

Introduction

Nepal is one of the least developed countries in Asia. Digital transformation is challenging Nepalese society yet providing great possibilities for development. Almost 80 % of Nepalese inhabitants live in rural areas but internet penetration is still below 40%. Infrastructure around internet connections is advancing fast and online education will already soon fit perfectly to Nepal and enable high-quality education improvements in quality of online education:

Curriculum design: will have the following short term, medium-term and long term impacts.

The project participants will first see a general need and understand the importance of redesigning curriculum to teach in an online environment, and at the initial stage recognize the need of linking the curriculum with employability. The medium-term goal is redesigning the curriculum synergizing market needs, learning objectives with students experience in mind from an online perspective. And finally, application of pedagogical competencies in designing actual courses with a direct link to competencies linked to working life. Create new online courses that fulfill both the learning objectives from an online pedagogy and develop competencies for working life. The ultimate goal is that these new online pedagogical competencies could be learnt first by teachers, then during the dissemination stage passes the knowledge to other teachers so that more effective online courses would be created and offered within partnership institutions. Pedagogical model development of online education: the project participants will first become exposed to various Pedagogical models in online education online tools, systems, and ecosystems. The medium and long term is a development of online courses using online pedagogical models, and then implementing the course. The ultimate goal is to create a platform so that participating members from each organization would teach other teachers from their institutions how to effectively use the principles.

Some of the major objectives are as follows:

1. Improve the quality of education by adapting digital pedagogy in designing online courses.
2. Enhancing collaboration and partnerships
3. Enhancement of entrepreneurial and digitization skills
4. Enhancement of sustainability oriented strategy at HEIs and beyond.

List of the Participants:

Partner No	Role	Short Name	Legal Name	Country	Partner No
1	COO	SMC	Sindhuli Multiple Campus	Nepal	1
2	BEN	Turku UAS	Turku University of Applied Sciences	Finland	2
3	BEN	SA	Sindhuli Academy	Nepal	3
4	BEN	SCTI	Sindhuli Community Technical Institute	Nepal	4
5	BEN	UPV	UNIVERSITAT POLITECNICA DE VALENCIA	Spain	5

6	BEN	SVI	SiddarthaVanasthali Institute	Nepal	6
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LIST OF WORK PACKAGES

Work Package No	Work Package Name	Lead Beneficiary	
1.	Overall Management	SMC	D1.1 – Project NEWSTEP kick-off meeting D1.2 – Consortium agreement D1.3 – Contracting external evaluator D1.4 – Internal Financial Reports D1.5 – Interim report of NEWSTEP D1.6 – Final report for NEWSTEP
2.	Improvement in quality of education	Turku UAS	D2.1 – Online Learning Platform D2.2 – Introduction to the pedagogical approach to teachers D2.3 – Innopeda® Training D2.4 – Theoretical understanding of online pedagogy principles D2.5 – Teaching tools in the online learning environment D2.6 – Development of digital competencies in the online learning environment D2.7 – Piloting the online courses
3.	Enhancing collaboration and partnerships Enhancement of entrepreneurial and digitalisation skills	UPV	D3.1 – Local Ecosystem Audit D3.2 – Ecosystem platform D3.3 – Agile network course
4.	Enhancement of entrepreneurial and	UPV	D4.1 – Active learning for entrepreneurial and

	digitalisation skills		digitalization skills in the curriculum D4.2 – Staff training on coaching students. D4.3 – Entrepreneurship course
5.	Enhancement of sustainability oriented strategy and at HEIs	Turku UAS	D5.1 – Nepal sustainability baseline report D5.2 – Sustainability strategy reports. D5.3 – Sustainability course
6.	Dissemination and communication	SVI	D6.1 – D6.2 – D6.3 – project D6.4 – D6.5 – D6.6 – D6.7 D6.1 Dissemination plan D6.2 Seminar on entrepreneurship D6.3 Visual Identity of NEWSTEP D6.4 NEWSTEP Website D6.5 Publications D6.6 NEWSTEP promotional materials D6.7 Seminar on Digital Pedagogy
7.	Quality assurance	Turku UAS	D7.1 – Quality assurance plan D7.2 – Internal Evaluation reports 1#3 D7.3 – Sustainability plan

Major activities so far:

Several activities have been undertaken to achieve the project's objectives:

1. Kick-Off meeting and Workshops on Digital and Innovative Pedagogy:

The project has been officially inaugurated with several invited delegates and educational experts. A workshop on digital pedagogy and innovative teaching methods was successfully conducted with support from Turku University of Applied Sciences. Moreover, teachers from all the partner institutions have been taking part in an online training session every month facilitated by the experts of Turku University of Applied Sciences.

Forty teachers from partner institutions have participated in the workshop.

European partners shared their teaching and learning experiences, as well as several innovative strategies and effective digital tools.

These sessions have enabled the teachers to conduct more effective classes, benefiting an estimated 600 students. Moreover, the workshop has improved the mindset of the teachers regarding online classes and its effective implementation.

2. Implementation of the Skills

Teachers have begun implementing the digital skills and innovative pedagogical strategies learned during the workshop.

They have created online digital courses using platforms such as Google Classroom and Moodle and have implemented some part of the courses as a pilot study.

Surveys indicate that students have enjoyed and benefited from the online teaching and learning experience.

3. Physical Mobility Workshop in Turku, Finland:

A continuation workshop was held with physical mobility in Turku, Finland.

This workshop provided teachers with invaluable experience, exposing them to European pedagogical practices, culture, innovation, and research at the university.

4. Entrepreneurship Initiatives:

The project explored various opportunities for fostering entrepreneurship within Nepalese institutions.

Partner institutions have started exploring entrepreneurship courses to align skills with market needs.

Overall, the project has made significant progress in enhancing digital skills among teachers and fostering a culture of entrepreneurship, thereby addressing critical educational and economic challenges in Nepal.

5. Future Plan

The project future plan is as follows:

- Enhancement of digital and entrepreneurial skills among teachers
- Atleast 25 digital courses creation and its effective implementation with regular updates and improvement
- Establishing partnership and securing funding to ensure long-term sustainability
- Use dissemination channels such as website, social media, email and newsletters to communicate project progress, success stories, and updates to stakeholders and the community