

Teaching Management Plan Nepal



OVERVIEW

Company Mission

Our mission is to encourage young people to volunteer for worthwhile work in developing countries. We expect that doing this kind of voluntary work will in time become the norm. As more and more people join us, we aim to create a multi-national community with a passion to serve, to learn, to understand, to teach, to inspire, and to be inspired.

Teaching Programme Mission

Our Teaching programme mission is to provide sustainable educational support within disadvantaged schools and communities to reduce inequality in education. Through our volunteers, we aim to empower underprivileged students by improving their future prospects and equipping them with the skills needed to actively engage in a multi-national community.

Background Information

In 2006, Nepal emerged from a decade-long conflict that crippled its economy and took the lives of 14,000 people, 3% of which were children. A further 8,000 children were orphaned and 40,000 displaced. Nepal continues to be one of the poorest countries in the world, ranking 157th out of 169 countries in the 2013 Human Development Index. Life expectancy is 69 years at birth, per capita income only \$1,137 per year and the adult literacy rate sits at 60%.ⁱ

Nepal has made significant progress since the conflict ended, but is still in great need of assistance in terms of development. The annual rate of decline in poverty increased from 1.5% between 1996 and 2004 to 2.5% between 2004 and 2011ⁱⁱ.

The modern education system in Nepal is one of the youngest in the world, as Nepal emerged as a "new nation" after the fall of the Rana oligarchy in 1951. At the time, it only had 9,000 pupils in primary school and 1,700 in secondary schoolⁱⁱⁱ. The rate of enrolment has greatly increased over the last three decades with over 90% of school-aged children now enrolled in primary institutions^{iv}; however, the quality of public education remains relatively poor. In 2013, for example, only 41% of students who sat the final secondary level examination (determining which students can pass to higher secondary level) passed, and most who failed came from government schools^v. As such, whilst figures show quantitative improvements in the way of education, the qualitative elements of public education remain to be focused on.

Partners

Projects Abroad Nepal partners with more than 20 organisations located in the Kathmandu Valley and Bharatpur in Chitwan. Our volunteers work with a variety of schools for poor labourers' and farmers' children (e.g. Coventry Boarding School) and schools that educate children from disadvantaged rural communities (e.g. Clark Memorial School).

The schools that Projects Abroad works with support the education of children from lots of different backgrounds. Other teaching placements are further in the countryside where children are often expected to leave school early to work or help their family. The teaching placements we run not only help these children with their education, but they also demonstrate the importance of and right to education for all.

GOALS

In order to work towards our Teaching programme mission, we have set the following goals to achieve in the placements where we send our volunteers:

1. Improve English

English has undeniably become the global language for business. It is vital for countries, businesses and individuals to improve their level of English to become true participants in international trade. The tourism industry in Nepal is huge and constantly in need of skilled professionals who can speak English. Knowledge of basic English can greatly increase people's employment prospects by diversifying their clientele and giving them the opportunity to enter into new markets. Learning English at a young age can enhance a child's ability to learn the language as well as kick-start a lifelong interest in maintaining English language skills. Volunteers can use creative techniques to teach English and make resources that will be used afterwards by future volunteers and local staff. Volunteers, in particular native speakers, can offer invaluable help in improving the students' and also the teachers' phonetics, pronunciation and grammar. We also set up conversation classes to improve the student's oral skills and capacity to participate in "real life" conversations.

2. Increase literacy

The second Millennium Development Goal (MDG) aims to achieve universal primary education by ensuring that children everywhere can complete a full course of primary schooling. A sub-indicator monitoring the performance of this goal is the literacy rate of 15-24-year-old men and women. Despite the years of improvement in this area, almost half of the adult population remains illiterate^{vi}. Today, only 47% of females are literate compared to 71% of men, though this gap is narrowing. This low rate is explained by the continuing lack of participation in the education system by many girls and children from underprivileged communities^{vii}.

Children often do not have access to reading materials at home so our volunteers are responsible for creating libraries and reading clubs in the institutions where we work. Volunteers closely monitor the progress of the children and help improve their reading and writing skills.

3. Increase numeracy (or other subjects such as music, arts, or sports skills)

There are many additional lessons that are sometimes neglected in teaching placements. Numeracy and computer skills, for example, help towards improving mental dexterity, problem-solving skills and logical thinking. These are also important in practical applications and for improving employment prospects. Volunteers can focus on physical education and sports to keep children healthy and active, and to also strengthen teamwork skills. Volunteers can introduce other skills into their lessons dependent on the school syllabus. Volunteers can also help some of the older children learn more useful skills such as writing a CV or first aid training.

