

Breakthrough ACTION Nepal – Local Systems Strengthening to Reduce Child, Early and Forced Marriage (R-CEFM) Project

बालविवाह, उमेर नपूगी र जवरजस्ती गरिने विवाह न्यूनिकरणको लागि
स्थानिय प्रणाली सुदृढिकरण परियोजना

Increased learning outcomes for adolescent girls and boys through
non-formal education interventions

Knowledge Dissemination Event
January 26, 2023



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Ministry of Women, Children, Youth and Sports
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Objectives of the Meeting

- Share post-COVID lockdown Remedial Education activities implementation experience
- Share implementation results, learning, and reports
- Advocate for Remedial Education approach as part of the Government of Nepal's Learning Recovery Strategy (post disasters, crises) for RCEFM, children especially from Grades 6-8 who are at risk of child marriages



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Local Systems Strengthening to Reduce Child, Early, and Forced Marriage (R-CEFM)

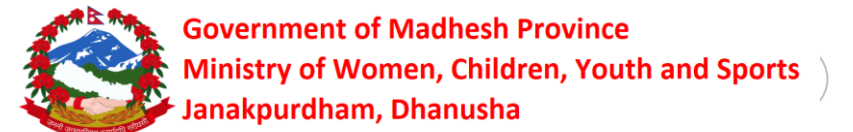
Funded by: USAID

Implementer: Breakthrough ACTION

- Johns Hopkins Center for Communication Programs (CCP)
- Save The Children (SCI)

Location: Madhesh Province: Rautahat, Mahottari

Duration: 2020 – 2023



R-CEFM Project Objectives:

1. Build the capacity of newly elected ward officers, municipal representatives, provincial officials, civil servants, and other community actors to advocate, design, and budget for local activities to reduce CEFM
2. Support the implementation of municipal and provincial-level activities and initiatives to reduce CEFM



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Remedial Education: School closures and CEFM

- School closures due to the COVID-19 pandemic resulted in the loss of educational opportunities particularly making adolescent girls more likely to dropout of school permanently and/or be at increased risk for child early forced marriage (CEFM).
- The COVID-19-related school closures could have worsened that problem with a real danger that girls, particularly from marginalized populations, would not return to school.
- Globally, school closures were estimated to increase the risk of marriage by 25% per year (UNICEF)

USAID added a third objective to the R-CEFM Project

IR3: Increase Learning Outcomes for Adolescent Girls through Non-Formal Education



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IR 3 – Remedial Education

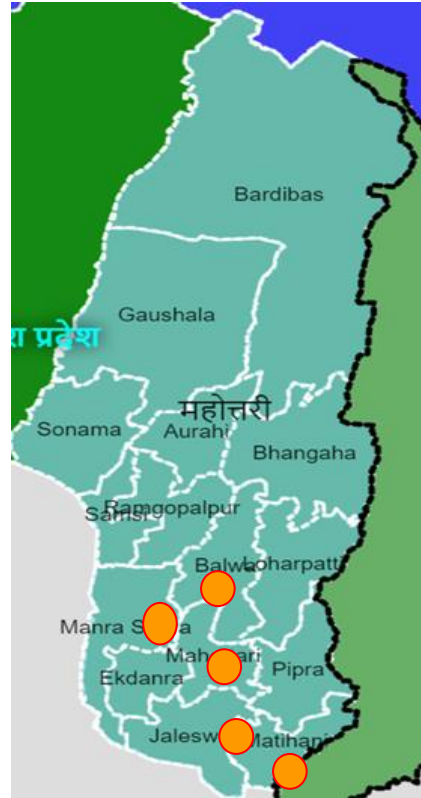
- **Goal:** Increase learning outcomes for adolescent girls and boys through non-formal education interventions
- **Target beneficiaries:** 7800 students in grades 6-8 and their parents
- **Project Duration:** Feb 2021-May 2022 (*15 months*)
- **Project Implementing Partners:** Aasman Nepal and Ratauli Yuwa Club

Project Implementation:

9 municipalities of Mahottari (5) and Rautahat (4) districts

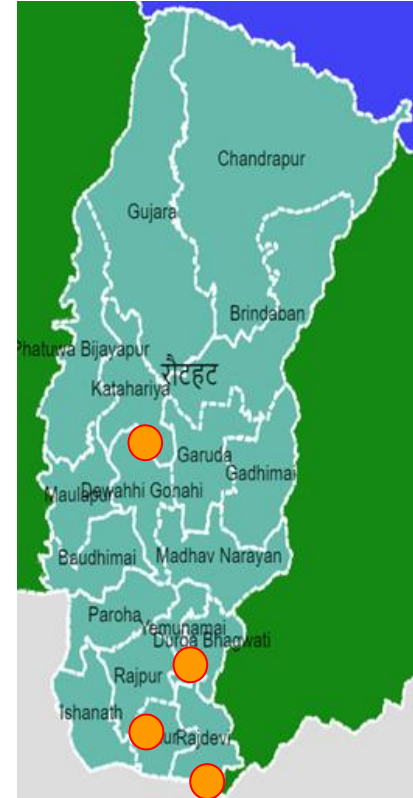
Mahottari

- Jaleswor
- Loharpatti
- Manara Siswa
- Mahottari
- Balwa



Rautahat

- Yamunamai
- Rajdevi
- Gaur
- Katahariya



• Selection criteria:

Poor enrollment, high dropout, no organization working for non-formal education, southern belt

• Target schools: 83 (Mahottari: 48, Rautahat: 35)



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In Coordination with Government

