

# Process Documentation of Youth Led Remedial Class for Learning Recovery







# Process Documentation of Youth Led Remedial Class for Learning Recovery



# Table of Content

<b>Acknowledgement</b>	<b>IV</b>
<b>Executive Summary</b>	<b>1</b>
<b>1. Introduction</b>	<b>3</b>
1.1 Remedial Class	3
1.2 The Program Outline/Process	4
1.3 The Project Sites	4
1.4 Students Participants and Youth Volunteers	6
1.5 Remedial Teaching Hours	6
1.6 Purpose and Scope of the Documentation	6
<b>2. Methodology</b>	<b>7</b>
2.1 Data Collection	7
2.1.1 Interviews with Key Stakeholders	8
<b>3. The Findings</b>	<b>9</b>
3.1 Project Performance and the Relevance	9
3.1.1 Project Priorities	9
3.1.2 Target Communities	9
3.1.3 The Local Needs	9
3.1.4 Beneficiary Selection	9
3.2 Effectiveness of the Project	10
<b>4. Recommendations</b>	<b>19</b>
<b>5. Conclusion</b>	<b>21</b>
<b>Annex I</b>	<b>22</b>
<b>Annex II</b>	<b>27</b>

# Acknowledgement

The task of expressing my appreciation, feelings, and intimate thoughts to those individuals who helped me to achieve this goal is difficult. Difficult in the sense that any attempt to capture precisely what each individual's relationship meant to me and to do justice on the value I placed on each person's contribution during this 'journey' is not a small feat. The most importantly, I am grateful to all the beneficiary children, their parents, volunteer teachers, head teachers, training facilitators, SMC members, members of the local partner organizations, and teachers who have been willing to share their honest reflection on the project performance and stories associated with it. All the experiences have been extremely useful and some of them were very emotional which demonstrated the engagement, ownership and the impact of the project. I had opportunity to talk to five hundred representative key stakeholders. I express my gratitude to all of them.

I am equally grateful to all the colleagues from ActionAid Nepal, and more specifically to Devendra Pratap Singh, Education and Youth Specialist and Rahul Dewan, Trainee who made my field visit for data collection possible and smooth. They remained approachable, open and supportive throughout the process. Last but not the least, the host colleagues working in the partner organizations in Doti, Palpa, Siraha, and Kathmandu have been so supportive to arrange my field visits. I am grateful for their hospitality and informal talks which certainly helped me to make my field visit fruitful. Similarly, I am equally grateful to the colleagues from Bajura, Bardiya, Parsa, Sankhuwasabha, and Terhathum who made the virtual meetings possible.

Thank you all!

**Janak Singh Negi**

October 31, 2022

# Executive Summary

ActionAid Nepal is an anti-poverty, human rights-based organization established in 1982 with the vision: 'just and equitable society in Nepal and beyond, where every person enjoys the right to a life of dignity and freedom from poverty and inequality'. ActionAid Nepal is a non-governmental national social justice organization rooted and working locally in different parts and regions of Nepal in order to achieve social justice, gender equality, quality education, and poverty eradication by working with people living in poverty and exclusion and their communities, organizations and movements. It is a member of ActionAid International federation. ActionAid Nepal is also the part of both national and global social justice movement and, other civil society networks, alliances and coalitions.

This documentation has been commissioned by Actionaid Nepal for Process Documentation of Youth Led Remedial Class for Learning Recovery. The project was implemented to the selected communities in Nine districts of Nepal and supported most marginalized children from those communities. This documentation has been guided by the following objectives and presents the achievements and strengths of the project with the recommendation for future initiatives in similar context.

1. Document experience, feeling and practice of the children, youth volunteers and observation of key stakeholder like Parents, Schools and Local government.

2. Produce a process documentation based on above mentioned specific objective for sharing learning and evidencing

The study revealed that the project has been successful to give the additional support to the students who, for one reason or another, have fallen behind in learning and to bring them back into the mainstream classes so far as possible, and to contribute to the promotion of the right to education of all children and enhance access to quality public education. However, the major focus of the program was to address the learning loss caused by the global pandemic due to the sudden outbreak of COVID-19.

There were massive community needs and it was not the expectation or objective of the project to resolve all, but to offer the specific support to the selected children, their school, and their families with the targeted support which has been very much relevant, appreciated by the beneficiaries, and produced positive impact on the children to boost their motivation and overall academic progression. Although the project has been implemented for short-term, it has been useful for the children.

This documentation has made a few recommendations which are mostly strategic and programmatic in nature. Those recommendations are part of the areas where performance can further be enhanced and the areas that could add value to the program. These recommendations are made

considering different opportunities, challenges and lessons learned from the past for the improvement and are not business critical. Summary of those recommendations are as below:

- ActionAid Nepal has multiple projects with multiple partners some of which coincide in some of the communities. This is also a case in Youth Led Remedial Class. If there is similar context for the future program implementation, it would be more useful to consider coordination mechanism and encourage implementing agencies and staff members for operational coordination to help them see the change in a bigger picture complementing the multiple initiatives adding value to each other.
- Coordination and collaboration with the local authorities has been more focused on compliance and recognition which would meet the minimal project implementation requirements and allow the organization to operate within the legal compliance. This needs to be explored from the beginning of the project in future, and

partnership for the sustainability and functional ownership. This can be merged together with the efforts to develop sustainability strategy of the program.

- The minimal financial honorarium skim for the youth volunteers would be more motivational. It might be good to consider in future defining the criteria for the same if similar program approaches are implemented.
- Need of in-depth discussion on the selection of the schools, students (which class should be focused and why), and volunteer teachers is very crucial to minimize the possible challenges in the implementation and equal participation of the students.

On the whole, the project has accomplished its goal in terms of promoting and giving the additional support to the students who, for one reason or another, have fallen behind in learning and to bring them back into the mainstream classes so far as possible.



