Sports for Kids (SfK) Kathmandu

Summary

- Project title: Sports for Kids (SfK) Kathmandu
- Name of implementing agent(s): Communities for Kids Incorporated (C4K)
- Project location: Kathmandu, Nepal
- Proposed starting date: February 1, 2015
- Project duration: 6 months (February through July 2015)
- Project Amount (US$): 6,000
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I. Background and Justification

In 2011, the most recent census, Kathmandu valley recorded approximately 2.5 million inhabiting the valley, which equates to 15% of Nepal’s total population; 25% of whom are living below the poverty line,¹ and The World Bank estimates the average per capita income of each household is approximately $750.² While only a quarter of the population is termed living in poverty with a threshold of $1 a day, the national average income of a little more than $2 a day is eye-opening.

According to Nepal’s Central Bureau of Statistics, of the approximate 270,000 children between 6 and 15 years old living in Kathmandu, 108,000 (or 30%) are impoverished.³³ By the age of 12, most of these children will have left school and begun formal and informal employment work. With over 50% of Nepal’s population under the age of 24, 30% of whom are under the age of 14,⁴ the need to provide programming for children in Kathmandu is substantial. The Sports for Kids (SfK) project aims to provide children with safe spaces to play and grow physically, socially and emotionally.

At a Glance
- 25% of Nepal’s population are impoverished
- The national average household income is about $2 per day
- 30% of the kid's population (6-15 years old) or 108,000 are living in poverty
- By 12 most kids drop out of school and join the labor market
- 50% of Nepal’s population is younger than 24; 30% of these are under 14 years old

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In the United Nations Child Fund (UNICEF) Sport for Development campaign, the organization states that, “Play in all its forms is the right of every child.” For many, associations of play and organized sports are intimately related to their concept of childhood, and not having such opportunities amounts to lacking perhaps some of the best parts of youth and adolescence.

Through play children explore, invent and create. They also develop social skills, learn to express their emotions, and gain confidence about their own capabilities. For many children, however, the chance to learn and grow through sport and play is unavailable, robbing them of some of the most important experiences of childhood.\textsuperscript{vi}

In addition to missing out on experiences of childhood through free play activities, by having minimal physical education courses and organized sporting activities, children lack the developmental benefits of organized play including, but not limited to: social development, physical health and wellness, skill-based education, increased academic performance associated with sports, lower rates of childhood obesity and other inactivity health issues later in life, and the development of personal characteristics such as leadership, community building, conflict resolution, social inclusion, cultural and social sensitivity (list adapted from UNICEF Sport for Development Site).\textsuperscript{vii}

Although physical education, or some form of structured play in school, is intended to be part of most country’s national curriculum beginning in primary school,\textsuperscript{viii} in Nepal it is often used as time for additional academic lessons or studying and/or is limited to privileged private school students.\textsuperscript{ix} Some efforts are being mobilized in order to promote physical education,\textsuperscript{ix} free play and leisure activities,\textsuperscript{x} and organized play\textsuperscript{xi} for children in

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Kathmandu; UNICEF has a campaign to increase Sport for Development in Nepal and the Ministry of Youth and Sports supports the formation of clubs and organizations for athletics for youth. Information on UNICEF’s programming, however, is not readily available and thus inaccessible for most impoverished children and youth. Additionally, Nepal’s Ministry of Youth and Sports are focused on providing opportunities for sports to youth aged 16 to 40. There are sports clubs in Kathmandu for students who want to become professional athletes or join a travel team, however when they are not fee-based they are only opened to select students or those with advanced skills and this generally precludes many impoverished public school students.

The need for the kind of programming proposed by C4K is emphasized when one walks down the street in Kathmandu and sees children playing with deflated soccer balls, using bricks as goal markers, or sticks and rocks for an improvised cricket match. Outside of closed school grounds children lack playgrounds and open fields but make up for these deficiencies with strong wills and imagination for play.

