

Unleashing the Children and Adults through Equitable Quality Education



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



Annual Report, 2014

Foreword



National Campaign for Education Nepal (NCE-Nepal) continues to head its way into setting its directions and formulating strategies towards achieving equitable quality education for all children. Being one of the largest Civil Society Organization working in ensuring rights to education, it implements its program and projects through its coalition members from grassroots to central level. It generates the evidences through research in education and focuses on the evidence based policy advocacy for unleashing the children and adults from illiteracy and equitable quality education.

NCE-Nepal in the year 2014 became strong platform to bridge advocacy from the bottom to policy level and vice verse. It also had privileged to positioning civil society perspective in post 2015 education agenda. Besides, it contributed and participated meaningfully in providing concerns from civil society in education related goals in Sustainable Development Goals.

This Annual report comprises the major activities of NCE-Nepal throughout this year including key policy initiatives, policy advocacy, networking and campaigning, capacity enhancement of its member organization and research. Besides, it also includes best practices, lesson learnt, major achievements of NCE Nepal in 2014 and way forward. These all achievements and progresses are because of the collective efforts, partnership and collaborative intervention.

Therefore, I would like to extend my sincere appreciation to all the partners who joined hands with NCE-Nepal financially and technically in 2014 particularly UNICEF, VSO and Action Aid. Besides, I would also like to take this opportunity to thank to government, development partners, network organizations, NCE-Nepal coalition members and strategic partners whose support remained remarkable in accomplishing NCE's activities successfully. Likewise, I am also thankful towards NCE-Nepal editorial team members Mr. Kumar Bhattarai, Mr. Lab Raj Oli, Mr. Raj Kumar Gandharba, Mr. Dilli Subedi and Mr. Ram Gaire. In addition, I would like to thank to NCE-Nepal's board and steering committee members and secretariat for their support and team spirit throughout the year.

Thank You

Babu Kaji Shrestha
President
National Campaign for Education-Nepal

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Foreward

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Acronyms

AGM	Annual General Meeting
ASPBAE	Asia South Pacific Basic and Adult Education
CBO	Community Based Organization
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
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 Community 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	VSO – Voluntary Service Overseas
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
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

National Campaign for Education Nepal (NCE-Nepal) is a national coalition of community based to national organizations including I/NGOs, teacher community and education journalists. It came into existence as the Nepal chapter of Global Campaign for Education (GCE) in



2003 and formally registered as National Campaign for Education Nepal (NCE-Nepal) in 2009. NCE-Nepal has been engaging on policy advocacies from its inception with a view of unleashing children and adults who are deprived of access to quality education through the integrated programs based on the framework of right based approach to development. In so doing, it penetrated a number of discourses and debates among the concerned stakeholders from grassroots to national levels for generating the collective views or perspectives that have served as tools or frameworks for advocacy. It has been conducting a number of comprehensive researches to identify the hidden issues for advocacy. The research findings have been instrumental to make advocacy activities more meaningful and evidence based. The research findings have been disseminated through media, debates, interactions, workshops and conferences with a view to educate and draw the attention of multiple layers of stakeholders. Moreover, NCE-Nepal has also built the capacity of its coalition members and partner organizations providing knowledge and skills of advocacy.

“Recommendations and suggestions from a number of debates, discussions and researches made NCE-Nepal to concentrate on the aforementioned issues.”

As the results of these diverse natures of programs conducted by NCE-Nepal, it has been able to bring changes in the stakeholders who have been seen as strong advocates for the right to education of marginalized groups. Moreover, the capacity of advocates or campaigners have been enhanced through multiple trainings, workshops, and sharing of experiences and best practices in both national and international level. Due to the pressure from different sides, it has been more sensitive and committed to ensure the educational rights of children or adults who are in deprived position. The government has recognized the policy demand paper and memoranda submitted to the concerned authorities at different points and times and hence government has invited NCE-Nepal to support the networks as a representative from civil society organizations such as Inclusive Section, Gender Equity Development, Early Childhood Development Sections of Department of Education (DoE).

NCE-Nepal in 2014 played a major role for the Education for All (EFA) assessment and post-2015 educational agenda in collaboration with Government of Nepal (GoN), UNICEF, UNESCO and Voluntary Service Overseas (VSO)

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

Nepal. Besides, it has taken a leading role in celebrating Global Action Week (GAW) for the issues of Education and Disability. As an outcome of the GAW, a follow up committee has been created which oversees the issues related with disability and monitors throughout the year. On the occasion of GAW, NCE-Nepal also built the capacity development of its members on these issues and conducted researches.

Recommendations and suggestions from a number of debates, discussions and researches made NCE-Nepal to concentrate on the aforementioned issues. It has been further recommended to change research traditions towards relying more on emerging transformative approaches through which the stakeholders are able to participate and influence in the research process. It is better to conduct comprehensive research to identify the out-of school children and the reasons of being out of school. Therefore, the upcoming discourse and debates will be focus more on education in federal structure of Nepal to ensure access and equity to quality education. More focus is needed on effective media mobilization, policy talk series, and pedagogical improvement and also on the issues associated with them.



Organization Introduction

‘NCE-Nepal to focus on promoting equity and quality learning in public education and been playing the key roles of lobbying, campaigning and research/evidence-based policy advocacy, partnership with various organizations, community mobilization, awareness raising and capacity building’

NCE-Nepal was established in 2003 after obtaining membership from GCE. It was formally registered in 2009 as civil society movement in Nepal whose mandate has been to ensure the right to quality education for all.