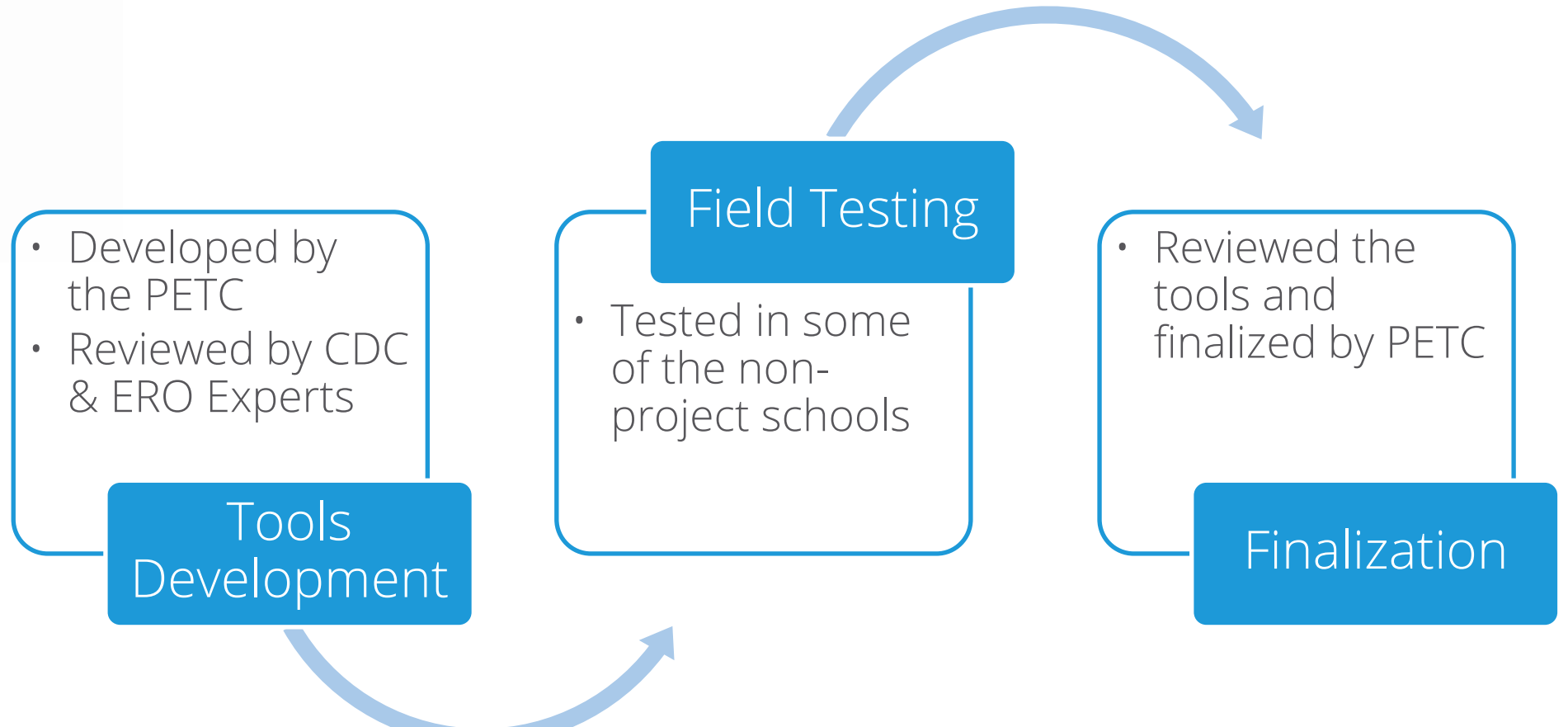
- Subject-wise baseline questionnaires were framed in close consultation with Education Review Office (ERO), Curriculum Development Center (CDC), Education Training Center (ETC), Education Development and Coordination (EDCU) Unit, and Education section at municipalities
- Teachers training (TOT) from Education Training Center
- Joint monitoring visit from CDC from the central government, ETC from the Provincial government, EDCU from the district, and municipality officials



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Assessment

Process



Tools: Nepali, English, Maths & Science



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ACTIVITIES

- 1 Remedial Classes
- 2 Bursary Support
- 3 Life skills Sessions
- 4 Counselling Services
- 5 Parenting Sessions



1

Remedial Class

- Trained **360** teachers (M-293 F-67) from grade 6 to grade 8 of 83 schools.
- Rolled out **270** remedial classes for struggling learners from grade 6 to 8.
- Conducted **110** session per centre - 25 sessions each subject (Nepali, English, Maths & Science) +10 life skills sessions.
- Session format - 2 hours a day and 6 days a week.
- Instructional model – gradual release/scaffolding model

1

Teacher modeling the task

2

Teacher and students doing the task together

3

Students doing the task on their own

'It is difficult for us to get teachers' time in regular classes but in remedial classes, we have opportunities to talk to them and get support. This has helped in our learning as well.' – Student, Rautahat.

"Remedial classes were very effective in improving adolescent girls and boys' learning outcomes. Classes on Mathematics, English, Nepali and Science were taken which helped us complete the lessons that we had missed out during school closures at the time when COVID-19 cases were at peak." – Teacher, Rautahat.

Reflection/Learning

- Instructional routine helps teachers to prepare better and facilitate well-structured learning.
- Teaching of process (how to learn?) is effective than teaching of contents prescribed in the textbooks.
- Remedial support increases learning achievement of children of all levels.
- Remedial support helps to stay in schools.



2

Bursary Support

- Provided bursary support to 7,800 students.
- It included: a bag, study materials, note-books, geometry box and other stationary items

Reflection/Learning

- Appreciated by the students, parents, teachers and government officials as very useful during COVID 19 pandemic.
- The support was seen as instrumental in fulfilling the resource gaps of children from ultra-poor households especially in COVID context.
- Effective to attract and regularize children in remedial education.
- Self learning materials as home tutors contributed a lot for children's learning at home.

Seeing the effectiveness of the support, Katahariya Municipality of Rautahat provided bursary support to additional 83 adolescent girls and boys of ultra-poor households to help them stay at schools.

