**Cover letter**

 **This application is a resubmission – pervious application data: 2537 – CICED**

Dear Assessment Committee,

After guidance from CISU the previous application text has been transferred to the new CISU application format. The new application takes up one more page in addition to the maximum page number as per usual resubmission norms.

Questions from the old application format which are not relevant today have been deleted.

The new questions in the new format appear in black.

Additions to the original applications are written in blue. In general the remarks expand on the areas noted by the assessment committee in their previous questions to CICED/ JNF and in the BU-notat i.e. the collection of data as part of the project’s start-up and overall monitoring.

The budget has only one addition under Danish payroll where CICED notes its contribution.

I hope, in spite of the transition from one format to another that the application is easy to read.

Kind regards,

Rita Tisdall

1. **Objective and relevance**

**The overall objective of this intervention is to ensure that communities in Helambu Municipality of Sindhupalchowk district are safe areas** **for children, where they have access to inclusive and equitable quality education.**

The three immediate objectives are as follows:

1. By the end of the project, parents and community stakeholders of 34 school catchment areas are mobilized and have taken ownership of their local schools.
2. By the end of the project, all 34 schools in Helambu know how to promote inclusive learning cultures. Teachers have acquired the necessary pedagogical tools to teach diverse classrooms.
3. By the end of the project, all secondary schools in Helambu will have introduced the teaching of math, science, environment studies and social studies using “Information and Communication Technology”.

Quality education is a cornerstone in the fight against poverty and inequality, playing a key role in the development of social and economic justice, gender equality, and sound democracies. Inclusive and equitable quality education, i.e. the right of all children to receive educational services within their local community with reference to their local cultural contexts, is specified to the Sustainable Development Goals.

Inequitable access to, as well as poor quality combined with weak public education systems and rapidly growing privatization of education, are main obstacles to reaching the SDG 4.[[1]](#footnote-1) This project, through a Total School Approach, TSA, addresses these impediments, by mobilizing, capacitating and strengthening parents, communities, schools, and local governors to collectively confront these obstacles. Our project facilities the mobilization of some the most vulnerable to exclusion in Nepal.

There is focus on and strengthening their capacity so they can claim their right to participation in their local school governance. Integrated into all aspects of the project is the mission to create safe, protective environments for children. We understand that the creation of safe areas for children is a dynamic interdependent development process amongst duty bearers i.e. parents, schools, communities and government. “Child protection”, will not be a singled out as specific theme, safe areas will be an overall result of this intervention. The TSA teams will through everyday critical pedagogical application address explicit and implicit child protection challenges and seek to facilitate the building of child protective strategies and networks among all duty bearers.

**The context and sharing of wealth**

Nepal is the second poorest country after Afghanistan in Asia. With a population of almost 30 million, Nepal is ranked 147th out of 187 in the 2019 UN Human Development Index. An estimated 44% of the Nepalese population live below the poverty line with 50% of children under the age of five suffering from malnutrition[[2]](#footnote-2). The poorest people often live in inaccessible areas, are from marginalized ethnic groups, or from the Dalit caste. More than one-third of Nepal’s children under five years are stunted and 10% suffer wasting due to acute malnutrition.[[3]](#footnote-3) Trends in income and wealth tell a clear story of the gap between the rich and poor in Nepal: economic inequality is extreme and growing. In 2010/11, Nepal had one of the highest income Gini coefficients in the world, at 49.42, and the level of income disparity had increased considerably in the preceding fifteen years. The Palma ratio, which compares the income share of the top 10 % and the bottom 40 %, shows a similar trend. Today, the income of the richest 10% of Nepalese is more than three times that of the poorest 40% of the population. Nepal is emerging from a series of crippling shocks. Barely recovered from the devastation and loss wreaked by the earthquakes in April 2015, the country experienced a near total economic seizure between August 2015 and January 2016, as cross-border trade with India came to a halt. The shortages of fuel, raw materials, and other essential commodities caused prices to soar, businesses to curtail operations, and the economy to register the lowest growth experienced in the last fourteen years. The Maoist conflict between 1996 and 2006, and the turbulent decade of transition that followed, also took a heavy toll on the country.

Nepal is one of the most disaster-prone countries in the world, ranking 11th in the world in terms of earthquake risk, and 20th in terms of disasters. Between 2011 and 2015, more than 12,000 people were reported dead and a further 26,453 injured because of natural disasters. Such disasters exacerbate and compound existing inequalities and vulnerabilities: the poorest people are more likely to suffer death, injury and damage to property, as they live in more hazard-exposed areas and are less able to invest in risk-reducing measures. Women and children are 14 times more likely to die than men during a disaster and in the aftermath, women are more likely to become victims of domestic and sexual violence and less likely to receive help. Minorities face the same challenges: for example, there is evidence that Dalits were willfully neglected by relief workers distributing emergency supplies during the April 2015 earthquake. Sindhupalchowk, the project focus district was worst hit by the earthquake. It had the highest death toll, 95% of homes and infrastructure, all schools were destroyed. The new Municipality of Helambu prioritized the rebuilding of schools; most of the schools are now rebuilt. The challenge is now, as expressed by the Lord Mayor, “how do we make sure that what goes on in the schools is quality education and our children are safe, that they stay in Helambu?”[[4]](#footnote-4)

Demand for inclusion dominates the political and economic discourse. The inclusive agenda has a special significance for a country that had a violent Maoist conflict in its recent history. Inequality in the distribution of resources was the key driver of the revolution that turned into a civil war resulting in 14,000-recorded deaths. And indeed, if there is one agenda that has dominated Nepal’s political and economic discourse during the decade of post-conflict transition, a period which saw the dissolution of the 250-year old institution of monarchy and a deep restructuring of the Nepali state, it is the agenda of inclusion. The salience of the agenda is reflected quite notably in the new promulgated 2015 Constitution of Nepal. The word “inclusion” or its variant “inclusive” appear in 35 instances, in the earlier democratic constitution of 1990 it was never named. Likewise, inclusion is a corner stone in Nepal’s School Sector Development Plan, 2016–2022 and the consolidated Equity Strategy Plan for the school sector.

**Inclusion and equity in education - trends in Nepal**

Modern schooling in Nepal is often expressed as one of the key social dynamics of “development” and “modernization” of the nation[[5]](#footnote-5). Ideally, chosen school policies and pedagogies at this stage in Nepal should embrace inclusion, socialization, democratization and the overall development of children irrespective of their caste, class, gender, abilities and ethnicity.

Socio-cultural diversity is one of the most important features of the Nepalese society. There are some 123 languages in Nepal. Nepali is the official language, around 40% of the population’s mother tongue[[6]](#footnote-6).

Nepal was officially the last Hindu state, which was abolished in 2007. Power was consolidated by links to the Hindu caste system, which has produced interwoven patterns of inequity rooted in underlying norms of social hierarchy, behaviors and social practices that reproduce discrimination, material patterns of structural inequality related to economic production and livelihood, and spatial center- periphery dynamics that link marginalized people to marginalized geographies. [[7]](#footnote-7)Nepal’s caste society has generally excluded three groups from the development process: Dalits, or lower-caste people, indigenous people, or Janajatis, and women. Although diluted somewhat over the past decade, in urban settings, caste remains a key to exclusion today.

Sindhupalchowk district, is inhabited by at least 20 different ethnic caste groups. Tamangs, one of the most marginalized ethnic groups in Nepal, count 40 % of the population. Specifically, the project area sees 70% of the population being Tamang and Hyolmos, both are indigenous groups of Nepal, Dalits make up around 10% the population the remaining 20% consist of Brahmin and Chhetris.

“*Multidimensional inequalities between culturally defined groups determine resource access, and outcomes often predict political instability and violent conflict. Along the same theoretical lines, societies with greater educational inequalities between culturally defined groups have substantially higher risk of conflict, and particularly the prevalence of high education inequality between ethnic and religious groups doubles the likelihood of experiencing violent conflict."[[8]](#footnote-8)*

Caste discrimination is forbidden today in Nepal, there is anti-discrimination legislation in place however, it is very weakly implemented. Change is not reached only by amending laws, but also by changing the mind-set of people and the formal and informal institutional mechanisms, which perpetuate discrimination. Critical education plays a key role in bringing about this change.

