SIL International (Nepal) Annual Report 2074-2075

Serving Language Communities throughout Nepal
SIL International Statement of Purpose

SIL serves language communities worldwide building their capacity for sustainable language development, by means of research, translation, training and materials development.
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Message from the Outgoing Country Director

When referring to the beauty of Nepal, people often refer to the majestic Himalayas. No doubt this is true, but surely the greatest of Nepal’s treasures is her diverse people that speak her ancient languages. The linguistic and cultural variety is staggering.

However, this also poses many challenges, especially in terms of communication and education. Those Nepalis that are born into language communities that do not speak Nepali as their first languages are often at a disadvantage. Many adults in those communities also struggle to read and write. It is SIL’s belief and experience world-wide that mother-tongue literacy and mother-tongue based multilingual education is a powerful solution to this problem. Focusing on the mother-tongue initially helps to break down those linguistic barriers to learning and opens the door to becoming literate in Nepali.

In addition to multilingual education and literacy in the mother-tongue, language development is another powerful tool to helping linguistically marginalized communities. Not only is this a way to honor and preserve a rich cultural heritage, but it has practical benefit as well. A dictionary, for example, can help speakers in a community connect more deeply to the outside world. In developing a writing system for their own language, they can develop materials that will help them achieve their own development plans. Health materials in the mother-tongue can effectively communicate important health messages. These are just a few examples of the value of the mother-tongue.

This is my last few months as Country Director of SIL Nepal. It is my great pleasure to hand this post over to a very capable and dedicated Nepali, Mr. Prithvi Chaudhary. I am confident that in his hands, SIL Nepal will be well served and that this is a positive step forward for increased effectiveness and contextualization of SIL in Nepal.

It is SIL’s privilege and joy to be involved in work in Nepal. In the pages that follow, you can read the details of the work. None of this could have been achieved without our partners, for whom we are very grateful. They have proven to be hard working and true patriots of their country, with a shared vision for the people of Nepal.

Sincerely,
Daniel P. Watters
Country Director (October 8, 2018)

Message from the Incoming Country Director

Dear friends,

When we talk about Nepal, most of the time it’s about Mt. Everest and natural beauty. Beyond that Nepal is a multi-ethnic, multi-lingual, multi-religious, multi-cultural country with vast geographical diversity. The core of the Nepalese people is unity in diversity. SIL International (Nepal) works with the language aspect of those diversities.

The great constitution of Nepal has clearly stated the following:

✓ All languages spoken as the mother tongues in Nepal are the languages of the Nation.
✓ Every Nepalese community residing in Nepal shall have the right to get education in its mother tongue and, for that purpose, to open and operate schools and educational institutes, in accordance with law.
✓ Every person and community shall have the right to use their languages.
✓ Every person and community shall have the right to participate in the cultural life of their communities.
✓ Every Nepalese community residing in Nepal shall have the right to preserve and promote its language, script, culture, cultural civilizations and heritage.

Lying firmly on the above foundation, SIL International (Nepal)’s goal is to mainstream the ethnic minorities in Nepal through language development and inclusive education. For that, SIL International (Nepal) through its valued implementing partners serves ethno-linguistic minorities’ access to formal and informal education in their own mother tongue through mother-tongue-based multi-lingual education (MTB-MLE) and bilingual literacy class program. Besides formal and informal education, linguistically marginalized communities have been served through language development. Language survey, language documentation, orthography development and dictionary development are the outcomes of language development.

During these years SIL International (Nepal) has helped many minority language communities to revitalize, preserve, promote, educate and document their language. It has impacted many of the people of different minority language communities. You will have opportunity to read some of their genuine impact stories in the pages to follow.

Along with that, SIL International is more than happy to share its achievements, made possible, through its esteemed implementing partners in the fiscal year 2074-75.

Sincerely,
Prithvi Chaudhary
Country Director (October 8, 2018)
About SIL International Nepal

SIL International is a nonprofit organization committed to serving language communities worldwide as they build capacity for sustainable language development.

