

STREET CHILD ESPAÑA PROJECT PROPOSAL



REMOTE LEARNING FOR 1,562 CHILDREN IN NEPAL



Street Child serves children and communities in the world's toughest places such as urban slums, villages without education, refugee camps and war/disaster zones. These are the places least prepared for the many threats posed by COVID-19. The consequences of the pandemic will be toughest to these marginalized communities: in the poorest and, most fragile countries.

Over 1.5 billion children are out of school because of school closures in over 188 countries [UNESCO, 2020]. Interrupted learning and less time being taught by a teacher, can have an adverse impact on the development of children. **Every effort must be made to reduce these interruptions. It is vital that children have access to education, especially in emergencies.**

However, as educational institutions and systems turn towards digital technologies as an alternative to in-school lessons, this is exposing existing inequities in access to low-resource environments and emergencies. South Asia and Sub-Saharan Africa –with some exceptions – rank in the bottom quarter of countries in terms of internet availability and affordability; online learning is inconceivable in these contexts. **The most marginalized children are not able to afford or access alternative methods of education. They are cut-off from access to learning as a result.**

CONTEXT

In Nepal, **radio and television offer simpler infrastructure for remote learning, with the potential to reach large numbers of learners and teachers.** In contexts where children and communities can access radio and television, we are committed to working with governments and non-governmental organisations leading these initiatives to ensure continued learning for the children and communities we work with. In Nepal, Street Child is working with educational actors to create curricular content for radio programmes. Close coordination with the Education Cluster and the United Nations Children’s Fund is supporting the scale and scope of this initiative to extend into areas of need.

It is also critical to recognize children who live in a chronic state of crisis: unaccompanied and separated children, street-connected children and other categories of vulnerable children lack access to the infrastructure, instructional resources, stable setting and support required for learning. **Establishing avenues of access to education is essential** to ensuring that these children are not cut off from important information, services and support at a time of unique need.

OUR OBJECTIVE



It is essential that learning opportunities are available, affordable, and accessible for children. In (country), both the government and international and national organizations offer some remote learning opportunities for children. We aim to partner with these organizations to expand and enhance their work, but there are communities for which these are either not available, or available but not affordable/ accessible. **We will work to offer education alternatives through recorded instruction and interactive resources, designed for low-resource environments and emergencies.**

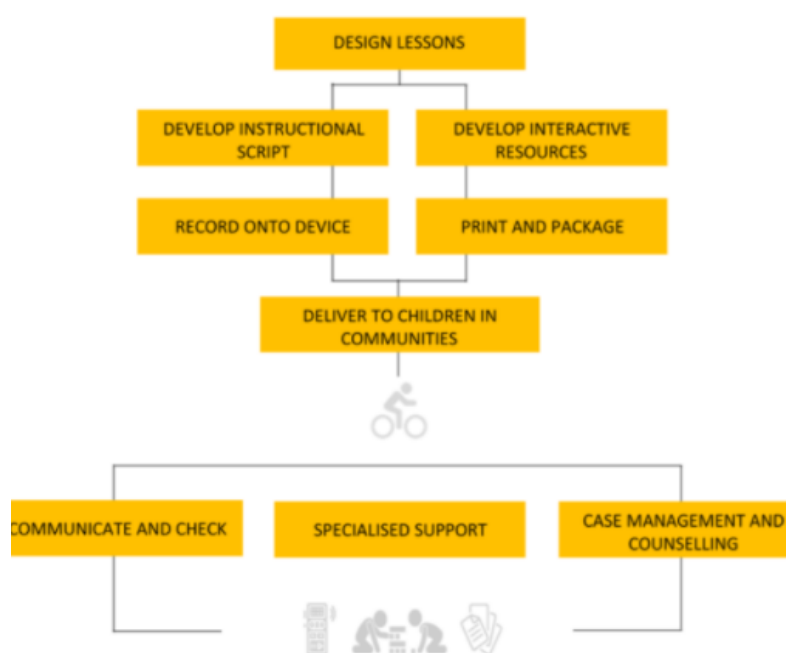
This project is designed to ensure engagement of learners. A simple schedule allows learners to create a safe, secure and stable routine that offers immediate psychological protection and prevents disengagement or dropout from school. The schedule includes a series of activities that align to familiar foundational mathematic and reading approaches that our teachers use with learners, to trigger the learner’s memories.

These activities will be delivered through one of three modes, as appropriate for the context:

- Through **interactive resources aligned to the appropriate curriculum**, as well as to use resources that children and communities are likely to have available in their homes and environments and designed for self-sufficient use.
- Through **interactive resources coupled with recorded instruction designed and delivered through solar audio recorders**.
- Interactive resources and recorded instruction combined with **SMS support for caregivers to supervise and supplement learning**.

OUR STRATEGY

Recorded instruction and interactive resources follow a learning framework that includes **information that seeks to prevent, prepare, and protect students during the pandemic and integrates basic mathematics and reading**. The learning framework recognizes that children require immediate information, as well as the continued acquisition of skills that ensure their sustenance and survival.



The longer that these children are out of school or learning spaces, the greater the risk of disengagement and dropout and the lower the likelihood they will ever return and reintegrate. As school closures interface with a loss of income in families, families are likelier to prioritise survival over schooling. Especially children with disabilities, girls and other marginalised groups are likely to bear the brunt, by being deprioritised. **A long-term loss of learning for an entire generation of learners risks a reversal of decades of advancement against the Sustainable Development Goals – with significant economic, social and political impacts.**

The need for learning materials in low-resource environments and emergencies is high. Therefore, we apply a strategy for sharing the resources between children and communities. Throughout this project, we aim to ensure that learning activities do not increase the risk of transmitting the virus. We are careful with high-touch surfaces such as paper, readers, recorders and radios, which will require routine disinfection before being rotated. Learning packages will include sanitation instructions and supplies to minimise the risk of transmission when being rotated.

¿HOW CAN YOU HELP?

We can help children who have been cut-off from access to learning because of the COVID-19 pandemic, to afford and access alternative methods of education. It costs **\$6,000 to provide access to lesson activities, learning packages, recorded instructions, and sanitation supplies to 1.562 children who are currently unable to continue with their education.** Your donation will be used for the following:

1. Design and develop the lesson activities and materials.
2. Record the classes in the appropriate language and distribute the solar radios.
3. Provide instructions to caregivers via SMS and phone calls.
4. Distribute all materials including sanitation supplies.
5. Provide a manager and remote educators to execute and oversee the project.

This budget includes an additional 5% of administrative costs. Operational costs are also included. The **cost per child is of \$3.8. Any small contribution will have a great impact** on the lives of hundreds of children and will prevent a whole generation from not having access to education and thus not reversing years of advancement towards reaching the Global Development Goals.

THANK YOU VERY MUCH FOR READING OUR PROPOSAL

FUNDACIÓN STREET CHILD ESPAÑA

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