# 1

## Introduction

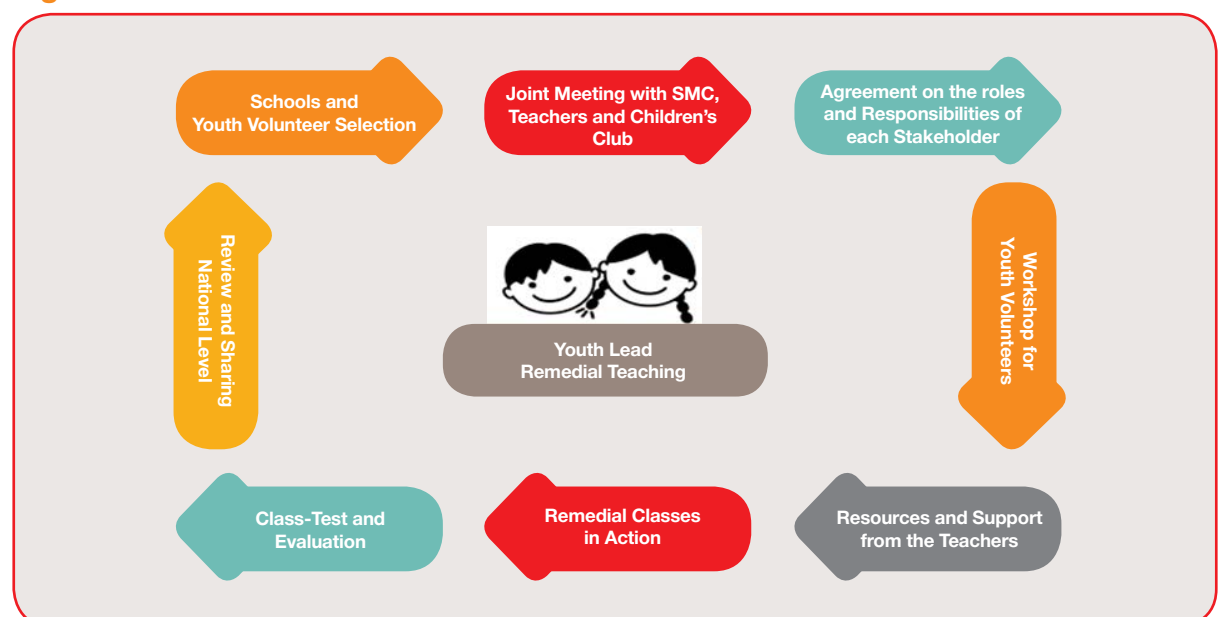
Sudden outbreak of COVID-19 pandemic had brought the major challenges worldwide with direct impact on human mobility and gatherings. Many day-to-day business operations were immediately influenced to a large extent globally and Nepal was not the exception. As the schools were closed during the COVID-19 pandemic, it had very adverse impact on teaching and learning especially in the remote and underprivileged areas. Many students in the remote and resource poor areas did not have adequate resources and devices like android mobile phones, laptops and computers connected to internet services to participate in online learning. Moreover, most of the teachers, students and parents did not have technological efficacy. As a result, many students fall behind the access of

education during the pandemic period. To address this loss ActionAid Nepal had planned to conduct the remedial classes in the under-privileged areas of Nepal.

### 1.1 Remedial Class

Remedial classes focused on two subjects, English and Mathematics. The program worked to give the additional support to the students studying in grade four to eight who, for one reason or another, have fallen behind in learning and to bring them back into the mainstream classes as far as possible. However, the major focus of the program was to address the learning loss caused by the global pandemic due to the sudden outbreak of COVID-19.

**Figure 1: Framework of Youth Led Remedial Classes**



## 1.2 The Program Outline/Process

First, the schools and youth volunteers were selected working in collaboration with the local partner organizations. These volunteers were the local youths and the college students willing to provide volunteer teaching services to their community schools and the children. In some cases, local school teachers took the remedial classes due to the unavailability of the youth volunteers in the local community. After the selection of the youth volunteers and the target schools, ActionAid Nepal had joint meeting with all the stakeholders including SMC members, teachers and the children's club for the joint agreement on the roles and responsibilities of each stakeholder.

The local partner organizations in collaboration with ActionAid Nepal also organized three days workshop to enhance the youth volunteers' content and pedagogical skills. The workshop module was designed by the ActionAid Nepal experts. During the workshop, each volunteers were also provided with some materials such as the lesson plans to support their teaching in the remedial centers. 12 lesson

plans for English and the equal number of the lesson plans for Mathematics for each class (grade 4-8) were designed by the ActionAid Nepal experts. The remedial classes were

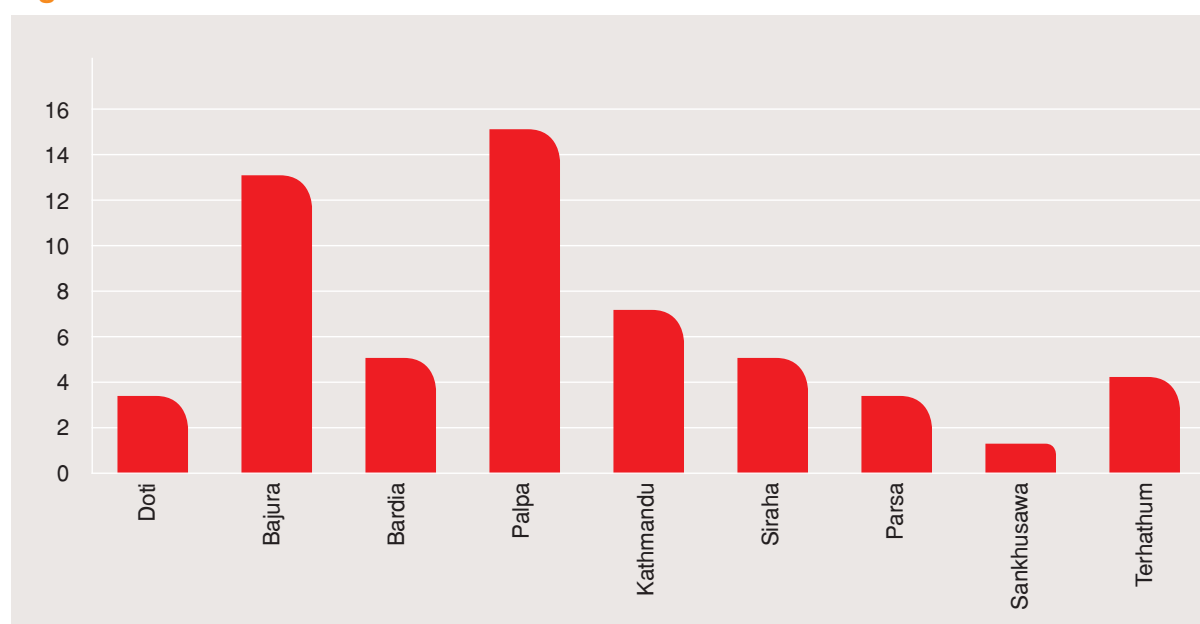
mainly based on those lesson plans. Remedial class started from June to September, 2022. ActionAid Nepal in collaboration with the local partners had conducted the pre-test before starting the remedial classes and the post-test after the completion of the classes. They also conducted the frequent field visits to support the volunteer teachers and the students.