Education in Nepal is overwhelmingly seen and valued for its ‘positive’ and, therefore, it’s ‘unquestionable’ impact on the social and economic well-being of the people and the nation. However, critics of Nepal’s education system note, the long history of social inequality and exclusion within Nepal’s education system is hardly debatable. It factored largely in the recent bloody conflict, where one of the main demands of the Maoists was the closure of all private schools and the right to mother tongue instruction. A lack of a critical take on education overlooked the adverse effects that schooling has had on the promise of social cohesion and development. Education can play just as much of a ‘negative’ role in exacerbating hostility as a ‘positive’ one by extending prejudiced systems through the ‘uneven distribution of education’, utilizing ‘education as a weapon in cultural repression’, ‘manipulating history for political purposes’, ‘manipulating textbooks’ to influence feelings of ‘self-worth and categorizing others’, as well as segregating ‘education to ensure inequality, lowered esteem and stereotyping. Many of these qualities are evident in the present form of education in Nepal today. “Throughout the educational history of Nepal, the dark ‘face’ of education has rarely been scrutinized,”[[9]](#footnote-9) Mass schooling interventions, such as BPEP and Education for Allhave also been sighted for their shortcomings the often celebrated contemporary ‘success’ of increased literacy and enrolment rates to education overlooked the embedded discriminatory ‘practices’ in the educational system. Children from Janajati and the Dalit castes are still treated unfairly within the school.

Today, according to national data, 20% of children who enter grade 1 do not complete the primary cycle, and less than one-third reach grade nine. Only 6% of the poorest girls complete primary school. Access to education is also constrained as economically poor children are also excluded due to the persistence of out-of-pocket payments. Evidence shows that families bear 56.6% of the total cost of education. Despite the policy of free primary education, families pay more than one-third of the primary education costs, due to informal fees and charges for learning materials and uniforms.

According to Helambu municipality data, two-thirds of enrolled children in public schools drop out before fifth grade. There is presently no data to show where these children are today. During some months of the year, the Dalit and Janajati communities often travel to work in other districts taking their children with them. Due to a one-size-fits-all pedagogical approach, many of these children drop out, as they have to often repeat the same class multiple times.

**Privatization and some other trends effecting education**

Nepal has seen the explosion of private boarding schools. Already, back in 2010/2011 the Living Standard Survey shows that 27% of children attend private boarding schools. Private schools were almost non-existent in Nepal before the end of the 1990s. The majority of private schools are registered as company schools, i.e. they operate largely for profit, indicating a rise of commercialization of education. There is a significant gender, geographical, and socioeconomic disparity in participation in private schools. The gender parity index in basic and secondary levels in private schools is only 0.77 compared to 1.10 in public schools[[10]](#footnote-10), an indication of significant gender disparities in access to private schools. Capitalizing on the discursive success of neoliberalism; the public perception of education quality in Nepal is dominated by what modern, westernized education offers, the key manifestation being the medium of instruction: English. New trends of low-fee private schools have been presented as a pragmatic alternative to both high-fee, commercially driven private schools and free, but failing, poor quality public schools, stigmatized as “The school for the Poor”. The standard of low-fee private schools’ academic level is on a par with public government schools, however; what is acquired at private schools is social capital, now absent in the public sector. “People are working abroad under horrific conditions, and when they send money home they ask their families to send their children to boarding schools, in quest for a better life for their children; they don’t want them to experience what they are going through… before, they would ask families to buy land, at least then their families had gained something lasting - we need to get these children home again to their local schools”.[[11]](#footnote-11)

Institutionalization is on the rise in Nepal[[12]](#footnote-12). It is estimated that over two million children up to the age of 15 live away from home[[13]](#footnote-13). Of these, an increasing number of children are institutionalized, 80% of them have parents. The above figures do not include children who live at boarding schools. In Nepal, residential care sites are dominantly run by unqualified staff in uncontrolled and non-protective environments, housing children from the poorest and most vulnerable segments of society. This trafficking of 'paper orphans', i.e. false records, are created to portray them as having deceased parents. Nepal has been noted in the Trafficking in Persons Report, TIP since 2018 as facing exceptional and growing challenges relating to the trafficking of children to diverse institutions. Child separation of this kind is a relatively new phenomenon in Nepal, with roots back to the 10-year civil war. Rural remote districts were focal points for the conflict saw children forcibly conscripted by the Maoist rebels into armed groups. These factors, along with the already existing high levels of poverty and food insecurity, created fertile ground for traffickers to prey on vulnerable families. Traffickers portrayed as boarding school representatives made promises to parents about modern schools and safe living conditions. Sindhupalchowk was a hot spot during the war however there is no data regarding child separation. Data from the neighboring district Dhading, shows that in some villages 60% of children are unaccounted for. Nepal has one of the fastest growing Christian communities in the world[[14]](#footnote-14), while many faith-based missions are positively assisting the people of Nepal, a group of Christian run orphanages / boarding schools motivated by religious conversion are also involved in trafficking of children under the pretext of education. The 'push' of poverty and the 'pull' of private boarding schools in general are feeding the norm that education is paramount to family and community.

Nepal as a nation is high on the list of countries most affected by unsafe migration and human trafficking. Sindhupalchowk district has one of the highest percentages of woman and child trafficking. Youth migration is also one of the highest in the country. Districts which were severely affected by the earthquake have since seen even more vulnerable women and children being trafficked. Even prior to the earthquake, there was a long history of trafficking in Sindipalchok. Local concubine-like practices within Tamang communities have served the ruling elite of Kathmandu which dates back some 200 years laid the ground for modern day trafficking.

**Nepali, the main language of instruction and local perspectives**

Despite the overwhelming consensus found among education planners in Nepal, that learning functions best in the language a child speaks most fluently. A segment of indigenous groups is still fighting for their right to linguistically-inclusive education to be upheld. According to the Language Commission, 2019 saw the death of 5 languages of Nepal’s some 123 languages. Literacy rates have improved over the past two decades, but Nepal still has one of the lowest rates worldwide. Therefore the issue of language in education is a pressing one for linguistic minorities. Less than half of the population has the national language Nepali as their mother tongue which is the main language of instruction in most public schools.

However, there is much ambivalence signaled by the government and by communities.

In 2014 the government introduced English as an optional medium of instruction into public schools, in an effort to “modernize” and draw home children from low cost private schools. In practice, in the absence of teacher training etc. schools receive textbooks in English but continued to use Nepali as the medium of instruction. A year later the new constitution mandated that all children have the right to receive basic education in their first language. The same year The National Language Commission was set up to advice government with regard to education and language. “While any education reform in Nepal is a difficult undertaking, implementing mother tongue education, with the added complexities and sensitivities of language and culture, is undoubtedly a ‘wicked hard’ development problem. To solve these types of problems, we need to start from a solid understanding of local attitudes, beliefs, resources, and capacities”[[15]](#footnote-15). Today it is the SMCs who have the authority to choose the language of instruction. Regarding curriculum content, Nepal has provision for the development of local curriculum; it presently weights 20 % of the overall curriculum content.

**Teachers as agents of change**

“Nations can adopt rigorous standards, set forth visionary scenarios, compile the best research about how students learn, change textbooks and assessment, and promote teaching strategies etc., however; without relevant teacher professional development, improved achievement for all students will not happen”. Nepal has invested huge amounts of resources in teacher training in order to promote effective pedagogic skills among teachers. However, reviewing the available literature on teacher training in Nepal, shows that very little has been achieved in this area in the last few decades.[[16]](#footnote-16) The vast majority of the teachers in Nepal come from the high caste segment of society. They speak Nepalese, their mother tongue. Nepalese public schools have overwhelmingly more male teachers. Many teachers especially at primary level have only their Leaving School Certificate. They receive in-service training usually centrally determined.

“For a few days a year, a small number of privileged teachers are pulled-out from their classrooms to remote training centers to be lectured to about what to do in areas that were not necessarily their main concerns and in settings distant from their day-to-day concrete experiences”.[[17]](#footnote-17)They go back to an unchanged school where they are often met with indifference. “The opinion of most stakeholders is that programs for in-service teachers have been reduced to training halls and leave no impact on the teachers to change their practices in classrooms; even according to the government figures, less than 50% of the training content gets translated into actual classroom teaching. “There is hardly any follow up of training programs, and classroom level mentoring or support to teachers is non-existent”.[[18]](#footnote-18)

Each school in Nepal is different, some will service students mainly from a particular ethnic group or caste while others can be multiethnic / caste. Beyond urban settings, especially in the hilly areas, you will see schools reflect the nearest village’s composition. Most villages are segregated by caste / or ethnic group. Pilot projects in Nepal has shown that although there are commonalities within all schools, a blanket approach cannot be taken when delivering teacher training. Each school and each community have their own DNA. ”The training must go to the class if we want the teachers to improve their practices, training should be given based on the needs of a particular context”.