In 2011 Communities for Kids through a grassroots volunteer effort organized a handful of physical education courses in schools and orphanages, as well as, seven soccer tournaments. In under six months we reached approximately 2500 children living at or below the poverty line. With a volunteer force and donated time and equipment, C4K was successful in building support for free and organized play in several communities. We would like the opportunity to replicate our experience where through we can focus
on teaching leadership, honesty, teamwork, respect, equality, and problem solving through organized play and the development of more free play spaces in Kathmandu. C4K will focus on the program’s sustainability and longevity through partnership development, local capacity development and documentation and evaluation design to inform future programming and scalability.

II. Objectives

a. Development objectives

In six months, C4K aims to provide sports to a minimum of 1000 children in three different public schools through five soccer tournaments and weekly sporting activities. The five tournaments will be school-wide and when possible intramural with several schools in attendance. The weekly sports at schools will serve as or supplement physical education programs, or to replace those which have not been provided. Additionally, for the tournaments, C4K will reach out to local colleges to train 50 volunteers who in turn will provide support during the five tournaments, and potentially provide sport to additional schools and tournaments in other areas.

To provide supplemental physical education in schools to children aged 6 to 15 years is aligned with Nepal’s efforts to provide physical education and opportunities for free and organized play in all public schools. In addition to the weekly commitment for physical education, providing sports in schools works towards the development efforts of Nepal.
to engender positive attitudes in students, families and communities in the areas of health and wellness and free play, which are also priorities in Nepal.

Additionally, working with college students to develop their capacity in event coordination, project management, volunteerism, and professionalism is aligned with the Nepal Youth Policy 2010 which mandates the state to “pursue a special policy to mobilize youth human resources for the development of the country”.

b. Immediate objectives

The four major objectives SfK Kathmandu aims to accomplish are:

- To develop partnerships with schools and promote sports and free play for children within the community;
- To develop a volunteer force that can run sporting events;
- To run 5 sports tournaments in Kathmandu in 2015; and
- To provide weekly organized play for public school(s) in Kathmandu identified as servicing students who are living at or below the poverty line.

There are two major activities that will be completed to achieve these goals: provision of weekly sports and games at school, and one or more tournaments for each school to participate in. The weekly sports will help C4K develop rapport with students, assure that they are provided time during the week to play, and focus on physical and social
elements of child development. Physical skills that will be focused on include coordination, athletic ability, and discussions on health and wellness. The social and emotional characteristics that C4K will focus on include promoting fair play rules, equality and gender inclusiveness, teamwork and problem solving skills, leadership, conflict resolution and school-community building.

These characteristics and skills will be strengthened by the longer weekend tournaments which will bring together the entire school and community stakeholders to develop further partnerships and relationships, allowing all to work together to provide adequate spaces for children to grow, learn and play. As with our previous projects we will invite the adults, caretakers, educators and community members to support our efforts and provide training and support after the completion of the tournament for how to continue providing organized play within their own communities.

III. Project Implementation and Management Plan

A. Anticipated project results

C4K expects the following outcomes from the SfK-Kathmandu project:

- Reach a minimum of 1000 students;
- Train 50 volunteers who will be able to support other initiatives in Kathmandu valley and run sporting events;
- Develop a public school database that will be published for other organizations to access in order to share and promote programs and opportunities;
- A monitoring and evaluation report that documents lessons learned in the program and can inform others who are working in this area; and
- Develop an inventory of quality equipment to provide children sports in schools and in tournaments.

Other nontangible outcomes will be the relationships developed between C4K and local public schools, students, their families and communities. Project challenges are identified as the same challenges we overcame in 2011: lack of public play spaces, lack of time for children to engage in sports, lack of understanding of the benefits of sports and therefore lack of support of school staff and families. However, these challenges were overcome with a small amount of research, subsequently distributed in information pamphlets, and the development of personal relationships with schools and communities.

