

Report on NGO Visits to Siraha and Udayapur: Back to School Program

Date of Visit: July 2024

Participants: Rotary Club of Flemington, Rotary Tripureswore, and local NGOs

Key NGOs Involved: Dalit JanaKalyan Yuba Club, Social Transformation Network

Introduction:

This report documents the site visit to Siraha and Udayapur, Nepal, conducted in July 2024. The purpose of the visit was to meet with local NGOs, assess the current educational landscape, and formulate an implementation plan for the Back to School program. This initiative aims to bring never-enrolled children, especially from marginalized communities, into the education system.

Site Visits Overview:

Siraha: Schools Visited:

Shree Janakalyan Secondary School: Located in a rural area, this school struggles with inadequate infrastructure and a high dropout rate, particularly among Dalit children.

Serving a predominantly Dalit community, this school faces significant challenges in maintaining enrolment and providing quality education.

Key Observations:

Lack of basic facilities such as proper classrooms, sanitation, and learning materials.

High teacher absenteeism due to low salaries and lack of motivation.

Parents' economic hardships forcing children into labour instead of school.

Meetings with NGOs:

Dalit JanaKalyan Yuba Club:

President: Mr. Umesh Bisunkhe

Discussion Points:

Strategies to identify and enrol never-enrolled children.

Community mobilisation and awareness programs to emphasise the importance of education.

Collaboration with local authorities to improve school infrastructure.

Udayapur: Schools Visited:

Shree Churiya Secondary School: Despite efforts to improve, this school has seen declining enrolment due to migration (Muslim Ethnic group) and socio-economic factors. School has a leaking roof, substandard toilets, lacked basic teaching aids and no provision for drinking water.

Key Observations:

Limited access to quality education materials and extracurricular activities.

Teachers expressed a need for training to handle diverse classrooms effectively.

Community and parents involvement in school activities is minimal, highlighting a need for awareness programs.

2. Social Transformation Network:

Key Representatives: Mr. Madan Raj Katuwal

Discussion Points:

Implementation of supplemental education programs, including bridging tutoring before enrolment.

Development of vocational training for older students to enhance employability.

Advocacy for policy changes at the district level to support educational initiatives.

Learning and Plan for the Project

Key Learnings:

1. Infrastructure Needs:

Immediate need for investment in school infrastructure to provide a conducive learning environment. Government of Nepal as part budget has committed to Infrastructure development in all public schools. Development of sanitation facilities to ensure hygiene and health.

2. Teacher Support:

Incentive programs to reduce absenteeism and improve teaching quality.

3. Community Engagement:

Initiate awareness campaigns to highlight the value of education in collaboration with NGOs' and Triyuga Nagarpalika (Mayor's office)
Encourage community participation in school management committees.

Implementation Plan:

Short-Term Goals:

Conduct a baseline survey to identify the number of never-enrolled children (Completed)
Organize community meetings to promote the Back to School program. (Planned)
Lobby with government to support infrastructure development (Planned)

Medium-Term Goals:

Launch a pilot tutoring program in selected schools to bridge the gap for never enrolled and back to school students.
Establish a monitoring and evaluation framework to track progress through the NGO's

Long-Term Goals:

Advocate for policy changes to secure sustainable funding for education.
Develop partnerships with national and international NGOs to scale the program.
Create a replicable model for other regions facing similar challenges.

Personal Observations

The visit to Siraha and Udayapur was an eye-opening experience, revealing the stark realities faced by marginalised communities in accessing education. The resilience and dedication of local NGOs like Dalit JanaKalyan Yuba Club and the Social Transformation Network are commendable. Despite limited resources, their commitment to improving educational outcomes for Dalit and marginalised children is inspiring.

It is evident that a multi-faceted approach is required to address the barriers to education in these regions. Infrastructure improvements, teacher support, and community engagement are critical components of a successful Back to School program. Collaboration with local stakeholders and continuous advocacy will be essential to create a lasting impact.

As we move forward, it is crucial to maintain the momentum and support the local NGOs in their efforts. By working together, we can ensure that every child, regardless of their background, has the opportunity to receive a quality education and build a better future.

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[backtoschool July2024.mp4 - Google Drive](#)
[backtoschool July2024-highlight.mp4 - Google Drive](#)