”There has been very little impact of teacher training programs on the students’ achievement both at primary and secondary level. Since the teachers have to deal with the diverse group of students from various linguistic, cultural, and socio-economic background, teacher training programs should be seen as a way to introduce teachers at least to the cognitive complexity, multi-focal worldviews, intercultural sensitivity, ethics and self-efficacy”.[[19]](#footnote-19)

 **Decentralization, local participation, advocacy and education**

“Decentralization and school autonomy can evoke educational improvement at the local level, but generally only under conditions where educational spending and central government technical capacity expertise are shared with, at local level, especially poor localities and low-income schools. Educational improvement is the result of systemic efforts ‘led’ by an authority. These efforts combine educational evaluation, more and better materials, investments in teacher training, more on the ground supervision to assure that teachers actually implement change, and increased parent participation and investment in improving school management”[[20]](#footnote-20).

Already under Nepal’s Tenth Plan, 2007, the stage was set, at least on paper, for the decentralization of education; a shift from centralized and bureaucratically controlled management to community controlled and school-based planning and management. The object was to enhance the quality of education and promote a sense of school ownership among parents and communities. It was thought that by involving communities in school management it would enhance the overall performance of schools. Local communities, parents, teachers and parent-led SMCs would design, plan, monitor and evaluate school activities. However, the government did not facilitate fragile communities so they were capable of shouldering these responsibilities, not enough attention was given to the governance structure of groups, especially in terms of building social accountability and other mechanisms to prevent elite capture, and to ensure wide representation. While some schools and communities benefited from decentralization, the vast majority did not, control of schools in fact stayed centralized until the country’s recent move to federalism.

The law today requires every school to form an SMC composed of nine members, at least three of whom must be female. The SMC should be parent-led and be elected by local communities; this in fact rarely happens. Presently in Helambu Municipality, the vast majority of SMCs have been appointed by the schools few are elected or approved by local communities.

Government mandates that members are elected for three-year terms, committees should include representatives from parents, the local community, government and education office, intellectuals and a philanthropic and the head teacher. Roles of SMCs are to assess teacher performance, employ teachers, identify and mobilize local resources, coordinate with government offices, develop and monitor school improvement plans, oversee regular audits of the school’s financial management and motivate parents and community members toward greater ownership and accountability. In practice, most SMCs have not the capacity to operate according to its mandate. Among the biggest learning from pilot projects promoting SMCs in Nepal is the acknowledgment that building the capacity of SMCs cannot be done in isolation but can only be successful as an integral component of a whole school approach.

**Parent Teacher Associations (PTAs) and other local platforms**

PTAs are potential tools for enhancing school governance, building bridges between community, school, and decision-making. However, community platforms need to be developed through a series of comprehensive social mobilization activities, guiding communities in participatory processes of managing and contributing to a school. Evidence from piloting in Kaski district of Nepal showed that active, inclusive PTAs can take a lead role in encouraging and monitoring school staff, they can be decisive in supporting marginalized families e.g. to send their children to school, or supporting families economically. In Kaski, PTAs are identifying the risks children face, they have established effective steps to reduce those risks, including reporting mechanisms that are culturally appropriate and accessible to all. They have ensured that children’s voices are being heard through the establishment of child-led groups in schools and communities and by soliciting input from children to feed into SMC discussions. Organized, with the support from the NGO, Children-Nepal, they have set up loan funds / coops to assist local families. Likewise, PTAs were paramount in insisting that the school opens its doors to integrate other vital services, e.g. health services. JNF and CN are collaborative partners and have successfully implemented activities together over the past three years. Although, the Kaski and Helambu population’s challenges are very different JNF will draw on CNs experiences. In Helambu Municipality, while all mandatory SMCs are somehow in place, there are next to none PTAs established.

**Community participation and child protection**

“Protecting children forms the foundations for building peaceful societies. The laws and policies in Nepal clearly prohibit the corporal punishment of children, and a Code of Conduct for Teachers specifically prohibits the use of physical or mental violence on the students. However, over 80 per cent of Nepali children, aged between one and 15, experience violent discipline mostly at the hands of those entrusted to take care of them.”[[21]](#footnote-21) As indicated above, SMCs, PTAs and schools can play a vital role in child welfare and protection. Considering the vulnerability of the project area, it is paramount that an integrated approach to these challenges is applied. We envision that each school and its local community as having its own child protection protocol. On municipality level it is envisioned that there are clear operational child protection guidelines.

 *“We all know who is at risk, for this and that, we have had years of interventions, but nothing much has changed, it’s been too fragmented, one, does one thing and the other another. We need long term support from a few organizations”. Lord Mayor, November 2019*.

**A country in transition**

In 2015, the new constitution was ratified, transforming the country from a unitary state into a Federal Democratic Republic. Three levels of government, federal, provincial, and local have replaced the traditional unitary system of government. The responsibility to deliver services is now mainly the job of local municipalities. The new local governance has implications for development policies. Under the new system local governments can now make long-term development programs on their own. Previous long-term local development programs and projects were largely controlled by the central government. New opportunities are now open. However, the other part of the story is that almost all local governments have relatively unskilled staff. A recent study which highlighted locally elected women’s situation, observed that, “elected local representatives, both men and women, new to governance, articulated the need to understand their roles and responsibilities, the 'how-to' in conducting the affairs of the office including planning / budgeting and good governance. Nepal faces many barriers, such as paucity of resources, lack of technical capacity, poor information systems, non-transparency.” [[22]](#footnote-22)

Within the local government jurisdiction, the constitution has provided an obligatory framework that makes the local government responsible for about 21 different functions. One central to this application, is of ensuring people’s participation. While the existing structure of the local government is based on the principles of representative democracy, there are few mechanisms to ensure the participation of traditionally marginalized communities and groups into the mainstream local governance. Moreover, the existing budgetary framework shows that municipal councils, who decide the allocation of the budget, have not been provided with specific ways of ensuring services or participation of excluded communities and groups. Prior to decentralization, all national budgets were ear-marked, this assured certain allocations to traditionally marginalized segments of society. The danger is now that electoral winners will decide the fate of local people while neglecting the voices of electoral losers and that minorities’ recent gains at national level may evaporate under state transition. Local watchdogs in the form of active citizens are essential. Key aspects of the new system still require definition and in principle are still to debate.

**The partnership, climate and environmental considerations**

Nepal iscategorized as a, “stable context”, nevertheless, as stated above; it is one of the most natural disaster-prone countries in the world, mainly due to climate change. JNF has a comprehensive environment friendly approach integrated into all its practice. It is a members of the Helambu Climate Trek Project group which aims to create the Helambu Circuit Trek into a low carbon trek by installing a number of low carbon technologies in 7 villages. The project is supported by the INGO atmosfair.

In this particular project a small amount will also be given to each school in order to improve sanitation. Solutions will abide by the environmental protocol as laid down in JNFs guidelines. Under objective three environment science has been selected as a subject in order to capacity build youth awareness of climate and environmental challenges and solutions.

CICED is presently drawing up an environment and climate strategy. In order to reduce the number of flights to Nepal, monitoring visits by CICED to projects will be carried out collectively, immediately reducing the amount of flights by 40%.

The partnership

**The Danish organization – CICED**

CICED was established in November 2010. CICED has, however, under the name Centre for International Cooperation in Educational Development ( under Denmark’s Pædagogiske Universitetsskole, now CVU København and University College UCC) more than 26 years of experience as a partner to Danida providing technical assistance and program management in education in Afghanistan, China, Eritrea, India, Kenya, Mongolia, Nepal, Uganda, Tanzania and Zambia. As such, key members of the CICED board have more than 25 years of experience working in education in Nepal.

CICED’s board represents a range of experiences and capacities related to all cycles of project management and efficient budget administration. Currently, CICED has 112 members. The main share of ongoing work is undertaken by the board, on a voluntary basis. The CICED board includes members with long-standing experience and thorough theoretical and practical knowledge in pedagogy, child-centered teaching-learning methods, early childhood development, curriculum and teaching-learning materials development as well as small-to-large scale educational change and development.

The board’s three-person taskforce on this intervention will include 1) A board member who has 20 years’ experience working with local NGOs in Nepal and who acted as Inclusive Education Advisor to the Nepalese Department of Education for 3 years and was team member of a four-year inclusive / whole school education intervention across four districts. 2) The chairman from 1996 to 2003 was in charge of managing all Danish technical assistance to the education sector in Nepal. He was also engaged as UNESCO consultant to the Nepalese Ministry of Education advising on education sector dimensions related to the ongoing federalization processes. 3) And not least, one of our board members, now living in Denmark for fifteen years, originates from Helambu Municipality and was at teacher at one of the focus schools.