B. Project activities and work plan

The activities we plan to complete in order to meet our objectives are:

- Update our database of public schools and contact schools to select three partner schools to collaborate with;
- Update our volunteer database, and reach out over social media to students and potential expatriate volunteers, and to revisit previous college partnerships to develop our volunteer force;

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- Promote and run trainings at our partner colleges to interest volunteers;
- Promote and run volunteer trainings for potential volunteers and sport trainers;
- Plan and run five soccer tournaments in Kathmandu valley with our partner schools and volunteers;
- Plan and run weekly sporting activities for our partner schools in Kathmandu Valley.

The Project timeline is divided into four phases: the Initiation Phase, the Training and Development Phase, the Play Phase, and the Evaluation Phase. Our timeline for tournaments is constrained by the rainy season and extensive student testing. We estimate the remainder of the school year we will be able to provide sports for a maximum of 15 weeks. (See Appendix I for a detailed timeline.)

c. Project Beneficiaries

Our immediate beneficiaries are children aged 6 to 15 years of age, including all genders, who attend public schools and are identified as living at or near the poverty line. Our extended beneficiaries are college students (aged 18 to 26 years), of all genders, who wish to gain valuable experience in volunteerism and in a non-profit.

The project design was created with several college students and through feedback from our pilot project with school administrators and staff, students who attended the...
tournaments and C4K staff. The implementation of our plan will be provided by a project coordinator from C4K and various volunteers from colleges. All beneficiaries will be asked to take part in the project evaluation.

d. Implementing agent management of project

Communities for Kids’ Executive Director, Kelsey Hood Cattaneo, is currently leading the planning and management of the project’s operations, as well as the effective coordination with other relevant programmes and activities of the non-profit. As she led the effort in 2011, she has the most experience in conducting trainings for volunteers and tournaments for children in Kathmandu. However, an additional project coordinator will be hired in Kathmandu to develop relationships with the schools, fields, students and other stakeholders and a physical education trainer will be hired to provide weekly sporting activities and weekend tournaments who will be under the direct supervision of the project coordinator.

Once this project is completed in the end of 2015, then C4K plans to expand the program to include more schools and students, develop partnerships with other organizations working in sports for development in Kathmandu and Nepal, and further develop relationships with colleges whose students wish to participate in the volunteer program. In additional to SfK-Kathmandu, C4K plans to work towards developing one of the partner schools into a full service community school, developing a community center.
and strengthening communities by mapping resources and filling gaps where services and programs are missing.

IV. Project Monitoring and Evaluation

For project management purposes, our weekly visits to schools will be supplemented with required weekly reports regarding each school visit as is best practices in the field of education. In addition, a monthly evaluation of relationships with our schools, and recommendations for how they can be better strengthened will be provided by the project coordinator. After each phase of the project, a formal report will be presented to C4K from SfK-Kathmandu project staff and a final report that is reflective in nature will be provided to support the development of a document to highlight lessons learned.

To include beneficiaries (students) and stakeholders (educators, families and community members), the SfK project coordinator will initially elicit what their indicators of success are for the SfK, which will then be used in the workshop to determine how successful SfK was in their perspectives. After the completion of the school year and all tournaments, two workshops will be held. One will address school staff, families and community members to elicit their interpretations of the success of the project, including their analysis of their predefined the markers of success. The second panel will be comprised of students and will document their unique experiences and elicit feedback on the positive and negative aspects of SfK implementation. From this panel, students and stakeholders will be selected to work on the project design for the following year,
including developing a participatory measurement system for monitoring and evaluation.

While this approach will be participatory in nature, C4K will take the lead and responsibility for completing an annual review of the project that will be published and made available to all stakeholders and beneficiaries.

V. Budget

The proposed budget for this project includes hiring two staff members, the cost of running weekly physical education courses in three schools for 15 weeks, running five tournaments that will reaching 1000 students, documenting the project for replicability, and running a participatory monitoring and evaluation session with stakeholders and beneficiaries. The total cost is $6000 or approximately $6 per student for 20 hours of play.

