

HAKUNA MATATA

PROGRAM STRATEGY 2020 - 2023



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HAKUNAMATATA

**PROGRAM
STRATEGY**

2020-2023



INTRODUCTION

“HAKUNA MATATA” (means ‘no worries’ in Swahili) is a 2-5 year-long capacity building program of SAATH that focuses on children of the age group 5-18 years belonging to poor, vulnerable, and marginalized communities. HAKUNA MATATA (hereinafter HM) strongly believes that education has the power to transform children’s lives and for generations to come. HM sees education as a fundamental right of every child and works to enhance their access to quality education regardless of their socio-economic background. The program is designed to support in filling the gaps left in the formal education of marginalized children who attend mostly government schools where children are denied or have limited access to education beyond the traditional classroom and textbook structure.



HM aims to provide a learning avenue to equip them with skills and knowledge by developing core soft skills- improve their self-confidence, inter and intrapersonal skills, and a better understanding of the self with financial support which intrinsically helps them to stay in school and further motivates them to continue their academics they need to move out of poverty.

RATIONALE

With the ratification of the United Nations Convention on the Rights of the Child, 1989 (CRC), the Government of Nepal included some key provisions of the rights of children in the Constitution. The Constitution has given priority to the child’s best interests and mentions child rights to survival, protection, development, and participation under Article 39. Article 39 (2) states ‘Every child shall have the right to education, health, maintenance, proper care, sports, entertainment and overall personality development from the families and the State’. The Children’s Act, 2018 promulgated by reforming Children’s Act 1992, includes 13 rights of the children in line with the principles and provisions of CRC.

According to the Census Report 2011, the children under the age of 18, 16, and 14 years are 41.84, 37.37, and 32.32 percent of the total population respectively. Despite progressive legislative framework, the commitment of the state, and continuous

engagement of civil society and private sector stakeholders, children are still denied their basic rights. Years of political instability, internal armed conflict, extreme poverty, the 2015 catastrophic earthquake, and the present COVID-19 pandemic have further exacerbated the situation thus igniting the potential risks of vulnerability towards child labor, child trafficking, and child marriage. Children experience several development challenges, including access to education, sports, gender inequality, child marriage, youth-friendly health services, adolescent pregnancy, etc. Central Bureau of Statistics (CBS)’s Nepal Multiple Indicator Cluster Survey 2014 reveals that 37.4 percent of the children between the age of 5 and 17 years are involved in labor. The same report states that an astounding 26.3 percent of children from the age of 10 to 18 years are married. Of these, the marriage rate of children in the age group of 17 and 18 years is estimated to be 75.66 percent of total child marriages.

In the context of Nepal, even in the urban setting, there are many children in a precarious state where the situation for children is still undermined. Most of the urban poor reside in slum/squatter settlement areas or low rent areas with large families sharing a single room. Slums and squatter settlements are often located in ecologically sensitive and marginal areas such as riverbeds, lowlands, and flood-prone areas. Furthermore, the urban poor is vulnerable to natural hazards because of the location of informal settlements in marginal areas, the poor quality of housing, and the lack of assets to assist in their recovery. Children of these families attend government schools that are known for lagging behind in providing quality education and are ill-equipped with facilities to provide beyond textbooks. Hence, these children tend to lack soft skills which help them succeed in life.

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Under these circumstances, HM has been designed to offer learning avenues for skill enhancement and capacity development along with financial support for higher education to marginalized children to contribute to developing their potential to become responsible individuals and citizens. Since the inception of HM as a project in 2012, it has been continuously shaped to fulfill the best interests of children. HM has been streamlined to a specific age group with specific activities for comprehensive learning. Initially, HM Project focused on reaching out to children who were infected/and or affected by HIV and AIDS in Kathmandu. Since the past 6 years, HM has diversified its beneficiaries and expanded its outreach reaching out to more than 61 marginalized children belonging to low-income families in slums and squatters, ethnic minorities and backward communities, single parents, HIV, and AIDS/Infected/or affected families and children with disabilities of Bagmati Province and Province 2.

