

# 2017 ANNUAL REPORT



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# FROM THE COUNTRY DIRECTOR



With great enthusiasm, I present to you World Education's 2017 Annual Report, which details our operations and impact in Nepal. World Education has a long history of increasing opportunities for Nepal's most marginalized groups, and 2017 was no exception.

Over the past year, our programs reached Nepal's most disadvantaged populations: families living in disaster-affected areas, children with disabilities, people who speak minority languages, out-of-school girls, and communities vulnerable to exploitative labor and food insecurity, to name just a few.

World Education expands the opportunities available to disadvantaged communities by improving the quality of education students receive, ensuring strong early grade learning outcomes, and equipping adults with the vocational and financial skills needed to diversify their income streams for increased resilience, among other activities.

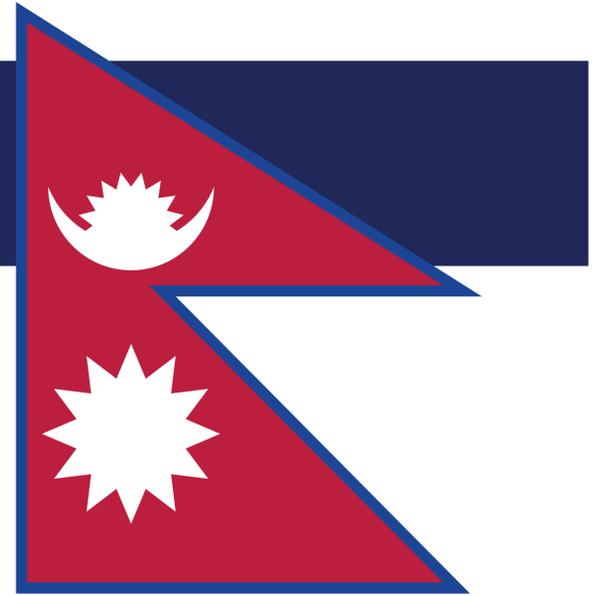
In August 2017, Nepal's Terai region experienced the most devastating floods it had seen in more than 60 years. Girls whom World Education had supported to enroll in school in the spring were left without uniforms, stationary and books, and World Education mobilized to provide them and others with the materials they needed to return comfortably to school. As with the April 2015 earthquake, we are honored to have worked alongside the Government of Nepal and other stakeholders to ensure that people in disaster-affected communities were able to restore a sense of normalcy in their lives while building increased resilience for future destabilizing events.

Our impact also deepened in areas in which we have long-standing expertise, such as Early Grade Reading, and expanded to include innovative solutions to some of Nepal's most salient emerging challenges. For one, we launched Prabasi Ko Saath, a mobile application that fills a need for migrant education previously unmet in Nepal by providing migrant workers with tools to safely and productively work abroad.

Reflecting on the year's successes, I would like to thank the Government of Nepal, our technical and implementing partners, donors and other stakeholders who offered World Education the ongoing support and assistance that enabled us to amplify our impact and expand our scope to reach more people in Nepal's neediest communities. We will continue to push our efforts to meet the needs of these marginalized communities and look forward to collaborating to create similar successes in the year to come.

Thank you,  
Helen Sherpa  
Country Director

# WHO WE ARE



## A leader in education and development in Nepal since 1976

World Education is a nonprofit organization based in Boston, Massachusetts, USA. Since 1976, World Education Nepal has worked with local partners and the government in Nepal to achieve equity in education for disadvantaged groups, improve learning outcomes in the public school system, provide high-quality nonformal education programs for children and adults, combat poverty through livelihoods development, and prevent human trafficking and exploitative child labor.

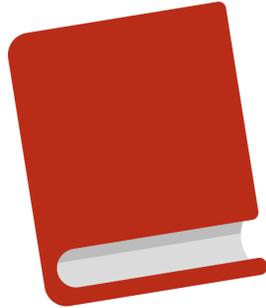
World Education also actively works to support disaster-affected communities in Nepal to recover and build resilience. Dedicated to strengthening the capacity of local NGO and government partners, World Education works closely with the Ministry of Education and other government bodies and partners with more than 45 national and local NGOs in 32 districts of Nepal.



# WHAT WE DO



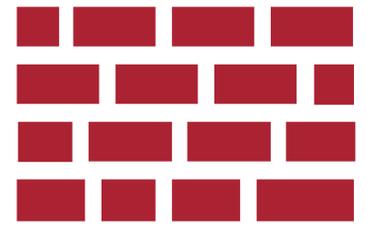
Non-formal education for out-of-school girls and their mothers



Teacher training and support, and parental mobilization



Early Grade Reading and Mathematics materials and trainings



Reduction of trafficking and exploitative labor, including in brick factories and abroad



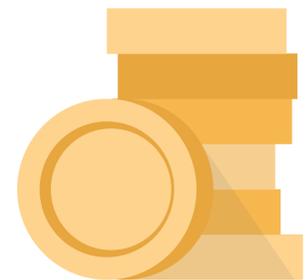
Capacity building for partner NGOs and government personnel



Alternative livelihood and agricultural development workshops for youth and adults



Disaster relief and rebuilding



Financial literacy and access to microfinance institutions

# WHERE WE WORK



World Education's activities in 32 districts across Nepal expand opportunity for disadvantaged children and adults. Several projects touch districts across the whole country.