<table>
<thead>
<tr>
<th>Project Personnel</th>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Physical Education</td>
<td>$5 per hour, 4 hour visits to 3 schools over 15 weeks.</td>
<td>$900</td>
</tr>
<tr>
<td>Organizer for Tournaments</td>
<td>$5 per hour, 4 hour tournaments. A total of 5 tournaments.</td>
<td>$100</td>
</tr>
<tr>
<td>SFK Project Coordinator</td>
<td>$500 each month for 6 months</td>
<td>$3000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Training</th>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteer training for a</td>
<td>Three training events with approximate 10-20 volunteers present including</td>
<td>$300</td>
</tr>
<tr>
<td>total of 50 volunteers</td>
<td>venue</td>
<td></td>
</tr>
<tr>
<td><strong>Event Management</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>Tournaments</strong></td>
<td>Five tournaments</td>
<td></td>
</tr>
<tr>
<td><strong>Field</strong></td>
<td>20 each event $100</td>
<td></td>
</tr>
<tr>
<td><strong>Fresh water</strong></td>
<td>10 each event $50</td>
<td></td>
</tr>
<tr>
<td><strong>Fruit</strong></td>
<td>20 each event $100</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Monitoring and Evaluation Sessions</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td>Panel with stakeholders, for venue, refreshments and supplies $100</td>
</tr>
<tr>
<td><strong>Session 2</strong></td>
<td>Panel with student beneficiaries for venue, refreshments and supplies $100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Equipment</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly sports equipment for school visits</td>
<td>$250</td>
</tr>
<tr>
<td>Tournament equipment</td>
<td>$500</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Miscellaneous</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Operations cost</td>
<td>Web host, replication of materials for information about sport and development, replication of materials for Monitoring and Evaluation $500</td>
</tr>
</tbody>
</table>

| **Total cost** | **$6000** |
| **Cost per child for approximately 20 hours of organized play** | **$6** |
Appendix I: Timeline

<table>
<thead>
<tr>
<th>Initiative Phase (projected Jan 2015 - Feb 2015): Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identify and Select Schools and Fields</strong></td>
</tr>
<tr>
<td>- Identify potential school partners;</td>
</tr>
<tr>
<td>- Meet with school sand create a list three schools to partner with; and</td>
</tr>
<tr>
<td>- Work to finalize relationship to begin providing sports as soon as possible.</td>
</tr>
<tr>
<td><strong>Identify fields for tournaments</strong></td>
</tr>
<tr>
<td>- Identify and organize fields for potential tournaments,</td>
</tr>
<tr>
<td><strong>Identify Volunteers</strong></td>
</tr>
<tr>
<td>- Identify Volunteers for sporting events;</td>
</tr>
<tr>
<td>- Set up presentation at colleges; and</td>
</tr>
<tr>
<td>- Develop and implement a social media campaign to organize volunteers; and</td>
</tr>
<tr>
<td>- Organize training for volunteers.</td>
</tr>
<tr>
<td><strong>Redesigning package</strong></td>
</tr>
<tr>
<td>- Redesign our previous package to train volunteers inorder to run sporting events based on Good-Sportsmanship goals (Leadership Training included) and outdoor classroom management.</td>
</tr>
<tr>
<td><strong>Tournament Calendar</strong></td>
</tr>
<tr>
<td>- Develop a tournament calendar around fields and school schedule.</td>
</tr>
<tr>
<td><strong>Volunteer Training Calendar</strong></td>
</tr>
<tr>
<td>- Develop a volunteer training calendar around volunteer's school schedule.</td>
</tr>
<tr>
<td><strong>Provide weekly sports</strong></td>
</tr>
<tr>
<td>- When possible begin providing weekly sports.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Phase (March 2015): Training and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identify and begin weekly extracurricular sports in schools</strong></td>
</tr>
<tr>
<td>- Finalize partnerships with schools and begin weekly physical education/sporting events at schools if haven’t already started;</td>
</tr>
<tr>
<td>- Research best practices in Nepal for physical education and connect with organizations working in this area;</td>
</tr>
<tr>
<td>- Develop a best practices manual based for providing supplemental physical education at public schools informed by recent scholarship and program experience to be provided to other schools and volunteers to expand programming.</td>
</tr>
<tr>
<td><strong>Train Volunteers</strong></td>
</tr>
<tr>
<td>- Run trainings for a minimum of 50 volunteers to run sporting activities.</td>
</tr>
<tr>
<td><strong>Finalize Tournament dates and time</strong></td>
</tr>
<tr>
<td>- Finalize tournament calendar including: field arrangements, students in attendance and volunteers to run the project.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Phase (April 2015 to June 2015): Play Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Run Tournaments</strong></td>
</tr>
<tr>
<td>- Confirm volunteers, fields, and schools</td>
</tr>
</tbody>
</table>
| Weekly Sports | - Run tournaments  
- Document events with video, photos.  
- Continue to provide weekly sports in schools. |
| Evaluation Phase (July through August 2015) - Reporting | - Host a participatory evaluation workshop that will gauge the effectiveness of the tournaments and partnerships with schools including all stakeholders including volunteers, participants and partners.  
- Publish videos, photos and the participatory evaluation |
Appendix II: Terms of Reference

