

# SchoolZoom: Reintegrating Out-of-School Children in Rural Zamunda

Project Title

SchoolZoom: Reintegrating Out-of-School Children in Rural Zamunda

Partnering Agency

[Zoom Class] in collaboration with UNICEF

## Executive Summary

### Context

---

In Zamunda, thousands of children remain excluded from primary education, particularly in rural areas where poverty, isolation, and limited infrastructure create barriers. The COVID-19 pandemic deepened this crisis, severing links between schools and families and increasing dropout rates. Without urgent intervention, these children risk permanent exclusion, undermining both individual futures and community resilience.

### Project Goal

---

To reintegrate out-of-school children in rural Zamunda into primary education and strengthen household and community support for sustained enrollment and learning.

### Strategic Approach

---

- **Community Mapping:** Identify and re-enroll children who are not currently in school or who dropped out.
- **Parental Outreach:** Engage parents and caregivers to highlight the long-term wealth and livelihood benefits of education.
- **Accelerated Learning:** Provide catch-up programs and psychosocial support to help children recover academically and socially.
- **Teacher Capacity Building:** Train educators in inclusive pedagogy and accelerated learning methods.
- **Monitoring & Evaluation:** Track re-enrollment, retention, and learning outcomes to ensure

accountability.

## Expected Outcomes

---

- 5,000 children re-enrolled in primary schools by Year 2, with an 80% retention rate.
- 70% of parents report increased awareness of education's economic benefits.
- 60% of re-enrolled children achieve grade-level literacy/numeracy within 12 months.
- 300 teachers trained, with 80% applying inclusive practices in classrooms.
- Strengthened community-school linkages to mitigate future disruptions.

## Partnership Framework

---

This initiative will be implemented in close collaboration with UNICEF, leveraging their expertise in child protection and education policy. Local schools, community-based organizations, and the Ministry of Education will ensure contextual relevance and sustainability.

## Sustainability

---

By embedding parental awareness, teacher capacity, and community-school linkages into the education system, the project will foster long-term demand for schooling and resilience against future crises. Lessons learned will inform scaling across other rural regions of Zamunda.

## Background and Rationale

---

Education is a fundamental right and a cornerstone of sustainable development. Yet, in Zamunda, thousands of children remain excluded from primary education, particularly in rural areas where poverty, geographic isolation, and limited infrastructure create significant barriers. The COVID-19 pandemic exacerbated these challenges, disrupting contact between schools and families, weakening support mechanisms, and increasing dropout rates.

Recent assessments indicate that children who were already vulnerable — including those from low-income households, rural communities, and marginalized groups — were disproportionately affected. Many have not returned to school, while others remain at risk of permanent exclusion.

This disconnect threatens not only individual futures but also the long-term social and economic resilience of households and communities.

In partnership with **UNICEF**, our organization seeks to address these urgent challenges through a targeted initiative that deliberately focuses on **out-of-school children in rural Zamunda**, combining educational reintegration with household-level awareness of the long-term benefits of schooling.

## Project Goal and Objectives

---

### Goal

To reintegrate out-of-school children in rural Zamunda into primary education and strengthen household and community support for sustained enrollment and learning.

### Specific Objectives:

1. Identify and re-enroll children who are not currently in school or who dropped out during the COVID-19 period.
2. Conduct community-based outreach to parents and caregivers, emphasizing the long-term wealth and livelihood benefits of education.
3. Provide accelerated learning and psychosocial support to help children catch up academically and socially.
4. Build the capacity of teachers and facilitators to deliver inclusive, culturally relevant, and child-centered education.
5. Establish monitoring and evaluation mechanisms to track re-enrollment, retention, and learning outcomes.
6. Methodology and Approach
7. Outreach and Identification

## Background and Rationale

---

Education is a fundamental right and a cornerstone of sustainable development. Yet, in Zamunda, thousands of children remain excluded from primary education, particularly in rural areas where poverty, geographic isolation, and limited infrastructure create significant barriers. The COVID-19 pandemic exacerbated these challenges, disrupting contact between schools and families, weakening support mechanisms, and increasing dropout rates.

Recent assessments indicate that children who were already vulnerable — including those from low-income households, rural communities, and marginalized groups — were disproportionately

affected. Many have not returned to school, while others remain at risk of permanent exclusion. This disconnect threatens not only individual futures but also the long-term social and economic resilience of households and communities.

In partnership with **UNICEF**, our organization seeks to address these urgent challenges through a targeted initiative that deliberately focuses on **out-of-school children in rural Zamunda**,

combining educational reintegration with household-level awareness of the long-term benefits of schooling.

## 2. Project Goal and Objectives

### Goal

To reintegrate out-of-school children in rural Zamunda into primary education and strengthen household and community support for sustained enrollment and learning.

### Specific Objectives:

1. Identify and re-enroll children who are not currently in school or who dropped out during the COVID-19 period.
2. Conduct community-based outreach to parents and caregivers, emphasizing the long-term wealth and livelihood benefits of education.
3. Provide accelerated learning and psychosocial support to help children catch up academically and socially.
4. Build the capacity of teachers and facilitators to deliver inclusive, culturally relevant, and child-centered education.
5. Establish monitoring and evaluation mechanisms to track re-enrollment, retention, and learning outcomes.

## 6. Methodology and Approach

### 3.1 Outreach and Identification

- Collaborate with local leaders, community-based organizations, and schools to **map out-of-school children** in rural districts.
- Use participatory approaches to engage families, ensuring trust and transparency.

### 3.2 Parental and Household Engagement

- Organize **community dialogues and awareness campaigns** to highlight the economic and social benefits of education.
- Share evidence-based messages linking education to household wealth, resilience, and improved livelihoods.
- Provide practical demonstrations (e.g., case studies of families benefiting from education) to reinforce long-term value.

