

## Education and Child rights Program

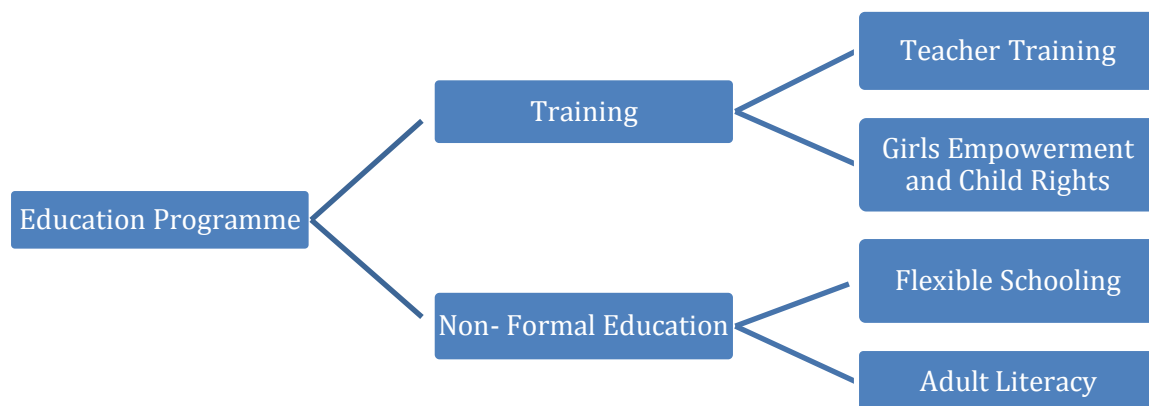
### 4.1 Education and Child rights program

PHASE- Nepal is working with some of the most vulnerable, poor and disadvantaged populations of very remote villages in the mountain region of Nepal. To break the cycle of poverty, PHASE Nepal creates programmes to empower the communities through health, quality education and livelihood projects. Education is one of the most important ways of empowering individuals and communities and increasing choice and opportunities in life for both children and adults.

#### Objective of Education Program:

1. To equip remote community school teachers with teaching techniques to create better teaching and learning environment
2. To provide education to the children in remote villages of mountain districts through flexible school programmes.
3. To empower women in remote communities where there is no access to government facilities through literacy classes.
4. To raise awareness of Children's Rights among students, teachers, School Management Committees and Parents Teachers Associations' members and other concerned stakeholders through training on child protection and by forming child clubs and empowering them through training.
5. To raise awareness among teenage girls regarding Personal Hygiene, Human Trafficking, consequences of Child Marriage, Child Labour; and form girls' groups to tackle social issues concerning girls.

### 4.2 PHASE Education Development program



### 4.3 Activities Undertaken:

#### Objective 1 - To equip school teachers with better teaching techniques to create a good teaching environment

Different activities have been carried out to achieve this objective. To achieve or to create better teaching learning environment, 159 teachers have been provided with awareness level training on “Best Teaching Practices”. As a result, teaching practices have been improving in all schools of Rayale, Sirdibas, Lapu, Kashigaun, Kerauja and Manbu VDCs. During monitoring visits, in interviews with school children regarding teachers’ behaviour in terms of teaching, the answers were very positive. They said the teachers have started following different methodologies during teaching, for example group work and visits out of the classroom to show things which are related to the subject matter.



**Fig13: After completion of Teacher training in Sirdibas, Gorkha**

In 2014/15 PHASE Nepal has conducted Teacher Training programmes in 4 different VDCs of Gorkha District and 1 VDC of Kabhre. In total, 104 Teachers have been equipped with Best Teaching Practice methods. More than 4,000 students of these areas have directly benefitted by better teaching and learning environment in their classrooms. Similarly a follow up training was conducted in Rayale (Kabhre) as a continuation of Best Teaching Practice training. The four-day training was conducted separately for Math and English subject respectively. All the classrooms were observed before and after the training and the teachers were given constructive feedback on their performance.

