

LNGB Learning Brief

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People in Need

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1. Project Background

PIN Nepal is implementing the Aarambha-Leave No Girl Behind (LNGB) Project since 2018 under the UK Aid's global flagship programme Girls Education Challenge (GEC) in Bara and Rautahat districts with Aasaman Nepal (ASN) and Social Organization Development Coordination Committee (SODCC) as down-streaming partners. The project supports Out-of-School (OOS) adolescent girls (10-19 years) to improve their life chances by improving their learning outcomes through basic literacy, numeracy and life skills sessions in a Non-Formal Education (NFE) setting.

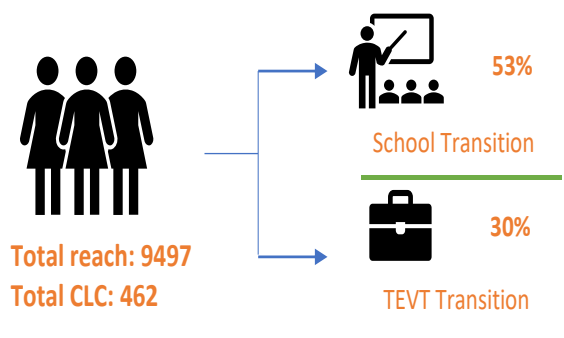
The project facilitates the girls transition into formal school or equips them with specific technical/vocational skills by developing their own life plans. The technical/ vocational skills are provided for safe employment opportunities linking with the local market for leveraging livelihood opportunities thereby mitigating the adverse effects of early marriage and addressing harmful social and gender norms. The project also focuses on developing gender equitable attitudes and practices amongst communities, schools, and local authorities to foster the learning environment and positive norms to sustain the improved life chances of these girls.

Over a period of 4 years, Aarambha is working with over nine thousand 10-19 years out-of-school girls as a direct beneficiary and in-school girls and boys, family members, community goalkeepers, women led community leaders, young male community members, teachers, government authorities and community member as indirect beneficiaries.

2. Key Impacts

2.1. Community Learning Center (CLC)

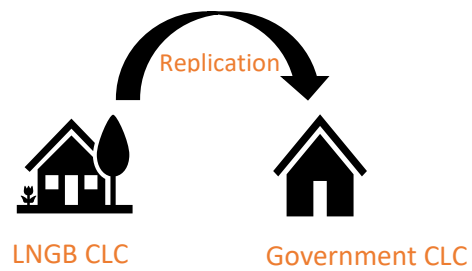
The project has established 462 CLCs over 4 years in Bara and Rautahat as non-formal/continuous education classes for 8 months for 10-19 years un/married out of school adolescent girls who have dropped out or never been to school. The CLCs further extended support to girls in preparing their life plans or developing literacy and numeracy skills. Level 1 and 2 of CLC curriculum are followed under Nepal government Continuous Education while for the life skill course, project developed the life skills curriculum. For the effective and efficient functioning of the CLCs, provision of separate facilitators for each CLC, a set of Teaching and Learning Materials (TLMs), two-time training to the facilitators, CLC management committee, and change champion as support structure are mobilized under the project.



A total of 9497 girls reached through literacy and numeracy and life skill classes against the overall target of 8500. Amongst the CLC attended girls, 83% girls have successfully transitioned into different pathways. Of which 53% girls have transitioned to formal school whereas 30% transitioned to vocational training. Of those CLC graduates, 12 girls have appeared in SEE examination and 1 girl is pursuing her higher

education. All those transitioned girls were provided with cash grant support to pursue their life plan aspirations.

Getting inspiration from LNGB's CLC model and in line with the concept of one ward one learning centre, Devtal Rural Municipality from Bara has replicated and operated 20 CLCs from own resources and have set up open and alternative schools reaching out to 400 out of school girls through 'Chhori Buhari Sikshya Karyakram'. Project support continued to provide technical support to Local Level to strengthen their own Community Learning Centres in terms of facilitator's capacity building, use of curriculum, teaching and learning materials, monitoring mechanism and training to the supervisors.



