Prakash Dhakal

# EDUCATION AND COMMUNITY DEVELOPMENT: DESIGNING OF A MODEL SCHOOL (K-12) IN NEPAL THROUGH A SOCIALLY RESPONSIBLE EDUPRENEURSHIP (SRE)

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The purpose of this project was to develop a quality school with a sustainable financial model ensuring access to the children of all backgrounds in a community.

To ensure free and quality education for children in need, a sustainable scholarship program was developed adopting the public private partnership (PPP) modality involving a local community, the CSO (Civil Society Organisation) and the school. The educators and founding partners were contacted first online. Onsite communications also occurred during the process (2018-2020). The groups included community leaders, local educators and students, among others.

Data for this project was collected through semi-structured and focus-group interviews, in-depth interviews using the stimulated recall method, online and onsite participative meetings, observations, document studies, written inquiries, and analyzing texts and critical incident questionnaires.

The investigations covered the links between education service design in Nepal. A new context of school education for sustainable community development was proposed, explored and implemented, leading to several emerging relations and networks. The project demonstrated that edupreneurship, driven by social objectives, offers hope for sustainable development by reducing dependency on aid, promotes an overall community development, and provides access to quality education for vulnerable children.

The result was the establishment of (K-12) School, the Sindhuli Acadamy in Sindhuli district of Nepal. This school has a sustainable financial model ensuring access to the children of all backgrounds in the community in Sindhuli district and nearby places in Nepal.

Currently, there are 450 pupils in the school, with 25 percent receiving full scholarship.

| Keywords | Education, Edupreneurship, PPP, Community development, Nepal |
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Abbreviations and Acronyms

| | |
|---|---|
| BoP | Bottom of Pyramid |
| CABLE | Community Action Based Learning for Empowerment |
| CBS | Central Bureau of Statistics |
| CSO | Civil Service Organisation |
| DAC | Development Assistance Committee |
| ESD | Education for Sustainable Development |
| EU | European Union |
| FAO | The Food and Agriculture Organisation |
| FELM | Finnish Evangelical Lutheran Mission |
| GBS | Gandaki Boarding School |
| HRW | Human Rights Watch |
| LCS | Low Cost School |
| LFPS | Low Fee Private School |
| LQ | Lions Quest |
| NEBS | New English Boarding School |
| OECD | Organistaion for Economic Cooperation and Development |
| PPP | Private Pubic Partnership |
| SA | Sindhuli Acadamy |
| SDG | Sustainable Development Goal |
| SRE | Socially Responsible Edupreneur |
| TfN | Teach for Nepal |
| UNICEF | The United Nations Children Fund |
| UN | United Nations |
| UNDP | United Nations Development Fund |
| UNESCO | United Nations Educational, Scientific and Cultural Organisation |
| UNICEF | The United Nations Children Fund |
| WDR | World Development Report |
| WENR | World Education News Review |
| WB | World Bank |

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Appendices

# Author's Personal Reflection

*The project matter and author's pre-understanding become important for interpretations (Arbnor & Bjerke, 1994; Alvesson & Sköldberg, 2009). Pre-understanding defines the intersections of a person's actions, experiences, knowledge, interest, and curiosity which leads to a specific project. Therefore, the author's approach to the following project is refelcted through his personal biography; a personal orientation to strive to develop an educational scholarship program through community development.*

As a child, I grew up in a slightly political family in rural Nepal, which turned into a semi-urban area after the political development during the 1990's. At age 10, I got a scholarship to study in one of the best schools of Nepal: Gandaki Boarding School (GBS). As a result, I felt the importance of having a diverse, equitable and quality education. My scholarship program was managed and run by the Finnish Evangelical Lutheran Mission (FELM) via the United Mission to Nepal (UMN) in Nepal. Even as a child, I understood that not many other children had access to education which led to many questions and motivation around the issue of equity. Later on in life, I achieved a Master's in International Social Welfare and Health Policy from Oslo University College, Norway. Afterwards, I continued to Finland and trained as an international community worker, and then entered into a pedagogical teacher qualification.

In Finland I had the fortunate opportunity to work both in education as a lecturer in university of Applied Sciences and development work (disability) expert for FELM in one of its foreign ministry funded projects in Nepal. During that time, I was also involved in Felm's scholarship program to educate and train children with disabilities.

While I established a good life and small family in Finland, I always felt that things could be done better in Nepal. Upon returning from an assignment for FELM in Nepal during the summer 2017, I began to reflect on education; developing an equitable, affordable school with creativity, innovation and entrepreneurial learning. As I was teaching at the University of Applied Sciences (Diak), I joined the MBH program in the Metropolia UAS Helsinki and I started to imagine creating an equitable school.

I was sleepless over the aspect of my own two children were enrolled in one of the best systems while their peers back at my home village in Nepal were without any educational opportunities. I discussed with my colleagues on how to improve government schools but due to heavy politicalization the possibility of cooperating with a public school was

ruled out. Here I began work on the 'Idea Lab' – and started developing my own start-up school and coaching for pedagogy.

My younger brother, Prashanta, who is highly trained in Nepal, joined me in the project and we started to cooperate for common dream. We started working closely with teachers, students, community, educational experts and the society at large. Our experiences granted both social and professional networks to develop and combine my strategic and operative interests and skills. We have dedicated our family's heritage land from our grandfather for the development of the school. Thus, I have been involved as one of the driving forces behind the project. I truly feel every child is equally important.

# 1    Introduction

Living and working in Finland and reflecting on global education, despite the growth of money-minded private schools across the global south, the author is convinced that education business guided by the sole purpose of making money is morally and ethically wrong. In schools, imparting knowledge and giving equal opportunity to students including those coming from less privileged coming from less privileged backgrounds should be the main driving force and offering quality education should be the primary goal.

Brewer's 2011 study (citing Tooley and Dixion 2005) found  the phenomenon of low-fee schools as an emerging concept was mainly researched by the authors in India, Kenya, and Nigeria. In Nepal, the concept has been implemented in a few areas however there is no research that focuses on the affordable financial model incorporating collaborative modality of public private partnership (PPP) addressing both the quality and equity (access) of education to the neediest children.

The desired outcomes of this project were to elaborate, define and implement the PPP modality using a community approach to education in Sindhulimadhi, a semi-urban area in Nepal. The establishment of the school, Sindhuli Academy, through Socially Responsible Edupreneur  (SRE, see chapter 1.4) model, with a functioning scholarship program for children who would otherwise fail to attend even the 'free school'. Noteworthy, the academy replaced the existing traditional small private school, known by the NEBS.

On-site learning, observation, and engagements of the author in the highest performing and the opposite education systems, both in Nepal and in the Nordic countries provided base for the project. Thus, this project is a subjective recollection of the genuine problem and a professional effort guided by passion on developing a school that combines both equity and quality in education.

Equity means that personal or social circumstances such as gender, ethnic origin or family background are not obstacles to achieving educational potential (fairness), and that all individuals reach at least a basic minimum level of skills (genuine inclusion). In the current education model in Nepal, unfortunately a vast majority of students lack the opportunity to attain better education due to personal and socio-economic circumstances.

Though a solid national curriculum and decent educational policy exists in Nepal, national implementation is a problem. Issues that persist in the education system include poor quality and inequitable access, geographical remoteness, gender disparities, gaps in socioeconomic levels, and ethnic differences (UNICEF, 2020).

A long-term vision of the author is the establishment of new school in Nepal with academic excellence. With new leadership, opportunities for a new setting, and under the concept of edupreneurship, many ideas were realised after a series of brainstorming and consultation with local stakeholders. The project was realised as part of the project in the MBH of the Metropolia UAS, Helsinki Finland. The author and family allocated their own resources, including the plot of land (1265 sq meter) for the development of the school. The project developed a sustainable building using local resources, expertise, and materials.

The process of founding the academy started aggressively in 2018 and the school was realised already in 2019. Inspired by the Finnish education system, contextualisation of both the Finnish pedagogical thinking and the ESD (Education for Sustainable Development), as suggested by the United Nations and UNESCO, were incorporated in the school culture for sustainable way of life, learning and thinking. After one of execution, 100 children (roughly 25%) were attending completely free of costs in 2020, with additional partial scholarship students. The project involved a Civil Society Organization (CSO) and developed a modality of social responsibility to address the equitable access for education.



Figure 1.  Site allocated for the school building

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concept of edupreneurship (see chapter 1.4), many ideas were realised after a series of brainstorming and consultation with local stakeholders.  The project was realised as part of the project in the MBH of the Metropolia UAS, Helsinki Finland. The author and family allocated their own resources, including the plot of land (1265 sq meter) for the development of the school. Currently on a rented premises (April 2021), the construction of the school project will take place in a near future. The new school building will be a sustainable building using local resources, expertise, and materials.

## 1.1    Background to the Project

For most Nepali parents, providing their children with good-quality basic education is a daily struggle. For those families at the bottom of the socioeconomic pyramid (BoP) in the Nepali context, the access to good education is near to impossible (Dhakal, 2014). The author's first-hand experiences and observations of how children from poor families cannot attend school due to lack of awareness and financial situation. Children are often forced to quit school to help their families with farming work or must walk long distances to school. Upon visiting the childhood village in summer 2017, the author's son developed deep friendships with local children in the village. Upon discussion, it was found out that none of the children attended school. The very moment remained the motivation, inspiration and passion for this project. Four years later these children are some of the brightest pupils in the school.

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Figure 2. Author's son Niko (right) play joyfully with his friends in the village in Sindhuli-Madhi, June 2017

Key social barriers for education are low enrolment and attendance due to poverty, social exclusion, disability, migration, child labour, conservative social norms and gender biases. Other functional barriers to children learning are the high cost of education, lack of access to information, grave shortages of resources/supplies, teacher absenteeism, and overcrowding in schools. According to the UNICEF, most of the school dropouts come from impoverished households or live the great distances from school (UNICEF, 2020).

According to the UNICEF and Human Rights Watch (HRW) reports (UNICEF, 2016), the Nepalese school system remains plagued by an adherence to social or cultural traditions that perpetuate discriminations in classrooms, high dropout rates, and the education of girls is still seen as a lesser priority in many Nepali rural households (HRW, 2016). As a result, females being more likely to leave school earlier than male students. The author's first-hand experiences in the given context support how boys are more likely to attend private schools than girls. Low attendance rates for females are connected to the practice of child marriage still being relatively common in the country, with an estimated 37 percent of girls in Nepal marrying before age 18, and 10 percent are married by the age of 15.

Statistics such as these means it is essential to strive for providing a quality education; the foundation to creating sustainable growth and development. In addition to improving quality of life, access to inclusive education can help equip locals with the tools required to develop innovative solutions. As children are our future, investment upon them is a moral imperative and a responsibility. The UN has called upon nations and leaders for quality education to be provided to the children of impoverished families, stressing upon investments in educational scholarships and teacher training workshops, among others.

World Education News stresses the public education in Nepal is not translating into the global standards of educated youth (WENR, 2020). The failure of the public schools to meet aspirations of the parents of the pupils is the reason for emergence of private schools in Nepal. In Nepal, the demand for non-state schools have been increasing, and now make up roughly 19% of the education provision (EU, 2019). These private schools left a considerable gap in equity, accessibility, and affordability into schools for children coming from poor background. This highlights how there is a strong need for quality, affordable and accessible education; a demand that can be met by a socially responsible,

collaborative-model school, that this study has termed as a Socially Responsible Edupreneur (SRE).

## 1.2    Benefit of Education

Education is a fundamental human right (UNICEF, 2021). The benefit of education is not only on an individual level, but communities and societies with higher rates and levels of education tend to have higher rates of economic stability, lower crime rates, positive civic engagements and greater equality (OECD, 2012). The entire world benefits from investing upon education, and this project is an honest effort to contribute to providing access and opportunity to quality education. Such opportunity is not only targeted to the children coming from wealthier families but equally to the children from challenging life and financial situations.

Education is also an investment that significantly increases a person's chances of having a better and healthier life, reduces maternal deaths, and helps combat the spread of illness and diseases. Moreover, education can promote gender equality, equity, and access, reduces child marriage, reduces conflicts and gender-based violence, helps to pursue one's passion, and promotes peace. In September 2015, the UN General Assembly created the Global Goals for Sustainable Development. Global Goal 4: Education aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all", and it is self-evident that education reduces poverty, boosts economic growth and increases income (UNESCO, Education Strategy, 2014–2021).

As the world grapples with unprecedented challenges, such as climate change, risk of food shortages, pollution, environmental disasters, illness, and extreme poverty, we need to be learning and evolving while creating new innovations and solutions. Education is essential not just for our wellbeing, but soon it will be necessary for our very survival as a species (Bhusal, Manoj 2020).

## 1.3    Education in Nepal and Finland: Setting the context

Finland has a well-respected and internationally reputable education brand. As a result of Finnish performance in international education comparisons (OECD, 2003; 2010; 2014), there has been an increase in interest to collaborate and learn from the success of Finnish education system. As the author has been involved in the Finnish education

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as both student and teacher, this project focuses on the Finnish expertise and experience considered crucial for improving learning in the Nepali context, and the possibility of contextualizing these elements into the Nepalese system.

Matching the findings of the WDR, 2018 to the author's own observations and reflections, struggling education systems lack one or more of four key school-level ingredients for learning:

1. Arriving 'prepared' for school.

Malnutrition, illness, low parental investments, low parental awareness and the harsh environments associated with poverty and hunger undermine early childhood learning and attendance at school. Children often arrive in school unprepared to learn.

2. Skilled and educated teachers/staff.

Education systems do not attract scholarship applicants with strong backgrounds. Teachers often lack the skills, motivation, and/or competence to be effective. Weak/no teacher education results in a lack of subject knowledge and pedagogical skills.

3. Effective inputs.

Inputs often fail to reach classrooms or to affect learning when they do. Though policies exist, inputs often fail to make it to the front line. To avoid this, the project was careful from the very beginning to include stakeholder engagement for a coherent implementation strategy at the local context.

4. Proper management/Governance structure, and/or Political Supports

Although effective school leadership does not raise student learning directly, it does so indirectly by improving teaching quality and ensuring effective use of resources (World Bank 2018). Poor management, governance and unnecessary politicization often undermine schooling quality.

Over the last 30 years, despite prolonged political turmoil and natural crisis, Nepal has made progress in education (UNICEF, 2020). However, the country still has many needs

and challenges yet to address to better the quality of education. Finland's national curriculum system can be used as a comparison because it provides values for the entire educational system and defines learning objectives for each educational level. Finnish education policy has a clear objective of offering all citizens equal opportunities to receive education, regardless of age, domicile, financial situation, gender, or mother tongue (Shalberg, 2017).

