Canopy Nepal Scholarship Programs

ANNUAL REPORT

(FESSHIP)

2021/22

Executive Summary

This is an annual report on the activities of the Canopy Nepal Scholarship Program - FESSHIP run by Canopy Nepal in collaboration with Friends of Nepal Adelaide Inc. (FONAI) throughout the fiscal year 2021/22. This report is intended to provide information about the program's activities and details to donors, stakeholders, and other interested parties.

FESSHIP is a scholarship program targeted to ensure educational access for children and youth from less privileged backgrounds. FESSHIP not only provides scholarships to deserving students but also assists them in pursuing technical and vocational training in order to prepare them to be self-sufficient. Furthermore, the program includes skill development through various workshops, training, counseling, and mentorship to empower students and prepare them for tomorrow's competitive work environment. All of this is made possible by working hand in hand with the college administration, teachers, and parents.

We are committed to conducting a program in an honest and ethical manner while striving to achieve operational excellence.

Canopy Nepal Scholarship Programs

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Prepared by: Deekshak Bhattarai
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CANOPY
NEPAL

FESSHIP

FRIENDS OF NEPAL
ADELAIDE INC.

Canopy Nepal

Canopy Nepal is a team of visionary youths working in the field of education, skill and leadership development, diversity, and inclusion. Canopy Nepal collaborates with like-minded individuals and organizations to empower the organizations' beneficiaries with the skills they need to bring about positive change in the community. Canopy Nepal aims at creating an environment where individuals have a choice to equip themselves with skills and abilities of lifetime importance. The organization intends to promote intercultural understanding among diverse groups by means of various programs.

CANOPY NEPAL

FESSHIP

FRIENDS OF NEPAL ADELAIDE INC.

Friends of Nepal Adelaide Inc. (FONAI)

FONAI is a registered Australian charity that began its scholarship programs in Nepal in 2013. It aims to provide access to senior and post-secondary to marginalized, socially and economically disadvantaged Nepali young people who are enthusiastic about making their future bright yet, cannot afford their higher education goals. In 2018, FONAI partnered with Canopy Nepal as a part of their FONAI Educational Scholarship Programs (FESSHIP) to support youths to complete their post-secondary education. FONAI is committed to supporting and encouraging educational journeys beyond high school for future-oriented perspectives. Since 2018, the organization has supported 19 scholars in their educational pursuits.

CANOPY NEPAL

FESSHIP

FRIENDS OF NEPAL ADELAIDE INC.

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Rationale

Canopy Nepal Scholarship Program - FESSHIP, is a scholarship program that not only emphasizes materialistic need-based fulfillment but also focuses on ensuring the overall growth and well-being of the students. This is primarily done to emphasize improvising the educational status among those children belonging from less privileged family backgrounds but having strong determination in achieving quality education. At FESSHIP, major prominence is given to the development of skills and knowledge through different sets of workshops, sessions, and consultation programs.

According to Neupane 2018, economic hardship makes educational equity more difficult despite gender-specific and other targeted policy interventions and provisions. On the other hand, UNICEF 2016 states there is inequity in the education sector as only 12 percent of children from the lowest economic quintile are developmentally on track in literacy and numeracy compared to 65 percent from the highest economic quintile. Also, UNICEF 2016 figures out - about 86.8 percent of children who start primary school reach Grade 5 and only three quarters (74.6 percent) survive up to Grade 8 which shows a significant number of dropouts in Nepal. For this, the School Sector Development Plan (SSDP) 2016 - 2022 articulates that all children, especially the most disadvantaged shall receive improved access to, and participate in pre-primary and basic education in inclusive, safe, and protective environments.

Hence, FESSHIP forms support interventions aligned with similar goals and are expected to bring about change in the scholars and enhance their inclusive educational status, and leadership qualities with the opportunities to cater to relatively suppressing prejudices in society. Considering these, FESSHIP has always been persistent in creating opportunities for our scholars through skill-based workshops and consultation apart from the materialistic needs and psychological well-being.

