

“Quality Education Our Commitment”

Success STORY

2018/19



Rural Education and Environment Development Center (REED-Nepal)

Pulchowk- Bakhundole, Lalitpur, Nepal

P.O.Box: 8260

Email: info@reednepal.org, reed@mail.com.np

Phone:(977) 1 5521942/5010980



“APPRAISAL LED TO ENHANCED PERFORMANCE”

Mr. Osti has been working in Changesthan Secondary School of Solukhumbu district since 2016 A.D. Although he had been teaching for many years, he was unaware about teaching, planning and evaluation cycle as well as all the other processes and tools that could be used as a different teaching style.



“before I was irregular and unaware about how to use teaching materials.”

“I used to believe in corporal punishment.”

“I wasn’t satisfied with my teaching skills”.

When SEIP/REED-Nepal’s Teacher Appraisal (TA) workshop was conducted in his school, Mr Osti also got an opportunity to attend the workshop.

In the appraisal workshop, he was capacitated to figure out considerable gap between his teaching and planning. After getting useful tips, feedback, suggestions and mentoring from experts, he is now able to implement the best practices to improve his teaching style. Mr Osti takes pride on his new perspective and skills. He is now a regular at school who focuses on his practices and teaching materials .He strives for continuous improvement and chooses to implement the positive changes at the school.

“I am very happy; I am enjoying and improving my teaching, it's good for me, students and school.”

“I am able to change my behaviour regarding teaching techniques after that workshop.”

He expresses his gratitude toward REED Nepal for organising a practical workshop, The pragmatic approach of the TA workshop has been effective and beneficial to all the teachers, students, HT and guardians .HT (Mr Rohit Kumar Karki) of Changesthan SS says, ‘after the TA workshop, the relationship between teachers is better than before.’

Mr. Osti is highly interested to attend more of upcoming workshops organized by REED Nepal .



IMPACTFUL TRANSFORMATION THROUGH REED-NEPAL’S TRAINING

Mr. Om Bahadur Rai emotionally says, ‘Why we didn’t get a chance to get trainings from REED-Nepal before?’. He clarifies this statement by remembering the earlier activities which were conducted in the school. Mr. Rai is the principal of Shree Saraswati Primary school and has been leading the school for twenty-four years. He regrets the way he executed the school before participating in REED’s training. Post the Workshop he has changed his orientation on executing the school and seems very content and thankful towards REED For its support in bringing about a drastic positive changes in the approach and environment of the school.

“Why we didn’t get chance to get trainings from REED-Nepal before”?

Before training with REED, Mr. Rai had previously attended many other training programs with other organisation

He shares a level of dissatisfaction towards multiple trainings he attended and claims that they were limited to the training halls only, unable to change the scenario of the school. ‘Teachers used to teach only for passing their times’, he added without hesitation. All the subject teachers were unaware about the learning needs and teaching styles. The parents/guardian also didn’t motivate their children for school education. They would rather force their children to involve in household chores than going to school. Even on result day, the attendance of parents was very low.

Now, Mr. Rai feels satisfied and thankful for the recent improvements of his school. After training from REED, all the teachers are highly motivated and have been working more efficiently than ever before.

Due to the parenting workshops, derstand the need and importance to regular visit to school for in-progress. All the required mate-plans are prepared and managed learning achievement of students is Rai remembers how all the teach-focused only on text-books as the and recognises how a diversified, approach has benefitted his school Due to the meaningful support of teachers are using different re-



all the parents now un-of education resulting quiry on their child’s rials, resources, lesson by teachers on time. The gradually increasing. Mr. ers had previously been source of knowledge, needs-based teaching greatly.

ing child-friendly approaches to student learning. After observing classroom activities, Mr. Rai says he feels overjoyed to see sufficient resources and strong student-teacher interaction in the classrooms. Finally, Mr. Rai expresses his humble gratitude towards REED-Nepal and AHF for helping to bring about positive changes in the school through the implementation of their program. He is delighted with the outcome of the training, and is willing to get other technical trainings from REED-Nepal and AHF in the future.

REED-Nepal and AHF, sources and implement-

EFFECTIVE LIBRARY MANAGEMENT SYSTEM

Mr. Kripa Bahadur Katuwal says with smiling face that, “I am very happy and my dream has become true.” He is handling the library department of Singhakali Secondary School of Solukhumbu district.

“I am very happy and my dream has become true.”