# 2017 HIGHLIGHTS

Over the last year, World Education's reach and impact in Nepal expanded. Some of our proudest accomplishments include these achievements:

## Supporting Early Grade Learning

**140,863** children across 10 Mid- and Far-Western districts improved Early Grade Math and Early Grade Reading outcomes.

## Diversifying Livelihoods Options

**7,679** people benefited from livelihoods activities in earthquake-affected areas, including 364 youth and adults who received vocational or entrepreneurship training.

## Educating and Engaging Mothers

**3,358** of 5,331 Girls Access to Education (GATE) graduate girls (77%) enrolled in formal schools in May 2017 and changed their trajectories. A second cohort of 10,195 girls began classes in August 2017.

## Combatting Exploitative Labor

**592** adults vulnerable to exploitation in brick factories or trafficking participated in financial literacy classes. 636 beneficiaries benefited from strengthened savings and credit groups.



## Supporting Early Grade Learning

In districts where Early Grade Reading activities are paired with efforts to address nutrition, results are impressive. At baseline, only 1% of Grade 3 students could read at grade level; after two years, 54% of Grade 3 students can.

# WHAT'S NEW

World Education experienced many exciting firsts in 2017—we initiated new projects and partnerships and expanded the scope of our work to reach more of Nepal's least advantaged communities.



## Early Detection of Disability

In early 2017, World Education, Humanity & Inclusion and UNICEF initiated a pilot screening to identify functional impairments among young children – the first of its kind in Nepal. Initial findings indicate that 26% of screened children are at risk of limited participation in society and education because of one or more functional limitations and that 9.4% of screened children are likely to be formally diagnosed with a disability. World Education, in partnership with Humanity & Inclusion and UNICEF, is ensuring that these children are referred for proper treatment and that teachers are equipped to adapt instruction so all children can learn.

## Girls' Education

70% of the 2,548 girls who participated in our Bridging Classes re-enrolled in formal schooling in spring 2017 after having dropped out, and 77% of graduates from the first cohort of the Girls Access to Education (GATE) nonformal education program enrolled in formal school at the same time. A second cohort of 10,195 girls began nonformal classes under the Sang Sangai project in August 2017 and many are transitioning to school in spring 2018. The GATE courses benefited primarily Dalit and Muslim girls in the Terai districts of Dhanusha, Mahottari, Sarlahi and Rautahat—a demographic that is among Nepal's most marginalized and at risk.

## Prabasi Ko Saath

More than 1,750 people leave Nepal each day for foreign employment. In May 2017, World Education launched Prabasi Ko Saath, a mobile application designed to provide important information for migrant laborers. The app includes financial tools to guide migrants through pre-departure planning and money management while working abroad. Embedded safe migration messages and contact information for service providers help reduce migrants' risk of trafficking and exploitation. Check it out at [prabasikosaath.com](http://prabasikosaath.com).

# PREVENTING EXPLOITATIVE LABOR AND TRAFFICKING

Over the last 15 years, World Education has led Nepal's largest programs to address child labor and trafficking by providing comprehensive, multi-faceted, and practical solutions to the diverse causes, forms, and detrimental impacts of these injustices.

Child laborers in Nepal often work in hazardous conditions, face exposure to extreme environmental conditions and deadly chemicals, and suffer sexual, physical and emotional abuse. As a result, many working children are prevented from exercising their right to a quality education and to accessing a gateway to a better life.

## 2017 Results include:

- 10,150 people were reached with safe migration messages.
- 8,289 households benefited from access to the services, trainings or resources needed to strengthen and diversify their livelihoods.
- 129 illiterate adult females who work in brick kilns across five communities in Sarlahi participated in Basic Literacy Classes. These women are now less vulnerable to exploitation: those who had been confined to their homes are now empowered to speak in public forums and are capable of recording incomes and expenses, reading simple texts and signing important documents.
- 824 adults received orientations on occupational safety topics which included steps to avoid exploitative labor situations.
- 364 vulnerable youth who did not complete formal education benefited from the Self-Employment and Economic Education Program, which equipped them with the entrepreneurial skills needed to start their own small businesses.
- 40 trafficking victims and earthquake-displaced families and individuals received reintegration support.



# SERVING OUT OF SCHOOL CHILDREN

World Education is dedicated to ensuring that all children can claim their right to education without interference from social and financial barriers that too often stem from child labor, early marriage, and disruptive political activities.

We incorporate efforts to meet the needs of out-of-school children into projects across a variety of sectors and pair interventions that directly target children with activities that build allies among adult community members who will advocate for children's schooling. With nearly four decades of experience working with highly vulnerable children, we have particular expertise in developing and implementing programs that benefit out-of-school girls, child laborers and children at risk of exploitation from trafficking in order to ensure that they receive the education they need to reach their full potential.

