



**National Campaign for  
Education Nepal  
(NCE-Nepal)**

# **Inclusive, Accessible and Quality Education for All**



**Annual Report, 2013**

## Forward



The year 2013 has been a stepping stone for National Campaign for Education (NCE –Nepal) to build as a leading civil society organization in the country. It has been becoming an effective platform for bringing all education stakeholders together including government, development partners, international/national non-governmental organizations, media, corporate sector and all others involving in education.

The coalition has adopted a strategy to work with the government, DPs, UN Agencies and INGOs as a collaborative partner to deal with the common educational issues and critical support for the same as required. Our endeavors are geared towards achieving the end result through series of spiral activities.

The coalition is not a panacea to the problem of public education today in Nepal. It is, however, an essential platform for the civil society organizations; working in the education sector to ensure right to quality education for each individual citizen of the country in real sense.

Encouraging progress has been made this year through strengthening the capacity of its board and members and carried out research and advocacy. It has extended its members and network in country and abroad.

The annual report embraces all the major activities took place in the year 2013; including policy advocacy, research, and capacity enhancement of its member organization, networking and campaigning at the grassroots, national and international levels. It also includes achievements, lesson learnt and way forward.

The accomplishments of the year are the result of collaborative endeavors of all individuals and organizations. Therefore, I would like to take this opportunity to extend my sincere appreciation to the people, government, development partners, collaborative and strategic partners, network organizations, and NCE-Nepal's coalition members ranging from local to central levels, NCE-Nepal's board members, secretariat and volunteers of the organization for their unremitting support and team spirit.

Babu Kaji Shrestha  
President  
National Campaign for Education

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## Acronyms

AAIN	ActionAid International Nepal
AGM	Annual General Meeting
ASPBAE	Asia South Pacific Association for Basic and Adult Education
CBO	Community Based Organization
CPNML	Communist Party of Nepal Marxist and Leninist
CPNUML	Communist Party of Nepal United Marxist and Leninist
CTEVT	Council of Technical Education and Vocational Training
DEO	District Education Officer
DoE	Department of Education
DP	Development Partner
ECD	Early Childhood Development
ECED	Early Childhood Education Development
EFA	Education for All
EI	Education International
GAW	Global Action Week
GCE	Global Campaign for Education
GDP	Gross Domestic Product
HT	Head Teacher
I/NGO	International/Non-Governmental Organization
MoE	Ministry of Education
MoF	Ministry of Finance
NCE	National Campaign for Education-Nepal
NPC	National Planning Commission
PERI	Privatization in Education Research Initiative
PPP	Public Private Partnership
PTA	Parent Teacher Association

RC	Resource Center
RED	Regional Education Directorate
RTE	Rights to Education
SMC	School Management Committee
SSRP	School Sector Reform Plan
SWOT	Strength Weakness Opportunity and Threat
UCPN Maoist	United Communist Party of Nepal (Maoist)
UNDHR	Universal Declaration of Human Rights
UNESCO	United Nations Educational, Social and Cultural Organization
UNICEF	United Nations Children Fund
UNO	United Nation Organization
VSO	Volunteering Service Oversees

## Executive Summary

This is the synopsis of the National Campaign for Education Nepal (NCE–Nepal’s) interventions accomplished in 2013. It includes the major activities accomplished over the year to achieve the objectives, major achievements, good practices, learning captured challenges and ideas generated for future strategies based on the learning. NCE-Nepal is a national coalition established to contribute and advocate on/for education for all. For this, it engages critically through evidence based policy advocacy, research, networking and campaign and awareness rising programmes. Thus, NCE-Nepal focuses on strategic interventions related to policy advocacy, networking, lobbying, and campaigning at the national and local levels for the child and people rights to education in Nepal. Its areas of interventions are raising awareness on issues and concerns related to right to quality education; building the capacity of partners and network members on issues of inclusive and quality education; exerting pressure to ensure government policies are adequate to increase access and retention of marginalized children and creating forums for joint efforts in achieving the EFA goals.

