

Report

Visit at Sunshine School, Kathmandu, Nepal

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Visitor

Enrico Celio

Board member, Association Sunshine School Switzerland

enrico.celio@gmail.com

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1. Introduction: Setting and aim of the visit

Since the beginning of Sunshine School (SsS) in 2002 the visits by members of the Swiss board or delegated persons were undertaken about once a year. These visits have a control function, but they should also strengthen the relationship of teachers, students, and the principal to the Swiss association.

The visit in 2014 was dedicated to the following three aims:

- Getting to know the life at SsS
- Checking the accounting and establishing the new revision delegate
- Improving communication with each other

During the visit a fourth aim “improving the management system” was added.

1.1 Situation of SsS at the time of the visit

The 162 students are living in the surroundings of the school and originating from poor families. The timetables of class 1 to 7 start at 8.45 am and last until 4 pm. Class 8 to 10 have additional morning classes and class 10 has addition evening classes from 4 to 6 pm.

There are 19 teachers employed at SsS, thereof 11 teachers work part-time at the school.



The newly painted class room of class 3. The painting of this class room was finished just before the visit.



View from the roof top of the school building to the schoolyard.

2. Schedule of the visit

The visit at Sunshine School lasted a little more than three weeks. The schedule (Table 1) shows the different meetings with persons providing information to better understand the state of the school. Besides meetings, class visits were an important element to get an impression of the teaching at SsS. Furthermore, four teacher meetings were held; two of them were specifically dedicated to the way of working (the introduction of a new management system). Important were also the meetings with the Nepali NGO board.

Table 1 shows the timetable of the visits and highlights the different tasks.

Table 1: Schedule of SsS visit 2014 (in brackets: teacher or contact person name)

Mon 21 April	I: Class 3: English (Ruby) and Math (Ruby) Shechen mobile medical consulting is visiting SsS. II: Visit NAG (Nicole Thakuri-Wick)				
Sun 04 May	I: Class 10: Science, Nepali, EPH, Science Class 09: EPH II: Class 07: Introduction to SsS, Science, Computer	Sun 11 May	I: Meeting Santos #3 Class 05 teaching Class 01: Science Class 02: Science, Nepali II: NGO Meeting (LogFrame)	Sun 18 May	I: Meeting LogFrame with Achjut LogFrame update II: Santos Meeting #6
Mon 05 May	I: Swiss Vanessa Bucheli visited SsS Class 08: Nepali, Intro to SsS, Math, English, Science II: Music, Dance	Mon 12 May	I: Morning Classes Accounting Check together with Jangbu Sherpa II: LogFrame Session #1 with teachers	Mon 19 May	I: Jangbu at SsS Class visits II: Class visits: Music class Visit Chahari Children Home
Tue 06 May	I: Class 05: EPH, Intro SsS Class 04: Art II: F-Skill, Franchising Company	Tue 13 May	I: Meeting Santos #4 II: Special meeting class 08	Tue 20 May	I, II: Meeting Krishna Gurung, Kahare, KRMEF

Wed 07 May	I: Meeting Santos #1 Class 06: EPH, Intro SsS II: Special meeting Class 10 NGO Board meeting	Wed 14 May	I: LogFrame Session #2 with teachers II: Gautama Buddha Day Meeting Raj Kumar, Norbulung Children Home	Wed 21 May	I: Meeting Santos #8 Class 05: Nepali II: Special meeting Class 10 Meeting: LogFrame with Maya, Puspa, Ruby New students home visit
Thu 08 May	I: SDC, Vocational Training Employment Fund, TVET II: Special Meeting Class 09 Teaching Class 6 (English Grammar)	Thu 15 May	I: Meeting Santos #5, LogFrame II: Meeting Santos #5, LogFrame Meeting Talak: Sport equipment rack	Thu 22 May	I: LogFrame update II: Visit Children Home "Hope", School Bal Battika Meeting: LogFrame with Rojina Meeting: LogFrame with Talak Dinner at Santos' Home
Fri 09 May	I: Meeting Santos #2 Class 02: Science, Intro SsS Class 08: Physical II: Teacher Meeting #1	Fri 16 May	I: Meeting Santos #6, LogFrame update Class 03: Science Class 02: Science, Nepali II: Meeting Talak: Sport equipment rack	Fri 23 May	I: Santos Meeting #9 II: Meeting Bishnu Teacher Meeting #4 Dinner at SsS
Sat 10 May		Sat 17 May		Sat 24 May	I: Sports equipment rack with Talak. Buy Football, Volleyball, Chess II: Meeting Jangbu Meeting Bishnu
				Sun 25 May	I: Last day at SsS II: Last day at SsS

I: Morning

II: Afternoon

EPH: Environment, Population, Health

3. Strength and Weaknesses of the teaching

The class visits revealed strengths and weaknesses of the teaching at SsS. These are summarized in Table 2. To improve weaknesses SsS aims at enabling teacher trainings for selected teachers. This year's focus will be on the junior class teachers as biggest effect is expected.

