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SAATHI NEWSLETTER



NEWS & FEATURES

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Increasing the numeracy, literacy and learning skills of students in rural schools of Sindhupalchowk

This survey was started with desk reviews and need assessment of Numeracy and English Literacy understanding of grade 1-5 from Melamchi Municipality, of Sindhupalchowk district. It was followed by data collection from early September 2021 to mid-October 2021. In total, 500 students participated in this survey. Among these, 350 students are from Saathi placed schools, whereas 150 are from non-Saathi control schools.

Given the context, Saathi Teachers worked in a public school for 2 years, aiming to enhance primary students' English literacy and Numeracy. This survey was conducted before the program of Saathi's journey in 2021.

The objective of surveying control schools with Saathi working schools was to compare the result at the end of 2 years. This comparison will evaluate the impact created by Saathi Teachers.

English Literacy

84% of students of class one cannot write English alphabets.

82% of students of Class 5 cannot read and write from the same passage.

Numeracy

99% of students of class one cannot read and write numbers.

70% of students of class 5 cannot understand the problem of division which is mandatory according to the National curriculum of Nepal.

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92% of students never heard about the project work.

88% of students don't communicate or share ideas with teachers and peers.



"During this opportunity, I got to find my true happiness, which I never felt while teaching at a boarding school"

Sunita Shrestha - Saathi Teacher

When I was in grade 9, my science teacher motivated us to learn science and excel at numerical. He used to say, "You all are flowers for me, which are different in colour, size and structure, but you all belong to the same garden." His words always encourage me to be the ideal teacher who understands and accepts students with different learning abilities.

After completing my higher studies, I started teaching at a private school which paid me well, but I was not entirely happy. After teaching there for three years, I heard about the "Saathi Teacher Programme" and got a chance to be a part of it.

I joined the journey as a "Saathi", which means friend for the students I missed while I was a student. During this opportunity, I got to find my true happiness, which I never felt while teaching at a boarding school. The love and satisfaction I get being a teacher in a public school was something I never felt when I was in a private school. I got various training and support from the Saathi teams, which helped me immensely inside the classroom and with personal growth. This program played a significant role in making my dream come true. If I had not got this opportunity, I would have been an ordinary teacher with the same old traditional teacher mentality.

I am continuing this journey as a third-year Math Saathi teacher sharing and exploring being an ideal student-teacher who loves to learn Math.



"Police officers earn a lot of money so in this way I can be helpful for my mother to live a happy life"

Harka Tamang - student of Saathi Goma

My classroom is, like others, a room full of noise, creativity, sometimes mischief. In the midst of this, I notice in the corner a student alive with curiosity. He barely breaks eye contact with me during the lesson. He is a little, dark-haired boy following keenly everything that I am teaching.

Amidst the noise and questions that fill my class, I couldn't help noticing his studious expression. He is a student of class - 3 named Harka Bomjan from Shree Saraswoti Basic School, Lagarche Sindhupalchowk. He has helped my journey to become a conscientious teacher. With a moderate educational background till day yet, he is full of questions and has the energy to learn more and achieve his best. The questions asked are thoughtful, funny, curious and help him learn. "I want to learn what you teach, for that, I have to question for my understanding," he explains to his teacher Goma Adhikari.

It seems that this little boy must be well cared for, until the news was shared that his family is facing great struggles, both financially and emotionally with a great loss of the family breadwinner- his father. It has been two years of difficulty for Harka's Family since the funeral of his father. He died overseas and the body was wrapped in a box from a foreign and to arrive in the small village where they live. The hopeful six members in the family were left with five now, his mother, two elder sisters, one younger brother, and Harka himself. The family are now in such financial difficulty that the boy and his younger brother are being taken care of by the school administration, they support him with uniform and stationery items.

Despite his pain this boy is fond of drawing as well as his studies. One day I called him to ask what do you want to become in the future?' He smiled and said, "I want to study as much as I can become a police officer". I was easy with his answer, and added, 'Why you want to become a police officer?' He answered with a serious expression: "Police officers earn a lot of money so in this way I can be helpful for my mother to live a happy life". The generous thoughts from this young boy inspired my day.

In general in this village, for a better life, some migrate to the capital, or even leave the country, I take a stand to fight this trend for my students to provide good opportunities in the village itself so that many like Harka stays in his own motherland and can be an example of achievement to others.

