

# Evaluation of Kailash Bodhi School in Kathmandu and Jumla, Nepal

Dagny Margrete Fosen, January 2010



Evaluation commissioned by:  
Fadderforeningen Tso Pema Tibetansk Skole  
Address: Kirkerønningen 102, 3145 Tjøme, Norway  
Internet: <http://www.kailashskolen.com>

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## Executive Summary

The organisation Kailash Bodhi School (KBS) has established and is running three schools in Nepal offering pupils from disadvantaged Janajati groups a combination of the national curriculum and mother tongue tuition. The Norwegian foundation Fadderforeningen Tso Pema Tibetansk Skole has supported the KBS initiative since it was founded in 1989. Fadderforeningen has received funding from the Norwegian Agency for Development Cooperation (NORAD) on six occasions in support of the establishment of two of the schools in the Kathmandu and Jumla districts of Nepal.

Fadderforeningen Tso Pema and KBS decided to commission an evaluation of the two schools, supported with NORAD funds since 1993, in order to assess and document the progress of the schools so far and to help facilitate the planning of the future needs and challenges of the KBS schools.

The Terms of Reference for the evaluation focused on the following: what results have been achieved by the KBS initiative since 1993; to what extent the KBS's work is in line with the Nepal Government's plans and standards; and the added value of the work of the KBS schools, for example compared to the work of other organisations such as Save the Children and UNICEF. In addition, the capacity of the cooperating partner in Nepal, the KBS organisation, and the sustainability of the project are assessed, as well as whether the KBS project has a conflict-sensitive approach.

The evaluation took place in January 2010. In addition to a desk review of available documentation related to the KBS schools in Nepal, the evaluator also visited the two schools in Kathmandu and Jumla and conducted focus group interviews with groups of pupils, teachers and parents, as well as meeting with local education authorities. Discussions were also held with representatives from UNICEF and Save the Children in Nepal.

### Findings

The Kailash Bodhi schools established by the local initiative Kailash Bodhi School (KBS), is a highly relevant intervention for addressing the risk faced by disadvantaged Janajati groups from the Western Himalayas in Nepal of losing their language and culture. It is not enough for the children from these groups to simply have access to the national school system, the parents want their children to also learn to read and write in their mother tongue. The KBS schools are meeting this demand by offering a combination of the national curriculum and an optional subject in Tibetan language, culture and religion.

The schools are contributing to improved access to quality education not only for pupils from disadvantaged Janajati groups, but the schools also set an example for social inclusion by including children from other ethnic groups as well as sponsoring pupils from poor families. In addition to addressing social inclusion with regard to ethnicity and geographical isolation, the schools have achieved gender balance in the proportion of pupils and teachers. The quality of the education provided at the schools is proven by the excellent academic performance of the students. In the school year 2008-2009, all Grade 10 pupils at the Kailash Bodhi Secondary School in Kathmandu passed the School Leaving Certificate (SLC) exams with scores in the highest performing categories.

Similarly, all Grade 5 pupils at the school in Jumla passed their exams with good grades. In comparison, the national Grade 5 examination pass rate in Nepal is only 40%.

In terms of results directly related to the funding received by NORAD, the KBS organisation has been successful in achieving the immediate projects goals of provision of land and construction of school buildings. The KBS School in Kathmandu has completed construction of three buildings which are now providing learning space for 940 pupils and 42 teachers in classes from pre-primary to secondary level up to Grade 10. The school in Jumla is still operating in rented school buildings, currently providing for 288 pupils in classes from pre-primary level up to Grade 5. Land has been bought for construction of a school building which will include both primary and secondary education levels, but the construction work has not yet started as sufficient funds need to be raised to cover the cost.

The schools are in full adherence to the government education policy and standards, and are registered as institutional schools. The schools work closely together with the government education authorities and are highly respected by the District Education Office (DEO) in their respective districts. The DEOs have classified the KBS schools as model schools, especially in terms of the quality of the school management and the high learning achievement of the students. Furthermore, the KBS initiative took care to consult with both the government authorities and the Maoists before establishing the KBS School in Jumla district at a time when the violent conflict between the Government and the Maoists was still ongoing. The schools are also conflict-sensitive in the way they include pupils from non-Janajati families.

The schools are empowering the Janajati students both by giving them greater awareness of their culture and the skill of being able to read and write in their mother tongue. The schools' method of providing education in the mother tongue also helps facilitate pupils' learning in other subjects, including English and Nepali language. After obtaining their SCL the students seem to have gained a strong desire to continue their education, and many of the students have continued to college and university level. The parents report that they have experienced a revival of cultural traditions in their families as their children now are familiar with traditional Buddhist rituals and are able to read and write in the mother tongue script. A high percentage of the parents of pupils at the KBS schools are themselves illiterate, and even among those parents who are literate, very few are able to read and write in their mother tongue. As a consequence, a majority of the adult generation have been unable to access the rich traditional Buddhist literature, poetry and philosophy belonging to them.

Another added-value of the project is the way the KBS schools can serve as an example of how a mother tongue subject can be taught effectively in combination with the national curriculum, when the national education system is now embarking on a school sector reform (SSR) which will include provision of mother tongue tuition. The KBS schools are also important in that they are creating an essential pool of well-educated youth literate in their own mother tongue, who the country can draw upon as teachers in the implementation of mother tongue tuition as planned in the SSR.

Compared to education programmes of other organisations such as UNICEF and Save the Children, the KBS initiative is working at a different level, but in a complementary way to the education programme areas of UNICEF and Save the Children, who are also working on improvement of the quality of education and advocacy for greater access to education for disadvantaged groups. The KBS schools can benefit from exploring cooperation with these organisations and others in the area of education. The teachers at the KBS schools can for example benefit from teacher training materials

and courses in active and child-centred teaching methods developed by UNICEF and Save the Children. The KBS school model can serve as an example to other organisations who work on the issue of mother tongue tuition.

The project is financially sustainable at the level the schools are operating now, but for further construction of school buildings the KBS schools will be dependent on their international supporters such as Fadderforeningen Tso Pema and NORAD in order to obtain the sufficient funds needed. For the purpose of the daily running of the schools, the KBS initiative has managed to build a diverse support group of individuals, both locals and internationals, so that the schools are able to continue functioning even though the support from some donors would stop. Or in the worst case scenario, where all sponsor funds would cease, the schools would be able to continue based on the tuition fees collected from the parents. This however, would mean that the schools are able to offer free schooling to a smaller number of children from poor families. In the future, the schools can also consider registering as community-aided or community-managed schools, which receive government support for teachers' salaries and other funds, instead of being registered as institutional (private) schools. However, with the current political climate in Nepal where School Management Committees are frequently politicized, this option might pose a risk to the high quality of education achieved at the schools.

The main challenge for the KBS initiative in the future is to be able to raise sufficient funds to construct a school building for the KBS School in Jumla, where they have bought land for this purpose some years ago. In the long term, the organisation wishes to further expand the number of student places and grade levels available by upgrading the schools to secondary level up to Grade 12 in accordance with the school restructuring in the SSR. In practice this will include exploring possibilities for an additional school building in Kathmandu, as both schools are currently utilising their facilities to its maximum capacity.

## **Recommendations**

1. Due to the high estimate of 40 pupils dropping out of the school in Kathmandu each year, KBS should enquire and keep record of the pupils' reasons for leaving. If the pupils are leaving school due to positive reasons such as taking the SLC exam early, the schools should be able to document this in future reports and funding proposals otherwise the high drop-out figure can be seen as a failure on behalf of the schools. On the other hand, if a majority of the drop-outs are leaving the schools due to poverty or other family problems, the schools should use the collected information to form strategies to bring these pupils back to school.
2. KBS should keep a consolidated overview of exam results per year as well as implementing its idea of setting up a system for mapping what the graduates are doing in terms of continued education or employment. This would help the organisation in providing evidence for its excellent results in its future fundraising work and reporting. The alumni system would also make it possible for the KBS initiative to contact graduates to help with the work of the schools in the future.

3. KBS should continuously strive to broaden its knowledge of other organisations working in the same thematic and geographical areas in order to explore possibilities for cooperation. The teachers at the KBS schools can for example benefit from teacher training materials and courses in active and child-centred teaching methods developed by UNICEF and Save the Children. The KBS school model can serve as an example to other organisations who are working on the issue of mother tongue tuition.
4. KBS and its partner Fadderforeningen Tso Pema should ensure that future funding proposals are based on accurate budget estimates through a complete picture of the overall funding needs of the schools. For example, KBS should make sure that all details of funding needs for the future construction of the school building in Jumla is made clear to any supporters working on fundraising for the schools, and that all items related to the construction are planned for at the start in order to avoid additional funding requests to donors at a later stage.
5. KBS should ensure that the building plan for the construction of the school in Jumla includes measures to make the building as accessible as possible for any future disabled pupils. The KBS schools should also plan to map existing local organisations working with disabled children in order to explore possibilities for cooperation in providing access to education for disabled children approaching the schools in the future.
6. KBS and Fadderforeningen Tso Pema should in its future planning of activities, especially before establishing new schools, include a more systematic conflict analysis by using a simple conflict analysis framework such as the framework given in Mary Anderson's book *Do No Harm: How aid can support peace – or war*, in order to prevent that the schools can become triggers of conflict in their local communities.
7. KBS should pursue its long term plan for increasing its teacher salaries to the level of government teacher salaries. This will help the schools to retain the high quality of teachers which is providing the basis for the pupils' high learning achievement.

# 1 Introduction

The organisation Kailash Bodhi School (KBS) has in total established four schools for pupils from Janajati<sup>1</sup> groups in Nepal with a Tibetan<sup>2</sup> language and cultural background. In 1989 Lama Gondup started the first school in Manali in India for children of Nepali migrants with Tibetan mother tongue. The second school was opened in Kathmandu, Nepal in 1993, and two more schools were established in Jumla and Humla districts of Nepal in 2006 and 2008. KBS is a local Nepali initiative with the objective of providing Janajati groups with Tibetan cultural background in Nepal with an education opportunity which will preserve their traditional culture.<sup>3</sup>

The Norwegian organisation, Fadderforeningen Tso Pema Tibetansk Skole, has supported the KBS initiative since it was founded in 1989. Fadderforeningen has received funding from the Norwegian Agency for Development Cooperation (NORAD) on six occasions in support of the establishment of two of the schools in Nepal, Kailash Bodhi Secondary School in Kathmandu and Kailash Bodhi Primary School, Jumla in the Karnali area.

The Terms of Reference for this evaluation asked the evaluator to look at what results have been achieved by the KBS initiative since 1993; to what extent KBS's work is in line with the Nepal Government's plans and standards; and the added value of the work of the KBS schools, for example compared to the work of other organisations such as Save the Children and UNICEF. In addition, the capacity of the cooperating partner in Nepal, the KBS organisation, and the sustainability of the school projects are assessed, as well as whether the projects have a conflict-sensitive approach (See Appendix 2 for the complete Terms of Reference).