Table 2: Strengths and weaknesses of the teaching at SsS

Strengths	Weaknesses
Vivid class room in junior classes.	Time on subject per student is low as teachers often work with single persons without exercises for the rest or the fast students of the class.
Music and dance classes with a lot of energy.	Almost no group works to strengthen e.g. soft skills of SsS students.
Often good frontal teaching if it is not close to the book.	Computer teaching without practical work.
Decorated class rooms.	English language must be strengthened.



Pupils of class two in “Environment Population Health” lesson.



Pupils of class six in “Nepali” lesson.

4. Conclusions of meetings

As there is no sense reproducing all meetings with minutes, the main conclusions are mentioned below in the different sub-chapters. For detailed information, the reader is referred to contact Enrico directly.

4.1 Meetings with Santos Dahal (principal)

Sports equipment: A member of the Swiss association had the idea to sponsor sport equipment for SsS. This opportunity was discussed and together with the teacher Talak implemented. During the discussions, it appeared more reasonable to invest some money in a rack where the available sports equipment can be stored. Therefore, a young craftsman could design and elaborate the rack.

Additionally, a football, a volley ball and a chess game was purchased. Now Talak as responsible for the sports equipment is in full control for the lending of equipment and its condition.

Salary system: The proposal to design a system that defines according to transparent criteria the salary of SsS-staff is welcomed by Santos. Santos will set up a plan and distribute it to the Swiss and Nepali board.

SLC result of 2013: The SsS SLC results are all very good. Ten of eleven SsS students made it into the first division (one into second division). The SLC statistics structure the results into 4 divisions

- 4th division: failed
- 3rd division: > 32 of 100 points per subject
- 2nd division: > 45 of 100 points per subject
- 1st division: > 60 of 100 points per subject
- distinction: > 80 of 100 points per subject

Choice of SsS students: The admission phase starts usually after school day at February 7 and can last until April. In other years, there was a team of teachers (including the class teacher) who have done the visits at new student homes. An agreement with the parents provides the story reported to SsS and defines that their child is expelled from SsS if the reported life situation does not match the truth. This will be expanded: a form where parents can give their fingerprints will be set up.

Choice of students that are supported in further studies: Since 2012 only partial support is given to very few students (1 in 2012, 2 in 2013). Criteria are foremost the study subject and only in second place the financial situation. The financial situation is not a good criterion as all students have a tight financial situation. "Science" as a tough subject is foremost supported.

Santos observes that also students without support pursue further studies. As students are coming to SsS to ask also Enrico as Swiss board member directly for support, it is communicated that they should write a proposal in which they describe their financial situation, their contribution and their plans.

Replace Swiss board delegate to check the accounting: As Ratna Lamichhane is due to his job most of the time out of Kathmandu Valley, Enrico introduces Jangbu Sherpa a friend of the Swiss board member Annemarie as person who regularly checks the receipts of the monthly accounting. Enrico presents Jangbu at the Assembly and with a tour through the school building Jangbu visits shortly every class.



Talak with new sportsequipment rack and the volley- and football.



Students of class ten studying for this year’s SLC exams (in “Nepali” lesson).