“Many adolescent girls and boys belong to poor family are not able to continue pursuing their education. Remedial classes provided them with uniform and stationeries. This helped them to continue coming to the school.” – Teacher, Rautahat.



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3

Life Skills Sessions

A total of 12 life skills sessions from Save the Children's standard Adolescent Development Manual were adopted and delivered those sessions in each remedial class by trained remedial facilitators on every Saturdays.

Session Contents

- Self awareness
- Effective communication
- Self realization
- Interpersonal and personal relationship
- Critical thinking
- Creative thinking
- Emotional management
- Stress management
- Decision making
- Problem solving
- *Child Right (CR), Child Participation and Child Protection*
- *Adolescent, Reproductive Health, Menstrual Hygiene and Family Planning*

“We did not have clear understanding about menstrual hygiene, but life skill sessions clarified our understanding about it. Now, we are confident about sharing our issues of menstrual hygiene with our female teachers. We ask our teachers when we need sanitary pads now; however, in past, we skipped classes sometimes during menstruation period.” – Student, Rautahat.

Reflection/Learning

- The life skills sessions are important for students' overall wellbeing.
- The sessions help to bring clarity on harmful social norms and help in reducing those social norms that perpetuate CEFM practices.
- Increases girls' participation in learning activities.

4

Counselling Services

- Psychosocial first aid orientation (2 sessions) was provided to all the adolescent girls and boys attending the remedial classes. In total, 7800 adolescent girls and boys received the orientation.
- Children were provided with need based individual and group counselling support by a trained counselor.

Reflection/Learning

- Counseling sessions created a platform to adolescent girls and boys to express themselves.
- The sessions helped adolescent boys and girls to identify the root causes of problems and solve them.
- The sessions were effective to regularize children in school.
- The sessions were useful to sensitize the girls and boys on the harmful social norms which contributes reducing CEFM.
- Male counsellor for boys and female counsellor for girls would be more effective.



"I used to think that the first aid is only about medical treatment but after attending psychosocial first aid orientation I came to know that learning about mental first aid is equally important." – Student, Mahottari.



5

Parenting Sessions

- Rolled out parenting sessions in 270 groups reaching approximately 6000 parents.
- A total of 10 parenting sessions per group were conducted to sensitize parents on their roles for their children's education as well as overall well-being.

The contents

- Family dreams & self care for parents
- Right to be safe
- Positive parenting goals
- Caring for children with emotional warmth and structure
- Understanding children, their views & feelings
- Respectful communication and problem solving
- Respectful communication and positive relationships
- Supporting our children, each other and seek support
- Parents adolescent girls and boys interaction-2 times

“We used to think that the behavior they are presenting towards children was normal but after attending Positive Parenting sessions, we come to realize that we have been making mistake. Now, we think that we have to create space for children to express their feelings and situations and parents should understand them rather than avoiding proper communication.” – Parents, Rautahat.

Reflection/Learning

- Parenting sessions promoted interactions between parents and children.
- The sessions increased parental interest in their children's education.
- In the sessions, male participation was low as they were busy at work and also reluctant to attend the sessions.



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Assessment Findings



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Assessments and Reports

- Formative Research – Rapid Qualitative Assessment
- Baseline and Endline Study
- Most Significant Change Assessment
- Qualitative Learning Documentation

Research Partners/ Consulting Agencies :

- Quest for Development Initiatives (Q4D) Pvt Ltd , Lalitpur, Nepal
- MITRA (Measures for Intervention Training Research and Action) Samaj , Kathmandu, Nepal
- Nepal Public Health Research and Development Center, Kathmandu, Nepal



QR code for links to Reports



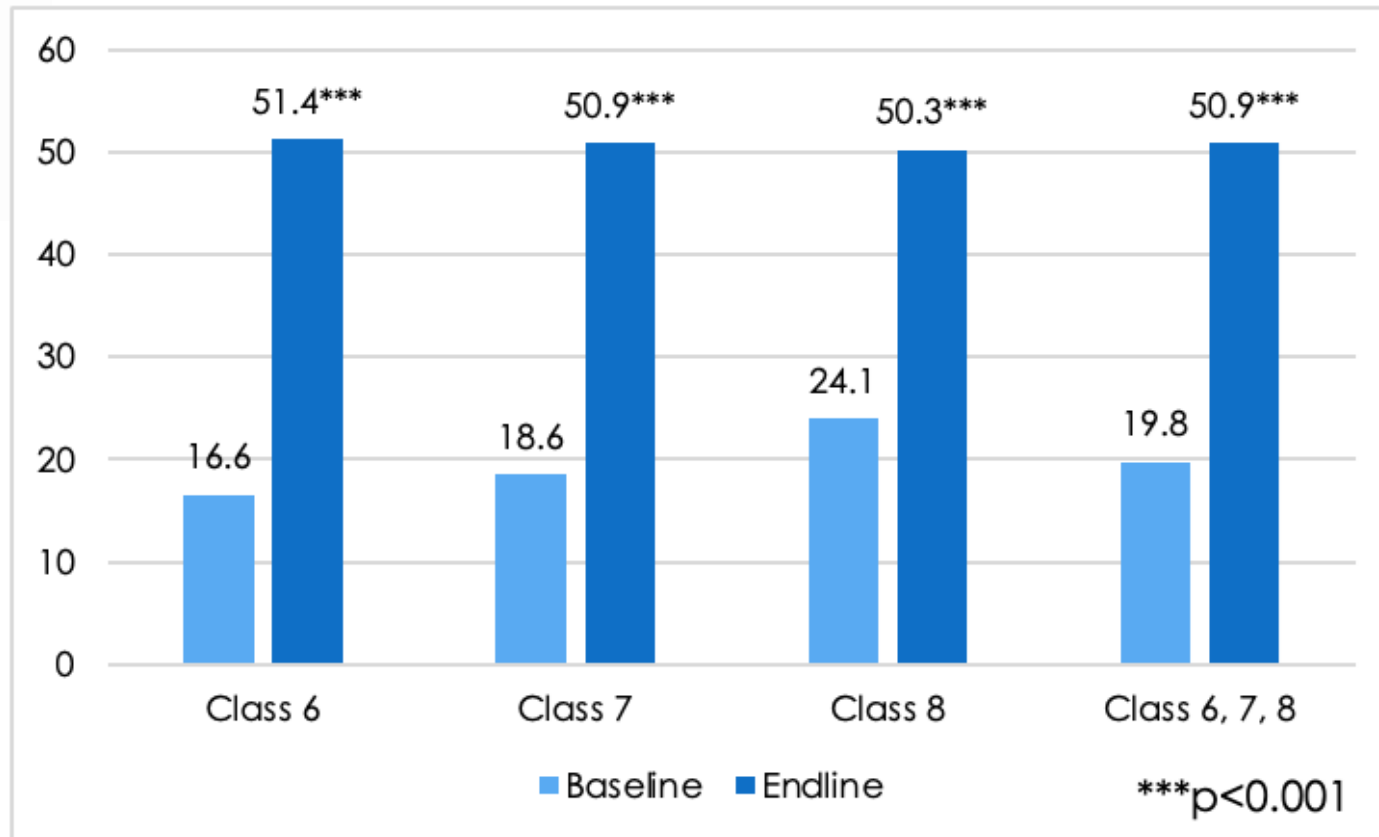
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Quantitative Assessment

