

A Project Proposal on

**"Enhancing Access to Education for Earthquake Affected
Disadvantaged Children of Nepal"**

(Edu-Access Project)

Submitted to:

**GlobalGiving
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Submitted by:

Community outreach for rebuilding Nepal

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1. Introduction

Community Outreach for Rebuilding Nepal (CORN) is a non-government, not-for-profit making company. It was founded in 2015 by a group of committed youth from directly earthquake affected community. It is registered with the Office of The Company Registrar in Kathmandu district, and affiliated with Social Welfare Council (SWC), Nepal. Since its establishment in 2015, CORN has been working with the poor, vulnerable and socially excluded segment of the society for meeting their basic needs and improving livelihoods, while also contributing in the process of empowering them to raise their voices for the cause of human rights, particularly children, Dalit and women human rights and access to education.

The Government has been making serious efforts over the years to improve access to education and to create an enabling environment for quality education. Special programmes such as programme for the educationally disadvantaged ethnic groups and girls have been conducted. However, the April 25 earthquake has destroyed many school buildings and damaged many, rendering them unfit for use. According to the Department of Education (DoE), the earthquake destroyed and damaged 3,552 schools in 14 districts. Therefore, millions of children are unable to return to schools for months. There should be taken urgent action to provide temporary learning facilities and repair damages. But very few programs are targeting to address the problem.

After the earthquake, CORN has engaged itself in community development program/projects and volunteers mobilization. In our project area (Madanpur Village Development Committee(VDC) ward-1, Nuwakot) number of earthquake affected Disadvantaged Children are found. The problem of earthquake affected Children are acute due to poverty and discrimination. Due to the caste based discrimination, re-marriage, trafficking, widowed / divorce women, absence of love and security in the families, Family disputes, Unwanted pregnancy of Trafficking / Sexually exploited girls; these children are left without care and support. These children are involved in rag picking; pick pocketing and participating in anti social, criminal activities. Therefore, we want to mainstream these children in the nation building by providing education, care, support and protection.

2. Rational of the Project

The project aims at benefiting directly 46 school aged children of Madanpur VDC ward 1, age of 5-9 through their access to formal schooling for quality and improved education facilities, fellowship, in schools and with sustainable livelihood provision for the adult members (mostly parents of school going children) of the community as final beneficiaries.

The VDC, is the most earthquake affected area located in the north-eastern part of Nuwakot District. There are 2 secondary level schools and 8 primarily level schools in the Madanpur VDC. The VDC has about 30 percent illiterate population. However, many children especially from the poor and excluded households do not have access to education at all levels. The target groups of this project are the so far excluded and under privileged school aged children mostly representing the children of disadvantaged group (Dalits in particular) and other marginalized

and vulnerable. This VDC has a significantly high proportion of population of Dalits and marginalized groups (Indigenous community 4,930, Dalits 500 and others)¹.

Among others, one of the ways CORN seeks to empower its target communities is through implementation of educational activities. When even the little hope you have for the future has gone, promises of a better future are tempting. We have to respond to the immediate problem arising from the earthquake, but also the long-term underlying causes. CORN believes that education helps a person become better informed and capable of understanding the world around him/her more easily. Therefore, CORN wants to support those victimized children for their primary level education.

This project proposal has been prepared based on the information gathered through a quick survey in the Madanpur Village Development Committee (VDC)², which is most earthquake affected area of Nuwakot district. This project will handle from secondary sources, in order to make it more relevant and meaningful to the local as well as national context. The information sources included the potential target beneficiaries, stakeholders (VDCs, local Clubs, local leaders, Community Based Organizations) in the project VDC.

3. Problems³ to be addressed

The problems that were identified in the project VDC (Madanpur), based on the analysis of the project location situation consisting of 150 sample households, are as follows

- Of 150 total households surveyed, 55 households do not send their children to schools. Most families lack financial resources to support for school uniforms, stationery, and pay the applicable fees (e.g., examination fees) for their children. Most adult household members work as daily wage-earners, some migrant and seasonal farm labourers, while some make money through.
- In the Madanpur VDC ward-1, the local Primary level School named Tara Primary School is totally destroyed due to the earthquake. All together 97 students are studying in open space of School ground among them 46 are from Dalits and marginalized community, whose houses also totally destroyed by the earthquake. They are still sheltering in a temporary tin shed. The situation of female children is worse than the male children in all of these aspects.
- Most teachers of the School are untrained and hence are unskilled, thus not able to deliver quality service. Due to the use of traditional teaching methods it affecting the quality of education.
- Schools have remained without being properly monitored by the government. The school is managed by the communities. The School Management Committee⁴ members lack relevant management capacity/skills.