CICED has over the years managed projects and programs for more than 130 million DKK. Since 2016, the UN Sustainable Development Goals are systematically incorporated into all CICED project interventions. CICED is a member of CISU, Dansk Forum for Mikrofinans, Globalt Fokus, Global Nyt, Globale Skolepartnerskaber and Verdens Bedste Nyheder.

The Nepalese Organization – JUST Nepal Foundation

JUST Nepal Foundation, JNF is a locally based NGO, whose vision is to:

“Locally, we want to strengthen individuals and communities to take part in society by ensuring access to knowledge and relevant education. We wish to support sustainable, environmentally friendly livelihood activities identified by local communities.

Nationally, we want to support democratic development that promotes popular participation. We wish to promote social inclusion, compassion and a culture of non-violence”. JNF’s, NGO, Objectives, 2014

In 1985, in the absence of education in the village of Sermathang and the surrounding villages, a group of youths founded Yangrima School and Community Project. Since 1990, there have been strong links between Denmark and Helambu. Over 200 young Danes have stayed at the project, as volunteers, as members of visiting folk-high school groups or as practicum students from teacher training colleges and social worker colleges. Likewise, the first Nepalese to attend a Grundtvig Højskole in Denmark came from Helambu. Over the years, around 30 youths from the area have completed courses at the International Peoples’ and Brenderup Folk-High Schools and Democratization Courses at Danida’s Fellowship Centre.

During the war, the school was bombed and the students and staff were scattered. In 2014 the school was rebuilt, and the project was re-registered under the name JUST Nepal Foundation. JNF established links with the surrounding 30 government schools. However, the 2015 earthquake totally destroyed the school and the JNFs office.

CICED has since had a partnership with JNF, in the immediate aftermath of the earthquake an earth-bag construction was built to house 20 displaced children. Two out-reach workers were recruited in order to support marginalized families seeking housing compensation from the government.

CICED and JNF completed a youth project, “Putting Youth at Center Stage”. A two year project, supported by CISU facilitated the mobilization of marginalized youths so they could advocate for their needs and create local youth platforms e.g. Youth Camps. They were responsible for the first ever regional-wide Youth Festival, thus shedding light on youth-related challenges. They also established the first multi-purpose youth cooperative in Helambu municipality. They engaged in ongoing debates on the diversity, civil society concepts. Youth from Nepal and Denmark via an integram activity, # Images of Democracy, exchanged photos dispatching democracy. These were compiled and exhibited at the Folkemøde on Bornholm and later at the Youth Festival in Nepal. The second stage of this project, “Youth taking Their Place”, was started in May this year. Over the past six months the partnership in alliance with the Helambu municipality, has completed a covid-19 response project with financial support from CICED.

The youth project was launched just as the new municipality was coming into power. One of the first things the municipality did was to ask INGOs / NGOs to leave the area, this was not particular to Helambu, it was seen in a handful of places around Nepal. Only a few NGOs could continue to work in Helambu, one was JNF. The municipality paid little interest to the youth project at first, however, as the youth began to consolidate themselves and advocate for a voice in the newly established governance, interest and support was given by the municipality. The youth instigated dialogue meeting with key municipality members, and the municipality saw their youth launch the first ever Youth Festival in the district, which was supported by key persons, artists, and national youth forums. The interlink between local basic education services, further education, creation of employment, mitigating migration were also debated.

**The roles and areas of responsibility of the two partners**

The distribution of roles and responsibilities among the partners will follow a set-up that has proved efficient during our collaborations to date. CICED will carry the overall responsibility for project monitoring and management including budget monitoring and reporting to CISU according to applicable guidelines and regulations. CICED will make Danish, as well as international knowledge and experience related to Total School Approaches, TSA , multicultural / inclusive educational strategies available to JNF through sharing of studies, contributions to local trainings, presentations at national conferences, workshops and through contributions to project newsletters and other publications. During the induction phase of the project, a member of CICEDs background team will be in Nepal for two months and contribute to the designing of inclusive indicators / “See IT”, and the TSA team-training curriculum.

CICED project monitoring will include regular monthly online-meetings with the Project Management Committee (please also see section 3.) Annual field visits will also be conducted.

The JNF board will shoulder responsibility for the project in Nepal and oversee implementation, the project budget, management and monitoring.

The project coordinator will be responsible for the day-to-day planning and coordination of all activities. He will facilitate the TSA teams, identifying their needs as they arise, enabling them to deliver high quality inputs. He will be responsible for overall monitoring and information management, reporting each month, via a host appropriate channels, to all involved stakeholders.

As per JNF recruitment norms, a selection committee will be formed to secure high quality TSA team membership. The committee will include: JNFs board member, Tenzin Sherpa, who has 20 years’ working experience as a trainer of trainers; Sharada Sharma, senior program officer from children-Nepal, who has 25 years’ of proven experience in facilitating participatory development; Perm Thapa the municipality education officer; Shiva Adhikari, inclusive education facilitator at Humanity & Inclusion, Nepal and the JNF coordinator, Gopal Lama who has over 20 years of experience in the field of mainstream and adult education.

JNF and the Helambu Municipality have already signed a MOU agreeing on the overall intensions and structure of this project, this MOU will be updated at the start of the project. MOUs will also be made between each School Management Committee and JNF, cementing local ownership.

This intervention will continue to strengthen partnership relations. The present proposal complements the youth project, in so much as there is a long-term vision. As schools improve and children remain in the area, a strong youth culture and employment possibilities are necessary and are now through the youth project being pursued.

**Expanding and strengthening of the partners’ relations to other actors**

The positive relationship between JNF, local communities and the new local government, acquired during the youth project, continues to be strengthened. At national level, CICED and JNF are invited to present at an upcoming conference comprising of: Social Science Baha, Centre for Investigative Journalism, Feminist Dalit Organization; Forum for Women, Law and Development, Alliance for Social Dialogue, Federation of people with Disabilities and Blue Diamond Society of Nepal. The conference is supported by The Open Society Foundation. The point of the conference is to establish a network, which will gather information, good practices in the field of inclusive education. As a member of this network, JNF will have access to information of other inclusive educationally focused activities throughout the land and can share experiences from this project as it unfolds, which may be taken to international forums. There is also a growing collaboration between other CISU funded projects e.g. CWISH and Children Nepal.

 **3. The Intervention**

**Target groups**

The primary target groups of this intervention are:

1. Children of 34 schools, both primary and secondary: 4789 students. 2352 male: 2437 female (boys are often sent to low cost private boarding schools)
2. Parents: approximately 9200 (this number includes members of upcoming SMCs & PTAs)
3. Schoolteachers / staff: 249 persons- 149 male, 99 female.
4. School dropouts, two-thirds of the students in Helambu drop out before fifth class. (Those children who are still in the area who have dropped out of school, will be directly targeted, their return to school will be facilitated or other solutions will be pursued)
5. Unknown figures of children who have never attended school. (Those children who have never enrolled e.g. because of a disability, or lack of economic means will be directly targeted)

Reliable disaggregated data on caste and ethnicity, non-school attendees and missing children in the focus communities is not available as yet. It will be collected during an individual school - community-mapping exercise, “SEE IT”, at the start of the project. (Please, see under activities)

The secondary target groups are:

1. Communities of school catchment areas: approximately 21,000 people
2. Local administration and local government, ward and municipality members: 70 persons

(Their capacity and competence to secure inclusive development, embracing the voice of parents, SMCs and PTAs and strengthening child protection and quality school services, will be enhanced).

1. Local education resource persons: 2 persons

(The municipality education resource persons, who are responsible for teacher training will be supported and capacity strengthened).

1. National key governmental decision makers and civil society, INGOs and NGOs who work in the field of child protection, education and health.

Startup of the project and how the target group have participated in the development of the intervention.

The present strategy emerges from the combination of all-round research knowledge on Nepal’s education gains and failures and the voices of everyday people: women, children, teachers and other community members.

JNF has its feet firmly planted in the focus area, the majority of its members have grown up in the area. An NGO who has been involved in education for decades they have seen the trends and challenges of their community change over time. JNF are advocating the needs of their own. The first local elected Lord Major also originates from the area; in fact, he attended one of the focal schools. On a formal level, the municipality approached JNF after successful collaboration during the Youth Project and asked for support to upgrade public schools, not merely as sites of formal education but as sites that address the surrounding communities’ challenges. CICED during its last monitoring to Nepal, traveled to remote villages with, the Lord Major, two local female elected municipality members and JNF where informal meetings were held with parents, schools teachers and children. JNF has visited all the schools and presented this project idea heard their views.