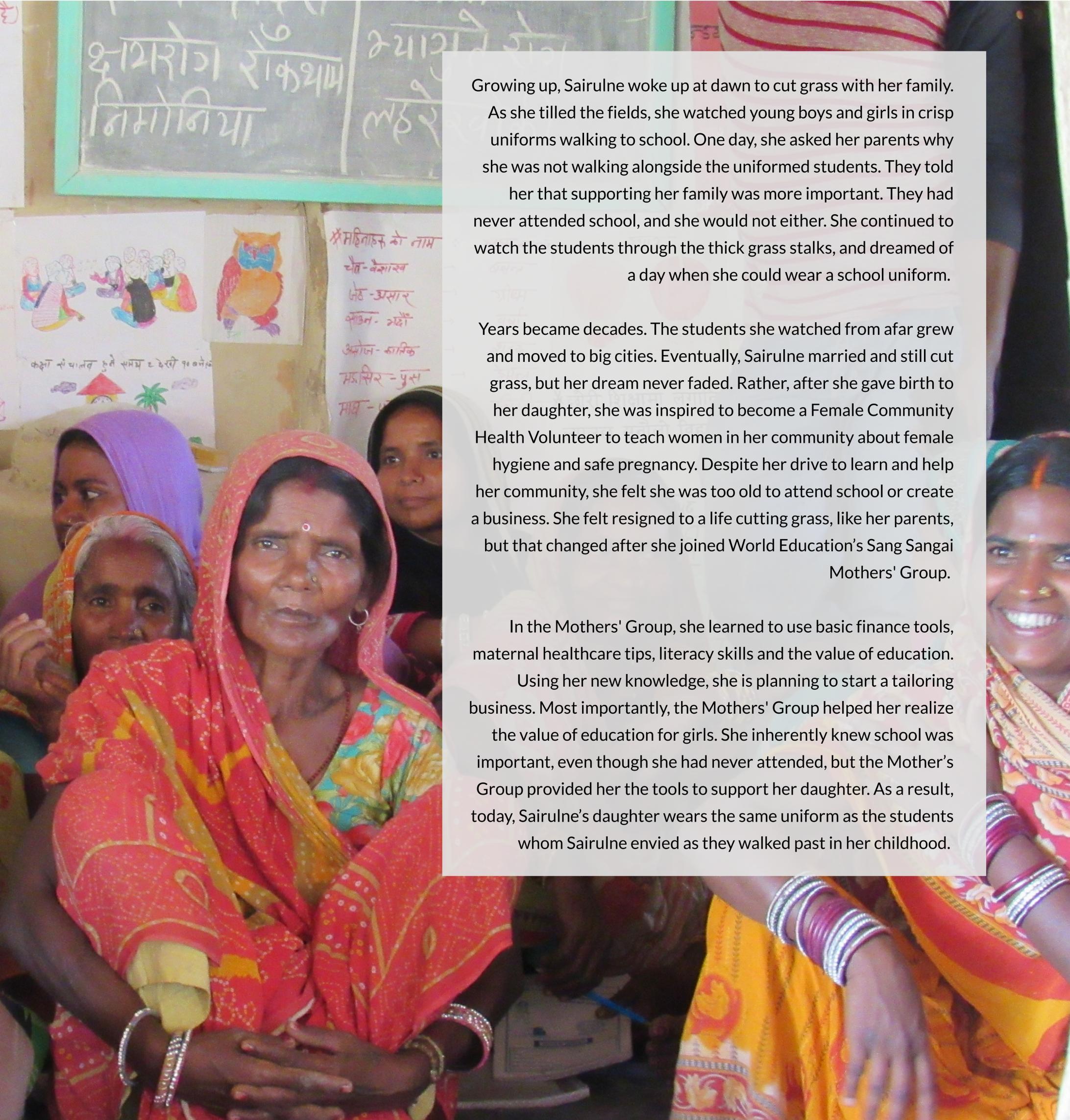


## Among other results, our activities to expand out-of-school children achieved the following outcomes:

- In spring 2017, 10,609 girls completed in the Girls Access to Education (GATE) non-formal education program; 9,465 graduated; and 8,002 (84% of completers) were mainstreamed into the formal schooling system in the 2074 cycle. In some districts, World Education implemented the program, and in others, we provided technical support to the Government of Nepal through UNICEF.
- 2,548 girls who had previously attended formal schooling and dropped out joined bridging classes—a non-formal program that prepares dropped out girls to re-enroll. 1,806 (71%) bridging class participants re-enrolled in school after completing the program.
- 539 children of brick factory workers participated in coaching classes, which improved their attendance rates and content mastery. Before coaching, most brick factory workers' children showed poor academic outcomes due to the disruptions of seasonal migration and were unable to advance to subsequent grade levels.
- 105 out-of-school children in the Sarlahi brick factories who had either never attended school or had acquired only modest skills in Madrassas learned foundational literacy and numeracy skills through nonformal modular classes and easily integrated into formal schooling.
- 823 children working in brick factories benefited from basic literacy classes.

# Sairulne

**Non-formal classes for uneducated mothers motivate Sairulne to support her daughter in pursuing the education she never had herself.**



Growing up, Sairulne woke up at dawn to cut grass with her family. As she tilled the fields, she watched young boys and girls in crisp uniforms walking to school. One day, she asked her parents why she was not walking alongside the uniformed students. They told her that supporting her family was more important. They had never attended school, and she would not either. She continued to watch the students through the thick grass stalks, and dreamed of a day when she could wear a school uniform.

Years became decades. The students she watched from afar grew and moved to big cities. Eventually, Sairulne married and still cut grass, but her dream never faded. Rather, after she gave birth to her daughter, she was inspired to become a Female Community Health Volunteer to teach women in her community about female hygiene and safe pregnancy. Despite her drive to learn and help her community, she felt she was too old to attend school or create a business. She felt resigned to a life cutting grass, like her parents, but that changed after she joined World Education's Sang Sangai Mothers' Group.

In the Mothers' Group, she learned to use basic finance tools, maternal healthcare tips, literacy skills and the value of education.