Still 4.4 % children are out of schools (DoE, 2013). The data depicts that the out of school children are from migrant workers, slum dwellers, street children, and children of seasonal or occasional labourers, Dalits, particularly Terai dalits such as Mushahar, Chamar, Dom, Halkhor and Dusadh and from ethnic minorities and tribal groups (Chepang, Kusunda, Raute, Badi). Children from Muslim community do not have access to schools and drop out of schools without completing primary education. Girls in Terai districts are still out of schools due to social and cultural barriers.

In the above national scenario of education, NCE-Nepal’s initiations in developing post 2015 educational agendas remains remarkable nationally and regionally. It ensured the participation of deprived and marginalized community in setting the educational agenda. Advocacy and lobby with major political parties ensured to include the key education agenda in their political manifesto in regards to education. Besides, the campaign on ‘Good Teacher My Future’ sensitized education stakeholders on the importance of teacher’s role in imparting quality education. Consultation and discussion to assess EFA achievements conducted at regional and national levels identified the pertinent policy issues and strategies for achieving EFA goals by 2015 and beyond. In addition, it provided an overview of the status of EFA goals in Nepal. Policy dialogues and discussions on Public Private Partnership (PPP) in education contributed to make the understanding of its members and key stakeholders on PPP. Besides, NCE-Nepal enhanced the credibility and ownership on School Sector Reform Plan extension document through its active involvement by facilitating the stakeholders’ consultation to ensure the effective participation of civil society organizations and relevant stakeholders.

‘Good Teacher  
My Future’  
sensitized  
education  
stakeholders  
on the  
importance of  
teacher’s role  
in imparting  
quality  
education’



## Organization Introduction

The history of National Campaign for Education-Nepal (NCE-Nepal) traced back in April 2003, after obtaining membership from the international network, Global Campaign for Education (GCE). As GCE Nepal network decided to broaden its spectrum on advocacy, all coalition members felt a need of it legal identity. As a result, NCE-Nepal was formally established on 2010 as civil society movement whose mandate has been to ensure the right to quality education for all.

NCE-Nepal is a campaign for undertaking collective efforts and coordinating among individuals/organizations engaged in promoting the human rights to quality education in Nepal. It works as a watchdog to ensure everyone rights to education and advocates for the same. It focuses on strategic interventions related to policy advocacy, networking, lobbying, and campaigning at the district, regional, national and international levels.

Currently, it has 52 members ranging from International and National non-government organizations, education journalists, teachers' organizations, grassroots level organizations working in the field of education and child rights. NCE-Nepal is also a member of Asia South Pacific Association for Basic and Adult Education (ASPBAE) and Global Campaign for Education (GCE). Being a member of GCE and ASPBAE, NCE-Nepal engages locally, regionally and internationally on education issues and shows its solidarity to GCE and ASPBAE's initiatives in advocating to achieve EFA goals.

‘NCE-Nepal focuses on strategic interventions related to policy advocacy, networking, lobbying, and campaigning at the district, regional, national and international levels’





## Context



Nepal has made remarkable progress in school enrolment. According to the government report, net primary enrolment (grades 1-5) reached to 95.6 % (DoE, 2013). However, the Census report reveals that still 1.18 million children are out of school (CBS, 2011). Similarly, the net secondary enrolment (grades 9-10) increased from 29.5 % to 46.5%. Gender parity in education stands now at 0.98 at both basic and secondary levels and the increase in overall enrolment is accompanied

by a reduction of gender and caste/ethnic disparities.

These above data have further guided us to pay attention towards identifying 4.4 % out of school children (DoE, 2013) and further directed us to strengthen our focus on advocating and supporting government to bring and retain the children in schools with quality learning outcomes. Gender inequalities with low enrolment rates at the primary and secondary levels remain very high among Dalit communities (disadvantaged castes) and Janajatis, ethnic groups and other marginalized groups.

It has further directed NCE-Nepal to focus its interventions to support needy and disadvantage communities like Dalits, Janajati, poor, Children with disabilities and other marginalized groups.

