



“Mentorship Approach on Accelerated Learning Program”

In Nepal, over 600,000 children remain out of school¹. The Flash Report (Flash-1 2024/25) of the Center for Education and Human Resource Development (CEHRD) indicates that the net enrolment rate stands at 94.4% for lower basic (grades 1–5), 93.6% for upper basic (grades 1–8), and 75.8% for secondary level (grades 9–10). The Government of Nepal, under the “Free and Compulsory Education Act, 2018,” has recognized free and compulsory basic education (up to grade 8) and free secondary education to ensure the constitutional mandate of fundamental rights to get education.

CARE Nepal has been implementing accelerated learning program, also known as “UDAAN” from 2013 to bridge out-of-school girls to formal education. The UDAAN program delivers a CEHRD approved condensed curriculum on key four subjects (English, Mathematics, Social studies and Nepali) including local curriculum where social studies cover the interdisciplinary subjects such as social studies, human value education, science, health & physical education. CARE along with other development partners and government funding Community Learning Centers (CLCs) & non formal

¹ Nepal education Factsheets 2022

schools are implementing condensed curriculum of Level 1 (grade 1-3) and Level 2 (grade 4-5) and Level 3 (grade 6-8) to ensure access of children to formal education. Despite government provisions and plans to integrate out-of-school children into the education system, certain groups particularly from Dalits, Muslims, and other marginalized communities and geographically remote areas remain hard to reach.

With the principle to Leave No one Behind, in order to reach out-of-school girls in hilly remote area and scattered settlements of Terai region, CARE Nepal piloted “Mentorship model on Accelerated Learning Program” from Jajarkot district of Karnali province where one community-based mentor facilitated the curriculum to 3-10 girls along with life & leadership skills development activities. Considering the number of out-of-school girls participating, facilitation sessions carried out 2.5 to 4 hours a day, scheduling flexible time for learners in the venues arranged by community-based mentors such as; community centers, public schools, or mentor’s or mentees’ homes.



Adolescent girls displaying their project work during mentorship AL class in Jajarkot district

Objectives of Mentorship Model of Accelerated Learning Program

The major objective of mentorship model on Accelerated Learning program is to deliver accelerated learning opportunities for hard to reach out-of-school girls in remote hilly areas and scattered settlements in Terai with fewer than 15 learners as an alternative option to create access to formal education along with life & leadership development.

Process and Activities:

Capacity Enhancement of Mentors:

Mentors received seven days of basic and three days of refresher training on condensed curriculum of CEHRD, focusing on accelerated learning approach and equipping them with facilitation skills on literacy, numeracy, and life skills including parenting education through transformational discussions. Skilled mentors facilitated the condensed curriculum of Level -1 and Level -2 to the out-of-school girls enrolled in mentorship sessions. To provide additional support to mentors monthly coaching support was provided on specific content where they were struggling to facilitate.

Establishment and Operation of Mentorship session:

Based on the secondary data available, program collaborated with local governments that have higher numbers of out-of-school children and identified out-of-school girls through home visit surveys. Collected data are verified based on the criteria (age, drop-out-grade etc.) and established mentor run accelerated learning centers in appropriate venue of communities. Program operated mentor run accelerated learning centers in schools, community building, mentors or mentees home with 3-10 girls for 11 months and facilitated the learning activities including life and leadership development activities for their empowerment.

