

SHORT PROPOSAL ON
**KARAN RESIDENTIAL SCHOOL PROJECT (KRSP)
MUGU**

SUMMARY OF THE PROJECT

Karan Residential School Project (KRSP) is an education project which is explicitly targeted to the primary school children of the *Karan Belt*¹ of the Mugu district. There are four belt in the district- Karan, Gam, Soru and Khatyad. Of which Karan lies in the eastern part of the district where most of the *Bhotias*² communities are living. The *Bhotias* communities are most backward in terms of many socio-economic indicators, often falls under the marginalized ethnic group. Moreover, the whole belt is poor in education too. There are 16 schools in the belt with low enrollment rate. According to the latest data as provided by the district education office-Mugu, the student teacher ratio of the belt is 21:1 while it should be 41:1 in general. As a result of this, the teacher as deputed in the area has no full job throughout the year. On the other hand, there is no presence of the private schools in the area. In such a situation, collecting the school children from nearby school and providing them an intensive educational environment through residential school facilities is the key concept of this project. In this context, the concept of the **KRSP** has been initiated by the **Rural Education and Health Programme (REHP)**, a non-profit and non government organization (NGO) registered in district administration office of Mugu- particularly focus on the education and health problems of the *Bhotias* people of the district.

Initially, the project will be implemented as a pilot project for two years and extended upto five years. It will provide the quality education to the 50 primary students of the Pulu VDCs. The new residential school project will be expanded in other VDCs of the belt after successful completion of the Pulu project.

¹ *This is the geographic area lies in the eastern part of the district where most of the Bhotias people are living. The area (belt) includes 5 VDCs- Mangri, Pulu, Kimri, Mugu and Dolphu.*

² *People living in the upper part of the Karnali region usually followed the Tibetan Buddhism*

1. INTRODUCTION

1.1 GENERAL BACKGROUND

The majority of the people in Karnali Zone lives under the poverty line³ and mostly suffers with food deficit and poor socio-economic conditions including education accessibility. Mugu district is one among the five poor districts of the zone. The district has been ranking on 75th district in terms of human development index (HDI) of the country⁴.

Mugu is a remote district of mid western development region of Nepal lying in the north part of Karnali zone where Dolpa lies in the east, Bajura in the west, Jumla and Kalikot in the south and Tibet in the north part of the district. It is situated between 29°23' and 29°56' northern latitude and 81°46' and 82°49' eastern longitude by covering 2531 sq. km of area. The district consists of 24 VDCs, nine ilakas and one election constituency. The problems of the district have been magnified due to its difficult geography and accessibility– with extremely difficult terrain and poor health accessibility and facilities.

According to the census 2011 the total population of the district is 55286 out of which 28025 are male and 27261 are female whereas the total households are 9619. Likewise, the district profile as prepared by the district development committee (DDC) Mugu has listed the major caste and ethnic groups of the district as Bhraman (5.22%), Chhetri (46.96%), Thakuri (16.54%), Kami (2.69%), Damai (4.09%), Sunar (1.19) and Tamang Bhote Lama (11.67%).

While talking about the Karan belt, it comprises 5 VDCs- Pulu, Mangri, Mugu, Kimri and Dolphu and lies in the eastern part of the district. The majority of the people living in the area are *Bhotias*. According to the census-2011, the total population of these 5 VDCs is 5396. Of the total population chhetri shares around 20 % while rests are *Bhotias*. The details of the population distribution of the Karan belt has been presented **table-1** below-

³ National Living Standard Measurement Survey (NLSS II) conducted in 2004 shows that 45% of the people in Mid Western Region are below poverty line against 30.8 % in the country as a whole.

⁴ According to Nepal Human Development Report, 2004, HDI value of the district is 0.304.

Table- 1: Distribution of the population of the 5 VDCs of the Karan belt

VDC	HH	Total	Male	Female	Remarks
Dolphu	91	385	179	206	Almost Bhotias
Kimri	114	579	259	320	Almost Bhotias
Mangri	455	2439	1216	1223	Of which 20 % are Chhetri
Pulu	216	1095	504	591	Almost Bhotias
Mugu	153	898	440	458	Almost Bhotias
Total	1029	5396	2598	2798	

Source: Census Report, 2011.