Besides, School Sector Reform Plan (SSRP) has been extended for 2 years (up to 2016) and there is less than 2 year to achieve Education for All goals. The national and international dialogues have focused on future direction of education for post 2015. Furthermore, quality and relevance of education has been issue and debate in different forums. The Post-2015 Development Agenda Report (2013) shows that Nepali work-force is low-skilled in labour market. All these national and international issues in education have laid strong foundation for NCE-Nepal to advocate for literacy, numeracy, quality learning and technical education in Nepal.

‘NCE-Nepal to focus on promoting equity and quality learning in public education’

## Process of Report Development

For the process of developing this report, the NCE-Nepal team collated the required information from the various reports; activity report, monthly report, quarterly report, event reports, and project completion reports. In addition, relevant record files, correspondence with member organizations, donors and other documents including policies, procedures and legal instruments were also reviewed. After collating the information, a small team of members analyzed data and produced a draft report which was shared with its network members, board members and steering committee members. They verified the data and also provided the feedback. Incorporating the feedback provided by its members, the final draft has been prepared which was approved by the Annual General Assembly .



## Key Advocacy Initiatives in 2013



In line with national and international legal provisions, NCE-Nepal's activities have been streamlined advocating for children's and adults' rights to quality education with appropriate outcomes. NCE-Nepal evidence based policy to exert pressure to for ensuring



learning conducted advocacy government no child will remain out of school and all public schools are well equipped resources to provide quality education.

As envisaged in the EFA National Plan of Action 2001-2015 and the School Sector Reform Plan (SSRP) 2009-2015, education revolves around achieving three objectives: ensuring access and equity in primary/basic education; enhancing quality and relevance of education; and improving efficiency and institutional capacity; NCE-Nepal's policy advocacy revolved around access, equity and quality education for all.



## 1 Establishing Right to Education (RTE) in Political Parties' Agenda

NCE-Nepal believes that educational policies are important because effective policies can help to retain the students in schools. Out of the several policy advocacy interventions, NCE-Nepal garnered political commitments on rights to education from major political parties of Nepal. It organized national consultations and also analysed the manifestos of political parties and developed the Citizen Charter on Education and submitted it to political parties to include it in their manifestos before the Constituent Assembly Election, which contributed to establish rights to education agenda in their manifestos.

## 2 Advocacy on Good Quality Teacher and Dream Learning Environment

NCE-Nepal's policy advocacy concentrates for improving the quality education in the public schools. NCE-Nepal conducted a survey on 'Good Teacher, My Future' to influence local and central level policy makers for providing good and quality teachers in schools. NCE-Nepal collected the perception of 100,000 students throughout the country on what kinds of teachers they want. The results of the survey were shared both at national and local levels. Policy makers at the central level expressed their commitment to pay attention and it helped to sensitize teachers, parents and other stakeholders on the demand of teachers' quality at the local level.

Besides NCE-Nepal conducted a Dream Learning Environment campaign to sensitize students, School Management Committee members, teachers, parents and other stakeholders about the quality learning environment in schools where learning of the children is ensured. The campaign was successful to make all the stakeholders sensitize about their role to create safe and quality learning environment for children in schools. The campaign succeeded to sensitize more than 50,000 students and adolescents from 35 districts on what they constituted on good learning environment and what are the barriers for that.



### 3 Advocacy on Education as a Standalone Goal on MDG

NCE-Nepal has been working on education advocacy for those issues which are backed up by evidence based research, awareness rising, media mobilization, monitoring and pressure creating interventions. Out of them, NCE-Nepal submitted a Memorandum to the head of the government of Nepal. The memorandum was developed after series of consultations with different stakeholders with recommendations of 'Education as a Standalone Goal in Millennium Development Goals and right-based approach to education goals and frameworks for post 2015. The memorandum remained as a vital and reference document for the Head of the Government of Nepal just before his departure to the UN general meeting to raise the issue of education as standalone goal in international forum.