Dagny Margrete Fosen, an Education Consultant with several years experience working for UNICEF and as a teacher, was commissioned by Fadderforeningen Tso Pema in Norway to undertake the evaluation. The consultant conducted a desk review of available documentation relevant to the evaluation, as well as visits to the two schools. During the visits to the schools, focus group interviews were held with groups of pupils, teachers, parents, and with local education authorities (See Appendix 3 for a list of persons interviewed and sites visited). Discussions were also held with representatives from UNICEF and Save the Children in Nepal.

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<sup>1</sup> 'Janajatis' is a collective term for all of Nepal's 'indigenous' peoples (as contrasted with the 'caste Hindu' Nepali-speaking groups). Specific groups tend to occupy specific regions within the Terai, Hill and Mountain Zones. Though many are Buddhists and animists, historically Janajati groups have been incorporated into the caste system in 'mid-caste' position (*Joint Evaluation of Nepal's Education for All 2004-2009 Sector Programme* (2009), Norwegian Agency for Development Cooperation).

<sup>2</sup> The languages of some of these Janajati groups from mountain districts in Nepal bordering Tibet are the same as the Tibetan language spoken in Tibet, only with dialectic differences. In addition to the language, these people also share the same written script and religious writings as Tibetans in Tibet.

<sup>3</sup> Parents who want their children to learn to read and write in the Tibetan language and access the traditional religious and cultural teachings have previously used Buddhist religious tuition in monasteries, also referred to as Gumbas. However, the key objective for tuition in the monasteries is to prepare the path of becoming a Buddhist monk or a nun. A number of Tibetan schools in Nepal are run by the Tibetan Government in exile, but these schools are targeted towards Tibetan pupils with Tibetan refugee status, and not pupils from indigenous groups of Nepal with Tibetan language and culture background.

The evaluation took place in January 2010 due to unavailability of the evaluator at an earlier time. However, the month of January is not ideal for visiting the KBS School in Jumla since the school has its winter holiday at this time of year due to the cold weather conditions. Despite this limitation, the school management was able to organise a number of pupils, parents, and teachers to come to the school for focus group discussions with the evaluator.



## 2 Background

The KBS initiative is a product of a meeting between two persons in 1986. A Norwegian, Harald Schjelderup, was travelling in India at the time. In the small town Rewalsar by the holy lake Tso Pema, he asked for directions to a place in the mountains where Tibetan lamas meditate in caves. This is how he met Lama Gondup and the three children he was taking care of. Gondup invited Harald into his home for tea. Harald understood that Gondup and the children had a difficult life, and mentioned that in his part of the world it was common to “adopt” children in developing countries by financially supporting them from afar. Gondup thought this was a good idea, and Harald received some pictures of Lama Gondup and the children which he later gave to his parents, Sidsel and Vilhelm in Norway.

Sidsel and Vilhelm decided to support Gondup and the three children, and in 1987 they travelled to India where they met with Lama Gondup and the children. In 1989 Gondup wrote to Vilhelm that he had started a school in Manali, India for children of Nepali migrants with Tibetan language and cultural background. Lama Gondup himself was from the mountain district Mugu in Nepal which borders on Tibet. As an orphan he left Mugu and lived on the streets of Kathmandu, before seeking refuge in a Buddhist monastery in India and eventually becoming a Lama. After Vilhelm published an article about the school initiative in a local newspaper in Tønsberg, Norway, a meeting was held where the organisation Fadderforeningen Tso Pema Tibetansk Skole was established by a number of individuals eager to help the school initiative.

In 1992, a group of members from Fadderforeningen Tso Pema visited the school in Manali. During this trip the group also travelled to Dharamsala where the Dalai Lama and the Tibetan Government in exile are seated. In a conversation with two representatives of the Ministry of Education of the Tibetan Government in exile, the Fadderforeningen members learned that the Dalai Lama on several occasions had expressed concern that more should be done to support the people in the border areas to Tibet, who are in danger of losing their traditional Tibetan language and culture. It is these people, living in districts such as Mugu, Humla, Jumla, and Dolpa in Nepal that the KBS initiative was offering an education opportunity including a subject in Tibetan language, religion, and culture.

Lama Gondup shared with the Fadderforeningen his vision to also establish the same type of school in Kathmandu, Nepal. On a visit to his home village in Mugu district in Nepal, Gondup had told villagers about the school he had started in Manali, India for the children of Nepali migrants from the border districts to Tibet, and how the school was combining teaching of Tibetan language and cultural tradition with a modern education curriculum. The Mugu people expressed that this was exactly the kind of education they wanted for their children. However, Lama Gondup contemplated that it would be difficult to be able to get qualified teachers to work in such an isolated mountain area as Mugu, which can only be reached by 7-10 days walk from the closest airport. Instead, he wanted to establish a school in Kathmandu and bring children from the mountain districts there.

Despite the good academic achievements of the KBS pupils in Kathmandu, living in a boarding school from a very young age was also not ideal, especially since most families could not afford the travel costs for the children to come home during the school holidays. Therefore, KBS established two new schools in the districts Jumla and Humla in 2006 and 2008 respectively, which allow the pupils to live with their families in their home communities.

## 3 Findings

### 3.1 Results

The Kailash Bodhi School started up in Kathmandu in 1993 in a rented school building. Funding proposals from Fadderforeningen Tso Pema were successful in receiving support from NORAD for construction of school buildings through the period 1994–2004. NORAD also provided funding in 2006 for starting a new school in rented facilities in Jumla district, including provision of land for construction of a future school building (see Figure 1 for an overview of NORAD funding to the school projects).

**Figure 1: Overview NORAD Funding**

Funding Year	Amount NOK	Results
1994	428,000	<ul style="list-style-type: none"><li>Provision of land and construction of school building in Kathmandu</li></ul>
1997	508,614	<ul style="list-style-type: none"><li>Continued construction of school in Kathmandu</li><li>Provision of equipment for physics and chemistry laboratory at the Kathmandu school</li></ul>
2000	300,000	<ul style="list-style-type: none"><li>Provision of land and construction of boarding facilities in Kathmandu</li></ul>
2002	288,000	<ul style="list-style-type: none"><li>Completion of boarding facilities in Kathmandu</li></ul>
2004	290,000	<ul style="list-style-type: none"><li>Construction of building with new assembly hall and five classrooms at the school in Kathmandu</li></ul>
2006	148,000	<ul style="list-style-type: none"><li>Support for establishing school in Jumla (in rented buildings)</li><li>Provision of land for construction of future school building in Jumla</li></ul>
Total	1,962,614	

#### 3.1.1 Construction of School Buildings



**School building (3 levels), Kathmandu**

An area of approximately 3000 m<sup>2</sup> was bought in Kathmandu and in 1994 an engineer company, Kasthamandap Engineering Consultancy, was hired to design and cost a school building with three levels. By the time of reporting in May 1995, the construction of the building was completed up to two levels. An addition to the building, financed by a local donor, also provided a room to serve as a canteen at each level.

When members from the Fadderforeningen Tso Pema visited the school in Kathmandu in November 1997, the school building was completed up to the third and final level and all the school furniture was in place, although the budget had not been able to cover the planned provision of physics and chemistry equipment.

Further funding was sought from NORAD in 1994 and 1997 in order to cover extra costs due to under-budgeting in the original budget as well as additional facilities deemed necessary. These facilities included an extension to the school building with facilities such as teachers' room, principal's room, library, personnel quarters for teachers, toilets, and a meditation room.

Due to the high number of applications for intake of pupils at the school, Fadderforeningen applied for NORAD funds again in 2000 and 2002 for provision of land and construction of a new school building in close proximity to the existing school in Kathmandu. This structure is today being used as the school boarding facilities for 125 pupils, while the rooms in the original main school building are being used as classrooms. In addition to the pupils, the boarding house is also housing 11 staff who care for the children in boarding.



Boarding facilities, Kathmandu



Building with assembly hall and classrooms, Kathmandu

In 2004 the construction of another building with two levels was funded, containing five classrooms at the ground floor and an assembly hall at the top level. This building is situated close to the original school building with three levels - the two buildings together forming an L shape. The additional building was reported to be completed in Fadderforeningen's report to NORAD in May 2005.





Land for construction of school in Jumla

In 2006 the KBS initiative expanded by founding a new school in Jumla district in Karnali, one of the poorest areas in Nepal. Funding was initially received in 2005, but the establishment of the school had to be postponed due to security concerns related to the conflict between the Nepali Army and the Maoists. The KBS School in Jumla was finally established on 17 May in 2006 in rented school buildings. In addition, a land area of about 3000 m<sup>2</sup> was bought for construction of a future school

building.

The KBS school buildings offer modest but clean classrooms. The two pictures below show examples of classrooms at the two schools. At the time of visit to Jumla, the KBS Primary School was on winter break and the pupils' desks and seats were taken out of the classrooms for cleaning. Both schools also have a well-sized outdoor play area.



Classroom at Kailash Bodhi School, Kathmandu



Classroom at Kailash Bodhi School, Jumla

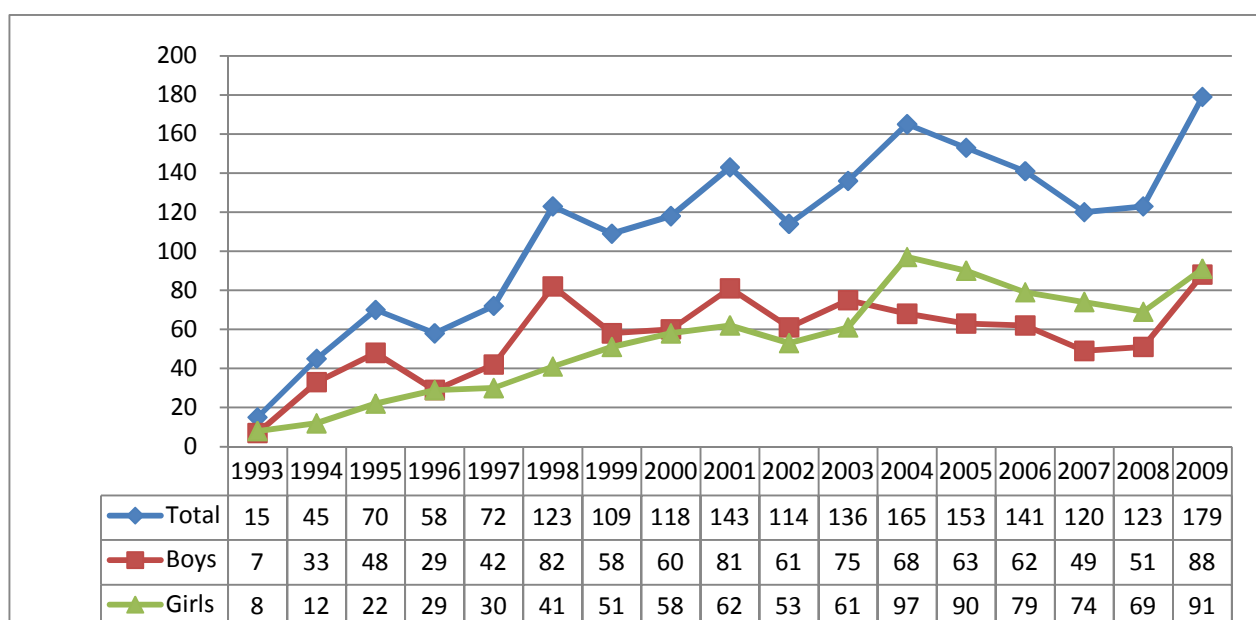
Up to now, the KBS School in Kathmandu has completed construction of three buildings which are providing learning space for 940 pupils and 42 teachers in classes from pre-primary to secondary level up to Grade 10. The school in Jumla is still operating in rented school buildings, currently providing for 288 pupils in classes from pre-primary level up to Grade 5. Land has been bought for construction of a planned school building facilitating classes up to Grade 10, but the construction work has not yet started as sufficient funds need to be raised to cover the cost.