1.2 EDUCATIONAL STATUS

1.2.1 MUGU DISTRICT

According to the data as provided by the district education office of Mugu, the total number of school in the district is 136. Of which 21 are higher/secondary school, 22 are lower secondary and 93 schools are primary. The literacy rate of the district is 49.2%. The distribution of the level of school are presented in the **table-2** below-

Table 2: Number of Schools in Karan belt

Level of School	Number
Higher/Secondary School	21
Lower Secondary School	22
Primary School	93
Total	136

Source: DEO, Mugu (2012)

1.2.2 KARAN BELT

According to the data as provided by the district education office of Mugu, there are 16 school in 5 VDCs of the Karan belt. Of which 1 is higher secondary school, 2 are lower secondary and 13 are primary schools. Altogether 952 students are reading in 16 school of the belt meaning that average student number in each school is 59.5. While analyzing the data with the point of view of student teacher ratio, there are 46 teachers altogether working in those schools meaning that average student teacher ratio in each school is 21:1. The ratio should be 41:1 in general. The details information of the schools in Karan belt have been presented in the **table-3** below –

Table-3: Details of the student and teacher number in Karan belt

SN	Name of School	Class running	Student number	Working Teacher	Student Teacher Ratio
1	Buddha Higher Secondary School, Mangri	1 to 12	133	3	44
2	Nera Lower Secondary School, Chhyala	1 to 7	70	3	23
3	Chimatha Lower Secondary, Chimata	1 to 6	74	3	25
4	Nera Primary School, Riusa	1 to 5	43	3	14
5	Mahane Primary School, Daura	1 to 3	51	2	26
6	Nechhene Primary School, Puwa	1 to 5	30	3	10
7	Kanjirowa Primary School, Dolphu	1 to 5	60	3	20
8	Nera Primary School, Chitai	1 to 5	63	3	21
9	Janajagriti Primary School, Mugu	1 to 5	48	3	16
10	Nera Primary School, Khari	1 to 5	20	3	7
11	Ablang Primary School, Karti	1 to 3	18	2	9
12	Chhayanath Primary School, Kimri	1 to 5	71	3	24
13	Nera Primary School, Takha	1 to 5	27	3	9
14	Janakalyan Primary School, Maha	1 to 5	65	3	22
15	Panpu Primary School, Panpu	1 to 5	64	3	21
16	Seroga Primary School, Seroga	1 to 5	115	3	38
	Total	16	952	46	329
	Average		59.5		21

Source: DEO, Mugu (2012)

1.3 PROBLEM STATEMENT

It is well understood from the above data that the overall educational picture of the Karan belt is not satisfactory. There are many rooted causes behind the above situation especially cultural, social, economic and political too. The people of the belt are most deprived and marginalized in terms of many opportunities, government access and political awareness. Besides other reasons the education is also the key factor responsible for the marginalization and deprivation of the *Bhotias* communities. The fact can be triangulated by means of the following realities –

Difficult geography – The geography of the Karan belt is quite difficult. Due to this reason most of the schools are far from the villages and students should have to walk more than 3 hour everyday. As a result of this, there is low enrollment and high dropout rate in the Karan belt.

Poverty – The peoples of the Karan belt prefer to send their child to care sheep/yak in the jungle rather than schooling. It is due to the poverty reasons existing especially in the *Bhotias* families.

Culture/Religions – One of the serious problems is the cultural and/or religious beliefs among the *Bhotias* communities to send their child for monk rather than general schooling.

Yarsagunbu collection – Most of the parents send their children in *Patan*⁵ to collect Yarsagunbu during the month of April/May every year. The schools are unofficially closed for two months.

Snowing season – The whole Karan belt terribly suffers from the freezing temperature during the snowing season. It is about 4 to 6 month starting from September; the peoples of the upper Karan migrate to different places- lower part of Karan or Nepalgunj or India or Kathmandu or district headquarter-Gamgadhi to cope against cold season. The schools are closed almost 4 months during the season.

Low student teacher ratio – As mentioned earlier the student teacher ratio of the district is very minimum as compared of the general ratio. There are 21 students for one teacher in the Karan belt while it should be 41 for one teacher in general.