NCE-Nepal works as a watchdog to ensure everyone rights to education and it advocates for the inclusive and quality learning environment. Specifically, it focuses on strategic interventions related to policy advocacy, networking, lobbying, and campaigning at the district, regional, national and international levels. Now, it has 200 members ranging from INGOs to NGOs and grassroots organizations. It also has members from education journalists and teachers' organizations. NCE-Nepal is also a member of Asia South Pacific Association for Basic and Adult Education (ASPBAE). Being a member of GCE and ASPBAE, NCE Nepal engages locally, regionally and internationally on education issues and shows its solidarity to GCE's and ASPBAE's initiatives to achieve EFA goals.

Background/Context

NCE-Nepal is a non-governmental and apolitical non-profit organization committed to bring long lasting positive changes in the lives of children ensuring right to quality



education for all. It has been working for more than a decade contributing to further the human rights and social justice of children adopting the new conceptual framework of right based approach to educational development. Aligning with the policies and priorities of the government of Nepal, it has been focusing its programs to ensure quality education for all.

Strategically, it has been partnering with more than hundred civil society organizations including media and communities. It has further developed its partnerships with the international organizations who are engaging to ensure quality education and literacy for all. Since its inception, 2003, it has been trying to raise the voices of voiceless children and adults to ensure equitable access to quality education. It has been playing the key roles of lobbying, campaigning and research/evidence-based policy advocacy, partnership with various organizations, community mobilization, awareness raising and capacity building.

Through the integrated approach of interventions and diverse nature of programs, NCE-Nepal is continuously working in favor of unleashing the

Organization Introduction

‘The overall survival rates for Grade Five (84.1%) and Grade Eight (69.4%) indicate the prevalence of a large number of out-of-school children possibly from among the marginalized and economically vulnerable communities’

children from marginalized and deprived segments of societies from their suppressed or oppressed positions to ensure their right to quality education through evidence based policy advocacy. Thus, in essence, it has become a vehicle of emancipating or liberating the children and adults from excluded or neglected segments of society. Further, its crucial roles have been to bring the hidden voices of children to the service providers or policy level stakeholders.

Educational Context

Education, as medium to enhance inherent internal potentialities of individuals, is an approach to empower people and raise their social status. It is a means to enhance human capability and hence increase national productivity. Realizing these facts, the government of



Nepal has prioritized the educational development in the development plans and policies from the very beginning of restoration of democracy. Nepal's sensitivity in ensuring the right to education for all has appeared with the commitment on achieving the goals of EFA and Millennium Development Goals (MDGs) by 2015. The government has been implementing School Sector Reform Plan (SSRP) with a view to meet the goals of EFA and MDGs.

As the effort made through SSRP, the average Gross Enrolment Rate (GER) in ECD/PPCs is 73.7% with 73.1% for girls and 74.3% for boys (Department of Education [DoE], 2012). Net Enrolment Rate (NER) at primary, lower secondary and secondary levels are reported to have increased to 95.3%, 72.2%, and 54.3% respectively in the last five years (ibid). Nevertheless, the overall survival rates for Grade Five (84.1%) and Grade Eight (69.4%) indicate the prevalence of a large number of out-of-school children possibly from among the marginalized and economically vulnerable communities (Ministry of Education [MoE], 2012). Likewise, the promotion and repetition rates in Grade One (72.5% & 19.9%) and Grade Eight (87.6% & 5.7%) and the average achievements of boys and girls in Grade Eight in Mathematics (boys:45% & girls: 41%), Nepali (boys:48% & girls: 49%) and Social Studies (boys:50% & girls:49%) reveal that a significant number of students are repeaters and those who have been promoted may have low achievement (Ministry of Education [MoE], 2011).

Thus, the participation of children in formal schooling seems satisfactory.

Organization Introduction

‘The challenge of ensuring quality education has become another burning issue in educational sphere of Nepal. The achievement of quality literacy has been another challenge.’

However, still, there are a large number of children who are out of schools. Though, there are lack of comprehensive studies on the out of school children, these children physically seen are from the marginalized and deprived communities such as *Dalits*, *Janajatis*, and *Disables*. On the other hand, the retention of children who have been enrolled has become a challenge. The challenge of ensuring quality education has become another burning issue in educational sphere of Nepal. The achievement of quality literacy has been another challenge. Out of the many reasons, the achievement has been low due to mainly lack of policy execution and weak monitoring system.



Process of Report Development

This report comprises the brief outline of the NCE-Nepal's activities intervened in 2014 as major advocacy initiatives. It is a result of collective efforts of NCE-Nepal board, steering committee, secretariat and advisors. While preparing this brief report, all proceeding reports of the programs, project monthly, quarterly and bi-annual reports, all publications of 2014, monitoring reports, project completion reports, meeting minutes of board and staff meetings, NCE-Nepal's constitution, financial and human resource policy and government policies and plans related with right to education were reviewed and analyzed. Besides, the draft document of Sustainable Development Goals prepared by Open Working Group of United Nation was also reviewed. Moreover, relevant information from written and electronic records, files and correspondence were also reviewed and analyzed.

A format was developed to fit the right information in right places and ensure that no information has been missed out to reflect the NCE-Nepal's interventions throughout the year. The report format was finalized after comments and inputs from board, steering committee and technical committee. The information and detail of activities were placed in right order as per the format, and then analyzed in a team. After the finalization of the report by the secretariat, it was shared among the network members, board members, steering committee and advisory committee. The data presented in the report were verified with the government policies, plans and reports. The feedbacks, comments and inputs from the different stakeholders were incorporated in the reports. The first draft of the report was presented in the board meeting, and the board approve it with some feedback. The report was discussed in the general assembly of NCE-Nepal. After the massive discussion on the report, assembly approved this report with some amendments and suggestions.



