



# Project Launch Report

Prepared for: The British School of Guangzhou

Through our Literacy Program, Room to Read® partners with schools to address gaps across three areas that are critical to literacy learning: teacher training and support, quality reading materials, and child-friendly learning spaces. After assessing a school's unique needs, we provide a tailored intervention to ensure students have the resources and support they need to flourish. Following are details about Shree Kalika Higher Secondary School, and the targeted activities we have conducted to support the students at this school. Thank you for supporting our program and making these educational transformations possible!

## SCHOOL PROFILE

- **Name:** *Shree Kalika Higher Secondary School*
- **Project ID:** *NP-RR-14-0042*
- **Grades served:** *1 – 12*
- **Students:** *408 (224 girls, 184 boys)*
- **Teachers:** *13 (4 female, 9 male)*
- **Country:** *Nepal*
- **Region/Province:** *Bagmati*
- **City/Village:** *Anaikot*
- **Area type:** *Rural*

## LOCATION: KAVRE

Shree Kalika Higher Secondary School is located in the central district of Kavrepalanchowk, or "Kavre" to locals, is roughly 64.4 km east of Kathmandu and is home to approximately 382,000 residents. While Kavre lies in close proximity to Nepal's urban capital of Kathmandu, the region is largely rural and is generally much poorer than its metropolitan neighbor. Kavre residents primarily work as either farmers or day laborers and migrate frequently in search of seasonal work and economic opportunities. With such a large population of mobile residents, Kavre's educational infrastructure is relatively poor. The region has an average literacy rate of 70.3 percent, with men's rates significantly higher than women's at 79.6 and 60.9 percent respectively. Women often lack social and professional opportunities within Kavre as they are traditionally forced to stay at home to focus on domestic responsibilities.



## PROJECT DETAILS



### LIBRARY SPACE

Teacher Training and Support + Quality Reading Materials + Child-Friendly Learning Environment

#### Library Type: Separate Combined

The Separate Combined library model is a special library model Room to Read implements in Nepal. Under this model, classroom libraries are established in Grade 1-3 classrooms and a single separate library is established for Grades 4-8 (primary school in Nepal includes Grades 1-8). In Grades 1-3, each classroom receives its own collection of grade appropriate books for use by the class during lessons, free time, and designated library time. For Grades 4-8, an existing room in the school is renovated to make it appropriate for a separate children’s library. Students may visit the library to use the resources during break time, before and after school, and when teachers bring students to use the library during designated class periods.

#### LIBRARY RESOURCES PROVIDED

- 649 local language books published by Room to Read
- 463 non-Room to Read local language books
- Baskets; Blackboards/Whiteboards; Book Display Racks; Chair - Teacher; Cushions/Mats; Desk - Teacher; Librarian; Lighting; Shelves
- Educational Materials; Games/Puzzles; Posters; Stationery

#### Library Management Training

Room to Read provides all librarians and teachers involved with our libraries with a minimum of three days of training in the first year of our support, and one to two days of refresher training in both the second and third years. These trainings build on each other and align with the library's stage of development. We also support educators by providing direct coaching and program implementation feedback during regular library monitoring visits. Our team assesses the quality of the library through a rating tool, which evaluates the library across 19 indicators. Room to Read staff use these ratings to determine the frequency and type of support we provide.

## LIBRARY MANAGEMENT TRAININGS CONDUCTED

<u>Start Date</u>	<u>Length (Days)</u>	<u>Training Topic*</u>
05-30-2014	2.0	Book leveling; Importance of libraries and reading; Library management; Other
05-12-2014	2.0	Importance of libraries and reading; Library period and reading activities; Other; Sustainability
05-12-2014	2.0	Importance of libraries and reading; Library period and reading activities; Other; Sustainability
05-30-2014	3.0	Book leveling; Creating a child-friendly environment; Engaging other teachers; Importance of libraries and reading; Library period and reading activities; Other
04-22-2015	2.0	Creating a child-friendly environment; Engaging other teachers; Importance of libraries and reading; Library period and reading activities; Other
08-18-2015	2.0	Book leveling; Creating a child-friendly environment; Engaging other teachers; Library management; Library period and reading activities
08-20-2015	2.0	Engaging other teachers; Importance of libraries and reading; Library period and reading activities; Other; Sustainability

*\*Some trainings may appear more than once if they were held for different stakeholders at different times.*



*The outside of the school*



*A student enjoying one of the new books*



*Students reading together in the library*





*A teacher engaging students in a reading activity*



*Books provided by Room to Read on display in the library*



*Books provided by Room to Read on display in the library*





*The interior of the new library*



*Posters on display in the library*