References:

Neupane, P. (2019). Policy Framework for Education Development in Nepal. International Education Studies. 3(1). Doi.: 10.5539/ies.v13n1p89

Ministry of Education. (2016). School Sector Development Plan 2016/17 -2022/23 of Nepal. Kathmandu: Ministry of Education, Government of Nepal

Ministry of Education, United Nations Children's Fund (UNICEF) & United Nations Educational, Scientific and Cultural Organization (UNESCO). (2016). Global Initiative on Out of School Children – Nepal Country Study.

Partner Educational Institutions Updates

Ongoing Partner Educational Institutions	Ongoing Scholars
Satyawati Secondary School	2
Baneshwor Multiple Campus	1
Pokhara University	1
Advance College of Engineering & Management	1
Patan Multiple Campus	1
Shree Phulchowki Nursing Campus	1
National College	1
Kathmandu Model College	1
Nepal Institute of Health Sciences	1
Sagarmatha Multiple College	1

PROGRESS INTERVENTIONS

Objective 1 Scholars' Support Programs

Output 1.1 Orientation Program

With the project year coming to an end in 2020/21, we've been focusing on planning for the new project year. While preparing for the new project year and to expand the prospects of the program, orientation was organized for our scholars and their parents in the Canopy Nepal office. This program emphasized providing participants with an insight into the functioning of the FESSHIP team and understanding the expectations of the scholars and teachers was a participatory approach to help the college to be inculcated in different upcoming workshops, programs, and sessions conducted by the FESSHIP team.

Output 1.2 College Supplies Distribution

With the start of the new project year, the supplies distribution was also completed, followed by the orientation program. Among the supplies provided were thin and thick notebooks, basic stationery, and college bags.

Output 1.3 Vaccination Updates

As the government announced and began vaccines to students aged 12 to 18, the team began following up with scholars to determine their vaccination status. Initially, the team recommended all the scholars be vaccinated at the nearest hospitals, ward offices, and college itself.

Also, during the follow-up for the vaccination status, the team found some of the scholars were having health issues (weakness and fever) which was normal. As a result, the team advised scholars to take a rest at home/hostel. And, by now, all of our scholars are fully vaccinated.

Output 1.4 Home/Hostel Visit and Follow-Ups

FESSHIP team regularly made home visits to ensure proper communication and personal meet-ups with scholars and parents/guardians. Furthermore, the team found the home visits to be extremely beneficial in systematically maintaining the M&E and overall well-being.

Output 1.5 Medical Supplies Distribution

By the mid-project year, the number of COVID cases increased at an alarming rate. As a result, the Nepalese government implemented a smart lockdown system, forcing educational institutions to postpone physical classes. As a result, we distributed necessary medical supplies such as hand wash packages, customized masks, and sanitary pads with the primary goal of ensuring scholars' and their families' safe health status through proper sanitation materials.

Output 1.6 Monthly Meeting

With the motive of strengthening good relationships with and among scholars and receiving updates from the scholars on their current situation, progress, and future plans for 2021/22, The meetings are held on the last Saturday of each English month. All meetings begin with a group meeting, followed by a one-on-one meeting between the Program Manager and the scholar. During the lockdown period, such meetings are held virtually via GoogleMeet.

Output 1.7 Kathmandu Triennale 2077 Tours

Most of the scholars had the opportunity to participate in the Kathmandu Triennale 2077 guided tour at Taragaon Museum, Patan Museum, and Nepal Art Council. A guided tour to scholars helped them understand the essence and concept of art related to landscapes, the global environment, the reality of unraveling climate, human bodies, the tradition of healings and arts, womanhood, suppression and feminism, awareness, empowerment, and hope.

Output 1.8 Picnic in Godawari

Canopy Nepal Scholarship Team organized a picnic in Godawari, Lalitpur, for its scholars. Following the completion of board examinations and semester break in all colleges and prior to the start of the new academic semester, the picnic helped scholars to regroup and have a fresh start for the upcoming academic year. Scholars were picked up from their nearby route and assisted by each team member. National College had provided transportation for the entire day.