252

Girls with Disability

The project has identified 252 girls with the functional limitation and assisted them as per their need to support their learning and continuation in CLCs. Among them, 77 girls were supported through the health camps in which 15 girls were provided assistive devices such as eye glasses, etc.

Girls enrolled into CLCs have acquired knowledge on menstruation hygiene management and have confidently shared their learnings to their family members and friends in their community. Additionally, they learned to make local pad in their home for their regular use, which is cost effective and hygienic to use.

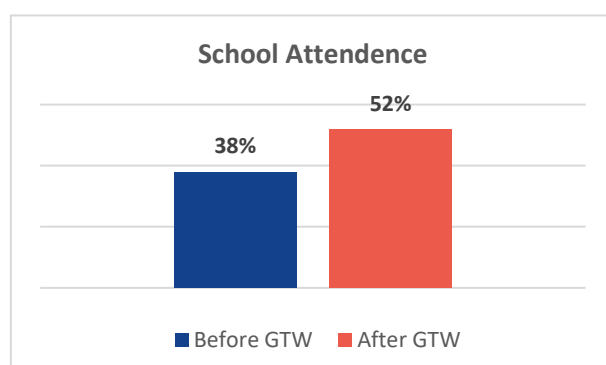
"Bindu Pashwan, Karaiyamai-03 (Cohort 3) studying at grade 7 in Shree Janata Ma. Vi-Karaiyamai said, "I was dropped out of school at grade 5 due to household responsibilities but was encouraged by CLC to continue my education. I have now enrolled in grade 7 at Shree Janata Ma. Vi-Karaiyamai GP. The organization has also supported cash grant through which I've bought a bicycle which has helped with my regularity in school. I aspire to become a teacher in the future and will persevere despite any challenges."

"Ritu kumari Sah who is transitioned to school in grade 4 (Rajpur, Cohort 3) after graduating from CLC says, "From this project, I got chance to study in school and I am happy for this. I have bought school dress from the money I got before Dashain. Some of the lesson which I feel difficult in classroom, I use to discuss in tuition class which is making me easy to continue in school. Now, my plan is to become teacher in future."

2.2. Gender Transformations and Life skills

The project conducts Life Skills training for CLC girls and their parents for awareness raising on different themes such as child marriage, dowry, and the importance of education. Similarly, Gender Transformative Workshops (GTWs) are also conducted at schools with school going girls and boys to create an enabling learning environment for the newly enrolled girls to adapt and foster in the school environment.

The GTW has contributed to 14% increment in girl's and boy's school attendance as per the school attendance record. Pre and post-test on the same GTW show average increment in learning, attitude and practice by 18%, 24% and 20% respectively for all the cohorts, which has largely contributed to the retention of 86% girls in school as per longitudinal assessment findings.



Cohort 3 endline report has shown a significant change in behaviour, attitude and practice of girls as girls have increased their life skill index by 20% on an average in which the index measured girls' attitudes, knowledge, and practice about financial literacy, family planning, and social skills. In addition, the report indicated that 97.8% of the parents showed a highly positive attitude towards delaying marriage and supporting girls to achieve their life plans.

Likewise, as per thematic assessment, LNGB developed curricula contributed the girls (and parents to some extent) to change the prevailing malpractices-related thoughts and do advocacy at home and in the community. Although some problems of dowry system remain, the girls were determined not to marry early and reduce all forms of malpractice gradually.

2.3. Girls Inclusive Education Network (GIEN)

GIEN is an inclusive forum led by the government of Nepal in line with education policies in all three tiers of government; formed, strengthened, and being mobilized with the support of like-minded partner organizations to promote the protection and education rights of girls, children with disability and children from marginal communities by reducing harmful practices, gender-based violence and promoting female leadership and positive masculinity.



With the project support, 39 municipalities have endorsed GIEN operational procedure in their municipalities and are actively functioning and a few of them have allocated budget under GIEN and others are planning to allocate budget. Project support enabled 48 school level GIENs to establish and operationalize CRM. Key achievements of the GIEN are highlighted in the infographics above.