The continuing construction work carried out at the school in Kathmandu and the urgent need for the construction of a school building for the pupils in Jumla are due to the increasing number of applications for intake to the schools as outlined in the following Section 3.1.2.

### 3.1.2 Increase in Number of Students

The two KBS schools have both seen a dramatic increase in the number of students since establishment. In 1993 the school in Kathmandu started with 15 enrolled students, while the total number of enrolled students currently stands at 940 students (January 2010). Figure 2 shows the number of new enrolments per year at the KBS School in Kathmandu from 1993 to 2009. From the graph one can observe that until 2003 there were typically more new enrolments of boys than girls. However, from 2004 this trend has changed with a significantly higher number of girls being enrolled per year. Out of the 940 currently enrolled students, 507 students are girls.

**Figure 2: New Enrolments per Year at Kailash Bodhi Secondary School, Kathmandu**



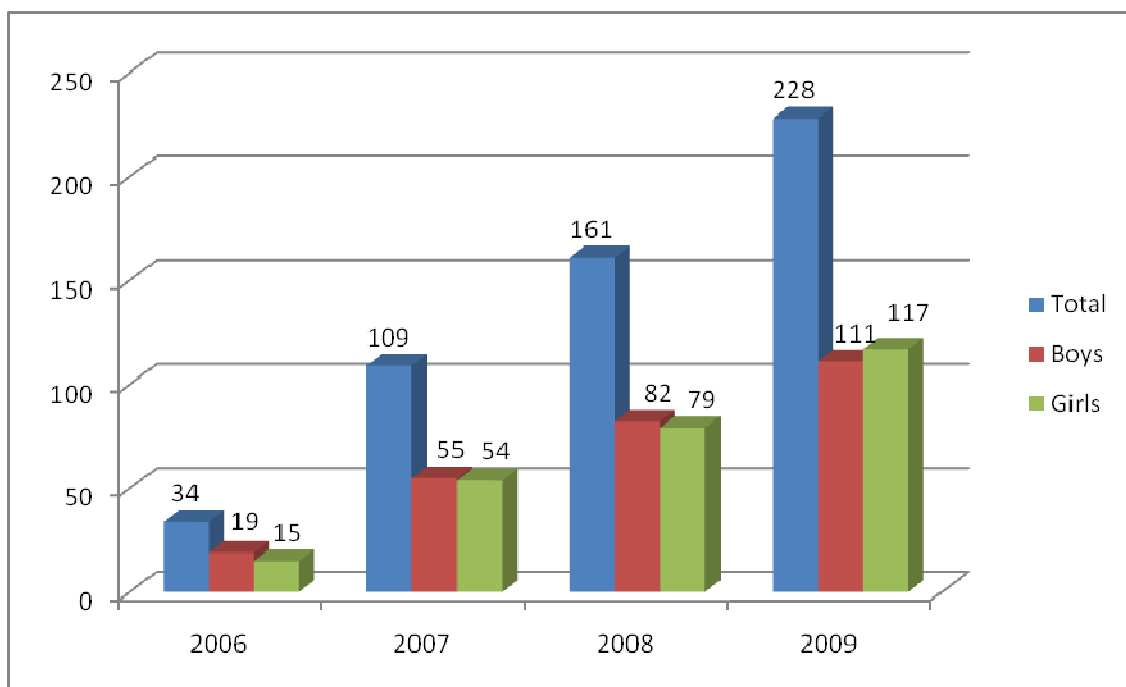
The KBS School in Kathmandu has expanded its grade levels up to Grade 10. A future ambition is to further expand the school up to Grade 12, which will be in line with the new classification of secondary schools as planned for in the new school sector reform (SSR) in Nepal. The KBS School in Jumla is a primary school currently offering classes up to Grade 5. With the construction of a planned school building in Jumla, the school aims to have sufficient facilities to provide for classes up to Grade 10, or ideally up to Grade 12. This would in practice mean that the students in Jumla will be able to continue living with their families, instead of moving to Kathmandu to attend secondary levels at the KBS in Kathmandu. Both schools also have nursery and pre-primary classes.

Figure 3 illustrates the increase in total enrolment per year at the KBS School in Jumla since it was established in 2006 to 2009. The number of enrolled students has increased rapidly from 34 students in 2006 to 228 in 2009. Currently the school has five teachers as well as two additional support staff.

Figure 3 shows that initially there were slightly more boys enrolled at the school than girls, but this trend has now changed with more girls than boys enrolled in 2009, following the same trend as the school in Kathmandu. The increase in the number of girls at both schools is due to an increase in number of applications from girls, which the KBS principal in Kathmandu attributes to a gradual process of higher awareness among parents and communities on the importance of girls' education.

The rapid increase in the number of enrolments at the schools is evidence that the number of applications for intake to the schools is high from families and pupils. The intake of new students are based on a first come, first served basis where applications are accepted until there are no more available spaces for that respective school year. The school management reports that there are about 40 children on waiting list yearly in Kathmandu and 50 children in Jumla. Reasons for the high interest in the schools from parents are discussed in Section 3.2.

**Figure 3: Increase Enrolments Kailash Bodhi Primary School, Jumla**



The KBS schools have on average a pupil-teacher ratio (PTR) of 27 pupils per teacher in a classroom, however in some classes the number of pupils might be as high as 37. This PTR is still below 40, which is seen to be the limit above which learning achievement will be affected negatively.

In terms of students dropping out of school, the school management estimates that about 40 children discontinue their attendance at the school in Kathmandu each year for various reasons. However, in focus group interviews with pupils, pupils' guardians and teachers at the school, they can only recollect a few examples of students dropping out. In these cases the student either chose to take the School Leaving Certificate (SLC) a year early or the student shifted to another school due to family relocation. In Jumla, the school reports that the drop-out rate is very low with only one girl and one boy having left the school when their families moved to Kathmandu.

### 3.1.3 Learning Achievement

The most important result measuring the success of the schools is the students' academic performance. The KBS schools follow the curriculum set by the Ministry of Education and Sports, Government of Nepal, and the students sit official government exams in Grade 8 and Grade 10, of which completion of the Grade 10 exam offers the School Leaving Certificate (SLC). The Grade 8 and Grade 10 exam results for the school year 2008-2009 are highlighted in Figure 4. All 36 students who sat for the Grade 10 exam passed with the highest score, while also no Grade 8 students failed their exams with 45 out of 79 passing with the highest score.

**Figure 4: Final Exam Results 2008-2009: Kailash Bodhi Secondary School, Kathmandu**

Grade	Total Students Sitting Exams	Passed in 1 <sup>st</sup> and Distinction	Passed in 2 <sup>nd</sup> and 3 <sup>rd</sup> Division	Failed/ Repeated	Drop Out
10	36	36	0	0	SLC Complete
9	64	24	37	0	3
8	79	45	34	0	0
7	73	32	38	2	1
6	62	29	33	0	0
5	69	33	36	0	0
4	78	54	24	0	0
3	91	65	24	1	1
2	64	47	17	0	0
1	77	61	14	2	0
UKG	79	68	8	3	0
LKG	56	53	2	0	1
NUR	47	25	22	0	0
<b>TOTAL</b>	<b>875</b>	<b>572</b>	<b>289</b>	<b>8</b>	<b>6</b>
<b>PERCENT</b>	<b>100%</b>	<b>65.37%</b>	<b>33.02%</b>	<b>0.91%</b>	<b>0.68%</b>

Figure 4 also shows that 65% of the students across all grade levels at the KBS Secondary School in Kathmandu scored grades in the top category 1<sup>st</sup> and Distinction. The school management at the Kathmandu school reports that since the start of the school in 1993, no KBS student appearing at the national board exam has failed. Some of the KBS graduates have continued their education at college and university levels.

The records of students' scores kept for the primary school level pupils at the KBS School in Jumla, illustrated in an overview in Figure 5, equally indicate strong learning achievement among the children.

**Figure 5: Final Exam Results 2008-2009, Kailash Bodhi Primary School, Jumla**

Grade	Total No of Students	Distinction	1 <sup>st</sup> Division	2 <sup>nd</sup> Division	3 <sup>rd</sup> Division	Failed	Absent
5	10	7	3	-	-	-	-
4	14	7	8	2	-	-	-
3	20	4	10	5	-	-	1
2	28	6	12	10	-	1	-
1	32	7	17	6	-	2	-
UKG	33	13	13	6	1	2	-
LKG	37	25	6	6	-	-	-
Nursery	54	10	20	15	7	-	2
<b>TOTAL</b>	<b>228</b>	<b>79</b>	<b>89</b>	<b>50</b>	<b>8</b>	<b>5</b>	<b>3</b>

The schools teach subjects such as Science, Mathematics, Social Studies (SSTD), Health and Environmental Science, Accounting and Music, as well as the languages Nepali, English and Tibetan. Tibetan language, religion and cultural studies is an optional subject since some students are not from a Tibetan language and religious background. All other subjects follow the curriculum set by the Ministry of Education and Sports, Government of Nepal. Except the language subjects, all subjects are typically taught using English as the language of instruction, with both Nepali and Tibetan used as supporting languages. However, at the pre-primary and lower primary education levels Nepali and Tibetan (student's mother tongues) are mainly used.