The team was impressed by senior scholars at the picnic who took the lead in managing

small groups of junior scholars and assisting them in returning home. The team was also delighted to witness the priceless moments as students from various schools/colleges quickly became friends on their first meet.

Output 1.9 Outdoor Support to the Scholars

As the academic year came to a break, many academic institutions organized tours for their students. FESSHIP supported Sushant Shahi from SM College (tour at Pokhara, Parbat, and Mustang). Sushant was grateful and happy to share his experience after his tour.

Furthermore, FESSHIP supported two scholars studying PCL Nursing for a two-week community visit as per their curriculum.

Output 1.10 Tuition Classes & Tutorship Program

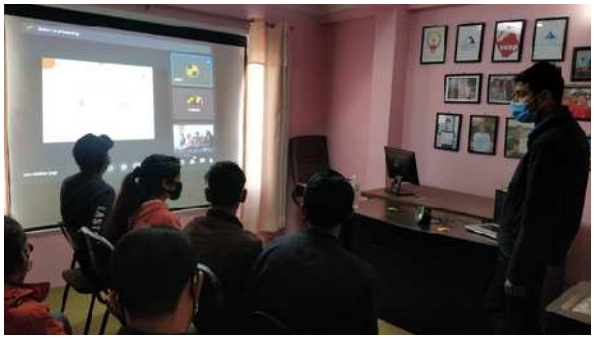
Few of the scholars who were struggling in some subjects were enrolled in the tuition classes. These extra tuitions helped the scholars improve in their academic performance and internal exams.

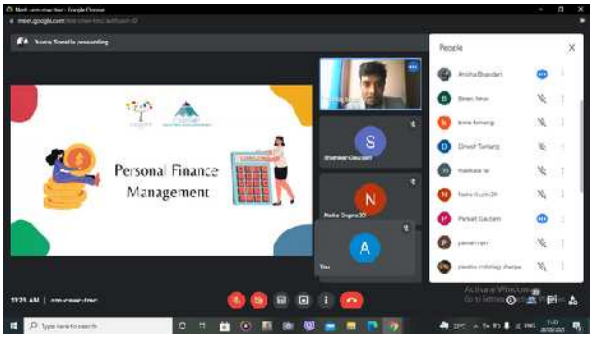
In addition, one of our scholars, Prachanda Bishowkarma, assisted CANSHIP scholars from Shitala Higher Secondary School in Account subject as a Tutor.

Output 1.11 Workshops/Sessions

FESSHIP started organizing various workshops for the scholars to guide them in their personal and professional growth. Till now we have organized workshops on the following topics:

- Digital Literacy Training
- Digital Security
- Artist Talks
- Book Reading Sessions
- Communication is key to Success
- Canopy Nepal Fest
- Waste Management and Responsible Consumption
- Personal Finance Management
- Professional Profiling Workshop





Output 1.12 Collaboration with Canopy Programs

FESSHIP started organizing various programs such as Career Counseling, Experience Sharing, Inspiring through Stories, and so on in collaboration with CANSHIP, and Learners' Hub. These programs allowed all of our scholars to interact with one another, demonstrate their confidence, and learn about teamwork. All of their experiences will be beneficial in guiding them in their personal and professional development.

Output 1.13 Graduation Program

Pooja Gohatraj and Sabina Ghising, two of our high school scholars, completed Grade 12 this year, majoring in Science. The team organized a felicitation program to recognize their efforts. Certificates and a Token of Love were presented to them.

Objective 2 New Scholar Selection

Output 2.1 New Scholars

The program began with 9 scholars who were eligible to continue their scholarships. However, 2 new scholars, Jyoti & Priyanka from Grade 12 at Satyawati Higher Secondary School, Dhading were thus awarded scholarships following a series of interviews with scholars, guardians, and recommenders as needed. As a result, in 2021/22, the total number of scholars supported is 11.