## 1.3 The Project Sites

The project was implemented altogether in 56 schools which were located in Doti, Bajura, Bardiya,

Palpa, Kathmandu, Terhathum, Siraha, Parsa, and Sankhuwasabha, out of which thirty-nine schools were selected from the hilly regions, four schools were from Kathmandu valley, and the remaining thirteen schools were selected from the low land region. All of these schools were located in the remote and under-privileged areas of the country.

**Figure 3: District wise Number of Schools**



The map displays the administrative districts of Nepal, grouped into six provinces. The districts are color-coded to match their respective provinces. Red dots mark the locations of the Project Districts: Bardiya, Doti, Bajura, Palpa, and Siraha. A compass rose is located in the top left corner.

**Provinces and their constituent districts:**

- KARNALI:** Humla, Mugu, Jumla, Jajarkot, Rukum (P), Dailekh, Surkhet, Kalikot, Bajura, Achham, Doti, Kailali, Kanchanpur, Darchula, Bajhang, Baitadi, Dhaulagiri.
- GANDAKI:** Mustang, Manang, Gorkha, Lamjung, Kaski, Myagdi, Parbat, Syangja, Tanahun, Chitwan, Makwanpur, Lalpur, Kavre, Nuwakot, Sindhupalchok, Dolakha, Ramechhap, Okhaldhunga, Khotang, Bhojpur, Dhankuta, Ilam, Jhapa, Sankhuwasabha, Solukhumbu, Taplejung, Panchthar, Sindhuli, Mahottari, Sarlahi, Bara, Parsa, Kailash, Saptari, Udayapur, Sunsari, Morang.
- BAGMATI:** Kathmandu, Bhaktapur, Lalitpur, Kavre, Nuwakot, Sindhupalchok, Dolakha, Ramechhap, Okhaldhunga, Khotang, Bhojpur, Dhankuta, Ilam, Jhapa, Sankhuwasabha, Solukhumbu, Taplejung, Panchthar, Sindhuli, Mahottari, Sarlahi, Bara, Parsa, Kailash, Saptari, Udayapur, Sunsari, Morang.
- LUMBINI:** Rupandehi, Arghakhanchi, Pyuthan, Rolpa, Baglung, Myagdi, Parbat, Syangja, Tanahun, Chitwan, Makwanpur, Lalpur, Kavre, Nuwakot, Sindhupalchok, Dolakha, Ramechhap, Okhaldhunga, Khotang, Bhojpur, Dhankuta, Ilam, Jhapa, Sankhuwasabha, Solukhumbu, Taplejung, Panchthar, Sindhuli, Mahottari, Sarlahi, Bara, Parsa, Kailash, Saptari, Udayapur, Sunsari, Morang.
- SUDUR PASHCHIM:** Bardiya, Doti, Bajura, Achham, Kailali, Kanchanpur, Darchula, Bajhang, Baitadi, Dhaulagiri.
- PROVINCE 1:** Sankhuwasabha, Solukhumbu, Taplejung, Panchthar, Sindhuli, Mahottari, Sarlahi, Bara, Parsa, Kailash, Saptari, Udayapur, Sunsari, Morang.
- PROVINCE 2:** Sankhuwasabha, Solukhumbu, Taplejung, Panchthar, Sindhuli, Mahottari, Sarlahi, Bara, Parsa, Kailash, Saptari, Udayapur, Sunsari, Morang.



## 1.4 Students Participants and Youth Volunteers

Altogether, 8699 students participated in the remedial class in the academic year 2022 in English and Math subjects. Out of the total number of the students, 4542 were females, and 4157 were males. Similarly, 449 youth volunteers were involved in facilitating the remedial class, out of which 153 were males and 314 were females. Most of these youth volunteers were the college students. They attended three days workshop and received training to facilitate the remedial classes by more experienced school teachers.

## 1.5 Remedial Teaching Hours

Youth volunteer teachers were given the lesson plans to facilitate the remedial class. The lesson plans were designed by the ActionAid Nepal. The classes were run once a week for three hours, 1.5 hour for English and .5 hour for the math classes. The total duration of the remedial class was three months. During the remedial classes youth volunteers were supported

by the more experienced teachers of the beneficiary schools, the staff of the local partner organization, and the ActionAid Nepal office.

## 1.6 Purpose and Scope of the Documentation

This documentation aims to record the process of learning recovery via remedial classes led by the youth volunteers targeted for grade 4-8 in two subjects Mathematics and English and to explore the relevance, strengths, and effectiveness of the project. The views, feelings, experiences and perspectives of the beneficiaries have been considered as the basis to draw the conclusion on those different parameters. The following specific objectives have formed the core priorities of the documentation.

- Document experience, feeling and practice of Youth Volunteers and observation of key stakeholder like Parents, Schools and Local government.
- Produce a process documentation based on above mentioned specific objective for sharing learning and evidencing.

