

Project proposal

KOBANÊ /ROJAVA SCHOOL PROJECT FOR CHILDREN OF MARTYRS

Reception & Primary School, Kobanê

PART I: DESCRIPTION OF THE PROJECT

1.1 Project Context and situation analysis:

Children are the most vulnerable elements of war and conflict zones. In Syria alone the ongoing civil war and the conflict with ISIS has caused over 4.3 million children who are in need of immediate humanitarian assistance inside Syria. It is also estimated that at least 1.2 million children have fled to neighboring countries, and remain as refugees under appalling conditions. Recruitment of children into armed forces, unlawful detention, torture, rape and other forms of violence by the regime and terrorist groups has contributed to the rates of loss of rights for children, displaced children, orphaned children and other disadvantages during the war.

More specifically, the ongoing conflict in Rojava (Kurdish parts of north Syria), and in particular in the canton of Kobanê, and the intensity of the conflict over the past 6 months in this region has ensured a greater level of destruction, displacement and devastation of civilian life. Previous to the war, the population of Kobanê and surrounding villages totaled an estimated 400, 000 civilians, with the number of children estimated around 175, 000. Since the commencement of the conflict a large number of citizens have fled over to the border countries of Iraq and Turkey leading to separation of children from families, more displaced internally within Syria itself and a number of refugees from other parts of Syria seeking refuge in the safer Rojava region. In combination with these factors and the level of violence experienced by the community, the levels of domestic and home violence has increased alarmingly leading to unsafe living and home conditions for children. In Kobanê ill health, lack of adequate nutrition, safety, protection and access to basic needs and services such as school and healthcare also remain critical factors in this process. It is our aim to attempt to address these issues through providing immediate and urgent care to children who are most at risk and vulnerable through developing a school that will provide them with the appropriate environment to develop and grow into full functioning adults.

Following the conflict in Kobanê education and sanitation remains a major source of concern, particularly for the most vulnerable elements of society, children. Statistics compiled in 2012 demonstrate that the rate of literacy for males was 90%, while for women above 15 years of age was 79.2%. However, these rates fall significantly in rural areas and in areas where the Assad regime has traditionally attempted to politically neglect and marginalize particular ethno-religious groups, including the Kurdish dominated parts of Syria. Following the start of the civil war in Syria and the rise of Daesh (ISIS) and the deliberate targeting of public services and buildings the capacity of the canton to provide a suitable and immediate location to orphaned children is significantly reduced. When the combination of destruction, returning refugees, position of mines in homes and

public spaces and the high level of collective trauma following months in refugee camps the situation of homeless and orphaned children becomes even more precarious. These conditions have also contributed to an increase in child-headed households and child laborers which contribute to the increase in levels of illiteracy, low socio-economic development, early child marriages and pregnancies, higher levels of domestic violence, crime and other social ills. Investment in children today is investment in the future and long term well-being of the community.

The aim of this project is therefore to create a permanent, non-profit community based organization and school for children without parents in Kobanê. The project also aims to provide care, support and protection through providing shelter, food, and education. Further, the children will have the opportunity for in-door and out-door recreation, and play facilities along with the ability and training to develop hobbies and interests. While the current aim of the project remain modest it is our hope that in time we can evolve the role and capacity of the school to involve children from other vulnerable sections of society, but this is entirely dependent on the level of support provided by NGOs and other aid organizations.

Aim: The objective of the project is to support the sociological, pedagogical, cultural, moral, and psychological well-being of children without families. The project aims to provide for the basic needs of the children, provide the capacity and the skills needed to develop life and vocational skills in a safe and comfortable environment. The children will develop the capacity to improve their physical and psychological well-being due to the professional care and support provided by the teachers, carers and professionally trained staff. The project will also provide basic welfare services such as free lodging, boarding, health, psychological care and recreational facilities to help support the physical, intellectual and long term well-being, development and integration of the child back into the Kobanê community.

The objective of the project is to reduce the existing burden on the local community by attempting to provide specialized care and services to children who are most at risk, vulnerable and often the most invisible elements of society. Further, considering the cultural trend of large families within the region, the adoption and acceptance of orphaned children places a greater burden on the local community and families who are already traumatized as a result of the war. The aims of the project is, therefore, in line with the Millennium Development Goals (MDG) for reducing poverty and illiteracy levels among the rural poor in developing nations and conflict ridden societies. By providing such a service, the community is able to better withstand the long term emotional, physical, social and economic costs of the conflict with ISIS in Kobanê and develop mechanisms of providing care and services to children who are most at risk and vulnerable within the community.

The establishment of such an school will also help facilitate local trust, capacity building, ownership and responsibility of collective social welfare, and a faster process of rehabilitation of the community following the brutality of the war experienced with ISIS. By restoring local hope, addressing and reducing the increased burden on the community following the war, and reducing the local economic and social burden through the visible care and service to the children of the martyrs in the community, social trust in the capacity of the canton to deliver post-war services to society is amplified significantly.

Proposal aims

To design a school housing an estimated 100 children with adequate housing and dormitory capacity. While traditional schools contain 30-35 students per class we suggest a lower number of students per class in order to cater to the children's increased levels of emotional, physical and psychological needs. Therefore we propose a classroom setting of no more than 25 students.