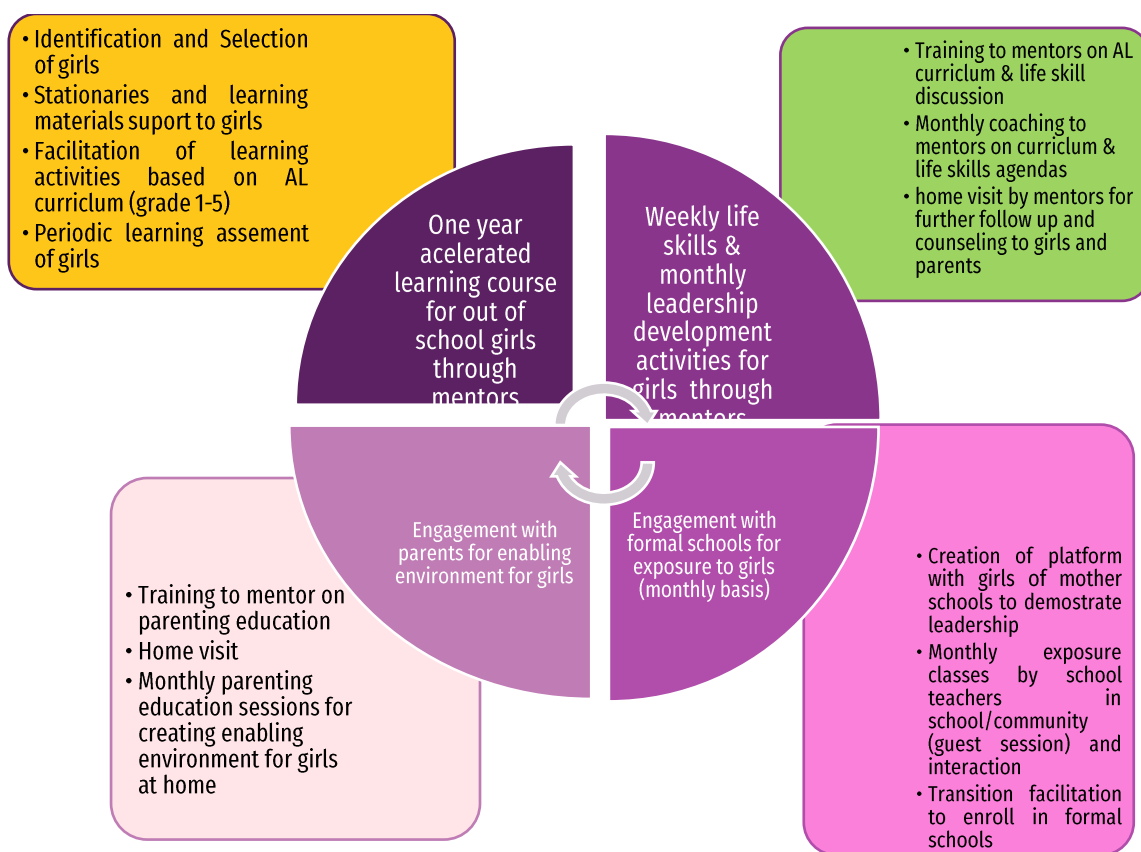


Figure : Mentorship approach on Accelerated Learning Program

Trained mentors conducted 2.5-4-hour daily sessions for out-of-school girls at flexible times chosen by the learners. The accelerated learning program offers a CEHRD approved condensed curriculum in four core subjects (English, Mathematics, Social Studies, and Nepali) along with the local curriculum where Social Studies integrates interdisciplinary topics, including human values education, science, and health and physical education. The project supplied learning materials, and mentors also accessed additional online learning resources via smartphones. Upon the completion of 11 months accelerated learning program these girls were transitioned into formal education through continuous assessment process for Level 1 and blended (continuous and external) assessment process for level 2.

Engagement with Key Stakeholders for Conducive Learning Environment

The mentors organized monthly discussions with parents of adolescent girls in a community venue and conducted home visits. During these monthly meetings and home visit mentors facilitated reflective discussion with parents on creating supportive environments for girls at home and provide adequate time for study through reducing the girls' workload.

CARE also collaborated with schools where the girls transited, to deliver training such as GESI-customized training and assessment-informed instruction and supported for school improvement planning and WASH facility enhancements.

After School Support for follow up:

Accelerated Learning graduated school transitioned girls received follow-up support through the remedial learning on subjects they are struggling at, including stationaries and learning materials for their retention and learning. In addition to this, they participated in different reflective discussions to change harmful social norms as well as participated in various extra/co-curricular activities for their life & leadership development.

Key Outcomes:

- 241 out-of-school adolescent girls participated in mentorship model of accelerated learning program from which 226 (94%) completed mentorship model of accelerated learning program in Jajarkot. Out of this 201 (91%) were transitioned into formal education. (FY 2023-24 and 2024-25) from Nalagad and Bheri Municipality of Jajarkot district
- 96 out-of-school girls of Lumbini are continuing mentorship model of AL program in Rupandehi and Kapilvastu this FY (2025-26)

Learning and Recommendations:

- The project faced difficulties in remote hilly areas due to scattered settlements, scarcity of qualified mentors, parents' frequent labor migration, and distant schools, with some sites requiring 2–3 days of travel for monitoring. To strengthen the Udaan mentoring approach, it is recommended to select locations with at least 7–10 girls and involve parents for supportive environment as well as digital learning opportunities for distant learning.
- Despite mentors' efforts, some girls left the mentorship program due to socio-economic challenges and external factors such as parental migration to India, elopement, and, most notably, child marriage. Additional dropouts occurred when girls re-enrolled in school or migrated elsewhere. The projects need to integrate gender transformative approaches, norms changing interventions, involve parents in income-generating activities and long term plan for follow up on girls once they rejoin schools.
- The project initially intended for higher-grade girls to act as mentors, delivering remedial learning and life skills support to adolescents but due to competency of mentors on updated curriculum more support is needed to equip their competency to facilitate. It is recommended to ensure competency of facilitators on updated curriculum, have capacity development plans for them and provide regular coaching mentoring for the community mentors .