**Figure 4: Students Participants & Youth Volunteers**



# 2

## Methodology

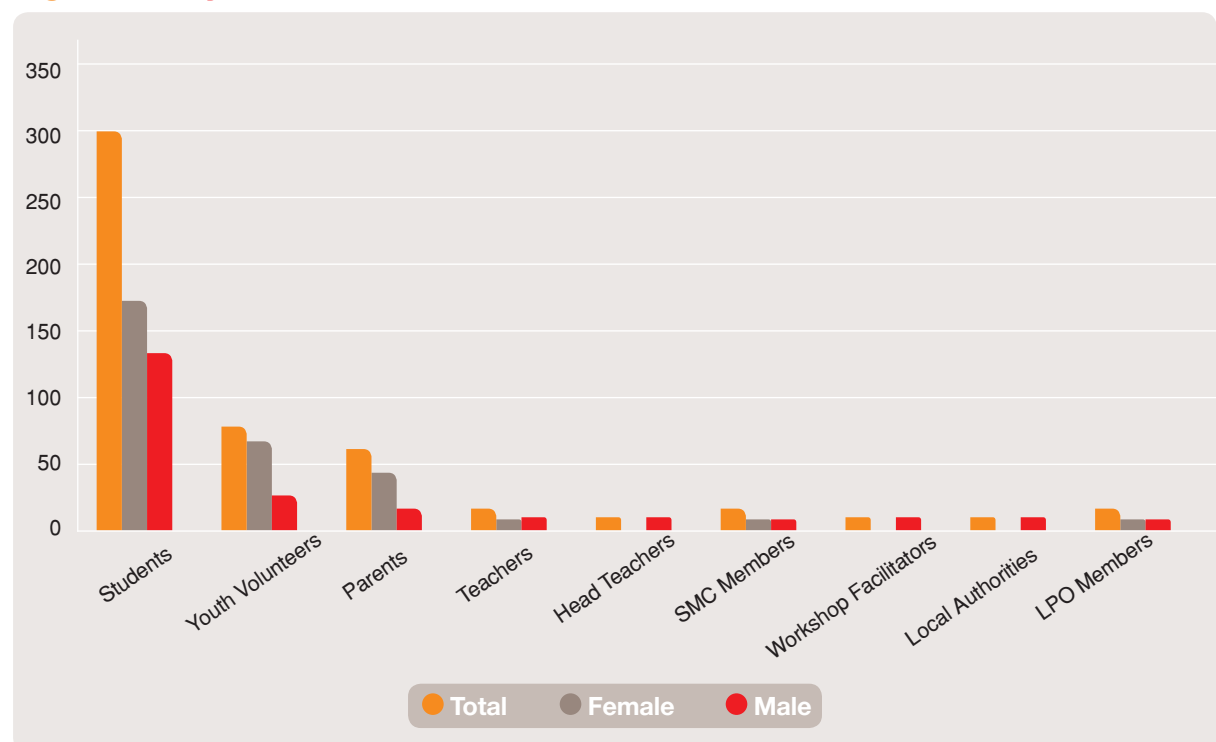
This documentation applied the evidenced based approach in course of the documentation processes. Attempts have been made to substantiate the claims made in the project documents, implementing agencies from the beneficiaries' perspectives and evidence shared during field visits, focused group discussions, and key informant interview. The documentarian had interaction with the diverse group of beneficiaries, and local stakeholders during the key informants' interview and the field visits. The documentation also considered to use the gender equity and social inclusion as a key guiding principle.

So, the efforts were made to select the male, female, and individuals from diverse cultural backgrounds. The consultation with the children and individuals from diverse backgrounds was made more interactive. The use of language, examples and other illustration were used to facilitate the conversation so that they could effectively participate in the interaction.

### 2.1 Data Collection

The collection of data was mainly based on the key informant interviews, focused group discussion, and class observations. Qualitative inquiry was applied

**Figure 5: Key informants**



for the analysis of the data collected from the project implementation with the use of thematic network analysis tools. Qualitative analysis was complemented by the quantitative data analysis to complement and substantiate findings where possible. The interview protocol is presented in Annex I. The documentarian put efforts to the coordination and communication with the implementing partner to arrange field visits/virtual meetings for the data collection.

A field-based staff accompanied the field visits/participated in the virtual meetings so that it was possible to meet

the right stakeholders in the community setting. The field staff supported the logistic arrangements but did not involve in the data collection process. In a few cases, especially with the local leaders the data collection involved the local partner colleagues to offer some of the perspectives and create a context.

### 2.1.1 Interviews with Key Stakeholders

In consultation with ActinAid Nepal and local partner organizations staff, the documentarian identified and finalized the stakeholders to be interviewed for this documentation. The documentarian

devised participatory approaches for collecting the experiences of the stakeholders and first-hand information from the field through interviews (face to face and virtual), focus group discussions (face to face and virtual) and observations. The application of the qualitative information tools was used, and information collected was complemented by the information from the project documents available. The field visit was conducted, and meetings were held in a natural setting mostly at the schools or in other community spaces. Safe environment was ensured so that the stakeholders had the assurance of confidentiality for the open conversation that does not limit the quality of conversation and level of concerns. A total of 500 local stakeholders and beneficiaries took part in the key informant interview and focused group discussion who shared their views, feelings, experiences and perspectives on the project. Multi-stage random sampling technique was applied to select the sample size which was applied to the all the beneficiaries and stakeholders residing in community at present. The attempts were made to select the representative sample including both the males and the females. The content of the key informants' interviews were primarily guided the Key informants' interview protocol proposed under Annex I. The sample size is presented under Annex II.

# 3

## The Findings

The findings of documentation have been organized into two major sections: Project performance and relevance, and the effectiveness of the project which is presented as follows:

### 3.1 Project Performance and the Relevance

Youth Led Remedial Class for Learning Recovery has been implemented in the selected communities of 10 districts with the objectives of giving additional support to the students who, for one reason or another, have fallen behind in learning and to bring them back into the mainstream classes so far as possible with special focus on the learning loss caused by the global pandemic due to the sudden outbreak of COVID-19. The target students primarily included children from the poorest families in the communities, and in most of the cases, the additional selection criteria such as children from Dalits and most marginalized communities were implemented. The needs of the target children and communities were in consistent with the planned project priorities and the commitment to the communities made by the key people visited to the project sites in the beginning of the project implementation. Therefore, it can be concluded that the project was relevant.

#### 3.1.1 Project Priorities

The project strategic choice has been reasonable considering the local needs and organizational strengths. Although the details of the project design and implementation approaches were not documented adequately the stakeholders understanding demonstrated the consistent understanding on the ultimate results.

#### 3.1.2 Target Communities

The project has prioritized access to quality public education for the most marginalized communities in 10 districts. Although most of these locations are in underprivileged areas and the project has priorities among the most marginalized children, the project seems equally relevant in all the target communities considering the choice of the targeted population it has reached. Except a few minor areas of selection process that require some improvements, the project is relevant for the communities and beneficiaries it has targeted.

#### 3.1.3 The Local Needs

The documentation findings have shown that the project has responded the most crucial local needs of giving additional support to the students who, for one reason or another, have fallen behind in learning and to bring them back into the mainstream classes so far as possible.

#### 3.1.4 Beneficiary Selection

In majority of the cases the beneficiary selection has been targeted to the children from poor and left behind communities, which is one of the strength of the project. In the case of volunteer teachers, they were the local youths studying in intermediate or the bachelor's level. However, in some cases, the teachers teaching in the same school worked as volunteer teachers. Since the remedial classes were focused on the English and Mathematics, in most of the cases volunteer teachers were not the experts in either subject. This is due to the lack of youth volunteers available in those areas specialization in English and Math.