Before the REED-Nepal’s library training, the library’s condition was unsatisfactory. Despite the available resources, they were managed improperly. He remembers that in earlier days, resources in the library were kept in a dark-room and randomly placed as he didn’t know about library management and effective uses of it. Since the opportunity to attend the library management training from REED-Nepal, the scenario has changed. All the resources are managed properly and well set up according to the need of students and teachers. All books are available in views. The students are very excited as they are now able to read the books what they like.

One of the students of grade 9, Ms.Muna Rai shares her feelings.

“Before the library was set just for formality but now I’m happy reading all the different books.”

Mr. Kumar Khadka, the principal of Singhakali SS is pleased that now the school has well trained librarian. He is hoping to manage ten thousand books in the school’s library. With the support of REED-Nepal, they have managed all books into nine categories. They have been planning to run library software system in near future for a quick service and a proper record of library resources.



Mr.Khadka adds more that they are looking forward to develop library to community information and resource center. Lastly, Mr. Khadka, the principal as well as whole teachers and students of Singhakali Secondary school

would like to heartily thank REED-Nepal for their effective contributions. Due to REED-Nepal’s support, the condition of the library has been intensified with positive outcomes in the learning achievement of students as well as the teachers.

POSITIVE TRANSFORMATION IN SCHOOL’S MONITORING SYSTEM

Ms.Pramila Tamang, a 14-year old girl and student of Changesthan Secondary school (grade 9) smiles as her mother (Ms.Pasangfuti) asks the school about its sanitation facilities.

“When my mother visited school, my confidence-level increased and I became motivated.”

These days, Ms.Pasangfuti not only cares about daughter’s daily educational progress at school, but also closely observes the activities that happen in the school. Another student of grade 9 named Mr.Mingmar Tamang, expressed his feelings that, “When my mother visited school, my confidence-level increased and I became motivated.” Recently, daily monitoring activities of parents have been increasing. Not only the parents of Pramila and Mingmar, the parents of many other students have been directing their attention to the improvement of their children’s school.

Ms. Pasangfuti exclaims that whatever feedback she has given to the school administration has been implemented. Before her monitoring activities, there was a problem of sanitation in the school but now she says it has been improved. She also adds that before her school visit, the toilet’s condition had been very bad, but now it is much cleaner.

“Due to the parental monitoring, we have become more responsible”



All the students say that due to regular parental monitoring the teachers have been more responsible and attentive on their duties than before. Mr. Rohit Karki, the principal of Changesthan SS says proudly,

“due to the parental monitoring, we have become more responsible”. He also adds that whatever feedback provided by parents have guided them to design better activities for the enhancement of school activities. Mr. Karki says that the feedback and suggestions given by parents are being implemented. “New toilets, safe drinking water facilities are under construction”, he says with confidence. Finally, Mr. Karki says he wants to thank all parents who have been monitoring the school and suggests that they continue to visit school in the future to support the children, staff and the school itself.

POSITIVE IMPACT THROUGH TTQEP OF REED-NEPAL

Mr. Dhandi Ram Rai, who is one of the teachers of Shree Jivan Jyoti Higher Secondary School, Kangel, Solukhumbu says without hesitation that “My voice is very loud and the students are scared”. Mr. Rai used to threaten the students for control. He wasn’t satisfied in his teaching style because he used to depend on talk and chalk method. He also agrees that before, his teaching style was just like religious preaching where the students used to listen silently

He didn’t use to focus on learning achievement and he was unaware about teaching learning materials, lesson planning, classroom activities management, etc.



Mr. Rai said that he didn’t have any idea about child friendly teaching methodologies. He and other teachers used to focus on rote learning, corporal punishment. Now, the condition of Shree Jivan Jyoti School has been drastically changed.

He adds that all the credit goes to AHF and REED-Nepal. When they attended the “Teacher Training Quality Education Program” which was conducted by REED-Nepal, their teaching learning strategies have been totally changed. Mr. Rai wants to express that

“These days I teach the students by analysing their needs, interests, age and level with the help of teacher’s guide, curriculum and a lot of teaching learning materials.”

He and other teachers are really thankful to AHF and REED- Nepal. The program conducted by them is really effective and has brought many positive changes in the school as well as in community also.

“The training not only enhanced the teaching skills but also has brought improvements in the learning achievement of students”

Mr. Rai speaks with smiling face.

Finally, Mr. Rai wants to request “Please continue the Lower. Sec and Secondary level teacher’s training in upcoming days so the SEE result would be improved more in upcoming days.”