Key Initiatives During The Year 2014

NCE-Nepal in EFA Assessment and Post-2015 Agenda identification

NCE-Nepal penetrated the discourse on achievement of overarching EFA goals and education modalities for post 2015. It, in collaboration with other civil society organizations, conducted a series of consultative workshops in the regional and national level with a



view to collect the views or perspectives of education or non-education sector stakeholders for the development of post 2015 education agenda. Besides, NCE-Nepal undertook an independent EFA assessment through desk review to see the progress of Education for All campaign in Nepal through civil society perspective. The major purposes of the programs were to educate different layers of stakeholders on the achievement of EFA and to collect the voices of stakeholders for the post 2015 agenda.

Further, NCE-Nepal collected successful and challenging cases on EFA implementation so as to develop ideas on how progress towards greater education quality and equity could be ensured including the goals and targets to be defined for the post 2015. The initiatives on EFA assessment and post-2015



Key Initiatives During The Year 2014

education agenda assisted NCE-Nepal to further develop civil society perspectives on the national and global discourse in regards to post 2015 education agenda. Besides, NCE-Nepal's initiatives became instrumental and complementary to the government's process of EFA assessment.

NCE-Nepal with advocacy issue on Education and Disability



NCE Nepal, since its inception, has brought various issues at forefront in regards to access, equity and quality in education. As the continuation of the previous year, NCE -Nepal in 2014 played a foremost leading role in celebrating GAW with a view of having collective commitments of campaigners to advocate on the issues of disabilities (both children and adults) and raising awareness of stakeholders on these issues. The campaign was undertaken under the global theme 'Equal Right, Equal Opportunity: Education and Disability'.

The main objective of this advocacy initiative was to draw the attention of multiple

stakeholders for ensuring equitable access to quality education of children with disability and to make stakeholders aware on the issues of children with disabilities. In doing so, NCE-Nepal developed a policy scoping paper to appraise national/ international policies and provisions that address issues of disability especially on rights to education. Based on the scoping paper, NCE-Nepal prepared a demand paper to draw the attention of concerned authorities including government and non-government institutions in responding the issues of disability in education. Besides, NCE-Nepal collated a number of successful cases of Education and Disability that helped reflect the best practices of relevant stakeholders in education.

Significantly, formation of a follow up committee on the issues of education and disability has been a significant ice breaker in advocating the issues of disability in education.

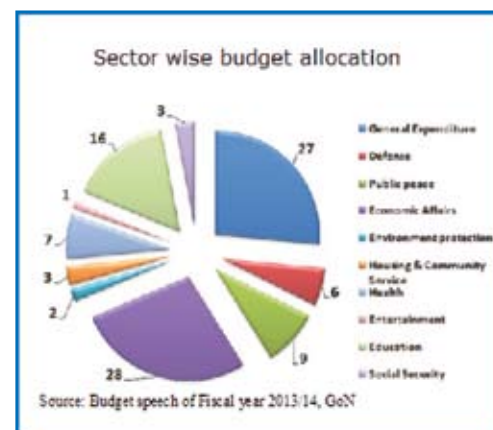
'Prepared a demand paper to draw the attention of concerned authorities including government and non-government institutions in responding the issues of disability in education'

Key Initiatives During The Year 2014

‘Key issues identified are: more power devolution to the federal structures in the cases of educational revenue generation, policy formulation, teachers recruitment and trilingual education system.’

NCE-Nepal Advocating on Education Financing

Being a national level organization working to ensure the right to educational of children in the country, NCE-Nepal believes sufficient budget along with proper implementation and management of the allocated fund is very crucial aspect for achieving quality education. Over the year, NCE-Nepal massively conducted advocacy initiatives for the increment of education



budget allocation and its proper and effective utilization. For this, NCE-Nepal conducted a series of activities including research study on ‘Analysis of National Education Budget from Civil Society Perspective’ to exert pressure to Ministry of Education, Ministry of Finance, Constituent Assembly members and all other stakeholders. Besides, a memorandum was submitted to all the stakeholders and also a press release was done.

Policy Discourse on Education and Federalism

As stipulated by Interim Constitution 2007, Nepal is moving towards federal



government and all stakeholders including the political parties are putting efforts for building consensus on the issue of state restructuring. In this context, NCE-Nepal proactively initiated the discourse/debate for envisioning the educational system in federal government system. NCE-Nepal, in collaboration

with Federation of I/NGOs and UNESCO, conducted a discussion program on 'Education in Federalism' in the presence of multiple layers of stakeholders. As the result of its effort, NCE-Nepal came up with some recommendations on education issues in federal state. The key issues identified are: more power devolution to the federal structures in the cases of educational revenue generation, policy formulation, teachers recruitment and trilingual education system.

Progress Against Objectives

● Policy Advocacy

EFA Before and Beyond 2015, Education and Disability, Education Financing, and Education and Federalism



‘Policy advocacy initiatives on Education and Disability, Education Financing, and Education and Federalism (details of which are mentioned above) have been crucial’

As mentioned above, NCE-Nepal has been successful to inform and sensitize the multiple layers of stakeholders including policy makers to right holders and other stakeholders on the status of EFA achievement. Moreover, it has been able to generate common consensus among the stakeholders for post-2015 educational agenda by consolidating views and perspectives of multiple layers of stakeholders. Besides, it developed the ideas on how progress towards greater education quality and equity could be ensured including the goals and targets to be defined for the post 2015. NCE-Nepal’s report on ‘EFA before and beyond 2015, a civil society perspective has been an effective evidence based advocacy tool for envisioning and shaping the post 2015 education journey. Apart from this initiative, other policy advocacy initiatives on Education and Disability, Education Financing, and Education and Federalism (details of which are mentioned above) have been crucial.

