We long to see people flourishing in community using the languages they value most.

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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.
Message from the Country Director

When we talk about Nepal, most of the time it’s about Mt. Everest and a wide range of natural beauty. Beyond that Nepal is a multi-ethnic, multi-lingual, multi-religious, multi-cultural country with vast geographical diversity. The core value of the Nepalese people is unity in diversity. SIL International (Nepal) works with the language aspect of those diversities and believes empowering local communities to use and develop their own languages.

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 language.
- 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 ethnolinguistic minorities’ access to formal and informal education in their own language they value most; through mother tongue-based multilingual education (MTB-MLE) and mother tongue-based bilingual literacy program. MTB-MLE is a formal school program where the curriculum and resources begins in mother tongue and transitions to Nepali. Children learn best when instruction is given in their mother tongue. Our mother tongue-based bilingual adult literacy programs target adults who have missed out on formal schooling opportunities and seek to empower them with literacy and numeracy skills, first in their mother tongue and then in Nepali.

In addition to formal and informal education, linguistically marginalized communities have been served through language research and language development. Language survey is the first step in our understanding of the diversity of languages in Nepal; the next steps of language documentation, alphabet development (orthography), literature development and dictionary development lay the foundation upon which further education programs can be built.

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. In the pages that follow, you will have the opportunity to read some of their genuine impact stories.

Along with that, SIL International (Nepal) is more than happy to share its achievements, made possible, through its esteemed implementing partners in the fiscal year 2075-76.

Sincerely,

Prithvi Chaudhary
Country Director
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

For the past year, SIL and its three partner organizations completed the last phase of the four bilingual adult literacy programmes. A total of 642 participants completed the Nepali bridging literacy class after completion of their mother tongue literacy class in the previous year. 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

- 1 teacher training for Nepali bridging class for each project
- Nepali bridging literacy class completed
- Participants gained basic reading proficiency and simple writing skills for both mother tongue and Nepali

<table>
<thead>
<tr>
<th>Language Project</th>
<th>Partner Org</th>
<th>District</th>
<th>No. of Nepali bridging 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>123</td>
<td>100 (81%)</td>
</tr>
<tr>
<td>Eastern Magar</td>
<td>MTCN</td>
<td>Dhankuta</td>
<td>8</td>
<td>129</td>
<td>107 (83%)</td>
</tr>
<tr>
<td>Eastern Tamang</td>
<td>NELHOS</td>
<td>Sankhuwasabha</td>
<td>9</td>
<td>187</td>
<td>135 (72%)</td>
</tr>
<tr>
<td>Chitwania Tharu</td>
<td>TFN</td>
<td>Nawalparasi</td>
<td>14</td>
<td>310</td>
<td>300 (97%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>39</strong></td>
<td><strong>749</strong></td>
<td><strong>642</strong></td>
</tr>
</tbody>
</table>
Impact Story (Bilingual Literacy – Chitwania Tharu)

My Name is Prem Kumari Mahato. I Live in Kawasoti-14 Tharu danda. I was totally illiterate; I did not know reading and writing. Since I was illiterate, I did not know letters and I could not read anything. I could not write my name & address and had to take help from others. For any official work, I had to request one literate friend & take help from him, without him/her I could not do anything. Many times people mocked over me. That was the situation; I was struggling in my life. As Mother Tongue based literacy class came in our community, I became very happy and joined the class. As it was in the mother tongue, lesson contents were familiar and I learned very quickly. I knew the letters and learned reading and writing skills soon. Through MT literacy Class, I can write my name, address and also can read flashboards. Now I need no more help from literate friends. Now I can go to the government offices, read sign boards, fill the forms by myself. So I am very happy and thankful to funding partner SIL International and the Transformation Nepal who provided me with this opportunity to be literate.
Mother Tongue Based - Multilingual Education for Children

SIL Nepal is partnering with Nepali National Languages Preservation Institute (NNLPI) and Nepal Lhomi Society (NELHOS) to implement three Mother Tongue Based Multilingual Education (MTB-MLE) programmes. The MTB-MLE programmes aim to provide better quality 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 language.

