SIL International (Nepal) Annual Report 2070-2071

SIL International (Nepal)
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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.

About SIL International

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

Founded in 1934, SIL (formerly Summer Institute of Linguistics) has grown from a small summer linguistics training program with two students to a staff of over 5,500 coming from over 60 countries. The organization has completed linguistic investigation in over 2,590 languages representing over 1.7 billion speakers in nearly 100 countries.

SIL is about languages and the people that speak them. Language is a deeply personal part of individual and community identity. Connecting with people by using their own languages speaks to their hearts.

No community should have to choose between preserving their heritage and accessing resources. Our vision is that language communities have the information and skills to ensure that their language continues to serve their changing social, cultural, political and spiritual needs. We serve alongside communities as researchers, trainers and consultants, supporting efforts such as translation, literacy and development of books and other resources in the local language.

We are especially concerned for those whose languages are different than the ones used by most people in their nation. Language shouldn’t be a barrier to experiencing the wholeness and fullness of life that God intends for all people.
About SIL International in Nepal

SIL International, with its many years of experience in assisting and strengthening language communities worldwide, is partnering with the Government of Nepal, Tribhuvan University, and local NGOs and CBOs in helping ethno-linguistic communities achieve Millennium Development Goals (MDGs) through the use of their mother tongue. SIL strongly believes that language development will contribute to social harmony and will help minority ethno-linguistic communities more fully integrate into broader society.

SIL International began a formal relationship with Tribhuvan University’s Central Department of Linguistics in 2008 to jointly work together on the Linguistic Survey of Nepal to “lay a foundation that provides for the linguistic rights of the citizens 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 International (Nepal) signed General and Project Agreements with the Government of Nepal to implement multi-lingual education programs, mother-tongue-based adult literacy programs, linguistic surveys, orthography and dictionary development, and language documentation. We do this because we believe that every person has worth and that worth can be affirmed through language development.

General Objective:

- The general objective of SIL International Nepal 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, economic and spiritual needs and goals.

Specific Objectives:

- Provide mother-tongue based education for Rajbanshi students.
- Conduct regular and carefully sequenced workshops to train communities in language development mobilization, language documentation and survey, orthography and dictionary development, story book production, and literacy and education material development.
- Help speakers of several language groups to achieve basic literacy and numeracy skills in their language by the end of 2016.
- Assist the Linguistic Survey of Nepal’s (LinSuN) management committee in completing the sociolinguistic survey of Nepal.
- Facilitate the development of a collection of materials and resources produced in the various languages of Nepal and make it available to language practitioners and communities.
From the Country Director

Dear Friends,

We believe in empowering local communities to use and develop their own languages, and so we are very encouraged as we look back at fiscal year 2070-71 (2013-14) and see the impact that our programs are making and the growing capacity of our partners.

We are now in the 5th year of conducting three Rajbanshi mother-tongue-based multi-lingual education (MTB-MLE) schools. Classes are now in progress for KG to Grade 4 with curriculum and resources beginning in Rajbanshi and transitioning to Nepali. The results so far are stunning: an external evaluation by Dr. Ambika Regmi of TU found that 100% of Grade 2 & 3 students in our program schools are reading successfully, both in Rajbanshi and in Nepali. By comparison, in nearby schools the majority of Grade 2 & 3 students studying in Nepali-only schools could not read anything! I witnessed this personally in my visit to the school in Amgacchi VDC of Jhapa District: the students cheerfully and confidently engaged with me, proudly reading their storybooks to me fluently. The parents, teachers, and students are proud of their schools. Those parents who were skeptical of the MTB-MLE approach are now eagerly sending their kids.

We are proud to be a part of this program that is serving as a model of how to conduct a mother-tongue-based multi-lingual education in Nepal. This model is based on a mother-tongue first methodology, but it is also built on the values of child-centered education and a rigorous commitment to teacher training. The result is transformative education for the children in our schools.

Our mother-tongue 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. Working in some of the most remote districts in Nepal our program partners are not only imparting these skills to program participants, but also imparting a new sense of self worth and value.

Underlying both child-centered and adult-centered education programs in Nepal’s minority languages is solid language research and language development. Language survey is the first step in our understanding the diversity of languages in Nepal; the next steps of language documentation, alphabet development, literature development and dictionary development lay the foundation upon which further education programs can be built. This last year has seen exceptional progress in both language survey and language development activities.

