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Welcome

This year marks Nepal Teacher Training Innovations (NTTI's) third year of existence and an exciting new chapter of project growth, innovation, and long-term sustainability. In 2012 we developed new programs, established new partnerships, and embarked on a 3-year strategic planning process. Thanks to your support and generosity, more than a thousand teachers across Nepal, including some from the most remote and under-served parts of the country, are better prepared for teaching critical thinking in stimulating, child-friendly environments. Because each teacher comes in contact with at least 80 students during the school year, NTTI-trained teachers impact more than 80,000 students, including more than 48,000 girls, each year.

This report recounts our growth and our increasing focus on rural government schools, and particularly on girls in these schools.

The Need

Education

Nepal's total population literacy rate is at 56.6 percent. Gender disparities are high, with men's literacy rates at 71.6 percent and women's at 44.5 percent. These rates are especially low for students from the most marginalized groups: girls, ethnic minorities and rural children. The drop out rates for girls and minority ethnic groups in Nepal are especially high and the differences in school retention between rural and urban areas are significant.

Untrained, unmotivated and unqualified teachers are major obstacles to quality education. In Nepal, rural government schools tend to be the most neglected in staff and resources.

Girls' Education

Over the past year, we have conducted focus groups in village schools to determine what girls need to stay in school. Today, we are also helping teachers understand the unique needs of female students. Why are we focusing on girls? Global research confirms that girls' education plays a critical role in building their future families and communities. When girls
receive additional years of education, they marry later and have fewer children. They are healthier and their children’s malnutrition rates also drop. When a girl has access to resources, she reinvests them in her community at a higher rate than boys and men.

**Mission: Teacher Training and Girls' Empowerment**

NTTI's main mission is to improve the quality of teaching in Nepal by encouraging creativity and critical thinking. NTTI is one of the few training models that focuses on how to teach rather than what to teach. Our goal is to reduce attrition rates, especially among girls, and to prepare Nepal's children to succeed in today's world. NTTI's unique model provides consistent monitoring, observation and follow-up with teachers and principals in target schools.

In addition to teacher training, NTTI is committed to the empowerment of women and girls. Our Girls' Sensitivity Training makes teachers aware of what girls need to thrive in school. Our Her Turn – Girls' Education and Empowerment Workshops raise awareness among village girls about safety, health, and the importance of staying in school and our Mentorship and Training of Trainers (TOT) Program provides a way for talented female teachers to become Mentor Teachers and Master Trainers.

**Method: Hands-On, Interactive Trainings**

From the beginning, NTTI adapted best teaching practices to the local context. We observed hundreds of teachers to develop the best hands-on approach. Our trainings are interactive, dynamic and learner-centered. The topics include collaborative learning, learning styles, lesson planning, on-going assessment, critical thinking, child friendly learning environments, and fostering creativity.

NTTI is a unique program in the numerous aspect:

- Provides a continuous cycle of increasingly intensive trainings from raising awareness of best practices to implementation of these techniques in the classroom
- Encourages participation of school administrative staff in trainings to transform the whole school ethos
- Works with individual schools to provide follow-up trainings, classroom observations, feedback sessions, and ongoing mentoring of teachers and school administrators
- Encourages local ownership by training a team of Nepali trainers and School Site Mentors
- Ensures sustainability by integrating NTTI training modules into existing local training structures
Accomplishments in 2012

2012 was a very exciting year for NTTI. We expanded our training for teachers from government schools. We increased our focus on schools in remote rural regions of Nepal, where the need for capacity building is the highest. We developed new programs and added Girls' Sensitivity components to our awareness level training. We started an affiliation with a Nepali NGO called Practical Help Achieving Self Empowerment - PHASE Nepal. We launched a new website. We grew in staff and volunteers.

Below please find an overview of our activities in 2012.

Year Highlights

- Ninety six per cent of NTTI-trained teachers were observed in the classroom and participated in individual feedback sessions with NTTI Master Trainers. (Ninety five per cent of these teachers reported that this was the first time they had ever been observed and received feedback on their practice.)