Deepening into what makes the Finnish education different, it may be noted that local education authorities, schools and teachers are granted autonomy in organizing education and implementing the core curriculum. Finnish teachers play a role that is often described as "teacher leadership" (Shalberg, 2017, 2014). Teacher leadership means that teachers are goal-oriented, have a clear vision of school development and high-quality, and work collaboratively with other teachers towards achieving those goals. Teachers enjoy freedom with complete trust to carry out teaching and support student learning and their holistic well-being. The teachers are required to have a high degree of pedagogical competence and a wide professional role from the pre-primary level. In considering development of education, this type of autonomy, resources, competence and trust are all significantly lacking in Nepal.

To describe the Finnish experience and learning, this project borrows from the Finnish educational expert (Shalberg, 2013, 2014, 2017).  Shalberg policy brief discusses that one of the most important factors for Finland's dramatic rise of education quality is excellent and motivated teachers. It details the key elements of Finland's successful system, examining teacher preparation, professional learning and development, decision-making systems and practices for curriculum and assessment. Content experts and subject-focused teachers provide instruction in the upper grades of basic school as well as at the upper-secondary level. Candidates in primary teacher education project three main areas: (1) the theory of education, (2) pedagogical content knowledge, and (3) subject didactics and practice. Each teacher student in all levels has to complete a master's thesis. Prospective primary school teachers normally complete their theses in the field of education. Secondary school teachers select a topic within their subject.

In Nepal, however, there is a lack of resources, and most public schools are under-resourced and struggling with recruitment and retention of teachers. In schools where the government has not allocated enough teachers, or in remote areas where teachers do not want to live, primary school teachers are required to teach secondary level students.

As a result, teachers are overburdened, and student education is being compromised by teachers who are not qualified to adequately prepare them to excel in school board examinations.

Moreover, Nepal's social and cultural orientation is such that the best and the brightest Nepali minds are discouraged from pursuing teaching as a career. Those who do extremely well in school are expected to choose a career in science, technology, or business. The teaching profession, especially in the primary and secondary levels at public schools, is often viewed as a last choice, if one at all. This contributes to the significant existing gaps in knowledge and capacity available at public school. This is disparaging when compared to the Finnish system. Finnish students are generally supported when making their own decisions for a career path. Whenever needed, there are professionals allocated at the service for students. For examples, school social work, school curators, councillors are but some examples made available to meet the needs of each student.

## 1.4    Socially Responsible Edupreneur (SRE)

The literature normally refers to schools that target socially and economically disadvantaged groups as 'budget schools', 'private schools for the poor', 'low-cost schools', 'affordable private schools', or 'teaching shops' (Srivastava, et al. 2013). Some researchers have highlighted criticisms surrounding the low cost school (LCS) in their writings via several empirical questions (Srivastava & Walford, 2018), such as: Do students from poorer backgrounds achieve as well as their advantaged peers? What are the relative out-of-pocket costs of accessing private schooling compared to government schooling? Is fee-paying non-state provision 'affordable' to the poorest households? What is the nature of the education market at different levels? What are the relationships between different non-state actors and the state, and how should they conduct themselves?

Though different researchers have operationalised low cost school (LCS) in different manners in a few countries of the global south (i.e., in India, South Africa and Zambia, etc.), this project operationalized a modality to suit local parameters and our effort terming it as a socially Responsible Edupreneur (SRE). The term *edupreneur* is a combination of 'educator' and 'entrepreneur'. This project defined edupreneur as 'an individual or a group of educators organized for operation of a socially responsible education-business'. They take on small financial risks while being creative and adaptive with the mission of transforming the society and providing possibility for education to children who

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otherwise would have been left without formal/quality education. SRE as an edupreneurship is education-based venture created for a social/ community purpose to generate social value while operating with financial discipline and innovation, giving dynamic and innovative approaches without being hindered by boundaries. It is a process by which beneficiaries (educators, school, CSO, students and parents) jointly transform the educational institution to advance solutions to social problems. As a response, SRE with an affordable financial model incorporating collaborative modality of public private partnership (PPP) addressing both the quality and equity (access) of education to the neediest children was developed (see figure 5)

The school project was an act of edupreneurship with determination, flexibility, and creativity. It is aimed at creating a positive and responsible value shift in the community with specific economic resource arrangements for children with poor backgrounds. The project has developed possibility for an equal opportunity to children from top to bottom of the pyramid in the community via the well-planned scholarship programme. The Academy has provided an option that is financially sustainable, but quality education developed through the lenses of efficacy, equity and sustainability with over 20 percent of 450 children getting free education.

Figure 3. Some teaching staffs with guests. Teachers include mostly local women from different backgrounds.

While the low-cost private schooling in the global south has gathered attention over the last decade, empirical project on the sector is still very limited, and it is difficult to draw straightforward conclusions based on existing studies (Ohara 2012; 2013; Srivastava; 2006; 2007; 2008a; 2008b; Tooley & Dixon, 2005; 2006; Tooley et al., 2010). Critics of the more contentious work (i.e., James Tooley and his colleagues) point to private sector lobbies in directing international dialogue on Education for All (Nambissan & Ball, 2010), and on the responsibility of the state to provide equitable access (Lewin, 2007; Watkins, 2004). The key features of these 'low-fee', 'budget', 'affordable' schools are that they are fee-paying programs targeting the comparatively poorer segments of the population. Unlike the number of low-fee private schools (LFPS) serving poor families in countries around the world, from Nigeria to India (Heyneman & Stern, 2014), this project did not specifically target *only* the vulnerable people of society, but rather focused on the access to education of community members on the equal basis of quality, equity, diversity and community cohesion, developing own modality as the SRE.

While planning this project there was focus on concerns over school developments across countries in the global south as diverse as Ghana, South Africa, Zambia, India, Bangladesh, Nigeria, Kenya, Pakistan, and Uganda (Ohara 2012; 2013; Srivastava; 2006; 2007; 2008a; 2008b; Tooley & Dixon, 2005; 2006; Tooley et al., 2010). Most comments are these schools usually target poor families and thus the services are poor (Srivastava; 2006). Moreover, in low-fee private schooling another contested point regarding financial provision is its presumed fee vs. total cost at the end of the day. The fees are low but total costs (books, exam fees, excursions, admissions, etc.) unfortunately create heavy pressure for families.

From the very beginning, this project tried its best to address and operationalised these concerns by forming a scholarship program together with a CSO, cooperating with Finnish pedagoists as advisors, and developing socially responsible funds from the school itself. This process addressed: a) failures of accessibility to the poorest, b) failures of equity, c) failures of quality, and e) failures of sustainability. For sustainability concerns, the PPP modality was adopted making the school, community, and the CSO work together to plan for financial inclusion using community development approaches.

This project was neither a business guided to make money nor a 'social enterprise', but a combination of passion, innovation, and determination for a social mission with business-like discipline. In that way, this model has been a hybrid between a profit-oriented enterprise and service-oriented social organization. This project aims to tackle the rising crises in quality education and economic inequality (Bornstein, 2004). Guided by principals of social enterprise (Dee, 1998), this project has developed possibility for an equal opportunity to children from top to bottom of the pyramid in the community via the well-planned scholarship programme.

Many parents who are financially stable were concerned in obtaining scholarship for their own children. For that, delivery and quality of the scholarship services were made very clear from the very beginning (see Appendix 2). A CSO started to launch the scholarship program in the school via international individual donors, the author and his family being the first donors for the first two years. The school, under its corporate social responsibility, added 25 percent to the total scholarship funds. In that way, during the project process a new modality of development was formed (i.e., the receiver got more than what the giver gave). In other words, each 100 euro became 125 at the time of project implementation.

The community was made clear regarding the service offerings (see scholarship criteria annex 2). In that way, every parent knew that in times of crisis, death of a parent, permanent illnesses, and other severe situations their children would automatically turn as a scholarship pupil. The commitment from the school provided motivation to parents to cover the fee cost. This cost is based only one of the working parent's income, is set at a monthly maximum, and is compared to the local daily wages of an unskilled laborer. For example, pre-primary is compared to one day of daily wage of an unskilled laborer, lower secondary is compared to two days, and secondary is three days, respectively.

Figure 4.  Learning math using a Finnish game called 'Mölky'

As a part of social responsibility, education is provided completely free for children coming from 'impossible' social and financial situations. This is organized together with a local CSO, school and in cooperation with the community. It is deeply noted this project was not designed as a for-profit or not-for-profit program, but an affordable prospect for all families. The model was designed to be implemented for all children of all backgrounds thus creating access and opportunity for children on each end of the financial spectrum.

Figure 5.  Introducing international outdoor games and contextualizing to the local context

The core product of the school was constituted by the set of pedagogical contents, methodologies, learning, extra-curricular activities and teacher instructions that carry the essence of the Finnish pedagogy (see 5.2). It depended on certain facilitating services which set the minimum conditions in terms of educator skills and operational environment. A further category belonged to the supporting services that were provided on-demand anytime by the author. The strategic combination of core, facilitating and supporting services continue to make the school more attractive to fit the needs and requirements of each student. The scholarship program that started by the author and family has grown and there are dozens of sponsors from different professional background internationally, mostly from Finland. Moreover, the international volunteers have become attractive and very useful tool for strategic combination of core, facilitation and knowledge transfer of educational services (see chapter 6.2), The interest continues to grow.

## 1.5   CSO and Community Development

Many international aid actors, particularly in the global south, refer to 'NGOs' and their role in international aid and development cooperation. This project has chosen to use the term 'CSO' 'civil society organizations' adopted in 2008 by the OECD DAC

(Development Assistance Committee) which defines "CSOs that include all non-market and non-state organizations outside of the family in which people organize themselves to pursue shared interests in the public domain. Examples include community-based organizations and village associations, environmental groups, women's rights groups, farmers' associations, faith-based organizations, labour unions, co-operatives, professional associations, chambers of commerce, independent project institutes and the not-for-profit media." CSOs are voluntary organizations with governance and direction coming from citizens or constituency members, without significant government-controlled participation or representation.

'Community development' is a process designed to create conditions of economic and social progress for the whole community with its active participation and fullest possible reliance upon the community's initiatives" (UN, 1948). According to Dhakal (2012, 2015), community development experts have identified certain principles, visions and practices which can be summarised as: collective wellbeing (justice), social transformation (liberation), and dialogue (critical participation). When we refer to change/transformation or liberation, the change must come from within the community. The development must build upon the capacities and assets existing within the community. The change should be oriented towards sustainable community growth both socially & environmentally. In holding to these ideas, community development focuses on locating assets in a community that address local needs.

It may be noted that the core ideas of community development (i.e. the fact that the community controls the pace, shape, and manner of social change and decision-making (Addy, 2010) have been implemented throughout the process. The fruit of the process is understood as the desired empowerment of the community as wished by its members. In this project, the community was involved in making most of the decisions for the development of the program with a facilitator who is also the member of the community.

This project focuses community development on transformation and sustainability rather than economic growth. One of the main advocates of alternative development, Korten (2003:4), advocates that the future should depend on achieving the transformation of institutions, technology, values, and behaviour consistent with ecological and social realities. The transformed community should give priority to the use of the local resources and inclusiveness to afford all people the opportunity for a decent human existence. Sustainability in education is often referred to as education for sustainable development

(ESD), which has been defined as education for sustainable development allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future (UNESCO, 2014). Sustainability will be discussed further on in chapter 2.

## 2 Theoretical background

The project focused on the frame of reference relevant to the aim, objectives and project questions. To understand the various aspects of the project, the following chapter provides a backdrop and theoretical lens to help analyze and develop the concept of the Low-Cost School (LCS). The material will provide a comprehensive review on how the project was viewed and perceived, and will revolve around theories of sustainability, social responsibility, community development as models of service design for equitable education.

Sustainability and social responsibility for equitable education can only be achieved through financial feasibility as a result of revenue generation and cost containment. Revenue generation and cost containment are influenced by the stakeholders of a school. One aspect of stakeholders is partnerships, which can assist in financial feasibility by enhancing the school's productivity and achieving cost containment. For that, it was noted in the very beginning that the partnership between school, community (local authority), the third sector (CSO) would help the school to develop a functioning and sustainable child sponsorship program.
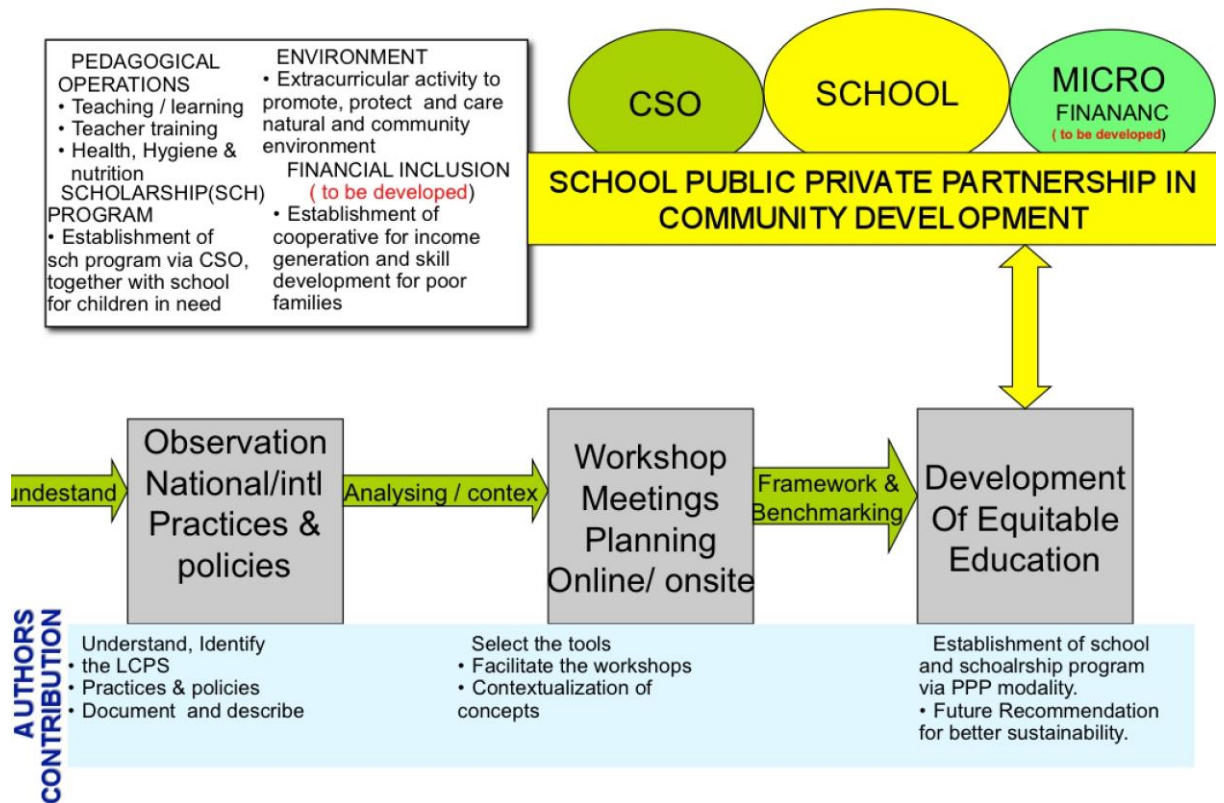
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Figure 6. The project process: theories, methods and author's contributions during each phase