Objective 3 Documentation Update

Output 3.1 Scholarship Documentation Refining Process

Based on the previous years' experience of the team members, the documentation such as the Scholarship Application Form, Progress Report, M&E Metric, and Scholar Profile required a few changes to specifically define the need for the recording and documenting system. As a result, the team updated documentation to make it more feasible and measurable for the upcoming academic year.

Objective 4 Stakeholder Engagement

Output 4.1 Inspiring Through Stories

Canopy Nepal Scholarship Programs organized Inspiring Through Stories, a mini-version of Understanding Education on the topic 'Role of Teachers on Equitable Access to Education' this year. One of the primary goals of this panel discussion was to convey to scholars and their guardians, the message of teachers' and schools' efforts to ensure equity in education during the teaching and learning process. Furthermore, the session aimed to engage participants in understanding the importance of equal access to students for quality education. There was a good number of participants including scholars, graduate scholars, parents/guardians and club members.

Output 4.2 Teachers' Office Visit

The team began inviting the Principal and Focal Teacher from partner institutes. The primary goal of this initiative was to discuss each scholar's evaluation and improvement, reflect on collaboration and partnership, and understand the programs and working mechanisms to provide educational support to our scholars in the coming days.

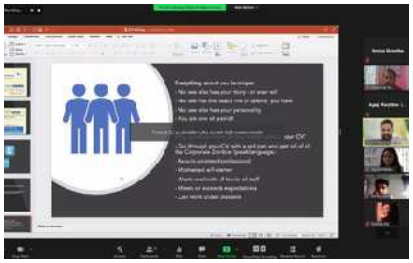
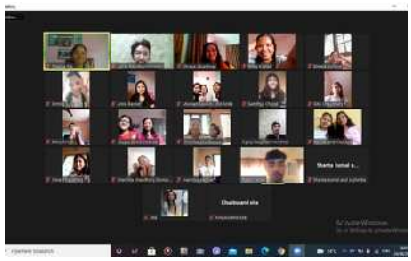
Objective 5 Upliftment Session

Output 5.1 Consultation Program on Gender, Sexuality, and Disability

The 4-day long workshop facilitated by Counter Culture Nepal on Gender, Sexuality, and Disability incorporated major dominant discourses on these aspects that covered much of the thoughtful sessions. Reflection on single stories based on these discourses informed the entire team about how society visualized the concepts of gender, sexuality, and disability. More importantly, the sessions facilitated how educators should work in the classroom with children of various personalities, as Canopy Nepal has a team of young educators. Furthermore, the session pedagogies were informative to the team members, which could be very useful and implemented in our daily lives.

Output 5.2 Professional Profiling Workshop

We successfully completed a Professional Profiling Workshop for our team members and scholar volunteers. The workshop's goal was to provide team members including scholar volunteers with at least basic knowledge of Resume and CV writing in order to educate them about professional documents. The workshop covered three different topics: bio-data, resume, and curriculum vitae (CV), as well as the significance of each topic and writing techniques.

Objective 6 Project Planning Process for the year

Output 6.1 Strategic Planning and Logical Framework 2022

The team has been practicing yearly plans since the beginning of the scholarship program, which has eventually helped in setting a target for the entire year and dividing the roles on a monthly basis. Adding on the team has discussed measurable, achievable, and realistic programs that can be outcome-based approaches. As a result, the team created a Strategic Planning 2022 and a Logical Framework. This year's action plan includes not only the periodic program and its implementation months but also the assumptions and risks for which the team should be prepared.

Objective 7 Continuation of DLH Project

Output 7.1 Computer Book Distribution and Regular Follow up

Physical DLH sessions were once again disrupted due to unexpected COVID constraints. As a result, the FESSHIP team continued DLH learning by providing a basic computer course handbook to scholars who were having difficulty using the laptop and its applications. This enabled scholars to learn both theoretical and practical aspects simultaneously. In addition, the team created a schedule to keep scholars on track with their learning.

Regular follow-ups are being conducted with them to monitor the condition of the laptop and to ensure that they are making the best use of it.