Meetings were also held with the upcoming National Consultative Total School Approach Committee, (details of committee below) members. Particularly supportive of the project strategy is the recently formed National Language Commission. It is mandated to advise the government on all language issues, including the area of education. The director, who has previously been the director at the Ministry of Education, sees this project as an opportunity to gather local information regarding language possibilities and integrate them into recommendations to the government. Likewise, meetings were held with the Kadambari Social Worker Memorial College, Kathmandu. It regularly receives university students from Denmark, two students from Denmark will join two Nepalese students and together they will follow JNF’s work over a six-month period. If covid-19 hinders traveling this activity will be conducted via zoom.

**Project Strategy**

The fundamental of TSA, which undergirds this project, is that education is political. It is never neutral but is a powerful political instrument to create either exclusion and oppression or positive change, such as increased equality, peace, and democracy. For this to happen, education often needs to be reframed. TSA is inspired by the teachings of Paulo Freire, inclusive, multicultural, and transformative education. It understands that in order to strengthen political mobilization - a transformative quality education needs the active involvement of all stakeholders, identified within a particular context. When successful, this leads stakeholders to knowing their rights and responsibilities, having a voice, being able to participate and organize, building active citizenship and solidarity.

**Elements of TSA**

TSA elements will be addressed directly and indirectly throughout the project. Fundamentally, this project addresses key relationships between the community, the school and the new local governance. However, the most outstanding argument for this intervention is that it is blatantly clear that the marginalized children of Helambu lack protection and the opportunity to pursue their right to quality education in an atmosphere of respect. They are exposed to being trafficked, in the name of education, or trafficked to India as sex workers or organ donors or “merely” sent to ‘low cost’ boarding schools with low-level protection in urban areas.

The effect of this project will not just be momentary, but will have long lasting consequences for children’s safety and education, thus paving the way for a better life for generations ahead. Particular to some of the project focused communities is a history, often a culture, of child trafficking and separation. We do not seek to address child protection or these issues as a separate issue but rather as a consistent, integrated element of the whole project approach. This choice is also grounded in beneficiary expressed fatigue. They have often experienced NGOs, focusing exclusively on trafficking, as been judgmental, “shaming” them.

“We understand why they (the municipality) stopped all the people (NGOs) coming here, telling us not to send our daughters away, what do they know…… doing this and that, shaming us, this is our way… If there is a school here like the one in Kathmandu, then they can stay longer…..” Woman, Tamang village, 2019

Challenges within groups will be addressed through participatory critical learning pedagogical practices, i.e. methods that encourage critical reflection, empathy and collective problem solving. As such the predicaments and context, the children of Helambu live in, renders that child protective issues will be embedded throughout the project’s everyday life and activities. The issue for example of missing children will constantly be addressed throughout the intervention; in the classroom, at meetings at all levels - both formal and informal.

The project feeds into the intentions and ambitions of Nepal’s new constitution, the National School Sector Development Plan and not least, the municipality’s vision for education in Helambu.

The project is anchored at the national and local level through the National Consultative Total School Approach Committee, it comprises of key actors within the field of education, health, municipality coordinators and education journalists. They are seen vital to advocating the issues addressed in this project and the dissemination of findings at a national level. A Project Advisory Committee at Helambu municipality will also be formed. They will act as advisory, coordinating, securing that project findings / practices feed into the municipalities educational and child welfare visions and guidelines. As the project, implementation unfolds community platforms of parents will arise and these will also be integrated into the project’s structure.

**The composition and central role of the Total School Approach Team**

Genuine collaboration between communities and schools is paramount to keeping the present and future generations of children safe, educated, home and active in the development of their area. The primary way this project seeks to support this is by securing high quality teams to villages to facilitate processes launched at workshops, trainings and gatherings within the school and community spheres followed by hands-on support.

The TSA teams will move between communities and schools facilitating the two, seeking to enable the closing of the gap, which major research has pointed towards i.e. there is a lack of linkage between teacher-training the classroom and community realities, while parents are often alienated from the school.

The teams will move from community to community in time blocks. Each team will service a school cluster and their surrounding communities. They will follow up after the trainings, securing that trainings, “are taken into” the classroom. Addressing each school’s specific educational needs through facilitating continuous teachers’ professional development through hands-on demonstration of practice and mentoring, supporting teachers by applying learning-through-action (aktionslæring) techniques and models in ongoing efforts to improve classroom practices.

They will also be responsible for spotting and facilitating new networking opportunities as they appear across time. They will systematically gather information, which will service project monitoring. (See under monitoring)

Each TSA teams will have two members, a male and a female. They will hold a solid background in education and/or social work. During the project inception phase, the TSAs teams will receive six weeks training in TSA’s concepts and pedagogical methods. Follow-up workshops will also be conducted with input after identified needs visible under implementation.

Placing teams into school catchment areas is an intensive, rigorous kick-start to reframing schools, however; considering the challenges within communities and documented failures of the school system, it is investment well grounded. Quality educator professional development takes time, human resources, and allocation of sufficient funding. A considerable part of the budget will be used on human resources, in the form of TSA teams; they are the backbone of this project. They will conduct mapping exercise, mobilize, deliver trainings, and give hands-on support to teachers and communities, capacity-build parent platforms i.e. PTAs and SMCs. They will also support the children in organizing themselves in clubs.

**The project’s three immediate objectives and activities:**

By the end of the project, parents and community stakeholders of 34 school catchment areas are mobilized and have taken ownership of their local schools.

By the end of the project, all 34 schools in Helambu know how to promote inclusive learning cultures. Teachers have acquired the necessary pedagogical tools to teach diverse classrooms.

By the end of the project, all secondary schools in Helambu have introduced the teaching of math, science, environmental studies and social studies using “Information and Communication Technology”.

The goals all contribute to the fulfilment of the projects’ overall goal. Following is a short description of how the intervention seeks to achieve these goals:

**1. By the end of the project, parents and community stakeholders in 34 schools’ catchment areas are mobilized and have ownership of their local schools**

Each of the 34 schools’ surrounding communities will be mobilized and strengthened in order to enhance the communities’ ability to work together with schools and local government. During the inception phase, a school and community profiling exercise, named ,“SEE IT”, will be conducted at each of the 34 school and community sites. This activity as such, sets the stage for the intervention at local level. The process, which will adhere to the principles of inclusive inquiry, co-learning experiences leading to collective agreement on project direction. Essentially this will tailor the intervention at each site. Data, challenges, needs and resources will be recorded and action plans with milestones will be made.

Data will be collected on, but not limited to; caste and ethnicity, absentee children, drop out students, children with disabilities, gender profiling, learning environments, teacher /student ratio, teacher education/ experience, school performance, parent and community engagement in school and school governance, local curriculum, language and communication.

The information will be used to develop “local indicators”, in order to monitor specific development at each site. They will give indication on which schools / communities will need most input and from the start give agreed “milestones”, promoting ownership and a time gage, indicating when and at what stage the beneficiaries will take over the process.

The data will also be consolidated and will upgrade the municipality’s wide data bank.

Each school will hold a Community Book, which will act as a reporting space where the findings, agreements and indicators will be recorded. The book will also be open to any kind of artifacts expressing sentiments e.g. photos, songs etc. The “SEE IT” exercise will be designed by JNF in collaboration with a resource person who has specific expertise in designing inclusive project indicators.

Communities’ meetings will be held every month the first year and thereafter every third month, or as each individual community needs. Local specific issues will be presented and discussed. Over the course of the first year, discussions will include: School governance and ownership, SMCs elections and the role of PTAs, Child protection- the role of parents, community & school, Language-School & heritage, will be discussed.

Both individual and joint cluster capacity strengthening workshops will be held for SMCs and PTAs. Technical knowledge regarding school planning, budgeting and accounting will be given.

Issues such as active citizenship, child welfare and protection, inclusion and gender sensitive strategies, choice of subjects for local curriculum, learning for a sustainable environment will also be addressed.

SMCs and PTAs will be encouraged to develop and institutionalize practices which support children in their school catchment area who are out of school or who are at risk of dropping out or of been sent away. They will be encouraged to explore avenues of income generating for their schools in order to raise home community support and the upgrading of their schools.

They will also be encouraged to support those parents who wish to find their separated children. The partnership will seek collaboration to the Kathmandu based NGO, CWISH, (funded by CISU) who support parents in finding and reuniting children with their communities.

Communities, PTAs, and SMCs where they exist will receive on-going support from their TSA teams throughout the project. Where there are no parent platforms, parents and schools will be supported in establishing them.

