

Jumla Community Development Project

A Project Proposal

April 2011 – December 2014



by Govinda Development Aid Association, Aalen, Germany
in cooperation with
Shangrila Association, Jumla, Nepal



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Operational key words in the proposal and their definitions

Biodynamic agriculture	Biodynamic agriculture is a method of organic farming that treats farms as unified and individual organisms emphasizing balancing the holistic development and interrelationship of the soil, plants and animals as a self-nourishing system without external inputs insofar as this is possible given the loss of nutrients due to the export of food. As in other forms of organic agriculture, artificial fertilizers and toxic pesticides and herbicides are strictly avoided.
Dalit People:	Dalit, also called Outcaste, is a self-designation for a group of people traditionally regarded as of untouchables. Dalits are a mixed population of numerous sub-caste groups in Nepal like Kami, B.K. (blacksmith), Sarki (cobbler), Damai (tailor), Poda (cleaner) and many others. While the caste system has been abolished under the Nepalese constitution in 1962 there is still discrimination and prejudice against Dalits at community level in Nepal. They are deprived of opportunities in political social, developmental participations job opportunities and education. As a result their social, economic, health and educational status is very low.
Khasa People:	Khasa people are the original inhabitants of the Karnali regions who have been the minority population. Originally they are non-vedic aryan tribe practice animism. Despite of their own indigenous history and identity of Karnali aborigines, they are mistakenly tagged as Chhetris. The group of people has been excluded, oppressed by the ruling elites till present.
Model House:	A role model economic design of a environment friendly house for Jumla people
Self-Help Group:	group of 20 -30 people in the community who are autonomous, self motivated having group dynamics for community level development through group saving, self mobilization for their own development
Self-Help Cooperative:	It is basically a business organization owned and operated by a group of individuals for their mutual benefits in the community level. It has legal status and can operate as village bank. Besides, it can function for the development of education, health, agriculture of the community people by mobilizing its fund.
Social Actor:	Key people in the community who are self motivated for the community development and who often work themselves as facilitators.
Smokeless stove:	They cook better, faster and spread the heat more evenly. They eliminate direct contact with the flames and send out all smoke immediately out of the house through chimney. It protects people's health as the smoke is taken out of the room through a chimney, and reduces firewood consumption drastically by 40% to 50%.



Project Overview

Shangrila & Govinda Projects in Westnepal

Follow-up of the SSDP-project



2032+ people

- sustainable sequel of previous SSDP-projects after 5 years
- training, support and assistance for the established co-operatives

Model-house Construction



- 2 sample houses in the heart of Jumla bazars with an „open-house-concept“
- providing know-how, low-tech-ideas, knowledge and practical recommendations for local people

Deaf-children Support



14 children

- individual support of deaf children in a governmental institution (education, lodging & fooding, medical treatment, career-planning)

Jumla Community Development Project



1183+ people

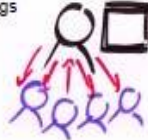
Empowerment & Capacity-building

- 175 households in 2 villages form 20 groups
- trainings on rights to develop, saving & credits
- 2 co-operative organizations



Education & Literacy

- community interaction-centers
- numeracy & literacy classes
- 1 school-building
- teaching & learning materials
- 2 children clubs
- child-right-trainings



Health, Environment & Infrastructure

- 2 model-house-copies in the villages
- construction & repairing of toilets and smoke-less stoves
- drinking water systems
- 2 health institutions
- 2 trained ANMs
- short-term health-camps with professional doctors



Income-generation & Agriculture

- training for 200 farmers
- 200 packages of agro-tool-kits
- 2 JTA expert trainings
- apple nursery beds a.o.
- demonstration of new technologies and methods





Project overview

Project Name: Jumla Community Development Project

Project Location: Puru and Ghodasim villages, Jumla district of Karnali Zone in Nepal

Development sectors: Awareness and capacity building, Health, Education and Agriculture

Project Period: 45 months (April 2011-December 2014)

Funding partner: Govinda Development Aid Association (GDAA), Germany

Implementing partner: Shangrila Association (SA), Nepal

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Legal form of applicant, year of establishment, number of members

Government registration number: Jumla CDO office. Social Welfare Council affiliation

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INTRODUCTION

1. Background

Jumla one of the districts of Karnali zone of Nepal is populated with poverty ridden people. Especially the Khasa and dalit communities have miserable life conditions. The dalits are discriminated by upper caste people who treat them as untouchables. The Khasa people are similarly oppressed by the elite groups.



Khasas and the dalits are the poorest of the poor people in this deprived region and they have extremely low standard of living.

Average adult literacy rate of Jumla district is 24.8% (male 41.2% and female 8.2%) whereas overall adult literacy rate of Nepal is 56%. The life expectancy at birth is 44 years in Jumla whereas the country's average figure is 60.9 years. Famine and starvation is a recurrent event in Jumla. There is only one hospital in the whole district and often the doctor is absent. The people are living a very difficult life of ignorance, oppression, exclusion and deprivation in the villages of Jumla. In this background, this project is conceptualized for promoting life chances and enhancing capabilities of the deprived people of 2 villages- Puru and Ghodasim of Jumla.

Shangri-La Association(SA) the local partner for project implementation and Govinda Development Aid Association(GDAA) have substantial relevant experiences in community development projects with the support of donor agencies like *Kinderhilfe-Nepal-Mitterfels e.V.*, *Usthi Foundation*, *Plato Foundation*, *Louis Leitz Foundation*, *Rotary International*, *Mayer Foundation* from Europe in the past. The proposed new project "Jumla community Development Project" is an extension of a similar past project "Shangri-La sustainable Development Project" successfully implemented in Patmara and Luma villages of Jumla in 2007-2011.



Project district Jumla in west Nepal

2. Problems, opportunities and development intervention

The selected project villages are Puru village of Malikathata VDC and Ghodasim village of Ghodemahadev VDC of Jumla. There are 106 households in Puru village and 69 households in Ghodasim village. According to the baseline survey, despite several problems the villages have some good opportunities and potential to get rid of present underdeveloped situation. Improvisation in agriculture by making it market-oriented can have positive impact in the people’s economy as newly constructed Karnali highway is at the walking distance of 1 to 2 hours from both villages. The temperate climate is suitable of apple farming, off season vegetable farming and animal husbandry. In Ghodasim village, people have produced electricity on their own initiation from a micro-hydro power plant. The people need small external facilitation to overcome their status quo caused by lack of awareness, illiteracy, health-problems and poverty. Once they step onto the first stair of the ladder, they will catch up their way to prosperity.

The main problems in Puru and Ghodasim project villages, as explored in the Baseline Survey (2011) conducted by SA are described below:

Specific problems	Actions
Deprivation of human rights and right to development(people have no representation and participation in socio-political and development sectors)	Awareness and empowerment of the people
High Illiteracy (female adult literacy rate is 7% and 10% in Puru and Ghodasim	Education awareness and schooling support

respectively)

Low educational status (only 8 girls have reached secondary education level by now from each village)

Very low earning/no income at all; famine, starvation are recurring events

Very poor health status (no trained health worker in both villages)

Deforestation, smoky stoves

Scarcity of drinking water (all together 7 taps in 2 villages exist but they need repair and maintenance)

Poor sanitation due to open human excretion (no toilets)