¹ According to the National Census of 2011, it had a population of 8,862 People (Male 4,294 Female 4,568) residing in 1,738 individual households. According the household survey of Government, there are 871 household without toilet and 150 household without any facility. There are 897 children (Male 477 and Female 420) directly affected by the earthquake.

² A VDC is the lowest unit of local government body of Nepal

³ Based on the 150 household survey conducted in the proposed project location, i.e, Madanpur VDC, to prepare this project proposal

- Lack of effective learning environment (untrained teachers, lack of sanitation, physical facilities –play-grounds, toilets for female teachers and girls students, drinking water taps, library, laboratory, etc.), physical infrastructure (roof, classroom, floor), stagnant technology, etc.
- Lack of awareness on the part of parents about the importance of education, and educating their children and Incidence of dropouts due to various cultural (early/child marriage, need for taking care of young ones, etc.) and financial; reasons.
- Dalit children area discriminated (negatively) in the schools, asking them to stay away from the so-called upper caste children.

Therefore, improving education facilities at public schools and strengthening the local capacity (management and governance of School Management Committee (SMC), and monitoring the accessibility and quality education would be an ideal approach to minimize the problems being faced by the marginalized rural communities and local education institutions. Hence, the proposed action is intended to address the above mentioned problems by supporting the children of Disadvantage group's families, strengthening the governance capacity of the SMCs and management capacity of the schools, improving education facilities of the rural public school, and bringing them to a common platform to address the underlying causes of the problems mentioned above.

4. Overall Objective of the Project

The overall objective of the project to create an enabling environment that would eventually serve as 'a model' to ensure that educational program is inclusive (with greater access to earthquake affected poor and marginalized groups) and qualitative (with improved education materials, equipments, instructions techniques and laboratory facilities), (ii) students are retained in the schools (without dropout and repetition),

The project basically intends to focus on two aspects:

- Direct support to earthquake affected 46 students from Dalit and marginalized group through scholarship package, uniform, education materials, equipments, instructions techniques and laboratory facilities out-of-school education (non formal education), and vocational skill development and,
- Strengthening the local capacity, this includes supporting the public schools, school management committee, Parents Organizations.

5. Project Activities

7.1. Provide Scholarship Package for Dalit and Marginalized Students: Under the activities CORN will provide Scholarship Package for 46 children from Dalits and Disadvantaged and marginalized families to enable them to access the formal and quality education. This

⁴ School Management Committee (SMC), on the basis of an agreement with the District Education Office (DEO), has the management responsibility of community based schools. Community Managed Schools are public schools receiving all sorts of government support as that given to other public schools.

provision will include mainly school uniform, textbooks/education equipments, stationeries, school bag and fees, if any, for the children.

This activity will also motivate the parents to send their children to schools, as they are not required bear the cost to receive an education. The identification and selection of deserving 46 children from marginalize and vulnerable families will be done in the project districts with the help of the stakeholders and School Management Committee. This fellowship will be provided for two years.

The project will support for (i) basic and educational materials and equipments (e.g., black/white boards, charts, specimen, etc.), (ii) set up and strengthen school-library facilities with books, furniture, equipment and stationery. This kind of activity aims at promoting quality education through creation of learning facilities, and consequently resulting in minimization of the existing gap between the quality of rural and urban school education.

7.2. Organize training for 7 teachers for advance learning environment and leading to quality education, classroom and laboratory improvement, promoting extracurricular activities including playground creation and/or improvement, hygiene and sanitation, etc.

The objective of this teacher training programme is to enhance the teaching and learning environment within the existing classroom structure along with change in the behavior and teaching methods on the part of the teachers and administration and shaping the curriculum to meet the local contextual needs. The training while develops the potentials of the school teachers to deliver effective education; it will also enable them to promote fearless (without corporal punishment) learning by discouraging any form of discrimination in the classroom situation. The intensive training will be conducted for 7 core teachers for 5 days. Moreover two days refresher training will be organized to the teachers in the last year of the project.

7.4. Provide training to 15 members of School Management Committees for planning and strategies development about the quality education in the respective communities.