In the following pages we share with you some project highlights in our four program areas: children’s education, adult education, language survey, and language development foundations.

Sincerely,

Jeff Webster
Country Director
CHILDREN’S EDUCATION

Project: Rajbanshi Mother-Tongue-Based Multilingual Education (MTB MLE)
Partner: Nepali National Languages Preservation Institute (NNLPI)
Location: Jhapa District, Korobari, Khajurgadhi, Harira VDCs

Accomplishments

- 3 Rajbanshi medium-of-instruction schools are functioning well.
- 340 students in KG-G4 enrolled
- Dropout rate is less than 5%; Attendance rate is over 80%; Yearly new enrollment for KG is over 100% of classroom capacity
- Regular teacher trainings
- School Management Committees (SMC) training: forty-five participants representing school management committee members, parents, teachers and students were trained in proposal writing and developing a plan for MLE program sustainability
- Supplementary materials and lesson plans developed and revised for KG-G3
- 100% of G2-G3 students reading fluently, as measured by external evaluator. The table below summarizes the program schools’ exceptional results compared to a nearby government school:
Project: Lhomi MTB MLE Preschool Project (Preparation Phase)
Partner: Nepal Lhomi Society (Nelhos)
Location: Sankhuwasaba District

Accomplishments
- Community mobilization and vision building with primary schools in the Lhomi area
- Preschool program planning workshop (8 participants from NELHOS, including staff and board members).
- Continued development of Lhomi children’s stories and an alphabet chart

*Education in the mother tongue has been so effective in the region that parents and the school management committee are ready to pay the cost. They insisted that G4 classes in Harira School must continue no matter how difficult it might be to get the school registered. They consider the quality of education that their children are receiving to be more important than any legal requirements. Teachers from Harira School were willing to take on the extra burden of teaching G4 with the same salary. They were even ready to share their salary with another new teacher if necessary.*

Nepali National Language Preservation Institute (NNLPI)
ADULT EDUCATION

Project: Lowa Mother Tongue Adult Literacy
Partner: Himalayan Indigenous Society (HIS) Nepal
Location: Mustang District

Accomplishments

- Eight mother-tongue adult literacy classes (176 students) and four bridging courses (75 students) completed
- A cooking guidebook on local foods published with the support from the Nepal Government
- Basic and Advanced Primer, and Lowa language posters and story booklets published
- Two teacher training workshops for 16 teachers
- Mustang District is now declared a fully literate district. The Government of Nepal’s District Education Office (DEO) and SIL International (Nepal)’s partner NGO, Himalayan Indigenous Society (HIS) Nepal, worked in partnership in order to realize this goal. Post-literacy bridging class students were mobilized to teach their family members through the Each One, Teach One model.
- In recognition of their achievements, the Nepal Government’s Department of Education District Education office awarded HIS Nepal and the local teaching staff an appreciation letter for their contributions to education in Upper Mustang.

For me it is like a new life now that I can read and write. I was facing many problems in my guest house when people would ask me to prepare a bill. I am very happy now that I can provide a bill for them. I do not have to ask my husband or someone else.

Lowa Literacy Class Participant
Project: Rana Tharu Mother Tongue Transitional Adult Literacy Project
Partner: Transformation Nepal (TFN)
Location: Kanchanpur and Kailali Districts

Accomplishments
• Program development is proceeding on pace to start literacy classes in November 2014.
• Extensive community mobilization completed.
• Local staff recruited and trained.
• Fifteen Rana Tharu community members trained in capacity building, fund raising, management and social mobilization.
• Fifty-two Rana Tharu titles (stories, poems, riddles) were collected and published as a result of a Creative Writing Workshop with thirteen participants.
• Ethno-Arts Workshop trained TFN central office and field staff on using local art forms in adult literacy programs.

