

United World Schools and the RCRT Foundation

Final Report | June 2019

Project Objective: To create educational opportunity in Nepal by developing a cluster of three schools in Sankhuwasabha District, Eastern Nepal.



Left: Early years classroom at UWS Hedangnagadi School | Right: Community meeting in Hedangnagadi

The support of the RCRT Foundation is transforming young lives across Eastern Nepal. Since March 2018, The RCRT Foundation has supported construction and development of three schools in highly remote areas of Sankhuwasabha District. These communities had no previous access to education, and with your support, three primary schools are now open and full of students.

Expenditure Overview: March 2019 - May 2019

Please see the expenditure report attached for full details.

Funds received to date: \$104,049.00

Total project expenditure to date: \$113,045.45

Project balance: (\$8,996.45)

UWS Tellok School

Total project budget: \$31,214.80

Expended to date: \$34,194.71

Principal expenditure during this period was on salaries, toilet block construction, additional school resourcing and ongoing monitoring and reporting costs.

UWS Khamare School

Total project budget: \$31,714.80

Expended to date: \$36,927.95

As in Tellok, principal expenditure during this period was on ongoing salaries, toilet block construction, school resourcing and ongoing monitoring and reporting costs.

UWS Hedangnagadi School

Total project budget: \$40,974.80

Expended to date: \$41,922.79

As outlined in previous reports, the majority of funds were expended prior to school opening in this reporting period. Due to the landslide around Hedangnagadi, material and team transportation had to be done by tractor, significantly increasing costs.



UWS Khamare School



Number of children enrolled	138
Number of girls	72
Number of boys	66
Community teachers	3
Government teachers	6

Developing Education Quality

With very high student and teacher attendance (92% and 95% respectively), the focus in Khamare over recent months has been continuing to improve education quality. Students sat their first set of national exams in April 2019, and we will receive the results of these shortly.

The allocation of a new UWS Fellow to the school will drive forward improvements to education and school governance over the coming months. The UWS Fellowship programme engages young leaders to help bring about social change in remote and marginalised communities in Nepal. The programme, which was first trialled in 2017, recruits and trains talented Nepali graduates with a commitment to tackling educational inequality. Fellows are placed in UWS schools where they live and work as a UWS community teacher for two years. During this time, their focus is on modelling best-practice, improving educational quality, and developing complimentary community programmes. The Fellow allocated to UWS Khamare School is Nabina Deshar. Nabina is now living in Khamare community, and has already received training on behavioural management, interactive learning techniques and capacity building within a team. This training will enable her to model best practice in the community as she takes on a supporting teacher role.

Disaster Readiness

In a country highly prone to earthquakes, our disaster-readiness programme is vital for ensuring students are prepared. Regular fire and earthquake drills take place across our Nepal schools, and there was recently an assembly (right) in UWS Khamare School to remind children of emergency protocol. Posters are also pinned up around classrooms, and refresher drills take place every term. Although school buildings like UWS Khamare are earthquake resistant, a large earthquake could have a serious impact on this community so it is vital that students are well prepared.



UWS Tellok School



Construction Update

Following delays to construction across Sankhuwasabha District, the latrine block in Tellok was completed during this reporting period. Gender split latrines are now being used by all students (*construction pictured below right*). Work has also been done to improve the learning environment, including planting a school garden. Students have been planting flowers during 'nature' lessons. Moving forward, iterative improvements to the learning site will continue to be made, including the addition of a playground and sports pitches..

Number of children enrolled	55
Female students	25
Male students	30
Community teachers	1
Government teachers	3

Enrolling New Students

The new academic year in Nepal began in May 2019, when a new round of enrolment took place for the upcoming year. The process of enrolling students into a UWS Nepal School involves two stages:

Stage 1: Mapping out the number of children to be enrolled in the locality, specifying their age, gender and grade.

