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Организация
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منظمة الأمم المتحدة
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in South, South West and Central Asia:"*

Building Partnerships and Promoting Innovative Approaches.

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"Family Literacy Programme in Nepal"



United Nations Literacy Decade

Programme name: Family Literacy Programme in Nepal

Implemented by: Save the Children Nepal

Basic facts

Country: Nepal

Starting year: 1993

Outreach: To date, a total of 68,549 learners graduated in basic literacy.

Annual report of 2007: 32,500 adults, of whom 85 percent were women

Target Population: Families and their children

Operating in: Kumal, a village in Gorkha

Facilitator/Beneficiary ratio: 1/20-25

Main Funding: Save the Children

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Brief Description

The innovative Family Literacy Programme was initiated in 1993 in Kumal, a village in Gorkha, where a high percentage of women were illiterate, with the financial support of UNESCO.

Save the Children USA builds the capacity and skills of children, youths and of their families and communities, in collaboration with civil society, local and national government, and the private sector, with linkages between family, communities and schools, a common stand across all programs.

Rationale

Objective

The objectives of the Family Literacy Programme are 1) to increase the female literacy rate in the community, 2) to improve interaction between parents and school teachers about the children's learning activities and performance, and 3) to improve the learning environment in the families.

Conceptual Model and Methodology

The family literacy program is designed to empower women in the communities. The literacy course includes key contents which are important for their daily family life, such as better farming, family planning, life stock rearing, child health, general health information and school activities for children. Vocational skills are also developed. A basic literacy class of 6 months is followed by 6 months post-literacy provision.

Innovative features

A trained local supervisor monitors and supervises the classes once a week and ensures also home visits in the families.

To ensure a close contact between the newly-literate parents, their children and the school teachers, a school diary was developed in which the teacher informs the parents about the children's performance.