

# Case study

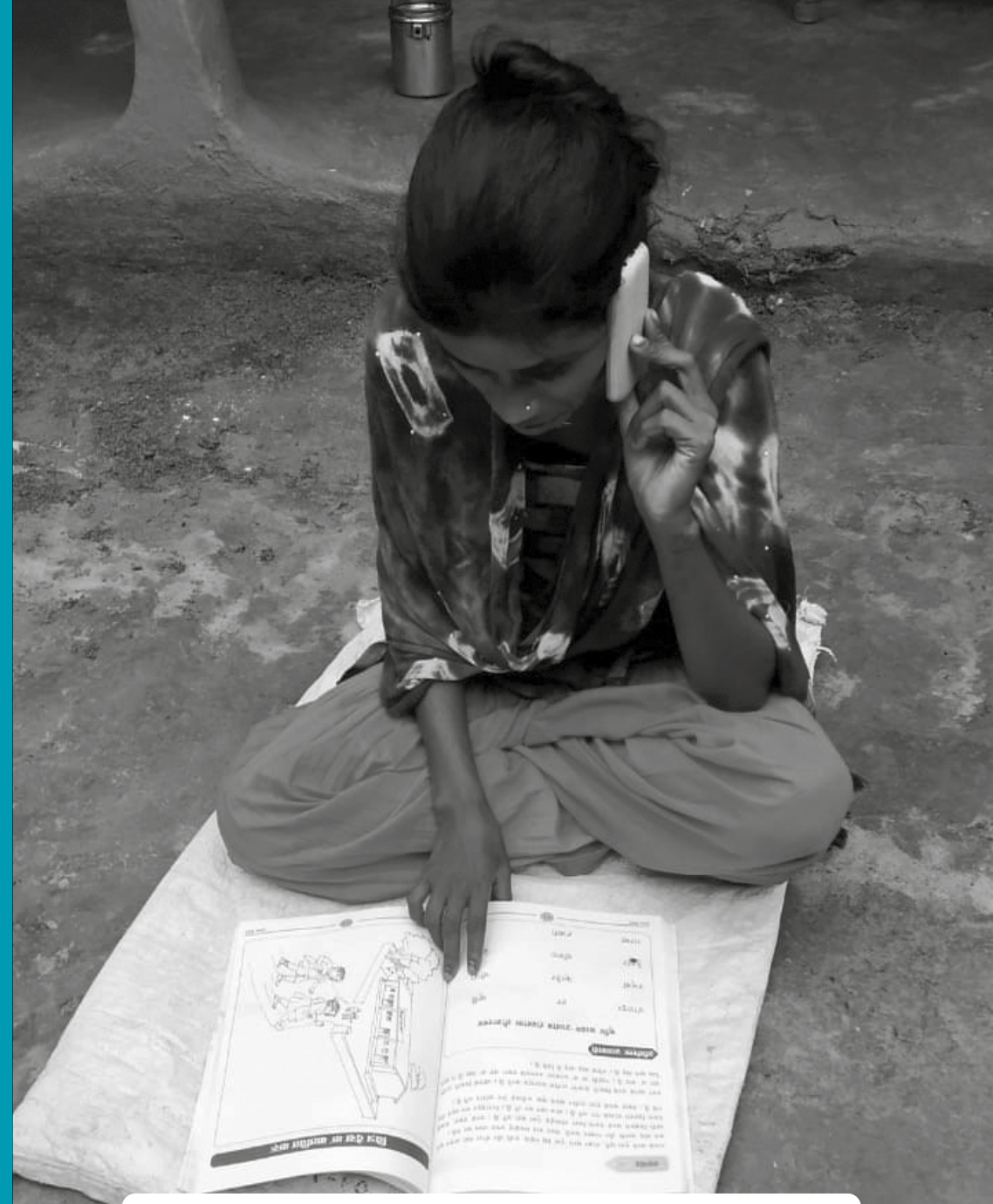
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## Marginalised no More (MnM)

Street Child  
**NEPAL**

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MAY 2021



Girls'  
Education  
Challenge



**STREET  
CHILD**

## Project summary (pre and during Covid-19)

Street Child's Marginalised No More project in Nepal supports 7,000 highly marginalised girls to learn basic literacy and numeracy through an accelerated learning programme (ALP) and livelihood support. Before Covid-19, girls participated in weekly workshops that offered access to life skills sessions. During Covid-19, the DTL approach has involved audio assisted sessions and learning in small groups. Community Management Committees (CMC's) played a vital role in establishing an approach that is effective and sustainable. During Covid-19 1,995 girls were supported through ALP and another 1,852 and DTL with life skills.

# Domain 1: Local context and educational system

## 1: Local context

## Street Child's approach

**Mapping the local context, infrastructure and market (i.e. if using SMS, has the telecommunications market been assessed and is it able to support the DTL approach?)**

A rapid assessment of the Covid-19 situation revealed that 67% of Musahar girls had no access to alternative means of learning. Access to technology such as FM radio, TV and mobiles was mapped to determine the most effective mode of delivery. Initially radio was considered, however, findings showed that only 8% of girls listened on a regular basis. Instead, the project opted for DTL through mobile phones with audio sessions delivered in small groups.