**Figure 6: Timetable Primary School Classes, Kailash Bodhi Secondary School, Kathmandu**

Time	9.20-9.40	9.40-10.20	10 min	11.10-11.50	11.50-12.30	40 min	1.10-1.50	1.50-2.30	10 min	2.40-3.20	3.20-4.00
Grade	1st	2nd	R E C E S S	3rd	4th	L U N C H  B R E A K	5th	6th	R E C E S S	7th	8th
5A	Science	Comp/Health		Tibetan	Maths		SSTD	Nepali		English	English
5B	Nepali	SSTD		Science	Maths		Comp	Music/Health		English	English
4A	English	Maths		Music/Health	Tibetan		Science	English		Nepali	SSTD
4B	Maths	Nepali		SSTD	English		English	Music/Lib		Science	Health/GK
3A	English	English		Nepali	Tibetan		Maths	SSTD		Science	Health/GK/DR
3B	Science	Maths		English	SSTD		English	Health		Nepali	GK/DR
2A	Maths	English		English	Health		SSTD	Nepali		Science	Tibetan
2B	SSTD	English		Maths	English		Science	Nepali		Health	GK/DR
1A	English	Nepali		English	SSTD		Tibetan	Science		Maths	Health
1B	Nepali	SSTD		Health	English		Maths	English		Science	GK/DR
UKGA	Grade Teacher			Grade Teacher			Grade Teacher			Tibetan	Grade Teacher
UKGB											
LKGA											
LKGB							Tibetan				
NUR A+B							Grade Teacher				



An example of the timetable for the primary level classes at the KBS in Kathmandu is given in Figure 6. As illustrated by the timetable the school has two classes at each level from Grade 1 to Grade 5, as well as three levels at nursery (age 3-4 years), upper and lower kindergarten (UKG, LKG). The school is open on all working days according to the government gazette calendar, except during session break, winter and summer holidays. A school day consists of eight periods of 40 minutes each.

## 3.2 Standards

### 3.2.1 Adherence to Government Education Policy and Standards

The Nepal Government is committed to the six Education for All (EFA) goals adopted at the World Education Forum on Education for All in Dakar in 2000. The goals are included in Nepal's National Plan of Action along with an additional seventh goal to address its need of ensuring basic and primary education through mother tongues to numerous language groups.<sup>4</sup> This is quite a challenge considering the country's history of political instability, poverty and social inequality, and the existence of an estimated 103 different ethnic groups and 92 recorded languages.<sup>5</sup> According to the Nepal EFA Mid-Decade Assessment, 13% of primary school-age children are still out of school and 40% of pupils do not complete the primary education cycle.

However, the implementation of the national five-year strategic plan "EFA 2004-2009 Programme", which was based on principles of pro-poor focus, gender mainstreaming, social inclusion, and decentralization, has generated positive progress. There has been an increase in primary net enrolment rates, the survival rate to Grade 5 has improved, the gender gap has narrowed, and the drop-out rate has reduced somewhat. But the overall progress on educational quality is disappointing and there remain huge inequalities in education provision. There is also a lack of detailed plans to guide the implementation of multi-lingual education.<sup>6</sup>

The Government of Nepal initiated development of a comprehensive School Sector Reform (SSR) plan in 2006. The focus of the SSR includes:<sup>7</sup>

- Rights-based approach to quality education;
- Ensuring inclusive classrooms and school environment;
- Developing provisions for primary education in mother tongue;
- Developing national framework of norms and standards for quality education;
- Enhancing teacher capacity and qualification;
- Re-structuring school education to consider Grades 1-8 as basic and primary level and Grades 9-12 as secondary education;

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<sup>4</sup> *Education for All Mid-Decade Assessment, Nepal National Report* (2007), Ministry of Education and Sports, Government of Nepal

<sup>5</sup> 2001 National Census

<sup>6</sup> *Joint Evaluation of Nepal's Education for All 2004-2009 Sector Programme* (2009), Norwegian Agency for Development Cooperation

<sup>7</sup> *Education for All Mid-Decade Assessment, Nepal National Report* (2007), Ministry of Education and Sports, Government of Nepal

- Decentralising school management with the focus on school-based management to empower local bodies and ensure participation of the local community in school improvement;
- Improving school management with emphasis on development of capacity of head teachers and School Management Committees (SMCs);
- Promoting public-private partnership and linkages with NGOs/INGOs for expanding resource base and ensuring equitable access of disadvantaged to quality school education.

The Nepal school education system categorises schools into four types:

- *Community-aided* (schools which are fully supported by the government for teachers' salaries and other funds);
- *Community-managed* (schools which are fully supported by the government for teachers' salaries and other funds, but their management responsibility is with the community);
- *Community un-aided* (schools which are either getting partial support or no support from the government);
- *Institutional schools* (supported by parents and trustees);
- In addition to these categories, there are also some schools running as *religious schools* such as Madarsa, Gumba, and Ashram.<sup>8</sup>

The KBS schools are registered and recognised by the Nepal Government as institutional (private) schools under the Trust System. The schools follow the national curriculum set by the Ministry of Education and Sports, and are affiliated with the SLC Board which is the only recognised high school board in Nepal. The schools participate in the Education Management Information System (EMIS) by the Ministry of Education twice a year, which publishes the Nepal Flash Reports with education statistics for the whole of the country. The schools are also registered with the Private Boarding Schools' Organisation Nepal (PABSON).

The KBS School in Kathmandu is governed directly by the Kathmandu District Education Office (DEO). The DEO appointed Supervisor instructs the school principal regarding government rules and regulations. The Supervisor has formed a School Management Committee (SMC) which includes the DEO Supervisor himself, the school founder as Chairman, the principal as member secretary, a representative from the municipality office, a teacher representative, and two representatives of pupils' guardians. The school boarding facilities are also run by the management of this committee. The school in Jumla functions under the guidance of the Jumla DEO and is also managed by an SMC, although the DEO has not appointed its Supervisor as a member of the committee.

In the Jumla DEO's annual report for 2008, the KBS School in Jumla is highlighted as one of the model schools in the district.<sup>9</sup> The DEO Supervisor in Jumla explained that this categorisation is based on the school being a best practice example in all government required standards such as physical facilities, school management, attendance of pupils and teachers, teaching quality, and academic performance of the pupils. The KBS School in Jumla is especially a best practice example of a school providing mother tongue tuition, which is the goal of the national education system as part of the SSR. The

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<sup>8</sup> Flash I Report 2065 (2008-09), Department of Education, Ministry of Education, Government of Nepal

<sup>9</sup> Jumla Education Manifesto 2008, Jumla District Education Office, Government of Nepal

DEO has also been impressed with the way the school has established a system where parents come to the school at lunch time with freshly made food and eat together with their children.



Rented school buildings, Jumla

The Supervisor commended the management at the school for its good management which is manifested in the excellent attendance of both pupils and teachers, cleanliness of the classrooms, and the discipline and high learning achievement of the children. He attributed this to the strong personal commitment of the principal and the teachers. In government schools a common problem affecting the academic performance of pupils is frequent absence of teachers.

The DEO Supervisor in Kathmandu confirmed that the KBS School in Kathmandu is also categorised in the Ministry of Education's records as a Category A school by fulfilling government standards in relation to physical facilities, teacher quality and pupils' learning achievement. The Ministry categorises schools into Categories A, B, C, and D, with Category A being the classification for the highest satisfactory level of performance.

As outlined in Section 3.1.1, the KBS School in Kathmandu is currently providing classes up to Grade 10. The school management wishes to follow the new SSR restructuring of the school education system of primary education comprising Grades 1-8 and secondary schools to provide Grades 9-12. The school in Kathmandu would therefore need to plan for expansion of the school buildings in order to facilitate more students up to Grade 12. The school in Jumla, which is currently providing classes up to Grade 5, has also exhausted its space limit and would not be able to take in a higher number of students in its rented facilities. The school hopes to be able to raise sufficient funds to start construction of its own school building on the land it has already bought, which would be a building ideally providing space for classes including secondary level.

### 3.2.2 Contribution to Increased Access to Education and Social Inclusion

The UNICEF State of the World's Children (SOWC) Report 2009 estimates that 569,000 primary school-age children in Nepal are not attending school.<sup>10</sup> Many of these children are not in school because of poverty and social exclusion. Historically the political and economic power in Nepal was consolidated by interlinking it with the Hindu caste system. Caste-based discrimination was abolished in Nepal in 1963, but still some castes and ethnic groups are marginalized, such as Dalits, Janajatis,

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<sup>10</sup> The estimate is based on Net Attendance Rate (NAR) data from the Nepal 2006 DHS Survey. UNICEF ChildInfo: [http://www.childinfo.org/education\\_outofschool.php](http://www.childinfo.org/education_outofschool.php)

and Muslims.<sup>11</sup> Figure 7 shows an overview of the different caste and ethnic groups in Nepal. At the top of the social order are members of the Brahmin and Chhetri groups, while the lowest position is occupied by the Dalits, also referred to as “untouchables”. Members of the different indigenous groups of Nepal referred to collectively as Janajatis, have historically been ranked between the highest and lowest castes.<sup>12</sup>

**Figure 7: Caste and ethnic groups in Nepal**

Share of population	Simplified group	2001 census group
Hindu caste groups (57.5%)	1. Brahmans and Chhetris (Hill)	Brahman, Chhetri, Thakuri, Sanyasi
	2. Brahmans and Chhetris (Tarai)	Kayashta, Rajput, Baniya, Marwadi, Jaine, Nurang, Bengali
	3. Tarai Middle Castes	Yadev, Teli, Kalwar, Sudi, Sonar, Lohar, Koiri, Kurmi, Kanu, Haluwai, Hajam/Thakur, Badhe, Rajbhar, Kewat Mallah, Numhar, Kahar, Lodha, Bing/Banda, Bhediyar, Mali, Kamar Dhunia
	4. Dalits (Hill)	Kami, Damai, Sarki, Gaine, Badi
	5. Dalits (Tarai)	Chamar, Musahar, Tatma, Bantar, Dhusadadh/Paswan, Khatway, Dom, Chidimar, Dhobi, Halkhor, Unidentified Dalit
Janajatis (37.2%)	6. Newar	All Newari Castes
	7. Janajatis (Hill)	Magar, Tamang, Rai, Gurung, Limbu, Sherpa, Bhote, Walung, Buansi, Hyolmo, Gharti/Bhujel, Kumal, Sunuwar, Baramu, Pahari, Adivasi Janajati, Yakkha, Shantal, Jirel, Darai, Dura, Majhi, Dunuwar, Thami, Lepcha, Chepeng, Bote, Raji, Hayu, Raute, Kasunda
	8. Janajatis (Tarai)	Tharu, Dhanuk, Rajbanshi, Tajpuriya, Gangai, Dhimal, Meche, Kisan, Munda, Santhal/Satar/Dhangad/Jhangad, Koche, Pattarkatta/Kusbadiya
Muslims (4.3%)	9. Muslims	Muslim, Churoute
Others (1%)	10. Others	