"Our School strengthened the complaint response mechanism to create a safe and enabling environment in school. Now, girls reach out to me if they have any problems. Recently some girls came to me for sanitary pads; they are the same girls who used to miss school during their mensuration period."

-Pinki Kumari Patel, Gender Focal Person, Shree Devi Secondary school Rautahat

"To strengthen the complaint response mechanism in school and palikas, GIEN has a significant role and palika should integrate this in its planning."

-Jamlata Chaudhary, Education Officer, Baragadhi Municipality, Bara, Member Secretary of GIEN

3. Best Practices

- Mobilization of the Change Champions and CLC management committee has supported in girl's attendance in CLC, effective operationalization of CLC, learning achievement of girls and mitigation of social harmful practices like child marriage. For example, the project intervention contributed to delay 15 Gauna (marriage) ceremonies that were planned for the girls under their marriage age.
- Learning sharing among CLC facilitators has supported to identify their teaching and learning delivery status of CLCs and adapt the learnings to improve in their CLCs through Facilitator mobile meeting.
- Extracurricular activities and classes supported girls to expand their knowledge horizon through quiz competition, art/drawing competition, rally to support school enrolment campaign initiated by local levels during days celebration.
- Bridge courses for the school transitioned girls supported them in understanding the formal courses and familiarized them with school environment which resulted in school retention.
- Considering the age of the girls, life plan was developed with the family engagement and consultation and the support system was provided to girls as per their transition pathway for achieving their life plan successfully.
- Adaptation of Teaching at Right Level (TaRL) and Multi Grade Multi Learning (MGML) approach in non-formal setting enabled effective learning for the adolescent girls with different level of learning status
- Distance Teaching and Learning and hybrid model was adapted during COVID-19 pandemic situation which enabled girls to continue their learning with the remote support even during the times of crisis.
- Regular Coordination led commitment of CEHRD to own GIEN monitoring tools, checklists and tracker developed by GEC partners that will contribute to the effective operationalization of the GIENs.

4. Sustainability

Community level: The project will coordinate with Center for Education and Human Resource Development (CEHRD) to map government owned CLCs in project working areas to handover the CLC materials and trained human resources to strengthen the local government CLC and community schools. Project will lobby with Local Level (LG) to integrate project CLC in their own CLC as per "Community Learning Center Operation and Management Guideline 2078" to create model CLC considering the cost effectiveness by using its own available space at schools or community halls.

The project has developed a roster of trained facilitators (name, contact, experience, etc.) and shared them with schools, ward offices, local governments, and other stakeholders. The project will coordinate and lobby with LG, Local Education Unit to prioritize them to onboard in jobs at local levels, schools and other I/NGOs. Likewise, advocacy efforts will to be carried out for the mobilization of facilitators in schools, government CLCs, and wards. In addition, support will be provided to the facilitators to develop their life plans including their workplan to achieve their aims. The project can link them with different opportunities such as for the preparation of examination of teacher service commission, other life skills that will contribute to facilitators' improved life chances and opportunities.

School level: The project has planned to support schools to cascade GTW in peer learning and sharing model by expanding the session as a regular curriculum throughout the year. The local government has the liberty and duty to design contextual curriculum for the holistic development of the students besides the mandatory subjects. Building on this provision the project will lobby

with school and local government to incorporate the GTW as one of the additional extracurricular courses which will occur at least once in a week. Further, support will be continued for the formation and mobilization of GIEN at school level to promote girl's education, inclusive education, and reduce harmful social/gender practices. Similarly, the project is lobbying with School Management Committee (SMC), Parents Teachers Association (PTA), schools and LGs to incorporate gender responsive teaching pedagogy, Disaster Risk Reduction and GIEN agendas in School Implementation Plan.