Distribution of Respondents in Baseline and Endline Assessment Disaggregated by Grade								
	Grade 6		Grade 7		Grade 8		Total	
	N	%	N	%	N	%	N	%
Baseline	2468	33.9	2401	33.0	2406	33.1	7275	100.0
Endline	2468	33.9	2401	33.0	2406	33.1	7275	100.0

Of the total respondents in the baseline and endline, 38.5% were boys and 61.5% were girls.

Grade-Wise Learning Achievements - Overall

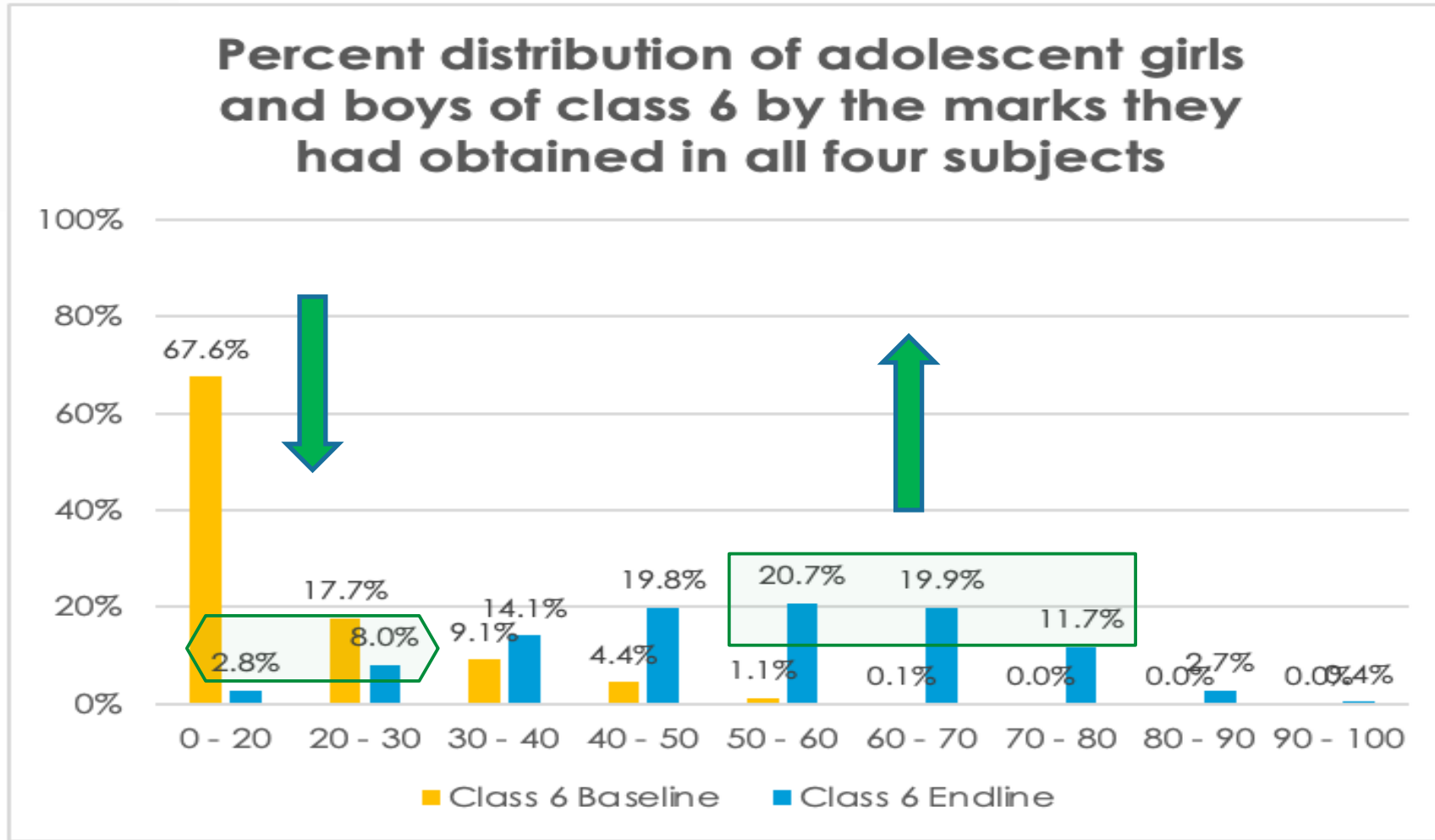


Changes in scores from baseline to endline for class 6, 7, and 8 overall were significant at $p < 0.001$