Source: World Bank, DFID (2006)<sup>13</sup>

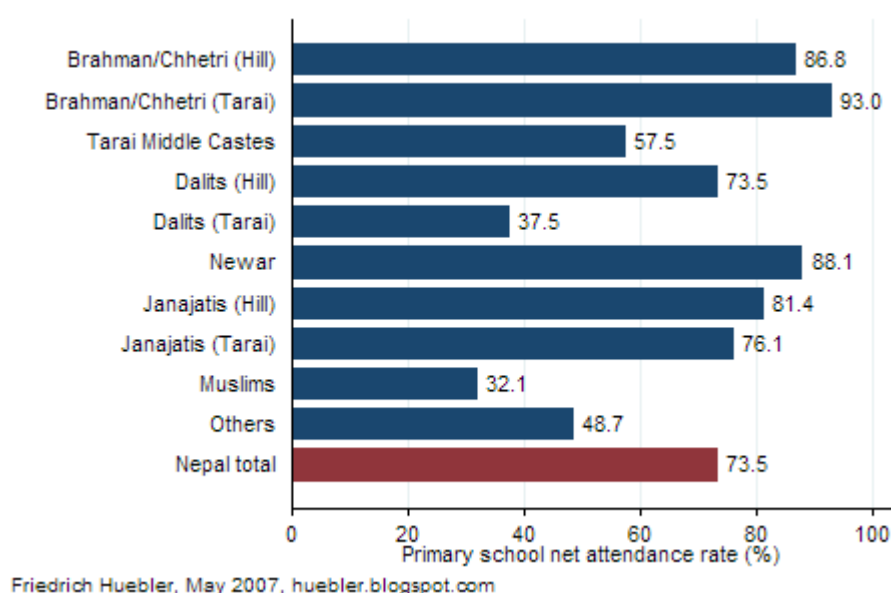
This inequality is also reflected in the different groups’ access to education. The Brahmin and Chhetri group has the highest enrolment figures, while a very low percentage of children from Dalit families living in the Tarai and Muslim families are going to school. The children of indigenous groups, Janajatis, also have a lower primary school net attendance rate than children from Brahmin and Chhetri families (Figure 8).

<sup>11</sup> *Unequal Citizens: Gender, Caste and Ethnic Exclusion in Nepal* (2006), DFID and the World Bank

<sup>12</sup> Friedrich Huebler, *International Education Statistics: Caste, ethnicity, and school attendance in Nepal*, <http://huebler.blogspot.com/2007/05/caste-ethnicity-and-school-attendance.html>

<sup>13</sup> World Bank, and Department for International Development (DFID). 2006. *Unequal citizens: Gender, caste and ethnic exclusion in Nepal - Summary*. Kathmandu: World Bank, Department For International Development. Table 1, page 17.

**Figure 8: Primary school attendance in Nepal by caste or ethnic group of household head**



In regard to poverty levels, poverty is higher in rural areas and the mountain belt of Nepal, but the human development index (HDI) of UNDP indicates that poverty varies more by caste and ethnicity than by geographical area. People of the caste and ethnic groups Brahmin, Chhetri, and Newar have a much higher HDI than Dalits and Janajatis both in the Hill and Tarai areas of the country.<sup>14</sup>

The main objective of the KBS initiative is to provide access to education for people from the under-privileged and isolated communities from the Western Himalayas in Nepal, and to preserve the language, tradition and culture of these Janajati groups. KBS is a fully local initiative both founded and managed by individuals originating from Mugu district of Nepal, on the border to Tibet. The majority of the students at the KBS schools are typically from Himalayan Janajati groups from the districts Humla, Mugu, Jumla and Dolpa in Mid-Western Nepal. Figure 9 illustrates that these districts are among the least developed areas of Nepal.

Although most of the pupils at the KBS schools are from Himalayan indigenous groups, also referred to with the common term Janajatis, the schools also accept pupils from other ethnic groups. At the school in Jumla about 90% of the children are Janajatis from Tamang and Lama families originating from Mugu district. The rest of the pupils come from Hindu families of the Brahmin, Chhetri, and Dalit castes, as well as Shrestha (Newar), Gurung and Magar families. The KBS School in Kathmandu has about 75% of pupils from Janajati groups, most of them coming from indigenous groups with Tibetan language and culture background in the mountain districts Humla, Jumla, Dolpa, and Mugu, but there are also pupils from other mountain districts bordering Tibet including Sherpas. About 20% of the pupils are from local Brahmin and Chhetri families, and 5% from Newar and Dalit families. At both schools about 30% of the pupils are from poor families (including all the Dalit children) and are therefore exempted from school tuition fees. The schools also provide the poor students with textbooks and uniforms. The KBS schools report that they have so far not experienced any problems

<sup>14</sup> Nepal Human Development Report 2009, *State Transformation and Human Development*, UNDP Nepal

inside or outside the classroom in terms of intolerance between the pupils because of their different caste and ethnic background.

**Figure 9: Map of Nepal with districts and human development status**

#### Human development status by district



Source: Human development status by district, UNDP, 2004<sup>15</sup>

Likewise, the teachers at the KBS schools also represent different ethnic groups. Out of 42 teachers at the school in Kathmandu, 25 teachers are Janajati, while 16 teachers are from Brahmin and Chhetri castes, and one teacher, himself educated at KBS, is from Dalit background. At the school in Jumla, the majority of the teachers are from Janajati background, while Nepali is taught by native speaking Nepali teachers.

However, in addition to providing access to education to a significant number of pupils from disadvantaged groups, counting about 2000 children since the start of the KBS initiative (number of enrolments are outlined in Section 3.1.2), the schools are providing pupils with access to learning

<sup>15</sup> Source: Human development status by district, UNDP, 2004: <http://www.ezmapfinder.com/en/map-67162.html>

how to read and write in their own mother tongue. The importance of the optional Tibetan language and culture subject offered by the schools is discussed in more detail in Section 3.3.

As noted in Section 3.1.2 on the increase in number of students at the two schools, the number of girls attending the schools have risen the last few years and currently more girls than boys are enrolled. This trend is due to an increase in number of applications for intake from girls, and the KBS schools attribute this to a change in the awareness among parents and communities on the importance of girls' education. Also in relation to teachers, the schools strive to ensure gender equality. Currently the KBS School in Kathmandu has 22 female teachers compared to 20 male teachers, while the school in Jumla has five female teachers and four male teachers.

To date only one child with a physical disability has been a pupil at the KBS schools. Teaching tools and teacher training for how to work with pupils with hearing and other physical disabilities were identified as a future need in the focus group discussion with teachers at the KBS School in Jumla. At the moment the schools do not have the resources to provide for severely disabled children, however the schools can explore possible cooperation with other local organisations working with disabled children as a strategy for responding to future applications from disabled children.

### 3.2.3 Contribution to Increased Quality Education

As outlined in Section 3.1.3, academic performance of students at the KBS schools in Kathmandu and Jumla is impressive, with both schools categorised as model schools by the Ministry of Education in their respective districts. In the school year 2008-2009 all Grade 10 pupils at KBS School in Kathmandu passed the SLC exams with scores in the highest performing categories 1<sup>st</sup> Division and Distinction. Similarly, all the Grade 5 pupils at the school in Jumla passed their exams with high scores. In comparison, the national Grade 5 examination pass rate in Nepal is only 40%.<sup>16</sup>

The DEO Supervisors identified the strong personal commitment and discipline of the KBS school management and the teachers as contributing to the high quality of the education provision at the schools. Compared to students at government schools, the KBS students are very advanced in English. The KBS schools typically hire teachers with better English skills than government schools, and the KBS schools have a strong focus on achievement of fluency in both Nepali and English, as well as Tibetan for the students who take this subject.

The commitment of the KBS teachers is evident by the fact that they earn about 15% less than government teachers. Except for in the year 2000, when six teachers chose to resign due to a significant increase in the salary of government teachers, most of the KBS teachers stay with KBS long term. An increase in the teacher salaries to the level of government teacher salaries is a long term goal of the KBS school management in order to ensure sustainability of the high quality of the teachers working at the schools. The DEO Supervisors also highlighted the fact that the teachers at the KBS schools do not have a high rate of absence from their work, which is a major problem in government schools. Thus the pupils in the KBS schools are also found to be more motivated and disciplined.

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<sup>16</sup> *Joint Evaluation of Nepal's Education for All 2004-2009 Sector Programme* (2009), Norwegian Agency for Development Cooperation



### Teacher

School is our temple. Teacher is our god. They love us and take care of us in the school. Teacher is our second parent. The teacher teaches good habits and manners. They teach us to sing and dance. They teach us what's what. They always try to make us great persons in our life. Teacher is very important person for the students.

- Tsamchoe Lama, Class 4A,  
*Except, Kailash Bodhi School*  
*Annual School Magazine 2001-2*

The management of the KBS schools is striving to provide the teachers with further in-service teacher training, although the schools have limited available funding for other purposes than the direct running of the schools. As institutional schools the KBS schools are not eligible to be included in any government in-service teacher training programmes. An overview of teacher training attended by the teachers from the KBS School in Kathmandu is attached in Appendix 6. So far the costs have been too high for organising in-service teacher training courses for the KBS teachers in Jumla.

Other factors that contribute to a positive and conducive learning environment are the multiple sports and extra-curricular activities organised by the schools, and the active involvement of the parents and pupils' guardians.

Talking to pupils at both schools, extra-curricular activities were mentioned as the favourite thing they liked about school. Throughout the year the school organises multiple competitions such as quizzes, drawing competition, football competition, handwriting competition, story and poem competition, as well as special days such as Sports Day, Children's Day and Teachers' Day. KBS also publishes a school magazine which contains information about the different competition results and articles written by the pupils. The schools have a school band, a yearly excursion if funds allow, and the pupils occasionally participate in activities organised by other organisations such as the Nepal Scout and Guide organisation. The schools also arrange a general medical health check for students a few times a year.

The schools' method of providing education in the mother tongue also helps facilitate the pupils' learning in other subjects, including Nepali. Another aspect contributing to the KBS pupils' high learning achievement is the schools' system of continuous assessment of the students' performance in all subjects, which ensures that the teachers are well aware of whether each individual is able to follow what is taught in the classroom. Detailed school records are kept for each pupil and are periodically shared with the parents in a school progress report card.

Nepal has set a target to provide Early Childhood Development (ECD) education to 80% of ECD-age children by 2015.<sup>17</sup> Currently the gross enrolment rate in early childhood education level in the country is about 63.4%.<sup>18</sup> International research shows that ECD programmes have positive effect on children's physical wellbeing, social and emotional development, language development and basic cognitive skills. ECD programmes can therefore improve school readiness; reduce delayed enrolment, drop-out and grade repetition; and increase completion and learning achievement.<sup>19</sup> The observations of the KBS management correspond with the findings of the international research. The KBS schools are offering classes at nursery (3-4 years old) and pre-primary level, and the school

<sup>17</sup> *Education for All Mid-Decade Assessment, Nepal National Report (2007)*, Ministry of Education and Sports, Government of Nepal

<sup>18</sup> *Joint Evaluation of Nepal's Education for All 2004-2009 Sector Programme (2009)*, Norwegian Agency for Development Cooperation

<sup>19</sup> *Strong Foundations: Early Childhood Care and Education*, EFA Global Monitoring Report 2007



management reports that they are observing significantly better performance in the early primary grades by pupils who have attended ECD classes.