### 4 Positioning Post 2015 Education Agenda

NCE-Nepal initiated the dialogues and consultations together with Ministry of Education, UNICEF, UNESCO, VSO Nepal and all other relevant organizations for setting the education agenda for post 2015. The dialogues and consultations were conducted locally to ensure the voice of grassroots and centrally to assure the policy related issues. In addition, the dialogues and consultations conducted with Civil Society Organizations provided the civil society perspectives on post-2015 education agenda. The agenda developed through all consultations with the participation of different stakeholders from grassroots to central levels were presented in the South Asian Regional Level Consultation in Bangkok which intrinsically helped NCE-Nepal to present Nepali civil society perspectives at the international forum.

### 5 Policy Discourse on Public Private Partnership (PPP) in Education

There is a need to be wider debate on PPP in Education in Nepal. Therefore, the concept and pros and cons of PPP need to be discussed in a greater detail. Thus, NCE-Nepal organized a policy discourse on Public Private Partnership among the wider audiences. Policy discourse on PPP increased the awareness on the wider education privatization and PPP issues in education in Nepal. The discourse also explored different modalities of PPP which would suit for the Nepali context.



## Policy Advocacy

## Advocacy on Good Teacher

NCE-Nepal sensitized the parents, teachers, development partners and other stakeholders on intrinsic role of teacher to ensure quality teaching and learning environment through Good Teacher, My Future campaign. It also sensitized parents and students on their state of obligation regarding quality teacher for quality learning. During the Campaign, NCE-Nepal collected the perception of more than 100,000 students on their dream teacher which exerts pressure to policy makers to make them responsible for ensuring quality teachers for quality learning in schools. Besides, the campaign also reiterated the issues of trained, qualified and motivated teachers for quality education.

## Advocacy on Education Friendly Manifestos

Political parties formulated education friendly election manifestos including the issues related to quality education. The issues included in the manifesto are teacher management, political non-interference, gender and social equity in education. Besides, they expressed their commitments to develop education friendly thematic committee report in Constituent Assembly. Looking at these outputs, NCE-Nepal has been able to establish education agenda within the political parties as it submitted and discussed those agendas with the major political parties.

## Policy Issues in Education Beyond 2015

NCE-Nepal stimulated wide-range of discussions among the education related stakeholders at the national, regional and district levels on progress made and lessons learned in implementing the Education for All (EFA) Goals. The program contributed to generate consensus among the diverse stakeholders for setting the education agenda for post 2015. In addition, the program contributed to bring Ministry of Education, development partners and civil society organization together in a common platform. This became the most effective way to reflect learning and challenges and developing the education agenda together for beyond 2015 by ensuring the voices of diverse stakeholders.





## NCE-Nepal in Enhancing SSRP Extension Plan

NCE-Nepal contributed to enrich the School Sector Reform Plan (SSRP) extension document prepared by Ministry of Education through series of discussions and consultations. It also facilitated to enhance the credibility of the document and boosted the ownership of stakeholders. The technical team formed by Ministry of Education modified and finalized extension plan by incorporating feedbacks and suggestions of stakeholders. Most importantly the initiation of NCE-Nepal has been highly acknowledged by the Ministry of Education in the final SSRP extension document.



## Advocacy on Education as a Standalone Goal

NCE-Nepal succeeded to get the commitment of the chair of council of minister Honourable Khil Raj Regmi to advocate Education as a standalone goal and rights based approach in education in his meeting at the UN General Assembly. The memorandum submitted including the issues – Education as a standalone goal and rights based approach to education contributed to pressurize policy makers and other stakeholders to raise issues in the international forums.





### Initiative in Improving Public Education in Nepal

NCE-Nepal contributed to trace the role of state for improving the quality of public education in Nepal. The national level advocacy through 'Forum for Public Education' contributed to reflect on the issues; like classroom environment, teacher management, text book, infrastructure and other related issues. The forum also became an effective platform to bring several stakeholders together for sharing ideas and widened the discourses around strengthening public education in Nepal. Besides, the forum intrinsically increased awareness among the stakeholders on child centered learning and safe school environment.