Stage 2: Household visits. Three teams, comprising a UWS community teacher, a government teacher, a member of the School Support Committee (*below left*) and a UWS Education Officer, visit all households identified in phase 1. They talk to parents and children about UWS, the importance of education and the long-term benefits of enrolling in school. Where families are happy to enrol children, names are recorded and added to the register.

Although there has not been the increase in enrolment that we were hoping to see in Tellok, we were pleased to see very high retention rates across all grades. We will continue our work with teachers to enrol new students over the coming months, and will be launching a new lunch programme intended to incentivise enrolment and attendance.



UWS Hedangnagadi School

Opening the School

UWS Hedangnagadi School officially opened for the new academic year in May 2019. We will be able to share student enrolment data over the coming weeks, which we anticipate to be high from the outset. In the meantime, we are delighted to share the first images of the school in action (*below left and front page*). The largest of the three RCRT-funded schools, we anticipate UWS Hedangnagadi serving 100+ students this year.



Student Behaviour and Wellbeing

In addition to the standard training delivered to all new UWS teachers, nine teachers (3 local, 6 government) in UWS Hedangnagadi school attended a 'Positive Behaviour Management and Student Engagement' training in April (*pictured above*). This focused on strategies for student engagement, including movement, asking questions, tone of voice, interactive activities and the use of student names and eye contact. The same training in other schools has led to very positive results, and it was great to see teachers in Hedanganagadi enthusiastically working with our Education Officers on these strategies. Teacher attendance was 97% in May, testament to their enthusiasm and commitment.

Moving forward, we will build on this initial training by providing sessions in all three RCRT-funded schools on mental health and safeguarding. We are also looking to develop more of a pastoral care role in each school, which may include provision of student counselling. As part of this emphasis on student wellbeing, eye examinations were recently carried out in UWS Hedangnagadi School (*below right*).



Next Steps - Promoting Sustainability



Community meeting at UWS Khamare School.

Developing Community Leadership

Ongoing capacity building will be key to maintaining momentum with school development, and embedding these projects into communities for the long-term. Training will begin at Senior Management level, and then be cascaded down across 30 schools in Nepal, via UWS Education Officers. The goal is to provide teachers and School Support Committees with the skills and confidence to take on increasing responsibility for governance of their local school. We have recently recruited a new Global Programmes Director, Peter Campling, who will oversee this process. Peter joins UWS with extensive experience in the education sector, having held a number of leadership roles in UK schools. He has also worked as a consultant for a number of organisations including the Oxfam Education and Youth Team. With experience working in a diverse range of educational environments, Peter is well placed to support the continued development of UWS' team in Nepal, ensuring capacity is built for the long-term.

Engaging with Government

We continue to meet with regional and national government regularly, to discuss strategies for the eventual transition of the schools into the national system. To support this, UWS works with, and reports into, various Government departments at district, regional and national levels. Government buy-in is demonstrated through the free provision of government teachers for all UWS schools - a significant in-kind contribution worth approximately US\$300 per teacher, per month. For the 2019-2020 academic year, schools will also be provided with a minimal government budget for the School Support Committee. They will also receive limited government textbooks (or the financial equivalent). The long-term goal is for Tellok, Khamare and Hedanganagadi schools to be deeply integrated into the community and absorbed into the state system, at a point where there is confidence in the ability of the system to maintain standards. Based on our experience in Cambodia, we anticipate this being a gradual process over many years.

Partnering the Schools

In the meantime, our Partnerships team is working on allocating each school a partner, to take over ongoing running costs. UWS Partner Schools fundraise to cover the ongoing running costs of a particular UWS school. Students and teachers receive regular photos, videos and updates from their partner community, and where possible, assemblies from the UWS team. In this way, we promote the continued engagement of students, and help to foster strong relationships between schools on opposite ends of the educational spectrum.

We would like to thank the RCRT Foundation for planting the seeds of change in these communities. We look forward to watching the schools continue to grow and develop over the coming years, and hope to continue our work together.