

# A MODEL FOR THE MARGINALIZED: TRANSFORMING THE EDUCATION ECOSYSTEM IN DISADVANTAGED COMMUNITIES IN NEPAL

SANGAI SIKAU, SANGAI BADHAUN (LEARNING & GROWING TOGETHER) PROJECT TECHNICAL BRIEF SERIES OVERVIEW

## PROJECT COVERAGE

- 3 VDCs (Baijapur of Banke, and Duruwa, Manpur of Dang)
- 27 community schools
- 13,000 students from ECD to G10.

## THE GOAL:

Demonstrate an education model in Nepal that enables marginalized children to complete a quality education up to Grade 8.

## OUTCOMES:

- 13,000 children benefited through the project activities.
- 32 ECD Facilitators trained
- 4 schools based and 3 community based ECD established.
- 217 teachers of early grade trained in core skill of reading.
- Teachers in early grades adopting medium of instruction in mother tongue (Tharu).
- Early grade class equipped in abundance with the reading materials developed in Tharu and Nepali language.
- 688 school leaders trained on effective school leadership skill.
- 1700 mothers involved in microfinance group after economic education, and engaged in income generation.

## PARTNERS:

**Implementing Partners:** Backwards Society Education (BASE); Rural Women's Development Center (RWDC)

**Technical Partners:** Kathmandu University; National Center for Education Development (NCED); Rato Bangala Foundation; Seto Gurans National Child Development Center



Over the course of five years of work in severely disadvantaged communities with poor educational outcomes, the Sangai Sikaun Sangai Badhaun (Learning & Growing Together) Project was able to transform the educational ecosystem through a holistic approach. Dropout rates fell dramatically while attendance and learning outcomes increased. This series of technical briefs shares key strategies, results and lessons learned from the project.

In 2010 and 2011, World Education worked with the Centre for Educational Research, Innovation and Development (CERID), Tribhuvan University, local NGOs and the District Education Offices to conduct a study the communities in Banke and Dang districts with the lowest learning outcomes and highest dropout rate in the districts. The Sangai Sikaun Sangai Badhaun (Learning & Growing Together) Project was born from this research.

This series of technical briefs shares key strategies, results, and lessons learned for various aspects of the project as contributions to the evidence base that can be used to influence policy to change the outcomes for the most disadvantaged children.

## WHY:

The three project Village Development Committees (VDCs) were selected because their 27 schools had the lowest outcomes in Banke and Dang districts of Nepal, large numbers of children from disadvantaged groups (Tharu, Dalit); low educational access and retention for marginalized groups; and a high prevalence of child labor, bonded labor, migration and other forms of child exploitation. In short, the project communities were among the most challenging contexts in Nepal.

- Ethnic and linguistic minority disadvantaged by tradition of bonded labor
- Poor educational outcomes
- Poor quality teaching and school management in under-resourced schools
- Little precedent for educational achievement and low levels of family engagement
- Poverty coupled with lack of access to financial institutions

## THE SOLUTION:

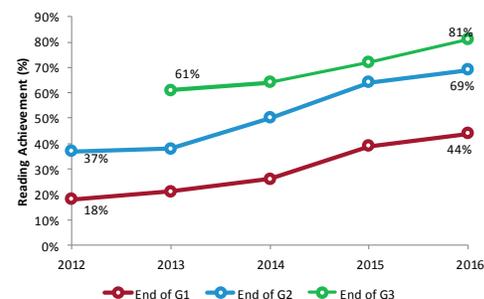
In order to achieve this goal, the project focused on four outcomes associated with four target populations:

- Increase access to, participation in, and quality of Early Childhood Development (ECD)
- Improve early grade reading and numeracy skills
- Improve subject teaching and student persistence in Grades 4-8
- Improve parents', especially mothers', abilities to support children's learning
- In addition, the project used the concept of Opportunity to Learn (OTL) as a cross-cutting strategy woven across interventions and target groups.

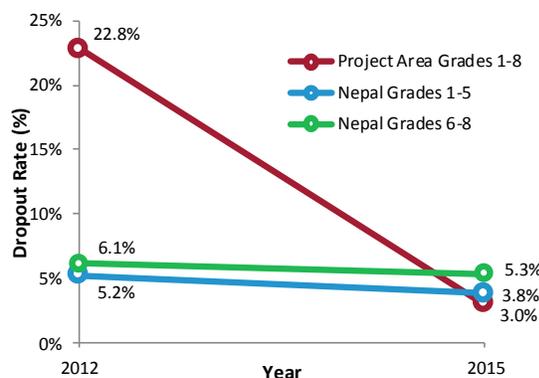
## THE IMPACT:

- Enrollment in ECD increased to 93% with enhancements in quality
- Learning outcomes improved at every level from Grade 1 to Grade 10
  - Improved reading and math achievement among students in grades 1-3
  - 22 percentage point gain in learning achievement for each of Grades 4 to 8
  - Improved pass rate on national Grade 10 exam from 7% to 42%
- Student attendance increased at every level at the same time that school open days increased
- Reduced dropout rate for Grades 1 to 8 decreased from 23% (roughly 4 times national and regional rates) to 3%, below national and regional rates.
- Comprehensive set of evidence-based learning materials for Tharu language developed
- Mothers gained literacy skills, increased incomes and are more engaged in their children's learning

IMPROVEMENT IN NEPALI READING ACHIEVEMENT OVER TIME



DROPOUT RATE: PROJECT AREA COMPARED TO NATIONAL RATE, 2012 VS. 2015



## SANGAI SIKAU SANGAI BADHAUN (LEARNING & GROWING TOGETHER) PROJECT TECHNICAL BRIEF SERIES

### Project Overview

1. Early Childhood Education

2. Early Grade Reading

3. Medium of Instruction

4. Community Mobilization

5. Remedial Instruction

## WHO WE ARE

A committed player in education and development in Nepal since 1976, World Education works with local partners and the government to achieve equity in education for disadvantaged groups, improve learning outcomes in the public school system, provide high-quality nonformal education programs for children and adults, combat poverty through livelihoods development, and prevent human trafficking and exploitative child labor.

PO Box 937  
Ratopul, Kathmandu  
977.441.5303  
[nepal.worlded.org](http://nepal.worlded.org)



WORLD EDUCATION

44 Farnsworth St.  
Boston, MA 02210-1211  
617.482.9485  
[www.worlded.org](http://www.worlded.org)