### Dream Learning Environment Campaign

Dream Learning Environment (DLE) campaign succeeded to garner the thoughts and perception of more than 50,000 students and adolescents from 35 districts of Nepal. In addition, the campaign raised awareness on the importance of teachers' role in creating child friendly learning environment in schools and their contribution to retain the maximum students in the schools. In this context, DLE campaign became an effective eye opener for all concerned bodies involved in development of quality education and also became an imperative evidence based advocacy tool to advocate for ensuring child friendly environment in the classroom and also in schools. During this campaign, Dream Learning Exercise was conducted in 140 schools and 35 Community Learning Centres of 35 districts of Nepal.





## Capacity Development

### Capacity Enhancement on Public Private Partnership (PPP) in Education

NCE-Nepal intrinsically contributed to raise the awareness of government, public partners, private sectors and development partners on the recently introduced concept of PPP in education. It also pointed out the PPP modalities that could be effectively implemented in Nepal. Besides, national and regional conference were organized which were fruitful for NCE-Nepal getting ideas to formulate work plans for further policy work, campaigns and capacity development of its members.



### Workshop on Policy Advocacy on Rights to Education

NCE-Nepal's capacity development workshop on advocacy and Rights to Education to enhance the capacity of its members has been effective for advocacy from grassroots to national level. The capacity development workshop also contributed in getting consensus on priority agenda and strategies for NCE-Nepal's Advocacy.

Significantly, the workshop contributed to empower the coalition members through building their capacity in different areas such as policy advocacy skills, facilitation skills, concept of Rights to Education, Public Private Partnership. Besides, the workshop supported to develop common understandings on rights to education, advocacy, advocacy tools, and strategies.



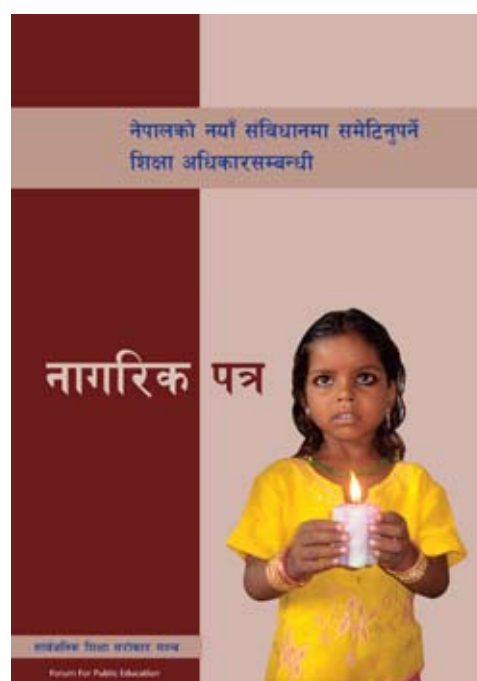
## Resource Centre Development:

NCE- Nepal's Resource Centre has become a common platform for generating discussions on emerging educational issues. It has provided a platform for policy level discussions for intellectuals and other groups. The Resource centre has the relevant literatures, study reports, reference books and publications related to human rights, rights to education, child rights. It has also enough space and equipments for regular policy talk series.

## Research on Education

### Analysis of Education Related Policies

An evidence based advocacy tool was developed for organizing lobby for the implementation of education policies. The thorough comprehensive analysis was conducted on the education related policies in Nepal. In addition to the national education related policies, the study team also analysed the bi-lateral and multi-lateral agreement, documents/instruments globally recognized and accepted and comprehensive planning prepared by the government. Finally, a 'Citizen Charter' incorporating the education related provisions was produced as a tool kit which is more useful and informative for getting the idea of education related policies of Nepal. The advocacy tool was prepared through the rigorous analysis by a small core team of NCE-Nepal.



