



Project Launch Report

Prepared for: Cafe Eikaiwa

OVERVIEW: PARTNER SCHOOLS & PROJECTS

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 the targeted activities we have conducted at the schools you supported. Thank you for making these educational transformations possible!

SUMMARY OF PROJECTS SUPPORTED

<u>School</u>	<u>Components Funded</u>	<u>Grades & Enrollment</u>	<u>City, Region</u>	<u>Country</u>
Mandal Parishad Upper Primary School Gopalaipally	Library	1 – 7 (83 students, 5 teachers)	Gopalaipally, Andhra Pradesh	India
Shree Sworgadwari N R Primary School	Library	1 – 5 (234 students, 6 teachers)	Bhingri, Pyuthan	Nepal

SCHOOL LOCATIONS:

ANDHRA PRADESH, INDIA

Andhra Pradesh is a state located along the southeastern coast of India. The country's fourth largest state, Andhra Pradesh has a population of more than 84 million, with a resident base spread out across vast areas of farmland and agricultural fields. Many people in Andhra Pradesh make their living through farming and raising livestock, resulting in a dependence on seasonal employment and day labor. While the state contains several urban areas, rural inhabitants suffer from isolation and widespread poverty and often lack access to educational and/or social resources and support.

The state's literacy rate is currently 68 percent, and women's literacy rates are over 15 percent lower than men's. State officials have committed to establishing better educational opportunities for women over the next decade and have expressed excitement in working with Room to Read to achieve improved statewide literacy rates for both men and women.



PYUTHAN, NEPAL

Pyuthan is a district that lies on the northern slopes of the Mahabharat mountain range in western Nepal. An agricultural district, most residents of Pyuthan rely on farming and livestock production to earn a living, creating a large migrant population. Home to a number of ethnic groups, Pyuthan is very diverse both culturally and linguistically. Most Pyuthan inhabitants live far below the nationally defined poverty-line, barely making enough to provide their families with even basic amenities. Facing such extreme poverty, many Pyuthan children choose to forgo their education and focus on finding employment to help support their families. This trend comprises a significant challenge for government officials who are working to improve the region’s educational landscape. Pyuthan’s district-wide literacy rate is 67 percent, with women’s literacy rates 20 percent lower than men’s. With a low literacy rate and a significant disparity between male and female opportunities in education, Pyuthan stands to benefit significantly from Room to Read’s programs.



PROJECT DETAILS



LIBRARY SPACE

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

LIBRARY PROJECTS			
<u>School</u>	<u>City, Region</u>	<u>Country</u>	<u>Library Type</u>
Mandal Parishad Upper Primary School Gopalaipally	Gopalaipally, Telangana	India	Classroom
Shree Sworgadwari N R Primary School	Bhingri, Pyuthan	Nepal	Separate Combined

LIBRARY TYPE DESCRIPTIONS

CLASSROOM

Classroom libraries allow children in schools that do not have free space to still benefit from books and other library resources, and also promote the integration and use of reading materials in classroom instruction. These libraries are established within a designated portion of a classroom and contain a collection of level-appropriate books for use by classes during lessons, free time, and dedicated library time. These libraries are also provided with other educational materials, classroom storage furniture, and a standard three year training plan for teachers.

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	
<u>School</u>	<u>Books</u>
Mandal Parishad Upper Primary School Gopalaipally	<ul style="list-style-type: none"> • 33 local language books published by Room to Read • 266 non-Room to Read local language books • 20 English books • Posters; Stationery
Shree Sworgadwari N R Primary School	<ul style="list-style-type: none"> • 649 local language books published by Room to Read • 835 non-Room to Read local language books • 150 English books • Baskets; Blackboards/Whiteboards; Book Display Racks; Chair - Teacher; Cushions/Mats; Desk - Teacher; Librarian; Lighting; Shelves • Educational Materials; Games/Puzzles; Posters; Stationery

TEACHER/LIBRARIAN 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 16 indicators. Room to Read staff use these ratings to determine the frequency and type of support we provide.

