



**KARNALI SCHOOL BUILDING AND PEDAGOGIC PROJECT (KSBP)
REPORT
NOVEMBER 2014**

**KARNALI SCHOOL BUILDING AND PEDAGOGIC PROJECT (KSBP)
REPORT
NOVEMBER 2014**

Foreword

Karnali School Building Project (KSBP) started from December 2013 and it was completed - achieving 100% of its targets - in a period of less than 12 months. It is indeed an admirable support from GDAA- Aalen Germany and its donors, sponsors and development partners who have supported for the realization of this education project in Nepal.

While Nepal along with the rest of the world is striving towards making a success to the Education for All (EFA) programme to meet the Millennium Development Goal (Goal 2: Achieve universal primary education) by 2015 this significant step is certainly adding some bricks on the wall of EFA.

We are thankful to our entire supporters for the global partnership for eradicating illiteracy by building schools for developing better and peaceful world by a single development mantra: charity has no border.

With thanks.

KSBP Project Nepal and GDAA Germany

Content

Chapter One

Introduction

Background

How We Selected The School

Project Justification

Project Aims

Chapter Two

The Seven Schools Then And Now

Context

Schools We Built

1. Ranukhana School

2. Dhupiduska School

3. Budu School

4. Dhipu School

5. Tamti School

6. Sudi School

7. Tuee School

Chapter Three

A Holistic Approach To Improving Education

Perspective

Who Is The Neediest

Model School Buildings

Supplementary Requirement

Training And Teaching Aid

Monitoring And Impact Evaluation

Visibility And Communication Of The Donated Fund

KARNALI SCHOOL BUILDING PROJECT (KSBP)

CHAPTER ONE INTRODUCTION

BACKGROUND

In was in November in 2013. We made a public announcement that Govinda Development Aid Association (GDAA) - through the generous funding support of different foundations, sponsors and donors – expressing our interest to build school buildings in Jumla/Karnali where the literacy rate is lowest in the world¹. It is shocking that 85.9% girls under 14 are illiterate in Karnali. The situation of boys is comparatively better as the data shows 41.1% boys are illiterate in the region.

Finally, now we have built seven school buildings in Jumla in 2014 in a period of less than a year. It is worthy to recall, in short, how the schools and villages where we built the school buildings were selected.

How we selected the schools

When we announced that GDAA is ready to build school through its local partner in Jumla, many schools with poor infrastructure dropped their letter of interest explaining their schools condition and need. We short-listed the applications and selected 12 most seemingly needy schools. Then, we wanted to see the 12 schools with our own eyes and collect both qualitative and quantitative information to make the final selection. Our project staff guided by GDAA's consultants made field visits in the villages.

It is stirring to present the stories here experienced by our assigns during the school selection visit.

In their own words

The first school we reached was Dhupiduska School (formally called Shree Bhairav Secondary School). When we reached the school we saw the children in school uniform sitting in the circle in the school-ground and a woman was sitting in the centre of the circle in a chair. Obviously she was a teacher. A class was running as we could hear very clearly the woman was reading a text loudly and the kids were repeating after her in the highest pitch of sound. We stood and watched. After some time, she asked the kids to copy the text from their books laid on the dust. The kids knelt down to write. The woman moved away and she entered a room. We followed her. We found ourselves in the office room of the school. The Headmaster said that they didn't have enough rooms for all the kids. So they had to run class in the open air.

However, it was not only that they had no enough room. We saw no blackboard where teachers could at least write something, not enough

¹ The adult literacy of women in Karnali is 03.3%. The adult literacy of men is 35.7%.

desks and benches as the kids we saw were sitting on the dust. Asking about teaching aids and their use was just precarious in such hopeless situation.

The next school we reached was Budu School (formally Shree LS school) in Birat village the furthest village of Jumla district bordering to Mugu district. It was 12 noon. No sooner had we reached the school; it started to rain heavily. The schoolmaster hit the school bell. Dong-dong-dong-dong-dong, it went! All the school kids rushed upwards to the road that led to their village. In a minute it was dead silence in school. Without our asking the school headmaster explained us that they had no enough rooms. They were running classes in the school yard under the sky and since it started raining they dismissed the children.

We understood that the school was a fair weather school. Three months in the winter it snows there. Three months in the monsoon it rains. And occasionally comes the storms. The summers are dry and the sun is prickly hot in the rocky mountain slope. We questioned ourselves – how many days they really would run school for full school hours?