**2. By the end of the project, all 34 schools in Helambu know how to promote inclusive learning cultures. Teachers have acquired the necessary pedagogical tools to teach diverse classrooms.**

Inclusive learning cultures cannot be achieved without motivated, reflective, and skilled educators. In a TSA-continuous, professional development focus is on delivering training as close to home as possible. Therefore, the workshops are short, in order for all staff to be able to attend; they will be delivered in school clusters, the size of which will be known after the “SEE IT” exercise. Eight workshops will be delivered at each school cluster during the project period. The workshop themes will include: the Preconditions for Successful Learning is feeling Safe, Our School - Welcoming Community, The Inclusive Classroom - supporting all, learners-strategies and classroom management, Language-teaching approaches for the Multicultural Class, Doing Democracy in Schools, Establishing Child Clubs, Schools’ there role in keeping Children Safe.

Between each workshop, teachers will immediately be able to apply their new knowledge, skills, and strategies, and complete set assignments/ projects between workshops. Across each cluster of schools, teacher-2-teacher collaborative networks will also be fostered.

Child Clubs will be established within all schools facilitated by the TSA team. The clubs will act as avenues for engaging students in the development of their schools. They will investigate concepts such as rights and duties. It is anticipated that they will also play a major role in bettering local child protection action force. Investigating the patterns of child abuse present in their lives and communities. Their envisioned solutions and appropriate actions will be mapped and shared with PTAs and SMCs.

There will be two small amounts of funds allocated to each school. The first for the child clubs so they can buy basic materials. The second to schools to use on sustainable sanitary solutions.

**3. By the end of the project, all secondary schools in Helambu will have introduced the teaching of math, science, environment science and social studies using “Information and Communication Technology”.**

The Education 2030 Incheon Declaration and Framework for Action affirmed the need to harness the power of ICT to reinforce education systems, to bolster knowledge dissemination, to widen information access, to advance quality and effective learning, and to ensure more effective service provision. The increasingly powerful capacity and affordability of ICT has enabled a rapid diffusion of digital devices and applications, even - and especially - in low-income countries.

The ICT Nepal’s Master Plan chose the use of ICT in education as one of the strategies to achieve the broader goals of education. The government has in many places introduced ICT into secondary schools by establishing computer labs, i.e. each school receives 2-10 computers. School selection priority was given to schools in remote often-hilly areas. Helambu as a hilly, partly remote area has within the last three years established reliable internet connections and has received hardware support from the government. Around 90% of secondary schools now have computers. However, in the absence of relevant teacher training, some computers remain in boxes or are used as mere administrative tools by staff. The main challenges for teachers in Nepal relating to ICT are inflexibility, not understanding the need for change, fear of new professional practices, and seeing the use of ICT as technical skill of less value than academic ones. All in all a picture of teachers, who are ill prepared to take on this teaching task.[[23]](#footnote-23) There are presently no local incentives in the project area to solve this problem. Considering the workload of the municipality and the absence of government trainers this is not an issue that can claim high priority in the near future without support from civil society.

At secondary level, within the Helambu schools, there is a 90% failing rate in math and social studies. JNF has agreed to collaborate with Open Learning Exchange Nepal, OLE, a social benefit organization dedicated to enhancing education quality and access through the integration of technology in classrooms. In order to avail themselves of this opportunity, each school has to have a small server.

Beyond the formal educational advantages of quality ICT, it is also a powerful advocacy tool. JNF is very successful in using the social media in advocacy work within its youth projects. Generally, ICT enable youth advocacy to, 1) recruiting people to join the cause, 2) organizing collective action, 3) raising awareness and shaping attitudes, 4) raising funds to support a cause, and 5) communicating with decision makers. Combining technology and youth advocacy can give youth a voice. A precondition is that they are armed with advocacy skills, and increase their self-efficacy. Ole Nepal will provide the schools with an online Youth Citizenship and Advocacy package

Another dimension of why the activity is important is that the introduction of “modern” technology is an upgrading of public schools. It is an element that puts public schools on a par with - maybe not with elite schools - but with low school-fee paying schools. It brings the schools into the 21st century. It supports the reframing of schools; it sends a message, which is empowering through creating a sense of hope, pride, and trust in the public school system. Likewise, covid-19 has highlighted the need for this medium.

Each secondary school will receive an initial 5-day and 2 days in school follow-up trainings. Followed by a one-day update once a year for two years. The TSA team will give onsite support between trainings if needed.

**The inter-link between capacity development, advocacy, and strategic deliveries - balance between the elements of the Development Triangle.**

Previous project partnerships demonstrated that when the appropriate strategic deliveries are made available together with adequate capacity building activities and efficient advocacy work, JNF are highly capable of achieving the defined objectives and deliver the planned outputs. JNF, as narrated above, has strong legitimacy and support from Helambu municipality communities, and through advocacy work, they have succeeded in attracting funding from the municipality for numerous socio-cultural activities benefiting the local population, and in particularly the youths.

JNF has over many years of challenges persistently proven their ability to support communities in whatever difficult situations, from the late 80s’ building of a secondary school to relief work immediately after the earthquakes and the recent covid-19 outbreak.

The *strategic deliveries* of the project are:

* Mobilizing meetings / workshops for parents and communities
* Capacity strengthening workshops for SMCs and PTAs
* Capacity strengthening teacher trainings
* C strengthening
* Capacity strengthening of children / youth clubs
* Ten school host servers

The *organisational capacity* strengthening *deliveries* of the project are:

* Capacity building of TSA teams
* Capacity strengthening of JNF staff who participate in trainings
* Capacity strengthening of JNF via requested expertise assistance, e.g. development of project and use of contextual inclusive indicators

The *advocacy activities* of the project consist of:

An integrated part of all trainings and workshops with parents, communities, PTAs, SMCs, schools, staff, students’ clubs are advocacy components. Beyond this, the following actions are systematic efforts to share experiences, involve key duty bearers, thus seeking to bring about lasting improvements for a greater number of people by influencing decision makers and the public in general.

* The establishment of the National Consultative Total School Approach Committee. Comprising not only experts, but also strategically positioned persons who can disseminate information during and after the project to a host of both professionals and public forums.
* A national advocacy seminar with local, regional, and national stakeholders, as well as international donors engaged in education, child protection, trafficking and migration would be conducted at the end of the project.
* A report on the project achievements, highlighting the best practices and the recommendations emerging from the final workshops and end-of-project survey, will be published in advance.
* JNF participation in the newly formed national inclusive education network. This network will be linked up to a digital public hub where inclusive educational good practices will be showcased and online discussions and project support will be made available.
* The accommodation of students from Denmark and Kathmandu Social Workers College, both groups are to produce thesis and articles.
* The Municipality Project Advisory Committee, key duty bearers within Sindhupalchowk district, has been involved from the project’s idea stage. They are key persons when distributing the findings and the best practices and the recommendations at the end of the project.
* Half-yearly newsletters disseminating good experiences and ideas as well as other information promoting the TSA intervention will be made available to all local administrations and relevant regional and national authorities.
* Children/youth clubs will participate and contribute at the annual Sindhupalchowk Youth Festival. Attended by around 3,000 people with key political figures, national youth elders debating the situation of youth in their area and Nepal.
* Public Notice Board spaces where information regarding the school and related services will be erected centrally in all 34 local communities.
* JNF have access to local radio a few times a year. They will use this time to promote and inform the wider district about the project and TSA.
* Social media will play a crucial role in all advocacy activities; many have mobile phones, information, updates, meeting invitations, etc. will be also used and distributed via messaging. Pictures, impressions of the project as it unveils, will be posted on Instagram and the TSA Facebook page.

The overall objective of this intervention is that communities in Helambu Municipality of Sindhupalchowk district are safe areas for children and they have increased access to inclusive and equitable quality education.