4.2 Meetings with the Nepali NGO/Trust Board

Members of the board

Bishnu Bhusal, chairman (President of Nepali Swiss Friendship Society)

Sangita Shrestha, treasurer (Principal)

Sangge Sherpa, (Businessman)

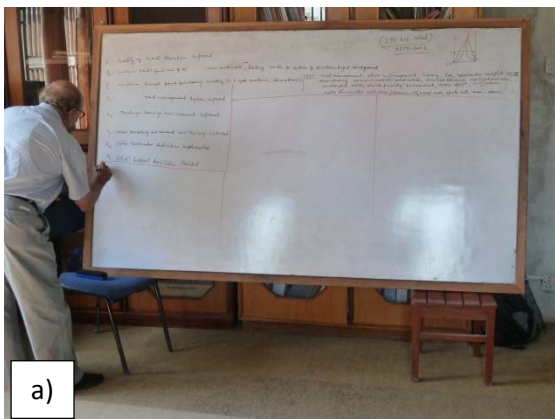
Sita Ram, (Lawyer)

Poorna Kanta Adhikary, (Chairperson of Institute for Conflict Management Peace and Development)

Ratna Lamichhane, (Businessman)

Santos Dahal, secretary (Principal of Sunshine School)

Two meetings were mainly used to set up the “Logical Framework Approach” (LogFrame) which builds on activities to pursue certain goals. Activities are related to responsibilities, budget and time frame. In this manner, the LogFrame for SsS was set up and in the following a first version is presented. This version will be revised by the boards during the next months.



a)



b)



Setup process of Logical Framework (from top left to bottom right): a) Board member Dr. Poorna Kantha Adhikary moderates first workshop. b) Two board members, two teachers, Santos and Enrico participated in the first workshop. c) A first teacher meeting was used to explain the Logical Framework. d) A second teacher meeting was dedicated to the setup of some plans of operation.

The preliminary logical framework:

Goal of SsS: Quality of school education is improved

Purpose Year 5: Sunshine School is found one of the semi-sustainable and leading schools for children of disadvantaged background

Purpose Year 1: Sunshine School is found functioning smoothly (in a good academic atmosphere)

Outputs: see table below

Goal	Quality of school education is improved
Purpose Year 5:	Sunshine School found one of the semi-sustainable and leading schools for children of disadvantaged background
Purpose Year 1:	Sunshine School found functioning smoothly (in a good academic atmosphere)
Output 1 Activities	<p>School management system improved</p> <p>11: Prepare Action Plan with clearly defined responsibilities of Boards, School Management Team, Teachers and Support Staff.</p> <p>12: Update legal status (recurring yearly)</p> <p>13: Renew school permissions (recurring yearly)</p> <p>14: Carryout financial management (budgeting, accounting, auditing, reporting)</p> <p>15: Establish personal Management system</p> <p>16: Establish functional communication and coordination system</p> <p>17: Establish functional monitoring and evaluation system</p> <p>18: Maintain all physical infrastructures</p>
Output 2	Teaching learning environment improved

Activities	21: Conduct for selected teachers or subjects teacher trainings improving (1) the child-centered approach to teaching, (2) the subject knowledge, (3) teacher skills on lesson planning, curricular development, interactive learning and instructional material development. 22: Monitor and evaluate teaching delivery on the three above mentioned topics by teachers and principal.
Output 3 Activities	Career counseling and Vocational skill training initiated 31 Establish career counseling in the school 32 Initiate implementation of soft skills suitable for school children 33 Identify possible marketable skills suitable for school children 34 Pilot test in providing livelihood skills training in selected trades
Output 4 Activities	Extracurricular activities implemented 41 Identify selected extracurricular activities suitable for the school children and implement selected activities.
Output 5 Activities	School Support facilities provided 51 Appraise the needs of upgrading facilities in the schools and upgrade selected facilities 52 Appraise the state of books and stationary material and keep it in a good condition. 53 Upgrade library (as an example; in case of top ranking in Activity 51)
Output 6 Activities	SsS-parents interaction improved 61 Identify weaknesses of SsS – parents interaction and measures for the improvement 62 Improve interaction by conducting selected measures

For all the activities, sub-activities need to be defined to receive a management system that is implementable. Sub-activities were, where possible, defined together with Santos and volunteer teachers interested in the different topics.

4.3 Meetings with the teachers

Two teacher meetings for introducing the LogFrame approach and two teacher meetings with a more general agenda were held. Agenda points included the questionnaire distributed by the Swiss board and the student's feedback to SsS.

Interestingly, the points raised in the questionnaire, in the student's feedback were partially similar. And the LogFrame approach could integrate the concerns: improving school support facilities, e.g. library, making teaching more effective, or supporting extra-curricular activities.