Founded in 1934, SIL’s linguistic research exceeds 2,590 languages spoken by over 1.7 billion people in nearly 100 countries. SIL makes its services available to all, without regard to religious belief, political ideology, gender, race or ethnolinguistic background. SIL has special consultative status with the United Nations Economic and Social Council (ECOSOC) and formal consultative relations with UNESCO.

SIL International first worked in Nepal under a formal agreement for linguistic research under Tribhuvan University from 1966-1976. In 2008 we began to support the Central Department of Linguistics on their Linguistic Survey of Nepal “so that all her people, regardless of linguistic background, will be included in the overall fabric of the nation.”

In 2011-12 SIL (Nepal) signed General and Project Agreements with the Government of Nepal to implement multilingual education programs, mother-tongue-based adult literacy programs, linguistic surveys, orthography and dictionary development, and language documentation. Our General Agreement was renewed in November 2016 and our Project Agreement was renewed in October 2017, for five years. It is SIL’s belief that every person has worth and that worth can be affirmed through language development. We believe that language development will contribute to social harmony and will help minority ethno-linguistic communities more fully integrate into broader society.

SIL (Nepal)’s overall objective is to assist ethno-linguistic communities in developing a series of ongoing, planned actions that ensure that their language continues to serve their changing social, cultural, political, and economic needs and goals.
Bilingual Adult Literacy

SIL is partnering with four organizations to conduct five bilingual adult literacy programmes. The aim of these bilingual literacy programmes is to equip illiterate or lowly-educated adults with basic literacy and numeracy skills, first in their mother tongue and then transitioning to Nepali.

**Accomplishments**

- Nepali bridging primer developed
- Mother tongue reading books distributed to participants
- 2 teacher trainings for each project
- MT literacy class and Nepali bridging class completed
Impact Story (Bilingual Literacy-E. Magar)

My name is Indra Maya Pangmi Magar. I live in Chaubise V. D. C. – 2, Lhapse. I do farming. I got a chance to learn six months Magar Literacy Class and three months Nepali Bridging Class. My teacher’s Name is Bina Magar. This Literacy Class has brought many changes in my life. Before joining the Literacy Class I didn’t know how to write my name but nowadays I can write my name and also can read books. In the past, I felt sorry for not being able to write my signature but these days I can write my signature in any kinds of group meetings or other places. I put my signature on the ballot paper in the election. Earlier I used to put thumbprint, which used to make me feel ashamed but this time I was happy. From this Literacy program I’ve learned many more things like simple mathematics skills and I can write my name in English too. I want to thank you all for giving such an opportunity to learn. In future if I get more chances I will learn more again.

<table>
<thead>
<tr>
<th>Language Project</th>
<th>Partner Org</th>
<th>District</th>
<th>No. of classes</th>
<th>No. of participants signed up</th>
<th>No. of participants completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yakkha</td>
<td>MTCN</td>
<td>Sankhuwasabha</td>
<td>8</td>
<td>146</td>
<td>112 (77%)</td>
</tr>
<tr>
<td>Eastern Magar</td>
<td>MTCN</td>
<td>Dhankuta</td>
<td>8</td>
<td>172</td>
<td>129 (75%)</td>
</tr>
<tr>
<td>Syuba</td>
<td>HIS Nepal</td>
<td>Ramechhap</td>
<td>9</td>
<td>85</td>
<td>81 (95%)</td>
</tr>
<tr>
<td>Eastern Tamang</td>
<td>NELHOS</td>
<td>Sankhuwasabha</td>
<td>11</td>
<td>175</td>
<td>154 (88%)</td>
</tr>
<tr>
<td>Chitwania Tharu</td>
<td>TFN</td>
<td>Nawalparasi</td>
<td>14</td>
<td>314</td>
<td>293 (93%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>50</strong></td>
<td><strong>892</strong></td>
<td><strong>769</strong></td>
</tr>
</tbody>
</table>
Mother Tongue Based - Multilingual Education for Children

SIL Nepal is partnering with two organisations to implement three Mother Tongue Based Multilingual Education (MTB-MLE) programmes. The MTB-MLE programmes aim to provide better education to monolingual non-Nepali speaking children from rural non-dominant language communities, enabling them to integrate successfully into the mainstream Nepali-medium education system by first starting beginning literacy and kindergarten education in their first language.