Poor and unhealthy housing condition

Microcredit, income generation activities, agriculture support

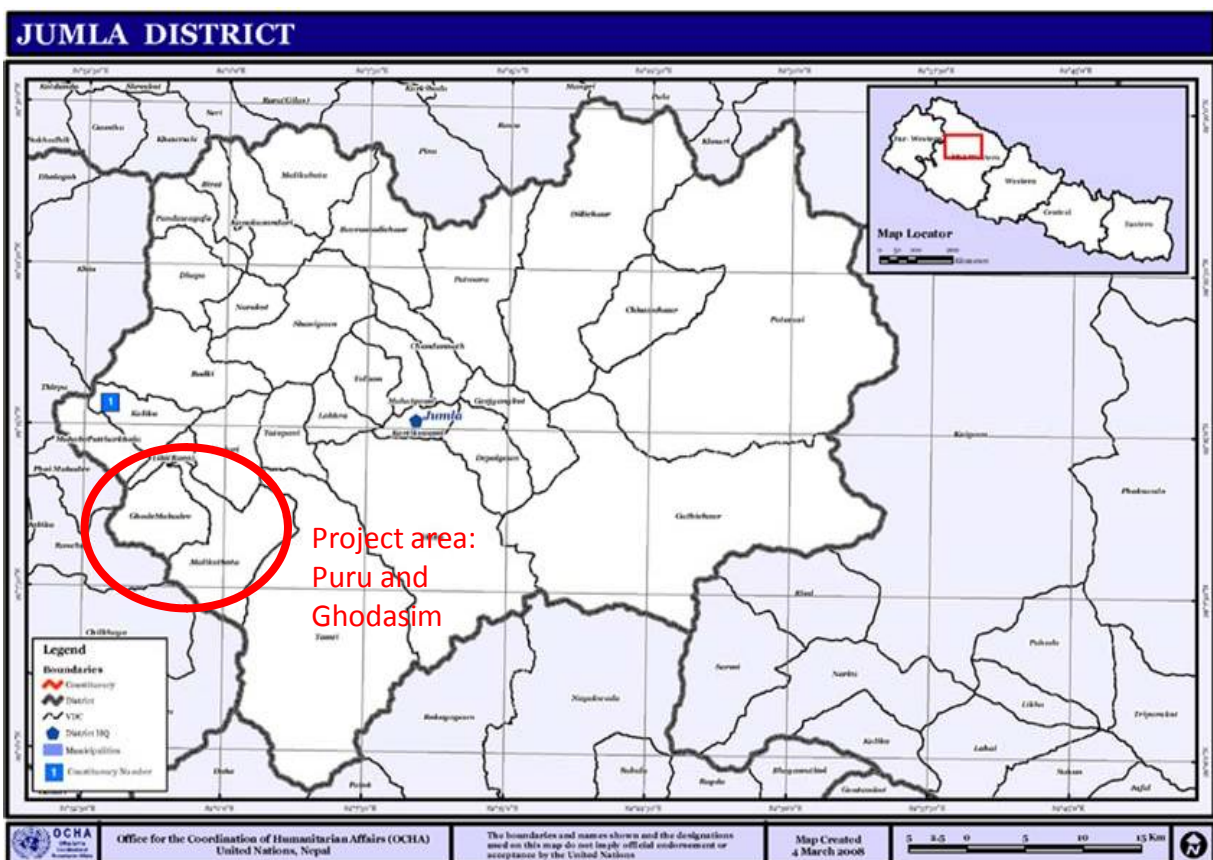
Awareness, health institution promotion

Installation of smokeless stove (SLS)

Community piped water tap system

toilet construction

Healthy model housing design and fund support for house construction



Predominantly, the communities- Puru and Ghodasim- are the villages populated by the dalits and the Khasa people. The Dalits are still considered the untouchable people by the higher caste people. These Khasa people are the aborigines of the Karnali region who are still suppressed by the ruling elites. The Dalits and the Khasas are excluded in every sphere of socio-political life. Consequently, the communities are deprived from mainstream development of the nation.



Because of the excluded situation from the mainstream development of the country, these people are voiceless and are deprived from participation in politics, power, educational opportunities, government jobs and decision-making positions. Therefore, the people have lagged far behind the people of other regions. This means, illiteracy, child-mortality maternal-mortality, unemployment, famine, poor reproductive health, undernourishment of the children, water-borne diseases and health-damage caused by not receiving proper and timely medical treatment are rampant.

In other words, Starvation, untimely death, chronic ailment is everyday account of the villages. It is not surprising to locate at least a chronically diseased person in every household in these two villages, at any time.

The foremost development intervention needed in this situation is awareness and empowerment of the people. The community people need institutional support for Right to Development. For this SA and GDAA adhere, by their principle, right based approach to development. The right based approach to development integrates the norms, standards and principles of international human rights systems into plans, policies and processes of development. The expected result is people are empowered, capacitated and become subject of dignity.

Human development and human rights are mutually reinforcing, helping to secure the well being and dignity of all people, building self respect and respect of others.¹ The empowered people will be aware of their rights to freedom, food, shelter, livelihood, education, information, association and representation in the Nepalese context. The proposed project is designed to achieve this purpose by providing Right to Development trainings to village Self-Help-Groups (SHG).

Illiteracy and low level of education is another problem of the project villages. In common interpretation, literacy is the knowledge of reading and writing. Nowadays literacy is interpreted in a wide and comprehensive sense. UNESCO came up with the concept of *functional literacy*. UNICEF defined a person to be functionally literate when he/she could read and write enough to be effective in the normal activities of life. The illiteracy should be abolished by the year 2015AD according to the Millennium Development Goals (MDGs) endorsed by UN in September 2001. In the context of Nepal, since the illiteracy rate was 54 percent in 2010, the resolution implies that illiteracy rate should be reduced drastically to meet the target endorsed by national and international authorities.

The literacy status of Puru and Ghodasim villages of Jumla district is very low in the sense of UNESCO's functional concept. The impact of their low literacy has been

¹ UNDP, Human Development report 2001, p. 9.



reflected in overall low life standards of the whole family like early marriage in teenage, unemployment and ignorance. Further the population has been victimized in political, social, legal, cultural and health aspects facing severe discrimination.

The lower literacy rates are the result of a variety of historical, economic and social political reasons. Social prejudices against dalit and aborigines, lack of awareness, poverty, and exclusion by the state are the main reasons for low literacy rate and uneducated status of the people. By now, here is one primary school in each project village. But, due to this multi-dimensional nature of exclusion, even today, the schools of the selected project villages are very poorly equipped and has inadequate rooms. Government supports these schools by providing only salaries to the teachers. The community has to manage themselves for the building construction, school materials and furniture. But the communities strangled by poverty and lack of awareness have been unable to provide enough rooms, materials and basic infrastructure for the village schools. As, a result, children are deprived from school education. Further they are compelled to work as child labourers in the nearest towns of Nepal. The necessary intervention is construction of school building, training to school management committees for resource raising, instructional material supports to the schools and educational awareness to the parents. Since development demands multi-dimensional approach infrastructure support to school combined with parental education, awareness of civil rights and better income opportunities will be instrumental to eliminate illiteracy and promote educational status of the villages.

The Baseline Survey 2011 shows that the villages are in the vicious circle of poverty. Only 21 households have a regular source of income from small job and business. However, they do not have any saving for their future. Rest of the households are facing difficulties to meet their every day needs like daily meals. It is interesting to mention a response of a villager of the same region when he was asked if he had any problem. He said, “ No problem, sir. Only two, I have. One is what to eat in the morning and the second one is what to eat in the evening. That’s all sir!”

The farm production is hardly enough to eat for four months for all the households in the villages. Therefore, the adult males leave their villages and go to India to work as labourer. These people bring hardly any money back home because they earn very less in India as they are unskilled and illiterate. Moreover, they are cheated and not paid what they deserve. But to the family it helps in indirect way. That is why they escape from home. The eating mouths decrease at home! The rest of the members in the families at home, in order to survive they go to work in the road construction, which is new development phenomenon from the government side in the region now. They have land but the agriculture is very traditional. They try to grow what they can eat and survive. Agriculture is not commercialized at all. Despite the feasibility and opportunity to earn locally, to live a life of abject poverty is disgrace. Agriculture in comparative



advantage sector, improved farming, microcredit systems for small income generation activities can be affirmative actions of development intervention.

The region, geographically, lies above 2000 metres from sea level. The temperate climate keeps the region always cold and only source of heating is burning greasy pine wood which produces heavy greasy smoke. To make the situation worse, people have very low rooms (vertical clearance six feet) and without any window in the room. The heavily smoky firewood stove in the house harms the people's health by affecting their eyes and respiratory system. In the project communities most of the households have open cooking fires in the center of the room around which the household activities take place. But no exit for the smoke is planned in the house where the windows are also absent or very small or blocked due to harsh cold climate. Thus most of day the houses are filled with smoke which hovers around the ceilings and wafts slowly out from beneath the eaves. The number of deaths from disease caused by smoke inhalation deaths per year in 3rd world countries is more than that from AIDS world-wide. The infant mortality rate due to smoke filled homes is extremely high. Devastating lung problems are the result, as the pine wood used there burns resin with a strong black smoke. Through open cooking the efficiency is low. An average household uses 20 - 40 kg firewood a day for light, heating and cooking. As a solution smokeless stove installation can be a best option. The local people have very little health awareness and the women give birth on their own at unsafe places at home or by unskilled traditional birth attendant. More than 95% of child deliveries are made without any attendance of skilled health worker. Very low numbers of couples practice family planning. In the proposed project areas, according to the Baseline survey (2011), only 39 people are using means of family planning. Sanitation is very poor. The use of the toilet is practically non-existent. There is great problem of supply of drinking water. As remedies to these problems- health awareness, health institution promotion, training to produce local health human resource, support for toilet construction and drinking water schemes are precise development needs there.

The people in the villages are living in very small, unhealthy and insufficient type of the houses. Usually the houses are single roomed with very low ceiling, no ventilation or windows and the same single room is used for kitchen, sleeping, storage, domestic animals like poultry and goats. The houses are around six feet in height (floor to ceiling). Because of small space of a single room to hold kitchen, bedroom, store and even domestic animals they are utterly unhealthy to live in. As a result, the family suffers from multitude of problems. Due to open fire wood stove, the house is exposed to heavy smoke for long kitchen hours in the evening and the morning. As the result people who has no option to remain elsewhere in the house are affected badly and the impact results in various eye and lungs and stomach problems. Having no source of brightness to light the nights, the people use firewood as the only light source. Therefore, it's not only that the people are deprived of very basic right to descent shelter but it has



negative impact in health, ecology, education and overall life of the people. The villages have stone in nature in abundance. The houses at the present are also built of the stones, mud and wood. However, due to lack of technology the walls are too thick, the height is quite low and the roof is made of mud pressed upon wooden ceiling. The poorest people of Jumla need affordable house model which can be constructed with mostly raw materials available there in the locality and that are decently comfortable and healthy to live in. Therefore, a model house will be built in Jumla and the people in both villages will be trained to build similar house. There will be fund available through groups for the individual household who wants to construct new house following the 'model'.