TEACHING SKILLS ENHANCED BEING KEY TEACHER OF REED-NEPAL

Ms. Kailash Kumari Rai claims “Before I was unknown to very happy and confident.” She wants to give its credit to teaching skills with the adaption of modern teaching-learn-

teaching methods, but now, I am REED-Nepal for the fulfilment of her ing methodologies.

Ms. Rai remembers those earlier unpleasant experiences. appointment in Birendrodaya HSS, Mukli, Solukhumbuin I resource material.” She used to clarify the contents of the concepts. She didn’t focus on the learning achievement of the evaluation process. She wants to add “In earlier days, I sion, I was compelled to follow the duties within a doubtful

She says that “When I got teacher used to only focus on the textbook as book rather than giving insights on students. Ms. Rai wasn’t aware about wasn’t fully satisfied with my profes- state.”

Ms. Rai heavily focused on disciplinary matters and rote a child-friendly environment in earlier days. Later on, she “TTQEP” training from REED-Nepal. TTQEP was focused on gym, practical teaching and learning, active participation child-friendly schools, effective classroom management and grateful to learn those skills to make her teaching-learning

learnings rather than implementing got the chance to attend the ten days multidimensional matters like brain of students for useful education, lots of teaching strategies. Ms. Rai is activities more practical these days.



Ms. Rai is very happy now that students have a better relationship without any fear. She has been utilising teaching materials in compelling ways, so the learning achievement of students has also been improved. Nowadays, Ms. Rai is known as one of the best teachers of Birendrodaya Higher SS. She is hard working and efficient in her field. So, she has been selected as a key teacher from the cluster and is working closely with REED-Nepal.

“Before I was unknown to teaching methods, but now, I am very happy and confident.”

DEVELOPMENT ACTIVITIES THROUGH COMMUNITY ENGAGEMENT



Phoktanglung Primary School is situated at Ikhabu of Taplejung district. During its establishment period, it was run in a small bamboo hut. During the year 2009 A.D, all the students from grade 4-10 used to be gathered in the small classrooms with only one teacher appointed. It was a very challenging task for the teacher to manage and teach all students of different ages and level together.

Another challenge was the weather, during the rainy season, the school had to tackle many problems. The water used to flow inside the classroom, the teaching activities were very severely affected. The students couldn’t get proper education due to that bad weather. To reduce those

problems, the school and the community people decided to solve and figure out a solution for the betterment of school education.

Success Story

They decided to collect NRs. 100 to 1,000 from each household as per the capacity of the people in the community. Later on, the concept of “Revolving fund” was developed for the sustainability of the school. The community decided to provide some more money for teachers, and more teachers were appointed as per the decision of the people the community.

In collaboration with REED-Nepal, they appealed to DEO for support. The community raised NPR 2,76,300 for the improvement of the school. HT UK chairperson also donated Rs. 50,000/- personally. Similarly, deputy chair of HT UK donated as well. One ECD teacher was also managed by the DEO itself. Meanwhile, for the establishment of the physical infrastructure of the school, the community people coordinated with PTN, Gorkha Welfare Scheme, REED-Nepal as well as HTUK. The chairperson of HTUK Mr. Graham visited the school and NRs. 50,000 was donated individually for the welfare of the school.



REED-Nepal also supported in developing the overall quality of school through teacher training, COP, in-school support, provided reading books, stationery materials and Science equipment. The concept and the development of Eco-child concept were made by the staff s of REED-Nepal. Now, all the students, teachers and parents are thrilled by observing the scene of the school. They don't want to remember those unpleasant moments which they had faced in earlier days.

The school has sturdy earthquake-resistant buildings in recent days. All the students are getting a quality education in a child-friendly environment.

There are sufficient teachers, one of the members of the school, Mr. Narendra Tamang wants to thank really from his inner-heart for all supportive role players for the improvement of the school. He is sincere for *REED-Nepal's supportive roles for the development of the school.*



DRAWING STUDENT'S ATTENTION THROUGH ICT APPROACHES

Teachers of Rampur Basic School remember “Before it was very difficult to draw the attention of students as we used to follow only lecture method during classroom activities”. The teachers followed the textbook as resource material. The students used to feel monotonous so they didn't pay proper attention and the classroom was also noisy.

“Before it was very difficult to draw the attention of students as we used to follow only lecture method during classroom activities”



Recently, the scenario has changed, REED-Nepal has been helping Rampur Basic School by providing TV and Projector. So, the positive changes in the behaviour of students in the classes can be observed. Students are content because they are enjoying in the classroom activities, becoming more attentive, curious and creative.