## 2.1 Financial Model: Feasibility, Sustainability and PPP

All aspiring edupreneurs begin with an idea about the type of product they would like to develop (Diego, 2009). Just an idea for a business/ service development is not a sufficient reason to begin production straight away, without having thought clearly about the different aspects involved in running the business. Too often, start-ups fail. To reduce this risk of failure and losing resources (i.e. money, time and energy), potential producers rehearse different aspects of running their business before they actually start. This process is known as doing a *feasibility project,* and when the results are written down the document is known as a *business plan model* (Magretta, 2002). The checklist was the most important step for development addressing any feasibility that existed in the process & the project:

Table 1.        Feasibility project check-list (FAO, 1997)

| 1 | Name of Business |
|---|---|
| | Location (accessibility to necessary resources: materials, labour and markets) |
| | Description of products and benefits |
| 2 | Market Feasibility |
| | Target market |
| | Volume and value of unsatisfied demand |
| | Present supply and competition |
| | How will the demand be met? |
| | Price, promotion, |
| | Projected sales, terms of business, organization partnership |
| 3 | Technical Feasibility |
| | The service delivery process |
| | Resource/material required and their sources |
| | Labour and skills required |
| | Equipment and utilities required |
| | Production schedule (for one year plus optimum production volume) |
| | Service delivery cost |
| 4 | Financial Feasibility |
| | Business costs |
| | Income |
| | Cash flow projection |
| | Profit and loss projection |
| | Financing needs and sources |
| 5 | Major Assumptions |
| | Legislation |
| | Government policy (subsidies, incentives and taxation) |
| 6 | Risks and Benefits |
| 7 | Will the Business be Successful to meet its aims? <br> - an overall assessment of feasibility |

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Table 2.        Feasibility questions used in the project and brief finding

| · Is there a demand for these initiatives? | We reflected the characteristics required of the product and the size and value of the market. Finding was that there was demand for the initiative. |
|---|---|
| · Who else is producing similar products? | We determined the number and type of competitors. There were none in the area with our vision and mission. |
| · What is needed for the product? | We reflected on the availability and cost of staff, equipment, services, materials. |
| · What is the cost of producing the product? | We calculated the capital costs of getting started and the operating costs of production. The founding partners contributed the costs. The author took the responsibility to activate his own resources and network for the scholarship program |
| · What is the likely (profit) sustainability? | We calculated the difference between the expected income from sales to an estimated share of the market and the costs of production. Our common concern was on sustainability of the initiative, but we were optimistic. |

To achieve sustainability, the project chose to use the PPP-model. PPPs are forms of cooperation between public authorities and the private sector that aim to modernise the delivery of infrastructure and strategic public services. In this case, PPPs involve the financing, design, construction, renovation, management or maintenance of an infrastructure asset. The PPP in this project should be involved on promoting efficiency

through risk sharing and harnessing private sector expertise. While the CSO participation in the project will encourage school for the social responsibility, it also offers important safeguard for the school with stable cash flows.

The most persistent challenge facing organisations is sustainability with a greater emphasis on the financial sustainability (Carroll & Stater, 2008). Irrespective of the potential impact they are making, if they cannot achieve financial sustainability there is no future for the organisation. Sustainability can be defined as a "mechanism in place for generating, or gaining access to, economic resources" to keep the "service available on an ongoing basis" (Gutherie et al., 2008, p.10). Epstein and Roy (2003) elaborated further and defined sustainability as the "economic development in order to meet the needs of the current generation without compromising the needs of generations to come" (p.16). Therefore, for a school and its scholarship program to be sustainable it must be economically viable and the ability to endure indefinitely into the future (Olsen & Lingane, 2003).

The project's PPP framework in the school project was heavily influenced by the RESTAURA (2017) project:

a. The school, CSO, community and private international donors are a form of cooperation between public and private sector.

b. The joint scheme of provided equitable academic school services.

c. It is an undertaking where all parties - school, CSO and community- work together to execute their tasks more efficiently.

d. The process used an economically effective formula for developing the SRE school, scholarship program (services for the members of the disadvantaged groups) and building infrastructure.

e. This undertaking brings benefits to all involved parties in community proportionally to their involvement brining lasting changes in lives of children.

2.2 Revenue Diversification and Costs

For the project, revenue diversification and overall cost was important due to having over 450 students and increasing. Since SA receives no government funds, the school set costs at a nominal possible fee based on local daily wages of an unskilled laborer. For example, pre-primary is set to one day of daily wage of an unskilled laborer, lower secondary is compared to two days, and secondary is three days of an unskilled laborer in

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one month, respectively. For children who cannot afford education, scholarship is provided via the CSO. In that way, there are only two revenue streams – the charitable sources and the nominal income from fee paying parents.

Brewer's 2011 study (cited Filmer 2007) that in order to deliver quality schooling, decisions must be centred on spending money on more 'cost-effective interventions' by transforming all resources whether it is money, time and knowledge, into outcomes and effects for the maximum achievement. In absence of money, the possibility of labor as a payment of fees were sought too. Therefore, the optimal schooling cost is set on the magnitude of the minimal cost of delivering quality educational services to each child. According to Baker (2011), the cost of education is a function of outcomes, students, regions, input prices and efficiency. The cost function aims merely at identifying factors that will influence the costs of the school and serve as a guideline on how the spending on schools' operations can be adjusted accordingly to achieve greater financial sustainability. The greater number of factors used in the cost function, the more accurate the model will produce contingency and accuracy of the input data that will result in more accurate outcomes (Lucas & White, 2009).

Brewer's 2011 citing (Alderman, Kim and Orazem 2003, p.271), writes that cost-containment, scale and revenue generation is important for a school to be sustainable. Gutherie et al. (2008) reiterated that financial sustainability is made up of two components, namely the revenue and the cost component, which form part of a financial model. The financial model acts as a mechanism to ensure that the schools are operating in the long term, as it provides significant feedback with regards to the sustainability of the organisation (Ravenscroft & Williams, 2009). However, to achieve financial sustainability, there needs to be more of a holistic approach than to focus merely on the revenue and cost segments with attention to all areas of the organisation (Moore, 2005). Founders of schools must be strategic and sensible in terms of allocating their resources to meet organisational objectives in order to achieve long-term sustainability. Therefore, managers of schools need to have the skills and knowledge to understand the administration of costs in order to have a systematic approach to managing cost (Hollman, 2007).

The focus of managing costs and cost-estimating for school operations was vital as a lack of understanding, misinterpretation of the scope, and an acceptance of unrealistic future expectations may lead to financial complications and even jeopardise the financial viability of the school (Garrett, 2008). Although SA currently only delivers education

through the secondary grades, this project assessed all the feasible options across the pre-school to grade 10. Feasible options are divided into following:

- o Option 1: SA is an only alternative provider of quality education in the community for children of all social and financial backgrounds. The poorest who have hard access to quality education are supported from external donors via a CSO and no fee income from students.

- o Option 2: SA is a low cost private provider of education with revenue coming partly from the parents and partial funding may come from donors via a CSO.

- o Option 3: SA is a low-fee private provider of education with fee payment from student's family.

In SA, the school fees paid by parents are a major contributor to revenue while the neediest children were supported via CSO and the school. There were no government subsidies, but there was interest for partnership from the local municipality for innovation, and the local authorities were involved for the selection of neediest children for the scholarship program. In that way, sustainability and quality of education was explored that prioritized self-generated income over a certain amount of revenue diversification.

2.3    Community Development orientations: Exposure and empathy map

'Community Development" is a process designed to create conditions of economic and social progress for the whole community with active participation and fullest possible reliance upon the community's initiatives" (UN1948). In this project, community development focus is on transformation and sustainability rather than economic growth. The core ideas of community development the project is guided by are the fact that the community controls the pace, shape, and manner of social change and of the process of decision-making (Addy, 2006). According to Dhakal (2012, 2015), community development is directly related to collective wellbeing (justice), social transformation (liberation) and dialogue (critical participation). When we refer to change/transformation or liberation, the change must come from within the community; imposed changes are doomed to collapse. The development must build upon the capacities and build on the 'assets', which exist within the community. The change should be oriented towards sustainable community growth (both socially & environmentally). In holding to these ideas, community

development tends to have a focus on locating the assets in a community that can address the local needs.

Unlike the modernization and dependency theorists of community development, this project focuses community development on transformation and sustainability rather than economic growth. The fruit of the process is understood as the desired empowerment of the community as wished by the author and the founders. In this project, the community was involved in making most of the decisions for the development of the project with a facilitator author who is also the member of the community.

Korten (1980, 2003:4), one of the main advocates of alternative development, argues that the critical issue is not growth, but transformation. He advocates that the future should depend on achieving the transformation of institutions, technology, values and behaviour consistent with ecological and social realities. In Korten's (1989, 2003:4) opinion, transformation must address three basic needs of the community: 1) Justice, 2) Sustainability, and 3) Inclusiveness.

While justice requires that community members should have the means and the opportunities to produce a minimum decent livelihood for themselves and their families, sustainability requires that each generation should recognize its obligation towards the stewardship of the earth's natural resources and ecosystem on behalf of future generations. Whereas the inclusiveness requires that everyone in community who chooses to participate in the process has the right and the opportunity to do so and to be recognized and respected for his or her contributions. The transformed community must give priority to the use of the community resources to afford all people the opportunity for a decent human existence using the earth's resources in ways that will assure sustainable benefits for future (children). A transformed society should afford everyone an opportunity to be a recognised and respected contributor to the family, the community and the society in which they live.

The initiative of the project was to bring together the community development perspectives shaping into the school development process and identify how one could accommodate measures to those prevented from receiving quality education. To help define the project, asset mapping was used alongside theory on different forms of capital. According to Green and Haines, there exists seven forms of community capital: physical, human, social, financial, environmental, cultural and political. Different forms of capital

are linked together into this project but both social capital and financial capital are in the center of producing or limiting other forms of capital (Green &amp; Haines 2016).

Asset-mapping is central in community development which followed the process identified by Kretzmann and McKnight (1993). Their process 'maps', or inventories, the assets or capacities of community members, local organizations, groups, authorities. Using these tools, the project developed an asset-map based on the very first visits and interviews.

To realize community development methods in social and health business studies, both exposure orientation from community development and empathy map from business studies were simultaneously. The empathy map was originally created by Dave Gray and has been gaining popularity with the agile community (Bland, 2016), while the exposure orientation was originally developed in the urban community development work of the Reformed Church in the Netherlands in the 1970s (Ijzerman 2013).

Both the Exposure and the Empathy Map are powerful orientation for service design. These orientations put professionals inside the shoe of a person working in a community or a person you might be looking at as a prospective customer. In other words, the empathy is an orientation for collaborative visualization used to articulate what we know about a particular type of user. It externalizes knowledge about users in order to 1) create a shared understanding of user needs, and 2) aid in decision making. The exposure allows the author to quickly grasp the experience of member/s in the community and where they are coming from. As a community development professional projecting business studies, the author used both of these orientations as a part of community development methods.

During exposure, professionals abdicate their power and the role of an expert as much as possible while being in touch with the people and communities. According to the exposure orientation, the professionals hang around in the streets, villages and other public places in the area without a set agenda in order to be present amidst the new/old people living in the region. Unlike in European urban exposure, the rampant & unfortunate caste system in the Nepali village provides a different sensation over the matter. The concept of 'exposure' comes from photography where you as a biographically produced "film" will get exposed to the lights of the social, phenomenological reality of the neighborhood you are present in (Ijzerman 2013). Becoming aware of the important role of both emotions

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and one's own biography is crucial in exposure because they influence everything regardless of whether the employee/ colleagues are aware of it or not. Emotions and biography also play a significant role in the professionals' capability to perceive the invisible power structures, oppression, injustice in the society (Ijzerman 2013).

While using exposure orientation as a part of project, the author started becoming aware of his own autobiography. Entering the environment both from far and near and noticing its impacts on his own senses the author asked himself three important questions, as suggested by Porkka, Pentikäinen & Kökkö 2013: (1) What do I see? (smell? hear?), (2)What do I feel and (3) What do I think about it? First, the author reflected on these questions personally and then explored similarities and differences with the team members. The philosophy behind these questions is of a holistic approach to the person in relation to the process. It is a way trying to suspend all concepts and thinking in order to develop a passive attitude. The thinking has to come afterwards and needs to be based on the physical experience." (Ijzerman 2013). The process of exposure was *reflection of own biography -> observation -> social analysis -> action -> new knowledge for project design*.

The most important thing that exposure contributed for the process was tacit knowledge acquired through practical experiences in the relevant context. Noteworthy, local environment, people, streets, everyday life, social relations, culture/s, power relations, excluded groups, practical implications of caste system were clearer after the process. In other words, the exposure transformed experiential knowledge into conceptual information that helped a great deal for the project design.

Whereas empathy mapping session was done in a small group of pupils in community: teams were assembled and brought personas, data, and insights about the target of the empathy map. A large empathy map was drawn on the blackboard. Each team member was handed notes and a marker. Each person wrote down their thoughts on note stickers. Ideally everyone would add at least one sticky to every section. You might ask questions, such as:

1. What would s/he be thinking & feeling? What are some of their worries and aspirations?

2. What would their friends, colleagues, and leaders be likely to say while the user is using our product? What would s/he hear in these scenarios?

3. What would s/he see while using our services in the new school environment?

4. What might s/he be saying and/or doing in the new school environment? How would the new school environment change in a public or private setting?