**Engages with the parents, caregivers, families**

Consent was secured from parents and caregivers prior to beginning DTL, as the sessions involved directly contacting girls for learning support through mobile phones. Brief orientations were done with them over the phone initially; community management committee focal points were also mobilised to provide additional information to parents and caregivers when needed.

## Domain 2: Distance teaching and learning modality

### 2: Modality

### Street Child's approach

#### Identifying the best DTL modality to deliver teaching and learning

Mobile phones and audio-based learning combined with handbooks and paper-based tests were found to be the most effective ways to support teaching and learning. Over the months, face-to-face small group learning sessions were introduced for groups of three to six girls.

#### Risks and challenges of DTL modalities available to learners

Safeguarding risks due to direct and regular phone communication with girls were identified. A safeguarding communication standard operating procedure policy was developed – specifically for remote communication with girls. All staff were trained on the policy before implementing any teaching and learning activity. This ensured all staff knew and understood the protocols for contacting the girls and families. Safeguarding and protection was integrated into all teaching and learning activities, ensuring that girls' wellbeing is prioritised.

#### Reaching girls with no access to the DTL modality – for example, mobile phones

Where girls had been out of contact, Protection Advisers conducted weekly home visits to monitor the wellbeing of girls and explored any further support needed. Given that some learners did not have reliable access to mobile phone and/or internet technology the project concluded that some face-to-face learning was necessary and this could be facilitated by community management committee focal points, using audio learning in small groups.

## Domain 3: Content and curriculum

### 3: Content and curriculum Street Child's approach

#### **The content is relevant and aligned to learning needs**

Existing life skills session plans were reviewed and adapted to ensure the content and methodology was tailored to the specific learning needs and vulnerabilities of Muhasar girls within the context of Covid-19. For example, gender-based and protection-related messages were integrated into lessons, including stories and drama-based activities promoting the awareness of services and reporting mechanisms.

#### **The content is engaging and uses approaches and techniques involving play or gaming as appropriate**

Based on 'Teaching At the Right Level' (TaRL) principles, a special emphasis was put on ensuring lessons were fun and all exercises achievable – in particular the very first home-based sessions which included quizzes, word games and puzzles. This was to help ensure girls were motivated, felt capable and a sense of accomplishment as opposed to overwhelmed in the first weeks of home-based or small group learning. Story and drama-based content and illustrative books helped facilitate learning through discussion around key learning points and scripts and content was prepared specifically to suit audio-assisted learning.

#### **Content is sufficiently differentiated that it supports learning for higher attaining and lower attaining learners of different age groups**

The content was designed based on the principles and approach of TaRL. Community Educators delivering the DTL sessions received refresher training in content, pedagogy and lesson planning relevant to the TaRL approach. For literacy, learning targets were set for girls to improve at word, paragraph and story level and appropriate targets were also set for numeracy and life skills. Formative assessment revealed marked improvement in learning outcomes for literacy, numeracy and life skills themes including sexual and reproductive health rights.

## Domain 4: Pedagogy and assessment

### 4: Pedagogy and assessment Street Child's approach

#### **Educators are involved and supported in the development and delivery of the approach**

Initially, the role of the community management committees was to support monitoring. However, as the DTL approach was implemented, the members became increasingly involved in ensuring sessions ran effectively. The project developed their capacity further as they became more involved in the smooth running of the learning sessions. More technical capacity development is planned for community management committees given that they are now more closely involved in improving the quality of teaching and learning in the centres. Additionally, community educators and protection advisers provided direct learning support to girls through phone-based and small group learning through weekly sessions.

#### **The frequency, rate and quality of feedback that learners receive from educators and/or DTL modalities**

Formative tests for literacy and numeracy were carried out by community educators who marked girls' exercise books on a weekly basis. Special efforts were made to ensure feedback was individual, immediate and provided clarification for girls as much as possible. This approach allowed for community educators to provide individual targeted, enrichment activities to enhance learning. The project team believe the quality and timeliness of this feedback was a key factor in the significant improvement of learning outcomes throughout the implementation of the DTL approach.

## Domain 5: Monitoring, evaluation, learning and adaptation and impact

### 5: Monitoring, evaluation, learning and adaption

### Street Child's approach

#### **Outcome(s) are measured both qualitatively and quantitatively**

A mixed methods approach to measuring learning included remote learning tests to track reading and numeracy levels, case studies comprising of semi-structured interviews to track feedback, experience, and outcomes; and also a longitudinal study to track a sample population and assess impact of learning. The project has seen significant improvements in learning outcomes between the baseline and endline of the the DTL implementation across literacy, numeracy and life skills.

#### **Extent to which the DTL approach generated significant positive or negative, intended or unintended, higher-level effects**

Community management committee focal points were critical in overseeing and facilitating learning activities and initially were not thought to be integral to the learning intervention of the DTL. The support of community management committees was crucial given that project staff were unable to visit communities during heavy Covid-19 restrictions. The project is therefore planning more intentional and active capacity development to strengthen the role of community management committees in providing support to achieve even better learning outcomes for girls. The project plans to further analyse the positive impact of the active parental engagement that has occurred throughout the DTL activities.



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**Find out more:** [www.girlseducationchallenge.org](http://www.girlseducationchallenge.org) | [uk\\_girls\\_education\\_challenge@pwc.com](mailto:uk_girls_education_challenge@pwc.com)

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