NCE’s Initiation on Positioning Civil Society Perspectives on Education in Sustainable Development Goals

NCE-Nepal developed collective voices and perspectives of civil society on education related sustainable development goal i.e. Goal 4: ‘Ensure inclusive and equitable quality education and promote life-long learning opportunities for all’. Based on the assessment of EFA achievements, it has recommended the several sub-goals on inclusive and equitable education and life-long learning for sustainable development. The recommendations were not only made based on the reviews of EFA achievements but also to validate with multiple layers of stakeholders from grassroots to national levels.

Progress Against Objectives

Policy Discourse on Contemporary Issues in Education

The discourse and debates created by NCE-Nepal among stakeholders on contemporary issues on education were highly influential to educational policy formulation, designing and planning programs and implementing such programs particularly in favour of children and adults from the neglected segments of society. These approaches adopted by NCE-Nepal have contributed to promote the human rights of children and adults and bring the positive changes in the lives of these groups. Thus creating discourses on the pertinent issues of education has contributed to social transformation towards positive direction. In so doing, it has consolidated the voices and perspectives of multiple layers of stakeholders organizing diverse natures of programs such as intellectual debates and discussions and submitted the demands to the concerned authorities.

NCE-Nepal's Engagement in Planning and Policy Dialogue at Policy Level

As a tangible or noticeable result of overall activities of NCE-Nepal, the government has recognized NCE-Nepal as a major player in education and has called NCE-Nepal to lead on behalf of national civil society organizations specially SSRP mission. Apart from this, NCE-Nepal has been a part of different networks which are led by the government such as 'Local Education Group', 'Gender Equity Network', 'Inclusive Education National Network'. As a representative of civil society organizations, NCE-Nepal has been raising the views and perspectives of civil society organizations in multiple phases of the programs or planning or in the policy formulation. This has positively influenced the educational activities of the government of Nepal.



Progress Against Objectives

● Capacity Development

Workshop on Right to Education and Advocacy

NCE-Nepal's capacity development workshop on Rights to Education and advocacy to enhance the capacity of its members has brought significant positive changes in both the consciousness and practices of strategic advocacy modalities in relation to educational



issues from grassroots to national level. The capacity development workshop also contributed in getting consensus on priority agenda and strategies for NCE's further Advocacy.

‘The use of social media as a strategy of advocacy has become more effective to inform or educate or sensitize the action agendas to the concerned stakeholders’

Besides, NCE-Nepal's capacity development workshops and training on advocacy and campaign contributed to enhance the ability and performance of its members and partners. Further, the workshop supported to develop common understandings on rights to education, advocacy, advocacy tools, and strategies. Similarly, the training was helpful to make the participants aware on different tools and methodologies or strategies for effective advocacy at national and sub-national level. As a result they have become able to raise the voices of injustice in more creative and effective ways.

Workshop on Use of Social Media in Advocacy of Rights to Education

A workshop conducted by NCE-Nepal with a view to capacitate its member organizations and campaigners on the issue of using social media for advocacy enhanced the knowledge and skills. The workshop contributed to develop the capacity of its members in amplifying the voices of concerned deprived groups through social media like Twitter and Face book. The use of social media as a strategy of advocacy has become more effective to inform or educate or sensitize the action agendas to the concerned stakeholders.

Resource Centre Update and Enhancement

NCE-Nepal's resource center informed, sensitized, educated and empowered intellectuals, education activists and other concerned stakeholders through regular policy talk series, updated data base, relevant literatures and information. The

Progress Against Objectives

resource center also provided the appropriate forum for generating discussions on emerging educational issues. It has provided a platform for policy level discussions for intellectuals and other groups which further suggested NCE –Nepal to be much more focused on the emerging issues of education while developing its advocacy plan. As a result, the government has become attentive towards the evidence based voices that has been raising by the coalition of NCE-Nepal.

Learning Exchanges

Learning exchanges in 2014 in and out of the country empowered NCE-Nepal's member organizations, district coalitions, board members and secretariat developing their professionalism as they got exposure to the best and successful practices at national and international level. Besides, it enhanced the critical thinking of its members so that they design the programmes that improve the educational of deprived children. These modes of learning exchanges among the education actors of global and national has brought positive changes among the actors for effective policy and program formulation. Over the year, NCE-Nepal team visited Philippines and Indonesia to share and learn best practices at international level. The learning and best practices seen at international level



Progress Against Objectives

have been trickled down to its member organizations at national and local levels through regular sharing and discussions. This has brought remarkable positive changes in the working strategies of stakeholders and then in the lives of children.

● Research on Education

Research on Education Financing

As mentioned above, Analysis of National Budget of Education from civil society perspective conducted by NCE-Nepal became an effective advocacy tool to exert pressure to Ministry of Education, Ministry of Finance, National Planning Commission and policy makers for increasing the national education budget in Nepal.



Research on Teacher Professional Development

The research on Teacher Professional Development conducted by NCE-Nepal revealed that the government policies and practices on teacher professional development has brought changes in the classroom situation particularly on impact on quality learning to some extent. The study sensitized the stakeholders on the impacts of teacher training in classroom. It also helped explore the importance of talking time in the classroom rather than teaching time with some positive changes in pedagogical approaches of teachers and learners' performances.