The situation of other schools was not better than these explained above in this or that way. Ultimately, we selected 7 schools according to prefixed selection criteria. The criteria were:

- Status of existing building: The poorer the infrastructure the more priority to be selected
- Disadvantage groups: Dalits (the villages with untouchable castes', ethnic groups' settlement had higher priority)
- Remoteness: Village away from the district headquarters and inaccessible due to absence of roads was given higher priority
- Relative poverty: village with the household who do not produce enough food to survive from own land had higher priority
- Coverage: Higher the number of households covered by the school higher the priority
- School enrollment rate of the children: Lower the school enrollment rate higher the chances of selection

PROJECT JUSTIFICATION

Why non-government organization with international funding need to build schools in Nepal ?

Simple enough. The country has less resource to invest for education, as the country is poor. The richer section of Nepal's geography – towns and administrative centres - enjoys more resources. The voiceless and remote geography of the country is isolated, forgotten and quite suffering. Thus, Nepal has regional imbalance in development. On other words, the government has not enough budget to build school building in Nepal and in such situation the remotest part of the country is the worst sufferer. Most of the national budget is spent only to support teachers' salary. Even the number of teachers is not enough because the government cannot hire as many as the number of students in schools demand.

Therefore, the communities run schools and the poorer communities cannot afford to build school building, provide furniture, buy teaching aids and train the teachers.

On the other hand, there is interesting and critical observation, too. Private schools are mushrooming everywhere in Nepal, which charge heavy tuition fees. The richer section of the society sends their kids to private school. When the richer people send their kids to private school these richer class do not take care of the community school where they don't have their kids. This is another structural paradox in education sector in Nepal.

In such background GDAA projects in Jumla has been constructing better school buildings with wider rooms than the local one that the villages had – with larger windows and doors; and with comparative higher walls to make the rooms bright, safe and child-friendly as far as possible. **Of course, we are doing our best to make the school earthquake resistant according to local standard by employing safety measures and modern techniques.**

PROJECT AIMS

Our project aims were:

- To build 7 school buildings with four rooms in each building and bring all the kids from the surrounding settlements of each school inside comfortable rooms
- To train teachers from all 7 schools to use teaching aids and introduce child centered teaching methods to all 7-school teachers
- To provide basic teaching aids to all 7 schools in a large safe tin trunk designed in Kathmandu and train a master trainer

CHAPTER TWO THE SEVEN SCHOOLS THEN AND NOW

CONTEXT

School enrollment and drop out

School enrollment rate in our project villages according to government records and our own baseline studies seems quite high, mostly around 80% and even higher. What is very important to note is the fact that the drop out rate of the school children from school is strikingly high in Jumla according to the latest report of Nepal government – Ministry of Education. For example, the drop out rate in class 1 in Jumla is 18.8% and for the girls, 27.9%. Again, each year, approximately in the similar rate children discontinue from school in each higher class. What are the causes of these drop outs?

There are multiple causes for it. The main cause is lack of enough rooms in the schools. When children have to stay in open air in school and run home it rains or when the sun is too hot, the situation is certainly not motivating to retain the children in school. And when there is no toilet schoolgirls drop out number is high as they feel it very inconvenient to remain in school the whole day without the chance of relieving themselves.

In this context, we present the schools where we have built our school buildings. Even though it is too early to see the impact of our project we attempt to show here what we have already successful to achieve in a year.

1. RANUKHANA SCHOOL

Ranukhana School is in Dhapa village. It is a predominantly a Dalit settlement. When we surveyed the village at that time, the school enrollment rate of the village was 87%. That means 87% of school going age children were enrolled in school and 13% children were out of school. The school building was not providing roof to every kids. Classes used to run out in the ground.

Thanks to GDAA support, now all the children can stay in wide and light classrooms. The new building has 4 rooms. Class 1, 2, 3 and 4 are run in this newly build building.

They have a small 6-room old building. They have used 1 room of the old building for running class 5 where there is least number of children. 1 room is used as office room, small library and as a store for the teaching aids. 1 room has been used as Early Childhood Development Centre (ECDC/pre-class section). When we interviewed the headmaster, he said that since now they have more rooms in the school they would like to run class six from next year and so on!

It is hoped that the school enrollment rate will increase in coming year and dropout rate will go down.

Last year, before we initiated the construction, the number of school children was 78. Now, there are 101 students (**49 girls and 52 boys**) in the school.



Ranukhana Old School building



Ranukhana New School building

2. TAMTI SCHOOL

Next school building we built is Tamti School at Tamti village. This school runs up to class 8. It has very large catchment area with 247 households. It is situated in a remote part of the mountain. The nearest rudimentary road is in 4 hours' walking distance.

