



## **Himalayan Project**

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### **Bakanje PONA School Empowerment Program (Bakanje-PONA-SEP) by PONA FOUNDATION**

**AUGUST 2014**

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Himalayan Project has for years launched a Bakanje School Empowerment Program (Bakanje-SEP) and especially since 2010 there has been enhanced efforts running through Bakanje Women Empowerment Project (Bakanje-WEP), but the SEP part of this project has now terminated. In 2014 PONA Foundation decided to launch a 10 years School Empowerment Program (PONA-SEP) in Upper Solu initially focusing on Bakanje VDC in Solukhumbu District (Bakanje-PONA-SEP), and here focusing on the only secondary school in Bakanje, but also giving access to teachers and students from other schools when they feel a personal urge to join. The program will run in two phases, where the first 5 years phase will put special emphasis on the educational level and gradually pay more attention towards individual students, while the second 5 years phase will concentrate on individual students. Originally the program was designed to support individual students with long term scholarship, but as it is very difficult to identify the right student from the very beginning, we have decided to let the scholarship program develop gradually, and spend the surplus of money on general educational development at the school.

The project will be administered, supervised and monitored by HIPRON (Himalayan Project Nepal) on daily basis from the office in Kathmandu and quarterly by field visit in the project area. Yearly, or even twice yearly, Kurt Lomborg from HP (Himalayan Project) will join the field visits, and on daily basis he will supervise HIPRON. Once every second year, Ulla Laier and/or Nanna Marie Kristensen will supervise, monitor, revise and adjust the program.

The program as mentioned below is developed in July 2014, and the first phase will run together with the Nepali Fiscal year from 16. July 2014 to 15. July 2015. The program will be revised by end of first phase to be given to PONA Foundation for approval of second phase. And it will be revised once yearly to chance the focus areas and to adjust the individual projects which the program consists of. Those revisions will happen on the initiatives of PONA Foundation.

PONA Foundation transfers the financial support for the program by transferring the decided amount for HP on HPs normal bank account, but HP operate a separate account. HP will after receiving the support withdraw the organizational project

expenses, but hereafter the account will solely operate projects under this program. At least for the first 2-3 years, any surplus of project amount will not be reduced in the next year support, but remain on the account for further project development.

The Objectives of Bakanje-PONA-SEP shall be:

- Developing Bakanje VDC through education of the local students.
- Increase focus on the education of talented students, which will also inflict all students
- Raise the demands among students and parents towards the school for a higher educational level
- Raising the teachers educational skills by giving training to the teachers with special focus on the pedagogical methods and interactive education

The Bakanje-PONA-SEP consists of several projects which shall seek to meet the objectives.

## **PROJECT A): STUDENT and TEACHER AWARENESS.**

**1) Baseline survey:** A questionnaire will be formulated for students from class 6 to 10 at Bakanje School uncovering their knowledge and personal awareness about their own personal situation in the society, with special focus on education, personal aim, future options of employment, local development etc. This survey will be repeated whenever we wish to evaluate the development of the program, so therefore the questions shall view into the future to anticipate the development of the students, so the same questions, which are relevant today, shall also be relevant after years. The questionnaire will be produced in October 2014 and translated into Nepali, so it can be performed in October by Ulla and Nanna. It will be replied by all students at one time like an examination paper. It will be divided into 2 papers giving 30 minutes for each paper, where first paper is qualitative about personal vision and equal for all classes. Second paper is quantitative curriculum related subject different for each class level.

It can be considered making a similar baseline survey with teachers. This can be done within the same budget, unless it is extensive.

The filled in question papers shall be entered in a database, which will be prepared before survey is performed, so HIPRON staff can enter soon after the survey is performed to see results immediately..

**2) Interaction with Students:** Nanna and Ulla will by October 2014 visit the classes 6 to 10 to perform class wise interaction program with them, where this educational program shall be explained. There shall be a debate about the education at Bakanje School. There shall be debate about the occupational situation in Bakanje and surroundings. The students shall express their aims and wishes for their personal future and opportunities. How many interaction sessions to perform will depend on the results experienced. How far teachers shall attend or not, will depend on the situation and the impressions achieved during the sessions.