### National Education Budget Analysis

National education budget analysis conducted by NCE-Nepal revealed the facts of budget allocation for education and its expenditure procedures. It also revealed the shortcomings in the budget formulation procedures and suggested for the future remedy. The budget analysis can be helpful for the education activists who work on the education governance. The research recommended the government to give



## Critical Issues and Challenges

the priorities on utilization of allocated budget and need to demand more budgets for fulfilling the needs of schools.

The government's data presents that 95.6% children enrolled in the school (DoE, 2013). However, the recent census report (2011) indicates that still 1.18 million children are out of schooling opportunities. The contradictory data from two agencies of government has created confusion to all who work in education. Besides, it has also been the burning issue to reveal the real data of out of school children.

The major striking factor is that only 15% out of the total enrolled in class one pass the school leaving certificate. The school's infrastructures are not disabled friendly and access of differently able children into the schools has been very low. Therefore, equitable, lifelong and skill oriented education is still the issues and the challenge. This has been one of the issues for NCE-Nepal to advocate and influence for the coming years.

The problem in ensuring the equal rights to quality education in the context where there is a huge disparity between public and private education has been another area of advocacy for NCE-Nepal. These two system and opportunities in education have created a gap in the society. Therefore, strengthening the public education which meets demand of community is another burning education issue in Nepal.

Besides, schools and classrooms are not child friendly. The current system and practice do not support for promoting the quality education (basic to secondary level) of the children from deprived groups. This has been another area of

‘Issues in  
education :  
Teachers  
management,  
school governance,  
quality learning  
and reaching to  
unreached’







advocacy for NCE-Nepal and other civil society organizations to advocate.

Challenges in secondary education are also high, with low performance, effectiveness and learning quality. The overall survival rate to the last grade of basic level (grade 8) is 66 per cent, which means that more than one third of girls and boys never make it to grade 8. The transition to higher education, which is also strikingly low, is another major issue, especially in rural and remote areas.

Access to higher education is limited. Less than 10 out of one hundred girls and boys in the higher education age group enter higher education. In particular, students from poor and disadvantaged families have least access to higher education due to various reasons, including restricted financial assistance, weak support system and will of policy reformers and implementers.

The education budget occupies the larger scale (15-17%) in each year, which is the largest amount than the amount of budget allocated for other sectors. Despite of huge allocation, the result in education is not remarkable as compared to the investments, efforts and commitments of government. Therefore, the issues and challenges for civil society organization are to work on good governance in schools.

Besides, the existing government education policies and programmes are not implemented properly and Free and Compulsory Education Act has not been enacted by the parliament. In addition, influence of political parties at schools has resulted unbalanced and unfair teacher recruitment, teachers' absenteeism, lack of accountability and transparency. This has been another area of focus for NCE-Nepal in the coming year.





## Partnership



Over the year NCE-Nepal had an opportunity to join hands with different partners. It got support from different member organizations, UN agencies, development partners international alliances and government financially and technically. Civil Society Education Fund from ASPBAE is the major sources of support for NCE-Nepal's programs. In addition, UNICEF, UNESCO, VSO and Action Aid were also the major partners of NCE-Nepal. UNICEF, UNESCO and VSO's support in EFA assessment and setting post-2015 education agenda has been really instrumental. Besides, NCE-Nepal's coalition members supported technically and financially to accomplish its interventions planned for the year. The partnership with Government of Nepal, Ministry of Education remained remarkable in SSRP extension documents, EFA assessment and gender equity initiatives. The partnership of NCE-Nepal with Ministry of Education and other stakeholders remained intact in developing post-2015 education agenda also.

## Key Achievements

- Increased awareness among policy makers, education stakeholders and media on the education governance
- Civil society and school stakeholders were aware on National Framework of Child Friendly School (NFCFS) for Quality education
- Strongly put forward the voice of civil society in EFA assessment
- Increased number of resource books and variety of education related literature, study reports and other publications in resource center where all the public can have access to it.
- Increased good working relationship with the Government, UN agencies, private sectors and civil society organizations
- Enhanced national and international recognition by government and development partners.
- Increased and strengthened relationships with regional and global coalition like ASPBAE and GCE

## Key Learning of NCE-Nepal

From the activities conducted, NCE-Nepal realized that still schools and classrooms are not child friendly. Misappropriate behavior of teachers and non-availability of child friendly school environment are also the cases of drop out of children. However, it has been realized that teacher can bring change inside the classroom and can be the effective contributor to bring and retain the student in schools.

