



# GLOBAL GRANTS COMMUNITY ASSESSMENT RESULTS

Use this form to report community assessment findings to The Rotary Foundation when you apply for a global grant.

Assessing the strengths, weaknesses, needs, and assets of the community you plan to help is an essential first step in designing an effective and sustainable global grant project. See [Community Assessment Tools](#) for full instructions and helpful tips.

This form will help you report the results of your community assessment, and it's required when you apply for any humanitarian or vocational training team grant. Complete a separate form for each beneficiary community (e.g., school, health care system, or village), using information that is both current and specific to each community. Remember, you can't use global grant funds to cover the cost of doing an assessment, but you can use district grant funds.

## Beneficiary community or institution

The entire community of Myagdi District, Nepal, in that better education in schools through better trained teachers will ultimately lead the country out of poverty. In the case of Global Grant Project 1876442, the immediate beneficiaries will be the Rakhu community within Rakhuganga Municipality.

## Groups in the community that would receive a clear, direct, and immediate benefit from the project

Teachers of 16 schools that serve the Rakhu area, together with members of School Management Committees and Parent/Teacher Associations as they will also receive training.

## Beneficiaries' demographic information, if relevant to the project

Click or tap here to enter text.

Who conducted the assessment? (check all that apply)

Host sponsor members

- International sponsor members
- A cooperating organization
- University
- Hospital
- Local government
- Other The program has been approved by the Social Welfare Council of Nepal.

Assessment dates

Such assessment is a continuing task of the staff of LEARN, the NGO established to deliver the training. It is conducted in conjunction with all tiers of Government including:

- The Social Welfare Council giving formal approval to LEARN’s three-year work plans (including personal support by the CEO / Vice-Chair of the Council)
- The Department of Education at both Central and District levels, reflected in a Memorandum of Understanding between the organisations, and active participation of the local Department of Education District Office in both the planning and delivery of all training courses.
- Local Rural Municipal Councils which also formally approve the training programs (including the personal support of the Chair of the Rakhugunga Council in a meeting on Dec. 1, 2018 with Peter Hall as President of Quality Education Nepal Inc. and Ronda Hall as co-director)
- Principals and teachers of all participating schools
- Members of SMCs and PTAs who will also participate in training

What methods did you use? (check all that apply)

- Survey
- Community meeting
- Interview
- Focus group
- Asset inventory
- Community mapping
- Other Click or tap here to enter text.

Who from the community participated in the assessment?

Many people – see above list.

List the community needs you identified that your project would address.

1. Lack of adequate training of teachers in most rural schools in Nepal
2. Lack of motivation of those teachers that have received government-funded training, as specifically noted by the Myagdi District Education Officer.

List any needs you identified that your project would not address.

1. Ongoing refresher training in the years after the completion of the Global Grant funded three-year training program. This training will be funded independently by Quality Education Nepal Inc.

List the community's assets, or strengths.

1. Enthusiasm for training and the benefits it brings, as evidenced by 80-90% of teachers giving up their holiday time to attend (time that would otherwise be spent supporting their meagre living standards)
2. Local community support for the programs, both formal and informal
3. Rotary club support, though this is less specific due to the remoteness of the training area from where Rotary clubs normally operate in Nepal.

Considering the needs and assets you listed, explain how you determined the project's primary goal.

The project, and the entire program of which it forms a part, arose from the dreams and aspirations of Krishna Pun, former Principal of Paudwar Secondary School and now CEO of LEARN, who could not abide the village children missing out on the education that richer Nepalis could achieve for their children by sending them to private schools in the major cities.

How would your project's activities accomplish this goal?

By delivering training in the manner that we have established over the past eight years in Myagdi District, and previously developed by Rural Education and Environment Development (REED), funded by the Australian Himalayan Foundation, the NZ and UK Himalayan Trusts and delivered in the Solu Khumbu and other parts of Eastern Nepal.

What challenges have prevented the community from accomplishing the project's goals?

Lack of education within the community, and the government's inability to fulfil educational goals as a result of funding constraints and lack of motivation within the administrative and teaching communities.

How is the community addressing these challenges now?

By enthusiastically endorsing the training courses that we have so far delivered to 350 teachers of Myagdi District, and pleading for the training to be extended to their respective ares.

Why are the project's activities the best way to meet this community need?

LEARN's track record over the past eight years, wholeheartedly endorsed by the Nepalese government at all levels and by Rotary at all levels from clubs to DG and DGN.