5. What are some of the fears in the new school environment?

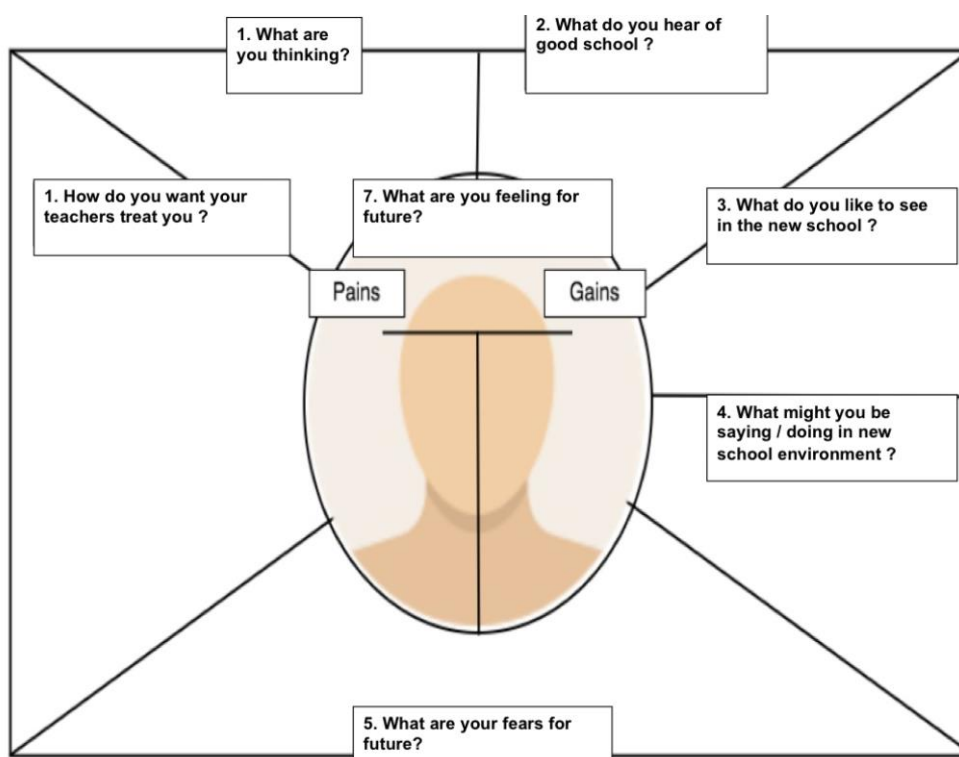6. What gains might the s/he experience the new school environment?



Figure 7. Empathy map for developing a school

While empathy map is a collaborative tool, teams can use it to gain a deeper insight into their customers. The CABLE ("Community Action Based Learning for Empowerment") work orientation also formed a basis for the project's pedagogical model (Porkka, Pentikäinen & Kökkö 2013). Both of these orientations surface the concept of "empty spaces" and an create opportunity for reflection. These methods provide opportunity to introduce impulses in from the community and its members. Without these methods, it is a difficult step to "to listen intuitively to one's body", "read the walls", and/or look for "empty space",

which all are central concepts of that fill one with community knowledge, aspirations, and expectations.



Figure 8. Author developing empathy map together with the pupils

## 3 Purpose, Aim, and Project questions

Given the fact poor public schools and unaffordable private education is a problem area, the purpose of this project is to develop quality schools with a sustainable financial model based on global experiences. The aim is to ensure access to education also to the children in need in the community.

This project posed and answered the following project questions:

1. How can we provide better quality, affordable and sustainable education in rural, semi urban Nepal and other similar contexts in the global south?

2. How can we develop a sustainable and functioning child sponsorship programme for the children in need in a quality school?

It may be noted that the children in need are defined as abandoned children, orphans and the ones coming from very difficult social and economic situation. Please see Appendix 2.

# 4    Context of the Project

Project context is circumstances in which the project occurred (Deakin Crick, et al., 2013). The chapter will primarily describe the organisation, its type, vision, context, structure, modality, and other relevant topic during the process. Moreover, the internal and external environment the school project that undertook will be highlighted. The environment included risks and opportunities. The project context analyzes the problem and the range of impact of the project strategy to bring the desired change and appropriate strategies.

A school's context primarily shapes the core processes of teaching and learning in classrooms. Teachers' professional communities, extra-curricular learning opportunities, leadership decisions, modality for school, teachers' / staffs' working conditions, and norms and values associated with a hidden curriculum all influence how teaching and learning are experienced in classrooms (Connell, 1996). Taking it into consideration, a variety of project methods used during the project process so as to accurately capture the complexity of interactions among context factors. Understanding and elaborating the contexts of a particular school also enable educators, parents, students and community in general to comprehend the possibilities for change and school improvement.

## 4.1    Key elements of the project

The key elements of project can be divided into the problem, goal, beneficiary, and time (Thapa, Priti). Education pays off for both society and individuals. Unfortunately, in Nepal government public schools are 'very poor' and private schools are increasingly unaffordable. Mathema (2007) argues that the problem of low-quality of education in public schools is compounded by the surge in the number of expensive profit-making schools, which cater to the children of richer parents.

The various factors that make up the school as an organization, and the influence that these factors have on classroom teaching and learning, have been conceptualized in the project in several ways. School organizational project has examined the qualities and

characteristics of school life (Pickeral, Evans, Hughes & Hutchison, 2009) and their possible impact on students' academic success (Voight, Austin, & Hanson, 2013). As suggested by Russ et al., 2007, the project also investigated such factors as teachers' and students' wellbeing, while the HR policy and insurances were planned for teachers, and school health facility. Student counselling services was planned for students.

Teacher commitment, as suggested by Collie, Shapka, & Perry, 2011, was also addressed in the school project. The teachers in SA are drawn from different ethnic groups in the local community but provided with support and trainings for quality teaching materials and continuous mentoring. Such support also addresses teacher efficacy and teachers' professional learning (Pickeral, Evans, Hughes & Hutchison, 2009).

Micro-political practices and power relations (Cohen, J. & J. Freiberg 2013) are addressed carefully by involving local influential community leaders belonging to various political parties in the scholarship committee and school management committee. Policies were formulated for bullying prevention and unnecessary politicization of the school environment using community leaders (see Annex 1, last chapter, for different policies proposed for the school to adopt).

### 4.1.1  School Climate

One of the key perspectives on schools' impact on student learning is school climate. While there is no universally agreed-upon definition of school climate, it includes a range of school factors that broadly shape students' school experiences. As needed, the schools in communities set focus efforts on promoting and measuring various aspects of schools, therefore a variety of definitions and frameworks have been developed (Cohen, McCabe, Michelli, & Pickeral, 2009). Drawing on these frameworks, evidence-based characteristics of a positive school climate were adopted in the formulation of the organizational strategy:

1. School safety

All basic amenities such as toilets and drinking water were provided. Compared to other schools in the context, the SA provides better quality furniture, lighting, and ventilation. A significant level of importance is placed on personal hygiene and cleanliness with plans to employ a school nurse.

2. Interpersonal relationships

As the school is a multi-ethnic environment, respect for diversity, engagement, social support, school connectedness, shared decision-making, administrative support, and community involvement were addressed by nominating local teachers who come from different ethnic groups and villages, and by involving local political leaders and educators for planning and establishment of the school.

3. Teaching and learning practices

The school has created opportunities for teachers to experiment and learn and will offer support for their professional collaboration. There have been international volunteers from Finland, China and the USA. Instruction and assessment policies, opportunities for students' social, emotional, ethical, intellectual and civic learning are given focus in the daily learning environment in the school.

4. Organizational structures

Responsibilities, rights, rules and norms are made clear. Infrastructure and resources in the school is prioritised for creating a better learning environment (see Figure 3 for delegation of responsibilities). To maintain qualities and characteristics of school life and school climate as suggested by the organizational research, the school has formulated an organogram with clear duties and roles tied to the positions.
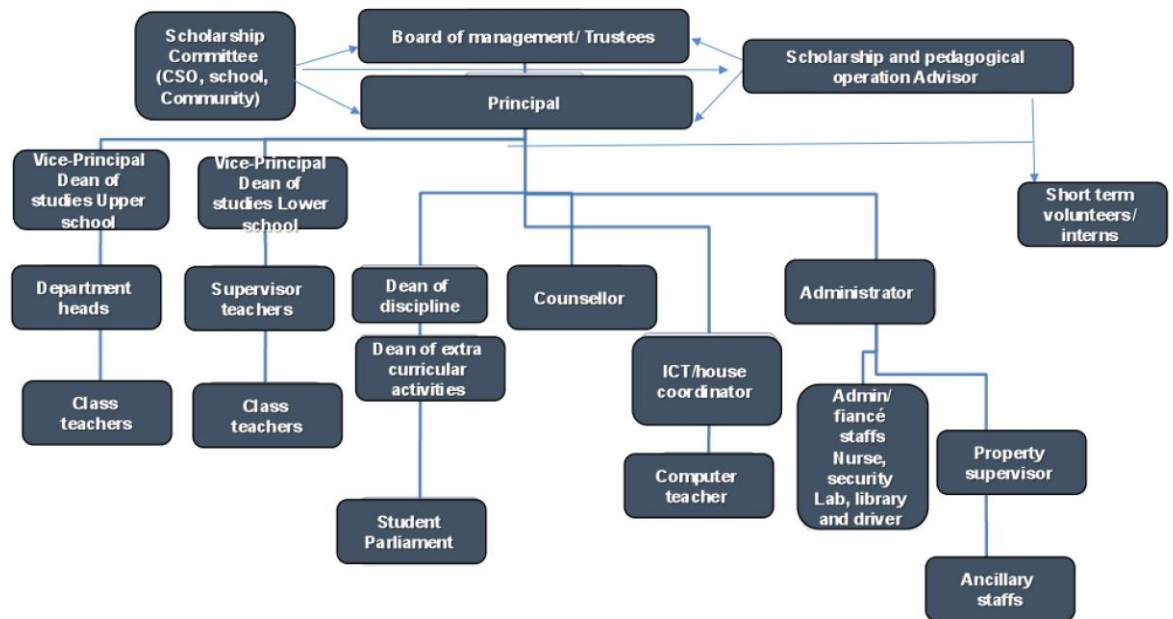
**School Management**



Figure 9. School organogram

### 4.1.2 Process in context

In the case of the SA, the external environment school is a challenge due to the economic and social status where the school is situated. While many parents who have high expectations, awareness and financial situation express support for the school, their children and the teachers, there are others that may inevitably fail to do so. For that, SA leadership has been active to support parental involvement by scheduling parent-teacher meetings, sending materials home, and communicating with parents about student progress.

A culture of respect and appreciation for diversity within the school can also support parental involvement. For children with poor academic environment at home, the school has planned after-school possibilities. This would provide them opportunity to be able to do the homework before they go home. Development of the learning environment is ongoing via school-community dialogue and collaboration. Data on school context and development are collected regularly via variety of methods, including observation, focus groups, interviews, informal/ formal discussions, and unofficial surveys. The idea is to support learning and include the whole community (students, teachers, staff, and parents) to shape learning environment and experiences of the Sndhuli Acadamy.

Development of process or context indicators allow us to trace how the project provides opportunities (Porter, 1991). Oakes (1989) characterizes academic process indicators as focusing on necessary conditions for quality teaching and learning. Student access to knowledge and expectations for skills development, classroom teaching quality, and general classroom learning climates can vary widely within a school (Oakes, 1985). Taking the above proposals from experts into consideration, the SA has organised studies such as the 'Teaching for Understanding' project conducted in schools with time and space clearly demonstrating that teachers should focus in creating learning opportunities for students.

The school project has also revealed differences between schools in interactions among school level factors such as principal and teacher leadership, human and material resources, classroom practices, professional teaching conditions, and teacher community (Bascia & Rottmann, 2011). These arguments are extremely relevant in considering the project. Noteworthy, the environment outside the school includes parents and the community in which they are situated, the economic conditions present in those communities and the values espoused by that community; curriculum standards, achievement expectations, programmatic requirements, and other policy directives; and other social agencies that serve children. The external environment can contribute to successful student outcomes and build resilience among students by improving the community's economy and employment opportunities through caring and supportive adult relationships, opportunities for meaningful student participation in their communities, and high parent expectations regarding student learning (Bryan, 2005).

Figure 10.　　Respected colleagues Sharada, Kailash, Shankar, Nirmal and Prashanta (left to right). The professionals involved in the processes of the project.

## 5　Methodology

Considering the relative novelty and open nature of the proposed topic, the development project was mostly exploratory & qualitative. A qualitative project is advised when an author is trying to understand a new phenomenon in a particular situation rather than trying to establish a relationship between two or more variables (Leedy & Ormrod, 2002). Given the nature of the development project, it can be better defined through a qualitative project approach. Corbin & Strauss (2012) define qualitative analysis as the "process of examining and interpreting data in order to elicit meaning, gain understanding, and develop empirical knowledge". This approach is connected to the comprehension and role of the author as more open, engaged and subjective.

This development project followed an abductive approach. Abductive approach combines both the deductive and inductive approach and is characterized by the intuitive leap back and forth between theory and practice, referred to as "theory matching" or "systematic combining" (Dubois & Gadde, 2002), Because of its suitability to expand existing knowledge rather than generate new theory, this process as illustrated in figure

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1. Patton (2002) stated that in qualitative project there are no set rules for the sample size. The degree of validity, meaningfulness and insight depends more on the richness of the information gathered than the size. Therefore, a small sample is taken in order retain more richness when it comes to description. This yields a higher internal validity; however, the external validity may be limited (Saunders et al., 2009).