4.4 Meetings with the students

During his stay, Enrico met classes 10, 9, and 8. The first part of the meetings was dedicated to the story of SsS and its organizational structure. In a second part, students were asked for positive and negative points at SsS. In the following, they are provided in a summarized manner:

Negative points:

- big pressure (a lot of homework with exercises they have not learned yet)
- only good students are promoted
- no games and other extra-curricular activities
- in science: no experiment instruments
- different rules for punctuality for teachers and students
- no proper uniforms

Positive points:

- good teaching style and teachers
- actual things are taken into the lessons and teachers explain why they should study
- relationship to the teachers is good
- books are provided even though they are not in a very good condition
- some extra programs (school day, festival, cultural)
- good food
- no school fee

Enrico explained that all the things that are related to financial means are also due to the fact that we cannot afford a luxury school. Enrico promised to talk about these topics with Santos and the teachers and emphasized that there is no mean for changing some things immediately.



Workshops with senior classes revealed strength and weaknesses of SsS from a students' perspective.



The explanations regarding the history and organizational structure of SsS were important at class visits.

4.5 Meetings with other institutions/persons

4.5.1 Nicole Thakuri-Wick (NAG Nawa Asha Griha, Home of new Hopes)

The informal meeting with Nicole Thakuri-Wick was set up because Nicole is working since 20 years as head of NAG (www.nagnepal.org) and Enrico was volunteering at this school in 2002.

4.5.2 Actors in Technical and Vocational Education and Training (TVET)

4.5.2.1 Usha Bhandari, SDC

Usha gives an overview of the possibilities for TVET in Nepal:

There are about 20 state run and more than 500 private TVET schools in Nepal. The private ones are quite expensive: 300' – 500'000 per course (duration up to 2.5 years). Self-sustainable training system like in Switzerland does not exist in Nepal. First attempts are developed now.

4.5.2.2 Bal Ram Paudel, Employment Fund

Bal Ram explains in more detail the Employment Fund mechanisms.

1. Path to prosperity

- Target group: highly poor (e.g. government of Nepal has a newly created qualification which defines poor households).
- 3 months of training
- certified by CTEVT (Council for Technical Education & Vocational Training)

2. Micro enterprising for job creation

- Target group: youth or older persons, must not be poor, with education, with experience in labor market, have small amount of savings
- procedure:
 - o counseling: self-assessment (2 d)
 - o business motivation (5 d): information about taxes, capital needs, ...; visit at working place; successful entrepreneurs; assessment
 - o technical skills training (2 – 3 months). Trainees pay a share of the costs.
 - o working in another business, later they could open their own business.

Both programs do not fit for SLC graduates. Bal Ram suggests for SLC graduates CTEVT, Sanu Timi, Bakthapur.

- technical schools with a duration up to 3 years
- “many are free” or at costs of about 1000-2000 NRP per month

4.5.2.3 Sanyog Bhattarai, Sunila Baniya (F-Skill Pvt. Ltd.)

F-Skill is a company start-up originating from a Swiss Development Cooperation (SDC) initiative to provide vocational/technical training to disadvantaged youth. Started in 2002, the private company was established in 2007.

Receiving money from a donor, F-Skill provides training to youngsters, secures a minimum six month employment, provides certification, and psycho-social as well as health counseling. The payment scheme to their franchisees (trainers) defines that the full amount of payment is only provided if a successful employment is achieved after the training. The costs for one trainee are about 24'000 – 25'000 NRP (e.g. as a plumber).

4.5.3 Krishna Gurung, Kevin Rohan Memorial Eco Foundation (KRMEF)

KRMEF is based in Chalnakel (Kahare) and aims at providing a number of services and products: (1) promotion of bio-dynamic agriculture and the knowledge about it, (2) providing jobs for local community, (3) meeting and market place for topics related to bio-dynamic agriculture and anthroposophy.

Possible connections to SsS:

- provision of teaching about the project, bio-dynamic agriculture, Waldorf and anthroposophy to teachers and students of SsS
- provision of handicraft skills for basket made from recycled plastic and necklaces made from soap nut
- provision of raw material for necklace production
- learn how to build buildings from old glass bottles

www.krmecofoundation.org

4.5.4 Visits at Chahari Children Home, Hope Children Home

The former SsS students (and now teachers) Maya, Rojina, Ruby, and Talak have recently opened a children home close to SsS. "Their" four boys are educated at SsS. Hence, the two organizations complement each other, but are two separate organizations.

Another children home close to SsS is the "Hope Foundation". Nine children are living at this home and are all going to SsS. www.hopefoundationnepal.com