- Since January 2012, NTTI has trained 319 government school teachers from seven Village Development Committees (VDCs) from Sindhupalchowk, a district with some of the lowest literacy rates and highest attrition rates among girls, as well as one of the highest rates of human trafficking in the country.

- 97 per cent of these teachers rated the NTTI training as either “extremely useful” or as “the best training they have ever taken”.

- In February 2012, NTTI launched its “Teacher-Leader” Mentorship program. One to two talented teachers from every school in the VDCs where NTTI works are now trained to provide on-going support to the teachers at their school sites and serve as mentors and role models.

- We developed a reliable tool to measure the impact of NTTI training in the classroom. Initial analysis of data using this instrument revealed that teacher performance improved, on average, by 61 per cent as a direct result of participation in our training. Rather than reading aloud from the text book, NTTI trained teachers are facilitating lively classroom discussions and group work activities and motivating students using encouragement rather than the stick.

- To help reduce attrition rates among village girls and to make teachers more aware of girls’ needs, NTTI organized focus groups with 100 village girls and, based on what the girls shared, developed a girls’ sensitivity training for teachers. Because focus group participants expressed concerns about coming to school while they are menstruating, NTTI is collaborating with Helambu Project to install locks on bathroom doors and to provide containers for women to dispose of sanitary napkins.
• In the second half of 2012, NTTI received a grant from the COMO Foundation to create a project sustainability plan. The work is underway.

• The NTTI donor, Global Fund for Women, included our project in the new Catapult (www.catapult.org), crowdfunding platform for projects that benefit women and girls. Johnson & Johnson Company has pledged to match funds raised to support the NTTI Catapult campaign. NTTI is on track to accomplish its goal of raising USD 15,000 on the site.

• NTTI’s first volunteer, Mina Wood, raised almost USD 18,000 to support NTTI. As a Project Manager, she upgrades the projects’ technological capacities, streamlines reporting and monitoring systems, updates the project website, produces publicity materials for prospective donors, and trains NTTI staff in office management procedures.

New Programs

In 2012, we focused on girls' education and, as a result, we have developed new programs and components that reflect the unique needs of girls. We are excited to introduce these new developments below.

**Her Turn – Girls' Education and Empowerment Program**

NTTI in partnership with Helambu Project have piloted a Girls' Education and Empowerment Program called Her Turn.

Her Turn aims to raise awareness of girl-specific health and safety issues and enhance their confidence, public speaking and leadership skills.

Her Turn operates through 4 week workshops lead by local female trainers. In January of 2012, the program was piloted in Shree Golma Devi Secondary School in Timbu village for forty female students aged 10-14. The sessions were carried out every day from Sunday to Friday before school and were one and a half to two hours long. Two female teachers were selected from the school staff to observe all the activities. Their role was to facilitate the transfer of knowledge and values communicated within the program to other staff and represent the school. After each session, the participants were provided with a full meal and a chance to discuss that day's lessons and activities.

We are thrilled to announce that NTTI received a grant from Dining for Women to implement Her Turn workshops in the rural schools of Sindhupalchowk district in 2013. The workshops will be conducted for four months starting July 2013. For more information, please visit program's website: www.her-turn.org.
Mentorship Program

NTTI launched its School-Site Mentorship Program in February 2012. Since then, we have trained 18 local teachers to be Mentor Teachers (one or two at each school). These Mentor Teachers have already observed and provided constructive feedback to 90 local teachers.

Radhika Bhardari, one of only four female math teachers in Filpingkot and one of two female Mentors, was singled out by NTTI as being the most effective Mentor. In her role, Radhika must observe and provide feedback to her male colleagues, including her principal, many of whom have more years of education and teaching experience than she does. Her outstanding performance as a Mentor challenges predominant local views that women are less competent and intellectually inferior to men.