Rajbanshi (MTB-MLE)

For the past two years, SIL Nepal and NNLPI have been working towards handing over the three Rajbanshi MTB-MLE Schools to the local district government. During this transition, SIL Nepal and NNLPI have continued to provide teachers’ salaries and onsite teacher coaching support to Chilhara and Amgachhi Schools. It is with great joy that Tara School is also registered with the local district government in May 2018.

Accomplishments

- Teacher coaching support built up new teachers’ teaching competence and confidence, as shown by the improved reading assessment results
- The MLE project team has revised the Rajbanshi, Nepali and English supplementary teaching materials and Grade 1 subjects teaching arrangement for a quicker and smoother transition to government textbooks for a more sustainable programme
Western Tamang (MTB-MLE)

SIL Nepal also partners with NNLPI to start the first year of the Western Tamang MTB-MLE programme implementation at Shree Dongden Devi Secondary School in Tipling, Ruby Valley Rural Municipality of Dhading District. Since April 2018, Shree Gothen Devi Basic School, a nearby government primary school, also came onboard the programme. The Western Tamang community continued to participate and contribute actively towards the development of Grade 1 mother tongue teaching materials.

Accomplishments

- Grade 1 mother tongue material development and Western Tamang spelling standardization workshops in October 2017
- KG assessment and school visit in February 2018
- KG and Grade 1 teacher training in April 2018
- KG and Grade 1 classes started in April 2018

Impact Story (MTB-MLE-Rajbanshi)

The first batch of 20 students graduated from Amgachhi MTB-MLE School in 2016. All of them continued their study in the nearby government secondary school. In their class, there were 93 students. They came from different government primary schools or boarding schools. All students took the examination at the end of the academic year. There were only 40 students passed the examination and were able to move to Grade 7. All students from Amgachhi School passed the examination. While talking with them a year later, they expressed some difficulties adjusting in the government school due to teaching style. They didn’t have any problem in understanding and learning so far. Their performance shows that the MTB-MLE program builds a good and solid foundation for these Rajbanshi students to pursue further study in mainstream education.
Eastern Tamang (MTB-MLE) Pre-School Programme

Following request from the local community, SIL Nepal and NELHOS started an Eastern Tamang MTB-MLE programme pilot in Shree Siddhakali Basic School in Bhotakhola Rural Municipality of Sankhuwasabha District since April 2018.

Accomplishments

- Local stakeholders engagement and MLE needs assessment survey
- KG material development
- KG teacher training in April 2018
- KG class started in April 2018

<table>
<thead>
<tr>
<th>Project</th>
<th>Partner Org</th>
<th>District</th>
<th>No. of school</th>
<th>Grades &amp; students enrolled for BS2075</th>
<th>Total students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western Tamang</td>
<td>NNLPI</td>
<td>Dhading</td>
<td>2</td>
<td>KG: 51 G1: 23</td>
<td>74</td>
</tr>
<tr>
<td>Eastern Tamang</td>
<td>NELHOS</td>
<td>Sankhuwasabha</td>
<td>1</td>
<td>KG: 16</td>
<td>16</td>
</tr>
</tbody>
</table>
Language Survey

SIL has provided technical support to the Linguistic Survey of Nepal (LinSuN), a project of the Central Department of Linguistics at Tribhuvan University (TU), with the purpose of conducting sociolinguistic research among all of Nepal’s languages. LinSuN has concluded as of January 2018, at which time SIL Nepal was awarded a letter of appreciation for logistic, academic, and financial support throughout the eight year duration of the LinSuN project.