Project Coordinator

Attached

Physical Education Trainer

Attached
Terms of Reference
Project Coordinator

I – BACKGROUND

Communities for Kids Incorporated (C4K) is a registered not for profit organization with tax exempt status (501(c)(3)) in the United States and is planning to reestablish itself as an organization in Kathmandu Nepal. During our development we are seeking candidates for a Project Coordinator position for a pilot project we have developed to run in Kathmandu city for the remainder of the public school year (from January 2015 to July 2015). The Project Coordinator would assist C4K with everyday administrative operations, project management support, and support to the Executive Director. This will provide an opportunity for selected candidates to build practical skills and develop experience working in a nonprofit organization; gain exposure to project management and administrative tasks for national and international development efforts; and deepen their understanding of C4K’s development priorities and challenges. The position promises to be an interesting and rewarding opportunity for career and personal development.

II – OBJECTIVE

To hire a personable candidate who can be the face of C4K, develop relationships with schools, develop databases, organize, maintain and train our volunteer force, and run various events.

III – DUTIES AND RESPONSIBILITIES

The specific duties and responsibilities of project coordinator, under the supervision of the Executive Director will be:

Organization
- Maintain master calendar of C4K’s events including trainings, weekly physical education
courses, tournaments, staff meetings and deadlines and other including other administrative events;

- Managing all other documentation by storing, organizing and managing all C4K files digitally;
- Hire and Supervise the Physical Education teacher and other administrative support staff (volunteers and/or interns);
- Identify and build relationships with three schools to provide supplemental physical education;
- Identify and organize tournaments on fields for five soccer tournaments;
- Identify colleges that could provide volunteers and present on volunteerism in local colleges;
- Identify potential partners for sport events in the future;
- Run three training sessions based on the adapted training manual from the previous sporting initiative;
- Create a social media campaign to enlist volunteers (local college students and expats) and solicit donations;
- Organize, coordinate and supervise volunteer force.

**Correspondence**

- Be responsible for monitoring and responding to C4K email, including day-to-day project correspondence, information sharing and filing ensuring that appropriate follow-up actions are taken;
- Complete weekly updates on all project levels and events to Executive Director while out of the country;
- Provide quality customer service.

**Financial**

- Complete standard bookkeeping for C4K including monitoring, inputting, and report on organizational budget and financial expenditures;
- Processing payments and pay bills in accordance with C4K annual and quarterly budgets;

**Project Management**

- Organize and run training events for volunteers;
- Organize and run five tournaments with the support of the physical education trainer;
- Organize and run a monitoring and evaluation session with stakeholders and then with student to inform the final evaluation report;
- Provide assistance, as needed, with other research for projects and organization including granting organizations, application processes, preparing supporting documentation, other financial support organization, etc.;
- Coordinate project staff and volunteers by maintaining the calendar, communications, timelines and deadlines;
- Support with organizing fundraising events, project development and management, for C4K mission as directed by the Executive Director;
- Liaise with the Executive director, suppliers, project partners and others in a professional and timely manner.