This activity is to strengthen the capacities of School Management Committee representatives for planning and strategies development with a view to encourage them to raise their level of commitments towards quality education. For this, the project will organize 3-day workshop for 15 representatives from SMCs in the project district. This training will provide the participants with opportunities to bring back the lessons learned, problems facing the schools, SMCs in the delivery of quality education. As an output of the training, the participants will also prepare or document the strategies and plans for delivering quality education in the public schools. The workshop will be facilitated by CORN with the cooperation of SMCs, and the teachers.

The project activity will support to strengthen the capacity of public schools by promoting opportunity of better learning environment and quality education to underprivileged children. For improving the learning facilities, arrangements will be made (i) for lockable classrooms with separate racks and equipments, and (iii) involvement of students and

members of child clubs (on voluntary basis) in creation of favorable classroom environment–use of fearless, non-discriminatory and child friendly teaching methods, classroom arrangement, monitoring of children’s and teachers’ attendance and performance and support of the schools.

As multiplier effects of the activities carried out under this action, the non-target public schools and other parents and children beyond the target areas both within and outside the project area will be motivated to adopt the relevant activities for development of their institutions. The activities of the project are economically feasible and socially acceptable in nature. Hence these activities can be replicated in other parts of the country with similar geographical, social and political settings. The success stories and lessons learned from the implementation of the action will be disseminated through appropriate electronic and print media.

7.3. Organize 2 events (drawing competition, quiz, and sports competition among the school children of targeted and non-targeted public schools.

These activities help students develop in mental and physical terms. CORN will facilitate the organisation of events in coordination with respective Schools and SMCs and local authorities. The event will be organised on the occasion of important days like ‘Democracy day, Republic day, national education day, children’s day, etc. For conducting each of these events, Organizing committees and sub-committees composed of members from various stakeholder of this project will be formed. The events will be organised with the help of the local public schools, local youth clubs, VDCs, DEO and other stakeholders.

8. Project implementation and Management

The project will be implemented in Madanpur Village Development Committees (VDCs) Madanpur of Nuwakot district of Nepal for a period of two year from November 2015 (as a Pilot Project) and will end by December 2017. Based on the experiences and lessons learned from this pilot project, the project will be extended and expanded for additional periods.

CORN will also appropriately involve community based organisations and local government authorities (VDC, DDC, DEO, etc.) as coordinating and collaborating partners in the implementation of the project activities. Through practical skill development training activities, the project will also build and strengthen the capacities of these organisations and agencies contributing to sustainability of the activities.

Before the implementation of the action, a project orientation and planning workshop/meeting will be organized in the project VDC participated by different stakeholders. The purpose of these workshops is to introduce the project to the stakeholders and prepare joint plan for implementation in future. Similarly, public awareness meetings about the nature and objectives of the project for information of general public and concerned stakeholders will be organized.

A Baseline study will be carried out, under the supervision of CORN, at the community level to document the before project situation with regard to education (school enrolment, drop-outs, teachers' quality, facilities at schools, etc.) and the support system (situation of PA, SMC, etc.). Besides, the community people's understanding and awareness about the significance of education in personal and national development, the problems facing the communities in educating their children and themselves and the factors associated with quality and inclusive education in line with the government policy and programmes will also be assessed.

For the baseline study, the primary information will be collected through various techniques such as household survey, focused group discussion, key informant interview, case studies with respect to Schools, SMCs, and PA. Secondary information will be collected from sources like local governments (DDCs and VDCs), government agencies (DEO) and SMCs. The changes (impacts/effects) in the education at the VDC level due to the project implementation will be measured against the baseline information.

For implementing the project, CORN will adopt the participatory development approach. During the implementation, the reporting system of the project will be managed quarterly and annually, (or as per the need of the supporting organization). A completion report of the project will be prepared and submitted to GlobalGiving. CORN will manage the necessary resources (staff, logistics, planning and monitoring tools) to ensure the smooth and timely implementation of the proposed activities. CORN management from the central office will provide technical and other backups to the project. The following team of local technical and support staff will be involved.

A highly competent team of approx. 2 full-time staffs will be responsible for the detailed planning and day to day administration of the action.

Technical Staff:

- **Field Coordinator** (Full time -1) preferably with competency in education sector and school management, s/he will be reporting to Programme coordinator at the centre

Job: Overall management and implementation of the project, and liaison with the district level line agencies and other stakeholders, follow up and monitoring of the project activities.