**3) Interaction with Teachers:** Can be done in the same period with similar objectives as the above. Number of sessions and choice of teacher groups will depend on what Nanna & Ulla experience on the way.

**4) Interaction with Parents:** Can be done after the two above sessions, picking up the knowledge gained from those sessions. How far students or teachers shall participate will be up to Nanna and Ulla to decide. The staff of Bakanje WEP should be involved, especially the Social Mobilizers, as they can show useful in future interaction with parents and women.

**5) Creative expression:** In Solu very few students are able to or dare to express wishes and hopes. They are neither used to express by creativity. But given the right ideas and tools they might be able to describe aspects of their society by drawing. Nanna will give it a try in autumn 2014. There is no subject at school involving art, and no teachers are educated in the subject. But there might be a teacher or two, who could be engaged. Nanna will buy 2-4 second hand digital cameras with which groups of students can document normal or designed situations. The budget will be concerned on these cameras and materials for art.

**6) Educational Counselling for Students:** The students of Bakanje are almost completely unaware about their occupational opportunities after completed education. No one have competent knowledge about the society and where and how the society can develop. Teachers are as unaware as everybody else. Only unqualified rumors reach the families from those who had success abroad or in Kathmandu. Those who didn't have success never pass on rumors. A qualified social scholar can interact with the classes, for general information, and with individual students, for intensive counselling, about their dreams and aims and put it into perspective with the employment situation locally and nationally, and even to initiate development dreams. This activity should be ongoing both in autumn 2014 and Spring 2015. The Teacher Trainer Pushkar Joshi has offered to perform this counselling within the below training program.

## **Project B): TEACHER TRAINING**

**1) Educational Methods:** Regular teacher trainings are ongoing held by DEO (District Educational Office) or by NGO's like Himalayan Trust or REED Nepal. But even several teachers attend, not much happens in the schools. But many of the local teachers actually have a pride and a wish to be professional, but don't know how and what to do, and don't know how to progress alone or how to cooperate with other teachers or students to achieve progress. But history shows that they can't benefit from lengthy trainings with many subjects and series of new methods introduced within few days and without follow-up.

In this program it is proposed that the qualified teacher's trainer shall prepare a 3 years program, with training sessions twice a year and follow-up in between. As teachers in Bakanje aren't well disciplined, it can be difficult to give the training in periods with no education where teachers have to be at school, because they regard this as vacation and leave for home. This has to be well arranged between school and trainer. Even the training is supposed to be ongoing for 3 years, we will start with one year and evaluate the result and decide about continuation. First phase will consist of training and will be performed in October-November 2014. Second phase will consist of follow-up and training in January-February 2015. Third phase follow-up and training in April 2015 finalized by reporting and decision about next year's training. Probably in future it will be recommended to perform 4 phases per year. In each phase the teachers shall be given only few new ideas and tools to work with, but it shall be expected by next phase, that the teachers are using in full what they have learned. It will be revealed by next follow-up how far it is done, and it will be praised and emphasized. Those who do can expect to be qualified for receiving a reward as mentioned in next. Besides being given those few tools to work with, the teachers shall also receive other theoretical knowledge about education, and they shall, by practical in class, show that they understand the knowledge received.

Each phase should not be lengthy, as some of the local teachers tend to be boring after few days. The theoretical part should not be longer than 3-4 days distributed within the phase, where a substantial part should be interactive. The practical education shall be in between the trainees or classwise. In total 8 days program. This distribution and length can be changed from phase to phase. Within and after the training evaluation will be ongoing.

The training will be most efficient if we could use the same trainer in all sessions. But if this can't be guaranteed the trainer shall see to that a substitute can be arranged who will understand the program. After each phase a periodic report shall be prepared as well as a yearly report shall be prepared and shall be submitted to DEO, PONA and HIPRON-HP. The program for year two will be developed on the way by submitting proposal together with the yearly report.