System level: The project has capacitated Community Response Mechanism (CRM) committee, teachers, judicial committee on case handling under GIEN intervention to functionalize CRM and reporting mechanisms at schools and local levels. Integration of GIEN at Local Level through development and endorsement of GEIN operational procedure, incorporating GIEN in School Implementation Plan (SIP), Education Plan, Child Protection Policy, Local Level Plan (LLP)/Budget allocation will support to sustain GIEN for inclusive education. Since, GIEN is new approach in education sector of Nepal, so strong documentation of handover of network must be in place. PIN has plan to handover school and palika level GIEN monitoring tools, self-assessment tools to CEHRD with the objective of using the tools for the monitoring of GIEN activities and results. Also, effective coordination has been established with Municipality Association of Nepal (MuAN) and National Association of Rural Municipality in Nepal (NARMIN), SMC federation and their provincial chapters to advocate for the operationalization of CLCs.

5. Lesson Learnt

- LNGB supported CLCs are equipped with trained HR with child friendly measures in which all components related to Teaching & Learning, Sanitation, Safeguarding, Child Protection and others support are inbuilt. Thus, it would be better to prioritize these CLCs as model CLCs. Project can engage Local Government to own at least some model CLCs and then it can be operated from their resources.
- The project works with one of the most marginalized groups in the Madhesh Pradesh who are vulnerable to harmful social and gender norms resulting in poor emotional and mental health. The facilitators and mentors were provided with basic psychological care and support training to equip them with communication skills of active listening and empathy. Similar training should also be provided to the teachers to be able to create an enabling environment to enrol and retain students in the school
- School related Gender Based Violence is prominent in the project working areas. The GTW focused on the safety and reporting channels for such incidents and ensured to install Code of Conduct in the school premises with the information of protection service providers.
- While lobbying for budget allocation for GIEN, first it's better to find out the out of school children's status/data, hygiene and sanitation problem, existing gender-based issues, teachers' quota, informal classes, etc. so that there will be clarity in actual need of school/palika and this information provides insights on how much budget needs to be allocated for the GIEN activities.
- As CEHRD and development partners are lobbying to strengthen three tiers of GIEN (federal, Provincial and Local-level), it is very important to include district-level stakeholders (Education Development Coordination Unit (EDCU) and (District Coordination Committee (DCC) to create a sustainable and complete communication channel.

6. Systemic inclusion and impact

School and community/beneficiaries: 53% project supported girls enrolled into formal education with support of schools and local governments. Formation and mobilization of GIEN at 48 schools has supported in girls' education, creating enabling environment at schools and community and

effective functionalization of CRM for which CRM committee were formed, developed practice of reporting and documentation mechanism at schools in leadership of gender focal point has played a key role.

Local level: Inspired by the project intervention, Devtal Rural Municipality has adopted LNGB's CLC operation model. Local levels used LNGB trained facilitators and social mobilizers (20 facilitators) during pre-baseline survey for the identification of target beneficiaries for literacy campaign at local level (Baragadhi Rural Municipality, Bara). Project's technical and advisory support enabled Baragadhi and Karaiyamai Rural Municipalities to develop and endorse Child Protection Procedure. Project support enabled the formation and mobilization of GIEN at 72 local levels in line with Nepal School Education Sector Plan (SESP) 2022/23-2031/32; with the endorsement of GIEN operation procedure at 39 local levels, some local level leveraged resources for GIEN mobilization and some are in the process. Similarly, with the project support, four local levels have developed Education Plan incorporating GIEN agendas.

Province level: Under the guidance of CEHRD and Ministry of Education Science and Technology (MoEST), Aaramba provides technical and financial support to province-level GIENs to strengthen and mobilize them in line with SESP. Besides, PIN is supporting the process of preparing the action plan for the province's GIEN along with the mapping of service providers to create a strong mechanism to address the GIEN and its agendas. Likewise, PIN is in the Education Cluster of the Province as well as the Task Force Team of Disaster Preparedness and Response Plan (DPRP) Preparation, where PIN has provided technical and financial support to prepare the Madhesh Province Education Cluster's DPRP, which is in its final draft.

Federal level: PIN is supporting CEHRD for the development of 5-years GIEN strategic plan, which could be reference documents and be replicated by provincial GIEN. Project support has continued to carry out the joint monitoring visit of CEHRD, MoEST, Province Ministry of Social Development (MoSD), and local-level GIEN, which has helped to build a collaborative action plan on the GIEN.