### 3.2 Effectiveness of the Project

During the conversation, most of the stakeholders agreed that remedial teaching has improved the learning proficiency of the students. In terms of the learning of the children, all parents, teachers and SMC members strongly agreed that the motivation of the children was significantly improved due to the project interventions. There has been a huge success stories on the effectiveness of the project as all the beneficiaries and stakeholders consistently shared the benefit of the project. Their perception on the project contribution was unanimously positive. There

are clear evidences of the change in the motivation of the children enrolled in the remedial class. The project has benefited the most marginalized children with specific focus on the children from the families with lower socioeconomic status such as children from Dalit communities and the children from the poorest communities have got the priority. Some of the change stories and lessons learned are presented as below which represent a few of the representative cases from the beneficiaries. All the names and places of the beneficiaries mentioned here are pseudo name to protect the anonymity

## CHANGE STORY 1:

### Learning Recovery



All the schools were closed during the COVID-19 pandemic which had very adverse impact on teaching and learning especially in the under-resourced areas. Although the government tried to continue education through alternative means of education, it was not as effective as expected due to the lack adequate resources and devices like android mobile phones, laptops and computers connected to internet services to participate in online learning, and efficacy to operate/work on these technological devices. As a result, many students fall behind the access of education during the pandemic period. Remedial classes filled the learning gap which was advantageous for many students like Sunita (Excerpt1) (pseudo name to protect anonymity, it applies to all names mentioned in this documentation) a sixth grade student in the remote village of Doti.

**Excerpt 1:** We got the opportunity to make concepts of many issues that we could not have learnt in lower classes, schools were closed due to Corona Virus ... We have learned what we have forgotten... Remedial classes also supported us to learn that we have difficulties in learning during the regular classes. Remedial classes would be very helpful for me if continued.



## CHANGE STORY 2:

### Financially Supportive



Remedial classes are financially supportive initiatives for children and their parents in the marginalized communities of Doti, Bajura, Bardiya, Palpa, Siraha, Parsa, Sankhuwasawa, Terhathum, and Kathmandu districts of Nepal. Radha, one of the beneficiaries of the remedial class in Dhangadhimai of Siraha district, belonged to the parents who did not have any income sources except subsistence farming which is not enough for livelihood. Radha's (Excerpt 2) friends had joined paid tuition classes; however, she did not have enough money to pay for tuition fees. Therefore the support which she received from the remedial classes really helped her.



**Excerpt 2:** It was a source of inspiration for me; I learnt the basic math formulas and tense in English which I had never learnt in the regular classes. It was very helpful for my study. I could improve significantly if this program could extend for a year.

Remedial class was also beneficial for parents; they were of the opinion that remedial classes actually reduced the burden of paying additional amount for local tuition centers, which was itself a challenge for the marginalized parents who are economically less advantaged like Laxmi (Excerpt 3) to manage. Laxmi belongs to the less advantaged Dalit community in Lahan, Siraha.

**Excerpt 3:** I belong to very poor family. I have difficulties to make hand to mouth and other basic needs. I even have difficulties to pay for the stationery that are required for my children. As most of the children in the village go to the tuition class, I do not send my children to the tuition class because I do not have enough money to pay for the tuition fees. Without any fees, I felt very relief when this project started in my village. However, such project should run long in order to have expected outcomes. 12 days project is very short period for our children.



Another parent (Excerpt 4) of beneficiary children in Silgadhi of Doti added that:

**Excerpt 4:** Most of the children in my community join the private tuition classes which need money, my children were also interested to join the private tuition classes, but I did not have enough money to pay for the tuition fee. My children were very sad and even cried sometimes when they saw their colleagues joining the tuition classes. I was worried that my children could not do well if they do not join the tuition classes. However, I became very happy when the children get an opportunity to attend the remedial classes freely. My children are very happy now with the youth volunteers. But I am still worried whether the remedial classes continue further or not. I request you to continue the remedial class for few more years.



Almost all the beneficiaries in the project area requested that it would have been beneficial to continue the remedial classes for the better academic performance of their children.

This project was relevant in terms of the selection of the beneficiaries which is largely prioritized for the most disadvantaged children. As Kiran (Excerpt 5), a seventh grade student in Parsa said:

**Excerpt 5:** Most of the colleagues in my village go to the tuition classes. But my parents are the poor farmers and they do not have enough money to pay my tuition classes. I was always worried when I did not have the opportunity to go with my colleagues and join the tuition classes. Remedial classes are very supportive for me. I got an opportunity to take the extra classes without paying any money. As the remedial class started in my school, my friends also left the tuition classes and come to join the remedial classes. Now, we learn together, I feel much better, because I got the chance to ask my remedial class teachers whenever I feel difficulties in learning English and doing exercises on Math.

## CHANGE STORY 3:

### Increased Classroom Interaction and Communication



Remedial class has positive impacts on classroom interaction and communication among the teachers and the students. Bhuwan (Excerpt 6), a fifth grade student in Bagnaskali of Palpa district, rarely used to ask questions to his teachers in regular classes. Now he feels very comfortable to interact with his teachers as the youth volunteers encouraged the students to participate in the classroom interaction.

**Excerpt 6:** Dadas and Didies (elder brothers and sisters) in the remedial class are very frank and supportive; they encourage me to ask questions whenever I have any queries/ confusion. They provide bunch of examples to support their statement/s. These examples help me to understand the math formulas. Nowadays, I also ask the questions to my teachers in the classroom too.



During the Focused Group Discussion (FGD) conducted with the students in Palpa, another students Added that:

**Excerpt 7:** if we do not know and understand the subject matter Dadas and Didies (Volunteer teachers) repeatedly explain the concept and give many examples, in the regular classroom, we did not get such opportunities in the regular classroom ... In the real classroom, my teachers ask us to memorize the contents, but in the remedial classes, Dadas and Didies do not force us to memorize, they give examples and ask us to practice. This is what I like the most in the remedial classes

During the interview, volunteer teachers (Excerpt 8) in Palpa said that these students were frequently encouraged to participate in the classroom interaction, group work, pair work, and classroom presentation.

**Excerpt 8:** We encourage the students to ask question whenever they have confusion in the classroom. We so divide the students into groups and pairs ... We inspire them to interact and collaborate with their colleagues to complete the group assignments. Students also make group presentation.