Rajbanshi MTB-MLE
As of March 2019, SIL Nepal and NNLPI officially completed its final year of funding and technical support to the three schools in the Rajbanshi MTB-MLE programme in Jhapa District.

Accomplishments
- All three schools have been handed over to the local management committees
Western Tamang MTB-MLE

SIL Nepal also partners with NNLPI to implement a four-year Western Tamang MTB-MLE programme in Dhading District. This programme continues to expand upon positive responses from the Western Tamang communities. Since April 2019, the programme has expanded to four local government schools. The Western Tamang community continued to participate and contribute actively. They developed a total of 32 mother tongue reading texts for the Grades 2 and 3 mother tongue teaching materials.

Accomplishments

- Grades 2 and 3 mother tongue material development in October 2018
- Kindergarten, Grades 1 and 2 teacher training in October 2018 and April 2019
- Kindergarten, Grades 1 and 2 classes started since April 2019
- Kindergarten and Grade 1 reading assessment and school visit in May 2019
Impact Story – Western Tamang MTB-MLE Program

Mr. Bahadur B.K is a non-Tamang language speaker. He is the headteacher of Chymra Secondary School in Sertung of Ruby Valley Rural Municipality. He attended the Western Tamang MTB-MLE teacher training in April 2019, with very little understanding of the MTB-MLE program. After attending the 5 days of training, he was inspired and interested to learn new concepts about the program. He became supportive, co-operative and ready to embrace the MTB-MLE program in his school starting April 2019. After going back to the village, he shared about what he has learned with the teachers in his school. The kindergarten female teacher and the English teachers of early grades, in particular, expressed an eager desire to come for the next teacher training. In the meanwhile, Bahadur has been advocating for the program to the other school principals in the area. He said: “This is a good opportunity for Tamang young children to get an education in their own mother tongue, from the early grades at school. I have never thought that Tamang young children would get such opportunity in their life, so it is an unexpected event that I’m witnessing.” Bahadur’s expectation is that this program will make it easier to help the students learn. The activities done in Kindergarten, using the Western Tamang language, will help to bridge the gap between Tamang and Nepali language.
SIL Nepal and NELHOS’ two-year Eastern Tamang MTB-ECE Pre-school Programme in Bhotkhola Rural Municipality of Sankhuwasabha District also saw expansion in the past year. Since April 2019, three other local government schools situated in Eastern Tamang villages also came onboard.

**Accomplishments**

- The local community of Hema village agreed to donate a piece of land for the new Eastern Tamang MTB-ECE pre-school programme
- Kindergarten and Grade 1 teacher training in November 2018 and April 2019
- Kindergarten and Grade 1 classes started since April 2019

<table>
<thead>
<tr>
<th>Project</th>
<th>Partner Org</th>
<th>District</th>
<th>No. of schools</th>
<th>Total no. of students enrolled for BS2076 (students’ enrolment up to March 2019, BS2075)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rajbanshi</td>
<td>NNLPI</td>
<td>Jhapa</td>
<td>3</td>
<td>274</td>
</tr>
<tr>
<td>Western Tamang</td>
<td>NNLPI</td>
<td>Dhading</td>
<td>4</td>
<td>167</td>
</tr>
<tr>
<td>Eastern Tamang</td>
<td>NELHOS</td>
<td>Sankhuwasabha</td>
<td>4</td>
<td>80</td>
</tr>
</tbody>
</table>
Orthography (Alphabet) Development

Orthography in unwritten languages is an urgent task for the language development process. It is the first step in language preservation, promotion and development. Alphabets need to be developed and standardized. SIL with the partner organizations and collaboration with the community organizations conducted the initial orthography development workshop. Then, a draft for field test is prepared in a two-week workshop.