We have made agreement with Mr. Puskar Joshi, who is an experienced teacher's trainer, to prepare and perform this training program. The preliminary planning of the first year is scheduled for 12 days. In each phase there will be transportation days, two days in and two days out where travel expenses will be paid by bill. In first phase there will be 3 days of observation of individual teachers performance, which in following phases will be 3 days of follow-up on previous training. The very training will be for 8 days, and in addition 3 days will be for student counselling, and in phase 1 there will be two days for Parents Day, which in following phases will be only 1 day. And finally the reporting is scheduled for 2 days after each of phases 1 and 2 and 4 days after phase 3. We have approved the daily salary of Mr. Joshi, including daily allowances to be 6.000 Rs per day for field working days and 5.700 Rs per day for home working days, with the amendment that we expect excellent performance within this salary and timeframe. HIPRON will deduct at source 15% as an expert salary tax. If the result isn't meeting our demands and expectations, we will renegotiate with Mr. Joshi after the first phase. Otherwise the following phases will be inside same conditions. Second year of training will be negotiated after completion of the year one.

### **PROJECT C): Strengthening School Management Committee:**

**1) Supervision of SMC:** SMC has already proven efficient and strong, but seem to be facing obstacles from many sides, which can make it difficult to implement their aims and demands. Teachers Trainer should supervise SMC during his stay in the area, and especially he shall see to that the committee will be in front during the Common SMC-Teachers-Parents Interaction Program. HIPRON shall supervise SMC during Runner Service to solve upcoming problems in the right and powerful way, where they will not lose authority.

**2) Common SMC-Teachers-Parents Interaction Program:** shall be held during each teachers training phase under the chairmanship and control of Mr. Joshi. Gradually SMC shall take over this control of the meeting under the supervision of Mr. Joshi. This meeting shall be performed as an interaction where praise, disagreements, recommendations can be given from one group to the other or individual to individual. The chairman role shall be to control that it all will be held in a civilized and decent way. During the program SMC can also give rewards to teachers, as well as HIPRON at the yearly program in October can give their reward to students. SMC can explain their rules and demands towards the school, teachers and students, and they can give recommendations to parents, as well as listen to the parent's wishes and recommendations towards the school. Students are not supposed to that part of this

program. The program should be performed in such a way and with such a content, that parents by own wish have an urge to take part.

## **PROJECT D): REWARD PROGRAMS:**

**1) SMC Teachers Reward:** The school is already together with HIPRON and SMC (School Management Committee) running a “Teachers Performance List” where teachers attendance at school, their performance and students results give basis for a point system. Once a year in April by end of school year the SMC give a reward for the teachers according to the list and other criteria. The bonus is taken from the fines, which the teachers’ pay for being late or absent in school. This bonus system isn’t only targeting on performance, but also on personal and individual issues. We should not interfere in this local bonus arrangement.

**2) PONA Teachers Reward:** PONA should run a motivation/incentive/reward program targeting strictly on the performance of the teacher. The monetary reward is an aim for the teachers, but the honor being mentioned might mean even more, so therefore a certificate signed by Nanna and Ulla should be delivered at the same time. It shall be considered how far the Teacher Reward shall only be given for secondary teachers or for all teachers. The same “Teachers Performance List” can be used, as well as evaluation from teacher’s trainer, from students, from parents, from headmaster and from HIPRON/HP. The reward should be given by end of each school year. It is Nanna and Ulla who decides who and how much to distribute. There will be no bonus distributed in this first year of the project.

**3) Student Reward:** This program is already running by HIPRON/HP but should be taken over by PONA as PONA in future will take care of the students level of ambitions. The bonus should be given by end of school year for classes 6-7-8-9. Or it can be considered giving it for class 7-8-9-10 by autumn instead. Before we gave reward for the 3 students in each class with highest marks, but in this case we sometimes had to give reward for even quite low marks and poor performance in classes with less students. Instead it should be given for students who meet several criteria, and it should be given in different levels. It could be: a) marks higher than 50% / 55% / 60% as an average of 3 mark sheets of the year – b) same in written and spoken English – c) attendance higher than 85% / 90% / 95% for whole year – d) giving / taking Inter-Student-Tuition – e) General Behavior as evaluated by teachers. On basis of those criteria the reward can be given as 1.000 / 2.000 / 3.000 NRS as well as a certificate signed by Nanna and Ulla, and they are also the ones who decide when, for whom and how much to distribute.

