POWER OF LEARNING TOGETHER

ADDRESSING MOTHERS AND DAUGHTERS' LEARNING NEEDS THROUGH JOINT PROGRAMMING

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THE ISSUES

• The most marginalized in Nepal’s central Terai have the poorest literacy in Nepal
• Social barriers reduce their opportunities for learning the national language
• Language barriers create economic barriers and gender discrimination results in girls being left out of school
• Illiterate mothers less likely to prioritize and advocate for daughters’ education
• Most are from Dalit and Muslim communities and are not prioritized for support
• Half of Nepal’s out-of-school-children (600,00 children) are across this belt
• Young parents that experienced early child marriage
• Mothers are the most disadvantaged and experience gender discrimination
• Dalit and Muslim mothers have not had the opportunity to access the school due to language and social barriers
• Intergenerational consequences
GENDER AND LANGUAGE BARRIERS AT HOME

- Being a girl in society where there is boy preference
- Being poor makes the girl secondary in an already discriminated household and society
- Girls are expected to work harder than boys
- This results in the girls not being sent to school and instead being prepared for child marriage.
- Breaking the cycle by delaying marriage for education
THE ENABLING ENVIRONMENT

• Working with local- and district-level education planning system
• Advocacy for school attendance
• Mobilization of media
• Welcome to School campaign
• Child protection and management
MOTHER TONGUE, NATIONAL, ENGLISH

- Nation of migrant workers putting pressure to deliver education in English
- Private “Boarding” school marketing
- Challenge to convince parents of value of using mother tongue more in NFE and schools.
CHALLENGES AT SCHOOL

• Language
• Age
• Sanitation
• Over-crowded classrooms and stretched teachers
• Political instability closes school often
• Gender Harassment
LANGUAGE AS A BARRIER AT SCHOOL

• Curriculum used in the schools is Nepali.
• Society is ethnolinguistic
• 90% SS girls speak Maithali, Bhojpuri, and Bajika language and other languages at home.
• Due to not understanding the language many drop out of school
• Little support for teaching Nepali as a second language
SANG SANGAI PROJECT DESIGN

• Girls and their mothers learn together
• Identification of out-of-school girls
• Provision of non-formal education for 9 months
• Support to transition to school
• Mothers literacy
• Intergenerational activities
• Mothers and daughters doing art and learning together
PROJECT ACTIVITIES AND INTERVENTIONS

GATE – Girls Access To Education
• Adolescent curriculum based on reproductive health for 9 months.
• School enrollment
• Scholarship for school enrollment
• Learning centers
• Intergenerational meetings
ADDRESSING SCHOOL DROPOUTS

- Aim to reach over 6000 dropouts
- Bridging programs
- Advocacy with parents for attendance
- Engaging fathers
- Working with school teachers to address attendance
- Engaging school- and district-level stakeholders
- Building capacity of school governance SMC/PTA
MOTHERS’ ACTIVITIES

• Mother’s literacy
• Use of local art
• Mothers engagement in class management
• Intergenerational activities
• Advanced literacy and links to microfinance and livelihood development
TRANSITION TO SCHOOL

• Building relationship with school while in NFE
• Capacity development of SMC/PTA
• In-kind scholarships
• Learning Centres – homework clubs
• Use of ICT
USE OF MOTHER TONGUE

- Use of mother-tongue instruction
- Choice of mother tongue or national curriculum
- Selection of facilitators from the community with mother tongue
- Intensive training and support of facilitators
- Engagement of mothers and community leaders
- Building better relationships with school
BUILDING ON PAST EXPERIENCE

• Experience shows disadvantaged and excluded women will prioritize education when it is seen as relevant – health focus
• Centrality of use of mother tongue as initial medium of instruction
• Need to address transition to national language for long term economic and educational participation
• Intergenerational engagement increases learning outcomes and transition to school or vocational education. 84% transition to schools with mothers learning together in comparison to 63% with only girls NFE
• Experience of long years of curriculum development
• Experience of the working in girls education, adult literacy and health programming.
CONCLUSIONS AND FUTURE STEPS

• Improved use of local language in the schools
• Make curriculum more relevant.
• Development of more inclusive learning materials
Thank You