This project is designed to address the unmet needs and aspirations of the communities in light of achieving millennium development goals by 2015. GDAA and SA has its own on-going journey of stimulating and mobilizing the reliance of rural poor communities for enlarging options of livelihoods through a set of coherent and participatory development practices. It has successful experiences in Luma and Patmara villages of Jumla from its Shangri-La Sustainable Development Project- 2007-2011 implemented in these two villages.

3. Project Beneficiaries

The overall beneficiaries from the project will be 122 Khasa households and 53 Dalit households which make a population of 1183 people Puru and Ghodasim villages according to SA Baseline Report 2011.

The project is designed by putting children and women as the key beneficiaries. The project also targets to work with the local authorities and public service institutions as the partners in the relevant issues of the project. Therefore, the project will bring a chain and multiplication effect to much larger populations at the end. That means, the health office will be promoted, new health and agriculture human resource will be produced. The schools will be promoted. The teachers involved in the schools will be benefitted. The model house built in Jumla will be a role model icon for the whole district to build a descent house.

4. Project Description

Jumla Community Development Project contributes towards achieving Millennium Development Goals of Nepal with particular focus on poverty reduction, education and health with particular focus on women, children and marginalized people.

Present project proposal includes establishment of Cooperative Organizations (village banks), renovation and construction of school, enhancement of school enrolment, installation of smokeless stove, agriculture promotion as means of livelihoods, promotion of health facility (institutions), smokeless stove installation in households,



toilet construction and small drinking water schemes as means of rural health development are the major activities. The project is planned for five years in the selected villages namely, Puru and Ghodasim of Jumla.

This project also strives to empower the target communities by grounding the idea of 'healthy interdependency or self-help' between the project and the target communities as a powerful means to maximize project impact at the grassroots and enlarge the capability of the local people. The project is aware of the capacity and assets building of the project communities by strengthening linkages with the local authorities and public service institutions for the benefits of the communities. It is valued that the target communities, the local authorities and public service institutions are the primary stakeholders of the project. The project will mobilize existing local capacities and resources (locally available knowledge, skills, technology, labor, land, stone, wood, etc.) as the means for their own development. The project also acknowledges community to accept and respond behaviorally to the project initiatives as the key actor. It means the project ensures the community participation throughout the project and entails learning for improvement and sharing knowledge of community development.

4.1 Project goal

The overall goal of the project is to empower Jumla people and capacitate them so that they have control and access to resources and decisions to achieve sustainable impact to raise their socio- economic, educational and health status

4.2 Project purposes/ outcomes

- i. People are empowered about their rights, strengthened and capacitated in an institutionalized way in self-help associations
- ii. Educational and literacy status is improved with the 100% enrolment of school going age children and opportunity for adult literacy and numeracy at community interaction centres and training SHGs
- iii. The people achieve sustainable improvement in health through increased health literacy and healthy practices and environment through the promotion of health posts, trainings, promotion of descent housing and smokeless stove, toilet construction and drinking water schemes
- iv. The household poverty is reduced with the enhanced capacity by self sufficiency in food production and enhanced capacity to produce comparative advantage crops/plants/fruits so that they can buy the required food grains by the end of the project



4.3 Project Outputs

The Project expects to achieve the following outputs:

a. Empowerment and capacity building

- 175 households of the 2 villages organized into 17 Self-Help Groups and regular saving and credit is mobilized
- The self-help-groups are trained on Rights to Development package (Fundamental Rights, Right to development, women rights, dalits rights)
- Selected members of SHG trained on saving and credit mobilization,
- Regular monthly meeting of SHG
- All the members of SHG federated into 2 cooperative organizations (village banks)
- Members from the cooperative board trained on cooperative and micro-credit/enterprise development.

b. Education

- 2 Community interaction centres established
- Numeracy and literacy is promoted among the illiterate adult villagers through numeracy and literacy classes in the interaction centres
- 1 school building in Puru village and a playground in Ghodasim constructed
- Teaching-learning materials received by 2 schools
- Children clubs in 2 villages established
- Children club members trained on child rights
- 2 school management committee trained on school management, school enrolment and resource management

c. Model house and its replication, Health and environment

- 1 model house in Jumla bazaar, 2 model houses in each village constructed and fund established for replication of the model house. The Project constructed model house is converted into Community Multipurpose Building for Cooperative Office, Interaction Centre, health Centre and Agriculture Resource centre
- smokeless stove distributed for all project village households who have no smokeless stove
- households having no toilet received support to construct toilet
- Support received by 2 schools and 2 villages and constructed and maintained drinking water system
- essential equipment and medicines received by 2 health institution (health posts of the selected villages)
- ANM training support to run community health program by 2 women from selected villages

**d. Income generation and agriculture**

- A feasibility study of the two villages for promoting agro-based small enterprise as means to income generation conducted
 - 200 farmers trained on small agro-based enterprise development
 - 200 packages of agro tool kits and improved seeds to the selected farmers provided
 - 2 selected youth developed as junior technicians in agriculture and livestock health as grassroots agriculture development volunteer
 - Apple nursery beds in each village established and apple plants distributed to at least 50% farmers from both village
 - Cooperative apple/cash crop/herbal farming is practiced under each Cooperative organization in each village
 - Models of: i. rain water harvest, ii. farmyard manure management, iii. household waste water collection for irrigation are prepared and demonstrated and fund is made available for replication in household level
 - Introduction/demonstration of irrigation technologies and support (drip irrigation, manual irrigation, treadle irrigation etc)
 - A sustainable agriculture system is practiced by adopting biodynamic method where possible

4.4 Project Activities**Preparation Phase**

- New Baseline survey of the target VDCs
- Developed proposal for new project areas.
- Project approval, agreement from GDAA and SWC
- Project implementation permission, approval from Jumla Government authorities
- Project orientation to project staff
- Project orientation with community in two communities.

i. Empowerment and capacity building

Formation of self-help group (SHG)- Community organizing into SHG will be the first step towards developing development partnership with the communities. Self-help groups (SHG) consisting of 20 - 30 members representing individual households (at least two members represent from every household) will be formed in each village. That means there will be 16 groups in the following way.

Villages	Total population	Households	Criteria: at least 2 members from each HH	Number of Self-Help Groups	Number of social actors
Puru	718	106	212	10	10
Ghodasim	465	69	138	7	7
Total	1183	175	350	17	17



The SHG is composed of an executive committee constituting of chairperson, treasurer, secretary and all remaining executive members who will be responsible for mobilizing savings from the members, inter-lending and providing support to the project in their respective communities. The groups will receive saving credit trainings. Major contents of the training will include group management and leadership, savings mobilization and management, group meeting behavior, savings inter-lending and repayment, group planning, team building, networking/access to public resources are the major ones. The project believes that the executives and the members will be equipped and made SHG fully functional. The SHG member will meet regularly in a monthly basis. The executive committee will be sole responsible for organizing meeting of SHG. During the meeting, cultivation of regular savings habits, meeting behavior, planning for inter-lending, monitoring of savings, inter-lending and repayment, community mobilization for project activities, ownership building, bargaining capacity, networking and exploring possibilities of collaboration, etc. will be discussed. In doing so, the project will provide on-the-spot technical support and counseling along with savings ledger and minute books to maintain records of group initiations.

Establish self-help cooperative (SHC) -

After completion of SHG formation and cultivation of savings habits, SHG will be federated into SHC representing all the SHGs. 1 SHC will be developed in each village. The SHC will be executed by an executive committee of at least 25-members nominated by the respective SHGs. The project will provide start up money to register and set up cooperatives. After mainstreaming savings deposited by the members of respective SHGs, project will provide self-help fund (SHRF) to each SHC to top up the savings deposited by the members for generating income to enlarge livelihood options of the members. The SHRF will be provided in installment basis as per the performance of the SHC. The startup money and the SHRF together with the savings deposited by the members will be utilized for institution building of self-financing cooperatives to enlarge prospects for livelihoods of the members and the target communities. The members of the Cooperatives will get cooperative management trainings. The main purpose of the training will be to establish self-financing cooperatives at grassroots. The training will contain the principles of cooperative, cooperative management and governance, savings mobilization and investment, development of small business, networking with financial institutions are the major ones. The training will be facilitated by the subject matter specialist (SMS) to encourage and make the executives able to respond to the needs of the members and the entire community.

ii. Education support

School building Construction

To reduce vulnerability of physical condition or inadequate facilities of school, this project will provide grants support with local contribution (at least 20% of locally available resources in kind) to construct 1 school building in Puru village and a



playground in the project village- Ghodasim. Respective school management committee (SMC) as an execution committee will be responsible for overall management and implementation of the construction and renovation activity including mobilization of local contributions in close coordination with and supervision of SA and GDAA.