The collaborative approach with development partners, government and civil society organizations remained remarkable. Being civil society organization, NCE-Nepal became an appropriate platform to bring diverse stakeholders from government to CSOs together. The collaboration with government contributed to achieve the better results with became helpful to influence civil society agenda at policy level.

Another learning of NCE-Nepal– if the issues are owned by political parties, those are likely to be successful. NCE-Nepal succeeded to bring major changes in the political parties' election manifestos by advocating and influencing them to include the issues related to rights to education in their manifestos.



## Direction for Next Year



- National, sub-national and grassroots level dialogue and consultation on EFA Post 2015 agendas
- Debate and dialogue on contemporary education issues including media mobilization
- Research on Education Budget analysis, Teacher's Professional Development and Public Private Partnership in Education
- Policy Talk Series on Contemporary Issues on Education through out the year
- Campaign for Global Action Week based on the global theme
- Extension of coalition's membership and enhance their capacity.
- Updating the data base and Strengthening Resource Center
- Civil Society Education Report publication and dissemination.



**National Campaign for Education Nepal (NCE-Nepal)**

Bakhundol, Lalitpur-3, Opposite to Norwegian Embassy

P.O. Box : 14421, Kathmandu, Nepal

Phone : 977-1-6203009, 01-5526671

E-mail : [info@ncenepal.org.np](mailto:info@ncenepal.org.np)

Website : [www.ncenepal.org.np](http://www.ncenepal.org.np)



**STEERING COMMITTEE MEMBER**

S.N.	Name	Designation	Represent Organization	Address
1	Mr. Babu Kaji Shrestha	President	Global Action Nepal (GAN)	Kathmandu
2	Mr. Kumar Bhattarai	Vice President	CWIN-Nepal	Kathmandu
3	Mr. Lab Raj Oli	Secretary	Educational Pages	Kathmandu
4	Ms. Sapana Kadel	Treasurer	AASMAN- Nepal	Lalitpur
5	Dr. Narayan Kafle	Member	Save the Children	Kathmandu
6	Mr. Raj Kumar Gandharba	Member	VSO- Nepal	Lalitpur
7	Mr. Laxmi Bhakta Basukala	Member	Educate the Children (etc)	Kathmandu

**EXECUTIVE BOARD MEMBER**

S.N.	Name	Designation	Represent Organization	Address
1	Mr. Babu Kaji Shrestha	President	Global Action Nepal (GAN)	Kathmandu
2	Mr. Kumar Bhattarai	Vice President	CWIN-Nepal	Kathmandu
3	Mr. Lab Raj Oli	Secretary	Educational Pages	Kathmandu
4	Ms. Sapana Kadel	Treasurer	AASMAN- Nepal	Lalitpur
5	Mr. Raj Kumar Gandharba	Member	VSO- Nepal	Lalitpur
6	Mr. Laxmi Bhakta Basukala	Member	Educate the Children (etc)	Kathmandu
7	Mr. Lal Bahadur Oli	Member	PEACEWIN	Bajura
8	Representative	Member	World Education	Kathmandu
9	Ms. Sharada Kumal	Member	CWISH-Nepal	Kathmandu
10	Ms. Rekha Tulachan	Member	Didibahini	Kathmandu
11	Mr. Tara Khanal	Member	Research Centre for Humanism (RCH)	Banke
12	Dr. Narayan Kafle	Member	Save the Children	Kathmandu
13	Mr. Dhurba Deo	Member	Save the Saptari	Saptari
14	Mr. Dilli Ram Subedi	Member	Gaja Youth Club	Baglung