Moreover, teachers are also improving their skills for effective classroom management. The regular effort of 5-10 minutes videos displayed in the class has made students active. It is resulting in a higher attendance rate than before. Ms. Sharmila Rai, a Montessori trained teacher, is thrilled to share that due to ICT approaches “Kids are learning fast, retelling stories in their own ways and make fewer noises in the classroom.” Due to ICT tools, both teachers and students are enjoying and adapting new ways for learning.

Mr. Kedar Khatiwada, HT of Rampur Basic School, said happily, “With the initiation of ICT through TV and Projector in the class, kids are found more excited than before as well as teachers also found the right platform to update themselves”. So, the entire school family would thank REED-Nepal for supporting them for the improvement of learning styles and drawing the attention of the students through ICT approaches.

FOSTERING AND EXPLORATION OF YOUNG TALENTS

Mr. Kshitiz Karki, one of the students of Gudel Secondary School, Solukhumbu believes that “Ideas come from everywhere.”

One day, on the way to home, he saw an excavator in constructing roads. He was highly motivated by observing the working mechanism of that excavator. Mr. Kshitiz related the working mechanism of excavator with Pascal's law in pressure which tries to explain about the hydraulic break.

The teacher's display of syringe and piston amplified his curiosity that firmed with an ambition of making a model excavator. Being dedicated, he proceeded on creating with a syringe, I.B sets, card-boards and tin. Attempting for many times, he finally succeeded in shaping it and went to his Science teacher who recommended it with the headteacher.

Then, he exhibited among all teachers, but they did not have adequate space so showcase and highlight his talent.

Success Story

All teachers recommended him to participate in the Child Club's Talent Show program organised by REED Nepal. It was only after the program of Child Club Talent Show; he had his talent highlighted in mass. Not only Kshitiz, but there were many other participants to show their expertise. His talent was recognised as it was a unique and remarkable model excavator.

"Ideas come from everywhere."

Sagar Kiranti, the Head of Mahakulung Rural Municipality said, "Programs like Child Club Talent Show by REED Nepal is appreciative, and it has helped to nurture young talents like Kshitiz Karki".

He further added, "This sort of program would be continued in the upcoming program of RM coordinating with REED Nepal".

Similarly, Kshitiz said, "If there had not been REED Nepal, I would not have been able to showcase my talent among so many people", he smiles "I am grateful to my parents, teachers and especially regards to REED Nepal".



PERSONALITY DEVELOPMENT THROUGH REED-NEPAL

Ms. Anusha Tamang is one of the students of Rani Basic School who was born on July 2005 daughter of Mr Tej Bahadur Tamang and Ms. Be Maya Tamang. Her school lies at Phoktanglung Rural Municipality Ikhabu-4 Taplejung. Belonging to an average family, she has to help her parents in multiple household chores.



According to HT of Rani Basic School, she was under average student. Her English was weak, and she had difficulties with her studies. She used to become nervous during her classes and school activities. Her school work was not satisfactory. When REED-Nepal visited her school and conducted different pieces of training and programs, her studies have gradually improved.

She has made a significant improvement in English now, Anusha can write and speak fluently.

She has become a very active student of Rani Basic School. She has delivered speeches in English many times in front of the class and school programs.

Recently, she gave a speech in one school program where REED-Nepal, HT, UK members were also present. They were impressed with the speech delivered by Anusha. After getting help from REED-Nepal and HT, UK, her confidence level has increased.

She participates in almost all ECA activities. She has won many prizes in school programs like singing, dancing, debate competition, sports etc. Now, after getting motivational training from REED-Nepal, she can manage her studies, and household chores simultaneously. She has led study groups when needed for her peers, strengthening her leadership skills. She wants to express her gratitude toward REED-Nepal and HTUK for enhancing her capacity.

DREAMS TRANSFORMED INTO REALITY



Sundevi Secondary school established in 2030 B.S at Phoktanlung Rural municipality-4 Ikhabu, Taplejung district.

Previously, the condition of the school was not good. The school didn't have sufficient buildings, fences or child-friendly classroom for students. Teachers were not appropriately trained, and subject teachers were unaware of teaching materials and modern teaching methodologies.

Before being appointed as a Headteacher in Sundevi Secondary School in 2016 A.D, Mr Bishal Rai was a primary school teacher there. As HT, he had many dreams to improve the quality of the school, but it was not an easy task.

Mr.Rai coordinated with local community people, Singapore police, British Army Officers of that community, the government of Nepal, HTUK. He helped in collection of huge funds and appointing sufficient teachers and other supports in the school.