Indicators:

* Communities and schools are actively and systematically protecting all their children
* There are more children attending and staying in school
* There is a renewed trust and pride in local schools among communities members

Immediate three objectives:

1. By the end of the project, parents and community stakeholders of 34 school catchment area are mobilized and have taken ownership of their local schools

Indicators:

PTAs are actively participating in 95% of schools; the following are means of verification:

* Communication among parents, teachers, and SMCs is regular
* The membership of PTAs reflects the caste and ethnic diversity found within the catchment area
* PTAs & SMCs are supportive of families to children who have dropped out of, or at risk of dropping out of school
* They have established loan like funds in order to support at-risk families
* They are aware of issues relating to mother tongue - bilingual education and participated in the selection of language of instruction to be used at their schools
* They have actively taken part in local curriculum choice
* They have participated in the creation of their school and communalities’ Child Protection Mechanisms Protocol and are active in implementing it.
* They advocate for the schools’ needs to the local government
* They contribute to yearly School Development Plans and Five Year development Plans.
* They announce elections to SMCs and ensure transparent elections, encouraging all parents to vote
* They support and converse with child / youth-led clubs
* They have established an all Helambu Municipality PTA network
* PTAs share information with their local communities via community Information Boards
* They establish simple feedback and complaint mechanisms within their communities. They register feedback and complaints documents and actions taken.
* They contribute to the Community Book

90% of SMCs are legitimately elected in 34 schools: the following are means of verification:

* They are transparent, all relevant documents are made public
* They prepare informed School Improvement Plans involving school staff and PTAs
* School Improvement Plans are made public prior to government submission e.g. to communities through hearings.
* They monitor the utilization school grants and report to the PTAs
* A SMC municipality-wide network is established
* They are raising funds for their school in line with SIPs
* They are aware of issues relating to mother tongue/bilingual education and involve PTAs and communities in the selection of language of instruction to be used at their schools
* They secure consensus within communities and PTAs regarding local curriculum choice
* They have participated in the creation of their school and community is Child Protection Mechanisms and are active in implementing them.
* They contribute to the Community Book

1. By the end of the project, the 34 schools know how to promote an inclusive learning culture. Teachers have acquired the necessary pedagogical tools to teach diverse classrooms.

 Indicators:

* Teachers have participated in the creation of schools and local communities’ Child Protection Mechanisms and are active in the implementation of them.
* The municipality has mandated that schoolteachers report child abuse, or children who are at risk of child abuse, as per Child Protection Mechanisms agreed on.
* A code of conduct for teachers and all school staff is in place, as well as mechanisms to monitor its enforcement and to hear and deal with any complaints from students
* Teachers are knowledgeable and can apply key inclusive education principles
* They can create open learning environments characterized by group cooperation, bullying‐free, corporal punishment‐free, harm or injury.
* They consider each child holistically and recognize that teaching and learning depends on what is best for the individual child
* They apply bilingual language strategies within the school
* They effectively plan and prepare engaging lessons, thematically approaching teaching, and grounding learning in clear and relevant contexts.
* They can reflect on and account for own learning
* Enrolment and survival rates have improved
* Students have formed child-led clubs
* Students enjoy school
* Communities have renewed trust in their local schools
* They contribute to the Community Book

1. By the end of the project, all 10 secondary schools have introduced the teaching of math, science, and social studies using “Information and Communication Technology”.

 Indicators:

* 85 % of teachers tell that they feel confident teaching ICT
* 90 % of students tell that they feel they are learning better since the ICT intervention
* There is at least a 20% increase in children passing the SLC exam in math and science within 18 months after the introduction of ICT program
* 95% of children have completed an online course on Youth Citizenship and Advocacy
* They can explain basic concepts of citizenship, rights and duties
* Computers and hardware are systematically maintained
* Schools, SMCs and PTAs have a long term plans for fundraising for updating their computer labs
* There is register a sense of growing pride among students, communities regarding their schools.

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| Objective 1.0 By the end of the project parents and community stakeholders of 34 school catchment areas are mobilized and have taken ownership of their local schools  |
| Aktivitets /outcomes  | Indicators  |
| 1.1.1 Formation of a National Consultative TSA Committee, with membership from: a. The National Language Commissionb. National Inclusive Education Core Group c. Ministry of Educationd. Ministry of Healthd. National Association of Rural Municipality in Nepale. Education Journalists Group NepalMeetings will be held 5 times during the project period. The committee will follow implementation and secure that all strategies are in line with national policy. Journalists write article in national newspapers about the project JNF & the committee will coordinate a national seminar at the end of the project in order to disseminate experiences, findings and materials.  | Recorded minutes from meeting existFinal projected material printed. Recorded minutes from meeting existArticles have been publishedSeminar announced. List of participants |
| 1.1.2 Formation of the Project Advisory Committee at Helambu Rural Municipality, with membership from:a. Representative from the municipality Education Coordination Committeeb. Representative from the Health Coordination Committeec. Municipality education resource personsd. Representative from the Child Welfare Committeee. Ward Chairs (7 wards)(JNF will secure coordination of activities & knowledge management. Consolidate data collected from individual schools & catchment areas, will be integrated into municipality wide data bank. Contextual child protection mechanisms will be identified. Findings will be fed into overall municipality educational and child protection guidelines)Meetings will be held every 4 months.  | The Project Advisory Committee Recorded minutes from meeting exist with records agreements Consolidate data existChild Protection Mechanisms Guidelines exist |
| 1.1.3 Designing of inclusive community, school mapping exercise, “SEE IT” Conduct school and community participatory “SEE IT” profiling at each of the 34 School sitesIndividual school action plans are agreed on Based on information gathered, indicators will be developed for each siteCommunity Books distributedCollected data will be integrated into existing municipality dataLocal indicators will be consolidated and aligned with project objective indicators by JNF, with support from an external facilitator and CICED.Compile training curriculum for TSA Teams and training package prototype with external facilitators support  | Mapping at each school completed , specific community / school action plans is agreed onA compendium of indicators specific to each school / community is completed Community Books at each are function throughout the project at each school. They are availed during monitoring & final evaluation.Municipality data upgradedComprehensive monitoring system in placePrototype Training for TSA teams package exists |
| 1.1.4 Municipality Inception workshop - 1 dayClarification of the Total School Approach concepts and implementation plan. Participants will include: a. Municipality Administration Officerb. The Lord Mayorc. All 11 members of the Project Advisory CommitteeMarch 2021 - Mid-term reflection workshop 1 day (evaluation of project and adjustments to project document if needed) | List of participants exist.Reports on outcomes and project adjustments of both workshops  |
| 1.1.5 Inception meetings with local parents & community stakeholders. Meetings will be held in each of the 34 schools and surrounding communities. Communities meetings will be held every month for the first year and thereafter every 3 months or as community needs show. Local specific issues will be presented, discussed and action plans will be agreed upon | List of participants exists Invitation and topic content preparation plan existsRecorded minutes from meeting existAgreed actions plans exist |
| 1.1.6 Capacity building workshops for SMCs for 34 schools(The workshops with be conducted in school clusters, in order to share ideas and possible common activities, e.g. procurement of materials and services etc.) There will be four different types of workshops for each of the 4 clusters (16 workshops in total):1) SMCs extended area of responsibility in a Total School Approach.2) Our children – Child protection; which strategies relevant for our communities3) Technical knowledge - Designing school plans, budgeting, accounting. 4) Transparent SMCs, participatory processes - seeking consensus and participation of greater catchment area.Follow-up support to each SMC through the project TSA team | List of participants exists Course syllabus for eachworkshop subject & educational activities existsParticipants’ course evaluations existFacilitator’s evaluation exists |
| 1.1.7 Capacity building workshops for PTAs (39 workshop)34 schools x 1 day inception workshops 4 clusters x 1 day workshops and  1 day municipality network-sharing workshop for all PTAs(Among the issues to be presented; citizenship, child welfare and protection, inclusion and gender sensitive strategies, choice of subjects for local curriculum, learning for a sustainable environment) Regular follow-up support will be provided to the PTAs by the TSA teamPTA meeting will be held each month  | List of participants exist Course syllabus for eachworkshop subject & activities existParticipants’ course evaluations existFacilitator’s evaluation existPTA meeting records |
| 1.1.8 “Local strategies for child welfare and protection”  5 x 1 day cluster workshops, for all PTAs, teachers, ward, municipalities’ representatives, and SMC members.  | Child protection mechanisms,protocol exists,List of participants exists, Workshop plan exists,Participants’ course evaluations existFacilitator’s evaluation exits |
| 1.1.9 Supporting quality learning environments at 34 schools The schools are all in need of basic improvements regarding sanitation, hygiene and drinking water. Each will receive a small amount earmarked to upgrade these basic facilities.  | SMC plan regarding upgrading of school environment existSeparate toilets for boys and girls are foundClean drinking water facilities found at each school |
| 1.1.10 Information dissemination through TSA Newsletter “What is going on at the Helambu project” will be produced twice during the project. |  Handout / factsheet exist  Two newsletters exist |
| 1.1.11 A national advocacy seminar with 40 participants. The national TSA consultative committee will coordinate a seminar at the end of the project to disseminate experiences, findings and materials from this TSA project with key decision makers & civil society leaders across Nepal.  | Invitation and program of the national seminar. Record of participants and seminar report.  |
| 1.1.12 Employment of 8 TSA facilitators to facilitate the TSA approach  | Recruitment of TSA facilitators complete |
| 1.1.13 PTAs Community Information Boards / feedbackPublic Notice Boards: spaces where information regarding the school and related services is centrally placed in the local community. | Boards are visible in each community Feedback boxes are visible and in use |
| Objective 1.2 By the end of the project, all 34 schools in Helambu have the expertise to promote inclusive learning culture. Teachers have acquired the necessary pedagogical tools to teach diverse students.  |
| 1.2.1 Capacity strengthening of Teachers 14 x 4 School clusters workshops will be conducted at each of the school cluster sites. These will be facilitated by JNF and guest facilitators.These workshops, platforms of sharing, will included but not limited to following subject areas, as particular needs will be identified under school profiling & implementation: Inclusive educational pedagogical practice Teachers as child protection agentsThe role of the school in the communityCollaborating: school to school / teacher to teacher support & utilizing local resources  | List of participants exist Each workshop syllabus existParticipants’ course evaluations existFacilitator’s evaluation exist |
| 1.2.2 Trainings of the TSA teamsInitial training of six weeks in inclusive educational strategies etc. prior to the start of the project. Thereafter 2 x 1 week refreshers workshops will be delivered during the course of the project (during school holidays).The later workshops will focus on identified needs as they emerge. The workshops will also facilitate the sharing, systematization, and documentation of acquired knowledge and experiences during project implementation. This knowledge, when compiled with workshop notes, forming a base for a TSA training package. | List of participants exist Participants’ course evaluations existFacilitator’s evaluation existFinal TSA team package existTSA manual exists |
| 1.2.3 Mobilization and facilitation of child clubs in all 34 schools  The children will use information learned about child rights and skills of organization and leadership to attract more children to school and tackle identified areas of need in own school and community. The Child to Child approach will encourage children to be change agents, primarily by teaching them problem solving methods. | Guidelines for child clubs existMemberships’ list existOverview of club activities exist |
| 1.2.4 Facilitation of clubs’ participation in the Sindhupalchowk Youth Festival Increased students participation at the local youth festival will broaden their network and experiences, preparing them for social and cultural activities outside the school.  |  Youth have participated in the festival. Their evaluation of the event exist / photographs etc. |
| Objective 1.3 By the end of the project all 10 secondary schools have introduced teaching of math, science, and social studies using Information and Communication Technology |
| 1.3.1 Teacher training in ICT, distance teaching methods and innovative pedagogical approaches are in line with the TSA.(Each secondary school’s cluster will receive an initial 5-day training followed by 2 days in-school training. This will be followed up by further 1 day refresher training once a year for two years. The TSA team will give onsite support between trainings)Each school will be furnished with a Dell server. Educational materials from OLE Nepal, an NGO which provides national school curriculum support programs as well as courses in citizenship and advocacy | List of participants exists, Course syllabus for eachworkshop subject & educational activities exists,Participant course evaluations existFacilitator’s evaluation exist,10 commuter labs with computers and programs exist1 small Dell server is placed at each 10 schoolsLog book recording of downloaded programs from OLE Nepal exist  |

