



FINN CHURCH AID
actalliance

Nepal Earthquake Response

Project Background

On 25 April, a 7.8 magnitude earthquake struck Nepal causing severe destruction in 14 out of the 75 districts in the country. Two weeks later, on 12 May, another quake of 7.3 magnitude hit, worsening the humanitarian situation. An estimated 1.5 million children were directly affected by the disaster, leaving 1 million children without permanent classrooms and an additional half a million requiring support to return to learning. A sum of 35,986 classrooms and other educational infrastructure were damaged.

To ensure that educational needs of the children were met, FCA established 170 safe learning spaces, locally called Temporary Learning Centers (TLCs). Some 20,000 school children have access to 333 safe classrooms, including 174 gender-sensitive latrines and hand washing facilities. FCA distributed 248 ECD kits, 205 recreational kits, 450 school in a box (bags) kits, 510 book bags in 170 TLCs to help them recover from the stress and disruption caused by the earthquakes. Close to 440 teachers were also trained in psychosocial support, life-saving messages and school safety information.

Overall Objective

Contribute to realization of the right to education and improvement of wellbeing and protection of earthquake-affected Nepalese children and adolescents.

Specific Objectives

The wellbeing and safety of vulnerable earthquake-affected children and adolescents, their teachers and families, has been improved and further stabilized by the creation of child-friendly spaces (CFSs), TLCs and by providing quality education opportunities.

Targeted Sector(s)

Education

Education in Emergencies is one of the FCA's areas of core expertise. In recent years, FCA has been actively developing different temporary and semi-permanent solutions for post disaster education (notably in Haiti and The Philippines). As a part of the FCA post-earthquake response in Nepal, FCA has built safe learning spaces along with proper WASH facilities, enhanced the capacity of teachers. FCA developed TLC winterization guidelines and an educational materials user guideline together with the National Education Cluster and Ministry of Education. Currently, FCA is developing a semi-permanent classroom design for remote locations in cooperation with Department of Education.

Livelihood: The ACT appeal NPL151 doesn't specify livelihood activities and/or targets for FCA. However, all the construction was done by cash for work modality and consequently FCA intervention offered basic income for 1,990 local people (mostly parents) for between 5-10 days each. Selection of the participants was delegated to School Management Committee in each school.

WASH: FCA designed semi-permanent school latrines that have been adopted by other organizations as well. The TLCs are provided with separate latrines for boys and girls along with hand washing facilities and safe drinking water.

Psychosocial Support: FCA carried out a need assessment of psychosocial supports needed for teachers and students in three working districts. The schools teachers have been trained in psychosocial aspects.

Key Activities

FCA's key activities can be broadly categorized into following 5 areas:

a) Establishment of safe learning spaces

- Establishing and running 5 child friendly spaces (CFSs) including daily program and meals for the children attending.
- Establishment safe learning spaces, locally called Temporary Learning Centers (TLCs)

b) Water sanitation and hygiene promotion

- Construction of semi-permanent latrines separate for boys and girls along with the provision of proper hand-washing facilities and safe drinking water

c) Distribution of educational supplies

- Distribution of educational supplies such as early Childhood Development Kits, Recreational Kits, School in a Box kits, Book bags in the target schools along with adequate teachers orientation.
- Produce, print and disseminate 'Guidebook for the use of educational supplies' jointly with Ministry of Education and Nepal Education Cluster

d) Teachers' Training

- Provide Training of Trainers (ToT) to senior officials of District Education Offices, Resource Persons (RPs) in Education in Emergencies issues. The key topics are; school safety, use and maintenance of TLCs, psychosocial supports (PSS), water sanitation and hygiene promotion (WASH), inclusive education and Learner centered methods.
- Teachers' training in basic Education in Emergencies issues as above for teachers in target schools

e) Psychosocial supports to teachers, students and their parents

- In- depth ToT in psychosocial support for Headteachers and focal points in target schools
- Teachers' training in psychosocial support in targeted schools.
- PSS needs assessment in target schools and short to medium term counseling for students and teachers identified including ongoing professional PSS guidance for teachers in the 45 target schools

Expected Results

- 200 kids have a safe place to stay (CFS) and are active enabling parents to repair their housing or build temporary housing.
- Up to 20 000 students will be able to resume normal education as soon as possible in Temporary Learning Centers and continue using those centers until more permanent construction takes place.
- The target schools have hygienic latrines and sanitation facilities and teachers and students have basic hygiene knowledge to prevent open defecation and spread of disease.
- The students and the teachers in the target schools have access to basic teaching, learning and educational materials.
- The school teachers in the target schools have basic knowledge of education in emergency
- Enhanced capacity of teachers in the target schools to address psycho-social needs of the students.