Accomplishments

• Survey specialists conducted training for LinSuN researchers regarding data management, archiving, and research ethics.
• A report detailing a comparative study: “A Sociolinguistic Study of Dewas Rai and Danuwar” was published.
• A report is in progress for the comparative study of Majhi and Bote.
• A preliminary sociolinguistic survey of Walungge and related varieties was conducted and a report is in progress.
• A report is in progress for the preliminary survey of Naaba.
• A comparative study of Maikoti Kham and Takale Kham was conducted and a report is in progress.
• A preliminary sociolinguistic survey of Pahari was conducted and a report is in progress.
• A comparative study of Kurux in India and Nepal was conducted and a report is in progress.
• The LinSuN project was involved in the following languages: Lhowa, Eastern Tamang, Belhare, Puma and Chhintang
Orthography (Alphabet) Development

Before literacy programs, literature, and dictionaries can be developed, alphabets need to be established and standardized. SIL has developed a participatory orthography development process that enables communities, with the help of trained linguists, to develop an alphabet and spelling rules within a two-week workshop. Participants leave with a draft writer’s guide for further testing and input. After testing and receiving input from the language community, revisions are made at a review meeting and the orthography is finalized.

After the orthography is finalized for a language, two local facilitators are trained to lead orthography promotion classes in their language area. These two-day classes give an introduction to people how to read and write the mother tongue. As the participants are already fluent readers of Nepali, they are not learning literacy skills per se, but how to apply their literacy skills to their own mother tongue. These classes have proven very popular and effective.

Orthography Workshops and Distribution

In partnership with MTCN, 1,400 orthography drafts or guides were distributed through four orthography workshops and distribution programs.

Accomplishments

- 200 copies of Bote orthography draft was printed and sent for revision to Chitwan and Nawalparasi for field testing during October to December.
- Bote orthography review meeting was conducted in May 2018 in the Nawalparasi district in May 2018 with 13 participants.
- Dhimal orthography was distributed in March 2018 in the Jhapa district. A total of 1,000 copies was distributed to 40 Dhimal speakers.
- Bote orthography distribution meeting was held in July 2018 in Chitwan. 200 copies of orthography booklets are distributed to 18 participants.
Orthography Promotion Classes

In partnership with HIS-Nepal, a total 4,449 people were directly benefited through the orthography promotion classes conducted in 19 districts for 6 languages.

Accomplishments

- Middle Eastern Tharu language orthography promotion classes were conducted in August 2017 in Sunsari, Morang, Jhapa, Parsa, Rautah and Bara district. A total of 700 (442 male and 258 female) people were benefited from these classes.
- Yakkha language orthography promotion classes were conducted in September 2017 in Dhankuta, Panchthar, Sankhuwasabha, Ilam, Morang, Sunsari, and Jhapa district. A total of 812 (male 468 and female 344) were benefited from these classes.
- Western Tamang language orthography promotion classes were conducted in September 2017 in Dhading and Kanchanpur district. A total of 579 (220 male and 359 female) were benefited from these classes.
- Majhi language orthography promotion classes were conducted in September 2017 and January 2018 in Dolakha, Kathmandu, Ramechhap, Okhaldunga, and Khotang district. A total of 494 (230 male and 264 female) were benefited from these classes.
- Darai language orthography promotion classes were conducted in May and June 2018 in Tanahun and Chitwan district. A total of 1,013 (380 male and 633 female) were benefited from these classes.
- Yamphu language orthography promotion classes were conducted in November 2017 in Sankhuwasabha district. A total of 171 people were benefited from these classes.

Figure 2. Darai orthography promotion, Chitwan
Language Documentation and Dictionaries

The main goal of language documentation is to record audio and video text samples from different minority languages, seeking to create as thorough a record as possible of the speech community for both posterity and language revitalization. Dictionaries are similar but collect words in written and digital form (hosted at www.webonary.org) for use by the language community and beyond.

Language Documentation (by MTCN)

Accomplishments

- Bote language documentation was carried out November 2017. A total of 139 minutes worth of recording was recorded, re-recorded with careful speech, orally translated, transcribed, and translated into Nepali.

Figure 3. Bote language documentation—data processing

Dictionary (by MTCN)

Accomplishments

- A draft of Dhimal dictionary was distributed in March 2018 in the Jhapa district. A total of 30 copies were distributed for review. Currently the dictionary is being edited.
- Yamphu dictionary review meetings were conducted in May 2018 in Kathmandu by a total of 19 Yamphu speakers. Currently 4,368 entries are edited. Pre-plan meeting for Bote dictionary was held in July 2018 in Chitwan with 18 participants.