Grade-Wise Learning Achievements - By Subject

<u>Class</u>	<u>Nepali</u>		<u>English</u>		<u>Math</u>		<u>Science</u>	
	<u>Baseline</u>	<u>Endline</u>	<u>Baseline</u>	<u>Endline</u>	<u>Baseline</u>	<u>Endline</u>	<u>Baseline</u>	<u>Endline</u>
<u>Class 6</u>	<u>12.6</u>	<u>46.5</u>	<u>11.0</u>	<u>41.3</u>	<u>28.6</u>	<u>67.3</u>	<u>22.3</u>	<u>65.2</u>
<u>Class 7</u>	<u>15.1</u>	<u>46.2</u>	<u>11.6</u>	<u>39.8</u>	<u>30.5</u>	<u>68.4</u>	<u>27.1</u>	<u>65.1</u>
<u>Class 8</u>	<u>21.3</u>	<u>46.4</u>	<u>17.2</u>	<u>38.8</u>	<u>35.4</u>	<u>66.5</u>	<u>32.0</u>	<u>65.6</u>
<u>Class 6,7 and 8</u>	<u>16.3</u>	<u>46.4</u>	<u>13.3</u>	<u>40.0</u>	<u>31.5</u>	<u>67.4</u>	<u>27.1</u>	<u>65.3</u>
<p>*Note: All differences between baseline and endline for class 6, 7, 8 separately and overall were significant (p<0.001).</p>								