Project Duration

One year, 25.4. 2015-30.4.2016

Total Budget

USD1,637,677

Impact Group

Students, Teachers, Parents, District Education Office Staff in Lalitpur, Kathmandu and Bhaktapur districts of Nepal.

Working Areas/Project Maps

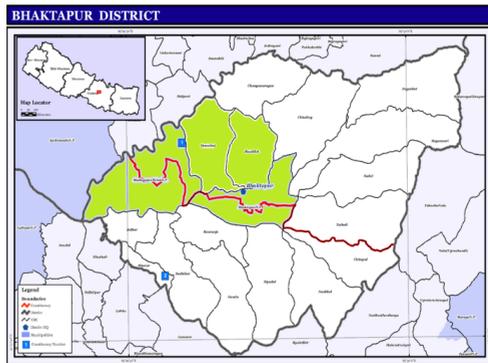
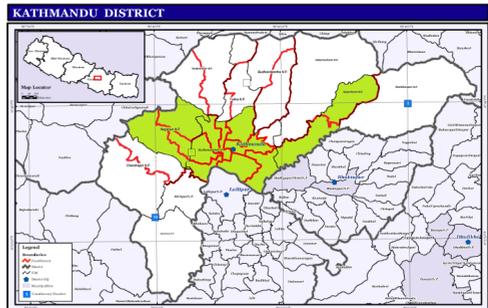
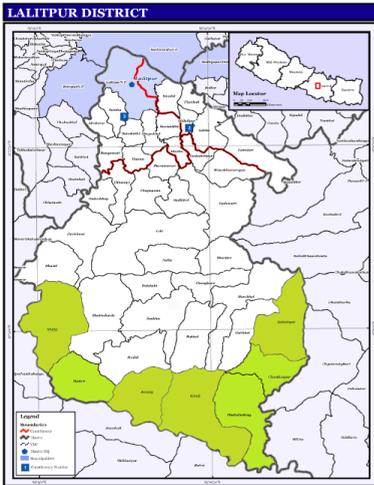
FCA works both in urban and rural context. FCA works in 3 districts, a metropolitan, 5 municipalities and 7 Village Development Committees (VDCs). Numbers of classrooms damaged, number of school children affected were the key criteria, among others, considered while selecting the working districts. The municipalities and VDCs were selected by National and Sub-national education clusters.

SN	Name of the Districts	Name of the Municipality	Name of the Village Development Committee (VDCs)
1	Kathmandu	Kathmandu Metropolitan, Nagarjun, Kageswari	NA
2	Lalitpur	NA	Ashrang, Chandanpur, Gimdi, Kaleshwor, Malta, Thuladurlung, Pyutar
3	Bhaktapur	Bhaktapur, MadhyapurThimi, Changuarayan	NA

TOTAL = 3 districts, 1 metropolitan, 5 municipalities and 7 Village Development Committees (VDCs)

Implementing Partners

- Under Privileged Children's Educational Program Nepal (UCEP Nepal), Bhaktapur, Nepal
- Loo Niva Child Concern Group (Loo NIVA), Lalitpur, Nepal
- Center for Mental Health and Counselling Nepal (CMC Nepal), Kathmandu, Nepal
- World Vision Advocacy Forum Nepal (WVAF), Kathmandu, Nepal



Donors (largest)

- ICCO Cooperation
- The United Church Of Canada
- Diakoniekatastrophenhilfe
- United Church of Christ in Japan
- Presbyterian Disaster Assistance
- Y Care International
- Disciples of Christ
- Finnish Evangelical Lutheran Mission (FELM)

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