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GOALS AND OBJECTIVES

HAKUNA MATATA aims and is committed to working towards achieving Sustainable Development Goals, specifically Quality Education and Reduced Inequalities.

GOAL 4: QUALITY EDUCATION

This goal is promoted through soft skill promotion for capacity building for the children. Children will participate in workshops on various skillsets each year which aims to boost their capacities and confidence ensuring that they have access to quality education.

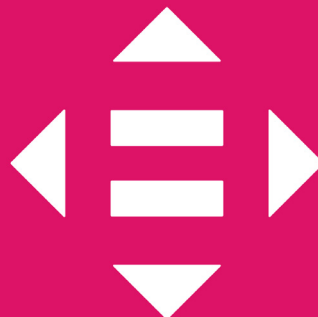
GOAL 10: REDUCED INEQUALITIES

HM is fully committed to safeguarding the rights of children regardless of his/her age, gender, ability, culture, ethnicity, religious belief, and sexual identity. Hence, HM undertakes an inclusive approach by working with children who are orphans, who are living with/or affected by HIV, and those who belong from marginalized families having single parents or residents of rural expanse in Nepal.

4 QUALITY
EDUCATION



10 REDUCED
INEQUALITIES



STRATEGIC GOAL

To provide children with different soft skills enhancing their skills and capacity in securing future opportunities in their academics and professional growth.

STRATEGIC PRIORITIES

Strategic Priority 1: Capacity Development

Strategic Priority 2: Literacy Skills Development

Strategic Priority 3: Financial Support through Child Education Sponsorship

OBJECTIVES:

To ensure positive personal development in children by enhancing their capacity and skills through training and workshops to become more resilient and demonstrate higher self-efficacy;

To create learning opportunities through boot camps and recreational camps on social contemporary issues in the current context of the society;

To develop capacity in making decisions on their career choice;

To ensure financial security for their sustained education support

PRIORITY GEOGRAPHIC AREA: Bagmati Province and Province 2

PRIORITY GROUP

Children belonging to low-income families in slums and squatters, ethnic minorities and backward communities, single parents, HIV, and AIDS/Infected/or affected families, and children with disabilities

TARGET GROUP: 5-18 years

METHODOLOGY

For the selection of children, HAKUNA MATATA adheres to careful assessment and selection criteria and processes developed to ensure that the neediest children get the priority and opportunity. HM will work closely with community-based organizations, child clubs, and youth clubs to identify, verify and prioritize these children. The next step will be an assessment that includes three steps covering the entire selection process.

I. IDENTIFICATION OF COMMUNITY/ POPULATION

Hakuna Matata closely works with children from the marginalized and most vulnerable communities. Prior to the selection of children, in particular, we make sure to engage with communities that are most in need. Through community visits, observation methods, and interviews with local residents, the identification process is completed.

II. PRELIMINARY HOME VISIT

SAATH staff members will conduct an orientation with the parents explaining the modality, objectives, and expectations from the HM program. This is particularly crucial for SAATH to understand their interest and commitment towards the program thus eliminating any possibility of drop out during the implementation period.

III. PRELIMINARY NEED ASSESSMENT

Once the interests and commitment of parents are received, the second round of home visits will be conducted for completing need assessment forms to understand and assess the interests of children. The assessment forms will include three sections i.e. personal information, family background, and interest of the children.

IV. SELECTION OF CHILDREN

Information gathered through preliminary home visits and need assessment will be aligned and evaluated against the selection criteria of the program by a committee formed by SAATH. Once a unanimous decision is reached on the selection, the beneficiaries are informed and enrolled in the program.