Monitoring, collection and use of experiences along the way and final evaluation

To monitor the progress of the project, assess the overall results and reflect on possible changes or adjustments, a project steering committee will be established. The committee will consist of a member of the JNF board, JNF’s project coordinator, a TSA team representative and the CICED program responsible. The project committee will hold meetings every 6 weeks (via Skype) to review reporting and discuss the results of the project.

There are number of systematic sources whereby information will be collected;

**At Municipality level**

Before the start-up of the project activities, *a kick-off workshop* will be conducted, where JNF, CICED ( via Zoom) and the Project Advisory Committee at Helambu Rural Municipality, (with membership from, the municipality Education Coordination Committee, the Health Coordination Committee, the municipality education resource person, a representative from the Child Welfare Committee and seven 7 ward representatives ) together we will go through the objectives, outputs and activities for the first year, to ensure a common understanding of project milestones.

**At community level**

JNF is well versed in using field data digital tools. During this intervention, the ViewWorld tool will be used. Information will be continually uploaded by the teams.

The information collected through the “SEE IT” exercise will provide micro level indicators, which will feed into the project’s objective indicators.

The Community Book and the TSA team’s logbooks will also provide continual insights.

**Training and workshop performance**

Feedback will be recorded after each training, workshop and community gathering. Likewise, outcomes from meetings with the National Consultative TSA Committee will recorded.

JNF will continually, agglomerate accumulated information and present findings each month to stakeholders, reporting against project objective indicators.

All materials used throughout the project e.g. course syllabus, logistic plans, course evaluations will be secured, edited and form a TSA inspirational manual. Other forms of information sources / sharing which are expected to be started are feedback boxes at each school and a Facebook page.

Partners have agreed that the final evaluation of the project should be undertaken by evaluators in Nepal. The Social Science Baha ; an independent, non-profit organization which conducts comprehensive research/ consultancy work in the field of social sciences would be a first choice.  An evaluation conducted by them as a rule is participatory, a community learning exercise. As it is envisioned that the findings of the project will act as inspiration, a discussion prompter within the education, the development sectors and within public affairs at large, it is important that the findings are in general appreciated and recognized within the country as is the case with Baha.

|  |  |
| --- | --- |
| Risks | Mitigations  |
| That the teacher due to party political affiliation / interests are reluctant to participate in project activities.Political parties seek to capture certain SMCs  | * With the present support from the municipality council, a substantial guarantee is given that disciplinary action would be taken if this situation should arise
* All schools have been visited and participated in formulating the intervention giving teachers a sense of ownership from the start.
* Although the municipality council can negotiate, it will be the PTAs, communities, (voters) who can put pressure on political parties to keep party politics out of school.
 |
| Occurrence of natural disasters (e.g. severe floods and earthquakes causing chaotic conditions)  | * The risk of extreme weather and natural disasters is a premise in the target area. In case of calamities, the project will be delayed.

 JNF are active in pre-disaster preparation network and has a sustainable profile. JNF is in the process of seeking preregistration with DERF/ CISU |
| That TSA members find new positions | * As each team consists of two members, it is seen as securing a line of continuity.
 |
| COVID-19 | * Both NGOs are seeking to capacity build their ability to communicate e.g. give input, plan, monitor via zoom so the quality of interventions are not jeopardized.
* The partnership are actively involved in monitoring developments and supporting COVID-19 related challenges within the project area
 |
| That the Nepalese government passes laws which drastically controls civil society which would debilitate planned advocacy activities Threats, harassment from child trafficker and/orviolators of children’s rights  | * In such a case, the knowledge acquired by project participants, will stay with them. CICED as a partner of JNF would continue to support JNF and advocate for Nepalese civil society internationally
* JNF is well grounded in the local communities. Using participatory and community based approaches; JNF will strengthen its local network.
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|  |  |

**How this intervention contributes to establishing sustainable and lasting improvements for poor, marginalized and vulnerable target groups**

This intervention will have capacity-strengthened parents, children and families from some of the most excluded groups, so they know and can claim their rights. They will, after the intervention, have the necessary skills to contribute and participate in the running of their schools. It is anticipated that with the tools acquired beneficiaries will better be able to develop innovative solutions to the other challenges. They will have formed platforms, which will give collective support and voice.

The changed culture of the school will see more children staying in the schools. Education is a form of cultural capital that is crucial to social mobility and can create lasing improvement especially when linked with employment possibilities, there is an important nexus between this project and JNFs youth activities which has focus on creating sustainable local employment.

Importantly, the project will have facilitated the entire community— parents, families, teachers, students and local officials to examine power structures through a progressive lens of social justice and equality for all, thus pushing to the present both subtle or glaring discrimination which impedes the development of their municipality and the country at large.

As the lack of inclusive education is linked with child separation in Nepal, with this intervention parents will have a genuine choice regarding sending their children away. The institutionalization of protocol by all duty bearers, to protect the children of Helambu will be a gain for the most marginalized groups as it is from these groups most children are absent from.

Neither the local partner, communities, schools nor children will be left in any sort of dependency when the project ends. The project will have utilized and strengthened existing official policy. It will have abided by state curriculum guidelines etc. and will collaborate with local and national administrative structures.

**4. Planned intervention-related information work in Denmark**

The information work will aim to inform the Danish public on the efficient utilization of Danish support to development in general and in pursuit of UN Sustainable Development Goals in particular. Further, the information work will address specific target groups likely to have a professional with interest in the project topics, i.e., multicultural education and parental, community involvement for social workers and school professionals, ((via Socialrådgivernes and, BUPL Børn &Unge magazine) and Denmark’s Lærerforening (via Folkeskolen). Information about the project in both countries through social media, internet and meetings. Progress and activities will be posted on the CICED web site.

A small film about children clubs will be made by a film maker who knowledge of the area and who has already successfully made films children in Nepal for a Danish audience

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