The empirical evidence presented in a descriptive case project (see appendix 1) came into action during the spring and summer of 2019. The proposed case was a result of series of discussions, meetings, observations, workshops and planning both online and onsite during the fall of 2017 and the whole of 2018 using service design methods. Both the theoretical knowledge and the empirical evidence are used as basis to address the existing deficiencies and propose new solutions for the field of education in the context in Nepal.
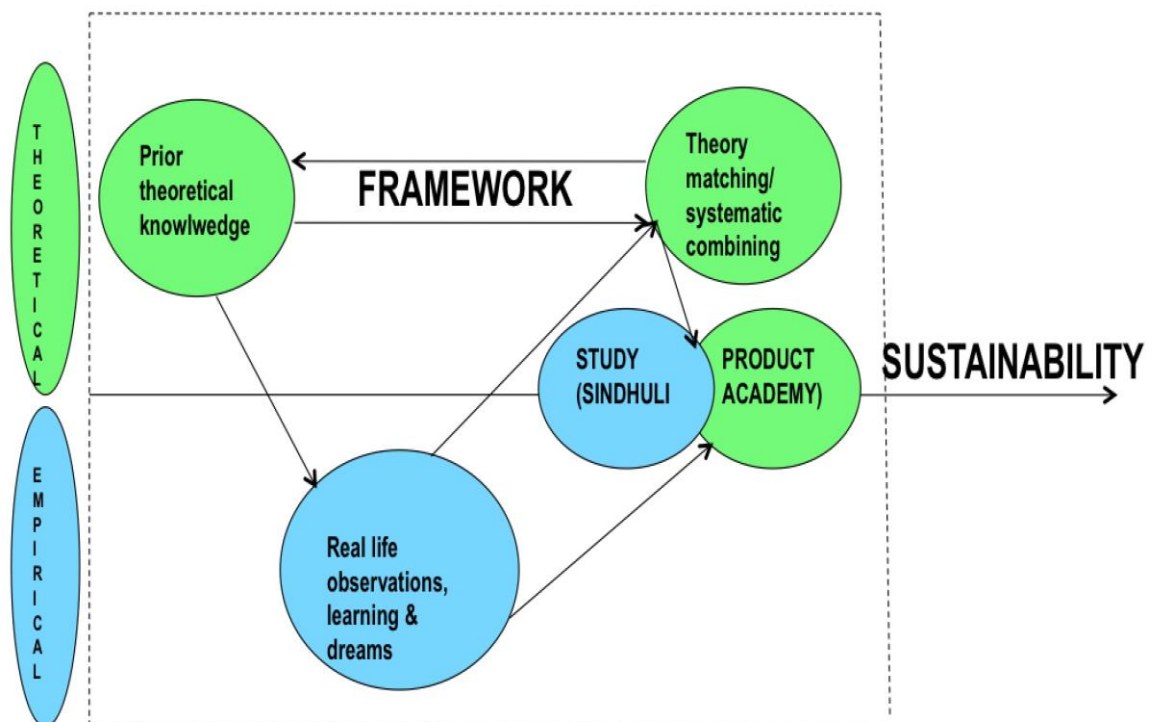


Figure 11.      The abductive project process. Adapted from (Toskovic, 2016)

The unit of analysis was accomplished with the perspective and knowledge of the local experts, parents, students, and teachers within the edupreneur sector. Data gathering were employed and tested through semi-structured, interviews both online & onsite, which was valuable when there are several respondents to be interviewed. The semi-structured interviews allowed for a hybrid of deductive/inductive approach. They allowed for comparative analysis due to a degree of regulation and allows for spontaneity in which the interviewer could ask for clarification or elaboration (Welman & Kruger, 2001).

In relation to this project, sources of data were result of series of discussions, meetings, observations, workshops and planning both online and onsite during the fall of 2017 and the whole of 2018 using service design methods. The discussions with the educators, which can be regarded as interviews, were the base for the formulation of the financial model and establishing the Sindhuli Acadamy involving the PPP modality. Discussions were scheduled for between 30 minutes to several hours. As the interview were interactive, the author recorded and noted the answers. The participants had an opportunity to respond in their own words, rather than forcing them to choose from fixed responses, as quantitative methods do.

Data collection method followed the above procedures to ensure trustworthiness. To meet the trustworthiness, the analysis process and the results of the project were described in sufficient detail so that readers have a clear understanding of the project including its strengths and limitations (GAO 1996). Once the discussions and observations were completed and data had been collected, a data analysis occurred (Hoskins & Mariano 2004) which followed the project establishment. One challenge of the analysis was the fact that the project was very flexible and there was no simple, 'right' way of doing it. Author however judged what variations are most appropriate for the need and their particular problems (Weber 1990).

The author was responsible for the study conception and design and the drafting followed by the data collection and data analysis. While step one allowed for the unit of analysis to be divided and the transcriptions into different themes and patterns using content analysis, the second step developed framework of categories relevant to the themes and patterns that emerged. It was necessary that this framework was significant to the research questions. The collected data were analysed through content, narrative and comparative analysis. It was through content and narrative analysis, that themes and constructs were identified. This process allowed for the financial model to be rigorously

analysed and refined forming the establishment of the Sindhuli Acadamy, a sustainable model for low-cost schools with PPP modality.

It must be made clear that that author, on top of own experiences and expertise, relied on the information gathered from interviews with those who had experience in the educational and financial business sectors. In summary, given the project aim and questions, the project has been multidisciplinary, empirical and with a qualitative approach. Firstly, this was because combining methods could help to better answer the project questions. Secondly, this development project conquered with the basis presented by e.g., Berglund et al. 24 (2012) that entrepreneurship is multidisciplinary and contextually dependent. This strengthens author's belief that this project would benefit the whole of the global south. Also, since the drawing on material from different empirical settings, as pointed out by Silverman (2010), this makes it possible to see how the data intersects and thus show similarities and disparities in various contexts.

## 5.1    Development project process

The project was carried in three phases to answer the project questions which are presented in the following section. The first two parts reflect the empirical knowledge, as understood, and collected by the author throughout observations and the services design meetings and workshops. The third phase provides a brief overview of the broader situation with CSO and community actors involved as a responsible player in the process for sustainability. In other words, the first two stages reflect the current situation of the low-cost schools, whereas the final stage provides the final and sustainable modality.

During early phases and processes, international practices of the low costs schools and their weaknesses were noted down. In the meantime, development of possible modality locally was brainstormed with the local educational and community leaders. The author also visited the community from Finland for observations and reflections. A modality was brainstormed together in a community with local and international experts. School, CSOs and community together, the team of prepared implementation of the project were delivering value to the community, with the poorest at the center. The 4-A pillars of implementation (see picture below pic.2) was formulated. Subsequently, the new school with new modality and vision was established.

**Phase One:** During this phase data were collected from literature on the strength, weaknesses and different experiences of low cost schools (LCS) internationally from India, Brazil to Nigeria. The author brainstormed on own for a modality on establishment of a low-cost school in Nepal in the given context. The use of Finnish Pedagogical approaches was seriously considered. There was intense literature review of the Finnish pedagogical approaches which was followed by school observation. The position trainer of global education for Täksvärkki in Finnish schools helped the author a lot for the matter. The following points were discussed and agreed to contextualize in the school with the founders including the elements of SED and Finnish pedagogy.

- The conception of learning was redefined between grade 1-8, where the students own activity and interaction with the teacher leads the learning. While the organization controls learning environment, students together with other students steer the learning.

- Students are encouraged more and more to deal with and interpret the received information based on his / her earlier knowledge (constructive pedagogy approach). Teacher will be trained for it.

- Political consensus in the community for common school system including scholarship program for the poorest.

- An expectation that all children can achieve at same levels, regardless of family background or regional circumstance

- Collective community responsibility for learners who are struggling in various ways.

- Modest school fee that are tightly focused on the learning and serving. Not for profit, but sustainability.

- A climate of trust between educators and the community

**Phase Two:** This phase focused on analyzing and scrutinizing the financial model, formed in phase one, by experts in the educational business sector. During this phase, CSO and community leaders were involved and invited for cooperation for financial sustainability. Subsequently, a sustainable financial model for Socially Responsible Education (SRE) was proposed and formulated with all together differently than the existing

low cost schoools (LCSs) in the global south. The SRE was formulated on the foundation of long-term quality, commitment, and equity.

The four pillars of the project implementation were formulated in during the second phase:

1. Awareness – advertising strategies to promote the school.

2. Acceptance – forming alternative opportunities to current educational system.

3. Accessibility – creating accessible avenues for child attendance.

4. Affordability – establishing a supportive financial system for families.



Figure 12.     The pillars of implementation of the Sindhuli Acadamy

## 6    Results

6.1    Measures for better quality, affordability, and sustainability of education

During 2017-2020, the project developed new modality in education i.e., the SRE. It followed the PPP model, which was holistic by nature, covering not only the education but also the elements of community development, environment, the social context, the policies and the interactions between children, educational staff, and parents. In the

beginning, this complexity made it harder for the project to formulate an optimal strategy to develop the project. Moreover, the local environment, the social context, the existing policies and the interactions between children, educational staff and parents were taken into serious consideration. The complexities surrounded the abovementioned issues were important, but they also made it harder for the project to formulate an optimal strategy for project development.

The promise of an affordable school with quality education but adoption of sustainable measures had initial appeal for the project, but the contextualization of the reputed Finnish 'quality' education in the international rankings brought about additional challenges. The biggest challenges were very different contexts, level of understanding/ trainings and expectations from parents and the resources. Despite challenges, findings from the project suggest that the project was able to successfully formulate equitable, quality, and affordable school. Notwithstanding cultural, logistical, commercial, and operational hardships, the project was able to offer a more reasonable approach for quality, affordable school.

Taking the Sustainable Development Goals 4 (i.e., quality education) into consideration, the project seeks to marry access to schooling with a goal that has proven elusive from the very beginning: quality. To maintain quality in the project school, a reformed practice was highly encouraged to embrace in the school. From widely accepted and locally practiced teacher-centric measures of educational systems with highlight on effective *teachers* (i.e., teacher characteristics) and *successful* teaching (i.e., student outcomes), there was a shift to change the instructional practices. As in Finland and other educational leader countries, the school has tried to employ teachers—their pedagogical moves—in classrooms so as to facilitate students' interactions with academic content and that result in learning. During this project, following three pedagogical approaches were adopted so as to maintain the quality in education.

1. Establish instructional behaviour and practices for quality teaching were formulated: While no forms of physical punishment were accepted, practices for classroom teaching are encouraged to be non-negotiable, with plenty room for professional judgment, improvisation, and flexibility. Sticking to Nepali national curriculum for content, the classroom teachings were made participatory and exploratory. Short classroom days with extracurricular activities were promoted with an immediate effect.

2. Reconfigure the school academic activity: Since the school adopted a different pedagogical modality from teacher-centered to student-centered teachers, teachers were given instruction/training on both what is expected regarding instructional time (starting or ending times and breaks within the day), class composition (sizes or organization) and teaching responsibilities (new job descriptions).

3. Encourage pedagogical risk-taking behaviour among teaching staff: To explicitly encourage to overcome natural risk-aversion and adopt new, student-centered teaching techniques. Teachers were allotted additional time during the working hours to encourage self-projection in pedagogical matters and sharing took place each day among the teachers. For that, an hour of an 'idea-ring' was organized during the lunch break so teachers can present their findings with recommendation to the school's context. The presentations were done one by one on a weekly basis and external presenters, experts invited as guests.



Figure 13.    Introducing Finnish outdoor game to kids.

During the project, it was reminded that maintaining affordability and sustainability of quality education is a complicated and multi-faceted challenge. The results of this project

served as the basis for redesign of education by understanding existing and future relationships within the organisation's network from user perspective" (p.10). For that, empathy model and exposure were adopted. These strategies were organized into three categories:

    a. Clarifying financial information,

    b. Easing the financial burden, and

    c. Filling in financial aid gaps depending upon the need on an individual basis.

Specifically, the project formulated solutions on how schools can provide students with better access into quality education (see chapter 1.3). For sustainability of making students going to school more affordable, the PPP modality was adopted to organize functioning scholarship programme.



Figure 14.    Introducing student-centered teaching techniques during outdoor sessions.

6.2 Development of a sustainable and functioning child sponsorship programme for the needy children (orphans and vulnerable)

Using child sponsorship to raise money for poor children mostly in the global south has been one of the most innovative marketing tools since 1937 when the Plan USA started its child sponsorship program for the first time in an organized manner. After the Plan, many charity organizations across the global north still use the similar child sponsorship model today, including the Plan. As a former recipient of the child sponsorship program turned development worker and 'educational pedagogist', the author has his own experiences and reflections from both side of the fence. According to his own experiences, child sponsorship cannot only be an administrative nightmare for a small-scale initiative like this project but also unpractical. Not only unsustainable, but such a program can also be damaging for the pupils, their family, and the community. Also, most of the scholarship program put children in public school, which are notoriously known for their quality. For these very reasons, the set of measures presented below were developed together with community members. The first one was implemented during the process while the second is planned for the future.

1. **Community-wide and sustainable child sponsorship Programs** – Instead of having one-to-one (1:1) sponsorship with the sponsors bearing all the costs, the project has made the school and community obligatory to bear 25 percent of the costs where donors contribute the rest to scholarship program under the PPP modality with no funds going towards the cost of administration. The scholarships are provided to the students from families in most need sticking to the guidelines. The scholarship committee comprises the community and the school, and the CSO makes the selection of the children in need. Hand-picking of students are eliminated from the process. The ownership of the scholarship program remains in the school, community and the CSO.

2. **Income generating (IG) activities for parents** – To empower the parents of poor children, the school-CSO-community has begun process to set a microfinance. Once microfinance is established, supporters who want to fund a loan for the IG programme will be able to do so. The sponsorship and micro-finance programmes will be complementary and address both the need to provide immediate support to the individual and the school as well as to grow the community members and assist the poor in becoming self-sustaining. The loan from supporters via the upcoming micro-finance will be turned into a revolving fund together

with the CSO and community. 'Revolving Fund' is a capital raised with income generating purpose which is managed by the community so that funds can be made available to the users in the community again and again. In the case of this project, the identified parents of poor children are the only users for the revolving funds as the intention of the establishment of the funds was to make them self-sufficient and sustainable. The income generating activities are yet to be planned for the poor families. After its implementation, family can generate income to provide for basic needs, such as food, healthcare and education of their own children.

## 7 DISCUSSION

As presented in the chapter 6, the main findings of the project have been to identify and successfully implement the measures for better quality, affordability, and sustainability of education in the given context in Nepal. Moreover, development of a sustainable and functioning child sponsorship program for the needy children (orphans and vulnerable) remains as another project finding. The findings provided insights into Chapters 4 and 5 that led to establishment of dynamic school with functioning scholarship program on a holistic level. These included organizational elements of culture (including personal values of individuals and organisational ethos), structure and leadership, approaches to community development, motivations, and barriers. The results informed the development of the own model of low fee school with around 450 children with 25 percent of them receiving the scholarship.

### 7.1 Discussions of results

The foundation of these holistic programs was accomplished by applying education service thinking and community development as a lens to reformat the pedagogical thinking. To achieve the objective, in-depth interviews, networking, and collaboration with local, national and international partners and experts were carried out. During this stage, the proposition for service designers to engage with development in transformational level was assessed and further opportunities for enabling it were discussed.

During this project a link between equity, quality education and a new context of education and sustainable community development was explored, leading to several emerging relations. Throughout, the needs of both areas of equity and quality have been

recognised and brought together developing a mutual relationship. First, the aim of quality, affordable and sustainable education in rural, semi-urban Nepal was realised. Second, the appropriateness of the process for sustainable and functioning child sponsorship programme for the neediest children in school was established. Third, the system that requires re-design, continuation and innovation was explored in detail for future.

In this project, it was acknowledged that establishment of school expanding from an improving educational service which were designed and offered at the periphery of 'very poor' public education service and unaffordable private education. To be able to do so, this project re-adjusted educational entrepreneurship as *edupreneurship* models within the parameters of PPP modality. As a response, the project contributed to a change of educational services towards more responsible and equitable and quality education in an increasingly complex situation of education in Nepal.