1.4 NGO REFERENCES

Rural Education and Health Programme (REHP) is a non-profit and non government organization (NGO) registered in district administration office of Mugu district in January 2013. This is the first NGO in the district particularly focus on the education and health problems of the Bhotias people. **REHP** has recently been established by the energetic and enthusiastic group of people directly representing from the Bhotias communities of the district. The executive committee members of the organization has been presented in the *annex-I*. However, the general and legal references are listed below –

Place of establishment-	District Administration Office, Mugu, Nepal
Date of establishment-	2069/10/10 (23rd January 2013)
Registration Number-	327
PAN Number-	600981385
Date of PAN registered-	2069/10/12 (25th January, 2013)
Central Office -	Pulu VDC, Ward No.-1, Mugu District, Nepal
Mailing Address -	Pulu VDC, Ward No.-1, Mugu District, Nepal
Telephone-	9848368083
Email-	rehpmugu@gmail.com

⁵ *It's a Himalayan grazing land of the horse, sheep and yak which are also famous for different medicinal herbs including yarsagunbu.*

2. ABOUT THE PROJECT

2.1 OBJECTIVE OF THE PROJECT

Initially, the project will be implemented as a pilot project for two years. It will provide the quality education to the 50 primary students of the Pulu VDCs and extended upto 5 years. The project will be expanded in other VDCs of the belt after successful completion of the pilot phase. Thus the key objectives of the project are the following -

- To construct a residential school building to run the primary level of the education
- To provide quality education to the 50 primary students selected from the nearby schools of the Pulu VDC

2.2 TARGETTING

The project will explicitly target to the *Bhotias* community of the Mugu district. In this regards, the project will focus on 5 VDCs- Pulu, Mangri, Mugu, Kimri and Dolphu of the *Karan belt* of the district where the majority of the *Bhotias* peoples are living. The project will initially implement as a pilot project in Pulu VDC only. Therefore, 50 primary students of the Pulu VDCs will be the target beneficiaries of this project.

2.3 PROJECT DURATION

The total duration of the project is 5 years. The duration of the pilot project is 2 years. The pilot project will start from July, 2013 and ended by June, 2015. The project will be continued up to 5 years and exit strategies will be made during the period. The new residential school project will also be expanded in the other VDCs of the Karan belt depending upon the fund availability and assessment of the pilot project.

2.4 EXPECTED RESULTS

The project will have the following expected results –

- ✓ One primary school building having 4 blocks- hostel, teaching, kichen and library will be constructed at Pulu VDC-1. The building will have learning environment and well teaching facilities.
- ✓ The project will also build one playground; two gender friendly toilets, two drinking water tap and one boundary wall.
- ✓ 50 primary students will get quality education from the residential school. The school will provide all kinds of accommodation, tuition classes and extra-curricular facilities.

2.5 IMPLEMENTATION STRATEGIES

The project will employ the following implementation strategies -

School Construction Committee - The school building as well as playground, wall and other civil works will be constructed through the target communities. Therefore, school construction committee will be formed among the members of the target communities.

School Management Committee - The overall management of the school will be run through a school management committee. The committee will be formed during the Year I of pilot phase. The members of the management committee will select among the parents of the students while the committee will chair by the school principal.

Parents Teacher Association – To maintain the regular supervision of the children and creating harmonization among the teacher and parents, an association of the teacher and parents will be formed during the operation of the school.

Regular Monitoring and Evaluation - School management committee will have the responsibility of the regular monitoring and supervision of the school. In addition, an occasional monitoring and evaluation visit will be made by the district education office, DDC, VDC and donor agencies.

Coordination with the Different Stakeholders - Key consultation and coordination will be made with the district education office. Moreover, close coordination and harmonization will also be made with the other development partner working in the same area and same fields.

Capacity Building of the Teacher - To ensure quality education, the teacher involving with the school project will be trained through different training packages to enhance their capacities.

Mobilization of the Youth – Different youth group will be formed from the target communities. They will be mobilized at all levels of the project implementation including construction of the school building and operation of the school.