LIBRARY MANAGEMENT TRAININGS CONDUCTED		
<i>(Some trainings may appear more than once if they were held for different stakeholders at different times)</i>		
<u>School</u>	<u>Date</u>	<u>Training Topic</u>
Mandal Parishad Upper Primary School Gopalaipally	07-03-2014 (5.0 days)	Book leveling; Creating a child-friendly environment; Importance of libraries and reading; Library management; Library period and reading activities
	09-17-2014 (1.0 days)	Book leveling; Importance of libraries and reading; Library management; Library period and reading activities
	09-20-2014 (1.0 days)	Importance of libraries and reading; Library management; Library period and reading activities
	09-22-2014 (2.0 days)	Book leveling; Creating a child-friendly environment; Engaging other teachers; Importance of libraries and reading; Library management; Library period and reading activities

Mandal Parishad Upper Primary School Gopalaipally	09-14-2015 (3.0 days)	Engaging other teachers; Importance of libraries and reading; Library period and reading activities; Other
	11-19-2015 (2.0 days)	Library management; Library period and reading activities; Other
Shree Sworgadwari N R Primary School	06-12-2014 (2.0 days)	Book leveling; Creating a child-friendly environment; Importance of libraries and reading; Library management; Library period and reading activities; Other; Sustainability
	05-13-2014 (2.0 days)	Engaging other teachers; Importance of libraries and reading; Library management; Library period and reading activities; Other; Sustainability
	09-10-2014 (3.0 days)	Creating a child-friendly environment; Engaging other teachers; Importance of libraries and reading; Library management; Library period and reading activities; Other; Sustainability
	09-19-2014 (3.0 days)	Creating a child-friendly environment; Engaging other teachers; Importance of libraries and reading; Library management; Library period and reading activities; Other; Sustainability
	04-19-2015 (2.0 days)	Book leveling; Importance of libraries and reading; Library management; Library period and reading activities; Sustainability
	06-11-2015 (4.0 days)	Book leveling; Creating a child-friendly environment; Importance of libraries and reading; Library management; Library period and reading activities; Sustainability
	04-23-2015 (2.0 days)	Creating a child-friendly environment; Importance of libraries and reading; Library management; Library period and reading activities; Sustainability

COUNTRY & GLOBAL LITERACY PROGRAM HIGHLIGHTS

SYSTEMIC CHANGE: IMPROVING LITERACY LEARNING BEYOND OUR PROJECT SCHOOLS

Your investment in our programs has allowed Room to Read to demonstrate high quality education initiatives with measurable results. Our ability to execute quality programs at scale has gained the recognition of local and national governments as well as other nonprofits, who want to partner with us to promote widespread educational policy and curriculum changes. The following is a highlight of some of these partnerships, focused on improving literacy learning for children broadly. **We greatly value your investment in our work and make every effort to leverage your support for maximum benefit for the children in the schools you supported, and far beyond! With your help and that of partners around the world, we can solve the challenge of illiteracy—in our lifetime.**

INDIA

Room to Read began piloting literacy instruction activities in India in 2008. These activities are now a core component of our Literacy Program, and students in our Indian program can read more than three times as many words by the end of Grade 2 than peers in non-program government schools. Impressed with this achievement, the state governments of Uttarakhand and Chhattisgarh have invited us to implement our innovative early grade program at scale in their states for five academic years. We began with a pilot partnership in 360 schools across the two states in 2015 and will be scaling the model across a minimum of 500 schools in each state in 2016. During the partnership, we will also build systemic capacities

and provide policy inputs that will enable the governments of Uttarakhand and Chhattisgarh to implement effective literacy interventions statewide, benefiting close to 4 million children in the long run.