The design approach was supported by community development work methods with the role of a local CSO. The CSO organized with the community and implemented the scholarship program together with the school. The school contributed **25 percent** of the scholarship costs as the part of its social responsibility. For the future, the project has recommendations for financial inclusion for families of scholarship children. For that, the establishment of a non-profit microfinance is envisioned. Ideas established during the project can be used to facilitate the understanding of the low-fee schools in low- and middle-income countries' education system. Also, according to the project, the pedagogical knowledge from globally best systems can be effectively contextualized with good knowledge, planning and trainings.

During this project, it has been recognized that children, teachers and their parents were involved directly and indirectly in the design process as an "authentic stakeholder" (Iversen and Brodersen, 2007). It was important to engage with change in holistic levels and therefore the 'user-centered' approach in community development was perceived. This project also engaged in an alternative process to establish and understand change (in community, schools, organisations) at the transformational level for Service Design purposes via exposure and empathy modality.

Some case studies and cross-case analysis were carried out using a human-centred approach to formulate holistic child sponsorship program. To understand low-fee schools and impact of the sponsorship service, service thinking was applied to the findings as a

lens to clarify the relationship of different components. Using this lens allowed this process to focus both on the users and service provider relationship.

Although the process was energy intensive, it led to a holistic model which has been perceived as a valuable input for the establishment of such school in the area. The future work of establishing microfinance and the revolving fund may be a valuable project in relation to Service Design, community development and the context of child sponsorship program.

The meeting of the project aims was visible with school with almost 470 children of whom 25 percent into scholarship program. For most of the scholarship children, quality education would have been distant. Many of the scholarship children would not have been able to afford 'free' public education without this project. In addition, evaluation of the school has already shown its potential to be used at the transformational level, which further supports the value of the process. In 2018 SEE national board examinations, pupils in the school got unexpectedly and outstanding results. 93 percent of the participants received an A+ and the rest 7 percent participants received an A. This accomplishment from rural children was marked better than most 'elite and expensive' schools in entire Nepal.

The project was designed with a clear understanding of the intended change perceived necessary. Both literature and practical level of engagements with community users and leaders showed that there has been focusing on the user-centred and co-creation tools and methods (Wetter-Edman, 2012) and using them to re-design new service models. As a result, for the first time in the entire area, there is a functioning child sponsorship on PPP modality where the school, community, CSO and international joint efforts. Importantly, the ownership of the sponsorship project is a truly a collective process using a student/parent-centered approach.

What is evident in this project is the focus on the integration of the school's elements, beyond just teaching and learning inside the classroom. Focussing on learner-centred practices (Henderson and Tilbury, 2004) and enabling responsible citizens (Vare and Scott, 2007), the learner is only an implicit asset within this project. Extracurricular activities were integrated into the project shortening the 'in-the-class' time drastically for the primary and lower secondary school. Extracurricular activities such as yoga, music, literature, and environment are introduced for the intended change. These continue to be

developed as a necessary element to inform modality in education design and practice. Role of user engagement and genuine social responsibility is visible in all areas from school (student, teacher, parents), CSO and the community.

To conclude, this project expressed a particular relationship between the school, community and its user for service coproduction and co-development. While the project emphasis on the user experience while considering the integration of all the elements of the school as a service organisation. The whole school approach model "integrates pedagogy with the social/organisational and technical/economic aspects of school practice" (Shallcross, 2005: np). This school-focused model has been further modified by Expertnet (Mathar, 2013) to highlight circumstantial factors (external and internal) that influence schools on a daily basis. Thus, the vision for change has been set out globally and presupposes a transformational shift in thinking, values, teaching and learning processes. As no prior work has been carried out in the entire area where the project took place, the project sought to first find theoretical grounding and then to continue to practical application by establishing the Sindhuli Acadamy.

It is hoped that this project will promote and assist existing and future stakeholders of schools to ensure their schools thrive. This creates an opportunity for edupreneurs to transform education through innovation and provide affordable quality education in Nepal. Moreover, it could be of use to other geographic locations in the global south.

## 7.2    Ethical considerations

The project was carried out with respect and consideration for good practices and ethics as laid down by Finnish National Board on Research Integrity, 2012. For this project this meant that the respondents and other participating actors were treated with respect and truthfulness; informing respondents beforehand of the project aim, actions, and intentions, and how the work would be conducted and if/how the findings will be presented. This also including ensuring participants they cannot be harmed by taking part in the project, were kept anonymous, and ensured their data was secure.

## 7.3    Trustworthiness

Trustworthiness is important in such a study project as it is concerned whether the project is following what needs to be followed, and if the results are credible and valid. To

improve trustworthiness, the analysis process and the results of the project needed to be described in sufficient detail so that readers have a clear understanding of the project including its strengths and limitations (GAO 1996). To ensure trustworthiness, a matrix of evidence was compiled, showing how the project questions were being addressed during the process. Abductively, the project was concerned with a phenomenon of the development of school with unique modality in a definite time and place.

This project was limited by four main constraints: 1) a limited time to execute the project due to author's personal and social obligations, 2) a limited time to be physically present on site for developmental ideas, 3) the limited number of previous projects in the field in the Nepali context, and finally, 4) the lack of consensus on expectations and topics like the pedagogical modality between the author and the resource (time, infrastructure and people). Moreover, the lack of field of knowledge starting from the definitions of edupreneur, social responsibility and business model to the various applications of Business Model Canvas also derailed the processes, not to mention the uncertainties the COVID-19 pandemic.

The definitions and conclusions taken in this project were based on a sample size of one, therefore it does not represent education enterprise in general. As the object of the case project is a socially responsible edupreneur in Nepal, the small sample bias means the project may not apply to global educational enterprises, but rather may apply more specifically to developing countries with similar characteristics and challenges as Nepal.

## 8    CONCLUSION

Overall, a socially responsible edupreneurship (SRE) successfully established a K-12 school in Nepal. The best course of action was the introduction to a student-centered pedagogical method and the development of scholarship programme fusing the PPP modality and setting a link between education service design and sustainable community development. The project explored several emerging relations between different actors in the community and established a model school through an outside-in approach where tools and methods were supported by participatory and collaborative strategies. The benefits became visible when over hundred children who could not afford government-free education joined the school as scholarship students and these same pupils graduated from the school with outstanding results. A total of 93 percent of the participants earned an A+ grade and 7 percent received the grade of A. The accomplishment from

these rural children fared better than very expensive 'elite' schools in Nepal, including one of the most expensive private schools in Nepal's capital, Kathmandu.

For the future, knowing some of the barriers for families is financial challenges and sustainability, to engage the idea of an income generating level of activity it needs to be acknowledged there is a lack of established 'spaces' where such work can take place. This thought leads to two prospects for future education planning:

1.  Developing 'space' for Service Design by establishing genuine income generating activities for parents.

2.  Embedding Service Design practices in the form of an interest free loan with establishment of microfinance for parents and/or guardians of scholarship children.

Both abovementioned prospects via microfinance should be regulated by the school, CSO, and the community. With the community and organisations working together, the sponsorship and micro-finance programmes will be complementary and address the needs in community by assisting weaker sections in becoming self-sustaining, thereby empowering parents in making a lasting contribution to their children's education. When dealing with large populations under the poverty line, it is recommended to have evening schools the offer a variety of training and supplemental educational services like tutoring and other academic/vocational enrichment activities. Such activities can be held in partnership with other vocational schools in the area.

Building upon this, it is recommended to plan a library, theatre, playgrounds, and science laboratory to enrich academic and non-academic activities to help improve achievement in reading, language arts, sports, science, and math. For pedagogical development, there has been discussion with the Finland-based Lions Club International to introduce the Finnish Lions Quest (LQ) programs to provide training to teachers and staff and promote social and emotional learning in the classroom. The LQ promotes positivity and support in the classroom which increases students' wellbeing and academic achievement.

While illustrating how PPP made services more user-centred, the SRE-led education service model made the project of the community rather than a group of people. The project demonstrated how the PPP model was instrumental in introducing the

pedagogical school system contextualised in a local setting, and reflected coordination between the school, CSO and community. The findings also indicated that the differences in the pedagogical methods were perceived by all students, teachers, and community as an improved strategy. The change towards pedagogical improvement, however, must be an on-going process.

The project argues for opening a set of opportunities; in particular, for the future, practicing and developing a better understanding of whether or how the PPP modality elaborates a more actionable framework in similar contexts in the global south. This could impact Nepal's education by exploring and expanding the capabilities of re-designing education service at a transformational level aiming towards a more sustainable future. This project showed the community development measures can facilitate change in the school education services making education more equitable, sustainable, and accessible. In summary, future sustainable educational models based on this project can help support 'best practice' for low-fee schools.



Figure 15.    Making learning fun. Pupils with American-Finnish volunteer teacher Hope Makara.

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**Appendix 1: Proposed business plan**

**General information**

| WHO? | WHERE? |
|------|--------|
| Proposed Sindhuli Acaday | Kamalamai-4, Lamatar, Sindhuli, Nepal |
| VISION | SECTOR |
| To provide better quality and affordable education to the children of Sindhuli District and surrounding areas of Nepal | Community development and education |

**Social Imapct**

| PROBLEM | SOLUTION | EFFECT |
|---------|----------|--------|
| Low quality education in public school

Unaffordable education for the poor in the private school | Quality education will be provided in the school. The nearby public school will also be supported via teachers' training partnering with local NGO as community responsibility

School will be low cost school. Bright children from families in need will be provided free education under scholarship program via local NGO. Community initiatives will be planned for education of children from poor families (to be developed | 400 students will be provided education from April 2018

Friendship school will be developed so as to support public school

Fifteen children from very poor background will be provided full scholarship

Community development / empowerment Ideas to mobilise parents to develop |

| | | localize economy in sustainable manner |
|---|---|---|
| | | |

**Business plan**

| KEY PART NERS | KEY AC-TIVI TIES | VALUE PROPOSI TION | CUS-TOMER RELATION-SHIP | CUS-TOMER SEG-MENTS |
|---|---|---|---|---|
| 1. Students 2. Parents 3. Teach-ers 4. Neigh bour-ing schools 5. NGO 6. Com munity leaders 7. Spon sor/s 8. Mgmt team | 1. Teach-ing 2. Learn-ing 3. Com-mu-nity De-velop-ment Ac-tivity 4. Profes sional train ings 5. Micro fi nance (to be devel-oped) 6. Scholar-ship de-velop-ment ac-tivity ( to be elabo-rated) 7. Com-mu-nity em-power-ment ac-tivity ( to be elabo-rated) KEY RE | 1.High Quality Ed-ucation 2. NGO coll bora-tion 3. Commu-nity Collab-oration 4. Social re sponsibil-ity 5. Commu-nity em-power-ment / De-velop ment 6. Active and func-tioning scholar-ship program 7. Unique & Practical De sign | 1. Develop Per sonal level con tact with all key part-ners. 2. Diversed and experi-encd board mem-bers 3. En-voy to sup-port scholar ship pro-gram and pedagogi cal excel-lence in dif-ferent coun-tries. CHANNELS 1. Social media 2. Personal con tacts 3. website | 1. Local Stu dents 2. Local Par ents 3. Students from neigh bouring dis tricts 4. Commu-nity empower-ment initiatves like farming train ing and teach-ers traing 5. Micro loans and com munity farm ing (to be de veloped) |

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| SOURCES | 4. Founders | 6. |
|---|---|---|
| 1. Fees | 5. farming & micro finance members ( to be developed) | |
| 2. Scholarship donation via NGO | | |
| 3. National/ intl volunteering support | | |
| 4. Local re sources | | |
| 5. Local / political collaboration | | |
| 6. Land owned by founders | | |

| COST STRUCTURE | REVENUE STRUCTURE |
|---|---|
| 1. School operating cost eg salaries to staffs | 1. Scholarship donations from the NGO |
| 2. Hostel operation cost eg kitchen | 2. National / Intl volunteers |
| 3. Social responsibility contribution | 3. Profit |
| | 4. Proposed farm |
| | 5. Brand in itself |

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## Appendix 2: Selection criteria of scholarship students

| S.N | | grades/ points | | | | Re-marks |
|---|---|---|---|---|---|---|
| | | 7.5 | 5 | 2.5 | 0 | |
| 1 | **Family** | Orphanage/ Severely Disable parents | Single Parents/ Living in other family | With Grandparents or living with extended family. | No problem in/ with family | 3rd/4th school going child gets 2.5 |
| 2 | **Economic Status** | Seasonal labourer/ Agriculture peasant( less than 60,000 in a year) with no or insufficient land) | Low skilled labourer(less than 80,000 in year with no or little land) | Employed but earning less than 120,000 annually and have insufficient land for food | Income stands over 120,000 and sufficient land to grow food needed for 6 month in a year | figures are in Nepali currency. |
| 3 | **Housing types** | | Thatched house made up of wood / mud with less than 3 room | House made up of cements & bricks without modern indoor facilities | House with modern indoor facilities (separate kitchen, bedrooms and bathroom) | |
| 4 | **Caste** | | 'Dalits' | Other but financially unstable i.e. annual income less than 120K | Financially stable family i.e. annual income over 120K | |
| 5 | **Gender** | | | Female | Male | |
| 6 | **History of drop out in the family** | | Male sibling with the age difference of 10 years | Female sibling with the age difference of 10 years | | |
| 7 | **Disability of the students** | A-B graded Disable * | C graded disable * | * | | *CSO's decision would be final while marking the points |
| 8 | **Performance of the students** | Won state level championship in any competition and needy | | Secure GPA of 3.8 and above and poor | | |

*The child getting 10 points and above is eligible for 100% scholarship, the one who get 7.5 is for up to 50% scholarship.*

**Commitment from the Sponsor:**

- The individuals/ family willing to sponsor a child/ children should commit to provide at least of $150 per annum, for each day student.
- The sponsors are requested to sponsor for at least of 5 years. And if they want to terminate the sponsorship they should inform the CSO/ School at least a year before termination.
- The sponsors are requested to visit the school and CSO at least once. The school and the CSO family would happily commit the living costs in Kathmandu and in Sindhuli.

**Commitment from the Scholarship Recipient:**

- Each scholarship recipient does commit to offer the scholarship assistance to at least of 2 students after graduation and receiving job in future.

**Commitment from the parents of Scholarship Recipient:**

The parents of the full scholarship recipient do commit to give a day in a month to the school/ CSO. Their time will be used for the school or community. In future we plan to provide the families of our scholarship children basic life skills i.e. finances, family cooperation, responsibility towards broader community and human fraternity. They would get some training in accordance to the context, interest and their ability.

Later the CSO and the school plan to make the cluster of 20 people and form a group where they give 2 days in a month and work with the skill they received. The surplus received would go and form a fund. The 75% of the earning would be developed as a revolving fund which would be channelized for the welfare of the group as a loan with minimal rate of interest. The other 25% of the earning goes to the scholarship fund.