Another popular subject with the pupils and parents is Computer Studies that the school in Kathmandu is now offering after a number of computers were donated by an individual donor. The subject is mainly offered to the secondary grade classes. The use of ICT in education is still at a preliminary stage in Nepal, with only a few private schools having introduced ICT provision on a small scale.<sup>20</sup>

### **3.3 Relevance of the Kailash Bodhi School Initiative**

The KBS initiative is addressing the risk of disadvantaged Janajati groups from the Western Himalayas in Nepal losing their language and culture. Parents and guardians interviewed during this evaluation stressed that they are sending their children to the KBS schools, because the combination of national curriculum and the Tibetan language, culture and religious subject offered by the schools are more relevant to their needs and dreams for the future for their children and communities. It is not enough for their children to have access to the school system, but they want their children to receive an education that will also preserve their language and culture. And they see the danger of their language and culture being lost as very real. A high percentage of the parents of the KBS schools are themselves illiterate, and even among those parents who are literate, very few are able to read and write in their mother tongue. As a consequence, a majority of the adult generation are unable to access any of the rich traditional Buddhist literature, poetry and philosophy. However, these families are experiencing a change as their children now are able to read and write in the mother tongue script. For example the children have taught their parents traditional Buddhist prayers which had not been practised in their families for a long time.

The establishment of the KBS School in Jumla in 2006, as well as the fourth KBS school started in 2008 in Humla district, are seen by the parents as vital in providing access to relevant education for their own disadvantaged groups in the districts where they live. These new schools have made it possible for more pupils to receive education in Tibetan language and culture provided by KBS while still living with their families in their home communities. Previously the same families would send their children to attend the KBS School in Kathmandu from an early age. Although the boarding facilities at the school provided good care for the pupils, the children were in some cases not able to see their families for many years due to the restricted funds of their families.

Parents who want their children to learn to read and write in the Tibetan language and access the traditional religious and cultural teachings have previously used Buddhist religious tuition in monasteries, also referred to as Gumbas. However, the key objective for tuition in the monasteries is to prepare the path of becoming a Buddhist monk or a nun. A number of Tibetan schools in Nepal are run by the Tibetan Government in exile, but these schools are targeted towards Tibetan pupils with

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<sup>20</sup> *Education for All Mid-Decade Assessment, Nepal National Report (2007)*, Ministry of Education and Sports, Government of Nepal

Tibetan refugee status, and not pupils from indigenous groups of Nepal with Tibetan language and culture background.

In addition to the opportunity for the children to learn their mother tongue, the parents also chose the KBS schools due to the high quality teaching the schools can offer in both English and Nepali languages. They feel that the quality of education offered in government schools is still not sufficient to best prepare their children for the job market. The new Computer Studies subject that the KBS School in Kathmandu is offering is especially seen as making the pupils more competitive for employment. The importance parents place on learning a good level of English is demonstrated by the number of parents from non-Janajati background who also apply for their children to attend the KBS schools. As described in Section 3.2.2, about 20% of the pupils at the school in Kathmandu and 10% of the pupils at the school in Jumla are from Brahmin, Chhetri, Newar or Dalit family background.

Although the education system in Nepal is improving, it will still take many years before the teaching quality and learning achievement in the government schools are satisfactory.<sup>21</sup> Until the general school system is able to offer high quality education, including mother tongue tuition, the KBS schools are a vital option for these Janajati groups who do not want another generation to lose their chance to learn to read and write in their own language, while they wait for the government school sector reform to be implemented successfully. However, the ambition of provision of mother tongue tuition as planned for in the SSR is promising, and the KBS schools can in fact serve as an example of how a mother tongue subject can be taught successfully in combination with the national curriculum. The model practised at the KBS schools includes mother tongue tuition in Tibetan language both as a stand-alone subject and as a medium of instruction for other subjects as outlined in the Ministry of Education's *Multilingual Education Implementation Guidelines* of November 2009.<sup>22</sup> The Tibetan mother tongue subject offered by KBS is also in accordance with the government guidelines in relation to the subject not only providing language tuition, but also includes teaching in the pupil's religious and cultural tradition. Another strength of the KBS school model is that the pupils with a non-Janajati background who have Nepali as mother tongue are not in any way isolated by not taking the Tibetan optional subject, but take other subjects that run concurrently with the Tibetan subject. All pupils at the schools learn both Nepali and English.

By the type and quality of its education provision, the KBS schools are also creating an essential pool of well-educated youth literate in their own mother tongue, who the Nepal Government can draw on as teachers in order to provide for the implementation of mother tongue tuition as planned in the SSR. Currently the participation of Janajatis in teaching and school management is low at all education levels, with only 17.8% of government teachers at the primary level representing Janajati groups. A positive trend expressed by the parents and guardians interviewed during this evaluation is their preference for their children to return and settle in their home communities after obtaining a good education, rather than pursuing a dream of going abroad to seek employment. An example was given in Jumla about how the local hospital has no permanent residing doctor. A parent said "the

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<sup>21</sup> *Joint Evaluation of Nepal's Education for All 2004-2009 Sector Programme* (2009), Norwegian Agency for Development Cooperation

<sup>22</sup> *Multilingual Education Implementation Guidelines*, 27 November 2009, Government of Nepal, Ministry

only way we will be able to get a highly educated person such as a doctor to want to live here in Jumla is if the doctor originate from Jumla and has family here. We need to educate our own”.

Compared to the education programmes of other organisations such as UNICEF and Save the Children (SC), the KBS initiative is working at a different level, but in a complementary way to the education programme areas of UNICEF and SC. While KBS is a local initiative which has established and is running three schools in Nepal, UNICEF and SC are international organisations that are typically engaged in up-stream, higher level policy-advocacy work with the Government. However, UNICEF and SC also initiate and support pilot projects that can demonstrate the effectiveness of programme interventions carried out through local partnership organisations. UNICEF in Nepal focuses its education programme in the areas of ECD, formal and non-formal primary education, and peace and emergency education. UNICEF assists the Ministry of Education and Sports in its planning, and UNICEF advocates for compulsory primary education and for improving the quality of education through child-friendly teaching and child-friendly schools. The organisation also supports piloting alternative learning programmes for out of school children.<sup>23</sup> SC is working in similar thematic areas such as ECD, non-formal education for out of school children, and improving quality education through improvement in teacher-learning practices.<sup>24</sup> SC has for example developed a one-week intensive teacher training course in child-centred teaching methods, including active teaching and learning methods, as well as training packages and basic education material for ECD centres.<sup>25</sup>

UNICEF and SC support the importance of using mother tongue tuition to improve the quality of education, but do not have specific projects focusing on mother tongue tuition. It is recognised that teachers in Nepal struggle with supporting children who do not have Nepali as mother tongue. Nepali as the language of instruction in public schools has in fact prevented most other ethnic communities from climbing up the education ladder.<sup>26</sup> The added value of the KBS initiative lies in its objective of not only providing mother tongue tuition in support of more effective learning in all subjects, but also to learn to read and write in the mother tongue in order to preserve traditional indigenous culture. As mentioned above, the schools can serve as a model of how mother tongue tuition, which Nepal in the future will be working on implementing through its school sector reform, can be managed successfully in combination with the national curriculum. The KBS schools, which include students with different language and religious backgrounds, can also serve as an example for how mother tongue tuition can be implemented in a school comprising students from different language backgrounds.

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<sup>23</sup> UNICEF in Nepal 2008-2010

<sup>24</sup> *Assessment of projects supported by Save the Children Norway in Nepal (SCN/N) 2005-2009, A Study Report* (2009), Social Welfare Council (SWC) Nepal

<sup>25</sup> Nepal Programme Annual Report 2007, Save the Children Norway

<sup>26</sup> Sushan Acharya, *Social Inclusion: Gender and Equity in Education SWAPS in South Asia, Nepal Case Study* (2007), UNICEF Regional Office for South Asia

### 3.5 Capacity of Cooperating Partner in Nepal

The quality and capacity of the KBS initiative, the cooperating partner of the KBS project in Nepal, is evident in the high learning achievement of the schools' students and by the schools being recorded as best practice model schools in the DEO annual reports. The strength of the school project is that it is a full local initiative, founded by individuals belonging to the same disadvantaged target groups that they are working for. These individuals, the founder of the first school, Lama Gondup; the principal of the school in Kathmandu, Karma Chozom Lama; and the headmasters of the schools in Jumla and Humla, have a strong personal commitment towards providing a larger number of children from their communities access to quality education and acquire skills in their own language and cultural practices. Thus the KBS initiative is an example of disadvantaged groups taking action and organising a better education alternative for themselves, since the government system will still take time to implement adequate mother tongue tuition for different groups as planned for in the school sector reform.

The DEO Supervisors in Jumla and Kathmandu districts highlighted the strong commitment and discipline of the school management at the schools for ensuring that the schools are run effectively in terms of good record keeping, cleanliness of the schools, and attendance by both pupils and teachers. So far the managers of the KBS initiative have proved that they have the capacity of setting up and managing a total of four schools, the one in Manali, India and three schools in the Kathmandu, Jumla, and Humla districts of Nepal. The schools have developed a close working relationship with the government education authorities, and in Kathmandu the DEO Supervisor is also part of the school's SMC.

In terms of conflict sensitivity, the KBS initiative took care to consult with both the government authorities and the Maoists before establishing the KBS School in Jumla district. This took place in 2005, while the ten-year-old violent conflict between the Government and the Maoists was still ongoing. The principal of the KBS School in Kathmandu, Karma Chozom Lama, held altogether four meetings with representatives of the Maoists in Jumla before they approved of the new school. The Maoists were initially negative to private schools, but agreed when they realised that the objective of the school was to provide access to education for children among the most poor and disadvantaged families in the district which was consistent with the Maoists ideals.

The schools are also conflict-sensitive in the way the schools include pupils from non-Janajati families, and the schools provide all funds needed, including school uniform and textbooks, to about 30% of the poor pupils, including all the pupils from Dalit families. Overall the schools do not seem to have caused any tensions in their respective communities, probably because they are run by people belonging to those communities and the fact that they are servicing disadvantaged groups in addition to including pupils from privileged families such as the Hindu castes Brahmin and Chhetri.

The funding and financial management of the schools are outlined in the following Section 3.6.