Significantly, it became an effective advocacy tool for the organization like NCE-Nepal to advocate for quality education, teacher's management, child friendly teaching learning process and effectiveness of teaching training conducted by government of Nepal.

Research on Public Private Partnership

A research on Public Private Partnership in Education (ePPP) Sector in Nepal showed the mix understanding of ePPP and also revealed that there are no adequate policies and criteria for partnerships. Thus, it has recommended to develop common understanding on ePPP, policies and criteria of partnerships for improving education service. Further, it also recommended to establish low fee private schools with grants provision and develop monitoring mechanisms to all schools.

Progress Against Objectives

● Coalition Expansion and Collaboration

NCE-Nepal Coalition Formation

The extension of NCE-Nepal's outreach at the local level and its partnership with the local organizations enabled to bridge the gaps between grassroots level to central level and vice versa in responding to issues related to education at both the level. Further, it has been able to identify the education related advocacy issues from the local level and established relationship with the local stakeholders in strengthening its implementation. In so doing, throughout the year, NCE-Nepal extended its coalition with likeminded civil society organizations in 19 districts. As a result, 200 organizations working in education joined the NCE-Nepal's coalition.



Besides, empowered member organizations through capacity building program at local level have been actively involved in education and raising the voices and awareness of marginalized communities.

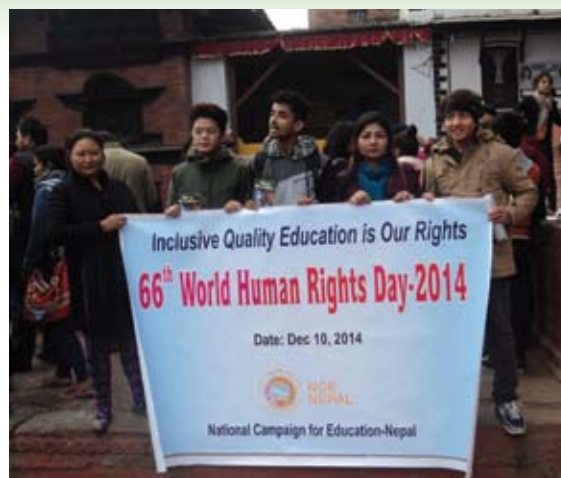


Partnership

Over the year, NCE-Nepal in accomplishing its interventions partnered with a number of likeminded organizations and different member organizations and got support from them.

Significantly, support from UN agencies (UNICEF and UNESCO in particular), international alliances, government, Action Aid, Plan Nepal, Save the Children, VSO,

World Education and World Vision International and other INGOs and donors financially and technically remained very instrumental. Civil Society Education Fund from ASPBAE has been very much effective in taking forward the education agenda in 2014.



Besides, UNICEF, UNESCO and VSO's supported in EFA assessment and setting post-2015 education agenda which was instrumental to penetrate the meaningful policy advocacy. 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 for building consensus among the stakeholders on the rights of disable children and adults. The relationships with all the partners were congenial so that NCE-Nepal was able to develop bond of trust with all the partners.

Besides, NCE-Nepal collaborated with multiple Coalitions, Federations and Alliances (either in loose forms or in legally registered forms) from central to grassroots level working on educational issues or agendas. The collaboration with coalition, federation and alliances remained vital for the meaningful policy advocacy in amplifying the educational issues at local and national level.



Critical Issues and Challenges



While implementing interventions, NCE-Nepal have witnessed following critical issues:

Lack of consistent and reliable data or the different figures depicted by different documents (such as Flash reports and reports of Central Bureau of Statistics) has

been a challenge to visualize the real scenario of education in Nepal. Thus, it has been difficult to design policies and programs based on the contradictory data sets. Further, it has been difficult for setting the priorities.

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 an issue and a challenge. This has been one of the issues for NCE-Nepal to advocate and influence the priority for the coming years.

In Nepalese education system, there is a trend of higher the levels, lower the participation. The participation of children from marginalized and deprived communities in secondary and higher studies is very low. 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 power of policy reformers and implementers.

In addition, 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.

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

The budget for access to quality education seems insufficient despite the priority given to education sector. Thus, the focus should be given to managing or proper utilization of resources, good governance, accountability and transparency and fair distribution and management of resources.

‘Strengthening the public education which meets demand of community is another burning education issue in Nepal’

Critical Issues and Challenges

‘It is necessary to develop quality measurement indicators taking learning from the international practices’

The existing government education policies and programs are not implemented properly and 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, and lack of accountability and transparency. This has been another area of focus for NCE Nepal in the coming year.

Government's equity measures are the key approaches of bringing the out-of-school children in schools. Insufficient scholarships and incentives, unfair distribution of scholarships and political interventions are some of the barriers of being ineffective results of this equity measures. Thus, it needs more efforts on this issue.

The pedagogical practices in Nepalese schools have not been boosted up beyond traditional modes. There are numerous newly emerging instructional pedagogies that are useful to develop students' critical thinking or holistic learning on which the teachers are less aware. Thus special attention should be given to improve the pedagogical practices in Nepal.

In addition, there are a number of other pertinent issues to be brought to the fore such as teachers and student ratio, role and responsibilities of ECED facilitators and their efficiency, infrastructures, gender disparities, discriminations, dropout rate, weak governance and accountability etc. are some of the major issues in educational system of Nepal.