Provision of teaching-learning materials to 2 schools

The project will provide essential teaching-learning materials, such as reference books, teaching materials, materials for extra-curricular activities as per the genuine needs of the schools

Children/youth club establishment

To improve understanding and the practice of child rights in terms of health, education and wellbeing, the children club consisting of at least 13 members age of 10 and above (chairperson, vice chair person, treasurer, secretary and members) selected by the students in each villages will be formed. The selected members of the Children clubs will be trained on child rights and prepared them to develop action plans for building awareness and education of the peer, family and community through interactive activities, discussions, competitions and quiz contests on child education, health and rights. At least 60 such activities at school and the community level will be conducted for the project period. The clubs will meet and review progress of the performance regularly and visit to counsel peers to join school. The project will provide logistics and technical support through routinely visit and orientation. The Clubs will also provide a common forum for discussion on child health, education and wellbeing as their rights in the schools.

Training to school management to school management committee

Usually, teacher and school management committee (SMC) are managing school through individual perspective and limited knowledge and skills. Participatory management knowledge and skills helps them to enhance collective power, sharing of ideas and potentialities and ownership for better delivery of education. Therefore, selected member of SMC and teachers will be trained on participatory school management for the improvement of quality education delivery. The trained personnel will also work as the facilitators for increasing understanding of child education and enrollment in school. The training will be for a total of 24 selected members of SMC and teacher from 2 schools.

iii. Model house construction, Health and environment

a. Model House Construction

Westnepal is the most rural and least developed area in Nepal and one of the poorest regions of the world. Especially the housing conditions of the lower casts in Jumla are very bad and lead to serious health problems. Two buildings with model character should be built in cooperation with the local population in Jumla: one building should



serve as an office for the Nepalese partner association “Shangri-La Association.”, the other as an open and passable model house, which can be visited by interested villagers, schools and craftsmen, etc.

Thereby the structural changes and innovations in architecture can be seen, understood and easily transferred by the local population. The innovative approach of the project lies especially in the esteem of the traditional construction. Thereby the old civil engineering techniques should be developed with cultural and traditional experiences of Western Nepal.

Expensive imports of new materials or copies of western architectural styles should be avoided. In the course of this project the population should learn to build houses only by the use of local materials and tools, which bring both ecological and health benefits.

The model house is intended especially for the poorer population in Western Nepal and the lower castes. So the construction should be cheap and easy to copy.

The construction and maintenance of the model house should be sustained and save the available local resources.

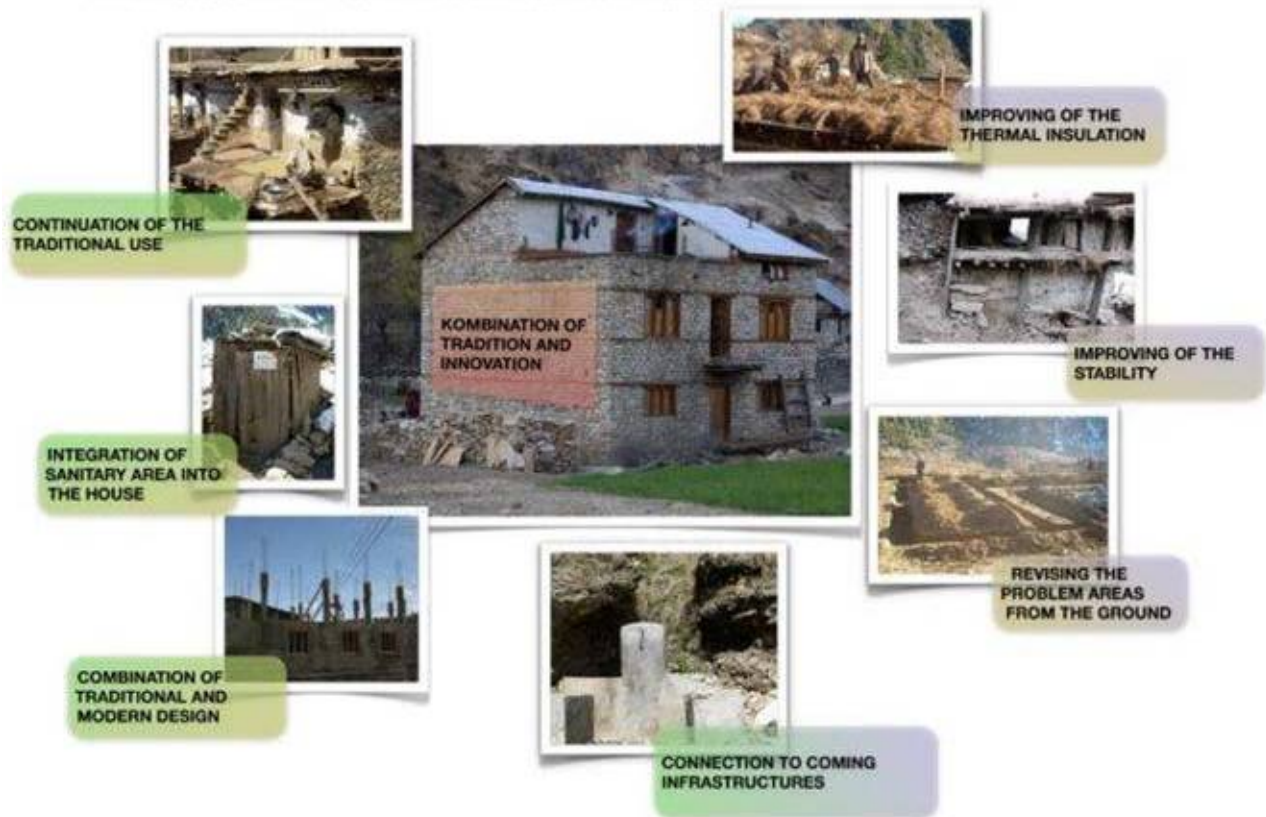
The purpose of the project is the improvement of the local living standard and the housing conditions. The population should be enabled to live more hygienic, comfortable and healthier.

The project contributes in a large amount to the education and participation of the local population and craftsmen. It includes the local craftsmen, technicians and architects, so that a direct transfer of knowledge can already take place in the planning and construction period of the building.

Ideally, existing experiences should be mixed, supplemented and passed on with new innovative ideas and techniques.

Through the participation of the local craftsmen, the possibility of visiting the model house, but especially through the cost-efficient and easy way of construction the “Govinda Development Aid Association” is sure, that there will be a high multiplication factor and a high sustainability of the project.

PHILOSOPHY OF THE MODEL HOUSE



b. Other activities are under *health and environments* are:

- Toilet construction in all households in 2 villages which have no toilets
- Drinking water system in 2 villages
- Promotion of health institution: Essential medicine and medical supplies supplied by the government are not found sufficient for the whole year which resulting in unavailability of essential medicines to take care of health patients. Moreover, poor and disadvantaged people usually do not visit health institutions as they cannot get even essential medicines. The project tends to provide essential medicines and medical equipments to the health posts (institution) in the project villages which will encourage people to use health services. The effort also helps to ensure availability of essential medicines and a mechanism for uninterrupted supply of essential drugs, medical supplies and equipments at health institutions throughout the year.
- ANM training support to run community health program
- 2 model houses in each village replication of the model house. The Project constructed model house is converted into Community Multipurpose Building for Cooperative Office, Interaction Centre, health Centre and Agriculture Resource centre
- Smokeless stove distributed for all project village household
- Health trainings, campaigns and household practices



v. Agriculture support for income generation

The agriculture support is to improve the traditional cultivation and farming system and promote organic and biodynamic farming for the sustainability of agriculture practices.

a. Agriculture feasibility study

The study aims to identify feasible agro-based income generation activity/small enterprises as means to livelihoods of the target communities. The study will generate, analyze and prepare baseline data/information of the existing practice of crop, vegetables and fruit cultivation and make recommendations on the feasibility of agro-based income generation activity/small enterprises. The outputs of the study will be documented and used for the development of income generation activities under the project and for increase knowledge about the practice of agriculture, potentials and find a means of income generation based on locally available knowledge and resources.

The feasibility study will be focused on biodynamic approach of agriculture.

b. Training on small agro based enterprise development

Based on the recommendations made by the feasibility study, a total of 175 selected farmers, 1 from each household, nominated by the SHG will be trained on feasible agro based income generation/small agro enterprises development. The training will cover 3 - 5 most viable agro based income generation/small agro enterprises. The other components such as characteristic of entrepreneur, basics of entrepreneurship development, business plan development, concept of cost-benefit analysis and value chain, market management and linkage with financial institution, etc. will be the complementary of the training. The training will also strive to establish collective enterprise run with support of the cooperatives.

c. Provide improved seeds of crop, vegetable and fruit and agro-tool

After receiving the training, the trained farmers will receive a kit of improved seeds and agro-tools to help them able to grow crop, vegetable, fruit (as per viability) so that they can earn income for the better livelihoods and inspire other in their respective community. The focus on collective farming will be given priority in which the plot of land will be taken in consensus or agreement for collective farming by a sizeable number of the farmers in SHG or Cooperatives. This initiative helps to promote collective farming with an appropriate technology as means to income generation, food sufficiency, security and comparative advantage farming.

d. Introduction and innovation of agriculture technology

Possibility will be sought for improvising the local agriculture tools, introducing new but innovation of local tools. The local blacksmith will be promoted for innovating agriculture tools. Food storage, seed storage system will be improvised for food and seed security by improvising local storage system. Introduction of improved irrigation system (drip irrigation, treddle pump irrigation, rain water harvest etc)

e. Agriculture human resource training

To leverage and scale up of agriculture as primary means of livelihoods of agrarian community, grassroots human resource development in agriculture and livestock has paramount importance. Thus the project will provide a complete course of junior technician (JT) on agriculture and livestock for 2 youths (1 from each selected village). This training will be of about two years and realized in collaboration with Karnali Technical School. The potential youths will be selected by a committee consisting of the representatives from SHG and they will sign an agreement to serve their respective communities and work as the bridge between the community and the concerned service agencies immediate after completing the course for at least 5 years.

vi. Sustainability Support to Patmara and Luma village

Patamara and Luma villages are the pilot project villages of GDAA (2007-2011). The pilot project targeted in empowerment and capacity building of the people through cooperative organizations in Karnali region of west Nepal. The project has worked in the field of microfinance for economic prosperity, agriculture for food sufficiency, health and education for overall development of the people.

