

# 1 in 11 Programme Factsheet



## 1 in 11 in Bangladesh

### Background

The Bangladesh primary education sector is one of the largest education systems in the world. While the net enrolment rate is over 97%, there are still around 6 million children aged 5 – 13 years old who are out of education.

The main reasons for this are:

- In Bangladesh, nearly 50% of parents consider children under 6 too young to be enrolled in school. Late enrolment contributes to higher chances of drop-out
- Many families live in poverty, and the cost of sending children to school is perceived as high. In this situation, parents prefer children contribute to family income as child labour or, in the case of girls, offer them in child marriage
- Distance and inaccessibility to schools, particularly in low-lying wetlands or areas characterised by floods, prevents school attendance
- Low parental education is also a significant barrier
- The primary school system is not equipped for inclusive education, resulting in low enrolment and retention of children with disabilities

### The role of sport in education

In recognition of the potential impact of sport on children, the 1 in 11 partners propose to promote sport for equity and learner quality. Very few primary schools in Bangladesh provide children with the opportunity to participate in organised sports, as there is little sports or play equipment. Also a lack of awareness of teachers on the necessity of organised sport and physical education puts these on a low priority in schools.

### Action

The 1 in 11 partnership will promote the development of a culture of play and organised sports in both primary schools and in the non-formal learning centres. It will enable children to realise their potential and talent. The project will provide an opportunity to marginalised, out-of-school children and children in school but at risk of dropping out to address their right to play, develop confidence and discover their potential.

The following actions will be undertaken within the proposed project:

- Developing project management, coordination and implementation framework
- Development and implementation of organized sports
- Implementation of activity based learning (ABL) methodology and framework
- Enrolment of marginalized out of school children and Children with Disabilities and prevention of violence in schools
- Monitoring and tracking of children's enrolment, school attendance and learning achievement
- Implementation of pilot on FutbolNet program
- Advocacy and Social Mobilization
- Programme evaluation and documentation of best practices for policy impact



# 1 in 11 in Indonesia

## Background

The Government of Indonesia has introduced significant reforms in the education sector, and the country is close to achieving universal primary education, one of its Millennium Development Goals commitments. This aim is only achievable however, if children with disabilities are also given access to a quality education and its associated benefits. In Indonesia currently, 70% of school-age children with disabilities have no access to education.

The main reasons for this are:

- Parents and society as a whole have low expectations of the child's potential
- Those children that start school frequently drop out because of stigma, prejudice or bullying
- Most schools are physically inaccessible, without the right facilities or equipment to accommodate the child
- Parents give priority and focus to their non-disabled child(ren)

Without an education, children with disabilities are less likely to become self-sufficient or realise their potential, becoming a financial burden on their families. Education is key in providing all children with a chance to lead productive lives.

## The role of sport in education

For both children with and without disabilities, sport can result in improved functional status and wellbeing, leading to an improved quality of life. Sport and physical activity can also be linked to improvements in self-confidence and self-esteem. There is a strong informal culture of sport that exists at community level in Indonesia and represents an opportunity for children to develop.

Sport improves the inclusion and wellbeing of children with disabilities in two ways – by changing what the community thinks about those children and by changing the way children with disabilities think about themselves.

## Action

Using funds raised, the 1 in 11 campaign will allow Sports for Development programme to be implemented in six districts across West Java, Central and East Java and South Sulawesi provinces and Jakarta. The programme will target both special needs and inclusive schools.

The following actions will be undertaken within the proposed project:

- Promote children with disabilities and inclusiveness through Media and Community Engagement to make the "Invisible Visible"
- Modelling Innovative Projects using Sports as a Tool to Promote Access, Learning, Life Skills Development, Inclusion, Participation and Protection of Children with Disability
- Promoting Inclusiveness in Policy Making to promote sports and PE values and ensure that sufficient resources are allocated to PE and sports



# 1 in 11 in Nepal

## Background

Nepal is a country of diversity, with over 120 castes/ethnic groups speaking more than 120 different languages. The Government of Nepal (GON) has been implementing education sector-wide plans and programmes over the last few decades to reach its goal of providing universal and equitable access to education. Despite significant progress since the end of civil war in 2006, less than a third (30%) of children who enrol at school will sit their School Leaving Certificate exam 10 years later, and less than half will pass the exam. The advance in education also disproportionately benefit certain groups in Nepalese society, with other groups left behind. Currently, there are 500,000 children aged 5-12 who remain out of school in Nepal, and many more who, although attending school, are at risk of dropping out or not achieving their potential.

The main reasons for this are:

- In rural and remote areas, public schools are underfinanced and rarely reach all children of school-going age
- Certain ethnic groups, such as Muslim communities, remain extremely deprived of exercising their right to education
- Harmful cultural practices such as isolation of girls and women during menstruation, a lack of female friendly environment in school and being married at an early age reduces the educational opportunity for girls and young women

## The role of sport in education

Research has shown that strengthening a child's network through peer support programmes and group-based activities, such as sports, is a key strategy in improving participation at school and learning outcomes of vulnerable and at risk children.

Programmatic experience with sports clubs for girls demonstrated an increased attendance and social capital and, when combined with other extra-curricular activities, have the potential to improve learning outcomes.

## Action

10 priority districts have been identified in terms of high levels of child deprivation – five in central and eastern Terai and five in the mid and far-western mountain region of Nepal.

The 1in11 partnership will focus on the positive impact sports can have as a key component of a child's holistic development from the early grades through to secondary school. The project will aim to leverage the role improved social capital has on strengthening positive peer pressure and support systems to retain children in school and support their transition between levels and schools.

The following actions will be undertaken within the proposed project:

- Strengthening engagement, participation and achievement in formal and non-formal education through sports and other targeted extra-curricular activities for boys and girls in disadvantage groups
- Develop the capacity of formal, non-formal and early childhood teachers and facilitators, parents and community members using the FutbolNet methodology in order to promote inclusion, equitable learning, key life skills and reduce harmful social norms associated with poor educational outcomes
- Improve educational efficiency and social inclusion through sport by supporting transitions between pre-primary to primary, primary to secondary and non-formal to formal opportunities
- Create or enhance safe and protective learning and playing environments for pre-primary, primary and secondary schools for use by children in and out of school



- Use sports based programming as a tool to promote equitable participation of girls and boys and to challenge harmful social norms.