Through our Literacy Program, 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 Shree Salyantar Higher Secondary School, and the targeted activities we have conducted to support the students at this school. Thank you for supporting our program and making these educational transformations possible!

**SCHOOL PROFILE**

- **Name:** Shree Salyantar Higher Secondary School  
- **Project ID:** NP-RR-14-0017  
- **Grades served:** Kindergarten – 12  
- **Students:** 508 (252 girls, 256 boys)  
- **Teachers:** 15 (6 female, 9 male)  
- **Country:** Nepal  
- **Region/Province:** Bagmati  
- **City/Village:** Salyantar  
- **Area type:** Rural

**LOCATION: DHADING**

Shree Salyantar Higher Secondary School is located in Dhading, which is a mountainous district located in northeastern Nepal. Dhading stretches north to the Tibetan border and encompasses subtropical, temperate, and alpine climates. The region is culturally diverse, with Hindus populating the lower regions and a great variety of ethnic groups, including Tamangs, residing at higher altitudes. Due to its mountainous landscape, many areas within Dhading are isolated and remote, lacking sufficient roadways and bridges to support regular travel. As a result of this isolation, many Dhading residents make their living as farmers, a profession which often forces inhabitants to leave their villages and search for work in other countries and/or districts on a seasonal basis.

The poverty rate is extremely high throughout Dhading and the government has not been able to provide adequate educational resources and support for its residents. Dhading’s districtwide literacy rate is 71 percent, with women’s literacy rates 16 percent lower than men’s. With a low literacy rate and a significant disparity between male and female opportunities in education, Dhading 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 Type: 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

- 649 local language books published by Room to Read
- 463 non-Room to Read local language books
- Baskets; Blackboards/Whiteboards; Book Display Racks; Chair - Teacher; Cushions/Mats; Desk - Teacher; Librarian; Lighting; Shelves
- Educational Materials; Games/Puzzles; Posters; Stationery

Library Management 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 19 indicators. Room to Read staff use these ratings to determine the frequency and type of support we provide.
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*Some trainings may appear more than once if they were held for different stakeholders at different times.*
A student enjoying one of the new books

A teacher helping a student check out a book to read at home
Books provided by Room to Read on display in the library
Books provided by Room to Read on display in the library
Students reading together in the library

A teacher using the new library resources to conduct a lesson
Posters on display in the library

Furniture and other resources provided by Room to Read
The interior of the new library

A teacher using the new library resources to conduct a lesson