Using her new knowledge, she is planning to start a tailoring business. Most importantly, the Mothers' Group helped her realize the value of education for girls. She inherently knew school was important, even though she had never attended, but the Mother's Group provided her the tools to support her daughter. As a result, today, Sairulne's daughter wears the same uniform as the students whom Sairulne envied as they walked past in her childhood.

# IMPROVING THE QUALITY OF EDUCATION

World Education takes a holistic approach to providing quality learning opportunities across Nepal's education spectrum—from formal schooling to nonformal education, and along the entire learning continuum from early childhood development (ECD) for young children to vocational trainings and literacy classes for adults. In the formal education sector, World Education has rich experience in Nepal in improving reading and classroom instruction, developing teaching and learning materials (including in underserved languages), and strengthening systems to improve learning outcomes.



## Over the last year, our activities included:

- 87,448 students in 1,440 schools in disadvantaged districts of Mid- and Far-Western Nepal benefited from Early Grade Reading and Math support through improved instruction, materials, and community engagement.
- 50,779 parents and guardians participated in classroom Early Grade Reading activities.
- 1,498 Community Learning Melas (fairs) were held at the school, cluster and district levels to engage parents and community members in conversation about the importance of education and to develop a culture of reading, learning and understanding outside of schools.
- 3,801 teachers were trained to strengthen their skills and deepen their understanding of core pedagogical concepts and practices.
- 152 teachers from 40 schools were trained on how to create an inclusive environment for students with disabilities.

## Our activities resulted in the following achievements:

- In areas where World Education Early Grade Reading activities complement school meal programs, the number of students who could not read declined dramatically from 2016 to 2017. It fell from 64% to 41% for Grade 1; from 27% to 11% for Grade 2; and from 11% to 5% for Grade 3.
- In project schools in Achham, Bajura, Kalikot and Mugu, Grade 3 students supported over three years achieved an average 39.1 correct words per minute (CWPM), and those who received one year of Early Grade Reading support read 32.1 CWPM, compared to students from control schools who averaged just 18.8 CWPM at the end of Grade 3.

# Bishnu Maya

**Inclusive Education trainings create an advocate for children with functional limitations in Bishnu Maya.**

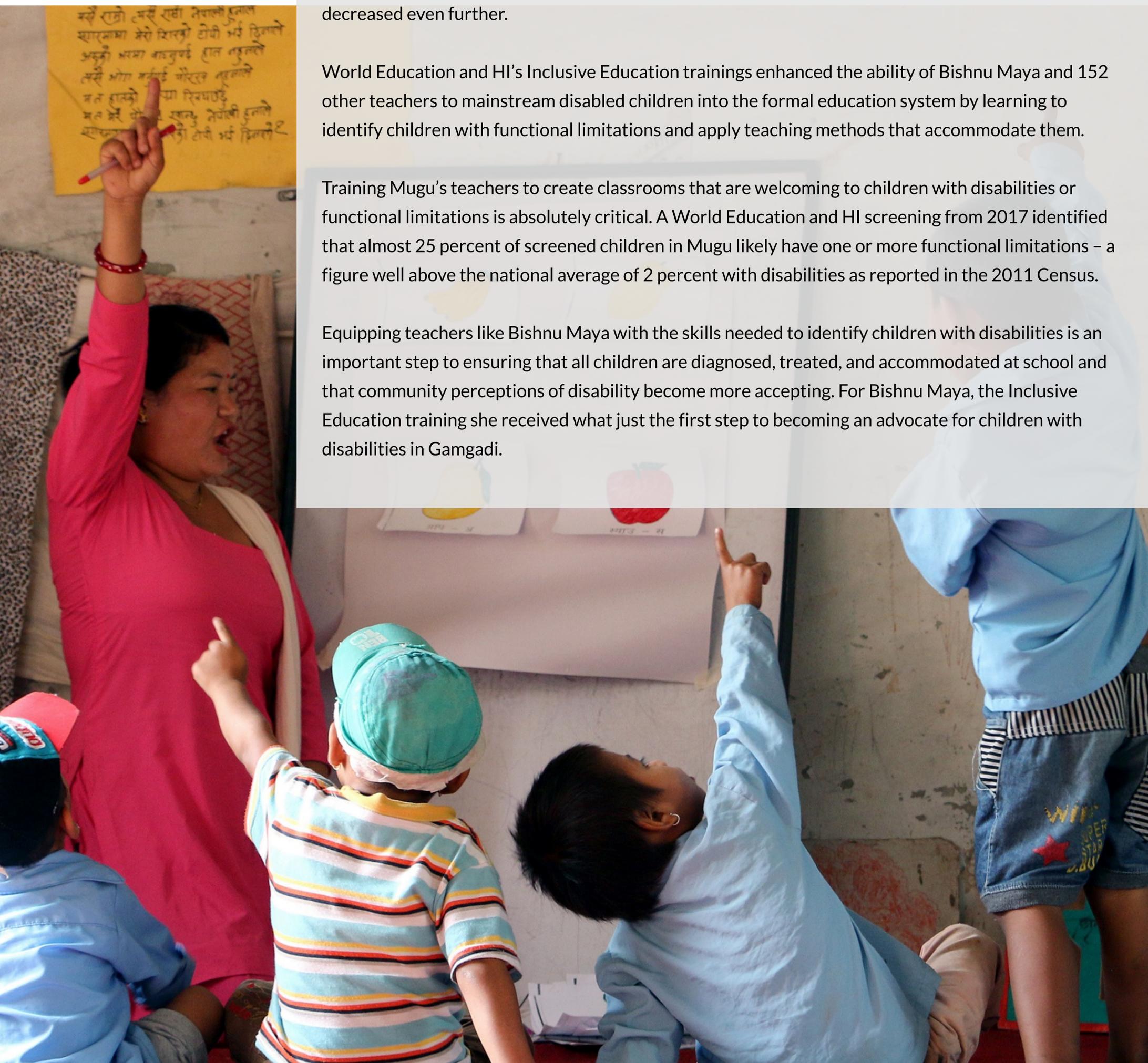
Before participating in an Inclusive Education training organized by World Education and Humanity & Inclusion (HI), Bishnu Maya Shahi—a primary level teacher at Mahakal Secondary School in Gamgadi, Mugu—couldn't identify students in her classroom with possible functional limitations.