**4) Parents Reward:** Also parents should be involved. It can be given for those parents who have students attending regularly, are well prepared and always clean and neat in dress and appearance. But it is difficult to know how far this is due to parent’s contribution or to the student personally. Some families have to fight harder than others to reach the criteria. Some even can’t reach the criteria though they are trying and fighting harder than others. But if those social conditions are understood, this reward can give a very high meaning for the receivers. It can be SMC and teachers who recommend the family. The amount should be small but the certificate is a must. It is Nanna and Ulla who decides for whom it shall be given, and it should be given in October.

## **Project E): SCHOLARSHIP PROGRAM:**

**1) HIPRON/HP Scholarship:** This project has been running for many years having more than 80 scholarship recipients in Bakanje. The limiting criteria for this program is: “one scholarship per poorest family”. Each scholarship has one donor. This program will continue as it is.

**2) PONA One-Year-Scholarship:** This scholarship program shall be run under the criteria as an Elite Program, giving scholarship to the most promising students of Bakanje irrespective they are already receiving. But as the level among students is too low for the time being to appoint such students, we decided to support students in class 6-7-8-9-10 for a year at the time. The student receiving this scholarship shall be obliged to give regular tuition for fellow students for free and the students shall also be obliged to be active in school matters addressing teachers and fellow students for improving of the school standard. The criteria for receiving this one-year-scholarship shall be: a) having more than 55% in last result – b) attendance more than 90% - c) Teacher evaluation 4-5 – d) clean and neat appearance – e) and pass an interview test with Nanna / Ulla / Kurt / Namgyal / Janaki. The scholarship can be repeated the next year when the students meet the obligations and a progress can be proved, like a) >55% - b) >90% - c) 5. The scholarship shall be 1.000 NRS monthly, delivered in the student personal account in Bakanje Women Saving and Credit Cooperative at least every 3 months. This money can primarily be regarded as a saving for further education, but secondly it can be spent for extra tuition, proper clothes and educational materials but finally it can be spend as the student like, but we expect that it isn't spent for fun, useless and unjustifiable things. The One-Year-Scholarship will run from 12 months October to October, except for class 10 where it will be interrupted by end of academic year. If the student pass SLC the remaining period will be deposited in the student account. If the student fails the remaining scholarship will not be paid. The program will be administered by HIPRON together with the HIPRON/HP Scholarship. We expect that 20 students can receive this One-Year-Scholarship from autumn 2014.

**3) PONA Basis Scholarship:** Students receiving the One-Year-Scholarship several times can be transferred to this continuous scholarship which can run up to completing class 12. It can also be given to any very promising student already from class 3 in all the schools of Bakanje. And it can even be students from all over the area of Upper Solu which HIPRON is already covering. But it shall be considered before PONA decide to support the student, that PONA can carry the scholarship through until the end, as the student otherwise will be lost somewhere in the educational course, not being able to complete the education. The student also shall be obliged to support fellow students by giving tuition for free. And the student shall be obliged to choose an education, which can be useful for his/her local community, and the student shall be obliged to return back to Upper Solu after completed education to pay back the scholarship by supporting his/her local area. We expect to be able to identify 2-3 students already this year to receive this Basis Scholarship but on the other hand we want to see the individual student's progress before deciding. But gradually more and more students will show up to be considered, receiving 1.000 NRS monthly (750 DKr/year) in class 3-6, and 1.500 NRS monthly (1.000 DKr/year) in class 7-10 and 2.000 to 3.500 NRS monthly (1.400 to 2.500 DKr/year) in class 11-12.

**4) PONA Further Scholarship:** This scholarship shall be given for further education after completing SLC or Intermediate Level (after class 12). It can be Bachelor of

Education or Engineering, or it could be some technical education like Agriculturalist locally in Salleri or Bhandar. It could also be further education in Technical School in Jiri or Chaurikot or College or University in Kathmandu. The same criteria shall be current here as above. The scholarship shall be given according to a filled in "HIPRON Scholarship Application" and "HIPRON Budget Format". For higher level the students shall write a personal application with full justification. It shall be given for one level at the time, and the result to be evaluated before next level is submitted. But again PONA shall assure that they can complete the expected course of education before they go into the support. The level can be anything between 24.000 NRS (1.400 DKr) per year and 170.000 NRS (10.000 DKr) per year at high level Masters. For Doctor etc it is even much higher. We have two candidates for the time being for Educational Science, but during our autumn trek we expect that 1-2 more candidates could show up.