### 3.6 Sustainability of the Kailash Bodhi School Initiative

The KBS schools have made good progress towards their goals both in terms of number of enrolled pupils, learning achievement as evidenced by the exam results, as well as the pupils learning to read and write in their mother tongue. In the long term the initiative hopes to further expand the number of student places and grade levels available at the schools by upgrading the schools to secondary schools up to Grade 12 in accordance with the school restructuring in the SSR. In practice this includes being able to secure funding for construction of a school building in Jumla, and to explore possibilities for an additional school building in Kathmandu, as both schools are currently utilising the current available facilities to their maximum capacity. Other future aspirations include the need to further improve the quality of education provision through more education aides such as multi-media material and excursions, further development of the teachers' skills through in-service teacher training opportunities, maintenance of the current school buildings, better remuneration to the staff, a well-equipped science laboratory, and reduction of the tuition fee in order to make the schools accessible to a larger percentage of poor families.

The main source of funding supporting the running of the schools is a tuition fee of 3300 Nepali rupees per year collected from the parents who can afford it. About 30% of the pupils, who are from poor families, are exempt from the tuition fee and KBS also provide these pupils with school uniforms and textbooks. The schools receive the funds to support the pupils from poor families from various individual donors and organisations. The sponsors pay either the tuition fee or a limited amount per month to bear the cost for the pupil's food, books and stationary. KBS also sometimes receives one time donations for specific purposes such as computers, drinking water treatment, or a photocopy machine.

The Norwegian member-organisation Fadderforeningen Tso Pema has supported the KBS schools since the start of the initiative in the early 1990s, and provides funding to support the majority of the pupils and has facilitated funding applications to NORAD for assistance to provision of land and construction of the school buildings. Similar member-organisations in Germany and the US are also supporting the costs of a number of the pupils.<sup>27</sup> The cooperating partner KBS in Nepal is fully in charge of the school projects and Fadderforeningen Tso Pema is only supporting the initiative in terms of fundraising. An issue with under-budgeting of the construction of the schools buildings was recorded in the funding proposals to NORAD. This issue was explained to be based in miscommunication of the actual funding needs of the schools between Fadderforeningen and KBS, as well as additional items, such as a wall around the school and flattening of the school yard, being added to the original building plan at a later stage as the school in Kathmandu was expanding.<sup>28</sup> However, both organisations have engaged accountants for audit of their financial records, and no irregularities have been recorded.

The KBS school projects are largely dependent financially on the funds raised by Fadderforeningen Tso Pema for construction of school buildings. On the other hand, in relation to the daily running of the schools, the KBS initiative has managed to build a diverse support group of individuals, both

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<sup>27</sup> Nyhetsbrev til medlemmene av Tso Pema Tibetansk Skole og Kailash Bodhi School, November 2007

<sup>28</sup> 1997 funding proposal and communication documents from Fadderforeningen Tso Pema Tibetansk Skole to NORAD

locals and internationals, so that the schools are able to continue functioning even though the support from some donors would stop, as in the case of the previous support received from a Danish support group who eventually decided to direct their fundraising towards Tibetans in Tibet. Even in the worst case scenario, where all sponsor funds would cease, the schools would be able to continue based on the tuition fees collected from the parents, although this would mean that the schools are able to offer free schooling to a smaller number of children from poor families.

Another option that would secure funding for the schools would be if they register as community-aided or community-managed schools, which receive government support for teachers' salaries and other funds, instead of being registered as institutional (private) schools. KBS has considered this option, but due to the current threat of School Management Committees (SMCs) being politicized, the school management fear that this would jeopardize the objective of the schools and the high quality education they are currently able to provide if recruitment of teachers and school management issues are negatively influenced by party politics. This fear can be understood based on the daily reports in the newspapers on violence sparked by political party politics being involved in school management affairs. For example, the Kathmandu Post reports on 19 January 2010 an incident in which activists of the Young Communist League (YCL) attacked three members of the Nepali Congress party in Rusuwa due to a dispute over the management of Nepal Rastriya Secondary School.<sup>29</sup> Another incident reported on 15 January 2010 describes eight persons being injured in a violent clash between Nepali Congress party supporters and Maoists supporters in Bariyapur, Rautahat after the UML activist were defeated in the election of the SMC of Nepal Rastriya Primary School.<sup>30</sup> Save the Children in Nepal is also addressing this problem of politicization of schools in public statements appealing to the political parties not to interfere in school education.<sup>31</sup> UNICEF is sending the same message through its Schools as Zones of Peace project, which advocates for all political parties to allow schools to function without disruption.<sup>32</sup>

In the long term, a risk to the sustainability of the schools may relate to the fact that the current high quality of the school administration and learning achievement rely on the strong personal commitments of the founders and other individuals in the current management of the schools. To address this issue the school management is thinking of establishing a Director position to oversee all the schools, a function which currently is being performed by the principal of the KBS School in Kathmandu, Karma Chozom Lama.

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<sup>29</sup> *Three hurt in YCL attack*, The Kathmandu Post, 19 January 2010

<sup>30</sup> *8 injured in NC-UML clash*, The Kathmandu Post, 15 January 2010

<sup>31</sup> *Save the Children cries foul over use of children for political purposes*, 3 December 2009:

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<sup>32</sup> UNICEF Nepal: [http://www.unicef.org/nepal/5522\\_Peace\\_and\\_Emergency\\_Education.htm](http://www.unicef.org/nepal/5522_Peace_and_Emergency_Education.htm)

## 4 Conclusion

The Kailash Bodhi schools established by the local initiative Kailash Bodhi School (KBS), is a highly relevant intervention for addressing the risk faced by disadvantaged Janajati groups from the Western Himalayas in Nepal of losing their language and culture. It is not enough for the children from these groups to simply have access to the national school system, the parents want their children to also learn to read and write in their mother tongue. The KBS schools are meeting this demand by offering a combination of the national curriculum and an optional subject in Tibetan language, culture and religion.

The schools are contributing to improved access to quality education not only for pupils from disadvantaged Janajati groups, but the schools also set an example for social inclusion by including children from other ethnic groups as well as sponsoring pupils from poor families. In addition to addressing social inclusion with regard to ethnicity and geographical isolation, the schools have achieved gender balance in the proportion of pupils and teachers. The quality of the education provided at the schools is proven by the excellent academic performance of the students. In the school year 2008-2009, all Grade 10 pupils at the Kailash Bodhi Secondary School in Kathmandu passed the School Leaving Certificate (SLC) exams with scores in the highest performing categories. Similarly, all Grade 5 pupils at the school in Jumla passed their exams with good grades. In comparison, the national Grade 5 examination pass rate in Nepal is only 40%.

In terms of results directly related to the funding received by NORAD, the KBS organisation has been successful in achieving the immediate projects goals of provision of land and construction of school buildings. The KBS School in Kathmandu has completed construction of three buildings which are now providing learning space for 940 pupils and 42 teachers in classes from pre-primary to secondary level up to Grade 10. The school in Jumla is still operating in rented school buildings, currently providing for 288 pupils in classes from pre-primary level up to Grade 5. Land has been bought for construction of a school building which will include both primary and secondary education levels, but the construction work has not yet started as sufficient funds need to be raised to cover the cost.

The schools are in full adherence to the government education policy and standards, and are registered as institutional schools. The schools work closely together with the government education authorities and are highly respected by the District Education Office (DEO) in their respective districts. The DEOs have classified the KBS schools as model schools, especially in terms of the quality of the school management and the high learning achievement of the students. Furthermore, the KBS initiative took care to consult with both the government authorities and the Maoists before establishing the KBS School in Jumla district at a time when the violent conflict between the Government and the Maoists was still ongoing. The schools are also conflict-sensitive in the way they include pupils from non-Janajati families.

The schools are empowering the Janajati students both by giving them greater awareness of their culture and the skill of being able to read and write in their mother tongue. The schools' method of providing education in the mother tongue also helps facilitate pupils' learning in other subjects, including English and Nepali language. After obtaining their SCL the students seem to have gained a strong desire to continue their education, and many of the students have continued to college and university level. The parents report that they have experienced a revival of cultural traditions in their

families as their children now are familiar with traditional Buddhist rituals and are able to read and write in the mother tongue script. A high percentage of the parents of pupils at the KBS schools are themselves illiterate, and even among those parents who are literate, very few are able to read and write in their mother tongue. As a consequence, a majority of the adult generation have been unable to access the rich traditional Buddhist literature, poetry and philosophy belonging to them.

Another added-value of the project is the way the KBS schools can serve as an example of how a mother tongue subject can be taught effectively in combination with the national curriculum, when the national education system is now embarking on a school sector reform (SSR) which will include provision of mother tongue tuition. The KBS schools are also important in that they are creating an essential pool of well-educated youth literate in their own mother tongue, who the country can draw upon as teachers in the implementation of mother tongue tuition as planned in the SSR.

Compared to education programmes of other organisations such as UNICEF and Save the Children, the KBS initiative is working at a different level, but in a complementary way to the education programme areas of UNICEF and Save the Children, who are also working on improvement of the quality of education and advocacy for greater access to education for disadvantaged groups. The KBS schools can benefit from exploring cooperation with these organisations and others in the area of education. The teachers at the KBS schools can for example benefit from teacher training materials and courses in active and child-centred teaching methods developed by UNICEF and Save the Children. The KBS school model can serve as an example to other organisations who work on the issue of mother tongue tuition.

The project is financially sustainable at the level the schools are operating now, but for further construction of school buildings the KBS schools will be dependent on their international supporters such as Fadderforeningen Tso Pema and NORAD in order to obtain the sufficient funds needed. For the purpose of the daily running of the schools, the KBS initiative has managed to build a diverse support group of individuals, both locals and internationals, so that the schools are able to continue functioning even though the support from some donors would stop. Or in the worst case scenario, where all sponsor funds would cease, the schools would be able to continue based on the tuition fees collected from the parents. This however, would mean that the schools are able to offer free schooling to a smaller number of children from poor families. In the future, the schools can also consider registering as community-aided or community-managed schools, which receive government support for teachers' salaries and other funds, instead of being registered as institutional (private) schools. However, with the current political climate in Nepal where School Management Committees are frequently politicized, this option might pose a risk to the high quality of education achieved at the schools.

The main challenge for the KBS initiative in the future is to be able to raise sufficient funds to construct a school building for the KBS School in Jumla, where they have bought land for this purpose some years ago. In the long term, the organisation wishes to further expand the number of student places and grade levels available by upgrading the schools to secondary level up to Grade 12 in accordance with the school restructuring in the SSR. In practice this will include exploring possibilities for an additional school building in Kathmandu, as both schools are currently utilising their facilities to its maximum capacity.