One of the unexpected positive outcomes of NTTI’s Mentor Program has been an increase in teacher motivation. Mentors report that, since they started observing the teachers at their schools, teachers have begun, for the first time, to write lesson plans. They also report that the attitude of teachers about being observed has changed dramatically. Before taking the NTTI training, mentors recall teachers as being resistant to being observed and after taking the training those same teachers are now eager to be observed. Mentors report that even new teachers who have not yet taken the training are now asking to be observed by Mentor teachers and to receive feedback on their teaching.

The Mentorship Program has also provided the catalyst for collaboration among schools. Because some Mentors felt uncomfortable giving feedback to teachers of subjects other than the ones they themselves taught, the decision was made for schools to share Mentors. Rather than have one Mentor observe all the teachers in his/her school, which was the original idea, Mentors will observe teachers teaching their particular subject area in different schools. This means that, thanks to NTTI’s Mentorship Program, schools will collaborate rather than work in a vacuum as they had previously been doing.

Lastly, NTTI’s School-Site Mentor Program is providing a way for female teachers, the minority in government run schools, to assume leadership positions at their schools. In Sindhupalchowk, female School-Site Mentors are now evaluating their male colleagues and even their male principals – a radical departure from the usual practice in a traditionally male dominated environment.

“Being a mentor has been unexpectedly rewarding because when I observe other teachers in the classroom, I get lots of new ideas for my own classroom. I realize teachers can learn so much from each other!”

Radhika Bhardari, Lower Secondary Math Teacher, Filpingkot Mentor Teacher
**Girls' Sensitivity**

After talking to many girls and female teachers of rural government schools, NTTI decided to include a Girls' Sensitivity component to its awareness level training. Its aim is to sensitize teachers, both male and female, to the unique needs and challenges girl students face. These needs vary from unequal distribution of resources or unequal participation in classrooms, to the importance of safe, private and separate toilets for girls.

During the Girls' Sensitivity component, the teachers discuss traditional perceptions and roles of girls in rural communities. They brainstorm the role a school can and should play in reducing attrition rates among girls and improving the situation of girls in their villages. Teachers themselves come up with creative ideas about how to keep girls in schools. During the pilot Girls' Sensitivity training in December 2012, teachers talked about their role in preventing early marriage - a major cause of dropping out for girls. They concluded that when there is an early marriage planned in the community, the teachers should educate the girl's parents on the adverse social and health consequences.

**Growth**

2012 was a year of growth for NTTI. In addition to developing new programs, we gained dedicated new staff and volunteers.

**Staff**

Project Director, Ashley has a Master's in Education and over seventeen years of classroom teaching and teacher training experience in the US, and two years of teacher training experience in Nepal. She first came to Nepal in 2008 as a volunteer teacher trainer for the Little Sisters Fund (LSF). She returned to Nepal in 2010 to launch Nepal Teacher Training Innovations with a mission to encourage greater levels of critical and creative thinking in Nepal's classrooms. She has been nationally recognized for her work as both a trainer and a program developer in the US. In 2002, the National Association for Adults with Special Learning Needs (NAASLN) recognized her as one of the nation's top eight trainers and in 2008, the Reading Support Program she designed for Gateway High School in Nepal Teacher Training Innovation | 2012 Annual Report | page 8/13
California was recognized by the United States Board of Education as one of the nation’s most effective efforts to increase adolescent literacy.

Master Trainer, Sumati Shakya had been teaching English and Social Studies for grades 1-8 for six years, before she came to NTTI to work as an Assistant Trainer. She had earned a reputation for being the most effective and committed teacher at her school. She is in the process of getting her Bachelors in Education as well as her Masters in Humanities and will be the first woman in her family to receive a higher degree. In September of 2011, she received her certification as a Montessori instructor and will begin training pre-primary teachers in Montessori techniques. Sumi has been working with NTTI since its inception, first as an Assistant Trainer and now as a Master Trainer and as the Assistant to the Director.

In addition to Ashley Hager and Sumati Shakya, we welcomed on board more staff dedicated to the advancement of our mission.

Bishnu Neupane has become the second full time Master Trainer. Bishnu is an exceptional secondary-level math and science teacher with a BSC in Science and a Masters in Rural Development and experience in remote areas as a health worker.