### **Project F: LOCAL EDUCATIONAL APPLICATION:**

**1) Local projects by application from Parents, Students and/or Teachers:** Students, Parents and Teachers of Bakanje VDC can apply for economic support to implement minor projects related to the school and to the education in Bakanje VDC. The application shall be written in English by the applicants (not interpreted by others), preferably written on computer and distributed by printout and electronic file. If a group is applying, the application shall be formulated as the result of a group discussion and not by one person on behalf of the group. This program can give focus on cooperation as a group. To come into consideration by the donor the application must contain justifications as mentioned in the Form: "Educational Application" given by PONA and HP. If the application is rejected it will always be replied with explanation, so that applicant can consider a reapplication.

### **Project G: PROJECT EXPENSES:**

**1) Local Program Coordinator:** This program can't run efficiently without a local based program coordinator, to take care of filling in lists, updating formats, making reports, and to keep an eye with the performances of all the program activities which shall be regularly reported to HIPRON Office in Kathmandu. The person shall be employed by HIPRON to be responsible only towards HIPRON and not to the local society or school. We will recommend Mr. Lhakpa Sherpa, who is a scholarship receiver of HP up to Master of Education. He has been working as a teacher at Bakanje School for the last years, and from this year he achieved permanent teacher position at Bakanje. He is slightly disabled having difficulties to walk. He is at the same time the librarian and computer teacher at the school and he has his own private computer institute at home. We expect that the job can be done to perfection for a salary beginning with 3.000 NRS per month increasing to 4.000 NRS monthly according to achievement. There shall be one month extra salary as a festival allowance in October each year, beginning with 2015.

**2) Temporary employments:** Especially when Ulla and Nanna visit the project area, they will need an interpreter, to support them in understanding the activities at school and to explain their ideas to parents, students and teachers. An active and well speaking interpreter will demand 2.000 Rs per day plus food and lodge 500 Rs per day and transportation costs.

Also temporary employment of persons to transport educational equipment from Kathmandu to Bakanje can come in consideration.

**3) HIPRON Project Expenses:** HIPRON will administer all the project transfers and payments in Nepal and keep a strict account with it all in a specified PONA account. HIPRON will employ necessary manpower and make sure that they understand their undertaking and are well prepared. HIPRON will at least quarterly visit the project area and assure that all projects and programs are run according to the agreements. Each and every involved student will be interviewed and supervised while handing over their support, and the support will be restricted if the student doesn't meet the demands. HIPRON will report back to PONA and to HP at least quarterly after the visit in the project area.

The Office running and salaries of HIPRON are around 20-23% of the whole organizational turnover. But when HIPRON is serving external donors beyond HP, they have until now charged 15% of the whole project amount, and this shall also be taken from PONAs contribution. There will be no extra administrative payments beyond this amount. The expected transfer to HP by autumn 2014 will be 16.000 US\$ from which 15% will be charged and withdrawn immediately, to support the running costs of HIPRON Office.

**H: NON-BUDGETTED PROGRAM SUPPORT FOR 2014-15:**

As we don't want to be locked into program activities, which we might later experience being of less value or even contra effective we apply PONA to let this amount stay in the closed account of PONA to be used in the following years where more activities can be expected, as we gain experience with the program.