Table 12: Number of teachers trained / July, 2014 - June, 2015

VDC	No. of Schools	No. of teachers	Male	Female
Sirdibas	6	29	14	15
Lapu	6	25	9	16
Kashigaun	3	21	12	9
Kerauja	4	29	10	19
Rayale	6	23	11	12



**fig14: Teacher training in Sirdibas, Gorkha**

### **Objective 2 - Provide children in remote areas with flexible schooling programme**

PHASE Nepal has been conducting flexible schooling programmes in Chumchet VDC of Gorkha. The reason behind conducting such alternative education is that children in Yarchu and Tanju village of Chumchet VDC have no access to mainstream education because of the distance of the nearest functioning schools from their homes. So, in 2012 PHASE Nepal set up alternative education in Tanju village with 24 children, age ranges from 6 –10 yrs and PHASE Nepal ran this education programme until 2015 April. In May 2015, Tanju's alternative education class has merged with Shree Siddha Ganesh Primary School, Chumling and the school is receiving full time teacher support from PHASE. The positive aspect of this project is that children get quality education near their home, and by now merging with a nearby government school which was not functioning well, the project is now also supporting the mainstream school by increasing the number of students and the quality of education.

PHASE Nepal has been conducting a similar type of school in Khar village (Yarchu) but the children were smaller than the students in Tanju. Since the start of the project, on request of the parents, the PHASE teachers used English medium books, but because this hinders integration of the children in the mainstream schools, the class teacher is now using condensed course books designed by the Non-Formal Education Center, Bhaktapur, especially for flexible schooling programmes.

This project was started in 2013, a year later than Tanju village. Both projects are for 3 yrs and are affiliated with mainstream schools. With the aim to provide quality education and to support "Education For All", we have enrolled 24 students in Khar village as well but there is a trend of sending children to study as monks or sending children to Kathmandu if provided scholarship. At the end of the 2<sup>nd</sup> year of this project, only 17 children were left out of 24. However, the parents are very positive about the programme, so that with new enrolments, currently 32 children are studying in the school.

### **Objective 3 - To empower women in remote communities through literacy classes**

Nepal has an adult literacy rate of 56.6 per cent, with a huge variation between males and females: The literacy rate is 71.6 per cent for men and 44.5 per cent for women, revealing a Gender Parity Index (GPI) at 0.62, with women still lagging behind men by more than 27 percentage points. According to the Education for All Global Monitoring Report 2011, out of 7.6 million adult illiterates in Nepal, 67 per cent are female.

[http://www.unesco.org/new/en/kathmandu/about-this-office/single-view/news/unesco\\_celebrates\\_international\\_literacy\\_day\\_in\\_nepal/#.VeawWyWqqko](http://www.unesco.org/new/en/kathmandu/about-this-office/single-view/news/unesco_celebrates_international_literacy_day_in_nepal/#.VeawWyWqqko)

Aiming to contribute to the reduction of the huge variation between male and female literacy rate, PHASE Nepal has been conducting women’s literacy classes in 2 VDCs of Bajura and 3 VDCs of Humla with UK Aid funding. The aim of this project is to increase female literacy rate and empower women through livelihood projects.

In the year 2014/15, 250 women have completed basic literacy classes. This group of women will subsequently receive training on vegetable farming and other livelihood activities.

**Table 13: Village wise beneficiaries of women literacy class /July,2014 -June, 2015**

District	VDC	Ward no.	Total
Bajura	Kolti		5
	Kolti		9
	Wai		5
	Wai		9
Humla	Maila		4
	Maila		9
	Melchham	4,5,9	
	Melchham	6,7,8	
	Jaira		1
	Jaira		9
<b>Total Number</b>			<b>249</b>

**Objective 4 - To raise awareness of Children’s Rights through training on child protection and by forming child clubs and empowering them through training**

With the objective of furthering the Rights of Children, PHASE Nepal has conducted various trainings on Child Protection and Participation among teachers, FCHVs, Women groups, School Management Committees, Health Post Management Committees and other key opinion leaders. Approximately 100 people from 7 VDCs were trained in Hagam VDC of Sindhupalchowk, Rayale VDC of Kabhre, Manbu, Kashigaun, Kerauja, Sirdibas and Chumchet VDCs of Gorkha.

To make this project effective, 7 separate child clubs have been formed in Chumchet, Sirdibas, Kerauja and Kashigaun. The members of child clubs will be given training on protection and participation. In due course of time, the same child clubs will conduct awareness programmes, participate in various VDC level meetings and other decision-making activities.