Last but not the least, since the quality education has become a buzz words in today's education sphere. It is difficult to measure what is quality and what is not and there are several factors that hinders/fosters the quality education. Thus, it is necessary to develop quality measurement indicators taking learning from the international practices. It is also essential to identify the hindering and supporting factors to ensure quality education. The advocacy based on such empirical realities could bring positive changes in the lives of children and adults.



Key Achievements

- Enhanced awareness among education actors and campaigners, policy makers, and education stakeholders on EFA achievement and post 2015 education agenda
- Extended outreach to coalition members and partners and enhanced their capacity on advocacy knowledge and skills through different initiations including social media
- Empowered the multiple layers of stakeholders on adversities faced by disable children and adults for access to quality education
- Enhanced awareness of multiple layers of stakeholders on educational budget and its utilization and distribution procedures
- Enhanced awareness of stakeholders on the fact that teacher professional development and its impact on quality education
- 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 them.
- Enhanced the congenial working relationship with strong bond of trust with the Government, UN agencies, private sectors and civil society organizations
- Enhanced national recognition by government and development partners
- Increased and strengthened relationships with regional and global coalition like ASPBAE and GCE



Lesson Learnt

- NCE-Nepal has learnt that the evidence based advocacy amplifying the voices of educational injustice to the marginalized and deprived segments of the society through the complex networks of likeminded civil society organizations would be more meaningful to bring the positive changes in educational sphere of the country.
- Learning the best advocacy practices of international arena and trickling down of such experiences and practices to the grassroots level was more significant to raise the awareness of stakeholders and make effective advocacy strategies.
- Building rapport and strong bond of trust with the network organizations including donors and concerned government bodies was detrimental to manifesting the tangible outcomes and impacts of the programs of NCE-Nepal. This was a pertinent learning of NCE-Nepal.
- It has been learnt that the advocacy on the specific and critical issue identified on the basis of meaningful consultation and participation of different layers of stakeholders would be more results oriented. It has been learnt that the empowerment and participation of stakeholders are two sides of a coin. Empowerment on the issues that affect them can create the meaningful participation of stakeholders. Thus informed and educative advocacy strategies shall be effective to ensure the rights violation of themselves.
- It is difficult to ensure the quality education to all without the meaningful roles of parents. Thus it has been experienced that the exploration of hindering factors for school participation of children from the side of parents, families, and communities is essential. It is essential to conduct the programs on associated issues such as parental empowerment on value education, enhancing their impoverished livelihoods or poverty, and their roles of educating their children.



Best Practices

- The advocacy for the right to education of those who are deprived from access to quality education based on comprehensive research findings and conclusions is the best practices of NCF-Nepal.
- Use of social media and other media for amplifying the advocacy issues to public and at policy level were more meaningful to create pressure to policy level stakeholders.
- The network/coalition building/formation in the grassroots to national level with their necessary empowerment was a strategic direction of NCE-Nepal to achieve the desired advocacy goals.
- Learning exchanges among the international and national actors were more meaningful to scale up the experiences and best practices of each other.



Future Directions

- A study to identify the children who are still out of formal schooling and it is pertinent to find out the specific reasons for not being able to participate in schools.
- NCE-Nepal has already initiated the discourse and debates of systemic modalities of education in federal structure of Nepal. It has to be strengthened to the level of developing comprehensive framework of education in federal structure through comprehensive discussions and consensus among the stakeholders of diverse groups. The inclusive and meaningful participation of diverse nature of stakeholders in the discussion programs will definitely produce more productive and acceptable framework. The framework can be a tool for advocacy or it is to be a tool to draw the attention of politicians and constitution assembly members.
- Grassroots level discourse/consultation with deprived and marginalized communities of Nepal to identify the causes of children not being able to mainstream in school system in Nepal should be the post 2015 agenda.
- Use of different forms of media (social media, newspapers and electronic media) to amplify the contemporary advocacy issues and ensure maximum participation of people in this process.
- Advocacy on allocating sufficient budget in education for ensuring equitable quality education based on the evidence research approach.
- Policy talk series on contemporary issues on education to sensitize and have common understating among stakeholders and then defining advocacy agenda will really be crucial.
- Conduct capacity development program to NCE-Nepal's member organizations and district level coalition members and identify and back up the advocacy issues from the local level.
- Develop NCE-Nepal as information center with availability of data sources related to education.
- Develop a mechanism within NCE-Nepal to address immediate/emergency need in education.
- Develop advocacy plan to implement 'Access and Equity Strategy' of MoE
- Define advocacy priorities reviewing research conducted by NCE-Nepal and other organizations.



Annex

Steering Committee

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

Board Member

S.N.	Name	Designation	Represent Organization	Address
1	Mr. Babu Kaji Shrestha	President	Global Action Nepal (GAN)	Address
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		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

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

SECRETARIATE

S.N	Name	Designation
1	Mr. Ram Gaire	Program Manager
2	Mr. Kshitij Sapkota	Admin/Finance Coordinator
3	Mr. Sunil Acharya	Program Coordinator
4	Ms. Narayani Shrestha	Program Assistant/ Librarian
5	Ms. Maya Shrestha	Admin/Finance Assistant
6	Miss. Adity Manandhar	Intern Staff
7	Mr. Min Bd. Waiba	Office Helper