**ADVISORY BOARD**

S.N.	Name	Represent Organization
1	Prof. Dr. Mana Prasad Wagle	Senior Educationist, Kathmandu University
2	Mr. Gauri Pradhan	Member (Commissioner) National Human Rights commission , Nepal
3	Mr. Babu Ram Adhakari	Ex. President

**SECRETARIATE**

S.N	Name	Designation
1	Ms. Sanju Nepali	Program Coordinator
2	Mr.Ram Gaire	Program Coordinator
3	Mr. Kshitij Sapkota	Admin & Finance officer
4	Ms. Narayani Shrestha	Office Assistant/ Librarian
5	Ms. Maya Shrestha	Office Assistant

**MEMBER ORGANIZATION**

S.N	Organization	Address
1	Aaja ko shiksha (Weekly)	Kathmandu
2	Aasaman-Nepal (ASN)	Dhanusa/Kathmandu
3	Action aid International Nepal (AAN)	Kathmandu
4	Backward Society Education (BASE) Kailali	Kailali
5	Bhumeswor Community Development Organization (BCDO)	Baitadi
6	Bungamati Foundation Nepal	Lalitpur
7	CCS Italy	Kathmandu
8	Center For Awareness Promotion (CAP)	Sunsari
9	Child Nepal	Kathmandu
10	Child Workers in Nepal CWIN)	Kathmandu
11	Community Development Center (CDC)	Doti
12	CONCERN	Kathmandu
13	Creative Rural Development Centre( CRDCN)	Kathmandu/Okhaldhunga
14	Children-Women In Social Service and Human Right(CWISH)	Kathmandu
15	Dalit Jankalyan Youth Club (DJKYC)	Siraha
16	Dalit NGO Federation-Nepal (DNF)	Lalitpur
17	Dalit Welfare Organization(DWO)	Kathmandu
18	Deurali Society	Terhathum
19	Didi Bahini	Kathmandu
20	Dust Free Class Room Nepal (DFC-Nepal)	Kathmandu
21	Educate the Children (ETC)	Kathmandu
22	Education Journalist Group (EJG)	Kathmandu
23	Education Resource Development Centre (ERDCN)	Lalitpur
24	Educational Page (E-Pages)	Kathmandu
25	Gaja Youth Club (GYC)	Baglung
26	Global Action -Nepal (GAN)	Kathmandu
27	Innovative Forum for Community Development (IFCD)	Kathmandu
28	Loo Niva Child Concern Group- Nepal	Lalitpur

29	Madarsha Islamiya Sangha (MIS)	Banke
30	Nepal Muslim Samaj (NMS)	Banke
31	Nepal National Teachers' Association-Nepal (NNTA)	Lalitpur
32	Nepal National Social Welfare Association Kanachanpur (NNSWA)	Kanchanpur
33	PEACEWIN	Bajura
34	Pensioner Teachers Society Parbat (PTS)	Parbat
35	Plan International (Plan Nepal)	Lalitpur
36	Professional Development and Research Center(PDRC)	Kathmandu
37	Ramkot Community Development Center (RCDC)	Kathmandu
38	Research Center for Humanism (Radio Bheri Awaz (95.6) (RCH)	Banke
39	Rural Education & Community Health - Nepal	Bhaktapur
40	Rural Education and Environment Development Center(REED) Nepal	Lalitpur
41	Save the Children Nepal (SCN)	Kathmandu
42	Save the Saptari	Saptari
43	School of Energy And Environmental Development (SEED) Nepal	Parbat
44	Seto Gurans National Child Development Service (NCDS)	Lalitpur
45	Society of Health & Education Development (SHED) Nepal	Kathmandu
46	UNESCO Club, Banke	Banke
47	United Mission to Nepal (UMN)	Kathmandu
48	Volunteer Service Organization (VSO-Nepal)	Lalitpur
49	Women and Children Awareness Centre (WCAC-Dharan)	Sunsari
50	World Education Inc (WE)	Kathmandu
51	World Vision International-Nepal (WVI)	Lalitpur
52	Young Star Club (YSC)	Solukhumbu