**Table 14: Number of Child clubs /July,2014 -June, 2015**

District	VDC	No. of Child Club
Gorkha	Chumchet	3
	Sirdibas	2
	Kerauja	1
	Kashigaun	1

**Objective 5 - Girls Empowerment: to raise awareness among teenage girls regarding Personal Hygiene, Human Trafficking, consequences of Child Marriage, Child Labour; and form girls' groups to tackle social issues concerning girls**

Nepal is still a male dominated country with a number of concerning issues regarding women and children, especially female children. Women are disadvantaged from family level to state level in every aspect of development and opportunity. There is a big need of empowering girls in terms of personal development and participation. In most societies, girls are more vulnerable than boys and the social perspective towards boys and girls is not equal. Most societies, including Nepal, assert that girls are equally important as boys, but vulnerability still exists, particularly in rural and poor women due to the lack of sufficient information and equal opportunities.

To empower school girls especially aged 10yrs – 18yrs, PHASE Nepal has conducted girls' empowerment workshops in collaboration with Her Turn in Manbu. In this project, SLC graduate girls were provided ToT (training of trainers) on Gender issues, Personal Hygiene, Trafficking activities and its prevention, Leadership Development, Child Marriage and Child Labour. The girls who got ToT have delivered 24 days, 2hrs training among adolescent girls of Manbu VDC. At the end of the training, girls' groups were formed so that they could share their problems with friends.

Through girls' empowerment training, girls from different school started to share their problems in girls groups and planned to address the problems. As a result of this program, high level of sensitization has been noticed about Child marriage and child labour in Manbu VDC of Gorkha.

### **Education After The Earthquakes**

“Education in Emergency” Training was conducted in Hagam and Fulpingkot VDC of Sindhupalchowk for 50 teachers from 19 schools. The main objectives of the training was

- To make teachers aware of the Importance of Education especially in emergency,
- To help teachers conduct classes after earthquake using different activities,
- To help teachers recognize the traumatized children
- To make teachers aware of distressed children's behaviour, and
- To teach how to deal with such students.

This immediate training was very helpful to bring back and sustain the children after the devastating earthquake in the Temporary Learning Centres.



**Fig15: Training after earthquake**

<b>s.n.</b>	<b>Issues /Challenges</b>	<b>Recommendation</b>	<b>Responsibility</b>
1	Teachers want teaching materials for their classroom.	Training should be backed by additional resources for teaching materials.	Education coordinator.
2	Unable to frequently support and supervise teachers.	Field Supervisor should be appointed.	PHASE Programme manager.
3	Insufficient Teachers in school	Support of teachers to those schools would be beneficial	PHASE Programme manager
4	No time specific plan for mainstreaming of alternative education	Proper plan for mainstreaming so that the curriculum supports students joining the mainstream and the programme achieves sustainability	PHASE Education Team / DEO

## Earthquake Relief Projects

### 5.1. Emergency Relief support:

After the devastating earthquake on 25th April 2015, PHASE Nepal rapidly concentrated on relief related work. 9 of PHASE Nepal's 19 project communities were severely affected: Rayale in Kabhre, Hagam and Fulpingkot in Sindhupalchowk and Manbu, Kashigaun, Kerauja, Sirdibas, Chumchet and Chhekampar in Gorkha. PHASE started organising relief for these VDCs and a number of additional VDCs in Sindhupalchowk and Gorkha immediately after the earthquake. Concentrating on immediate needs, ongoing medical services were not interrupted in the project areas. All required medicines were supplied in a timely manner to minimise stock out of any supplies. Staff security was also considered as a priority. Patients that our staff could not treat at field level and who were in a serious condition or needed assistance by physicians urgently, were rescued immediately via helicopter services (Nepal army and on two occasions arranged directly by PHASE) as most of the access roads and paths to the project VDCs were blocked.



**Fig7: Staff providing immediate services in open space after destruction of HP by earthquake Fulpingkot, Sindhupalchowk**

Apart from medical aid, considering the extreme level of destruction, victims were in need of temporary shelter and food. Thus, PHASE Nepal also provided Tarpaulins and Rice to all households of Hagam, Fulpingkot and some wards of Thumpakhar VDC of Sindhupalchowk. Bhimtaar, Kadambas, Fulpingdanda, Batase, Jalbire, Kiul, Sunkhani VDC were supported by rice and tarpaulins as well. Bhumlutar and Rayale VDC of Kabhre were supported with some tarpaulins. Khare VDC of Dolakha was supplied with tarpaulins. All six project VDCs of Gorkha which were most affected, were initially supported with a small number of tarpaulins and Chumchet was supported with maternal clothes, neonatal clothes, neonatal blankets, Bathing, washing soap and pulses for postpartum mothers and