### 3.3 Educational Reintegration

- Implement **accelerated learning programs** to help children catch up academically.
- Offer **psychosocial support** to address trauma, anxiety, or disengagement caused by prolonged absence from school.
- Ensure inclusive learning environments that reflect local languages, cultures, and gendersensitive practices.

### 3.4 Capacity Building

- Train teachers and facilitators in **inclusive pedagogy**, accelerated learning techniques, and community engagement.
- Provide bilingual and culturally adapted teaching materials to ensure accessibility.

### 3.5 Monitoring and Evaluation

- Establish baseline data on out-of-school children in target communities.
- Track indicators such as **re-enrollment rates, attendance, retention, and learning outcomes**.
- Use participatory monitoring involving parents, teachers, and community leaders to ensure accountability.

## 4. Expected Outcomes

**Re-enrollment of out-of-school children**

**Improved parental awareness**

**Enhanced learning outcomes**

**Strengthened teacher capacity**

**Resilient community-school linkages**

5. into primary schools across targeted rural areas.
6. of the long-term economic and social benefits of education.
7. through accelerated programs and psychosocial support.

8. to deliver inclusive and culturally relevant education.
9. that mitigate future disruptions and sustain enrollment.
10. Partnership Framework

This initiative will be implemented in close collaboration with **UNICEF**, leveraging their expertise in child protection, education policy, and community mobilization. Our organization will contribute technical expertise in outreach, accelerated learning, and monitoring systems, while local stakeholders will ensure contextual relevance and sustainability.

Key partners will include:

- **Ministry of Education, Zamunda** – policy alignment and school-level coordination.
- **Community-based organizations** – outreach and parental engagement.
- **Local schools and teachers** – reintegration and learning delivery.
- **Parents and caregivers** – sustained support for children’s education.

## 6. Sustainability and Scaling

The project is designed to create **long-term change** by embedding parental awareness, teacher capacity, and community-school linkages into the education system. By demonstrating the economic benefits of education at the household level, the initiative will foster sustained demand for schooling. Lessons learned will be documented and shared with national stakeholders to inform scaling across other rural regions of Zamunda.

## 7. Indicative Timeline

- **Months 1–3:** Community mapping, baseline surveys, and outreach planning.
- **Months 4–6:** Parental engagement campaigns and initial re-enrollment.
- **Months 7–12:** Accelerated learning programs, psychosocial support, and teacher training.
- **Months 13–18:** Monitoring, evaluation, and documentation of lessons learned.

## 8. Budget Framework (Indicative)

- Community outreach and parental engagement: **30%**
- Accelerated learning and psychosocial support: **25%**
- Teacher training and materials: **20%**
- Monitoring and evaluation: **15%**
- Administration and coordination: **10%**
- Collaborate with local leaders, community-based organizations, and schools to **map out-of-school children** in rural districts.
- Use participatory approaches to engage families, ensuring trust and transparency.

### 3.2 Parental and Household Engagement

- Organize **community dialogues and awareness campaigns** to highlight the economic and social benefits of education.
- Share evidence-based messages linking education to household wealth, resilience, and improved livelihoods.
- Provide practical demonstrations (e.g., case studies of families benefiting from education) to reinforce long-term value.

### 3.3 Educational Reintegration

- Implement **accelerated learning programs** to help children catch up academically.
- Offer **psychosocial support** to address trauma, anxiety, or disengagement caused by prolonged absence from school.
- Ensure inclusive learning environments that reflect local languages, cultures, and gendersensitive practices.

### 3.4 Capacity Building

- Train teachers and facilitators in [redacted], accelerated learning techniques, and community engagement.
- Provide bilingual and culturally adapted teaching materials to ensure accessibility.

### 3.5 Monitoring and Evaluation

- Establish baseline data on out-of-school children in target communities.
- Track indicators such as [redacted].
- Use participatory monitoring involving parents, teachers, and community leaders to ensure accountability.

## 4. Expected Outcomes

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

5. into primary schools across targeted rural areas.6. of the long-term economic and social benefits of education.

7. through accelerated programs and psychosocial support.

8. to deliver inclusive and culturally relevant education.

9. that mitigate future disruptions and sustain enrollment.

10. Partnership Framework

This initiative will be implemented in close collaboration with [redacted], leveraging their expertise in child protection, education policy, and community mobilization. Our organization will contribute technical expertise in outreach, accelerated learning, and monitoring systems, while local stakeholders will ensure contextual relevance and sustainability.

Key partners will include:

- [redacted] – policy alignment and school-level coordination.
- [redacted] – outreach and parental engagement.
- [redacted] – reintegration and learning delivery.
- [redacted] – sustained support for children's education.

## 6. Sustainability and Scaling

The project is designed to create [redacted] by embedding parental awareness, teacher capacity, and community-school linkages into the education system. By demonstrating the economic benefits of education at the household level, the initiative will foster sustained demand for schooling. Lessons learned will be documented and shared with national stakeholders to inform scaling across other rural regions of Zamunda.

## 7. Indicative Timeline

- Months 1–3: Community mapping, baseline surveys, and outreach planning.
- Months 4–6: Parental engagement campaigns and initial re-enrollment.
- Months 7–12: Accelerated learning programs, psychosocial support, and teacher training.
- Months 13–18: Monitoring, evaluation, and documentation of lessons learned.

## 8. Budget Framework (Indicative)

- Community outreach and parental engagement: 30%
- Accelerated learning and psychosocial support: 25%
- Teacher training and materials: 20%
- Monitoring and evaluation: 15%
- Administration and coordination: 10%