Bishnu Maya thought that all children who performed poorly on assessments and who misbehaved in the classroom were lazy or undisciplined. Frustrated by the challenges of managing unruly students, she complained to parents, who are mostly illiterate themselves and would scold and punish their children. Bishnu Maya's students became frightened of her, and as a result, their academic outcomes decreased even further.

World Education and HI's Inclusive Education trainings enhanced the ability of Bishnu Maya and 152 other teachers to mainstream disabled children into the formal education system by learning to identify children with functional limitations and apply teaching methods that accommodate them.

Training Mugu's teachers to create classrooms that are welcoming to children with disabilities or functional limitations is absolutely critical. A World Education and HI screening from 2017 identified that almost 25 percent of screened children in Mugu likely have one or more functional limitations – a figure well above the national average of 2 percent with disabilities as reported in the 2011 Census.

Equipping teachers like Bishnu Maya with the skills needed to identify children with disabilities is an important step to ensuring that all children are diagnosed, treated, and accommodated at school and that community perceptions of disability become more accepting. For Bishnu Maya, the Inclusive Education training she received was just the first step to becoming an advocate for children with disabilities in Gamgadi.



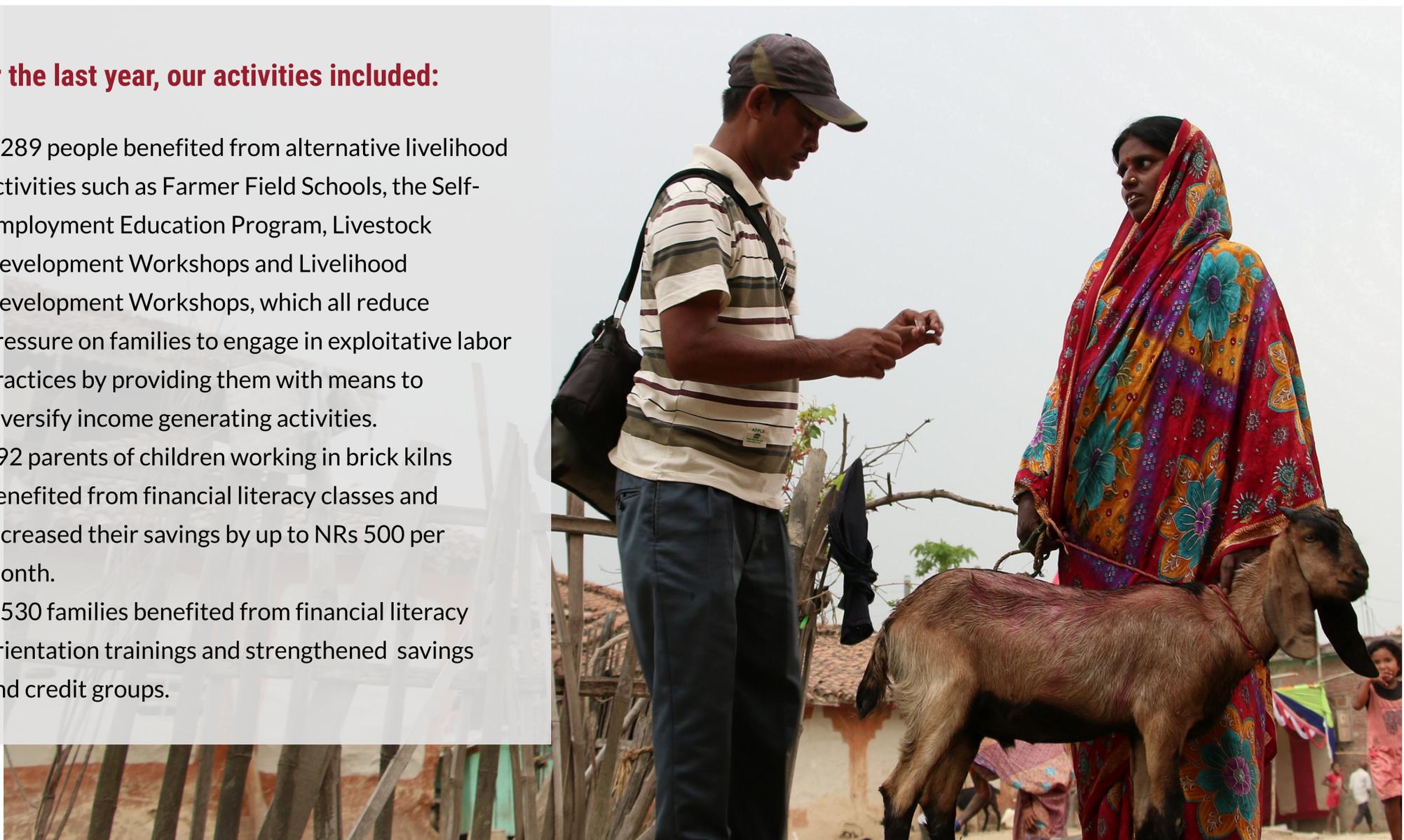
# STRENGTHENING LIVELIHOODS AND MICROFINANCE

Protracted familial poverty and insecure livelihoods in Nepal contribute to negative phenomena such as child labor, trafficking, non-enrollment and absenteeism in schools, and poor learning outcomes.