There might also come up some new ideas and opportunities during the trek of Ulla and Nanna, which they could approve for immediate support, with reference to PONAs internal restrictions.



| Budget Bakanje Educational Program by PONA<br>16. July 2014 to 15. June 2015 |  | 16,27 NRS/DKR      |                | 5,84 DKR/US\$ |               |
|--|--|--------------------|----------------|---------------|---------------|
|  |  | NRS                |                | DKR           |               |
| Project  |  | Low                | High           | Low           | High          |
| <b>PONA project support 2014 to 2015</b>                                     |  | <b>16.000 US\$</b> |                |               |               |
|  |  | <b>1.521.082</b>   |                | <b>93.490</b> |               |
| <b>Project A: Student and Teacher awareness</b>                              |  | <b>95.000</b>      | <b>125.000</b> | <b>5.839</b>  | <b>7.683</b>  |
| A  | 1 Baseline Survey                                  | 50.000             | 50.000         | 3.073         | 3.073         |
|  | 2 Interaction with Students                        |                    |                |               |               |
|  | 3 Interaction with Teachers                        | 15.000             | 25.000         | 922           | 1.537         |
|  | 4 Interaction with Parents                         |                    |                |               |               |
|  | 5 Creative Expression                              | 30.000             | 50.000         | 1.844         | 3.073         |
|  | 6 Educational Councelling - Autumn                 | 0                  | 0              | 0             | 0             |
|  | 6 Educational Councelling - Spring                 | 0                  | 0              | 0             | 0             |
| <b>Project B: Teacher Training</b>   |  | <b>519.000</b>     | <b>529.000</b> | <b>31.899</b> | <b>32.514</b> |
| B  | Salary 3 phases 58 days á 6.000 Rs incl DA         | 348.000            | 348.000        | 21.389        | 21.389        |
|  | Salary preparation & reporting 20 days á 5.500 Rs  | 110.000            | 110.000        | 6.761         | 6.761         |
|  | 1 Travel Expenses                                  | 6.000              | 6.000          | 369           | 369           |
|  | Refreshments for meetings                          | 30.000             | 30.000         | 1.844         | 1.844         |
|  | Educational Materials                              | 25.000             | 35.000         | 1.537         | 2.151         |
| <b>Project C: Strenghtening SMC</b>  |  | <b>0</b>           | <b>0</b>       | <b>0</b>      | <b>0</b>      |
| C  | 1 Supervising SMC                                  | 0                  | 0              | 0             | 0             |
|  | 2 SMC-Teacher-Parents Interaction                  | 0                  | 0              | 0             | 0             |
| <b>Project D: Reward Programs</b>  |  | <b>23.000</b>      | <b>23.000</b>  | <b>1.414</b>  | <b>1.414</b>  |
| D  | 1 SMC Teachers Reward                              | 0                  | 0              | 0             | 0             |
|  | 2 PONA Teachers Reward                             | 0                  | 0              | 0             | 0             |
|  | 3 Student Reward - Spring                          | 20.000             | 20.000         | 1.229         | 1.229         |
|  | 4 Parents Reward - Spring                          | 3.000              | 3.000          | 184           | 184           |
| <b>Project E: Scholarship Program</b>  |  | <b>309.000</b>     | <b>372.000</b> | <b>18.992</b> | <b>22.864</b> |
| E  | 1 HIPRON/HP Scholarship                            | 0                  | 0              | 0             | 0             |
|  | 2 PONA One-year Scholarship                        | 240.000            | 240.000        | 14.751        | 14.751        |
|  | 3 PONA Basis Scholarship                           | 24.000             | 42.000         | 1.475         | 2.581         |
|  | 4 PONA Further Scholarship                         | 45.000             | 90.000         | 2.766         | 5.532         |
| <b>Project F: Local Educational Application</b>                              |  | <b>100.000</b>     | <b>100.000</b> | <b>6.146</b>  | <b>6.146</b>  |
| F  | 1 Local projects from Parents, Students & Teachers | 100.000            | 100.000        | 6.146         | 6.146         |
| <b>Project G: Project Expenses</b>   |  | <b>268.162</b>     | <b>268.162</b> | <b>16.482</b> | <b>16.482</b> |
| G  | 1 Local Program Coordinator                        | 40.000             | 40.000         | 2.459         | 2.459         |
|  | 2 Interpreter for Ulla & Nanna autumn 2014         | 45.000             | 55.000         | 2.766         | 3.380         |
|  | 3 HIPRON Project Expenses - 15% of total           | 228.162            |                | 14.024        |               |
| <b>H Non-Budgetted Program Support for 2014-15</b>                           |  | <b>206.920</b>     | <b>103.920</b> | <b>12.718</b> | <b>6.387</b>  |