## CHANGE STORY 4:

### Enriched students' Level of Confidence



Remedial class has enriched students' confidence level while learning in classroom. Instance, Pooja (Excerpt 9), an eighth grade student in the remote village of Siraha is now confident to ask questions in classroom. She is able to communicate in English as well.

**Excerpt 9:** I had never practiced speaking in English. Nowadays, I can introduce myself in front of the class because we practiced it a lot during remedial classes. I have started reading texts and answering questions from my English book. Didi (volunteer teacher) assists me if I have any queries/confusion. On contrast, teachers in real classroom just ask us to read and don't provide examples to justify their statements.

## CHANGE STORY 5:

### Students Paying Attention on their Study at Home



Remedial classes were also found supportive for the teachers as Bishnu (Excerpt 11), a teacher in Bardiya revealed that children have started doing the homework after they attended the remedial classes. They started showing interest in the class work too.

**Excerpt 11:** I have seen some changes in my students nowadays; most of them have started doing their homework. They are also becoming serious in the class work and showing interest in the classroom interaction.



Another teacher from Lahan, Siraha had also supported (Excerpt 12) Bishnu. She also realized that remedial classes are equally important not only the students of grade four to eight only, but also the students of all levels.

**Excerpt 12:** It has developed the habits of doing homework; they have also improved in reading and writing too. It has also reduced the laziness of the students because they are coming to school even in holidays. As we have repeated some contents students get the clarification in the areas of confusion. The program was very effective; it should be implemented to all the class... the program was specially designed for grade four to eight ... other students are also affected by COVID-19 and other situations, as a result, they also need support to improve their learning.

## CHANGE STORY 6:

### Addressed Basic Needs



One of the most important aspects of the remedial class is that it addressed the basic needs of some students who were far behind among their colleagues in learning. They got an opportunity to improve their learning to some extent. During the virtual meeting with volunteer teachers, Deepa (Excerpt 10), a volunteer teacher in Parsa, mentioned that even very weak students in their study were also paying attention to their study.

**Excerpt 10:** Some of the students in fourth grade could not write ABCD or the numbers. They were “left-behind” students in the class. As other teachers at the school said they never follow the lesson in the classroom and their parents do not have any concern regarding their progress. We paid much attention to these children; we frequently encouraged them to write ABCD and tried our best to give the concept of numbers in Math. So, these children were able to write ABCD and numbers up to 100 in three months with occasional mistakes. Although they still make some mistakes, I am glad that these students have finally started writing in fourth grade.

## CHANGE STORY 7:

### Remedial Class Kept Students Engaged in Study

Remedial class has engaged the children in their study at home and decreased the chances of visiting the colleagues and spending their study time in playing or doing some risky activities like swimming in the nearby rivers, climbing trees (Excerpt 13). Parents from all districts as Jamuna, Bhawana, Ramkisor, Bimala, and Pemba (they were from different districts) said:

**Excerpt 13:** Remedial teaching is very fruitful since it has engaged our children in their study. Previously, they used to collect all their colleagues in the village to play cricket or volleyball until very late evening. We were quite worried about their risky activities such as swimming, climbing trees and some fights within the group itself. However, after the commencement of remedial class it has controlled their irregular activities. If this program continues, it would benefit our students in so many aspects. We sincerely request you to continue this program.

In the same line, one of the head teachers (Excerpt 14) of the beneficiary schools in Siraha added that:

**Excerpt 14:** Students got opportunity to continue their study even in the holidays which is the most positive aspects of the project. Since students were engaged during the holidays they have improved in their learning. As the school is located in the marginalized community where most of the parents are less educated and children have very little chance to get support from their parents in their study. In such a case, remedial classes are the best option to support these children to recover what they have missed in the regular classes.

The project was also supported by School Management Committee (SMC). The Committee also requested to extend the program for a longer period. As Shankar (Excerpt 15) the president of School Management Committee (Himalaya Basic School of Siraha), expressed:

**Excerpt 15:** The best thing I like about this program is: Students come at school even during the holidays (Saturday/Summer vacation). During long holidays, students normally forget what was taught in regular classes in the school. We do not have educated parents at home to support their study so most of the time; students spend their time by playing with their colleagues in the village. I am very glad that this program has kept our students busy at their study. I heartily thank the ActionAid Nepal and request to extend this program for longer period.

## CHANGE STORY 8:

### It Developed the Volunteers' Teachers Pedagogical Skills

The project was equally beneficial for the Youth Volunteers too. It developed their pedagogical skills. The project helped the youth volunteers to understand classroom and learning behavior of the students. As Krishna, a volunteer teacher in Palpa said (Excerpt 16), this helped the volunteers to introduce new ideas and create their own methods of teaching based on student's level and the context.

**Excerpt 16:** Students were so poor that they even did not have the basic knowledge on the subjects. For example, the eighth grade students could not apply even the basic mathematics formulas; some of them had difficulties in simple addition and subtractions too. Therefore, I started teaching from where the students were confused at. I also surf on the internet to find out the best teaching techniques which has really inspired me to become a good teacher.

### It Helped the Volunteer Teachers to Develop Content Knowledge on English and Mathematics

This project has also helped the volunteers to develop their own contents in English and Mathematics. As Prativa, a volunteer teacher in Palpa said (Excerpt 17), volunteers learnt the English grammar such as tense, subject-verb agreements, and basic sentence structure as they were preparing for the remedial classes.

**Excerpt 17:** The program supported my on competence in language as I got the opportunity to teach in the remedial class. As I have to teach English in the remedial class, I started learning English language myself before going to the class. I found the lesson plan very useful. I learnt the basic sentence structures, I read about the tense, subject-verb agreement, verbs, and so on. Remedial class is quite beneficial for my study at college too.



## CHANGE STORY 9:

### It Helped the Volunteer Teachers to Develop socialization and communication Skills

The Youth Volunteers have found that their involvement in remedial class has contributed in their skills such as socialization and communication. As Shristhi mentioned (Excerpt 18), they learnt building relations with the parents, students, and the members of the organizations. It reduces the feeling of hesitation while speaking in front of the people as they got an opportunity to speak in front of the class frequently, visited by head teachers accompanied by parents and local partner organizations.

**Excerpt 18:** Initially, I was worried about taking classes since I never practiced it. Nowadays, I have overcome teaching fear. Now, I can comfortably speak in front of school staffs and the students. I have also overcome the shyness to speak in front of strangers or in front of huge mass.