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**Appendix 3: Application form for scholarship students**

*TRANSFORMING SINDHULI THROUGH SCHOLARSHIP PROGRAM*
*THE HELPING HANDS, SINDHULI & SINDHULI ACADMY*
**2019 SCHOOL SCHOLARSHIP APPLICATION FORM**

**INSTRUCTIONS/GUIDELINES**

- This form is given **FREE OF CHARGE** by the HELPING HANDS SINDHUILI, NEPAL
- The information provided in this form is intended to help the Selection Board to understand the applicant's academic and financial position for the purpose of assessment for scholarship/award
- On being called for an interview, the applicant must bring the originals of all documents mentioned
- The completion and submission of this form is not a guarantee of sponsorship
- Any false statements, omissions or forged documents will lead to automatic disqualification
- Scholarship comittee reserves the right to make the final determination of scholarship beneficiaries
- **Only shortlisted candidates will be invited for interviews**

# PART A: APPLICANT'S PERSONAL DETAILS

# PERSONAL DATA

Full Name of Applicant:

First/Baptismal: _____ Middle:_____ Surname/ Family Name:
_____

Gender: Male ☐ Female ☐ Date of Birth: D D M M Y Y Y Y

Address:

Tel/Mobile No.: Alternative Mobile No.:

# ACADEMIC INFORMATION

Name of Primary School Attended earlier:
Grade:

# PART B: APPLICANT'S FAMILY INFORMATION

# PARENTS' INFORMATION

**Father's Full Name:**

First Name:_____ Middle Name: _____ Surname: _____

Municipality/ Gaunpalika _____ ward: _____ village:_____

_____

Source                                    of                                    Income:
_____
_____

**Mother's Full Name:**

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First Name: _____ Middle Name: _____ Surname:

Source of Income:

Family annual income:

## GUARDIAN INFORMATION (If not living with your parents)

First Name: _____ Middle Name:_____ Surname
:_____

Source                                          of                                          Income:
_____

## SIBLING INFORMATION

List all your brothers and sisters starting with the oldest and state what each is doing.

(If working, describe job and monthly salary. If in university, state it; If in school, state the form or class; If in training describe it; If a sister is married, show the occupation of the husband. If a brother is married show, the occupation of the wife.)

| Name | Age | School/Employer | Class/Position in |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |

## PART C: APPLICANT'S EVIDENCE OF NEED
## APPLICANT'S INFORMATION

| Indicator | Description |
|---|---|
| Why are you applying for a scholarship? | |
| Have you received any financial support in the past? Please provide details: | |
| Do you suffer from any physical impairment (disability)? | |
| Are you entitled to any form of goverment support? Describe | |

Who do you live with? Parent(s):          Guardian(s):          Other:Specify: _____

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## PARENTS'/GUARDIANS' INFORMATION

| Indicator | Father/Male Guardian | Mother/Female Guardian | Other |
|---|---|---|---|
| Age of your parents/guardians: | | | |
| Does any of your parents have any form of disability? Describe the disability: | | | |
| Does any of your parents/guardians suffer from a chronic disabling medical condition? Describe: | | | |
| Are you living with both parents? If not, explain: | | | |
| Are your parents/guardians employed? Give details of job and salary per month: **Attach Payslip** | | | |
| Do your parents/guardians own a business? Describe and show the average monthly income: **Attach Bank Statement** | | | |
| Do your parents/guardians own land/plot? State number of acres, type of crops grown, number of cows/sheep/goats/ donkeys and income from such assets: | Land size:<br><br>List livestock: | | |
| Do your parents/guardians have any other assets or sources of income, including casual labor? Indicate the approximate monthly income: | | | |

## FAMILY INFORMATION

| Indicator | Description |
|---|---|
| Has your family been affected by civil conflict or natural disasters such as displacement, flooding, drought, fire or famine? Describe: | |
| What type of house do you live in? Describe such as grass hatched, iron sheet, cemented, etc: | |
| Please describe any other cause of disadvantage or vulnerability: | |
| Any siblings in i) Secondary School?<br><br>       ii) University? | |

## Part D: How did you first learn about this scholarship program?

## PART E: DECLARATIONS
## APPLICANT'S DECLARATION

I, _____ declare that I commit myself to working hard and support

teh scholarship program upon graduation and getting stable income.

Signature: _____   Date: ☐☐☐☐☐

## PARENT'S/GUARDIAN'S DECLARATION

I, _____ declare that the information given above is true to the best
of my knowledge and I am aware that giving false representation will mean that my application will not be considered and will lead to automatic disqualification. I authorise the scholoarship comitteee to obtain such additional

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information concerning my educational program and financial records as needed to complete this scholarship application.

Parent's/Guardian's                                                                 Name:
_____

Signature:                                                                          Date:  | D | | | | |
                                                                                    D      M
_____

If you wish to provide additional information, please attach a separate piece of paper.

## Part F: RECOMMENDATIONS

This part must be completed by the relevant authorities indicated. Any false infomation will lead to disqualification.

**1. Primary School Head Teacher:**

Please report on the above named applicant's performance, conduct, special interests and talents. Also

explain why he/she should be considered for the *Wings to Fly* Scholarship Program:

How        long        have        you        known        the        candidate/family?
_____

Report on any special interests or talents the child may have e.g. Leadership, Sports, Arts, Music,
etc:_____  _____

Rate the candidates financial ability:    ☐ Very Rich   ☐ Rich   ☐ Middle Income   ☐ Poor   ☐ Very Poor

I have reviewed the information given in this form and believe it to be truthful. The above named student attended my school and based on my knowledge and/or inquiries, I affirm that he/she is needy/vulnerable. (Please describe facts about his/her circumstances.)

_____
_____

_____
_____

_____
_____

Name: _____  Signature & Official Stamp: _____  Date: | D | D | M | M | Y |

## MUNICIPAL/ VILLAGE  WARD DECLARATION & RECOMMENDA-TIONS

I, _____ declare that above mentioned facts are true. I highly recom-

mend the application for the child.

Name:                    Signature & Official Stamp:                    Date: | | D | D | M | M | Y |

**NB: If a family is found to have misrepresented their circumstances, the scholarship will be terminated and they will be required to refund fees paid. The forms are available in Nepali too.**

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**Appendix 4: Proposal to establish a Socially Responsible Edupreneur  (SRE) School**

| 1. The name of the proposer or proposers and a contact address. |
|---|
| Proposed: The Trustees, Governors of Boards and Advisors<br><br>The Sindhuli Academy<br><br>Kamalamai-4, Lamatar,<br><br>Sindhuli, Nepal |
| Execution: The name and the address of the project was realised as proposed.<br><br>The Trustees, Governors of Boards and Advisors<br><br>The Sindhuli Academy<br><br>Kamalamai-4, Lamatar,<br><br>Sindhuli, Nepal<br><br>+9779851000409 |

**4.2  IMPLEMENTATION:**

| 2. The date on which it is proposed that the school be opened or, where it is proposed that the opening be implemented in stages, the dates of and information about each stage. |
|---|
| Proposal: It was proposed that the school be opened in Sindhuli Nepali from the new academic calendar April 2019 (being the start of the 2019/20 academic year). As the school already exists as a private school in the premises, it is proposed that the opening be implemented in one stage with new innovative ideas one by one. |
| Execution: As to the proposal, the school started in April 2019 with 350 students with new modality and full functioning scholarship program. |

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**3. Where the proposals are to establish a voluntary, private, foundation or foundation special school, a statement as to whether the proposals are to be implemented by the local authority or by the proposers, and if the proposals are to be implemented by both, (a) a statement as to the extent that they are to be implemented by each body, and (b) a statement as to the extent to which the capital costs of implementation are to be met by each body.**

Proposal: The proposals are to be implemented by the Trustees, Governors of Boards and Advisors. All capital costs are to be met by the proposers. The school will be a Socially Responsible Edupreneur (SRE)  with significant contribution to the social and community efforts (see chapter 1.4, P9) . The School and the CSO ie Helping Hands will implement the scholarship program for the most vulnerable children in the community. The school will follow modality of the public private partnership.

Execution: As to the proposal, the school started in April 2019 with 350 students with new modality and full functioning scholarship program. The modality of public private partnership as discussed in the study was realised.

## 4.3. REASON FOR THE NEW SCHOOL

**4. A statement explaining the reason why the new school is considered necessary and whether it is to replace an existing school or schools.**

The proposal is for the existing school, NEBS, to enter the maintained sector by becoming an edupreneur (education+ enterprise) school starting from nursery to grade 10, under PPP modality. The new school will be developed with spaces for 500 pupils in total to begin with. The present school is located at Kamalamai -4 Sindhuli Nepal. Since its foundation, however, the for profit school has had as its objective the provision of education to pupils coming from better-off families in the area of the municipality, with only a small number of pupils resident outside the area. With new administration, the school will have scholarship program together with the local CSO i.e. The Helping Hands Sindhuli. New pedagogical methods and community development initiatives will be initiated, implemented and contextualised.

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The school will continue in the current location with site area extension. While it will be run in the current rented building, it is proposed that the school will be relocated to a new purpose-built building as soon as possible.

The NEBS was established in 1992 to meet an increasing demand for an English medium school provision which follows the National Curriculum. The proposed school aims to achieve the highest educational standards with contextualisation of the Finnish pedagogical ideas. It seeks to provide this education in a warm, playful and caring environment, where children are happy and can grow into responsible & valued members of the community. It is intended that the current school's successful approaches will be continued within the maintained sector and new pedagogical ideas will be implemented as an edupreneur.

The new school, which will replace the existing private school, is necessary as there is currently a well-recognised need for quality education and access to the same to the children from marginalised and poorer families. While the children from a well off families will pay, it is expected that 30 percent of the children will be provided free education in coming years. There are no shortages of schools but clear shortages of quality education in the areas. When it comes to access to quality education for children from poorer families, it is non-existent. It is well recognised by everyone that an institution with quality education will, without doubt, gain extreme popularity. The education is highly valued by residents living in the areas and the quality of the nearby public schools are often questioned.

Becoming an SRE – school, it will also support the diversity of provision within the community. With 20 percent provision of full scholarship, the access of the children in need will follow the criteria set by the team (please see appendix 2) which promotes access to the school for children in need belonging to all ethnic cultural diversity of its population. By entering into social causes, the school will provide high quality education which will be enhanced by providing the school with greater access to the skills, knowledge and resources available to schools by allowing the school to benefit from the past experience. Also, as social responsibility the proposed school will also support pedagogical development of other schools in Sindhuli district by allowing the school to become an active participant in the network of schools, to the benefit of greater community. With the support of one of the pedagogy operation advisors living in Finland, the best pedagogy in the world. Finnish pedagogy will be contextualised and implemented in Nepal.

Execution: As to the proposal, the school started in April 2019 with 350 students with new modality and full functioning scholarship program. The modality of public private partnership as discussed in the study was realised as proposed #4.

## 4.3.Type

| 5. The type of the school was proposed be established (a low-cost-school) and, if required by section 10, a statement that government's consent has been obtained. |
| --- |
| It is proposed that the new school will be a low-cost- edupreneur with 20 percent of children coming for challenging financial, social life situations. The school has permission from the government authority. |
| Execution: The proposal was met. LCP was established, scholarship program started and permission from authority was sought before actions. |

## 4.4 ETHOS

| 6. A short statement setting out the proposed ethos of the proposed school, including details of any educational philosophy, which it is proposed that the school will adhere to. |
| --- |

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The promoters and advisor intend that the proposed school will be a school providing respect to all differences, ie ethnicity & religions with access to a high quality general education that meets the Nepal's National Curriculum as well as students are provided religious education in all major religions and also moral education accordance with Nepal's law and practice. The Finnish pedagogical elements will be incorporated in pedagogical operations.

The ethos of the school is reflected in its mission statement which states that SINDHULI Academy's aim is to:

*Provide children with the tools, skills and confidence to go out into the world community as responsible members of society.*

Sindhuli Academy seeks to achieve this by ensuring that its students succeed academically. But in addition the SA seeks to develop the whole child by imbuing in each child a love of neighbour, community and country with its focus on developing positive personality traits.

Moral education that aims to encourage positive character traits are therefore integral to the overall programme followed at the school. In addition the school places a high value on developing pupils as well-rounded individuals (education, sports & music) who can play a part in Nepali society with genuine respect to diversity. Teaching values and preparing them for life in modern Nepal is therefore integrated into the curriculum and is an important part of the pupils' education.

Sindhuli Academy therefore will

- provide outstanding and inspiring studies under the National curriculum that is integrated with an excellent education with new pedagogical approaches.
- create a warm and friendly school for the local community
- work in partnership with parents and local community to help their children learn and develop and add to the life and well-being of the school's local community
- foster a safe, supportive and nurturing learning environment
- ensure that all children have equal access to a broad and balanced curriculum
- encourage children to have respect for themselves and for others
- offer care and support to children with special financial, social and educational needs

Execution: The proposal was met. School was established, with proposed ethos above.

**7.    It is proposed that the school—**
**adheres genuinely to a philosophy of respect, non discrimination and equal**
**access to opportunity for quality education in the area.**

In the 2011 Census 80 percent of Sindhuli residents gave Hindu as their religion followed by Buddhism, Prakriti and Christianity 30, 3 and 1 percent respectively. It is a  ehnicicilly mixed community. The literacy rate is only 60 percent. Public schools lack quality and the private are unaffordable for the majority. Evidencing the high demand for places at schools in the area for this type of education, the Sindhuli Academy comes socially responsible where poor can have free access with equal opportunity and well off sections can receive quality education focusing all round development of their children at a very affordable price. The proposed school targets to commit and develop modality for scholarship programs via a local CSO from the very beginning. The popularity of private schools even among parents who can hardly pay their children is evidence of both the demand and need for this type of educational provision.

Execution: The proposal was met. SRI was established, adhering the proposal above.

## 4.5 PUPIL NUMBERS AND ADMISSIONS

**8.    The numbers (distinguishing age range, sex, and special educational**
**needs of pupils (distinguishing between boarding and day pupils) for**
**whom provision is to be made at the school.**

It is proposed that the school, in future, will have 600 day pupils at 100 boarding, both boys and girls. This will consist from Nursery to grade 10.  An admission number will be announced annually from Nursery to secondary school.