Achievements: Baseline vs. Endline for Grade 6

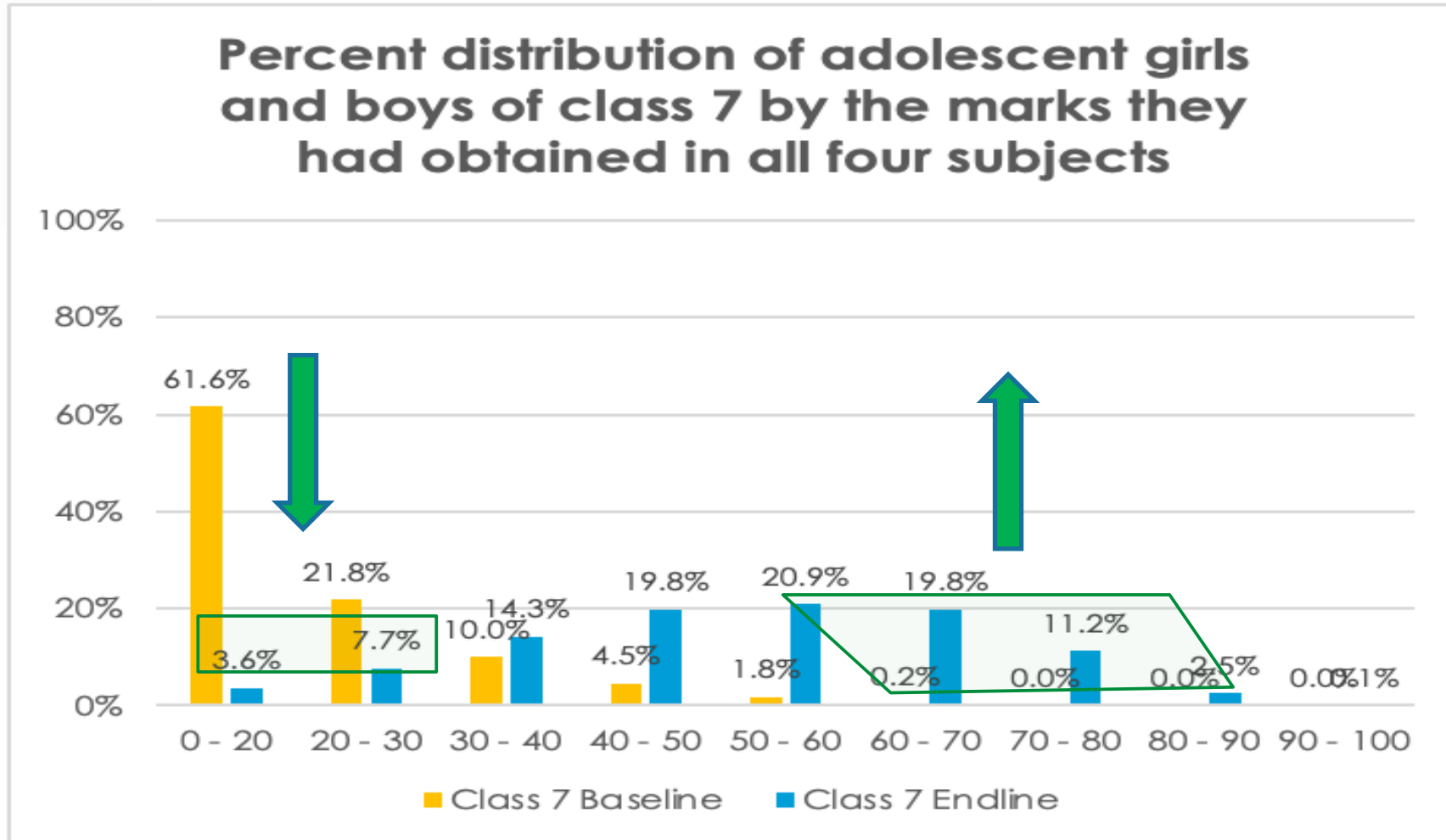


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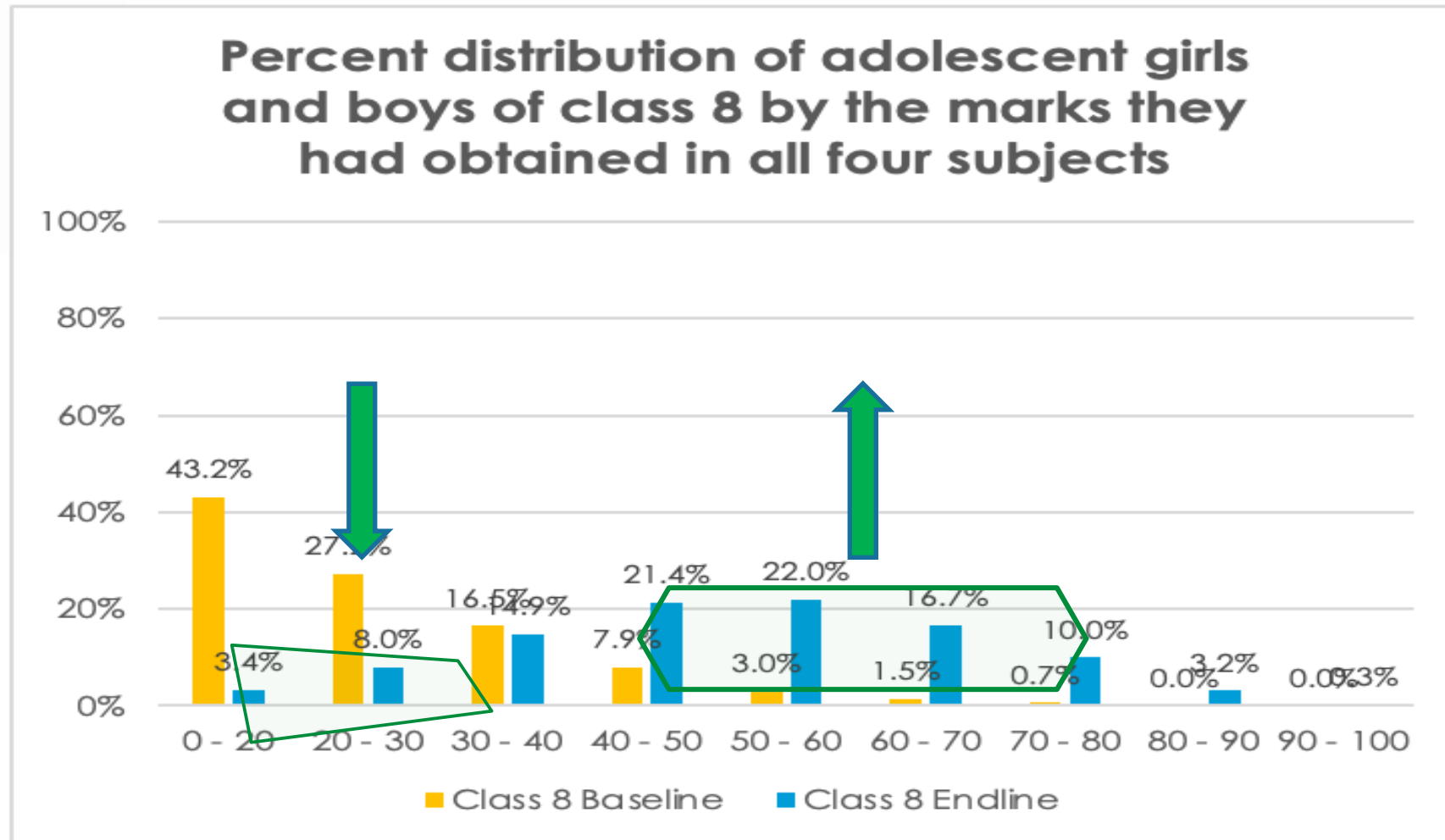


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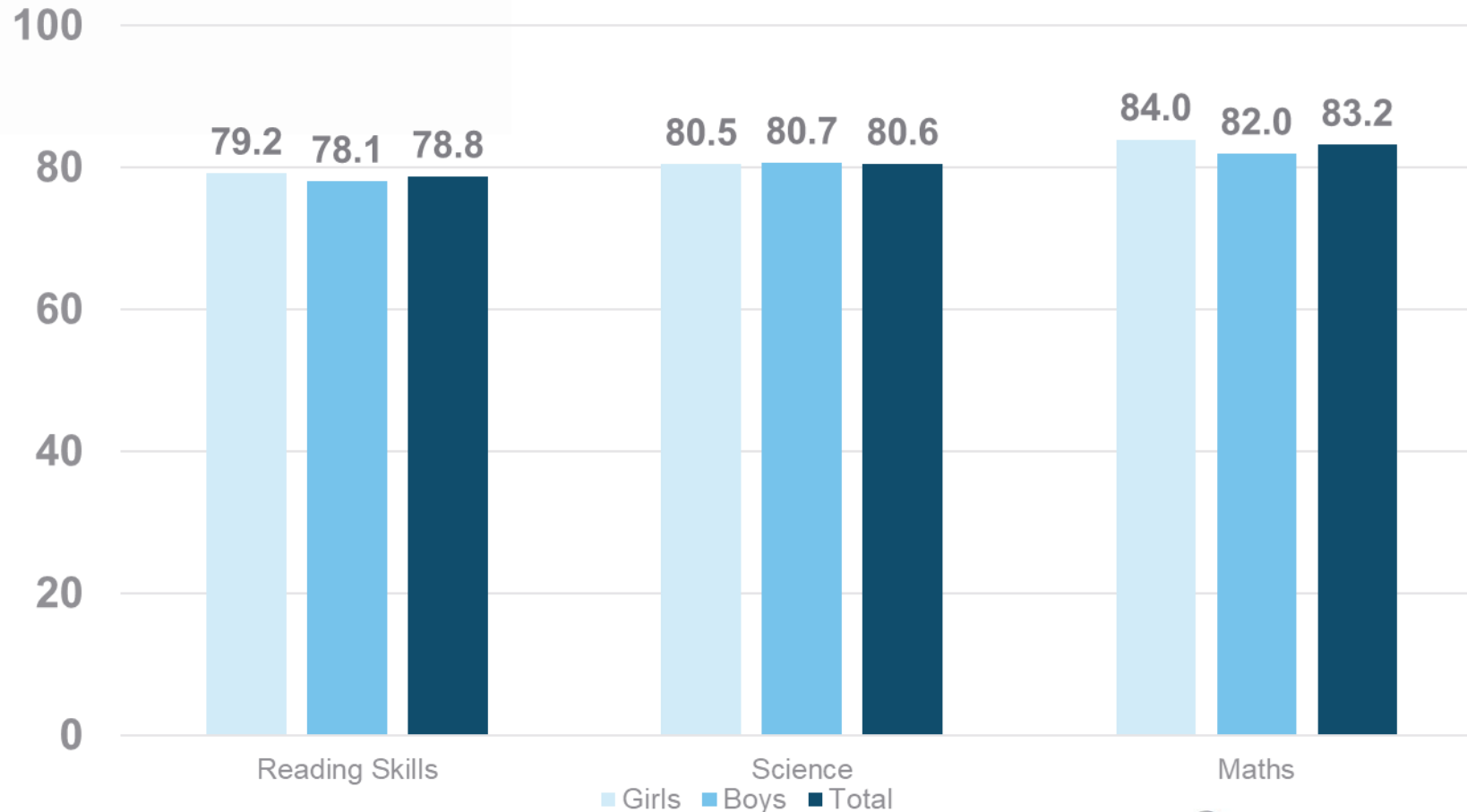
Achievements: Baseline vs. Endline for Grade 7



