

ALL  
CHILDREN  
READING:  
A GRAND CHALLENGE  
FOR DEVELOPMENT

# NEPAL

**All Children Reading: A Grand Challenge for Development (ACR GCD) advances EdTech innovation and research to improve reading outcomes for marginalized children in low-resource contexts. Since its inception in 2011, ACR GCD—a partnership between the USAID, World Vision and the Australian Government—has funded more than 90 solutions through our competitions. Building on this experience and the collective reach of our partner organizations, ACR GCD is uniquely positioned to leverage past successes and the rapid growth of the EdTech sector to support the scale of literacy innovations to ensure the most vulnerable children are provided the resources and opportunities to learn to read.**

## Focus areas in Nepal

Production of *digital books* in Nepalese, Tamang and Nepali Sign Language

Supporting literacy for children with disabilities

Supporting preschool children for reading readiness

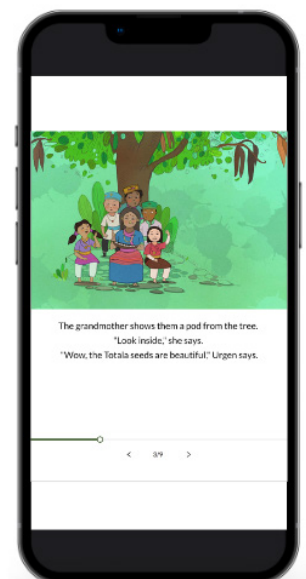


## Production of digital books in local languages

**Creation of 380 children's books in six local spoken and signed languages of Nepal as well as Laos and Papua New Guinea**

Across these regions, the two prominent barriers to literacy are access to books and basic understanding of the importance of reading. Through its [Let's Read Asia](#) project, the Asia Foundation is collaborating with two local disabled people organizations, National Association of the Deaf Nepal and Hard of Hearing and National Federation of the Deaf Nepal, to develop over 380 children's books in 50 Nepali sign languages and five other local languages published under Creative Commons license on the [Global Digital Library](#) (GDL) and the [Let's Read digital library](#). This initiative is bringing together local authors, illustrators, designers, language experts and volunteer translators to create and adapt early grade books for children in Lao, Tamang, Nepali Sign Language, Enga, Hiri Motu, and Tok Pisin.

With a mission devoted to ensuring all children have access to books, ACR GCD in collaboration with the Global Book Alliance launched the [Begin with Books Prize](#), a competition challenging global innovators to assemble cost-effective packages of high quality, open-licensed, accessible books in underserved spoken and signed languages. Winning innovators are uploading the books they develop to the GDL, a free web-based platform with high-quality early learning resources available in more than 100 languages.



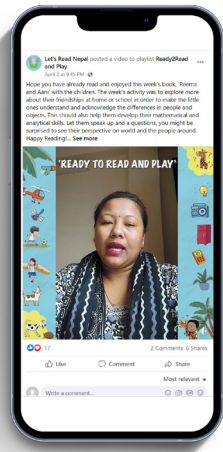


# Support for preschool children

**Providing children and their family members in Nepal with an evidence-and UDL-based approach that sparks curiosity and increases oral language and pre-reading skills**

In Nepal, early childhood education (ECE) enrollment is low, especially among the poorest quintile of citizens where only 41 percent are able to access any type of ECE resources. Children are often ill-equipped to successfully start and stay in school from grade 1, while families do not have the resources to provide any meaningful support to remedy the situation. Through this project, The Asia Foundation and its implementing partner, Child Workers in Nepal, are implementing the [Ready2Read & Play](#) project to create 30 weekly ECE lessons aligned to the Government of Nepal’s early childhood education curriculum to encourage caregivers to support foundational literacy skills at home. In addition, community mobilizers are also providing weekly training for caregivers in the Kirtipur Municipality. The Asia Foundation is also using social media to broadcast the lessons through its [Let’s Read Nepal Facebook page](#).

This project is being funded through the [Ready2Read Challenge](#), which is empowering three global solvers to implement existing or adapted EdTech solutions and activities that enable marginalized children ages 3 to 6 to build foundational language and literacy skills at home and at school. In addition to targeting key foundational language and literacy skills— including alphabetic knowledge, phonological awareness, expressive vocabulary, and comprehension— solutions will also support parents, caregivers, teachers and/or facilitators with resources and tools to assist in filling gaps in early learning among children.



## Looking for literacy tools or resources to use in Nepal?

Access high-quality, beautifully illustrated [digital storybooks](#) in Nepali, Tamang and Nepali Sign Language at [DigitalLibrary.io](#) and [LetsReadAsia.org](#).

Access [additional storybooks in Nepali Sign Language at DeafWorldAroundYou.org](#).

Access [Feed the Monster in Nepali](#) on Google Play! This engaging smartphone literacy app teaches the fundamentals of reading through “play to learn” techniques. Free to download, no ads and no in app purchases!



# Support to children with disabilities

**Developing a framework for integrating accessible ICTs into government guidelines and training instruction, and expanding teacher professional development**

Roughly 11 percent of children in Nepal have a disability, according to UNICEF estimates. Access to education for children with disabilities in the country often depends on their type of disability, rural or urban location, and language, and only a small percentage are estimated to have tailored learning support. Through [Leveraging Existing Accessibility Resources in Nepal \(LEARN\)](#), World Education Inc. is working with government education stakeholders and local disabled people organizations to develop a framework for integrating information and communication technologies (ICTs) and Universal Design for Learning (UDL) principles into government guidelines and training instruction. The project is also leveraging ICT to expand teacher professional development opportunities related to inclusive education.

This project is being funded through the [UnrestrICTed Challenge](#), which is empowering local and global solvers to scale ICT for education solutions that ensure children with disabilities benefit from language, literacy, and learning support grounded in UDL at home and at school. Solvers are participating in a collaborative process to co-create forward-thinking ICT for education solutions that demonstrate the highest potential to improve language and literacy for children with disabilities in low-resource contexts.



## Looking for ways to expand access?

Try using smartphone projectors or tablet lending libraries!