

BUILD THE BASICS ASSESSMENT RESULTS

2024-2025



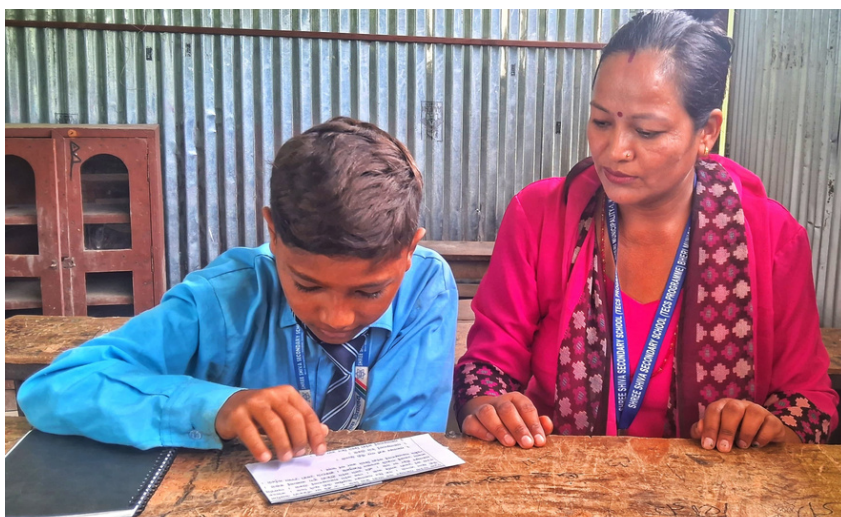
Introduction

Build The Basics (BTB) is a three-year initiative led by Street Child of Nepal (SCoN) in collaboration with Aasaman Nepal, leveraging on the evidence-based Teaching at the Right Level (TaRL) approach to address the learning loss in Nepal. The project aims to improve the foundational literacy and numeracy of 36,000 children in 600 schools across 40 local governments in Madhesh and Karnali Provinces of Nepal. This initiative is anchor funded by the Hempel Foundation and co-funded by other generous donors and is being implemented in close coordination with the Government of Nepal.

BTB works closely with government school teachers through the provision of TaRL training and continuous mentoring support. Teachers assess the learning level of children in their classrooms and deliver tailored activities accordingly to boost the learning outcomes. Local governments are regularly updated on students' progress for building ownership and sustained engagement.

Background of the Study

TaRL employs an evidence-based approach that groups children by learning level and delivers tailored foundational skill activities. SCoN measures learning at three points- baseline, midline and endline within each intervention year.



A teacher conducts one-on-one assessments with a student.

TaRL Implementation



1. Identifying students' learning levels through assessment



2. Grouping students based on their learning levels



3. Implementing 6–10 weeks of TaRL activities



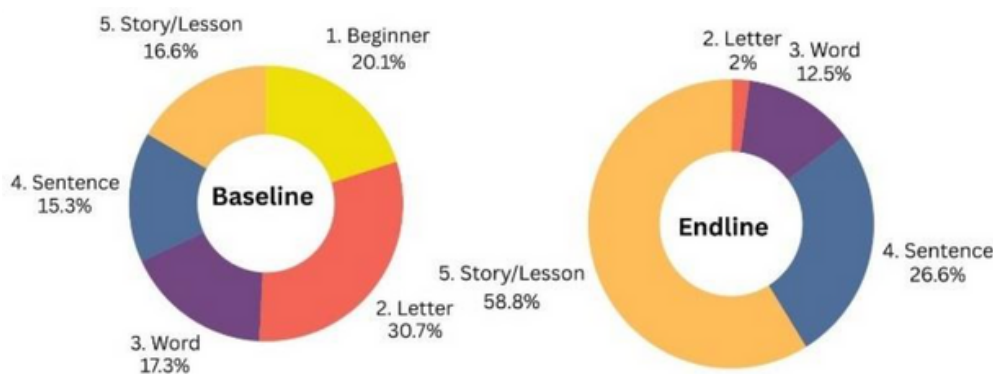
4. Assessing students' progress and linking it with regular classroom activities

Literacy outcomes are assessed on a five-tier scale – beginner, letter, word, sentence, story, while numeracy outcomes are measured on a seven-tier scale - beginner, one-digit, two-digit, addition, subtraction, multiplication and division. This study focuses on Cohort II, comprising of 12782 students, 56% of whom are female.

Findings and Interpretation

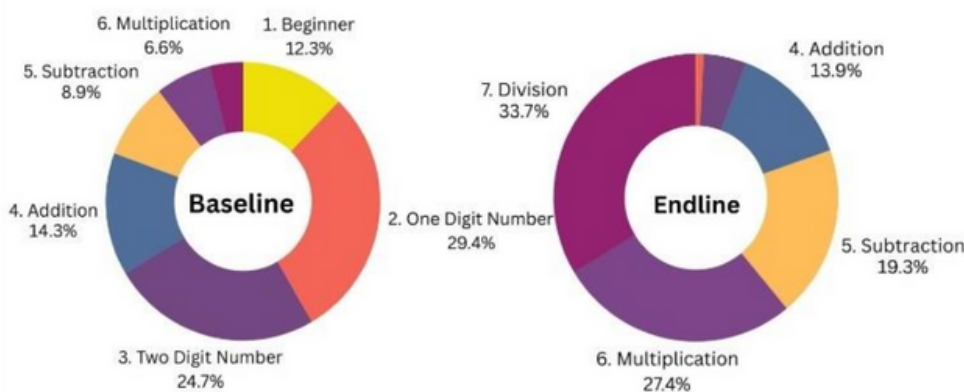
The intervention delivered 180 hours of structured pedagogy, leading to substantial literacy gains. By endline, 85.4% of students could read sentences or stories, up from 31.9% at baseline. The share of students reaching the highest literacy level (story comprehension) increased from 16.6% to 58.8%, while those at the beginner level dropped from 20.1% to 0.1%. Overall, 72% of students advanced to a higher literacy level, with 37% making significant progress by moving up two or more levels.

Baseline and Endline results for Literacy Skills



Numeracy outcomes also improved significantly. By endline, 33.6% of students could perform all four operations—addition, subtraction, multiplication, and division—up from just 3.9% at baseline. The share of beginners fell from 12.3% to 0.1%. Overall, 80% of students advanced to a higher numeracy level, with 36% progressing by two or more levels.

Baseline and Endline results for Numeracy Skills



Conclusion

The findings from Cohort II demonstrate the effectiveness of TaRL approach in accelerating the foundational learning, when implemented through teacher training, ongoing mentoring support and close collaboration with the local governments. Students achieved remarkable progress in literacy and numeracy, progressing to the higher proficiency levels. These results underscore TaRL’s potential for scale-up to address learning loss and strengthen foundational skills among students in Nepal.