PROGRAM ANALYSIS

Goal Centric Outcomes

Throughout the program implementation and monitoring phases last year, the team has always focused on drawing the program's achievable outcomes. Having said that, the program outcomes are defined by the team as a major substructure of the program goals. As the team focuses on reviewing the goal-centric outcome, here are some of the program's qualifiable outcomes that have been observed:

Sajina Pariyar, *one of our senior scholars, passed her first-year examination with remarkable and distinguishing marks in PCL Nursing; she received 84.6% and was greatly appreciated by all team members and supporters. She is featured prominently in Buneka Katha (Issue 05), where her family's financial difficulties and educational disruption is discussed. Nonetheless, her enthusiasm eventually led to access to quality education, which has meaningfully begun to show results.*

Sabina Ghising, *a +2 graduate from Bajrabarahi Multiple Campus, recently began her bachelor's degree at Patan Multiple Campus. She is grateful for the encouragement and incredible opportunity that has allowed her to continue her education and take another step toward her dream of becoming a Teacher.*

***Kopila Sherpa**, one of our senior scholars, who is enrolled in Bachelors in Business Studies from Baneshwor Multiple Campus, is currently employed at The United Export (United Air Express Pvt. Ltd.) as a Receptionist for almost 3 months. Her major roles include record-keeping (parcel and cargo in and out), customer care, phone calls screening, and petty cash management.*

Kopila, as an independent woman, is very happy with her job and fulfills her duty with dedication and full effort. She has a leading capacity to introduce her work to new customers and can easily handle their courier packages. FESSHIP's support (since August 2019) in her academics and overall wellbeing has helped her in relating the theoretical curriculum with practical day-to-day activities at her workspace.

She also contributes to her family's economy and looks after her own needs. As a proud scholar, Kopila expresses her appreciation to the Canopy team for their assistance in achieving her goals.

***Pooja Gohatraj**, one of our senior scholars who graduated from Caspian Valley College, has recently started her bachelor's at Pokhara University in Electrical and Electronics. She is grateful to Canopy for providing her with such an incredible opportunity that has allowed her to continue her education. She is grateful to have Canopy by her side as a motivation to advance in her career.*

All of these outcomes meet FESSHIP's major goal and objective i.e. equitable educational access and opportunities for less privileged children.

PROGRAM ANALYSIS

Strength of the program

- Based on first-hand experience in the year 2021/22, the team members were on the same page that further helped in making agreeable changes, modified components and metrics for proper management, and outcome-based approach for the scholarship program in the upcoming year.
- After a couple of years, a physical session - Inspiring Through Stories as a mini version of Understanding Education was successfully conducted. The team themselves as well as all the crucial stakeholders for this series were very excited to meet physically. While doing so, the team was strong enough to manage all the program requirements timely. Upon spontaneous situations to make the program smoother, team members were able to manage and handle among themselves.
- The team managed most of the scholars to visit Kathmandu Triennale 2077 across 5 different themes and learned their practicality and reality. Based on their experiences, scholars loved the outdoor meet-ups and the learning at the same time.
- During the first round of interviews for the new scholar selection at Dhading, the team found very dynamic and competitive applicants who were needy at the same time. But it was the team's strength that helped in filtering out the most deserving scholars from the applicants received.
- There were even a few sensitive cases from the applicants, however, the team decided to handle such cases with proper consultation for further decisions over scholarship.
- FESSHIP team is proud of having one of the senior scholars as a volunteer tutor in the tutorship program. Further, the tutorship program was successfully completed followed by a reflection session with Tutors.
- FESSHIP team members worked together with CANSHIP, Learners' Hub and Canopy Nepal to achieve common goals. Adding on, the collaboration was extended externally with various individuals or organizations.
- The team as a whole also learned to set priorities and deadlines as per the program's requirements.