To diversify people's income streams and build their resilience to financial shocks, World Education partners implement livelihood programs that promote financial literacy, deliver skill training, and provide self-employment support. Additional initiatives strengthen microfinance institutions—especially women's savings and credit groups—to support local business development and increase families' access to banking services. The major earthquakes of 2015 and flooding of August 2017 have been detrimental to the livelihoods of individuals and families alike, and World Education is making extra efforts to help disaster-affected people access the credit and technical help they need to re-establish damaged income sources and generate new, shock-resistant ones.

## Over the last year, our activities included:

- 8,289 people benefited from alternative livelihood activities such as Farmer Field Schools, the Self-Employment Education Program, Livestock Development Workshops and Livelihood Development Workshops, which all reduce pressure on families to engage in exploitative labor practices by providing them with means to diversify income generating activities.
- 592 parents of children working in brick kilns benefited from financial literacy classes and increased their savings by up to NRs 500 per month.
- 6,530 families benefited from financial literacy orientation trainings and strengthened savings and credit groups.



## Successful tea shop gives new hope to earthquake-affected woman forced to rebuild her life in Kathmandu.

Every morning just before sunrise, Anjula opens her tea shop in the “Pepsicola” neighborhood to Kathmandu’s early risers. By mid-day, Anjula has already served dozens of customers, made eighty cups of tea, and sold several homemade baked goods. Although her mornings are busy and filled with lively conversations with customers, her life never used to be this way.

Anjula lost her home, relatives, and her livelihood during the 2015 earthquakes. Desperate and homeless, she moved into a temporary shelter at Chuchepati, Kathmandu, with her family. Two years after the earthquake, more than 600 families like Anjula's were still seeking refuge in Kathmandu. Like many earthquake survivors, Anjula searched for opportunities that would restore her livelihood, help her struggling community, and support her children, who had stopped attending school. She first took a job as household helper, but her NRs 8000 per month income was not sufficient to cover her family’s expenses—even living in a tent.

After months of searching and asking friends about better opportunities, she heard about World Education’s Self-Employment and Economic Education Program (SEEP) conducted by partner NGO, Pourakhi Nepal, and jumped at the opportunity. In three months, Anjula learned financial literacy skills, honed her hospitality management abilities, and gained access to credit to start the business she runs today.

Two years after the earthquake, the Chuchepati temporary shelter is gone—removed by the government in March 2017—and Anjula now has a roof over her head in Kathmandu, but there are many families who are still struggling to find affordable shelter and stable jobs. The two-year anniversary of the Gorkha earthquake in April 2017 was a reminder that there is more work to be done, but also a time to commemorate how far women like Anjula have come when given the right tools to start over.





# SUPPORTING POLICY FORMATION

World Education is committed to ensuring that the quality and reliability of Nepal's education systems are not hampered by lack of information or interrupted by political processes.

As the country shifts to a federal governance structure, we have been working alongside the Government of Nepal centrally and at the Gaunpalika and Nagarpalika (municipality) levels to ensure that newly elected officials have the support they need to develop and implement sound education policies. By mobilizing children and adults to advocate for their right to an education that is unobstructed by campaigning, strikes, and elections, we are also empowering people across all regions of Nepal to actively participate in demanding that schools remain safe spaces. In 2017, examples of our coordination included:

## **Schools as Zones of Peace**

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World Education has been supporting the SZOP Coalition that has been lobbying to protect education from violence and promote the Schools as Zone of Peace principle in all seven provinces before, during, and after the 2017 local election phases. The coalition undertook joint monitoring visits and advocacy with political parties to reduce election-related disruptions, while Peace Circle trainings for students built a pool of youth leaders who can promote harmony and reduce conflicts in their communities.

## **Equity Index**

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World Education is providing ongoing technical support to the government to use the Equity Index model, which captures disparities in access, participation and learning outcomes in basic education (Grades 1 to 8) in Nepal using composite scores at the district and sub-district levels.