The dormitory should include sleeping rooms, a kitchen, a large dining area, a clean water source, and appropriate shower and bathroom facilities for both sexes. The school should also have appropriate facilities to accommodate disabled children.

In line with the ecological aspirations of the Kobanê canton, it is integral that the school and the school ground contain an adequate area for gardening, growing local plants, flowers and trees not only to teach children practical skills, but also to serve as a rehabilitation method for traumatized children. In line with this we

advocate the creation of a creativity center in which the children can explore their creativity, develop hobbies, and have the opportunity to develop their imagination and hands on skills.

Likewise, appropriate teacher conference rooms, offices, staff lunch room, staff rooms and supply room needs to be integrated into the school.

The school must meet the following criteria

1. Location and space for the school, housing a minimum of 50 children and a maximum of 100 children. We estimate a greater need than what these numbers indicate, however due to the intense and urgent need to provide immediate support we have adhered to these initial numbers.
2. An estimated 10 administrators, teachers, cleaners, supervisors, and other necessary staff requirements.
3. Important supplies, food, sport, computers, entertainment and equipment.
4. The capacity to meet the daily needs and costs of running the school including water, electricity, school supplies, clothing, outings and medical needs of the students.
5. The school must adhere to ecologically sound practices in the building process (i.e. no use of concrete as a building material), and provide an adequate level of garden and grass area for the children to play, socialize and use the space as a learning site.
6. The school library must ensure a diversity of books, with awareness of gender sensitive material as well as ecologically based reading content.
7. The school must be able to provide regular and specialized psychological care and support to the children as part of their long term rehabilitation and reintegration back into society.
8. The school must have the capacity to print and produce its own specific texts and teaching material. This process requires printing machines and material to facilitate the specialized learning process required for the school.

20	Dorm rooms (housing max of 6 students per room)
5	Class rooms
2	Laboratory
2	Computer rooms
2	Printers
1	Library
1	Creativity center
1	Communal hall
4	Amenities (bathrooms, showers)
2	Kitchen facilities (student dining hall and separate staff kitchen)
1	Dining hall
2	Recreational room
	Garden
	Sports field

Criteria for the involvement & acceptance of the child into the school & program

1. Children who have no parents, especially those who have lost their parents during the recent conflicts, or children who cannot otherwise live at home.
2. Children accepted must range within the 5-18 age range, with 18 being the maximum year allowed.
3. The Kobanê Administration Board of Women and Children in Kobanê Canton must also be signatory to the agreement to increase legitimacy.
4. Before acceptance of the child into the school, the child's home situation and the capacity to place the child with relatives and family in order to reduce trauma experienced by the child, must be thoroughly assessed.
5. A dossier must be created with information about all the children placed in the school, their home situation and all relevant details necessary to provide appropriate care to the child.
6. The school must contain two separate institutions, including a school and educational center plus a social activity, hobby and sports location.
7. Security is an essential aspect of ensuring the safety and well-being of the children

APPLICANT'S EXPERIENCE

Kobanê Reconstruction Board

The Reconstruction Board is the overseeing institution focused on ensuring that all the proposed projects in Kobanê adhere to the ecological, gender equality and democratic norms of the canton. Its purpose is to oversee the production of projects and ensure that projects are produced and completed in a reasonable and timely manner.

The board consists of two essential bodies: the local Kobanê based board, as well as the board members in Europe. The combination of the two groups ensures that there is a wide range of experiences, skills, knowledge and information so that projects are analyzed and deemed adequate before being accepted. The members of the board include local and international actors who have a range of skills including in architecture, engineering, social sciences, urban planning, medical sciences, health sector and members of local municipalities experienced in urban project development and management.

Partnership

Reconstruction, Development and Peace- Middle East (RDP- ME), Kobanê Institution of Martyrs' Families, KJK-Jin (Brussel's based Kurdish Women's Association), the Kobanê Youth Association, and The Rojava Association including a number of local youth and children civil society groups will be the main co-partners of the project in Kobanê . The combination of these organizations and institutions involves supporting the refugees in Turkey and the thousands of returning refugees in Kobanê . They have been collectively responsible for supporting over 200, 000 refugees, including housing, sanitation, schooling, health and medical support, especially in Turkey. Many of these services have targeted the health, schooling and wellbeing of refugee and internally displaced children. The combination of these organizations have acted as a bridge between the needs of the community and international and established NGOs who wished to support the reconstruction building.

These organizations and institutions are best situated to ensure that the reconstruction of the educational sector adheres to the new educational model in Kobanê as well as the ecological guidelines necessary to ensure a sustainable and environmentally friendly post-war rebuilding process.

RDP-ME is predominantly the overseeing organization and the facilitator of the Master Plan for the overall reconstruction of Kobanê . The NGO is also responsible for establishing and organizing the large and small scale projects currently in the process of being developed. It is also the main facilitator of contact and

coordination for the NGOs to find local partners in Turkey and in Kobanê , as well as with the EU, Parliament and NGOs in Europe.