Critical Observations and Interventions

Critical Observations	Intervention
Medical emergencies	Checkups and medical emergency assistance
Lower career understanding (NEB graduate)	Individual/Group Counselling followed by Career Counseling to provide a platform for scholars to learn about potential career opportunities.
There was a delay in collecting documents and information (like decisions on negotiating, updated college fees, etc.) that delayed the payment process.	The team continuously coordinated with the colleges to get information.
Changes in fee structure of respective institutions	Meeting with the responsible authorities and moving forward in mutual understanding.
Some of the target set for the programs could not be met on time as planned due to unavoidable circumstances created by COVID rising cases.	Once the COVID cases began to decline, the FESSHIP team completed the target set.
The team analyzed that the physical academic session for 2021/22 barely ran for 3-4 months. This had an adverse effect on the quality education of scholars.	The team provided full effort to minimize the educational transition that occurred due to COVID constraints. Initiated Coaching classes for weak subjects.
Team members tested COVID positive.	Medical Leave & Work from Home facilities
One of the senior scholars mishandled the laptop provided by FESSHIP. The screen had been severely damaged. Furthermore, the scholar was not properly answering how it all happened.	Based on the contract FESSHIP made during the laptop distribution, scholar himself had to manage all the expenses while repairing the laptop.
Financial crisis in the scholars family due to unemployment.	Provided required support to the families.

Way Forward

Considering the project's impact from 2021/22, FESSHIP is even more committed to ensuring better and more equitable educational accessibility opportunities for scholars, as well as boosting their confidence through various interactive learning programs and workshop based on proper need assessment, that ultimately results in both personal and educational growth in our scholars. The project will ensure that stakeholders have a proper understanding of the scholarship through regular assessments. The involvement of parents in this process will also be ensured in order to provide better and well-represented program planning. In addition, various events and meet-ups will be organized to maintain and improve the relationship between FESSHIP and its various stakeholders.

Adding on, FESSHIP will organize different sessions and workshops targeting graduating scholars to help them create their own life designs and make sound career decisions.

Furthermore, the uncertainty caused by COVID-19 has hampered scholars' learning process until now. As a result, FESSHIP will assist each scholar to improve their academic performance.

Annex

Photos

Acronyms

FONAI - Friends of Nepal Adelaide Inc.
FESSHIP - FONAI Education Scholarship Program
CANSHIP - Canopy Nepal Scholarship Project
DLH - Digital Learners' Hub
M&E - Monitoring and Evaluation
SM College - Sagarmatha College

Testimonials

"During the Patan Museum visit, I got an opportunity to see different artworks by various artists connected to cultural history, medical thinking, socio-cultural diversities, and many more." - **Kopila Sherpa (Scholar)**

"During the picnic at Godawari, it was a pleasure to meet other scholars, juniors, and seniors, from the Canopy Nepal Scholarship Programs. I had a great time because the day was filled with laughter, dancing, singing, and a botanical garden tour." - **Prachanda Bishowkarma (Scholar)**

"I always find the sessions and programs conducted by Canopy Nepal effective. I believe organizing such interactive discussions can be one of the ways to improve the quality of public schools and ultimately bridge the gap between private and public schools in the country." - **Shailendra Shrestha (Guardians)**

"Thank you so much Canopy Nepal for your continuous support, guidance, and care for my sister, Kopila." - **Sangi Sherpa (Guardians)**

"I am grateful to the FESSHIP team for assisting me with the community visit because I learned a lot of new things that will help me in the nursing field in the coming days." - **Sobhan Tamang (Scholar)**

"I am so happy and I have a great experience dealing with critical and routine hospital cases that every human being faces at some point in their lives, and I am also proud to assist sick patients." - **Sajina Pariyar (Scholar)**

"The panel discussion has helped me understand the teachers' perspectives on their roles of making education accessible to all the individuals." - **Sushant Shahi (Scholar)**

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Contact Us

Canopy Nepal

Baluwatar-4

Kathmandu, Nepal

info@canopynepal.com

www.canopynepal.com

Canopy Nepal @canopy_nepal Canopy Nepal @canopy_nepal