## **IEMIS Uptake**

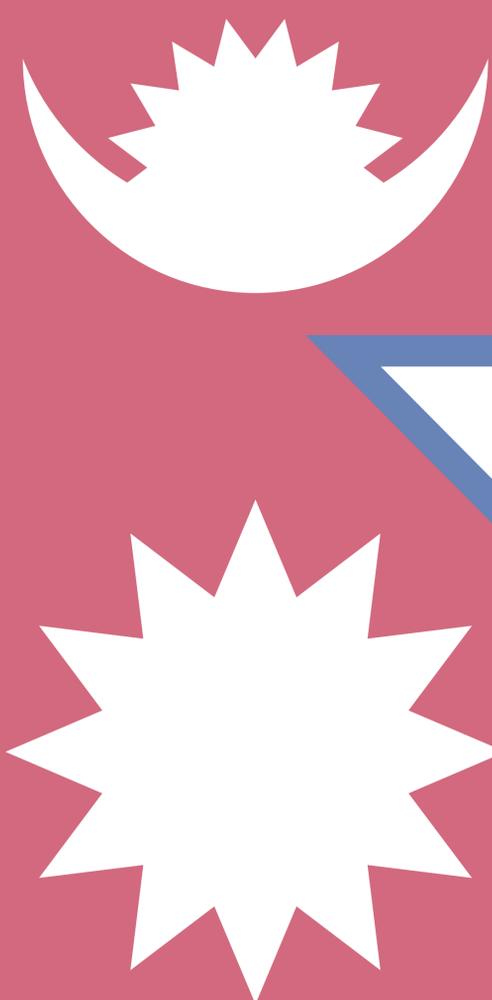
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World Education Nepal and our partners are collaborating with the Government of Nepal to strengthen the electronic Integrated Educational Management Information System (IEMIS) so that the government can better collect and analyze education data to inform policy decisions.

## **Establishing Equivalency**

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Over the past year, World Education has been working with the Ministry of Education's Non Formal Education Center (NFEC) to develop a nonformal education program with equivalency for youth learning outside the formal system.



# Harka Maya

Shortly after May 2017's historic local elections, World Education sat down with Harka Maya Rumba, who was elected as Deputy Mayor of Makawanpurgadhi. Harka Maya has a long relationship with World Education. She was one of the first beneficiaries of our women's literacy programs in the 1990s. After completing the program, she started the local NGO, Gramin Mahila Swabalamban Sanstha (GMSS), which helps to empower women and stop child labor in brick factories.

**"I want to eliminate misconceptions and traditional norms that are harmful to women and help my community change."**

**World Education:** How did you start your NGO work at Gramin Mahila Swabalamban Sanstha (GMSS)?

**Harka Maya Rumba:** When I was elected vice chairperson of Makawanpurgadhi, a village development committee (VDC) in Makwanpur district, in 1991, I knew I had to do something for rural women. I gathered local women together and started a savings group. We registered the women's group with the District Development Committee, and after registration, they provided us with NRs 15,000 to start a goat raising farm. From then onwards, I was able to create the foundation for my NGO work.

**World Education:** How does your political work help inform your development work?

**Harka Maya Rumba:** For the last nine years, I was never politically active and stuck with my NGO work. However, through my work I have established strong networks in the whole district. Now that I am a political leader as well as a social activist, I think it is easier for me to run development activities in my village.

**World Education:** Have you achieved the goals you initially set before starting GMSS?

**Harka Maya Rumba:** I am satisfied with the work I have done, and believe I have achieved my goals, but there is still a lot to do. From a social perspective, we have made great progress. From a political perspective, I want to make greater progress.

Now, I want to provide women the capacity to take leadership roles in different social and political fields.

**World Education:** Now that you are deputy mayor, what is your five-year plan? How do you coordinate with stakeholders?

**Harka Maya Rumba:** Over the past few years, I have established good relations with our key stakeholders such as the District Development Committee (DDC), local government, and nongovernmental organizations. I want to continue to maintain these good relations, consult with these stakeholders on a frequent basis, and meet with them to review existing programs. I also want to make education, health, and infrastructure programs a key focus for the next five years. To do this, I want to reach out to new development partners to improve our programming.

**World Education:** Now that you are Deputy Mayor of a Makawanpur Rural Municipality, how do you plan to support the local government? What are your goals?

**Harka Maya Rumba:** I am committed to engaging women socially and politically. As a deputy mayor, I have a role on the judiciary committee in the local government but want to try my best to get women involved to strengthen their economic and political rights. I want to eliminate misconceptions and traditional norms that are harmful to women and help my community change.

**In November 2017, Harkamaya's inspiring story was featured on the U.S. Agency for International Development's "2030: Ending Extreme Poverty in This Generation" publication on Medium.com and on the U.S. Department of State's official blog. In the 1990s, USAID supported World Education's non-formal education efforts for women like Harka Maya.**



# OUR PARTNERS

We would like to extend our sincere thanks to the NGO partners who supported World Education's activities to expand opportunity for disadvantaged men, women and children in Nepal. In 2017, the following NGOs contributed to our mission:



- The Government of Nepal
- Social Welfare Council Nepal
- UNICEF
- World Food Programme
- Humanity & Inclusion
- Backward Society Education
- Child Development Society
- Child Protection Organization
- Community Development Center
- Community Family Welfare Association
- Community Rural Development Society
- Education Journalists' Group
- Gramin Mahila Srijhansil Pariwar
- Karnali Integrated Rural Development and Research Center
- Kathmandu University
- Life Nepal
- Mahila Atma Nirverta Kendra
- Multipurpose Development Society
- National Coalition for Children at Zones of Peace & Child Protection
- Nari Chetana Kendra
- Nepal Tamang Women's Ghedung
- Panchtara Yuva Samrakchhak Manch
- Pourakhi Nepal
- Rural Development Center
- Samunnat Nepal
- Saipal Development Society
- Suryodaya Samaj Sewa
- Social Awareness and Development Association
- Social Development Center
- Seto Gurans Child Developmet Society, Achham
- Seto Gurans Child Developmet Society, Bajura
- UNESCO Club Banke
- Uttprerana Nepal

# LOOKING AHEAD

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We're looking forward to working with our partners to continue to build on the successes of 2017 in the coming year. A few of the plans we're excited about include:

- **Expanding Access to Early Grade Reading Materials in Local Languages:** We are actively building the capacity of local writers, teachers, parents and language experts to produce 1,400 early grade reading books in Maithili, Nepali, Nepal Bhasa, Bhojpuri, Awadhi, Tharu and Doteli using Bloom bookmaking software. The initiative will enable teachers, parents and writers to easily prepare their own books in local languages and dialects by the project's conclusion.
- **Refining Prabasi Ko Saath:** We are conducting consultations with migrant laborers who have used the Prabasi Ko Saath app and are analyzing usage data to revise the application for a second release – anticipated for June 2018.
- **Strengthening Remedial Education:** In 2016 and 2017, World Education developed and rolled out remedial educational packages for Math, Science and English subjects for teachers to use with grade 4-8 students who had fallen behind. This year, we look forward to refining the remedial education packages and expanding their use to more districts.
- **Advancing Nonformal Education Equivalency:** After consulting with relevant stakeholders between January and September 2017, a Working Committee led by World Education finalized a draft of the Nonformal Education Equivalency Framework, which would consider alternative educational programs equivalent to existing formal and vocational education opportunities. We continue to collaborate with the Coordination Committee and Ministry of Education to refine the framework.
- **Combating barriers to girls' education in the Terai:** Early marriage and parents' resistance continue to be significant hindrances to school enrollment and retention in school. Over the coming year, we will continue to work with schools through School Management Committees and Parent Teacher Associations to encourage girls' education amongst parents, along with intergenerational activities that promote dialogue between girls and women. Keep an eye out for our research findings on what factors keep girls out of school.

## GET IN TOUCH WITH US



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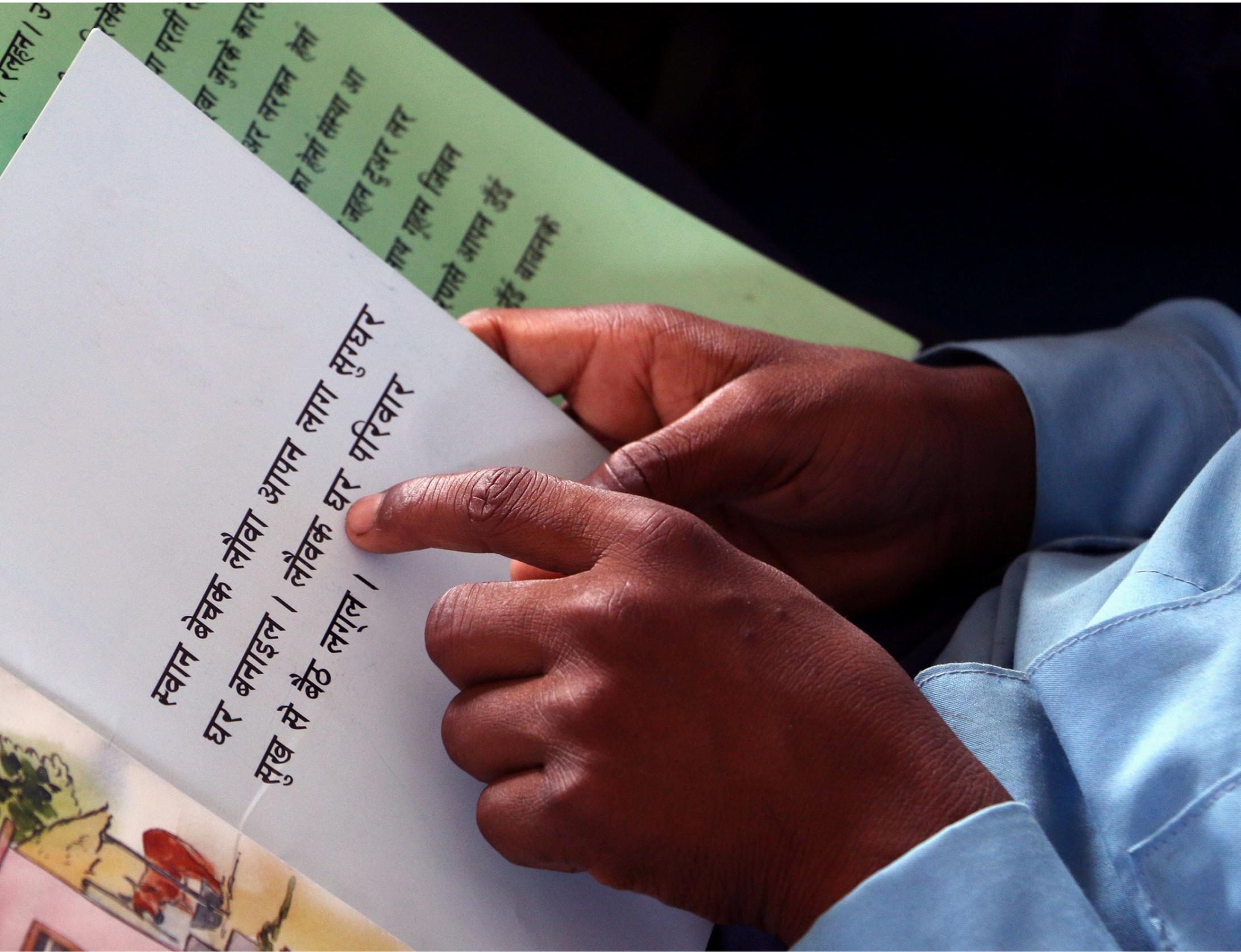
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