**Documentation and Research**

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• Complete research about best practices for Physical Education and [publish findings on our website;
• Support the Physical Education trainer in every way he/she requires to complete their job;
• Work with the physical education teacher to assure that the programming he/she is providing is aligned with best practices;
• Control the Physical Education trainer’s weekly reports, tournament reports and final evaluation reports;
• Provide employee feedback for Physical Education trainer;
• Complete project documentation, annual project reports, and update projects files as requested by Executive director;
• Develop a database of schools and students that could be serviced by C4K;
• Develop a database of potential partners for sports in Nepal;
• Redesign the training provided previously for volunteers to meet the current needs of the volunteers;
• Once training completed, with evaluation and notes, turn into a manual for training sessions with volunteers in Nepal;
• Develop a best practices manual for providing physical education to local public schools in Nepal based on current scholarship and program experience;
• Develop a best practices manual for running sports tournaments in Kathmandu;
• Document all sporting events with video and photos;
• Prepare all other documentation requested by Executive Director.

Other
• Perform other duties as determined by the Executive Director.

IV – COMPETENCIES

Core Competencies:
• Leadership & Teamwork – Ability to maintain effective working relations both as team member and team leader. Shows conflict resolution skills and ability to build strong relationships with clients and external actors.
• Planning & Organization – Develops clear goals that are consistent with agreed strategies; Identifies priority activities and assignments; adjusts priorities as required; Allocates appropriate amount of time and resources for completing work; Foresees risks and allows for contingencies when planning; Monitors and adjusts plans and actions as necessary; Uses time efficiently.
• Judgment/Decision Making – Identifies the key issues in a complex situation, and comes to the heart of the problem quickly; Gathers relevant information before making a decision; Considers positive and negative impacts of decisions prior to making them; Takes decisions with an eye to the impact on others and on the
organization; Proposes a course of action or makes a recommendation based on all available information; Checks assumptions against facts; Determines that the actions proposed will satisfy the expressed and underlying needs for the decision; Makes tough decisions when necessary.

- **Communication** – Speaks and writes clearly and effectively; Listens to others, correctly interprets messages from others and responds appropriately; Asks questions to clarify, and exhibits interest in having two-way communication; Tailors language, tone, style and format to match the audience; Demonstrates openness in sharing information and keeping people informed.
- **Commitment to Continuous Learning**- Willingness to keep abreast of new developments. Technology Awareness – Solid computer skills, including proficiency in work processing and spreadsheets.
- **Professionalism**: sound knowledge of, and exposure to, administrative and financial management issues.

**Behavioral Competencies:**
- Highly organized and self-motivated
- Demonstrated ability to do research
- Creativity, flexibility and ability to work within deadlines
- Maturity, initiative, tact and high sense of responsibility
- Demonstrated ability to work in a team
- Good rapport with educators

**Other Requirements:**
- Fluency in English and Nepali
- Have completed at least a Bachelor’s Degree and preferably a master’s degree, or commensurate work experience

**V – DURATION AND DUTY STATION**

The position is from February through July 2015 with the possibility of extension. It is a full time position, but flexible working hours and location.

**VI – COMPENSATION**

The compensation for this position is commensurate with experience.
Terms of Reference
Physical Education Trainer

I – BACKGROUND

Communities for Kids Incorporated (C4K) is a registered not for profit organization with tax exempt status (501(c)(3)) in the United States and is planning to reestablish itself as an organization in Kathmandu Nepal. For a pilot project we have developed called Sports for Kids (SfK) - Kathmandu we seek a physical education trainer to work part time from February 2015 to July 2015.

II – OBJECTIVE

The physical education trainer will work in three school locations providing organized play to children with an emphasis on community building, teamwork, fair play, non-competition, gender inclusion, among other position sporting qualities. The physical trainer will develop a training plan for each school and age group that will develop physical skills as well as social and emotional characteristics informed by best practices in the physical education field. The physical education trainer will also coordinate five weekend soccer tournaments among the three schools during the 2015 school year with the project coordinator and C4K volunteers.