4. Improve classroom support

Many public schools lack basic teaching materials and many students don't have the means to afford books and learning materials. Many parents were unable to complete education and, as such, struggle to motivate or help their children with schoolwork. Volunteers play an important role in the creation of new materials, in offering further support to students in difficulty, as well as motivating them in their work. Cooperation between teachers and students will ultimately benefit the education of the children. Volunteers can support local staff members by working one-to-one with children who are struggling and by reinforcing the rules of the school.

5. Improve teaching techniques

As well as problems of access and resources, there remains a strong disparity in the quality of education offered between public and private schools. There is very little testing done and no remedial classes given to students in difficulty in public schools in more rural areas. Weak students are often neglected in primary schools^{viii}.

Volunteers can offer a variety in the teaching with new ideas and techniques, including new teaching aides, resources or activities that can be used again by the teachers in the future. As a part of improving teaching techniques, volunteers should test the efficiency of these methods by organising quizzes, presentations and exercises. This is crucial for the continued improvement and monitoring of the students but also as a way of ascertaining best practices to be shared.

6. Encourage learning through creativity

Children are often taught through reading and repetition, which can become monotonous and fails to give children the confidence to use new knowledge or skills in practical scenarios. Problem-solving and creative thinking have become essential skills for entrepreneurs to master to be able to run successful, innovative businesses. Building up these skills during a child's education will increase their likelihood of becoming academically successful and economically productive. We educate and run creative activities that will motivate students in their learning as well as encourage them to think for themselves and become more innovative. Original teaching methods and activities help increase students' concentration as well as their participation in class.

In addition, volunteers can teach broader skills such as teamwork and patience through games in break times. Teaching alternative topics such as geography, culture and sociology will also demonstrate the importance of cultural sensitivity, practical knowledge about their environment and about wider societal issues prevalent in Nepal and other countries.

7. Improve the safety and cleanliness standards of the learning environment

Many public schools lack suitable physical infrastructure and cleanliness due to the lack of government funding. These factors are detrimental to students' motivation to learn and many of them are unaware of the importance of having a suitable learning environment. We work with the school to help improve their safety and cleanliness standards.

Poor sanitation can lead to a host of diseases and infections. Good hygienic practices such as regularly washing hands are not part of most people's way of life in Nepal. Our volunteers are responsible for educating children about why it is necessary to maintain good hygiene and how to live in a clean environment. Volunteers should also educate the children on their wider environment and introduce practices such as recycling and composting at the placements. As Nepal is vulnerable to natural disasters, children must also be taught earthquake and fire drills.

8. Improve support for those with learning disabilities

The inclusion of people living with disabilities is mainstreamed into the policies, processes and mechanisms of the MDGs to ensure the participation of marginalised groups. As in most places in the world, people living with disabilities in Nepal (approximately 2% of the population) are marginalised due to a lack of awareness and the virtually non-existent disabled-friendly public conveniences. Many local initiatives have, however, dedicated themselves to disabled rights and we are proud to be able to support some of them with our volunteers. Volunteers should work on creative methods of education that will stimulate children with learning disabilities.

RESOURCES

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| Human Resources | Average 100 volunteers per year Projects Abroad global staff teams Placement staff support |
| Physical Resources | Projects Abroad offices Placement materials |
| Online Resources | Volunteer Resources Database Myprojectsabroad webpages |
| Financial Resources | Monthly budgets for overall operations Donations to specific projects or placements |
| Intangible Resources | Reputation in destination communities Goodwill; genuine desire to help Expertise |

Projects Abroad provides a range of resources for each of our programmes. These fall into four interdependent categories:

Human: Volunteers themselves are our most crucial asset in achieving our goals. Through their creativity and energy, all of our ambitions can be realised. Another central support team is our extensive network of Projects Abroad staff worldwide, dedicated to supporting volunteers and achieving our company mission. We also depend greatly on the staff in all of our placements; whose support guides volunteers through their daily activities.

Physical: Projects Abroad has offices in all of our destinations, where volunteers can come to speak to staff or attend workshops. There are also office materials and placement supplies available to volunteers.

Online: The Volunteers Resources Database and myprojectsabroad webpages all provide vital support before, during and after their placements.

Financial: Funds for all of Projects Abroad's work come solely from volunteer placement fees. These are distributed via monthly budgets, to ensure fair allocation of funds for each destination. Occasionally volunteers may also send donations directly for a specific placement or project.