Member Organization

S.N	Organization	Address
1	Aajakoshiksha (Weekly)	Kathmandu
2	Aasaman-Nepal (ASN)	Dhanusa/Kathmandu
3	Action Aid Nepal (AAN)	Kathmandu
4	Backward Society Education (BASE) Kailali	Kailali
5	Bhumeswor Community Development Organization (BCDO)	Baitadi
6	Bungmati 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	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)	Kathmandu
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)	Kathmandu
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	VSO – Voluntary Service Overseas	Lalitpur
49	Women and Children Awareness Centre (WCAC-Dharan)	Sunsari
50	World Education Inc (WE)	Kathmandu
51	World Vision International (WVI)	Lalitpur
52	Young Star Club (YSC)	Solukhumbu

District Coalition

District Coalition Coordinator Member		
1	Abhiyan Nepal	Jhapa
2	Laxmi Narayan Community Library	Lamjung
3	Children-Nepal	Kaski
4	Education helpline	Morang
5	Community Development Organization-Nepal(C.D.O-Nepal)	Makwanpur
6	Research Centre for Humanities (RCH)	Banke
7	Social Organization District Co-ordination Committee, Parsa (NGOCC)	Parsa
8	Shram Nepal	Chitwan
9	Seto Gurans Child Development Service Rupandehi	Rupandehi
10	Rural Women Development Centre (RWDC, Dang)	Dang
11	Dhurbatara Community FM 89.8 MHz	Dailekh
12	KIRDARC Nepal	Kalikot
13	Siddhartha Community Development Center	Kapilbastu
14	Peacewin Achham	Achham
15	School of Energy and Environmental Development (SEED) Nepal	Parbat
16	Indreni Social Center	Palpa
17	Social Awareness Center (SAC), Nepal	Shurkhet

<i>Affiliated Member of NCE Nepal</i>		
1	Children-Nepal	Kaski
2	Education Awareness Community	Kaski
3	Bal sudhar grah Sarangkot	Kaski
4	Youwa swabalamban samuha, Kaski	Kaski
5	Kaski Netrahin sangh	Kaski
6	Ashal Chhimeki Sahayog Sangha	Kaski
7	DIDA Nepal	Kaski
8	Bal Griha Sanjal, Kaski	Kaski
9	Shathi Nepal	Kaski
10	Youwa forum	Kaski
11	Muslim Dharmik Sanrachhan Sewa	Kaski
12	Abhibhavak Sangha Nepal (Rannitik sajhedar)	Kaski
13	Laxmi Narayan Community Library	Lamjung
14	SCAN Nepal	Lamjung
15	RCDC Lamjung	Lamjung
16	Redio Chautari	Lamjung
17	Redio Lamjung	Lamjung
18	Women Self Help Center	Lamjung
19	Naulo Gumti	Lamjung
20	Redio Marsyandi	Lamjung
21	WVIN lamjung	Lamjung
22	Samagra Bikash	Lamjung
23	DPS Lamjung	Lamjung
24	SOCOD Nepal	Lamjung
25	ECC Sector	Lamjung
26	CHOICE Nepal	Lamjung
27	CHESS Nepal	Lamjung
28	Abhiyan Nepal	Jhapa
29	Night Chess Club	Jhapa
30	NGO Federation, Jhapa	Jhapa
31	Utpidit Adhikar Munch Nepal	Jhapa
32	Birat Social Community learning Centre	Jhapa
33	Sagarmatha Community Learning Center	Jhapa
34	Nepal Samudaik Bikash Kendra(NCDC)	Jhapa
35	Anarmani Srot Kendra	Jhapa
36	Sree Shatasi Samudaik Kendra	Jhapa
37	Gramin Biksh Kendra -Damak	Jhapa
38	Sabodh Sadhana Kendra	Jhapa
39	Surunga Sahakarya Youba Club	Jhapa
40	Bal Aasram	Jhapa
41	Nepal Keriya Foundation	Jhapa
42	Kachnabal Samudaik Adhayan Kendra	Jhapa
43	Education helpline	Morang
44	Prayash Nepal	Morang

45	Nari Bikash Sangha	Morang
46	Mahila Jagriti Kendra	Morang
47	Manab Adhikar Tatha Batabarna Bikash Munch	Morang
48	Active Nepal	Morang
49	Rastraya samudayikbikas Kendra	Morang
50	SCDC	Morang
51	Sagol graminsamaj uthan kandra	Morang
52	Shree bahumukgi sanstha tetaria	Morang
53	NGO Federation	Morang
54	APEK Biratnagar	Morang
55	Aadarsha yuwa club	Morang
56	RCDC	Morang
57	Social Development Munch	Morang
58	Shree bahumukgi sanstha tetaria	Morang
59	Shree deep joti kalam	Morang
60	Dip Jyoti Tetriya	Morang
61	Seto Gurans Mornng	Morang
62	Research Centre for Humanities (RCH)	Banke
63	Aadarsh High Secondary School	Banke
64	CLC-Kamdi	Banke
65	CLC Sitapur	Banke
66	Fatima Foundation	Banke
67	Care Nepal	Bake
68	Mahendra Multiple Campus	Banke
69	CLC Kusum	Banke
70	Teacher Welfare and saving Cooperating	Banke
71	Community Development Organization-Nepal (C.D.O-Nepal)	Makwanpur
72	WOSCC	Makwanpur
73	HosteHaise	Makwanpur
74	HimRights	Makwanpur
75	COSAN	Makwanpur
76	Easther Benzamin Memorial Foundation	Makwanpur
77	Child Welfare Nepal	Makwanpur
78	NCS Nepal	Makwanpur
79	RADO - Nepal	Makwanpur
80	GMSS	Makwanpur
81	Child Welfare Society	Makwanpur
82	CCDN/NGO Federation	Makwanpur
83	NELTA	Makwanpur
84	CWIN	Makwanpur
85	Social Origination District Co-ordination Committee, Parsa	Parsa
86	Bikash Nepal	Parsa
87	Jansewa Youwa Club	Parsa
88	Women Empowerment Initiative Centre Nepal (WEIC Nepal)	Parsa
89	Janmukhi youwa club	Parsa
90	Nari silpakala Kendra	Parsa

