

Press Note:  
24 March 2021

## Successes and lessons on providing quality education to marginalised girls in Nepal

Advanced teaching methodologies and student-centric teaching approaches have supported students to significantly increase their learning outcomes as much as doubling their scores in some cases. The Girls' Education Challenge (GEC), funded by the Foreign, Commonwealth and Development Office (FCDO), organised a joint sharing workshop in close coordination with the Ministry of Education, Science and Technology, Mercy Corps and Voluntary Services Overseas Nepal (VSO Nepal).

Through two GEC-funded projects in Nepal, Mercy Corps' *Supporting the Education of Marginalised Girls in Kailali (STEM II)*, and VSO's *Sisters for Sister's Education (SfS)*, upgraded teaching methodologies supported the increase the learning outcomes of more than 15,000 marginalised students across their respective five working districts of Kailali, Parsa, Lamjung, Surkhet and Dhading.

The joint event, "**Success and Lessons on providing quality education to marginalised girls in Nepal** – an evidence sharing and dissemination seminar", held at the British Embassy on 24 March 2021, shared evidence of recently conducted evaluations to assess GEC efforts to improve learning outcomes, livelihood opportunities and education standards of girls from marginalised communities.

Speaking at the event, British Ambassador to Nepal, HE Nicola Pollitt stated that *"Covid-19 lockdowns have been particularly challenging for young students, which is why I was glad to hear that our Girls' Education Challenge programme had helped improve learning outcomes for over 15,000 marginalised girls across five districts by adopting a student-centric teaching style and advanced teaching methodologies. Girls' education is a priority for the UK, and we look forward to working with the government of Nepal to replicate such successes."*

Meanwhile, Ministry of Education, Science and Technology Joint Secretary Dr Tulsi Thapaliya highlighted that, *"The government of Nepal is developing a National Education Plan to ensure the rights to education of all children with improved quality of learning achievements."* He further pinpointed the priority of all working in the education sector to create enabling and welcoming environment to all children irrespective to age, sex, gender, culture, language in school to ensure that every child has education rights. VSO has further presented an idea of forming and operationalising 'Girls and inclusive education networks' for the sustainability of project learning and peer mentoring, under the leadership of CEHRD working jointly with VSO, Unicef, educational pages and other like-minded organizations.

During the panel discussion facilitated by BBC media action on planning of gender inclusive education, Director from Centre for Education and Human Resource Development Dr Divya Dawadi emphasised on the need for the identification of all children with functional limitations for them to increase better access to quality education.

Newly graduated student Deepika Subedi said, *"When I was in Grade 1 we were 30 girls in the classroom. out of all only 10-12 of us are able to graduate grade 12. We girls need an enabling environment to access quality education through the support at home, school and community."*

The event highlighted key successes and best practices for improving education standards, empowering girls and enabling a safe learning environment, with the aim of influencing key government stakeholders

in adopting these practices to improve education standards across the nation. This seminar also sought to support the Government of Nepal in its forward planning for Gender-Inclusive Education, as a part of the new Education Sector Plan, including scaling and promoting low or no-cost approaches.

**STEM II** aimed to improve girls' educational outcomes, increase their access to income-generating activities, and to cultivate an enabling environment for sustainable changes for girls' empowerment in Kailali, Nepal. Through improved access to quality education, the **Sisters for Sisters' Education Project (SFSE)** supported 8,158 girls to transition from basic to secondary and empowered them to leave school to secure a sustainable livelihood.

Both STEM II and SfS projects have been running since 2013 with their second phases starting from 2017. The projects completed their final evaluations in late 2020/early 2021.

### Contact information:

To request further information about the project, or to arrange an interview with the Mercy Corps spokesperson, please contact us at [np-info@mercycorps.org](mailto:np-info@mercycorps.org)

### Notes to editors

#### About Mercy Corps:

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Mercy Corps is a leading global organization powered by the belief that a better world is possible. In disaster, in hardship, in more than 40 countries around the world, we partner to put bold solutions into action — helping people triumph over adversity and build stronger communities from within. Now, and for the future.

#### About VSO

<https://www.vsointernational.org/>

VSO is the world's leading independent international development organisation that works through volunteers to tackle poverty in developing countries. Since 1958, VSO has been bringing people together to share skills, build capabilities, promote international understanding and ultimately changes lives to make the world a fairer place.

#### About the Girls' Education Challenge

<https://girlseducationchallenge.org/#/>

The Sisters for Sisters' and STEM II projects are part of the UK Aid-funded Girls' Education Challenge (GEC), the world's largest global fund dedicated to girls' education, supporting up to 1.5m marginalised girls with access to education across 17 countries. The GEC programme is helping girls to learn and improve their literacy and numeracy skills, complete primary school and transition to secondary education or training. The projects funded by the GEC are also contributing to the empowerment of the adolescent girls they support. This includes a range of avenues such as after school clubs, mentoring and life-skills and other training programmes, as well as technology-based solutions to support skills development and enable girls to access better future employment opportunities.