Now there are 225 students – 94 girls and 131 boys. The school enrollment rate was 93% last year. We are quite sure that with this new school building the enrollment will go higher and the school dropout will decrease.



Tamti old school building



Tamti new school building (blue roof) and new toilet (blue roof)



The land where the school is built



School we constructed

The district education officer of Jumla visited the school for the inauguration of the building and appreciated the work of Govinda Development Aid Association for its generous work of building school in this remote part of Jumla.

3. DHUPIDUSKA SCHOOL

Dhupiduska School is in the middle of Dalit Settlement of 127 families in Taliuma village. The school covers additional houses having larger catchment area of 590 households. As per school figure, the school enrollment rate of the village where the school is situated shows 96%. In fact, if we count the school enrollment ratio of the Dalit households only it's as low as 87%.

This school runs from class 1 to class 10. It has annexed programme of ECDC as well. Because of the large catchment area of the school, last year the number of students in the school was 794. This year, when people saw new building being built more students came to get enrolled in this school.

We had met a Dalit boy named Harish who said,

“I would have studied in this school instead of walking for next school in a distance of one hour if I could get place to sit in the class. This school is always crowded and all classes do not have enough rooms! There are only 10 rooms and 1 room is used as office room.”

When we visited the school for the first time, we saw students sitting on the window gap and just two feet away from the blackboard in the front. Students would be pushing from two opposite ends of the bench in each row to prevent from falling on the ground.

Now this school has enough rooms after our construction of 4-room building. All students get enough places to sit in the classroom. We were happy to see the record in school this year that the girls' number is 559 where as boys number is only 312 !

“Is it true that more girls are coming to school and boys remain at home?” We asked.

“The boys go to next school as they can offer more time. Girls have to be at home for work, so they chose the nearest school, sir!” The school headmaster explained us.

We understood that nice spacious school in own village means more chances for the girls to go to school and prevent their dropouts. Our decision to build school in Dhupiduska was a right decision. We are happy with this news.



Dhupiduska old school building



Dhupiduska new school building

4. BUDU SCHOOL

This school is situated in a distant location from Jumla Headquarter in a village called Birat. Birat is a very poor village. People cultivate wheat and potato but they hardly produce enough for three months.

The school enrollment rate is 89% in statistics. But the kids drop out because there is no place to sit in in school after some time.

Almost no one from the headquarter visits this school. There is a rudimentary road to the foot of the Birat Mountain. From the foot of the mountain one has to climb up and up for around 4 hours to reach the school of Birat village. Most of the households in the village belong to the Dalits. Children from 157 families come to this school which runs up to class 8. This is a primary school. The children have to walk next 4 hours to reach another school which runs class up to 10.

Last year, there were less than 300 students according to Ratna Budha, a villager of Birtat. This year more children got enrolled and now there are 175 girls and 190 boys to make 365 students in total in this school.

“We managed with only 6 rooms till this building was completed. When it was not raining or snowing or it was not too hot we ran classes in the open ground. But it was very difficult”, the school headmaster of Budu school explained us.

“Now we have 10 rooms.” The school management committee chairperson added, *“We will apply in District education office to run secondary school. Our children cannot walk for 4 hours to reach nearest high school. That’s why they dropout!”*



Budu old school building



Budu new school building

5. Dhipu School

This school is in a large settlement of Malikathata village. It has the catchment area of 134 households. The people are very poor who survive with their own food production for less than three months in a year and rest of 9 months by daily wage earning.

The village is also away from district headquarter. It is not easily accessible as one has to walk for full 6 hours from the rudimentary road in a quite a risky trail in the mountain. The village had a low school enrollment rate. Only 88% of schools going age children were enrolled in school and more than 20% dropped out last year from class 1.

This school runs up to class 8 and it had only seven small rooms last year. Apparently some classes were not run inside the classroom. It had less than 150 students last year. Now after we built the new school building with 4 rooms, the school enrollment increased and there are 191 children in the school now – girls 90 and boys 101.

“I will bring my daughter to school now. Last year I admitted her. She stopped coming to school. No body gave her seat to stay in the class because there was not enough space. My girl is weak, you see. She could not fight!” A villager complimented us for building new school building and providing space for her girl in school.



Dhipu old school building



Dhipu new school building

6. SUDI SCHOOL

Sudi School is in Ghodemahadev village. It is in remote part of Jumla and not easily reachable region of Jumla. The school is a center for 132 households of Ghodemahadev village. They had 8 small rooms in their two old buildings for around 200 kids.