Achievements: Baseline vs. Endline for Grade 8



Percent of individuals with improved reading skills, improved performance in science, and improved math skills



- The majority of boys and girls had improved reading, science, and math skills from baseline to endline.
- There was no significant difference in performance between boys and girls.



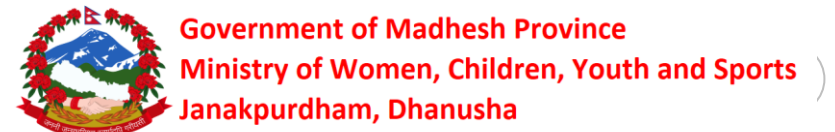
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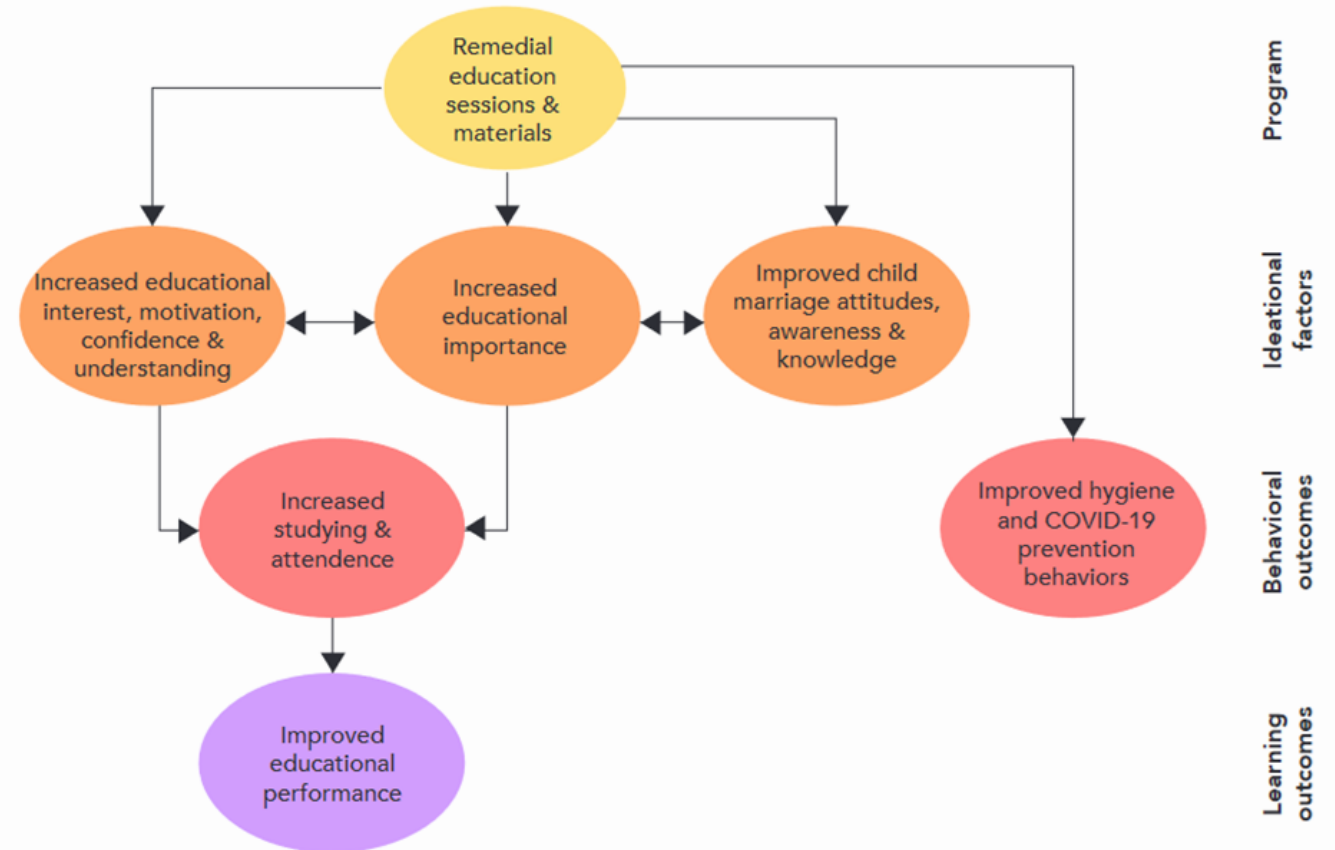
Most Significant Changes