REED-Nepal provided quality teacher's training program for the betterment of the learning environment in school. Mr Rai conducted different fund-raising programs for the improvement of the school. Now, there are safe drinking water facilities, clean and separate toilets for boys and girls, clean environment with proper fencing around the school. Due to their significant contributions, the school have student-friendly classrooms, earthquake-resistant classroom. The number of students has also increased due to his efforts.

The teachers are trained, so the student's learning achievement is higher than before. The local people are also highly motivated and encouraged due to Mr Rai's significant efforts. He has become the role model person in that area.

Mr.Bishal Rai wants to thank REED-Nepal, HTUK and as well other agencies who are involved for the development of Sundevi Secondary School, He is delighted because all his dreams for the school have converted into reality.

CONCEPTUAL AND EFFECTIVE TEACHING DEVELOPMENT

Mr. Dukhi Lal Chaudhary is a math teacher in Yamphudin Basic School, Srijanga Rural municipality in Taplejung district after receiving a public school level education in his village. He has been teaching since 1987 AD, at the beginning of his career, he used to follow traditional teaching methods. Mr. Dukhi Lal didn't have concepts or ideas on how to teach students using modern approaches. Mr. Dukhi Lal adds that he used to conduct his classes in autocratic ways.

He used to believe in corporal punishment and also punished students regularly when they were unable to answer his questions.

Mr. Dhukhi Lal didn't have enough knowledge for the preparation of teaching materials, daily lesson plans and student-friendly activities.

He feels sad by remembering those moments where he just writes mathematics formulas on the board and force students to memorise them.

In 2006 A.D, he got an opportunity to attend quality teacher's training program which was held for ten days by REED-Nepal. After getting that practical training, he felt that he was totally wrong in his teaching methods and regretted those moments where he used to react to students very rudely.

After being trained from REED-Nepal, Mr Dhukhi Lal was able to change his teaching styles. Before entering into classrooms, he prepares lesson plans and teaching materials. Now, his teaching methods are interactive and engaging, which the students enjoy. This led to a significant increase in student learning achievements

The students have understood the contents, concepts, and their learning styles have been highly developed.

Mr Dhukhi Lal is very proud that he is loved and liked by almost all students; he is one of the highly appreciated teachers in that community. The students eagerly await his classes to be conducted. Students are doing their best in different exams conducted by the school.

Mr Dhukhi Lal is very thankful to REED-Nepal and other donors who are associated with REED-Nepal, local government units and the school committee. He is very confident that due to REED-Nepal, his teaching methodologies are developed and is being productive. It is due to modern teaching approaches and regular mentoring, support, evaluation and follow-up performed by REED-Nepal.



Enthusiastic SMC Chairperson



Shree Kanchanjungha Secondary school lies at Yamphudin-8, Sirijungha Rural municipality which is 65 KM away from district headquarter of Taplejung and it was established in 2013 B.S.

Mr Abirman Rai, he had worked as an active member for 12 years in Shree Kanchanjungha Secondary school. He was appointed as SMC chairperson in 2070 B.S.

Before he was appointed, the school's condition was unsatisfactory. When Mr Rai became chairperson, the school was facing multiple economic crises. He helped to collect funds for the construction of infrastructure and to run school administrative tasks smoothly.

School facility was lacking; clean drinking water system was scarce. Mr Rai requested G.W.S to construct drinking water management and C.S.P to build a toilet. Later on, he requested

different donors and organisations to build a fence and establish canteen inside the school premises. During his service period as SMC chairperson, he coordinated with REED-Nepal and conducted teacher's training programs. Subject teachers learnt many useful teaching activities and skills which benefitted students.

When Mr Rai became SMC chairperson, there were 160 students, but now the number of students has increased. He wants to give this credit to all school members, HT, teachers and the local community.

Mr.Rai maintained rules and regulations inside the school to create a better environment in the school. He coordinates students, teachers and guardian's meetings. He and other teachers were highly motivated through REED-Nepal's programs. The learning achievement of the students was highly increased and SEE result has also come better than previous years.

Mr Rai has been maintaining health and sanitation services in the school. He is appreciated by all students, teachers, HT and community level. Due to his determination, the standard of Shree Kanchanjungha Secondary School has increased.

He is thankful towards the contribution of REED-Nepal for their different leadership skills training and workshop.

"I am very happy; I will focus more on building concrete buildings and want to reduce the drop-out rate of students."

He is confident that REED-Nepal will continue to contribute for the development of Shree Kanchanjungha Secondary School in future.