2.6 MAJOR PROJECT ACTIVITIES

The major project activities with their corresponding project objective have been presented in the following matrix –

Objectives	Major Activities
To construct a residential school building to run the primary level of the education	School land management
	Design and estimate of the school building
	Construction committee formation
	Construction of the building
	Monitoring and supervision
To provide quality education to the 50 primary students selected from the nearby schools of the Pulu VDC	Formation of school management committee
	Teacher recruitment
	Operation of the school
	Capacity building of the teacher
	Monitoring and supervision

2.7 TENTATIVE WORK PLAN

Major Activities	Schedule		Responsibility
	Year I	Year II	
School land management			REHP
Design and estimate of the school building			REHP
Construction committee formation			REHP
Construction of the building			Target community
Monitoring and supervision			REHP
Formation of school management committee			REHP
Teacher recruitment			School management committee
Operation of the school			School management committee
Capacity building of the teacher			REHP
Monitoring and supervision			REHP

2.8 KEY ACTOR INVOLVED

The following key actors will involve during and after the implementation of the project -

Actors	Key Role
DEO	Coordination, Monitoring and Backstopping
DDC/VDC	Social and political coordination at district and VDC level
Concern Donor	Technical and financial support as required
REHP	Facilitation and social mobilization at local level

3. TENTATIVE BUDGETING

The proposed total budget is just a tentative budget and needs detail estimation. Thus, tentative budget of the pilot project is **NRs 10020000.00** (one corer twenty thousand only). The breakdown of each budget item will be made during the detail proposal development. Therefore, the volume of the budget can be increased or decreased during the final proposal development process depending upon the real estimation.

Budget Item	Tentative budget (NRs)	Budget in \$ (@ 80 NRs)	Remarks
School Land Management	200000	2500	
Design and estimate of the school Building	20000	250	
Construction committee formation	0	0	
Construction of the Building	7000000	87500	
Monitoring and supervision	50000	625	
Formation of School Management Committee	0	0	
Teacher Recruitment and salary (5 teacher)	1500000	18750	Per teacher 25000 for 12 man month
Operation of the School	800000	10000	
Capacity building of the teacher	200000	2500	
Monitoring and supervision	50000	625	
Miscellaneous	200000	2500	
Total	10020000	125250	

4. FINALLY

REHP has recently made a discussion meeting with the target communities and build a consensus about the location of the school building. The still photo of the proposed land area and group photo of the *Bhotias* youth has been presented at the end of the proposal.

It is just a short proposal and must need an extensive elaboration to form it into a complete project. There are many technical, social, financial and managerial aspects to be elaborated in details to make it more realistic and implementable. Therefore, further key consultation, discussion and coordination will be made during the proposal development process with the concern donor, key stakeholders particularly –district education office (DEO), DDC, VDC and with the target communities of the Karan belt.

Annex-I

List of Executive Members of HEHP

SN	Name	Designation	Sex	Caste / Ethnicity	Address
1	Chhoyal Lama	Chairman	Female	Janajati	Pulu VDC-1, Mugu
2	Sonam Lama	Vice-chairman	Male	Janajati	Pulu VDC-1, Mugu
3	Pema Angdak Tamang	Treasurer	Male	Janajati	Pulu VDC-1, Mugu
4	Chhiring Punchok Lama	Secretary	Male	Janajati	Pulu VDC-1, Mugu
5	Tak Chhiring Lama	Joint-Secretary	Male	Janajati	Pulu VDC-1, Mugu
6	Chhiring Minjom Lama	Member	Female	Janajati	Pulu VDC-1, Mugu
7	Chhiring Palmu Tamang	Member	Female	Janajati	Pulu VDC-2, Mugu
8	Tandul Tamang	Member	Male	Janajati	Pulu VDC-2, Mugu
9	Pema Torche Tamang	Member	Male	Janajati	Pulu VDC-1, Mugu
10	Nagma Tamang	Member	Male	Janajati	Pulu VDC-1, Mugu
11	Torche Tamang	Member	Male	Janajati	Pulu VDC-1, Mugu

Still Photos

Proposed School Area: Pulu VDC-1, Riusa



Youth group of the *Bhotias* communities