People's participation, local values and norms, social inclusion, democratic decisions, human rights and equality, gender responsiveness, child rights, transparency and sustainability have been the guiding values for SSDP.



Luma Village



Patmara Village

In Patmara Community there are 8 groups including at least one member from every household. In the same manner, Luma has 14 groups. That means 100% households (families) in the project communities are included in the groups. These groups' regular activity is monthly saving, credit mobilization, community mobilization in the activities of village development.



Outputs/outcomes

- In Patamara total saving is Rs 216750.00 (€2167.5) and in Luma Rs 323200.00 (€3232.00). In total Rs 539950.00 (€5399.50) saving are collected in 22 saving groups in the 2 community Patamara and Luma.
- The group members federated together to form two cooperatives in Patmara and Luma, thus two cooperative organization have been formed.
- Each household has compulsorily saved monthly saving in the groups.
- The saving in the groups is mobilized for membership loans in membership collateral system.
- The loan refund is 100% successful.
- Most of the credit mobilization is in microcredit- small business, buying sheep for wool production, potato farming, apple farming. Other sectors loaned are for buying shares for the village Cooperative membership, education of the child, medical treatment and family personal needs.
- A school is built is Luma.
- Farming system has improved.
- All households have toilets.

Long term impact

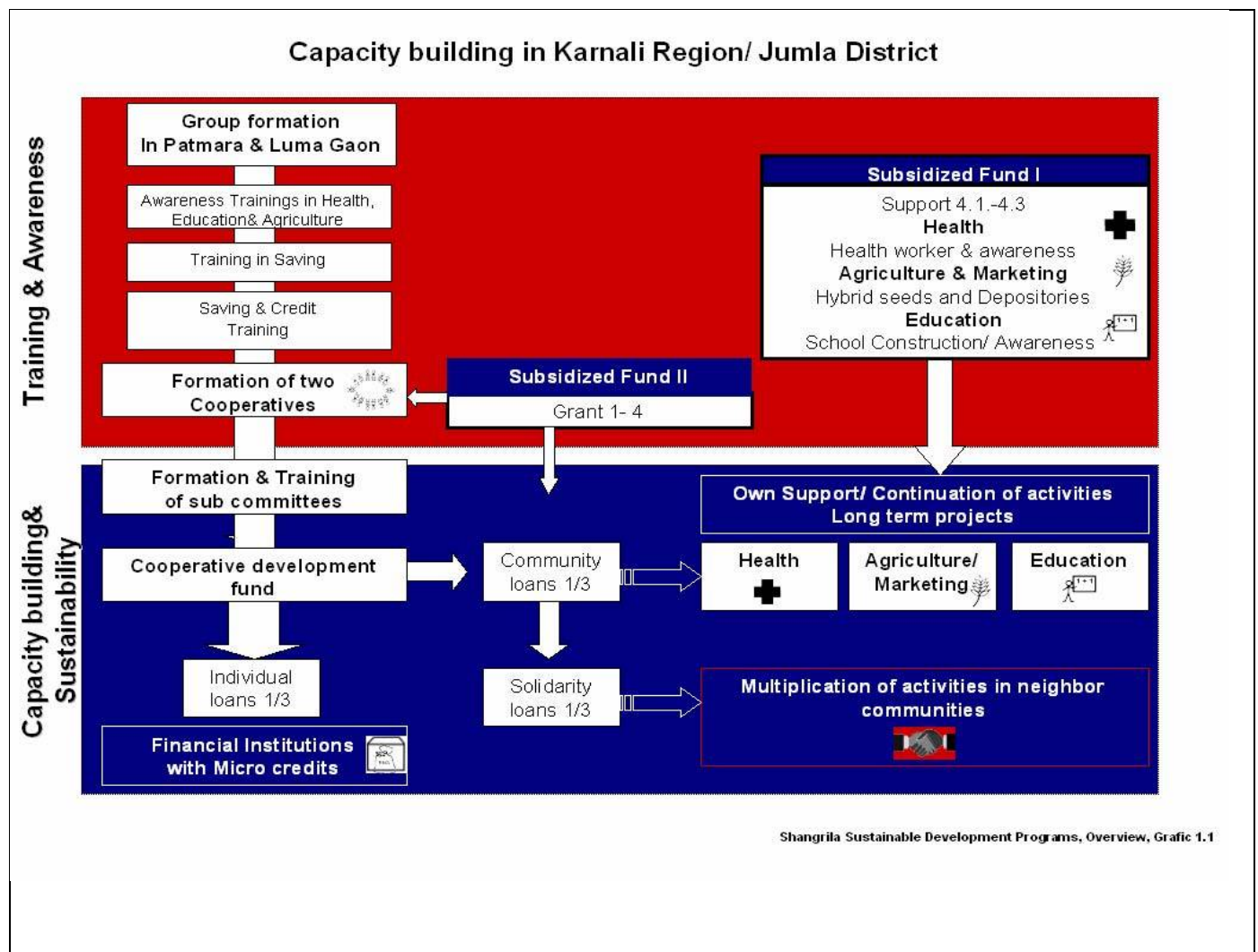
- Every household has monthly saving in the groups. Most of the households have bought Cooperative shares.
- Mainly the women, dalits and the excluded are empowered.

Now, for the sustainability of the previously run project in Luma and Patmara, the villages need support mainly in the following activities:

1. Group revitalization training in both villages
2. Microcredit advance training to the cooperatives in both villages
3. Sheep farming training and support in Patmara
4. Potato farming training and support in Patmara
5. Apple nursery establishment, farming training and support in Luma
6. Irrigation technology improvement (drip irrigation, manual irrigation) demonstration, training and support in Patmara and Luma



The graphics presented here shows the summary of the Project in patmara and Luma.
(The learnings are annexed at the end.)



vii. Deaf Children Support

Deaf Children Support Programme (DCSP) is child focused programme for the handicapped children in cooperation of Govinda Development Aid Association Germany has started from May 2009. Since it is an ongoing project, GDAA needs continuous fund support to run the project. In Nepal, handicapped children and people have usually no respectful life and there are not considered valued lives in the society. With the support the children are expected to be able to lead more dignified lives and at the same time they will transmit positive impression in the communities that the handicapped can also lead an active, social, respectful and productive life. It is not the quantity that has been supported but it is the social minority that has been valued supported through this action. The objective of the support is to:

- Provide educational support to the targeted children
- Provide health support the targeted children
- Provide recreational support for the mental as well as physical well-being of the targeted children
- Provide clothings, daily basic needs for overall development in everyday life of the children
- Provide vocational trainings

The direct Beneficiaries of the support are 12 deaf children studying in Karnali Secondary School (KSS) Jumla



PROJECT IMPLEMENTATION

5. Project Methodology

The project aims to contribute in achieving Millennium Development Goals in Jumla district, and serve as role model for replication in other villages by the state and non-state parties. The project supports the target community (individuals, families and existing community based organizations, i.e. mother group, saving-credit group, cooperative, forest user's group, etc.) by ensuring their meaningful participation in the project valuing them as the main actors as well as beneficiaries of the project. Besides, the project will work with the local authorities (VDC, DDC and other public service institutions such as district health office, health post, district agriculture and livestock office and their service extension) by maintaining coordination for optimum utilization of resources.

Prior to enter into the community the project will establish a functional setup of the project office at Khalanga located in the district headquarters. In order to develop functional relationship with the 2 project villages the skilled and semi skilled people from the 2 villages will be brought to Jumla head quarters to train them to construct a model house. The location is also in access to goods of daily uses and basic amenities, such as electricity and communication, and easy to maintain coordination with district authorities and line agencies. This model house construction will have multiple effects in the whole district about the project and public relation of the project office/donor organization. Likewise, the project will organize a public meeting with the stakeholders (local authorities and district line agencies such as District Development Committee, Village Development Committee, District Education Office, District Health Office and NGO networks, community representative, etc.) for disseminating project information and coordination. Then, the formation of self-help groups will be done in the project villages as an entry point of the project by following the key operation values as:

- Stimulate and getting prepared the target community to enter into the implementation,
- Take an affirmative action with children, women and other disadvantaged groups,
- Ensure the stake/participation of target community throughout the project,
- Maintain coordination and resource sharing with local authorities in the relevant project issues,
- Mobilize locally available resources, particularly in the construction activities of the project,
- Share knowledge, experience and technologies to take actions, and replicate them,
- Live and learn with the communities to find the best solution,
- Organize community and institutionalize community organizations,



5.1 Self-help groups and Cooperative organization

Community organizing pyramid (COP) will be the strategy for organizing the target community. Self-help group (SHG) at the bottom of the pyramid consisting of 20 - 30 members (each member represents individual household) will be formed. SHG will be responsible for mobilizing savings from its members, inter-lending and implementation of project activities in the field. Then, the self-help cooperative (SHC), a federal mechanism at the top of the pyramid consisting of 9 - 12 SHGs will be formed in each selected Villages. The SHC will be manifested its maturity as an active self governed community based organization (CBO) and registered as per cooperative act. It is expected to be a vital bridge between the project and the community during the project and an active CBO in the fields of children education and health, and livelihoods and social activism beyond the project by extending links with government agencies and other likeminded organizations.