STRATEGIC PRIORITIES

STRATEGIC PRIORITY 1:

CAPACITY DEVELOPMENT

- Positive concept of self
- Higher-order of thinking
- Public speaking
- Personality development
- Career counseling
- Leadership
- Social Skill
- Career counseling and development

APPROACH

- 20 beneficiaries
- Monthly workshops and training
- Weekly virtual interaction/consultation session
- Resource person
- Trained Interns and Volunteers

STRATEGIC PRIORITY 2:

LITERACY SKILLS DEVELOPMENT

- Basic English reading and writing with an emphasis on grammar, vocabulary, and sentence structure
- Computer literacy in MS Office Package (Word, Excel, PowerPoint)
- Resume and Cover letter writing
- Interview preparation

APPROACH

- Boot Camps & Exposure Visit with follow up workshops
- Summer Camp for all groups
- Career Shadow connecting beneficiaries to different organizations as per their field of choice for 1 week

STRATEGIC PRIORITY 3:

FINANCIAL SUPPORT THROUGH CHILD EDUCATION SPONSORSHIP

- NPR 2000 X 12 = NPR 24000 per annum; Education Fund for secondary education
- NPR. 2500 X 12 = NPR. 30000 per annum; Education Fund for higher secondary education
- NPR. 3000 X 12= NPR. 36000 per annum; Education Fund for undergraduate education

APPROACH

- Education Fund account in the nominated bank
- To ensure regular participation of beneficiaries, Education Fund disbursed after completion of YEAR

STRATEGIC PRIORITY 1: CAPACITY DEVELOPMENT

Building an essential characteristic among the children directly links towards building a strong foundation for children to be prepared for the challenges they face while building their careers. The monthly workshop will be based on different skill development where the course is designed for 2 years and each workshop designed will be facilitated by a trained resource person. There are 5 focused skills conducted thrice a month through online interaction and consultation sessions. The workshop aims to foster the children to grow by letting them acquire the various elements of the focused skills.

POSITIVE CONCEPT OF SELF AND HIGHER ORDER OF THINKING

“Cognitive development such as higher order of thinking is an essential skill to be understood among peers.” The skills include understanding, reasoning, connecting, categorizing, synthesizing, creating, evaluating, and implementing in various situations they are in. Development of audience analysis, motivation, social behavior, decision making, and positive self-image will be the underlying factors within the workshop. The workshop will further focus on the positive concept of self, which develops the attribute to the idea of self, self-acceptance, and positive self-image which endorses as a source of self-motivation.

PUBLIC SPEAKING

“A skill that promotes confidence and an eloquent speaker who is able to engage and inspire a large number of audience which develops persuasive attributes in a person.” It can be regarded as an ornament to the personality and also helps boost self-esteem. The beneficiaries may have little to no opportunity to polish their public speaking skill during their academic year in school. The skill of persuasion has abundant advantages in almost every sector and the workshop activities will focus on self-confidence, fluency, group dynamics, inter and intrapersonal skills, problem-solving, and self-reflection.



LEADERSHIP

“Leadership mainly focuses on 3 categories of positive development; development of self, development of identity and development of the community.” The workshop simultaneously will create that transition to ensure the beneficiaries will understand the importance of leadership. The workshop will focus on body language, group cohesion, effective communication, creative thinking, and personality development.

SOCIAL SKILLS

“Behaviours and other forms of communication necessary to effectively create and maintain a good relationship among people that surround you personally or professionally”. Few aspects of social skills such as survival skills, interpersonal skills, problem-solving skills, and conflict resolution skills will be focused on during the workshop. Simultaneously, the workshop will also focus on underlying skills such as building self-awareness, influential strategies, empathy, critical analysis, and self-acceptance.

CAREER DEVELOPMENT

“Able to personally discover and evolve in a preferred future”

The workshop will focus on introducing various career perspectives (not focussing on traditional perception but also include Music, Art, and Sports) for the beneficiaries with interaction programs to different experience individuals in various fields.



STRATEGIC PRIORITY 2: LITERACY SKILLS DEVELOPMENT

Children are growing up in a transforming world. Technology, migration, climate change, and conflict are reshaping society, forcing people across the globe to adapt to unexpected changes in their lives and work. To keep up, children and adolescents must be able to seize opportunities and confront challenges. They need skills to become lifelong learners, secure productive work, make informed decisions, and positively engage in their communities. Skills development begins in early childhood. This strategic priority focuses on developing children's foundational skills and digital skills.