Job Station: project VDCs/sites

Support staff:

- **Programme Coordinator:** Deployed from CORN

Job: Overall management of the project and office management, supervision and monitoring of the project, and reporting to the donor

Job station: CORN Kathmandu Office, with visits to project District/VDCs, as and when needed

- **Admin/Finance Officer** -1 (on part time basis, deployed from CORN):

Job: Overall administration/financial management of the project,

Job station: CORN Kathmandu Office, with visits to project District/VDCs, as and when needed

- **Office Assistant** (1) Deployed from CORN on part-time basis: for support the office management

Job station: CORN Kathmandu Office

9. Project Monitoring

CORN, through its Monitoring Unit, will adopt a participatory monitoring and evaluation mechanism to ensure that the project activities being implemented are in accordance with the agreed project design and the methodology. At community/VDC level the project activities and outcomes will be jointly supervised and monitored by the project beneficiary groups and the local project staff on a regular basis as an integral part of the implementation process. Similarly, the financial transactions will be monitored by CORN's Accounts Unit on a monthly basis. An internal evaluation during the project implementation will allow to adjust the project strategies to changing circumstances, if need be, in order to attain the desired results and project objectives. An external end-of-project evaluation will be conducted to assess the overall performance and effects/impacts of the action implementation process.

Community Outreach for Rebuilding Nepal (CORN)

Budget For Educate 46 Earthquake Affected Children in Nepal (Edu-Access Project)

SN	Activities	Unit	# Unit	Days/Times /Month	Unit Rate (USD)	Total Cost (USD)	Remarks
A	Programme Cost						
1	Provide Scholarship Package for Dalit and Marginalized Students:						
	School Uniform (Pants, Shirt, Shoes, socks, Tie, etc	Persons	46	2	\$50.00	\$4,600.00	
	School Fee	Persons	46	24	\$5.00	\$5,520.00	
	Day Meal	Persons	46	2	\$20.00	\$1,840.00	
	Stationery (Pen, Pencil, Color Box, Copy e.t.c)	Persons	46	2	\$50.00	\$4,600.00	
	Total in Cost (1)					\$16,560.00	
2	Training Program for Teachers:						
	Consultant Cost	Persons	2	5	\$80.00	\$800.00	
	Refreshment Cost	Persons	10	5	\$15.00	\$750.00	
	Stationery Cost	Persons	10	1	\$2.50	\$25.00	
	Local Travel	Persons	10	5	\$5.00	\$250.00	
	Total in Cost (2)					\$1,825.00	
3	Provide training to 15 members School Management Committees						
	Consultant Cost	Persons	1	3	\$80.00	\$240.00	
	Refreshment Cost	Persons	15	5	\$15.00	\$1,125.00	
	Stationery Cost	Persons	15	1	\$2.50	\$37.50	
	Local Travel	Persons	15	5	\$5.00	\$375.00	
	School Strategy Preparation	Times	1	1	\$500.00	\$500.00	
	Total in Cost (3)					\$2,277.50	

4	Organize recreation Program (Sport , Quiz, drawing) :						
	First Prize	Persons	3	1	\$20.00	\$60.00	
	Second Prize	Persons	3	1	\$15.00	\$45.00	
	Third Prize	Persons	3	1	\$10.00	\$30.00	
	Total in Cost (4)					\$135.00	
	Total Program Cost (A) (1+2+3+4)					\$20,797.50	
B	Administrative Cost:						
1	Salaries:						
	Program Coordinator (40%)	Persons	1	24	\$80.00	\$1,920.00	
	Admin/Finance Officer	Persons	1	24	\$60.00	\$1,440.00	
	Office Assistant	Persons	1	24	\$32.00	\$768.00	
	Total in Cost (1)					\$4,128.00	
2	Management cost:						
	Laptop	Set	1	1	\$650.00	\$650.00	
	Travel	Months	24	1	\$30.00	\$720.00	
	Stationery	Months	24	1	\$20.00	\$480.00	
	Communication Cost	Months	24	1	\$15.00	\$360.00	
	Total in Cost (2)					\$2,210.00	
	Total Administrative Cost (B) (1+2)					\$18,098.00	
C	Total Cost (A+B)					\$38,895.50	
D	Contingency Cost (5% of Total Cost)					\$1,944.77	
	Grand Total					\$40,840.27	