF teacher educators. Afterward, the RBF team will support them in conducting BSM in their school.

Dailekh School

This year, we have also planned to give continuity to the Dailekh School project by initiating school visits and meeting the stakeholders. This will give us insight on how to move forward with the project.

Madarasha Project

The Madarasha Project is a new initiative in Gorkha. Different from our ongoing project Sarthak Bal Sikai, this project will focus on creating child care centers which will aim to support several key areas to support the development, safety, and well-being of young children.

Student Motivation Program

As an extension of the scholarship program for 40-50 students in Lalitpur, the student motivation program will focus on organizing student focused motivational sessions or workshops to these students. The program will play a crucial role in enhancing performance, well-being, and engagement of these students.

Madan Smarak Project

With the focus of overall development of the Madam Smarak School, this project is specifically focused on addressing key areas such as teacher training, classroom management, infrastructure enhancement, and overall institutional growth.

Other Programs

Provincial Conference on Quality Education

RBF plans to organize four provincial conferences this year. These conferences will be organized in four provinces; Bagmati, Koshi, Karnali and Gandaki.

Team Building Activities

RBF will focus on team building amongst its staff and run internal training activities and programs. As part of its team-building efforts, RBF staff will organize a retreat for the team.

Partnership and Collaboration

RBF will strengthen its working relationships and partnerships with local governments through various projects and events.

Way Forward

Over the years, RBF has significantly enhanced the quality of learning for thousands of children in community schools by promoting child-centered teaching and learning through various programs. Our new collaboration with like-minded organizations opens opportunities to explore new themes and areas of impact. RBF remains committed to training groups and working alongside partners to drive meaningful change in Nepal's education system. We are deeply grateful for the continued support from our partners and colleagues, which reinforces our dedicated team's commitment to achieving the organization's mission and vision.

“ Education is a human right with immense power to transform. On its foundation rests the cornerstones of freedom, democracy, and sustainable human development ”

– *Kofi Annan*



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