Intangible: The good reputation of volunteers in local communities is what makes our work possible. This reputation has been earned over years of dedicated volunteer contribution. This is supported by the combined knowledge of our extensive staff network. With over 700 staff across every continent, we are proud to be a diverse and accomplished team.

MONITORING & EVALUATION

Placement visits
Volunteer workshop sessions
Staff meetings
Volunteer Resources Database
Feedback evaluation

Physical monitoring: Through placement visits and volunteer workshops, volunteers are in frequent contact with staff members, who will observe and advise volunteers in action. Staff participate in regular meetings to discuss best practices within and between destinations.

Online monitoring: The Volunteer Resource Database is platform for staff and volunteers to share and develop ideas.

Feedback evaluation: Feedback from placement staff, Projects Abroad staff and volunteers is continuously gathered and used to inform future plans.

LOCATION OF PLACEMENTS



| Projects Abroad | | | |
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| Teaching programme | | | |
| | INDICATORS | MONITORING (MEANS OF VERIFICATION) | ASSUMPTIONS |
| Company Mission: (the change we want to see in greater society) | | | |
| Our company mission is to make it the norm for men and women from developed countries to live and work as volunteers in a developing country; they should work on projects which have a clearly favourable impact on host-communities. In this way, we will continue to create a multi-national community with a passion to serve and to inspire. | | | |
| Teaching Programme Mission: (the change we want to see for the target group) | | | |
| Our Teaching programme mission is to provide sustainable educational support within disadvantaged schools and communities to reduce inequality in education. Through our volunteers, we aim to empower underprivileged students by improving their future prospects and equipping them with the skills needed to actively engage in a multi-national community. | | <ol style="list-style-type: none"> 1. Onsite visits 2. Placement staff feedback 3. Projects Abroad staff feedback 4. Volunteer feedback (DQs & EOPF) 5. Children feedback 6. Test results | <ol style="list-style-type: none"> 1. Number of volunteers does not drop considerably 2. Number of volunteers with a good grasp of English does not drop considerably 3. Political and civil stability in the countries we work 4. No natural disasters that could affect our work |
| Goal 1: (what we want to achieve) | | | |
| Improve English | | | |
| | Actions: (the tasks that need to take place to achieve the goal) | | |
| 1.1 | Create and manage a Projects Abroad Library of English language story books. Volunteers can sign books in and out for when they use them on placement. | | |
| 1.2 | Incorporate at least one after school reading class per week, focusing on one on one or small group reading (in Nepal, it is advisable to read one hour each day) | | |
| 1.3 | Create a resource centre of flash-cards and other English learning materials | | |
| 1.4 | Allow a regulated time-period per week to implement spelling tests/pronunciation exercises/reading practice in the classroom. | | |

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| 1.5 | Introduce X SOLE (Self Organized Learning Environment) sessions each month to emphasise / strengthen topics in the curriculum | | | |
| 1.6 | Use creative techniques to help improve the listening and speaking skills of student's e.g. role plays, acting and drama, games. | | | |
| 1.7 | Introduce realistic daily role plays to focus on 'real life' conversational English. | | | |
| Goal 2: | | | | |
| Increase literacy | | | | |
| | Actions: | | | |
| 2.1 | Organise workshops with volunteers to help them understand techniques for working with slow learners | | | |
| 2.2 | Conduct fortnightly remedial sessions for children who have been identified as needing extra support. | | | |
| 2.3 | Incorporate different types of grammar exercises (don't always use the same style), interrogation and method of explanation (using examples that can be incorporated in daily life, etc | | | |
| 2.4 | Once a week after school reading club. | | | |
| 2.5 | Allow a regulated time-period per week to implement spelling tests/pronunciation exercises/reading practice in the classroom. | | | |
| 2.6 | Volunteers are to promote the importance of reading throughout their lessons. | | | |
| 2.7 | Organise monthly workshops with volunteers to help them identify areas of weakness in literacy among the children. | | | |
| 2.8 | Teaching and Care Coordinator to provide expert advice on how to motivate students to read. | | | |
| Goal 3: | | | | |
| Increase numeracy [or other subject like IT, Music] | | | | |
| | Actions: | | | |
| 3.1 | Create a rota for one on one remedial classes each week for slowest learning children, focusing on counting and basic arithmetic using games | | | |
| 3.2 | Help with the physical development of students by teaching P & E and Sports classes | | | |
| 3.3 | Help organise (inter-school) sports competitions | | | |
| 3.4 | Organise monthly workshops with volunteers to help them identify areas of weakness in numeracy among the children | | | |
| Goal 4: | | | | |