Project: Lhomi Adult Literacy Project
Partner: Nepal Lhomi Society (Nelhos)
Location: Sankhuwasaba Districts

Accomplishments
• 17 Lhomi adult classes ongoing, plus 3 advanced classes, and one bridging class.
LANGUAGE SURVEY

Project: Linguistic Survey of Nepal (LinSuN)
Partner: Central Department of Linguistics, TU
Location: Kathmandu (Kirtipur)

Accomplishments
- To date LinSuN researchers have conducted surveys in over 90 languages.
- This year survey work was also completed in Dumi, Koyee, Dhimal, Rajbanshi, Tajpuriya, Koche, Gangai, Meche, Uraon, Kisan, Malpande, Angika, Khadiya, Majhi, Tilung, Bajjika, Kathariya, Kulung, Thulung, Sampang, Khaling, Wambule, and Nachiring.
- Research reports are prepared in 45 languages.
- Research methodology and data analysis trainings held by SIL staff for LinSuN researchers.
- SIL staff affiliated with LinSuN completed language surveys in Eastern Magar, Western Tamang, and Dotyali.

Project: Rapid Assessment Participatory Method Survey
Partner: Nepal National Languages Preservation Institute (NNLPI)
Location: Lalitpur District

Accomplishments
- Rapid Assessment Team completed fieldwork in Kisan, Chhulung and Belahariya languages of Jhapa and Dhankuta districts, and Eastern Gurung of Lamjung District.
- Draft reports from sixteen languages are completed and final editing is in process.
- The Rapid Assessment team conducted a Participatory Method workshop for the Nelhos.
**LANGUAGE DEVELOPMENT FOUNDATIONS**

**Project: Pipal Pustak Project**
**Partner: Mother Tongue Centre Nepal (MTCN)**
**Location: Lalitpur District**

**Accomplishments**
- 21 Mother Tongue Pipal Pustak titles completed in 7 languages
- Total of 222 titles in 33 languages to date

**Project: Dictionary Development Project**
**Partners: Nepal Academy, Mother Tongue Centre Nepal (MTCN)**
**Location: Kathmandu and Lalitpur District**

**Accomplishments**
- 5 dictionaries begun during Dictionary Development Workshops in 2011 were finalized for publication.
- Language documentation was conducted for 6 language communities (in each language, 10-20 hours of natural text from various domains was recorded, transcribed, translated, and is being made available to the communities on CDs).
- Orthography development workshops were conducted for 2 language communities, producing simple writing guide booklets to guide writers in each language.
- Rapid Word Collection workshop conducted with Madhya-Purba Tharu community, and over 20,000 words collected, glossed, and keyboard. A first draft online dictionary is available at www.mp-tharu.webonary.org.
- Various community mobilization trainings were held to equip language communities to mobilize their own members to take an active role in the development of their language and to survey the state of literacy in their communities.
FINANCIAL SUMMARY

Income
In the year ending 16th July 2014, the consolidated income of SIL International (Nepal) was USD 217,364.76 of which USD 212,429.92, or 98%, came from SIL International and USD 4,934.84, or 2%, was generated from other sources.

Expenditures
Consolidated expenditures were USD 219,687.40, allocated to programs as follows

### BREAKDOWN OF EXPENDITURES

<table>
<thead>
<tr>
<th>Working Sector</th>
<th>Expenditure (USD)</th>
<th>% of Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multilingual Education</td>
<td>68,434.12</td>
<td>31%</td>
</tr>
<tr>
<td>Adult Literacy</td>
<td>43,222.34</td>
<td>20%</td>
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<tr>
<td>Sociolinguistic Survey</td>
<td>26,803.46</td>
<td>12%</td>
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<tr>
<td>Language Development Foundation</td>
<td>36,467.99</td>
<td>17%</td>
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<tr>
<td>Mother Tongue Promotion</td>
<td>2,595.37</td>
<td>1%</td>
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<tr>
<td>Social Networking &amp; Technical Support to Partners</td>
<td>3,725.88</td>
<td>2%</td>
</tr>
<tr>
<td>Administrative Expenses</td>
<td>38,438.24</td>
<td>17%</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>219,687.40</strong></td>
<td><strong>100%</strong></td>
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</table>
CONCLUSION

SIL International (Nepal) is now in its third year of registration and is pleased and encouraged by the progress made toward providing service to the language communities of Nepal and the growth of sustainable language development movements within the country. The organization is especially grateful to the Government of Nepal, its implementing NGO partners, and finally the language communities themselves, through which none of these efforts would have been possible. SIL International (Nepal) trusts that in some small and perhaps unseen ways the rich and diversified minority language speakers of the country may have genuinely been served.