## 5 Recommendations

1. Due to the high estimate of 40 pupils dropping out of the school in Kathmandu each year, KBS should enquire and keep record of the pupils' reasons for leaving. If the pupils are leaving school due to positive reasons such as taking the SLC exam early, the schools should be able to document this in future reports and funding proposals otherwise the high drop-out figure can be seen as a failure on behalf of the schools. On the other hand, if a majority of the drop-outs are leaving the schools due to poverty or other family problems, the schools should use the collected information to form strategies to bring these pupils back to school.
2. KBS should keep a consolidated overview of exam results per year as well as implementing its idea of setting up a system for mapping what the graduates are doing in terms of continued education or employment. This would help the organisation in providing evidence for its excellent results in its future fundraising work and reporting. The alumni system would also make it possible for the KBS initiative to contact graduates to help with the work of the schools in the future.
3. KBS should continuously strive to broaden its knowledge of other organisations working in the same thematic and geographical areas in order to explore possibilities for cooperation. The teachers at the KBS schools can for example benefit from teacher training materials and courses in active and child-centred teaching methods developed by UNICEF and Save the Children. The KBS school model can serve as an example to other organisations who are working on the issue of mother tongue tuition.
4. KBS and its partner Fadderforeningen Tso Pema should ensure that future funding proposals are based on accurate budget estimates through a complete picture of the overall funding needs of the schools. For example, KBS should make sure that all details of funding needs for the future construction of the school building in Jumla is made clear to any supporters working on fundraising for the schools, and that all items related to the construction are planned for at the start in order to avoid additional funding requests to donors at a later stage.
5. KBS should ensure that the building plan for the construction of the school in Jumla includes measures to make the building as accessible as possible for any future disabled pupils. The KBS schools should also plan to map existing local organisations working with disabled children in order to explore possibilities for cooperation in providing access to education for disabled children approaching the schools in the future.
6. KBS and Fadderforeningen Tso Pema should in its future planning of activities, especially before establishing new schools, include a more systematic conflict analysis by using a simple conflict analysis framework such as the framework given in Mary Anderson's book *No Harm: How aid can support peace – or war*, in order to prevent that the schools can become triggers of conflict in their local communities.

7. KBS should pursue its long term plan for increasing its teacher salaries to the level of government teacher salaries. This will help the schools to retain the high quality of teachers which is providing the basis for the pupils' high learning achievement.

## Annexes

### Appendix 1: List of Acronyms

ECD	Early Childhood Development
EFA	Education for All
HDI	Human Development Index
INGO	International Non-Governmental Organisation
KBS	Kailash Bodhi School
LKG	Lower Kindergarten
NGO	Non-Governmental Organisation
NORAD	Norwegian Agency for Development Cooperation
SC	Save the Children
SLC	School Leaving Certificate
SMC	School Management Committee
SSR	School Sector Reform
SSTD	Social Studies
UKG	Upper Kindergarten
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund

## **Appendix 2: List of Figures**

Figure 1: Overview NORAD Funding

Figure 2: New Enrolments per Year at Kailash Bodhi Secondary School, Kathmandu

Figure 3: Increase Enrolments Kailash Bodhi Primary School, Jumla

Figure 4: Final Exam Results 2008-2009: Kailash Bodhi Secondary School, Kathmandu

Figure 5: Final Exam Results 2008-2009, Kailash Bodhi Primary School, Jumla

Figure 6: Timetable Primary School Classes, Kailash Bodhi Secondary School, Kathmandu

Figure 7: Caste and ethnic groups in Nepal

Figure 8: Primary school attendance in Nepal by caste or ethnic group of household head

Figure 9: Map of Nepal with districts and human development status

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## **Appendix 4: Terms of Reference of Evaluation**

### **Background**

The Norwegian organisation, Fadderforeningen Tso Pema Tibetansk Skole, has been supporting two schools in Nepal for several years: Kailash Bodhi Secondary School in Kathmandu, and Jumla School in Karnali in the Mid West. Kailash Bodhi Secondary School was established in 1993 and has currently 960 pupils, of which 130 are living in boarding facilities at the school. Jumla School was established in 2006.

The schools are run by the local organisation called Kailash Bodhi School which was set up in 1989. The organisation was started as a local Nepali initiative with the objective to give the minority Tibetan population in Nepal with an education opportunity which would preserve their traditional culture. The schools teach in English, Nepali and Tibetan languages.

Fadderforeningen Tso Pema Tibetansk Skole has received financial support from NORAD six times for the two schools. The Kailash Bodhi Secondary School in Kathmandu has received support for buying the land for the school, construction of the school, including an assembly hall. Support was given to the establishment of Jumla School in Karnali in 2006. Further support will be sought for upgrading of Jumla School to Grade 10.

### **Objective of the Evaluation**

The evaluation will look into the following areas:

- What results have been achieved by the Kailash Bodhi School initiative since 1993;
- To what extent is the Kailash Bodhi School organisation's work in line with the government's plans, and to what extent do the project contribute to the overall goals of the education sector in terms of access, increased quality and social inclusion;
- Whether the standards of the teaching and the physical facilities of the Kailash Bodhi schools are in accordance with the government standard;
- What is the added value of the work of the Kailash Bodhi schools, for example compared to other organisations such as Save the Children and UNICEF;
- Does the project have a conflict sensitive approach, this can be connected to the issue of social inclusion;
- The quality and capacity of the cooperation partner in Nepal;
- How is the organisation doing in terms of moving towards the achievement of set goals and sustainability of the project.

### **Methodology of the Evaluation**

- The consultant will conduct a desk review of all available documentation from Fadderforeningen Tso Pema Tibetansk Skole in Norway and the two schools Kailash Bodhi Secondary School and Jumla School through the Kailash Bodhi School organisation in order to evaluate the achievement of results in accordance with support received by NORAD through Fadderforeningen Tso Pema Tibetansk Skole since 1993;

- The consultant will also review available documentation on statistics on students and teachers at the two schools (enrolment, drop out, completion, exam results, and qualifications of teachers), curriculum, teaching methodology and environment, and physical facilities as well as visits to the schools for direct observation and interviews;
- The consultant will visit the two schools in order to directly observe the construction of the school construction according to the received financial support, and to conduct interviews with teachers, students, and parents if possible;
- Interviews will also be conducted with local education authorities, and other relevant actors in the education field in Nepal, such as Save the Children and UNICEF.

### **Deliverables**

The consultant will provide a draft evaluation report in English with recommendations to Fadderforeningen Tso Pema Tibetansk Skole and the two schools in Nepal, and a final evaluation report after review and comments from Fadderforeningen Tso Pema Tibetansk Skole and the two schools.

### **Timeframe**

The consultant should complete the evaluation in the period of 16 days depending on the number of days needed for travel to the two schools, especially to Jumla School in the Mid West region.



## Appendix 5: List of Persons Interviewed and Sites Visited

Date	Name	Institution	Location
05.01.10	Karma Chozom Lama	Principal, Kailash Bodhi Secondary School, Kathmandu	Kathmandu
06.01.10	Tashi Tamang	Head Teacher, Kailash Bodhi Primary School, Jumla	Jumla
06.01.10	Focus group discussion with 7 pupils, Grade 5 graduates	Kailash Bodhi Primary School, Jumla	Jumla
06.01.10	Focus group discussion with 4 guardians/parents	Kailash Bodhi Primary School, Jumla	Jumla
06.01.10	Focus group discussion with 3 teachers	Kailash Bodhi Primary School, Jumla	Jumla
07.01.10	Singh Raj Dangi	School Supervisor, DEO Jumla	Jumla
13.01.10	Focus group discussion with 12 pupils, Grade 9 and 10 graduates	Kailash Bodhi Secondary School, Kathmandu	Kathmandu
13.01.10	Focus group discussion with 3 guardians/parents	Kailash Bodhi Secondary School, Kathmandu	Kathmandu
13.01.10	Focus group discussion with 5 teachers	Kailash Bodhi Secondary School, Kathmandu	Kathmandu
13.01.10	Deeperswor Thapa	School Supervisor, DEO Kathmandu	Kathmandu
15.01.10	Marit H. Vedeld	Senior Adviser, Education and Research Department, NORAD/ Evaluator of “End Review of Strategic Partnership between the Norwegian Ministry of Affairs and Save the Children Norway-Nepal 2007-2009”	Oslo
18.01.10	Bhuvaneswari Mahalingam	Regional Thematic Manager, Education, Save the Children, Nepal	Kathmandu
19.01.10	Myriam Blaser	Programme Officer, Education Section, UNICEF Nepal Country office	Kathmandu

## Appendix 6: In-Service Teacher Training Courses Attended by Teachers

### SEMINARS & WORKSHOPS ATTENDED BY PRINCIPAL:

Date	Theme	Resource Person(s)	Organised by:	Venue
Nov.10 2006 (Work shop)	<b>"Empowerment of Leadership Skills"</b>	Mr. Surya Narayan Bahadur	Ratna Sagar Publication	Hotel De'l Annapurna Kathamandu
Sept.8-9 2006 (Seminar)	<b>"Peace Education in Schools"</b>	Mr. Sergio H.Ramos (UNESCO), Dr. Kishore Shrestha & Mrs. Stella Tamang	Bikalpa Gyan & Bikas Kendra	Hotel Yak&Yeti, Kathmandu
Dec.6-7 2004 (Seminar)	<b>"Being an Effective School Leader"</b>	Dr. Low Guat Tin & Mrs. Ding-Khoo Seok Lin	ECEC	Hotel Yak&Yeti, Kathmandu
Apr.12 -13 2005 (Seminar)	<b>"Development Challenges in Conflict"</b>	Kunda Dixit, Dr.Sumitra Gurung, Dr.Shankar Sharma,Erling Eggen(NORAD)	Norwegian Embassy	Godavari Village Resort, Kathmandu
August 5 2005 (Seminar)	<b>"Leading Change in our schools"</b>	Dr. Low Guat Tin, Mrs. Ding Seok Lin& Mr. Lau Hock Soon	RELC, Singapore	RELC Building Singapore
Jan.16-17 2009 Training/ workshop	<b>"School Management"</b>	Dr. Agni pr. Kafle Dr. Madan Manandhar	M.B. Sec. School R.C.	Dakshinkali Resort, Pharping Ktm.

### TRAINING/WORKSHOP ATTENDED BY THE TEACHERS:

No.	Name of teachers	Title	Organised by	No.of Days
1.	Apsara, Gita, Junu, Lila, Bina, Rama, Arina and Babi	Introduction Course	ECEC Lalitpur	5 Days
2.	Palzom Lama and Gita Maya Lama	Prep. Teaching Course	PABSFO Boudha	5 Days
3.	Apsara, Arina, Junu and Leela Simkhada	Prep. Teacher's Training	M.B. Sec. School Resource Centre	1 Day
4.	Bimal and Durga Gurung	Sec. Level Maths Teacher's Training	Satyal Publication	1 Day
5.	Bimal Adhikari	Sec. Level Maths Teacher's Training	Satyal Publication	1 Day
6.	Bimal Adhikari	How to teach Geometry	Millennium	1 Day

			Publication	
7.	Dilli Raj and Palzom Lama	How to teach Symphony English book	Ekta Publication	1 Day
8.	Dilli Raj, Sangita and Sonam Palmo	Reflection as a key concept for teaching Dev.	NELTA	1 Day
9.	Shanta and Renu	Preparation of teaching material in Maths	United Publication	1 Day