- Stories of change were collected from students, parents, and teachers across schools where the project was implemented
- Community members reviewed and discussed these stories, ranking a subset of them “most significant” based on agreed-upon criteria:
 - Validity
 - Significance
 - Sustainability
 - Relevance to gender equity and social inclusion (GESI) considerations



Most Significant Changes

- Changes were related to both education and the prevention of child marriage
- **Shifting ideational factors played a central role** in the changes that led to improvements in students' studying, attendance, and educational performance



Visual representation of program activities (yellow) and associated changes in ideational factors (orange), behaviors (red), and learning outcomes (purple)

Most Significant Change: *Students' improved reading and writing*

*This project made a change in the behaviors of the students. Now they are motivated, sincere, well-behaved, punctual, and regular in classes. This type of program must be continued in our school to help and motivate students to improve their studies. **"It was surprising to see the students who used to skip classes before were sad when the remedial classes remained closed for 10 days during the Covid-19 time."***

- Math teacher from Saraswoti Secondary School, Jaleswor Municipality



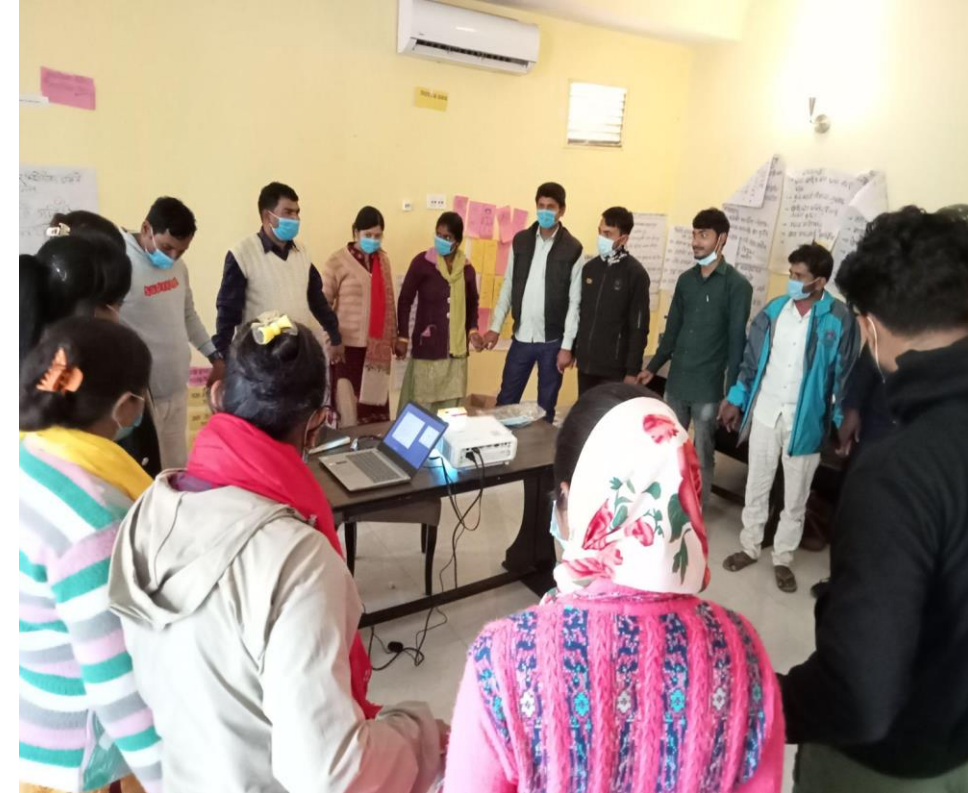
Most Significant Change: *Change in the parents' perspective toward the girls' education*

*The interaction sessions made the parents aware of the importance of education and motivating their kids for their studies. **"If parents are involved to facilitate their children's education, this improves the students' performance."***

- Parents of students from Shree Janata Secondary School of Balwa Municipality.

"These interaction sessions were very helpful to motivate our parents to send us to school and to give us more time to study rather than only doing the household chores."

- Students (girls) from Shree Janata Secondary School of Manara Siswa Municipality



Limitations

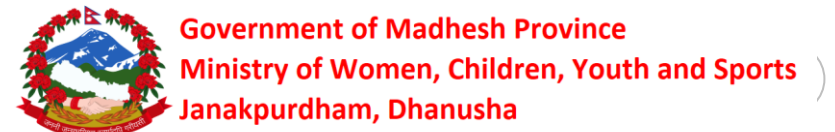
- The project was not able to measure school retention or child marriage rates before and after the remedial intervention.
- The project did not evaluate teacher's own skill or motivation changes over time.



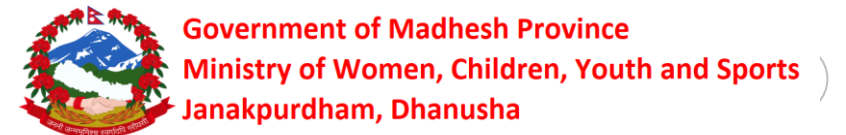
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Overall Learning

- Four months of remedial classes with bursary support seemed effective to increase the learning outcomes of struggling students in Grade 6-8.
- Remedial classes at the end of the academic session seem more effective as they contribute to final terminal examination preparation.
- On-site coaching and mentoring support to the teachers results in better and improved instruction.
- Remedial plus non-formal programs led to better learning outcomes Grades 6-8 students .
- Engaging both parents and children in the remedial education activities was critical for success.
- Increased interest, motivation, self confidence in school, increased importance placed on education, and improved attitudes, awareness, and knowledge related to preventing child marriage - all known as ideation factors, were critical in the success of this program.



Voices from the field





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Q&A



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Closing Remarks



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Thank You

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