| Improve classroom support | | | | |
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| | Actions: | | | |
| 4.1 | Work with teachers to improve classroom rules and methods of discipline | | | |
| 4.2 | Volunteers can assist with small groups who are in need of further help while the permanent teacher leads the class. | | | |
| 4.3 | Develop lesson plans in line with the school which would focus on the development of struggling children | | | |
| 4.4 | One to one tutoring for the strugglers either during school hours or after; keep a weekly records of these students to check their progress | | | |
| 4.5 | Develop workshops to run at the schools providing alternative methods of teaching subjects to keep children interested | | | |
| 4.6 | Have mini - projects which would result in working with smaller groups within the classroom to assist in the development of the struggling students | | | |
| 4.7 | Create motivational exercises and activities to reduce school desertion and lack of interest | | | |
| 4.8 | Introduce after-school activities based on the skills of the volunteers (e.g. first aids skills, dance, public speaking, debate) | | | |
| 4.9 | PRO teachers to lead teacher training sessions focused on how to plan lessons, different learning style, positive discipline | | | |
| 4.10 | Volunteers to agree with supervisor a list of tasks that will support the teacher during the one or two months the volunteer will be there. | | | |
| 4.11 | Volunteers to support the teachers in delivering lessons on phonetics in line with the current subject the English teacher is focusing on. | | | |
| Goal 5: | | | | |
| Improve teaching techniques | | | | |
| | Actions: | | | |
| 5.1 | Volunteers to create 2 teaching aides per month and present them in workshops with other volunteers to be used in the classroom. | | | |
| 5.2 | Increase group-oriented study in order to improve individual autonomy and team work. | | | |
| 5.3 | Regular testing of understanding with exercises, mini-tests and presentations, to be marked and given feedback. | | | |
| Goal 6: | | | | |
| Encourage learning through creativity | | | | |

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| | Actions: | | | |
| 6.1 | For a minimum of 1 hour per week research and document new teaching aids | | | |
| 6.2 | Volunteers to work with the placements to make learning environments visually appealing and educational to the students e.g. "word of the day wall" –whereby the volunteer displays a new word each day along with a definition and the students are tested on it the following morning | | | |
| 6.3 | Initiate story writing/ poem writing which can then be presented to the class at the end of the volunteer's project time. All work will then be put on display at the school. | | | |
| 6.4 | In break times engage children in regular games and activities to improve their attention span, stimulate their brains and encourage team work. | | | |
| 6.5 | Volunteers to incorporate geography and other cultures into lesson plans. Increase cultural capital by comparing and contrasting aspects of other cultures to the subject being taught. | | | |
| Goal 7: | | | | |
| Improve the safety and cleanliness standards of the learning environment | | | | |
| | Actions: | | | |
| 7.1 | Conduct annual earthquake / fire drills at schools | | | |
| 7.2 | Create evacuation plans for our teaching placements that do not have any | | | |
| 7.3 | Organize recycling workshops and create compost piles in schools | | | |
| 7.4 | Competitions in schools to create posters to promote recycling | | | |
| 7.5 | Place recycling bins in the schools that do not have any | | | |
| 7.6 | Introduce hygiene workshops in schools | | | |
| Goal 8: | | | | |
| Improve support for those with learning disabilities | | | | |
| | Actions: | | | |
| 8.1 | Introduce a record keeping system and maintain it for each child on a monthly basis including profile of child, learning ability, preferences, dislikes, etc. | | | |
| 8.2 | Introduce creative activities to help develop skills | | | |

ⁱ UNDP Human Development index, <http://hdr.undp.org/en/statistics/>

ⁱⁱ Nepal Millennium Development Goals Progress Report, 2013, Government of Nepal, National Planning Commission/ UN Country Team Nepal, 2013 UNDP Human Development index, <http://hdr.undp.org/en/statistics/>

ⁱⁱⁱ http://himalaya.socanth.cam.ac.uk/collections/journals/ebhr/pdf/EBHR_31_04.pdf

^{iv} <http://www.globalissues.org/news/2013/07/09/17013>

^v <http://www.globalissues.org/news/2013/07/09/17013>

^{vi} http://himalaya.socanth.cam.ac.uk/collections/journals/ebhr/pdf/EBHR_31_04.pdf

^{vii} http://himalaya.socanth.cam.ac.uk/collections/journals/ebhr/pdf/EBHR_31_04.pdf

^{viii} http://himalaya.socanth.cam.ac.uk/collections/journals/ebhr/pdf/EBHR_31_04.pdf