Aleksandra Perczynska received her Masters degree in Culture and Society from the University of Lancaster. Before moving permanently to Nepal, she worked in Palestine implementing educational, agricultural and water and sanitation projects. In Nepal she founded the Her Turn - Girls' Education and Empowerment Program, developed NTTI's girls sensitivity training and works with Helambu Project, coordinating rural educational projects.

**NTTI Outreach**

NTTI is encouraging best teaching practices by providing sensitizing trainings for school and district-level administrators at national and regional conferences. In February of 2012, NTTI presented at the Nepal English Language Association (NELTA) national conference, the most prestigious professional development organization for educators in Nepal. Project Director, Ashley Hager presented on Using Literature to Encourage Critical and Creative Thinking and English Language Proficiency. Master Trainer, Sumati Shakya is scheduled to present at this conference in February 2013.

In July 2012, Her Turn Program Coordinator Aleksandra Perczynska published a commentary piece in English national daily called Republica. It was titled “What about Girls?” and it addressed the prevalence of child marriage in Nepal and its social and heath consequences.

In September 2012, Aleksandra also submitted a document titled “Child Marriage in Nepal”
to the Office of the United Nations High Commissioner for Human Rights. This country case study addresses child marriage and its consequences on children’s, particularly girls’, health. It will contribute to the report on the rights of the child to the enjoyment of the highest attainable standard of health prepared by the Office of the High Commissioner for Human Rights. The report will be presented to the Human Rights Council during its twenty-second session.

**Affiliation With PHASE**

In January of 2012, NTTI began its affiliation with a locally registered Nepali NGO called Practical Help Achieving Self Empowerment - PHASE Nepal. PHASE has been working in some of the most remote parts of the country: Sindhupalchowk, Gorkha, and Humla districts for the past six years providing healthcare and education to remote Himalayan communities that have little or no access to basic services. We were impressed with PHASE's work, which is participatory, needs driven, and people centered. We were pleased to see that PHASE's values include coordination, collaboration, accountability and transparency.

Working in partnership with PHASE, NTTI has already trained 288 government teachers from remote communities in Sindhupalchowk district. We are currently negotiating an agreement with PHASE-Nepal in which NTTI will register with Nepal’s Social Welfare Council as a project under PHASE, ensuring sustainability for the long term. NTTI, however, will assume full responsibility for its own fundraising.

**Name**

In January 2012, we changed our name from Teacher Training Initiative-Nepal (TTI-N) to Nepal Teacher Training Innovations (NTTI) to reflect our affiliation with PHASE and our new focus on government run schools in remote areas.

**New Website**

As part of our re-branding, we launched a new website at www.nepaltti.org. Designed by the Patatas Foundation, it provides an accurate overview of our programs and activities. In addition, we have become more active on our Facebook page where we keep our supporters up to date on all our developments and activities. By the end of 2012, NTTI had attracted more than 1000 Facebook followers.

**Fiscal Sponsorship**

In January 2012, we signed an agreement with our new fiscal sponsor: FJC - A Foundation of Donor Advised Funds. FJC, a 501(c)(3) public charity, was founded in 1995 by a small group of dedicated philanthropists with the goal of making it the premier foundation of donor advised funds for discerning philanthropists who strive for better ways of giving. Our partnership with FJC allows us to accept tax-deductible donations from individual donors and foundations from the USA. The FJC website is website at www.fjc.org.

**Finances**

In 2012, our total revenue amounted to USD 38,130. USD 25,900 (68 per cent) came from foundations, and 32 per cent from individual donations. We are grateful to our donors. Our activities in 2012 would be impossible without the support from Lee Foundation, Give2Asia and COMO Planning Grant.
We thank our generous individual donors in 2012 for making our work possible.