## CHANGE STORY 10:

### Remedial Classes Supported to Create Learning Supportive Environment in Local Communities.

Remedial classes have supported the head teachers to create the learning environment in the local communities which has a direct impact in the school. Hari (Excerpt 19) the head teacher of Shree Shahara Model School in Palpa said that the Youth Led Remedial Class implemented by ActionAid Nepal has initiated learning environment beyond the school time. Remedial classes are really significant to improve the quality of learning behaviors.

**Excerpt 19:** Normally, we do not have learner-support trends out of the school time. Since most of the parents are busy in chores and in the farms, they rarely have time to support with their children at home. In addition, they are less educated or even illiterate. I really appreciated the program implemented by the ActionAid Nepal that has contributed in learning environment out of the school time. Though the program was for short period, it has improved a lot in learning. It has developed the level of confidence in learning. I think we should follow the strategy of remedial class in the days ahead because it has reduced the shyness and fear among the students, I see some changes among the students; they are more actively participating in the classroom learning and interacting with their teachers. Therefore, I request you to extend this program if possible which will have a significant impact in student's learning outcomes.



# 4

## Recommendations

The project has been successful in ensuring the right to quality public education especially targeting the most marginalized children from the disadvantaged communities. Based on the documentation findings discussed in the above section, the

major recommendations have been drawn for the consideration of ActionAid Nepal which could better be interpretive as the strategies that can be helpful for future consideration as a part of learning strategy rather than the limitation or weaknesses.

SN	CATEGORY	RECOMMENDATION	RESPONSIBLE
1	Programmatic and strategic	The project is very much relevant to the stakeholders. There is huge interest from all stakeholders including local government that have appreciated project a lot. ActionAid Nepal has built a strong social capital in the communities and among all the stakeholders. Some additional efforts in developing more specific project design with the specific result areas, targets, and aspiration for collaboration together with the partner role will add value to the project sustainability and impact. More specific clarity in such area will help the project accomplish beyond the current level of results and accomplish more on sustainability through the local government and schools' internal initiatives.	Implementing partner. Initially, the implementing partner may need some guidance and capacity building support from ActionAid Nepal side. Alternatively, this can be considered as a co design initiative.
2	Operational	Development of an operational guideline based on the overall project design to guide the local level facilitation would be helpful in future initiatives. This will minimize the responsive and reactive support and time lapses in communication between ActionAid Nepal and the Partner Organizations to get clarity on what support is possible in a specific cases such as lack of adequate finance and manpower. Sometimes fund can also be co-created with the local governments to showcase and replicate which might at least be possible in a few of the local units and for more it would works as an aspiration and exposure on what is required and possible.	Implementing Partner with the input from ActionAid Nepal for quality assurance support.
3	Collaboration and Coordination	ActionAid Nepal has multiple projects with multiple partners. Some of them overlapped the programs in action. If such is the case, in future program implementation, it would be more useful to consider and encourage operational coordination between the partners which may include joint field visits, joint program workshops and reinforcing priorities of one project by the other for complementary purpose to disseminate message coherence and alignment.	ActionAid Nepal and Implementing Partner

4	Project Priorities	The project is relevant in terms of selecting the locations and the school. However, as the project aimed to give the additional support to the students who, for one reason or another, have fallen behind in learning and to bring them back into the mainstream classes so far as possible, and to address the learning loss caused by the global pandemic due to the sudden outbreak of COVID-19, there is need to discuss in-depth which level/classes should be incorporated in the remedial class. There were questions by the parents and other stakeholders such as why the students from grade 1-3/8-10 were not selected. Aren't they affected by the pandemic (COVID-19)? These questions should be addressed in the future program.	ActionAid Nepal and Implementing Partner
5	Partnership	In course of the field visit, the local authorities have indicated possibilities of collaboration and contribution from local level, although, it is not always straightforward and realistic response, there is certainly more scope some of which is not adequately explored. Therefore, developing some clarity on the collaboration with the local government in addition to the project approval or compliance will be helpful in future collaboration.	ActionAid develop guidance for partners on cross component collaboration, implementing partners share input to ActionAid Nepal for further improvement based on the implementation experiences.
6	Financial Support	As some of the Youth Volunteers came to the remedial class from the remote distances, it would be better to manage the most modest honorarium to those volunteers to manage their travels and snacks	Programmatic/strategic
7	Sustainability	The project sustainability strategy needs to be developed in the beginning of the project and with ongoing follow up; there is little evidence in the field that this has been considered. This may be useful consideration for ActionAid Nepal for future project implementation.	ActionAid Nepal and implementing partner in collaboration

# 5

## Conclusion

ActionAid Nepal is an anti-poverty, human rights-based organization established in 1982 with the vision: 'just and equitable society in Nepal and beyond, where every person enjoys the right to a life of dignity and freedom from poverty and inequality' which has been working locally in different parts and regions of Nepal in order to achieve social justice, gender equality, to provide quality education, and poverty eradication by working with people living in poverty and exclusion and their communities, organizations and movements. Youth led remedial class aimed to give the additional support to the students who, for one reason or another, have fallen behind in learning and to bring them back into the mainstream classes

so far as possible, and to address the learning loss caused by the global pandemic due to the sudden outbreak of COVID-19.

The project has been successful to achieving its aims and objectives. There are massive community needs and it is not expectations or objective of the project to resolve all the limitations or challenges, however, to offer targeted support which has been well understood and received by the stakeholders. The project has been implemented for a short-term. However, it would be more beneficial, if the project would be extended for a longer period. It was also the common voice and request from all the stakeholders in all the communities.