With the incorporation of the feedback from the language community, revisions are made at a review meeting and the orthography booklet is finalized. Then, two local facilitators from the language community are trained to lead orthography promotion classes in their language area. These two-day classes introduce the participants about the process of how to read and write their mother tongue consistently.
Orthography Promotion Classes

In partnership with MTCN and HIS Nepal, drafts of writing guides have been distributed in the respective language communities for feedback.

**Kumal Orthography Development**

The Kumal orthography development was completed May 2019 by MTCN.

**Accomplishments**

29 Kumal people were involved in the orthography development in their mother tongue. A draft of writing guide was prepared in which 29 consonant phonemes and six vowel phonemes and some writing principles were clearly mentioned.

In course of discussion and reviewing “Dewas Rai”, a day review program was held with the involvement of 24 people.

**HIS Nepal Orthography promotion classes**

In partnership with HIS Nepal a total of 1,500 people directly benefited from the orthography promotion classes conducted in 19 districts for five minority languages. 15 language teachers were trained five days, completed 51 classes in five minority languages. There were produced the required teaching materials in respective languages.

**Accomplishments**

Gurung, Dotyali, Dumi, Bote and Hyolmo

(a) In collaboration with the Tamu Dhin, HIS Nepal carried out the orthography promotion classes. Total 40 classes (27 classes in the first phase and 13 classes in the second phase) were conducted. 1,299 people (661 female and 638 male) were directly involved in those classes and can read and write confidently in their mother tongue. Total 6,500 people were indirectly benefited from these classes.

(b) With eight lakh population, Dotyali language communities are residing in the far western region, and total 10 classes (three classes in the Dadeldhura district, three classes in Bajhang and two classes in Baitadi and Bajhang districts respectively. 1,400 people directly benefited from the community. Now, 342 people are able to read and write in their mother tongue.

(c) Dumi is one of the minority language group of Kirat Rai community. There were conducted orthography promotion classes in five different places, viz., Baksila, Jalapa and Makpa in Khotang district and Dharan (Sunsari) and Kathmandu in the city areas. Total 263 people were directly involved in this program and 1,200 Dumi people benefited from these classes.

(d) Four language teachers were trained for the orthography promotion classes in Bote. Total 10 classes (five in Chitawan, four in Nawalparisi and one in Tanahu) were conducted in Bote. 383 people (292 female and 101 male) involved in this program and 1,500 Bote people were benefited from these classes.

(e) Five language teachers were trained to conduct the orthography promotion classes in Hyolmo. 13 classes (six in Sindhupalchok, two in Nuwakot, two in Kathmandu, one in Rasuwa, Kaski, Ramechhap each were conducted in this language. 372 people (160 female and 212 male) involved in this program and 1,300 people benefited from these classes.
Language Documentation

Language documentation is a useful tool to carry out the relevant discourse like, interactive, narrative, procedural, oratory and formulaic. Similarly, documentation in reports, drama, poem, song, language play, proverbs, etc. have been done in Uranw, Dumi and Kumal. A useful computer software program ‘SayMore’ (proposed by SIL International) is used for the data processing in the language documentation. The audio recorded data (in the field) is rerecorded in careful speech and is processed systematically using thorough procedures like, oral translation, transcription, written translation, etc.
Dictionary (by MTCN)

It is considered that having a dictionary is foundational to any language group. In order to respond the demands of the digital age, SIL has published dictionaries in both book and electronic formats. 14 different dictionaries from Nepal can be browsed at www.webonary.org. They can also be downloaded on any Android device (phone and tablets) from Google Play Store or installed using an SD-card.

Accomplishments (in partnership with MTCN)

With the rigorous effort of one and half years, Yamphu Dictionary has been published and launched this year. The Yamphu organization has taken the responsibility to distribute within the Yamphu society and conduct the orientation program for its proper utilization.
Financial Summary

Income

The total income of SIL International (Nepal) for FY 2075/76 was NRS. 30,659,331. Out of which NRS. 30,603,864 was from SIL International & NRS.55,467 was generated from other sources.