5.2 Horizontal learning

The project seeks to promote horizontal/peer learning to reduce dependency on outsiders and encourages to use available knowledge and experience without imposing external interest. For instance, if the project wants to mobilize local resources to build school building, the project will stimulate and encourage the community to mobilize locally available knowledge, skill, land and construction-materials, i.e. stone to build the school. The process also validates local knowledge and experience in their own development by promoting a culture of openly seeking knowledge, idea and remedies. The project strives to grounding the idea of 'a healthy interdependence' amongst the community, the project and the local authorities for the betterment of the community.

5.3 Affirmative action

Children, women and other disadvantaged groups are considered as the cornerstones and the affirmative perspective in the project. In this respect, an important consideration such as 50% women in each SHG and focus on children are given priority. An affirmative effort will be made to mobilize and empower local women to enhance the options of livelihoods.

5.4 Use of different methods in awareness and educative process

Creating awareness among the poor and marginalized groups provides the basis for a lasting impact of the development efforts. Thus, different methods of awareness, education and capacity building will be applied. This will include regular visits, coaching, counselling, orientation, interaction, formal and informal training session, etc. Other intermediary means such as child club, school management committee, health facility



management committee, etc. will be valued as collaborators in the relevant issues of the project implementation.

5.5 Team building and office set up

This project will be implemented by a team of 4 fulltime highly motivated and committed professional and support staffs led by the project manager (PM). The team will be responsible for the overall management, implementation and progress monitoring of the project. Besides, the project advisor will be also partly assigned for providing strategic guidance and technical inputs to the project. To run the project smoothly, the project has visualized a separate office setup dedicated to the project.

5.6 Timeline

This project is proposed for 45 months.

Time Plan

	Activities	2011	2012	2013	2014
A	Project continuation and new planning				
1	Deaf Children Support continuation				
2	Model House construction				
3	Baseline line survey				
4	New projects for new 2 villages participatory project planning				
5	New Project approval, fund raising and approval from the Government in Nepal				
6	New staffing and orientation				
B	New Project Activities				
I	Empowerment and Capacity building activities				
1	Training materials (handbooks, guidelines) preparation				
2	Training of Trainers to Social Actors (SAs)				
3	Group dynamics training by SAs to (Self-help Groups) SHGs				
4	Material support to SHGs				
5	Saving & Credit training to SHGs				
6	Rights to Development training I (basic)				
7	Rights to Development training ii (advanced)				
8	Cooperative policy training				
9	Cooperative registration and establishment support				
10	One time fund support to cooperative equal to the amount collected by the cooperative founding members				
11	Cooperative Management and account Training				
12	Cooperative micro-credit training				
13	Reward 1 best self help group in the first and second year in each village and the best cooperative in the third year				
II	Education activities				
1	Training materials (handbooks, guidelines) preparation for all training related to purpose 2				
2	2 Interaction Centres set up				
3	Adult numeracy and literacy classes in 2				



	Activities	2011	2012	2013	2014
	villages				
4	School playground construction				
5	1 school building construction				
6	School management committee trainings to 2 SMC				
7	Instructional materials distribution to 2 schools				
8	Child clubs establishment and support for the activities in 2 villages				
9	Child rights training to the child clubs, school teachers				
10	Reward 3 best children/youth clubs, best 3 students in each class of each school				
III	Health Activities				
1	Model house construction (as a multipurpose building for interaction centre cooperative office, resource center, children club office)				
2	16 Smokeless stoves to each household				
3	12 Household toilets				
4	construct and maintain drinking water system 2 villages and 2 schools				
5	Promotion of 2 health institutions (health posts)- essential equipment and medicines				
6	Advance Health trainings to 17 Social Actors and project staff (Kamala) so that they multiply in the villages through regular orientations all three years				
7	2 ANM training				
8	Reward 3 role model households in each village				
IV	Agriculture Activities				
1	Training manual preparation for all training of purpose 4				
2	Agricultures feasibility				
3	A district level biodynamic seminar workshop from international/national expert				
4	34 leader farmers' training on small agro-based enterprise development and they multiply to 200 farmers				
5	200 packages of agro tool kits and improved seeds to the selected farmers				
6	2 JTA trainings				
7	Apple nursery beds in each village				
8	Cooperative apple/cash crop/herbal farming under each Cooperative organization in each village				
9	Models of rain water harvest and demonstration and trainings				
10	Models of farmyard manure management and demonstration and training				
11	Models of household waste water collection for irrigation and demonstration and training				
12	Irrigation technology improvement (drip irrigation, manual irrigation) demonstration, training and support				
13	Organize 3 day Agriculture Fair to demonstrate agriculture products and Reward the best farmers from each villages				
V	Patmara and Luma SSDP sustainability support				
1	Group revitalization training in both villages				



	Activities	2011	2012	2013	2014
2	Microcredit advance training to the cooperatives				
3	Sheep farming training and support in Patmara				
4	Potato farming training and support in Patmara				
5	Apple nursery establishment, farming training and support in Luma				
6	Irrigation technology improvement (drip irrigation, manual irrigation) demonstration, training and support in Patmara and Luma				
VI	Health Camp Support				
VII	Project Monitoring				
VIII	Final Project Evaluation				

5.7 Partnership

Coordination with local authorities and service institutions in the relevant issues of the project is key part in the project implementation. Therefore, partnership with District Health office, health post village schools, District Agriculture Office will be important part for successful implementation of the project and mutual promotion of the institutions and the project office.



MONITORING AND EVALUATION

6. Monitoring and Evaluation

6.1 Monitoring and evaluation

The project believes that planning, implementation and monitoring are integral parts of the project. In this project, monitoring is considered as a regular, systematic, purposeful means to gather information of the project to provide feedback for achieving the project objectives. The project manager (PM) will establish a monitoring mechanism for different actors and different levels for different purposes. The PM will be overall responsible to monitor outputs/results generated by the project and project performance as planned. S/he will monitor inputs, activities, process and results at the field in a regular basis. Similarly, the social actors (SA) will be responsible to monitor community participation, input, process and activity in a day-to-day basis in close coordination with the PM. The PM will discuss progress and suggest improvement to the project personnel quarterly.

The SAs will report to the PM monthly by using structured reporting format of monitoring and the PM will compile the information including his/her findings of field monitoring quarterly. Then the PM will produce narrative progress report to the organization and the donor half yearly and yearly basis. The monitoring will employ different tools and techniques according to actor, project level and the purpose, and document them to produce report of the project progress. Following are the principle tools of monitoring adopted by the project which provide the structure for reporting in a regular basis are:

- Field based activity monitoring (FAM-chart) to monitor day-to-day field activities leading towards output/results
- Achievement monitoring (AMC-chart) by using the project plan to monitor accomplishment of activity within the time frame
- Result based monitoring (RBM-chart) by using the log-frame to monitor the project results
- Event reporting, i.e. training, dialogue, etc.
- Social and financial audits of important project activity in the field.

The PM will prepare and publish annual progress report for the donor and the public purpose. To generate accurate and critical values on the efficiency, quality inputs, benefits and changes and sustainability of the project, a midterm review (output to product- OPR) and a final evaluation will be carried out by an independent consultant/s within the first quarter by following the month of project completion. Similarly, the financial audit will be carried out by an independent registered auditor during final evaluation of the project.



6.2 Reporting

The following reporting schedule will be followed:

Report	Content	Time/Frequency
Quarterly financial statements including short explanation of interpretation of outputs	Expenses over the last three months, grouped per output (and/or activity). A short narrative explanation of outputs will be added	Four per year
Yearly financial report	Expenses over the last 12 months, grouped per output (and/or activity). A short narrative explanation of outputs will be added. The report also contains information on the exact amount of grant funding used, and the amounts used from other sources of income (sponsorship, other donors, target group). The report contains a liquidity plan for the next year	Upon completion of one calendar year
Quarterly progress report	The progress report is a narrative report over the activities and the progress (results and impact), and over the project organization, relation with partner organizations etc.	All three months
One yearly progress report (annual report)	The report includes a project period of a year starting 1 January – 31 December. The progress report is a narrative report over the activities and the progress (results and impact), and over the project organization and relation with partner organizations.	Upon completion of one calendar year
Participatory approach	Yearly review and planning meeting	



SUSTAINABILITY

7. Sustainability

After completion of the project, SHG, SHC, SMC, children clubs (CC) will provide basis for continuation of the core activities initiated and promoted by the project. Similarly, increased capacity of the target community, community assets such as SHG and SHC, revitalized SMC, school and health institution will be responsible to make input, process and the result of the project sustained. Established linkages among the project and public institutions, built sense of ownership of the community also provide the basis for the sustainability of the process and services generated by the project.