Execution: Currently, the school has 350 children from nursery (age ) to grade 10 (age 16). The Higher secondary was approved i

## 4.6 ADMISSION ARRANGEMENTS

| 10. | **The proposed admission arrangements and scholarship criteria for the new school including, where the school is proposed to be a PPP modality which is to have a distinct character to respect diversity—**<br>**(a)  the extent to which scholarship priority for places is proposed to be given to children of the marginalised and family coming from poor background and**<br>**(b)  the extent, if any, to which priority is to be given to children of Dalit and girls.** |
|---|---|
| | As a SRE school, it is proposed that the school will give priority to bright, poor and marginalised children. Any priority given, however, will be subject at all times to meeting the requirements of the School Admissions Code AND SCHOLARSHIP GUIDELINES. The decision as to whether or not an applicant qualifies for priority consideration will be based on the information provided by the applicant. Verification of School Management will be obtained from the Principal and Scholarship Coordinator of the school. |
| | Execution: The proposal was met. SRE school was established, scholarship program started and permission from authority was sought before program started. Accordingly, priority for student selection will be given as follows:<br><br>● Bright children<br><br>● Children currently at schools nursery, primary school at the time of the application.<br><br>● 'Dalits', girls<br><br>● Other children identified as needier, poorer<br><br>The full proposed admissions criteria for the scholarship can be found at Annex 2 . |

## 4.7 EARLY YEARS PROVISION

| 11. | **Where the proposals are to include provision for pupils aged four to eight—**<br>**(a)  details of how the early years provision will be organised, the number of places, the number and length of sessions in each week, and the services for children with disability will be developed;**<br>**(b)  will integrate the early years provision with childcare services, and how the proposals for the establishment of the school are consistent with the integration of early years provision with childcare;**<br>**(c)  evidence of parental demand for additional provision of early years provision;**<br>**(d)  assessment of capacity, quality and sustainability of provision in school** |
|---|---|
| | The school proposal includes the provision for early years:<br><br>**(a)**  Early years provision will be provided through the school Nursery (3 – 4 years old Lower KG), Reception (4 – 5 years old Upper KG) , 6-7 one, which will each offer 30 places each. The early years, according to provision in Nepal, will offer two sessions per day (morning and afternoon) |

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six days per week. The early years site will be built separately in future adhering the pedagogical needs for their learning development. If needed, a special unit Chautari (chautari means a rest stop under a 'holy' ficus tree where many community events take place, similar to 'kerho-talo' in Finland). will be designed for children with disability provision for early school. The School will offer specialist mainstreaming provision for school age pupils with disability, providing necessary services and provision.

**(b)** The school will integrate the early years provision with childcare services by offering parents the full early years curriculum covering all seven areas of learning as required. The school will offer parents free training in childcare, child rights and child development. Staff will be provided training to ensure all assessments in line with child healthy development. The school intends also to continue to work with Local Authority to continually develop solid services of the early years provision.

**(c)** See sections 4 & 8 for which discusses demand for educational provision. The school expects this demand for Nursery places to continue. Pupils who attend the early years will get to continue in the same school.

**(d)** As part of the process to become an institution for social cause, the school will consult with all stakeholders of the proposed ideas & development.

Execution: The proposal was accepted for execution.

## 4.8 PRIMARY SCHOOL PROVISION

**12.** **Where it is proposed that the primary school provision will provide in the area the proposals will—**
**(a)** **Constant improvement in the overall educational training for both student & teachers;**
**(b)** **increase their participation in education and/or training**
**(c)** **expand / promote the range of educational or training opportunities available to them.**

It is also proposed the same provision in secondary education at the school .

Execution: The proposals were executed.

## 4.9 SPECIAL EDUCATIONAL NEEDS PROVISION

**13. Whether the school will have provision that is recognised by the authority as reserved for children with special educational needs and, if so, the nature of such provision.**

The school will adopt an inclusive approach to all children (including disability) but will not offer any specific reserved provision for now.

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**13.  Details of the proposed policy of the school relating to the education of pupils with special educational needs.**

The school aims to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- from both sexes;
- who have Special Educational Needs;
- who are gifted and talented;
- who are at risk of disaffection (loss of  a parent etc);
- who are from marginalised groups;

The school aims to provide a **happy, healthy and safe** environment by providing high quality care, support and guidance by listening to the concerns of children and parents.

The school will work to ensure that each of its pupils feel valued, are secure and are given opportunities to learn by providing a differentiated curriculum that caters for the needs of all pupils. The school aims to ensure that all pupils have equal access to all the school's resources and that they have the opportunity to experience success, are treated fairly and that their individual needs are met.

The school recognises the importance of early identification and assessment of children with special educational needs and it promotes a multi-disciplinary approach. The school believes that it has a duty to bring together and include all groups within the school and the local community and to invite them to use the school facilities for additional learning opportunities.

The school's approach to diversity concentrates on raising the aspirations of respect among all pupils & their backgrounds. The school provides a focus on outcomes for children and young people and utilizes the expertise of support staff to meet their learning social and emotional needs. The school actively analyses data to track and monitor pupil progress and to ensure that interventions are effective and have a sustainable and noticeable impact. The school recognizes that it is working in partnership with parents and it is receptive to their views, concerns and contributions regarding their children. Professionals will be constantly trained to understand and assess the needs of the children.

For the benefit of all pupils, their parents and community, the school social worker / nurse works closely with the health service, social care, the learning and behaviour support team.

The school's Inclusion Policy will be formulated.

Execution: The proposals were executed.

| 15. | Where the school will replace existing educational provision for children with special educational needs— |
| --- | --- |
| | (a) a statement on how to lead to improvements in the standard, quality and range of educational provision for these children; |
| | (b) details of the improvements that the proposals will bring in respect of— |
| | (i) access to education and associated services including the curriculum, wider school activities, facilities and equipment with reference to the local authority's Accessibility Strategy; |
| | (ii) access to specialist staff, both education and other professionals, including any external support or outreach services; |
| | (iii) access to suitable accommodation; and |
| | (iv) supply of suitable places when/ if necessary. |

This school can not be replacing existing education provision/ curriculum for children with special needs.

## 4.10 Co- School

| 16. | |
| --- | --- |
| | It is proposed and agreed that the school will admit both boys and girls. |

This is a co-education school

Execution: The proposals were executed.

## 4.11 CURRICULAM

| 17. | Confirmation that the school will meet the general requirements in relation to the national curriculum set by the Nepal government, ministry of education. Finnish School Pedagogical operations will be contextualised and adopted locally. |
| --- | --- |

The Proposers confirm that the school will meet the general requirements in relation to the curriculum set by Nepal govt.

The school will provide for a curriculum that offers studies with the aim of delivering excellence. To deliver this, the school will be teaching a timetable that is allocated to deliver the National Curriculum. Teachings will be conducted both in Nepali and in English simultaneously. The school ensures that the two parts of the curricula are integrated where possible to enhance the effectiveness of the educational provision. Opportunity to learn mother tongues will be encouraged, organised.

Execution: The proposals were executed.

4.12 RELEVANT EXPERIENCE OF PROPOSERS AND ADVISORS

| |
|---|
| **18. Evidence of any relevant experience in education held by the proposers including details of any involvement in the improvement of standards in education.** |
| The school is being proposed by the Promoters of the existing School and outsiders who collectively have developed extensive experience in education through the successful operation of the education locally & internationally. The promoter' body includes individuals with the following expertise – these individual have all indicated their intention to continue as promoters on entry of the school into the maintained sector:<br><br>● Two promoters with over 30 year's involvement each as teachers, taking leading roles in establishing and developing the school.<br>● The school already operates with a full complement of experienced and qualified teachers. The proposed Principal, who also sits as a promoter of the school is a highly motivated young professional in education having joined the school from a school which is in the maintained sector. The Principal, together with the pedagogical advisor, brings to the school a proven track record of working to raise standards.<br>● An advisor and promotor with a postgraduate pedagogical degree in education from Finland, which provides exceptional education opportunities for children including children with learning difficulties.<br>● A promoter with professional maths/ science expertise for schools |
| Execution: The proposals were executed. |

4.13 EFFECTS ON STANDARDS AND CONTRIBUTIONS TO SCHOOL IMPROVEMENT S

| |
|---|
| **19. Information and supporting evidence on —**<br>**(a) how the school will contribute to enhancing the diversity and quality of education in the area; and**<br>**(b) how the school will contribute to school improvement.** |

a) The proposed school will increase parental choice and diversity of provision by increasing the maintained school options available to diverse Nepali society in the local area. The school will provide access for children belonging to all groups, rich & poor, equally. The school will increase the provision of diversity reflecting the religious, ethnic and cultural diversity of the area.

The  school  will ensure to establish a track record of excellent results and on entrance examination, the school will be able to offer access to pupils without the need to charge any fees, allowing a greater diversity of access. The bright students from nearby schools will be provided opportunity to study in the school and scholarships will be awarded according to their financial situation. They, however, will have to sit on the entrance exams. An important focus of this school is the integration of the National Curriculum together with the English medium curriculum with the aim of raising achievement and achieving excellence in both. The school will make efforts to promote  local mother languages together with local authorities and community.

b) The school will be a high performing school and Personal Development, Behaviour & Welfare of pupils will be prioritised. The school's contribution to school improvement , after it starts, is expected to increase significantly. This will also be supported by the improved educational environment that will be provided by the new purpose of social responsibility. Approval of these proposals will contribute to the overall quality of education and school improvement in Sindhuli. In particular:

- Standards of achievement are currently above the national average and the school expects the standards of educational provision to continue to rise in the new school.

- The whole school ethos, policies and schemes of work will ensure the continuity and progression in the National Curriculum and provide opportunities to improve further teaching and learning and the raising of standards across the school age range. The school will work in partnership with other schools to share good practice and share/learn successes within and beyond the curriculum.

The school will cooperate with the local Technical , vocational colleges for children interested in vocational/ professional studies.

Execution: The proposals were executed.

## 4.14 LOCATION AND COSTS

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| **20.** | **A statement about—** |
| | **(a) the area or particular community or communities which the new school is expected to serve;** |
| | **(b) the location of the site or sites including, where appropriate, the postal address or addresses;** |
| | **(c) the current ownership and tenure (freehold or leasehold) on which the site will be held, and if the site is to be held on a lease, details of the proposed lease;** |
| | **(d) whether the site currently used will be used in the future needs to be discussed & decided.** |
| | **(e) the estimated capital costs of providing the site and how those costs will be met (including the extent to which the costs are to be met by the proposers and the local authority) and how the proposers intend to fund their share of the costs of implementing the proposals (if any);** |
| | **(f) whether planning permission is needed under the Town and national law, and when it is anticipated that it will be obtained.** |

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| | **necessary site purchase.** |
| a) | The school will serve primarily the local community of Sindhuli, but may attract children from neighbouring places. |
| b) | On completion of the new school, the school will occupy a single site at Lamatar, Sindhulimadhi-4. |
| c) | The nearby field of the site is owned by the father of one of the promoters. By agreement, upon discussion, construction of a new purpose school building on the site for use by the school may be available to the school on a permanent basis. |
| d) | The above-mentioned site is not currently used for the purposes. |
| e) | The capital costs of providing the site will be budgeted for renting the premises. These costs will be met entirely by promoters & loans for the full amount required. |
| f) | All necessary planning permissions required for the proposed new school building will have to be obtained. |
| g) | No funding will be required from anyone except the promoters. |
| h) | The sponsors national and international will be sought via the CSO. |
| | Execution: The proposals were executed. |

## 4.15 TRAVEL of students

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| **21. The proposed arrangements for travel of pupils to the school.** |
| In accordance with its planning consent, the school will organise a School Travel Plan. Its aim is to maximise the use by pupils and teachers of public transport and walking and to significantly minimise private vehicle use. Vehicle sharing is encouraged where possible.

As part of environmental protection and awareness, awarding bicycles as prizes will |

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promote the use of bicycles for bright students in different areas.

Execution: The proposals were executed. School bus was purchased in the spring 2019

## 4.16 FEDERATION

| **22.** **Details of any proposals for the school to be established as Higher Secondary (College) school.** |
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| There are proposals for the school to be established as a college but details will be discussed later. |
| Execution: Plan to be continued in the future as suggested in th eproposal. |

## 4.17 Socially Responsible Edupreneur (SRE)

| **23.** **Whether the school is to be a low costschool—** <br> **(a) details of the trusts on which the site is to be held; and** <br> **(b) confirmation that the promoters will be able and willing to carry out their obligations.** |
| --- |
| a) The proposed permanent site will be partially owned by Sindhuli Academy. <br> b) The promoters will have to be able and willing to carry out their obligations under agreed agreement to maintain School Standards and Framework. <br> c) For each support the school gets from the CSO, the school pays 30 percent of its own contribution |
| Execution: The proposals were executed. Please see chapter 1.4 |

## 4.18 CSO AS AN ARM OF SOCIAL SERVICE

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| 24. | Where the school is to be linked to a CSO so as to implement its social responsibility, confirmation as to —<br>(a) whether it will have linkage to a CSO and if so, the name or proposed name of the CSO<br>(b) the rationale for the  CSO and the particular ethos that it will bring to the school;<br>(c) the details of CSO, including the names of the members;<br>(d) the proposed constitution of the CSO; and<br>(e) details of the CSO's charitable visions & Mission |
|---|---|
| | The school will be linked to an **CSO** i.e The Helping Hands, Sindhuli Nepal . b c,d & e to be elaborated together. |
| | Execution: The proposals were executed. Please see chapter 4 & 6 |

4.19 Financial inclusion and promotion of THE VOCATIONAL SECTOR in education

| 25. | Where Financial inclusion defined and executed<br>(a) a statement to be discussed & formulated;<br>   (i) details of how it is defined<br>   (ii) details of how it is intended |
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| **26.** | **Where a school is entering to vocational education –**<br>(a) a statement to be discussed & formulated;<br>   (i) details of how the premises are deficient; and<br>   (ii) details of how it is intended |
| a)<br>b) | The requirements of the government to be considered. The school will be linked to financial inclusion via development of microfinance adopting ideas of community development.<br> The school will partner with Sindhuli Technical College for the development of our graduates in the future . |
| | Execution: The author plans for further studies for formulation Financial inclusion and promotion of THE VOCATIONAL SECTOR in education |

## 4.20  PROPOSED POLICIES TO FORMULATE BEFORE/ AS THE SA ENTERS THE SERVICE

| 27. | Policies to be formulated  - |
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| | **Admission, Anti-Bullying, Assessment policy, Attendance policy, Behaviour policy, Breastfeeding friendly school policy, complaints policy, confidentiality policy, Data protection and general data protection policy, E-safety policy, Emotional health and wellbeing policy, English, Maths, Science, Moral Education and religions, Equality Impact Assessment,  Emotional Health & wellbeing policy,** |

**Extremism & radicalization policy, Security Safety & health safety policy, Handwriting policy, Healthy living & Healthy eating policy, Marking and feedback, First aid, Medicine, Performance mgmt policy, Physical restraint policy, code of conduct (general) , Child protection, safer recruitment policy, school excursion policy, Inclusion polic**y

a) ALL the policies are to be formulated one by one adhering to the requirements of the government

Execution: The proposals are to be executed one by one.

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