Expenditures

The total expenditure of SIL International (Nepal) for FY 2075/76 was NRS.30,653,931. Out of which, expenditure on program was NRS.24,965,578 & expenditure on administrative service was NRS.5,688,931. The expenditure details on different projects & administrative service are as follows:

<table>
<thead>
<tr>
<th>Name of Project</th>
<th>YTD Actual Expenditure</th>
<th>Annual Budget (As per PA)</th>
<th>Variance</th>
<th>Spent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rajbanshi Multilingual Education (NNLPI)</td>
<td>2,533,798</td>
<td>3,922,000</td>
<td>1,388,202</td>
<td>65%</td>
</tr>
<tr>
<td>Western Tamang MLE (NNLPI)</td>
<td>2,337,270</td>
<td>1,378,000</td>
<td>(959,270)</td>
<td>170%</td>
</tr>
<tr>
<td>Ramechhap Majhi Literacy (HIS Nepal)</td>
<td></td>
<td>1,802,000</td>
<td>1,802,000</td>
<td>0%</td>
</tr>
<tr>
<td>Orthography Promotion (HIS Nepal)</td>
<td>5,605,524</td>
<td></td>
<td>(5,605,524)</td>
<td>N/A</td>
</tr>
<tr>
<td>Language Development Foundation-Dictionaries (MTCN)</td>
<td>5,408,536</td>
<td>3,932,600</td>
<td>(1,475,936)</td>
<td>138%</td>
</tr>
<tr>
<td>Eastern Magar Literacy (MTCN)</td>
<td>1,699,983</td>
<td>2,019,300</td>
<td>319,317</td>
<td>84%</td>
</tr>
<tr>
<td>Syuba Literacy (HIS Nepal)</td>
<td>75,544</td>
<td></td>
<td>(75,544)</td>
<td>N/A</td>
</tr>
<tr>
<td>Yakkha Literacy (MTCN)</td>
<td>1,626,832</td>
<td>2,231,300</td>
<td>604,468</td>
<td>73%</td>
</tr>
<tr>
<td>Eastern Tamang MLE (NELHOS)</td>
<td>1,205,864</td>
<td>901,000</td>
<td>(304,864)</td>
<td>134%</td>
</tr>
<tr>
<td>Eastern Tamang Literacy (NELHOS)</td>
<td>767,308</td>
<td>1,007,000</td>
<td>239,692</td>
<td>76%</td>
</tr>
<tr>
<td>Chitwan Darai Literacy (NELHOS)</td>
<td></td>
<td>1,749,000</td>
<td>1,749,000</td>
<td>N/A</td>
</tr>
<tr>
<td>Chitwaniya Tharu Literacy (TFN)</td>
<td>2,114,962</td>
<td>1,537,000</td>
<td>(577,962)</td>
<td>138%</td>
</tr>
<tr>
<td>Mid East Tharu Literacy (TFN)</td>
<td>725,847</td>
<td>1,325,000</td>
<td>599,153</td>
<td>55%</td>
</tr>
<tr>
<td>Language &amp; Media Promotion (MAN)</td>
<td>76,758</td>
<td>350,000</td>
<td>273,242</td>
<td>22%</td>
</tr>
<tr>
<td>National Early Grade Reading (Tech. support)</td>
<td>787,352</td>
<td></td>
<td>(787,352)</td>
<td>N/A</td>
</tr>
<tr>
<td>Admin Expenses</td>
<td>5,688,353</td>
<td>5,538,550</td>
<td>(149,803)</td>
<td>19%</td>
</tr>
<tr>
<td><strong>Total Program Cost</strong></td>
<td><strong>24,965,578</strong></td>
<td><strong>22,154,200</strong></td>
<td><strong>(2,811,378)</strong></td>
<td><strong>81%</strong></td>
</tr>
<tr>
<td><strong>Net Amount in NRS.</strong></td>
<td><strong>30,653,931</strong></td>
<td><strong>27,692,750</strong></td>
<td><strong>(2,961,181)</strong></td>
<td></td>
</tr>
</tbody>
</table>
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.