# Annexure

## Annex I

### Key Informant Interview: Head teachers

Questions	Remarks
A brief introduction, the purpose of the visit and interview, and oral consent.	If the informant confirms the participation proceed further.
Are you familiar with the Youth Led Remedial Class for Learning Recovery project implemented by ActionAid International Nepal (AAIN)?	If not, have a brief conversation on the overall education context in the community in brief and close the interview.
What support and benefits have your school received from the project?	
How many children from your school have been benefitted directly?	
What support and benefits have the children studying in your school have achieved?	
What changes have you noticed in the children benefitted from the project? <ul style="list-style-type: none"><li>■ Enrollment</li><li>■ Attendance</li><li>■ Participation</li><li>■ Learning</li><li>■ Health and wellbeing</li><li>■ Others. (Leadership skills, communication, cooperation, decision making and other behaviors)</li></ul>	
What positive contribution from the project is remaining in the community beyond the project period?	
Three best aspects of Youth Led Remedial Class for Learning Recovery Project?	
Three things that can be done differently for better outcomes?	
Any other recommendation/input	

## Key Informant Interview: Teacher/Facilitator

Questions	Remarks
A brief introduction, the purpose of the visit and interview, and oral consent.	If the informant confirms the participation proceed further.
Are you familiar with the Youth Led Remedial Class for Learning Recovery project implemented by ActionAid International Nepal (AAIN)?	If not, have a brief conversation on the overall education context in the community in brief and close the interview.
What support and benefits have your school received from the project?	
How many children from your school have been benefitted directly?	
What support and benefits have the children studying in your school have achieved?	
What changes have you noticed in the children benefitted from the project? <ul style="list-style-type: none"> <li>■ Enrollment</li> <li>■ Attendance</li> <li>■ Participation</li> <li>■ Learning</li> <li>■ Health and wellbeing</li> <li>■ Others. (Leadership skills, communication, cooperation, decision making and other behaviors)</li> </ul>	
What positive contribution from the project is remaining in the community beyond the project period?	
Three best aspects of Youth Led Remedial Class for Learning Recovery Project?	
Three things that can be done differently for better outcomes?	
Any other recommendation/input	

### Key Informant Interview: Volunteer Teachers

Questions	Remarks
A brief introduction, the purpose of the visit and interview, and oral consent.	If the informant confirms the participation proceed further.
Are you familiar with the Youth Led Remedial Class for Learning Recovery project implemented by ActionAid International Nepal (AAIN)?	If not, have a brief conversation on the overall education context in the community in brief and close the interview.
What support and benefits have you received from the project?	
How many children from your community have been benefitted directly?	
What support and benefits have the children studying in your community have achieved?	
What positive contribution from the project is remaining in the community beyond the project period?	
Three best aspects of Youth Led Remedial Class for Learning Recovery Project?	
Three things that can be done differently for better outcomes?	
Any other recommendation/input	

### Key Informant Interview: Members of SMC/PTA

Questions	Remarks
A brief introduction, the purpose of the visit and interview, and oral consent.	If the informant confirms the participation proceed further.
Are you familiar with the Youth Led Remedial Class for Learning Recovery project implemented by ActionAid International Nepal (AAIN)?	If not, have a brief conversation on the overall education context in the community in brief and close the interview.
What support and benefits have your school received from the project?	
How has the support from the project benefitted your school and community?	
What response from children, teachers and parents have you heard about the project?	
What positive contribution from the project is remaining in the community beyond the project period?	
Three best aspects of Youth Led Remedial Class for Learning Recovery Project?	
Three things that can be done differently for better outcomes?	
Any other recommendation/input	

## Key Informant Interview: Parents

Questions	Remarks
A brief introduction, the purpose of the visit and interview, and oral consent.	If the informant confirms the participation proceed further.
Are you familiar with the Youth Led Remedial Class for Learning Recovery project implemented by ActionAid International Nepal (AAIN)?	If not, have a brief conversation on the overall education context in the community in brief and close the interview.
What support and benefits have your family received from the project?	
How has the support from the project benefitted your family?	
How many children have been benefitted from the project?	
What support and benefits have your child received from the project?	
What response from children, teachers and parents have you heard about the project?	
What positive contribution from the project is remaining in the community beyond the project period?	
How does the project support contribute to the project changes	
Three best aspects of Youth Led Remedial Class for Learning Recovery Project?	
Three things that can be done differently for better outcomes?	
Any other recommendation/input	

## Key Informant Interview: Beneficiary Children

Questions	Remarks
A brief introduction, the purpose of the visit and interview, and oral consent.	If the informant confirms the participation proceed further.
Are you familiar with the Youth Led Remedial Class for Learning Recovery project implemented by ActionAid International Nepal (AAIN)?	If not, have a brief conversation on the overall education context in the community in brief and close the interview.
Three best aspects of Youth Led Remedial Class for Learning Recovery Project?	
What do you like about the project?	
Is there anything that you do not like or think it can be done better in future?	
Any other recommendation/input	

## Key Informant Interview: Local Authorities

Questions	Remarks
A brief introduction, the purpose of the visit and interview, and oral consent.	If the informant confirms the participation proceed further.
Are you familiar with the Youth Led Remedial Class for Learning Recovery project implemented by ActionAid International Nepal (AAIN)?	If not, have a brief conversation on the overall education context in the community in brief and close the interview.
What are your comments on the collaboration efforts and partnership between the project and (rural) municipality? Follow up, as required- areas of strengths and limitations?	
How has the project complemented the (rural) municipality initiatives?	
What response from children, teachers and parents have you heard about the project?	
What positive contribution from the project is remaining in the community beyond the project period?	
What changes have you noticed in from the project in your school, on the children, family, community?	
Three best aspects of Youth Led Remedial Class for Learning Recovery Project?	
Three things that can be done differently for outcomes?	
Any other recommendation/input	



## Annex II

### Key Informant Participants

SN	Beneficiary/ Stakeholder	Number	Male	Female	Remarks
1	Student	300	140	160	
	Youth Volunteers	80	20	60	
2	Parents	60	15	45	
3	Teacher	20	12	8	
4	Local Authority	5	5	0	
5	SMC/PTA	10	4	6	
6	Head Teacher	10	9	1	
	Workshop Facilitators	5	5	0	
7	Partner Organization	10	5	5	
	<b>Total</b>	<b>500</b>	<b>180</b>	<b>220</b>	







#### **CONTACT DETAILS**

Apsara Marga, Lazimpat  
Ward No. 3, Kathmandu, Nepal  
P.O. BOX: 6257  
TEL.: 977 (0) 400 2177  
EMAIL: [mail.nepal@actionaid.org](mailto:mail.nepal@actionaid.org)  
WEB: [nepal.actionaid.org](http://nepal.actionaid.org)

#### **FACEBOOK**

[facebook.com/actionaid.nep](https://facebook.com/actionaid.nep)

#### **YOUTUBE**

[youtube.com/c/actionaidnepal1982](https://youtube.com/c/actionaidnepal1982)

#### **TWITTER**

[twitter.com/@actionaidnep](https://twitter.com/@actionaidnep)

#### **INSTAGRAM**

[instagram.com/actionaidnepal](https://instagram.com/actionaidnepal)