NTTI has also received in-kind support from:

• the Patatas Foundation, our website designer,
• the Washington DC United Methodist Church that sponsored Mina Wood’s participation as a volunteer,
• our US law firm Winston & Strawn,
• Teachers College, Columbia University that sponsored the NTTI’s Project Director’s participation in a month-long professional development program and designed an NTTI brochure for donors,
• The Women Deliver Foundation which showcases NTTI on its on-line donor portal (www.catapult.org).

The cost of training one teacher is USD 25. Each teacher works on average with 80 students per year, so the cost per child is less than 32 cents.

Below please find our income statement for the year 2012.

**Revenues and Other Support**

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Foundations</td>
<td>$25,590</td>
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<td>Individual Contributions</td>
<td>$12,230</td>
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<td><strong>Total Revenue and Other Support</strong></td>
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**Expenses**

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<tr>
<th>Category</th>
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<tr>
<td>Salaries</td>
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<td>Communication</td>
<td>$170</td>
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<td>Consultancies</td>
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<tr>
<td>Training Related Expenses</td>
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<tr>
<td>Travels</td>
<td>$5,622</td>
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<tr>
<td>Office: rent, running cost, furniture</td>
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<tr>
<td><strong>Total Program Services</strong></td>
<td><strong>$21,910</strong></td>
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* 82% of Expenses Devoted to Program Services
Supporting Services

<table>
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<tr>
<th></th>
<th>Secured (USD)</th>
<th>Anticipated (USD)</th>
<th>Total (USD)</th>
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<tbody>
<tr>
<td>Visa</td>
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<td>Administration Fee</td>
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<td>Medical</td>
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<tr>
<td>Fundraising</td>
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<tr>
<td>Equipment</td>
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<tr>
<td>Maintenance</td>
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<td>Utility</td>
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<td><strong>Total Supporting Services</strong></td>
<td><strong>54,000</strong></td>
<td><strong>8,000</strong></td>
<td><strong>62,000</strong></td>
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* 18% of Expenses Devoted to Support Services

Total Expenses $26,541

Projected Finances for 2013

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<tr>
<th>Income 2013</th>
<th>Secured (USD)</th>
<th>Anticipated (USD)</th>
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<td>Global Fund for Women</td>
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<td>Lee Foundation</td>
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<td>Dining For Women</td>
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<td>Cultural Exchange Program</td>
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<tr>
<td>COMO Foundation</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>54,000</strong></td>
<td><strong>8,000</strong></td>
<td><strong>62,000</strong></td>
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Anticipated Expenditure 2013

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<td>Human Resources</td>
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<td>Travel</td>
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<td>Equipment and Supplies</td>
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<td>Office Running Costs</td>
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<td>Administration Fees</td>
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<td><strong>Total</strong></td>
<td><strong>62,678</strong></td>
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Looking Ahead

These are our goals for 2013 and beyond:

- We are developing a long-term sustainability plan which will include creation of an Advisory Board in the US. The Board’s role will be to support NTTI operations on the ground and helping with NTTI’s long term strategy.
- Beginning in July 2013, we will start offering Her Turn – Girls’ Education and
Empowerment workshops to raise awareness of village girls about health, nutrition, safety, and the importance of staying in school. A grant from Dining for Women will allow 800 girls to participate in these workshops. NTTI-trained female teachers will serve as workshop facilitators and mentors for the girls over the long term.

- NTTI will be collaborating with other local NGOs to conduct trainings in Jumla and North Gorkha districts. Some of the villages there are a 4-6 day walk from the nearest road and graduation rate for girls is near zero in most schools.

- NTTI is developing collaboration with the Nepal English Language Association (NELTA) to train the national committee responsible for writing the national school finishing exams. These exams are taken by every student nationwide, and could benefit from a greater focus on critical thinking as opposed to memorization. If the national school finishing exam questions emphasize critical thinking rather than rote memorization, as they currently do, Nepal's teachers will feel a greater sense of urgency with respect to encouraging critical thinking and problem solving in their classrooms. NTTI's training for the committee members will also cover how to gender mainstream schools and tests.

NTTI is extremely appreciative of the support and generosity of its donors who have made this exiting new chapter of our project a reality.