Project management & risk analysis

To ensure the capacity of the project to achieve its outcomes it is essential to have a Project Advisory Committee Board (PACB), involving the president of the project as a member of the Board. Authorities from the NGOs and other involved organizations, along with the Local District Administration, the Canton Administration and other relevant bodies are encouraged to act as a supervisory board and project advisory board. The purpose of the advisory board would be to meet periodically (for instance every 3 months or so to advise, suggest, oversee the development of the project). The Project Advisory Committee will also participate in regular reviews of the accounts and auditing statements. A Consortium Agreement will be signed between the partners to secure a professional working co-operation and legal basis for each partner's responsibilities in the project. The agreement states the role, the responsibilities of each partner regarding delivery of results and reporting inputs, actions to be taken if a partner defaults on its tasks and other administrative arrangements within the consortium.

A Financial Manager (FM) of the project will be appointed and it will be identified among the administrative personnel of the Coordinating Beneficiary. This person should have other previous experiences in managing European Projects and will define the methodology of financial accounting and its timing will comply to the requirements established by the EC. The CB will draft and submit an exhaustive and detailed series of reports in order to describe the relevant activities and results of the project and will respond to any motivated request of information by the competent bodies. Evaluation will provide learning and feedback about effectiveness and impact of project's activities.

A final review of the project will be conducted at mid-term to measure qualitatively and quantitatively the project progress and will attempt to measure the impact. The result of the final review of the first phase will be incorporated into the policies, strategies and plans of the project for the next phase.

METHODOLOGY (GUIDING PHILOSOPHY)

It is essential to note that the school needs to follow the principles of the Rojava Revolution, including the development of democratic practices, ecologically sound, and gender equality maximizing practices, within the construction process. For this reason, emphasis needs to be placed on developing an environment in which the children are able to realize their full potential, and live a comfortable and safe life with dignity within the guideline of these principles.

A core and integral aspect of the school program will involve cultural sensitivity. Children from all cultures and religious groups will be supported and school and educational programs will be in line with the ethnic and religious orientation of the child.

Gender policy

Another essential guiding philosophy that the project will adhere to is gender equality both in its representation of the school staff but also in its approach towards teaching, co-educational classroom settings, equal class participation, treatment of children within the classroom setting by teachers, and promotion of gender sensitive course material. The aim is to challenge gender practices, socialization and bias in which female students are made to feel less capable than the male students. The teaching methodology will involve raising awareness of the teachers as to how classroom settings, interactions and practices socialize female students towards a feminine ideal and likewise male students towards masculine ideals.

Another important measure of the school is the overall gender friendliness and responsiveness of the school staff and heads. The gender policy of the school will also ensure that at least several hours (2 hours) a week is devoted to gender awareness raising classes. This process involves division of male and female students into separate classes in which the male students will receive re-education on gender equality and promotion.

PART II: BUDGET

Estimated costs

The following costs are estimate costs for the first 12 months of the project. The acquisition of land and construction of the school and dormitories are a one off cost, while the rest of the table consists of reoccurring and maintenance costs

Costs (Capital and recurrent costs)	Necessary equipment/supplies/needs
€ 250, 000.00	The physical costs of building the school (including glass, lime, stones, etc), involving 5 classrooms, a library, 2 laboratories, 2 computer rooms, 2 recreational rooms, a communal hall, and amenities.
€ 500 Monthly salary per person	Teachers/Educators/Care takers (Total of 10 full and part-time specialized teacher/carers)
€ 35, 000.00	A vehicle, including a school bus is required, including later maintenance of vehicles.
€ 15, 000.00	One off cost of school preparation: beds, desks, tables, other necessary equipment.
€ 10, 000.00	Contingencies (Electricity generators, Water, other regular charges, school maintenance etc.)
€ 20, 000.00	Educational costs: Books, supplies, computers, activities, outings, sports equipment.
€ 390, 000.00	Total Estimated Costs

For further clarification the following table is a breakdown of two parts of the above mentioned costs, including the **educational costs** and the **school preparation costs**:

Type	Units	Cost (TL)	Total (TL)
School bag	100	7.25	725
A4 80 page writing book (with lines)	100	1.35	130
A4 80 page drawing book (without lines)	100	1.35	130
A5 80 page writing book (with lines)	100	0.85	85
A5 80 page drawing book (without lines)	100	0.85	85
Pack of: 2 units of eraser, 2 units of sharpener, 12 units of pencil	100	2	200
Desks, chairs, beds, cupboards, other necessary school equipment for classrooms	TBA	TBA	20, 534.59
printers	2	16,429	32, 870.00
Sports equipment (various including soccer balls, baseball bats, basketball balls, tennis equipment, including cost of travel to sports outings and games, etc)	TBA	TBA	5, 959.44
Library books	TBA	various	14, 898.60
Computers	25	894.377	22, 359.425
		Total	97, 252. 055
		VAT (8%)	7,780. 1644
		Total cost	105, 032.219
		Euros	35277

Note: A number of approximations had to be produced for the above breakdown of school supply and costs based on estimates of particular goods in Turkey, the price of conversion from Euro to Turkish Lira (on 6th of July using an exchange rate of 1TL= Euro € 0.336129).