The training will be focused on developing their foundational skills which will include basic literacy, numeracy, and basic English with emphasis on grammar, vocabulary, and sentence structure. This will be conducted through intensive week-long boot camps and exposure visits. Boot camps will be a platform for the children to open up and enjoy in a carefree environment focusing on learning different life skills that will boost their confidence in these children and make them feel 'included'. The camp program incorporates games, crafts, music, and socialization during a residential stay at different locations per year to give a break from their monotonous schedule. The children will participate in yearly exposure visits to different organizations/institutions promoting experiential learning.

This strategic priority will also focus on supporting the development of digital literacy among children, enabling them to use and understand technology, create and share content, collaborate, and communicate. An extensive 10 days' boot camp on basic computer literacy will be conducted with follow-up sessions in the succeeding year. Digital literacy training aligns with the Government of Nepal's School Sector Development Plan (SSDP) additionally contributing to SDG of quality education which has a long-term goal for ICT in education in Nepal. SSDP highlights the fact that most of the computers in public schools are being used for administrative purposes and there is a gap in the implementation of the plan to benefit students via ICT facilities. Some of the major interventions of the development plan are to provide ICT-based teaching-learning materials, establish ICT learning centers and provide ICT infrastructure. These interventions are inclusive to the boot camp designed under HM program ensuring that the beneficiaries are well equipped at the end of the extensive computer literacy training. The boot camp will incorporate basic understanding of Microsoft tools specifically documenting PowerPoint and Excel for the students. They are also expected to prepare and present the slides for academic purposes making it necessary for them to be knowledgeable in the applications.

The training will focus on delivering resumes and cover letter writing and improving interview preparation skills to support them in the school-to-work transition. The children will also be provided with an opportunity to learn skills through 'career shadow'. This platform will connect children to different organizations (health clinics, cooperatives, accounting firms, boutiques, retail stores, hotels, restaurants, and so forth) to observe and gain insights into operations in the field of their choice for a week. Career shadow will ultimately enable them to re-think and opt for a career path of their choice in the long run.

STRATEGIC PRIORITY 3: FINANCIAL SUPPORT THROUGH CHILD EDUCATION SPONSORSHIP

Child Education Sponsorship is an incredibly powerful way to educate and empower a child. Many children are forced to drop out of school early, as their parents are unable to afford ongoing school fees, or they are required to work to supplement the family's income. Sponsored children are given the opportunity to complete their schooling. Supporting a child ensures that s/he receives good education which is a sustainable and long-term approach to building a better future. Better education means more opportunities, a new generation of leaders, and the chance to break free from the cycle of poverty. When a child's education is supported, it is not just about helping one child. It is also about making differences that benefit everyone in the child's community and beyond. This will ensure that a child will not miss out on crucial opportunities to break free from generational poverty and lead fulfilling lives.

Under this strategic priority, savings account for each child where a certain fund will be deposited every month for 2-5 years. The accumulated fund with yearly interest will be an asset for the children to continue their further education even after graduating from the project. The funds will be dispersed when the beneficiaries present a confirmation letter/application of enrollment which evidently shows the interest in continuing their academics in the future.

At present, HM is entirely focused on Kathmandu valley and supported by local sponsors. SAATH aims to expand this program beyond Kathmandu to reach out to other children during this HM Strategy period. One potential identified area for outreach is the Musahar community in Dhanushadham. Since SAATH is currently working with Musahar women under AWASAR program, in the availability of future grants, HM program will be convened in the community. This will be a valuable addition to the existing work of SAATH in providing integrated and holistic development packages to the community. HM will identify public schools where the majority of Musahar children are enrolled and seek to develop a strong and positive working relationship with the respective school. Since HM's strategic priorities 1 & 2 will be relatively new concepts, teachers and school management committee members will be orientated on the program modality and expected outcomes.



MONITORING AND EVALUATION

HAKUNA MATATA's monitoring will take place through continuous and timely reviews of program implementation.