III – DUTIES AND RESPONSIBILITIES

The specific duties and responsibilities of physical education trainer, under the direct supervision of the project coordinator, will be:

Organization
- Develop training plans for individual groups of kids at the three schools;
- Complete a lesson plan for the daily visits and a page reflection about each visit;
- Represent C4K at the school in a professional manner;
Project Management
- Visit the public schools weekly and provide sports to students aged 6 to 15 years;
- Run the five soccer tournaments with the support of the Project Coordinator and Volunteers;
- Support the project coordinator with organizing the weekend tournaments and training the volunteers.

Documentation and Research
- Support the Project Coordinator in research about best practices for physical education;
- Complete weekly reports for all sites (both training plans and after lessons);
- Complete a final evaluation report;
- Support the Project Coordinator in the development of best practices manual for providing physical education to local public schools in Nepal based on current scholarship and program experience;
- Support the Project Coordinator in the development of a best practices manual for running sports tournaments in Kathmandu;

Other
- Perform other duties as determined by the Project Coordinator.

IV – COMPETENCIES

Core Competencies:
- Leadership & Teamwork – Ability to maintain effective working relations both as team member and team leader. Shows conflict resolution skills and ability to build strong relationships with clients and external actors.
- Planning & Organization – Develops clear goals that are consistent with agreed strategies; Identifies priority activities and assignments; adjusts priorities as required; Allocates appropriate amount of time and resources for completing work; Foresees risks and allows for contingencies when planning; Monitors and adjusts plans and actions as necessary; Uses time efficiently.
- Judgment/Decision Making – Identifies the key issues in a complex situation, and comes to the heart of the problem quickly; Gathers relevant information before making a decision; Considers positive and negative impacts of decisions prior to making them; Takes decisions with an eye to the impact on others and on the organization; Proposes a course of action or makes a recommendation based on all available information; Checks assumptions against facts; Determines that the actions proposed will satisfy the expressed and underlying needs for the decision; Makes tough decisions when necessary.
- Communication – Speaks and writes clearly and effectively; Listens to others, correctly interprets messages from others and responds appropriately; Asks questions to clarify, and exhibits interest in having two-way communication; Tailors
language, tone, style and format to match the audience; Demonstrates openness in sharing information and keeping people informed.

- **Commitment to Continuous Learning** - Willingness to keep abreast of new developments. Technology Awareness – Solid computer skills, including proficiency in work processing and spreadsheets.
- **Professionalism**: sound knowledge of, and exposure to, administrative and financial management issues.

**Behavioral Competencies:**

- Highly organized and self-motivated
- Demonstrated ability to do research
- Maturity, initiative, tact and high sense of responsibility
- Demonstrated ability to work in a team
- Good rapport with educators
- Enjoy working with children

**Other Requirements:**

- Fluency in Nepali and basic English
- Have a teaching credential and the ability to work as a physical educator in Nepal schools;
- Completed at least a Bachelor’s Degree and preferably a Master’s degree, or commensurate work experience

**V – DURATION AND DUTY STATION**

The position is from February through July 2015 with the possibility of extension. It is a part time position with flexible working hours and location.

**VI – COMPENSATION**

The compensation for this position is commensurate with experience.
Communities for Kids, Inc. (C4K) provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability or genetics. In addition to federal law requirements, C4K complies with applicable state and local laws governing nondiscrimination in employment in every location in which the company has facilities. This policy applies to all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, layoff, recall, and transfer, leaves of absence, compensation and training.

Communities for Kids expressly prohibits any form of workplace harassment based on race, color, religion, gender, sexual orientation, gender identity or expression, national origin, age, genetic information, disability, or veteran status. Improper interference with the ability of C4K’s employees to perform their job duties may result in discipline up to and including discharge.
End Notes


vi Ibid

vii Ibid


x Ibid