The project is committed to explore possibilities of collaboration and further finding support to continue the project to meet unmet needs and aspiration of the community. Similarly, certain activities such as saving-internal lending-income generation will become mature enough to generate impact on the livelihoods and the SHC is expected to continue and multiply its activities in the future. Likewise, the success in terms of approaches and working modalities adopted in the project, the lessons generated by the project and effort to serve a role model project will have opportunity to learn and own the successes for scaling up and replication in other districts and places in time to come. The exit strategy will be prepared to phase out the project by handing over to the social assets such as SHG/SHC, CC, SMC after developing their institutional capacity and linkage with local public institutions. The approach of developing grassroots structure for implementing the project will help sustain major activities of the project.



Annexes Section

Annex I - Introduction of beneficiaries communities and selection process

Puru

In Jumla district there were 30 VDCs and Malikathata one of the remote and poorest, least educated VDCs in Jumla. Malikathata VDC is situated in southwest direction 25 kilometers from Jumla district headquarters. District Development Committee (DDC) Jumla has defined 5 VDCs as poor and backward of Jumla district.

In Malikathata VDC there were 6 communities and 9 wards. Ward no 1 is Puru.

Puru village is situated in ward no 1 in Malikathata VDC. It takes two hours from the road and a small bazaar. In Puru there are total 106 households. 50 households are Dalits and rest of 56 is Khasa caste. There is one primary school and gradually it is upgraded upto class 7 and it is fully operate by local people. In this VDC there is one Health post in Jumlakot. It takes two hours from Puru village but there is no enough health personnel.

After completion of primary level of education the children are not able to continue their higher studies because secondary school is far from the village. All the community people depend on agriculture but food production is very low and it is not sufficient even for 4 months. The rest of months they are involved in labor work going outside the village.

Ghodasim

Ghode Mahadev VDC is situated in south west adjoining Kalikot district and 32 kilometers away from Jumla district headquarters. The District development committee (DDC) of Jumla has included it in the list of poor and backward VDC of Jumla district.

In ghodemanadev VDC there are 6 communities and 9 wards. The ward number 9 ghodasim. It takes one hour from Nagama bazaar the boarder bazaar of Kalikot and Jumla. In ghodasim there are 86 households and all are Khasa people.

Puru and Ghodasim baseline summary

Variables	Puru		Ghodasim		Total	
	No	%	No	%	No	%
<u>Demography</u>						
Total Household	106	60.57	69	39.43	175	100
Total Population	718	60.69	465	39.31	1183	100
Male	373	61	238	39	611	51.65
Female	345	60.32	227	39.68	572	48.35
<u>Ethnic Composition of HHs</u>						
Khasa	53	50	69	100	122	69.71



Variables	Puru		Ghodasim		Total	
	No	%	No	%	No	%
Dalit	53	50	0	0	53	30.29
Total	106	100	69	100	175	100
<u>Under 5 children status</u>						
< 5 Years	109	73.65	61	76.25	170	74.56
< 1Years	39	26.35	19	23.75	58	25.44
Total	148	100	80	100	228	100
<u>Adult literacy</u>						
Male Literacy	67	93.05	53	84.13	120	88.89
Female literacy	5	6.95	10	15.87	15	11.11
Total Literacy	72	100	63	100	135	100
<u>Secondary/Higher Study(16 years above)</u>						
Boys	32	80	31	79.49	63	79.75
Girls	8	20	8	20.51	16	20.25
Total	40	100	39	100	79	100
<u>School Going under 15 Children</u>						
Boys	136	59.91	61	56.48	197	58.81
Girls	91	40.09	47	43.52	138	41.19
Total	227	100	108	100	335	100
<u>HH drinking Water Coverage</u>						
Total number of Taps	4	57.14	3	42.86	7	100
<u>Sanitation</u>						
<u>Household with Pit latrines</u>						
Yes	94	88.68	67	97.10	161	92
No	12	11.32	2	2.90	14	8
Total	106	100	69	100	175	100
<u>Household with Smoke less Stove</u>						
Stove	90	84.91	68	98.55	158	90.29
Yes	16	15.09	1	1.45	17	9.71
No	106	100	69	100	175	100
Total						
<u>Family Planning</u>						
Male	25	78.12	7	100	32	82.05
Female	7	21.88	0	0	7	17.95
Total	32	100	7	100	39	100



Variables	Puru		Ghodasim		Total	
	No	%	No	%	No	%
<u>Livestock Holding</u>						
Buffalo	13	1.65	3	0.29	16	0.88
Cow	271	34.43	357	34.87	628	34.68
Goat	279	35.45	164	16	443	24.46
Sheep	131	16.65	328	32	459	25.35
Chicken	91	11.56	166	16.21	257	14.19
Total	787	100	1024	100	1811	100
<u>HHs secondary Occupation</u>						
Office / Service	7	6.60	2	2.90	9	5.14
Business	11	10.38	1	1.44	12	6.86
Unemployed	88	83.02	66	95.66	154	88
Total	106	100	69	100	175	100
<u>School Information</u>						
Total Teacher	10	100	4	100	14	100
Male	9	90	4	100	13	92.86
Female	1	10	0		1	7.14
<u>Group / Committee Information</u>						
Number of Group	2		4		6	
School Management Committee	1		1		2	
User group	3		1		4	
Forest group	1		1		2	
Health Mgt. Committee	0		0		0	
Youth Club	1		1		2	
Child club	1		1		2	
Women group	4		2		6	
Total	13		11		24	



Annex II - Partnership in Nepal's Development: A GDAA development actor's experience

GDAA started its Shangri-La Community Based Integrated Development Program (SCBIDP) in 2006 in Karnali Zone, Nepal. Through SCBIDP it has been running development programs in two-fold ways. On the one hand, it has chosen Karnali Technical School (KTS) as a partner organization for implementing KTS Outreach Program. On the other hand, it has been working to run its own sustainable development projects in its own initiation with its branch office and project staff.

KTS is a technical school run by the government with the supports from other international development aids as well for producing technically trained lower and middle level human resources in four fields of Animal Husbandry, Agriculture, Engineering and Health from the local area of west Nepal to meet the infrastructure development needs of Karnali Zone. Each year 32 students graduate from each field of Animal Husbandry, Agriculture, Engineering and Health, in total 128 students. They get the theoretical knowledge in the school and it is not sufficient practical knowledge therein. Therefore, they need some practical field works. GDAA's KTS Outreach Programme supported for all the necessary technical and financial needs that is needed for the students to go to the communities, practice, and transfer the skills they have learnt in the school. In the recent year, the students of each field went and practiced for a month in Mandu, Loharbada, Talitum and Jhayari communities of Mugu.

The learned experiences of the project are:

1. ORP created 'open spaces' or social fields for development in the community. Different development actors (local to global) with different cognitive world met, interacted. In the process, new knowledge has been generated (in the interplay of THEORY and PRACTICE) through reflection.
2. People discovered their problems and solutions and also became aware about their capability, knowledgeability. During PRA it has been reflected. The villagers have successfully located their problems, resources etc in the PRA appraised during ORP. The villagers have been successful to bring the resources into use later. Eg: Water resource in Patmara, the forest resource in Luma etc. Participation in project planning, implementation and monitoring. (School building construction in Luma, Drinking Water project in Patmara).
3. People learnt to deal with 'multiple realities' and accepted the dynamism of the changes without resistance. For example, the traditional gender-specific roles, caste based taboo like untouchability has been loosen. Because, during ORP women got opportunity to participate in public sphere like meetings and training, cohabitation of different castes in the same house of a so called upper caste in a month long field stay of the students gave these outcomes.
4. People have developed new 'networks' now. (Individual and KTS, Villagers and KTS, Individual/villagers and donor.) This has been very important social capital now. Because of this network more development activities are going on in the villages now. I still remember Suka Thapa from Patmara reporting us, before



ORP we never visited KTS although we passed through it almost everyday. Now we go there and demand for seats for our girls and boys for the vocational training.