Figure 4. Dhimal dictionary draft printing and distribution—Jhapa
Figure 6. Bote Orthography distribution

Figure 5. Yamphu dictionary review meeting
Financial Summary

Income

The total income of SIL International (Nepal) for FY 2074/75 was NRS. 33,387,673. Out of which NRS. 33,291,206 was from SIL International & NRS.96,467 was generated from other sources.

Expenditures

The total expenditure of SIL International (Nepal) for FY 2074/75 was NRS.33,378,271. Out of which, expenditure on program was NRS.28,068,850 & expenditure on administrative service was NRS.5,309,421. The expenditure details on different projects & administrative service is as follow:

<table>
<thead>
<tr>
<th>Name of Project</th>
<th>YTD Actual Expenditure</th>
<th>Annual Budget (As per P.A.)</th>
<th>Variance</th>
<th>Spent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rajbanshi Multilingual Education (NNLPI)</td>
<td>2,802,139</td>
<td>5,151,600</td>
<td>2,349,461</td>
<td>54%</td>
</tr>
<tr>
<td>Western Tamang MLE (NNLPI)</td>
<td>1,943,473</td>
<td>1,356,800</td>
<td>(586,673)</td>
<td>143%</td>
</tr>
<tr>
<td>Orthography Promotion (HIS Nepal)</td>
<td>5,606,975</td>
<td>3,299,250</td>
<td>(2,307,725)</td>
<td>170%</td>
</tr>
<tr>
<td>Syuba Literacy (HIS Nepal)</td>
<td>1,814,005</td>
<td>1,590,000</td>
<td>(224,005)</td>
<td>114%</td>
</tr>
<tr>
<td>Linguistic Survey in Nepal (LinSun)</td>
<td>1,536,000</td>
<td>-</td>
<td>(1,536,000)</td>
<td>N/A</td>
</tr>
<tr>
<td>Language Development Foundation-Dictionaries (MTCN)</td>
<td>5,363,347</td>
<td>5,512,000</td>
<td>148,653</td>
<td>97%</td>
</tr>
<tr>
<td>Eastern Magar Literacy (MTCN)</td>
<td>1,902,113</td>
<td>2,451,250</td>
<td>549,137</td>
<td>78%</td>
</tr>
<tr>
<td>Yakkha Literacy (MTCN)</td>
<td>2,183,977</td>
<td>2,875,250</td>
<td>691,273</td>
<td>76%</td>
</tr>
<tr>
<td>Eastern Tamang MLE (NELHOS)</td>
<td>90,303</td>
<td>742,000</td>
<td>651,697</td>
<td>12%</td>
</tr>
<tr>
<td>Eastern Tamang Literacy (NELHOS)</td>
<td>1,522,115</td>
<td>1,590,000</td>
<td>67,885</td>
<td>96%</td>
</tr>
<tr>
<td>Chitwan Tharu Literacy (TFN)</td>
<td>2,535,290</td>
<td>1,749,000</td>
<td>(786,290)</td>
<td>145%</td>
</tr>
<tr>
<td>Advocacy (MAN)</td>
<td>-</td>
<td>350,000</td>
<td>350,000</td>
<td>0%</td>
</tr>
<tr>
<td>National Early Grade Reading (Tech. support)</td>
<td>769,113</td>
<td>-</td>
<td>(769,113)</td>
<td>N/A</td>
</tr>
<tr>
<td>Admin Expenses</td>
<td>5,309,421</td>
<td>6,666,788</td>
<td>1,357,367</td>
<td>16%</td>
</tr>
</tbody>
</table>

Total Program Cost: 28,068,850  26,667,150  (1,401,700)  84%

Net Amount in NRS: 33,378,271  33,333,938  (44,333)
Acknowledgments

SIL International (Nepal) would like to express our thanks to the Social Welfare Council Nepal (SWC), for their support and authorization of our work. It is truly our privilege to serve the government of Nepal.