- **ATTENDANCE RECORD:** The individual attendance records of each workshop, boot camp and exposure visit maintained and timely reviewed and checked. The beneficiaries are expected to be present in all the activities and excused only if there are serious concerns. This also ensures no dropout rates when children are actively involved in the program.
- **WORKSHOP REPORTS:** The report of each workshop is maintained which will provide a brief introduction of the workshop, its objectives, evaluation of participants, and the challenges which are shared with the sponsors for their feedback. Their insights are valuable for making necessary amends for upcoming workshops.
- **PEER ASSESSMENT:** Individual assessment cannot be taken as the sole source of improvement or decrement; hence assessment of peers through objective and open-ended questions acts as a source of a more authentic source of evaluation.
- **TRAINER EVALUATION FORM:** The beneficiaries are provided with midterm and end-term evaluation forms to rate the trainer. The submissions are anonymous which leads to the confidentiality of the views of the beneficiaries and helps the trainer to improve performance and conduct activities accordingly.
- **FOCUS GROUP DISCUSSION:** Focus group discussion is conducted yearly with the indirect beneficiaries i.e parents regarding the progress of the beneficiaries and their views on the program reflecting its effectiveness.
- **ASSESSMENT FROM THE TRAINER:** In the cycle of the evaluation of the beneficiaries, in addition to individual and peer evaluation, there are assessments from the trainer as well. The trainer maintains an individual record of each beneficiary after every workshop and submits the average percentage of improvement at the end.
- **ACCOUNT STATEMENT:** The monthly deposited amount will be shown in the account statement of each child. The statement from the bank is also monitored every year which ensures the increment of the amount for the program period.
- **NUMBERS OF WORKSHOPS CONDUCTED:** The major indicator of the project is the number of workshops conducted yearly which presents the ascending graph of the project activities.
- **ANNUAL SCHOOL REPORT OF EACH CHILD:** The school reports of each child's performance also will be recorded to assess the level of impact of the program through interactions with concerned teachers.

SUSTAINABILITY

HAKUNA MATATA has incorporated the following measures to ensure the sustainability of its work with children.

HAKUNA MATATA ENDOWMENT FUND

HAKUNA MATATA Endowment Fund has been set up by SAATH, Rotary Club of Kantipur, and Dharma Karma Society. This fund was initially established for the marginalized children and children affected by HIV and AIDS in Nepal in 2013. The fund is allocated after the need assessment of children. The fund is dispersed mainly for the education sponsorship and capacity building of the children. SAATH will manage the fund while Rotary Club of Kantipur and Dharma Karma Society will jointly monitor and evaluate for accountability and transparency. Only the interest from the fixed deposit will be mobilized to conduct HM program.

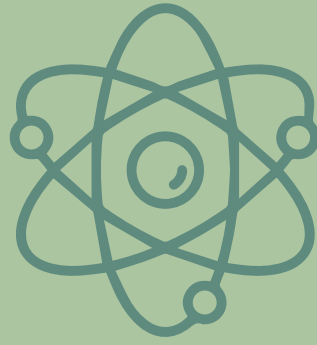
DANFE WORKS ENTERPRISES NEPAL (DWEN)

DWEN presently supports young marginalized women by providing a platform for livelihood opportunities through training and employment. An allocated percentage of the revenue generated through sales of products from DWEN outlets has been consented to be mobilized to support the children under HM program.

CHILD SAFEGUARDING POLICY

HAKUNA MATATA works with children of the age group ranging 5-18 years. SAATH as an organization is fully committed to the safeguarding of all children from all forms of violence and does not tolerate any form of discrimination based on age, gender, ability, ethnicity, culture, and religious belief. SAATH ensures that children do not experience harm, abuse, exploitation, or any other form of violence as a result of their engagement with SAATH or SAATH programs, projects, events, and processes. SAATH ensures that as an organization, associated all staff and anyone who represents SAATH does not in any way harm, abuse, or commit any other act of violence against children or place them at risk through promotion and implementation of safe practices, approaches, interventions, and workplace environments.





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