NEPAL

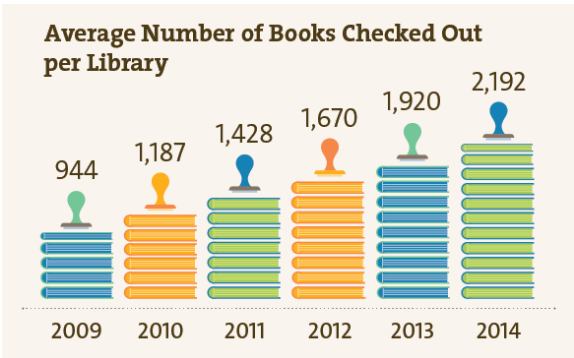
Nepal became Room to Read’s first country of operation in 2000 with a simple delivery of books for a school library. Since then, we have built a holistic Literacy Program and have built strong ties with the Nepalese government. In 2015, we collaborated with Nepal’s Department of Education to review and identify gaps in the country’s national literacy education policies. As a result of this process, our literacy instruction materials will serve as the basis for Nepal’s new National Early Grade Reading Program curriculum for Grade 1 and 2 students – benefiting millions of children across the country. We are also launching an exciting five-year initiative in 2016 with the Nepalese government, USAID and RTI International to improve the country’s primary grade literacy programs at scale. The initiative aims to impact 1 million students in Grades 1 – 3 while also improving family and community support for early grade reading development.

GLOBAL RESEARCH, MONITORING & EVALUATION

Room to Read conducts ongoing research, monitoring and evaluation to ensure we are providing communities with the highest quality educational programs. This includes annual data collection on each of our projects, which is then analyzed to measure and improve the impact of our work. Following are some of the highlights from our 2014 Literacy Program analysis, which is the most recent program year we have completed analyzing.

LIBRARY USAGE: AVERAGE BOOKS CHECKED OUT PER LIBRARY

Every year, Room to Read monitors how students use our libraries, including how many books children check out during the course of the year. In 2014, children checked out more than 9.5 million books from our libraries—an average of 2,192 books in each library we supported. The average number of books checked out per library has steadily increased since we began tracking this indicator, to a new high in 2014. This volume of book checkout suggests that Room to Read libraries are succeeding in their objective of building children’s habit of reading.



PHOTOS



MANDAL PARISHAD UPPER PRIMARY SCHOOL GOPALAIPALLY – INDIA

Exterior view of the school building where the new library is located



MANDAL PARISHAD UPPER PRIMARY SCHOOL GOPALAIPALLY – INDIA

A teacher using the new library resources to conduct a lesson



MANDAL PARISHAD UPPER PRIMARY SCHOOL GOPALAIPALLY – INDIA

Children participating in an activity in the school library



MANDAL PARISHAD UPPER PRIMARY SCHOOL GOPALAIPALLY – INDIA

A student enjoying one of the new books



MANDAL PARISHAD UPPER PRIMARY SCHOOL GOPALAIPALLY – INDIA

Furniture and other resources provided by Room to Read



SHREE SWORGADWARI N R PRIMARY SCHOOL – NEPAL

A student enjoying one of the new books



SHREE SWORGADWARI N R PRIMARY SCHOOL – NEPAL

Exterior view of the school building where the new library is located



SHREE SWORGADWARI N R PRIMARY SCHOOL – NEPAL

A teacher helping a student check out a book to read at home



SHREE SWORGADWARI N R PRIMARY SCHOOL – NEPAL

Furniture and other resources provided by Room to Read



SHREE SWORGADWARI N R PRIMARY SCHOOL – NEPAL

A teacher assisting students with the new books



SHREE SWORGADWARI N R PRIMARY SCHOOL – NEPAL

Students reading together in the library



SHREE SWORGADWARI N R PRIMARY SCHOOL – NEPAL

Books provided by Room to Read on display in the library



SHREE SWORGADWARI N R PRIMARY SCHOOL – NEPAL

The new library



SHREE SWORGADWARI N R PRIMARY SCHOOL – NEPAL

Posters on display in the library



SHREE SWORGADWARI N R PRIMARY SCHOOL – NEPAL

Books provided by Room to Read on display in the library