Now we have built 4 large rooms and the school management committee is very excited to run the school up to class 10. The school enrollment rate was 93%. The people said to our project staff, *“now, we will bring all school going age people in school”*.

Last year there were 79 girls and 91 boys, altogether 160. This year after the initiation of new school construction the number of the children dramatically increased. Now there are 208 students- 105 girls and 103 boys.



**Sudi
school
building** **old**



**Sudi
school
building** **new**



Badri the school construction engineer from Kathmandu with school chairperson



The rear part of the building



The thankful Teachers, school management committee and students – towards GDAA and its donors

7. Tuee School

Tuee school is in Ghode village. It is a primary school that runs up to class 5. When the kids complete primary education they have to face the challenge of reaching next school or have to quit their schooling. One has to walk for next 5 hours to reach the nearest secondary school. For this very reason the school was selected for construction of new school building.

Now, after our support to build new building, they have additional new 4 rooms and the old 6 rooms. There are 143 students this year, after our initiation of the school construction. Last year the number of kids in the school were around 100.

The villagers were very much excited to build the school. The community contribution was large here. Especially the women were very happy to have this construction project in their village. We hope they will promote their school into high school very soon as the villagers were so happy to receive the grant for the construction of the school.

We want to build school in our village because if our girls study they don't have to suffer like us. Our life is not better than of oxen (indicating the oxen pull plough and have tough life!)



Tuee old school building



Tuee New school building



Women carrying stones to build school from one hour walking distance from the stream bed



Tuee School

CHAPTER THREE

A HOLISTIC APPROACH TO IMPROVING EDUCATION

PERSPECTIVE

Building school in our project does not only mean building walls and covering it by nice roof and handing over to the villagers. We are precautious for the process and the outcome for sustainable and meaningful result.

WHO IS THE NEEDIEST

We were very clear from the very beginning that; first, we would build school buildings in very needy place to bring maximum impact from the limited resources we have. That was why we put a lot of effort for the baseline studies and developing the needful proposal.

MODEL SCHOOL BUILDINGS

Second, we would build best buildings not only from architectural viewpoint but also from structural view. That was why we hired highly qualified building construction engineer from Kathmandu for the structural and architectural design of the building – the buildings should look nice in appearance and strong in structure with the best use of local resources and materials. The engineer trained the local overseers who would stay in the village throughout the construction period and the expert engineer gave them feedback from time to time through reports and field visits.

As a result now our all -7 buildings - are beautiful to look at, comfortable to accommodate in and earthquake resistant to local standard. Our school buildings stand in Jumla – as model school buildings. Children can stand in the balcony. They can climb up and down from two ends – upstairs and downstairs.

SUPPLEMENTARY REQUIREMENT



Third, when school buildings are erected, then more needs and demands appear in the villages. In those places where there was no toilet, toilet was necessary, where there was no water, water system was necessary to be installed.

We provided those facilities with additional construction. For example in Tamti School, there existed no toilet. There was no water system. But these were really necessary infrastructure to run a

school in a healthy way. How can we teach health education and sanitation in a school which lacks toilet and water facilities? Therefore, we built a nice toilet building with separate rooms for boys and girls and full sanitation facilities with water system. We installed a water tank so that there will be water scarcity in any time.

TRAINING AND TEACHING AID

Fourth, The nice-looking buildings standing alone are helpless unless we add pedagogic life to them. Therefore, we arranged a training to the teachers of these schools to make the classroom child-centered and provided teaching materials – a large tin box full of different teaching materials useful to teach mathematics, science, social studies, art and charts and many others.



Students using the tin trunk material – abacus – in the classroom



Teacher using the tin trunk material in the classroom



The master trainer was trained in Kathmandu and the training was multiplied as Teachers training in Jumla



Teachers training to all 7 schools



Tin trunk material training



Teaching aid donated to schools

MONITORING AND IMPACT EVALUATION

Fifth and final, we have created a monitoring system. We have a baseline – the initial evaluation of the schools and we will follow up the schools to measure the changes that will come due to our effort.

We are quite hopeful that our support will bring a change – a good impact in some years. A first indicator is that the number of school enrollment is increasing. Parents are excited and children and teachers have comfortable rooms to practice teaching learning. Of course it is the first step to create a literate world in the journey of education!

VISIBILITY AND COMMUNICATION OF THE DONATED FUND

To communicate and pay respect to the donor organization who collected funds from different generous sponsors and foundations all school building have metal boards with the logo of Govinda Development Aid Association.