5. (New) development discourse has emerged in the village. People have learnt to cope, contest, and claim for developmental activities. The ORP activities were mostly group-based; so it has promoted the cooperation among the villagers. At the same time the ORP was implemented in more than one village. Villages (communities) contested for resources from the donor. Eg. Patmara wanted more resources than Luma! Villagers were empowered even to claim rightly the support meant for them. KTS wanted to bring back some instruments used in the ORP for next ORP. However, villagers didn't keep silent. They were empowered to talk about their rights. Put it differently- ORP was implemented in "right based approach".
6. The self-ascribed power configuration on few male village bosses shifted to many women and men of different ages. It was in the very beginning days of ORP: I still remember very well that a middle aged gentleman named Kali Bahadur in Patmara who used to appear in smart Nepali traditional outfit was the man with the authority in the whole village. He would welcome us, would call the village meeting in his roof-top, demanded development for his village and on behalf of other villagers and so on. Other village folks- women and men- were silent, and clapped or beamed with innocent smiles. But in 2 years' time after the ORP intervention, the power relation among the villagers changed. Young people emerged, women would speak out, new sub groups were formed, power struggle began. Any new topic in the village did not pass unchallenged or without discussion (eg. Sunita Budha's KTS scholarship was a hot topic). In addition, such questions/issues/debates/discussions, I experienced copiously in the beginning of SSDP group formation. There was even power struggle to hold positions in the groups, where as two years ago people hesitated even to participate in the ORP training or lead the community groups. Now, I would bring Mr Kali Bahadur once again in the scene. He is still there, but he holds no more uncontested authority. I understand that power- out of the empowerment processes of ORP- has emerged, diffused or transferred to many villagers. Similarly, it was unimaginable in the beginning days of ORP that a dalit woman (Chhuma Nepali) would come to lead the Cooperative institution in Luma. Like Kali Bahadur, the Luma village was 'ruled' by a school head teacher, who was obviously educated, owned many horses as symbol of prosperity and power. Who could deny him in those early days?
7. As it was one of the objectives of the ORP poor, disadvantaged, women and dalits have been empowered. Examples are mentioned in no. 6.





Annex III - Finance Budget

Shangrila Sustainable Development Project - Jumla

Budget Overview 2011-2014

Cost category	FY 2011 April-June	FY 2011 July- December	FY 2012	FY 2013	FY 2014	Total
Operational costs	64750.00	129500.00	183000.00	158000.00	158000.00	693250.00
Personnel costs	315085.00	630170.00	1260340.00	1276995.10	1293900.03	4776490.13
Implementation costs	1691666.70	4233333.40	4079600.00	4496700.00	4498700.00	19000000.10
Evaluation costs	0	0.00	25000.00	25000.00	175000.00	225000.00
Total	2054701.70	4993003.40	5547940.00	5956695.10	6125600.03	24677940.23
Total in Euro	22093.57	53688.21	59655.27	64050.48	65866.67	265354.20
Budget details						
Cost category		FY 2011	FY 2012	FY 2013	FY 2014	Total
Operational Costs						
Office equipment& maintenance	3750	7500	15000	15000	15000	56250
Office and general supply	15000	30000	60000	60000	60000	225000
Reporting/ duplication	8000	16000	24000	24000	24000	96000
Administration/Public relation	4000	8000	12000	12000	12000	48000
House rent/ Office	20000	40000	30000	5000	5000	100000
Maintenance	4000	8000	12000	12000	12000	48000



Field allowance	10000	20000	30000	30000	30000	120000
Total	64750	129500	183000	158000	158000	693250
Cost category		FY 2011	FY 2012	FY 2013	FY 2014	Total
Personnel Costs						
Salaries of Project Manager, Assistant and Helper including all Taxes and PF	277585	555170	1110340	1126995.1	1143900.03	4213990.127
Staff travel and accomodation	4500	9000	18000	18000	18000	67500
Training of Staff members	3000	6000	12000	12000	12000	45000
Travel and accomodation for Project Manager and Staff	30000	60000	120000	120000	120000	450000
Total	315085	630170	1260340	1276995.1	1293900.03	4776490.13
Cost category		FY 2011	FY 2012	FY 2013	FY 2014	Total
Implementation Costs						
Project purpose I (new project villages)						
1.1 Training Materials preparation	0	0	50000	0	0	50000
1.2 Training of trainers to Social Actors	0	0	47000	0	0	47000
1.3 Group dynamics training by SA to SHGs	0	0	23000	0	0	23000
1.4 Material Support to SHGs	0	0	32300	0	0	32300
1.5 Saving & Credit training to SHGs	0	0	73600	0	0	73600
1.6 Rights to Development training I	0	0	26000	0	0	26000
1.7 Rights to Development training II	0	0	26000	0	0	26000
1.8 Cooperative policy training	0	0	26000	0	0	26000
1.9 Cooperative registration & est.support	0	0	40000	0	0	40000
1.10 One time fund support (equal to coll. amount)	0	0	300000	0	0	300000
1.11 Cooperative Management & Account training	0	0	47000	0	0	47000
1.12 Cooperative micro-credit training	0	0	24000	0	0	24000



1.13 Reward I Best self help group in 1st & 2nd Year and best cooperative in third year	0	0	30000	30000	30000	90000
Total Project purpose I	0	0	744900	30000	30000	804900
Project purpose II (new project villages)						
2.1 Training material prep. related to PP II	0	0	50000	0	0	50000
2.2 Two Interaction centers set up	0	0	0	300000	0	300000
2.3 Adult numeracy & literacy classes in two villages	0	0	0	171000	0	171000
2.4 One School playground construction	0	0	0	150000	0	150000
2.5 One School building construction	0	0	0	1000000	0	1000000
2.6 School management committee training to two SMC	0	0	0	26000	0	26000
2.7 Instructional materials for two schools	0	0	0	100000	0	100000
2.8 Child club establishment & activity support/two villages	0	0	50000	100000	0	150000
2.9 Child rights training to child clubs & teachers	0	0	43400	0	0	43400
2.10 Reward II Best children/ Youth clubs, best three students in each class of each school	0	0	30000	30000	30000	90000
Total Project Purpose II	0	0	173400	1877000	30000	2080400
Project purpose III (new project villages)						
3.1 Model house multiplication (multipurpose) for interaction centre, cooperative office, ressource centerm children club office in two villages	0	0	0	0	1600000	1600000
3.2 Smokeless stoves to 16 households	0	0	195600	0	0	195600
3.3 Toilets to 12 households	0	0	60000	0	0	60000
3.4 Construct & maintain drinking water system in two villages and two schools	0	0	100000	0	0	100000
3.5 Promotion of two health institutions (health posts) equipment & medicines	0	0	200000	0	0	200000
3.6 Advance Health trainings to 17 social actors and project staff by SA, for multiplication in the villages	0	0	0	26000	0	26000
3.7 ANM training for two persons	0	0	150000	150000	0	300000



3.8 Reward III for role model households in each village	0	0	30000	30000	30000	90000
Total Project purpose III	0	0	735600	206000	1630000	2571600
Project purpose IV (new project villages)						
4.1 Training manual prep.	0	0	0	50000	0	50000
4.2 Feasibility study of two villages for promoting small agrobased enterprise as means for income generation	0	0	0	40000	0	40000
4.3 District level biodynamic seminar workshop (Int. Expert)	0	0	0	60000	0	60000
4.4 Leader farmers training (34 Persons) on small agro-based enterprise develop. & multiplication to 200 farmers	0	0	0	49000	0	49000
4.5 200 packages of agrotool kits and improved seeds	0	0	200000	0	0	200000
4.6 JTA training for two persons	0	0	100000	100000	0	200000
4.7 Apple nursery beds in each village	0	0	0	20000	0	20000
4.8 Cooperative apple/ cash crop/ herbal farming under cooperative organization in each village	0	0	0	0	200000	200000
4.9 Models of rain water harvest/ demonstration/ trainings	0	0	0	50000	0	50000
4.10 Models of farmyard manure management	0	0	0	50000	0	50000
4.11 Models of household waste water collection for irrigation	0	0	0	50000	0	50000
4.12 Irrigation technology improvement (drip/ manual irrig.)	0	0	0	600000	0	600000
4.13 Three day agriculture fair/ product demonstration/ Reward IV for the best three farmers from each villages	0	0	75000	75000	75000	225000
Total Project Purpose IV	0	0	375000	1144000	275000	1794000
Project purpose V (Patmara & Luma villages)						



5.1 Group revitalization training in both villages	0	0	3000	0	0	3000
5.2 Microcredit advance training to the cooperatives in both villages	0	0	6000	0	0	6000
5.3 Sheep farming training and support in Patmara	0	0	8000	0	0	8000
5.4 Potato farming training and support in Patmara	0	0	0	8000	0	8000
5.5 Apple nursery establishment, farming training and support in Luma	0	0	0	8000	0	8000
5.6 Irrigation technology improvement (drip irrigation, manual irrigation) demonstration, training and support in Patmara and Luma	0	0	0	90000	0	90000
5.7 Community Sustainability Fund (CSF) for Patmara and Luma	0	0	0	500000	500000	1000000
Total Project Purpose V	0	0	17000	606000	500000	1123000
Project purpose VI- X						
Deaf Children Support	116666.7	233333.4	433700	433700	433700	1301100
Health Camps (flexible time point)	0	0	1400000	0	1400000	2800000
Community Flexible Fund (CFF) for two new villages	0	0	200000	200000	200000	600000
Modell House Construction incl. Supervision& Technician in Jumla	0	4000000	0	0	0	4000000
Land Purchase for Model house construction in Jumla	1500000	0	0	0	0	1500000
Baseline informarion preparation	75000	0	0	0	0	75000
Total Project Purpose VI-X	1691666.7	4233333.4	2033700	633700	2033700	10626100.1
Total Implementation costs	1691667	4233333	4079600	4496700	4498700	19000000.10
Evaluation costs						
Project Monitoring			25000	25000	25000	75000
Final external evaluation	0	0	0	0	150000	150000
Total	0	0	25000	25000	175000	225000