91	Nari Uthan Kendra	Parsa
92	Participate to Uplift Rural Public (NGO)	Parsa
93	People Development Youth Club, Bagahi	Parsa
94	De great youth club	Parsa
95	Trinetra youth club	Parsa
96	Rural Society Development Centre	Parsa
97	Helping Society, Nepal	Parsa
98	Dibya Youwa Club	Parsa
99	Sarbottam Youth Club, Bistrampur	Parsa
100	Suryadaya Youwa Club, Bageshwori	Parsa
101	Community Development Resource Centre, Nepal,Parsa (CDRC Nepal)	Parsa
102	Aadarsh Jansewa Youth Clob (AJYC), Bageshwari Titrauna 5,Parsa	Parsa
103	Sram Nepal (labour)	Chitwan
104	Mahila Jagaran Samaj Nepal	Chitwan
105	Youth Club	Chitwan
106	Seto Gurans	Chitwan
107	Nepal Rular Self reliance Campaign NRUSEC	Chitwan
108	Rameshwor Pustakalay	Chitwan
109	Women Group to coordination and committee	Chitwan
110	District Education Office	Achham
111	District Development Community (DDC)	Achham
123	Women and Children Office	Achham
123	Child Welfare Community	Achham
124	District Health Office	Achham
125	Teacher Union	Achham
116	Media Federation	Achham
117	NGO Federation	Achham
118	Aantarpanti Mahila Sanjal	Achham
119	District Child Coalition	Achham
120	District Education Office	Achham
121	Unicef	Achham
122	World Vision	Achham
123	Seto Gurans Child Development Service	Achham
124	PECEWIN	Achham
125	School of Energy And Environmental Development (SEED) Nepal	Parbat
126	PCDP	Parbat
127	NGO Federation	Parbat
128	Pensioner Teachers Society Parbat(PTS)	Parbat
129	NDDO	Parbat
130	SODEC	Parbat
131	INTRED-Nepal	Parbat
132	Seto Gurans Child Development Service	Rupandehi
133	Information and Media Movement for Development (IMMOD Nepal)	Rupandehi
134	Terai Development Forum	Rupandehi
135	Sungava Community Development Centre Rudrapur	Rupandehi
136	Siddhartha Samudayik samaj	Rupandehi

137	Center for Rural Community Development (CRCD_NEPAL)	Rupandehi
138	Quest For Care and Support	Rupandehi
139	Sunaulo Nepal	Rupandehi
140	Chadani Nepal	Rupandehi
141	Vision Nepal	Rupandehi
142	LUMBINI INTEGRATED DEVELOPMENT SOCIETY	Rupandehi
143	Forum for Social Awareness and Development (FOSAD)	Rupandehi
144	Buddha Jagaran	Rupandehi
145	Indreni Rural Development Centre Nepal [IRDC]	Rupandehi
146	Creative Society Nepal	Rupandehi
147	RWDC, Dang	Dang
148	BASE	Dang
149	NEWCPC	Dang
150	NRCS, Dang	Dang
151	BCD	Dang
152	SEED,Dang	Dang
153	SADIKA, Dang	Dang
154	Help Society Nepal	Dang
155	WOREC	Dang
156	SWAN	Dang
157	Social Awareness Centre [SAC]Nepal	Surkhet
158	Digo Bikash Kosh	Surkhet
159	Surkshit Samaj	Surkhet
160	Aawaj	Surkhet
161	Beautiful Nepal Organization	Surkhet
162	Youga Aawhan Dainik युग आव्हान दैनिक	Surkhet
163	Batabaran Sudhar Samaj	Surkhet
164	Dalit Women Awareness Centre	Surkhet
165	Wam Surkhet	Surkhet
166	Youwa Shasktikarna Munch	Surkhet
167	Aantar Nirbhar Samaj	Surkhet
168	Indaraini Social Centre	Palpa
169	Utpidit Utthan Centre उत्पिडित उत्थान केन्द्र	Palpa
170	NGO Federation	Palpa
171	Samaj Uthan Kendra	Palpa
172	President NGO Federation	Palpa
173	Social Campaign	Palpa
174	Women Welfare Association	Palpa
175	Social Resource Development Centre	Palpa
176	Journalist Kantipur	Palpa
177	Women Right Mobilize महिला अधिकार कर्मी	Palpa
178	Dalit Right Mobilizar दलित अधिकार कर्मी	Palpa
179	Sidarth Community Development Centre	Kapilbastu
180	Shishwa Community Development Centre	Kapilbastu
181	Seto Gurans	Kapilbastu
182	Maunt Everest Community Development Organization	Kapilbastu

183	Sunrise Social Development Organization	Kapilbastu
184	Kalika Swablamba Social Development Centre	Kapilbastu
185	Raij Organization	Kapilbastu
186	Palariya Social Study Centre	Kapilbastu
187	Kapilbastu Introged Development Centre	Kapilbastu
188	Nigali Swabalamb development Centre	Kapilbastu
189	Lumbini Yakikirit Bikash Kendra	Kapilbastu
190	Ghar Gharma Shiksha Tatha Aatma Nirvarta Sastha	Kapilbastu
191	Jan Aadesh Social Centre	Kapilbastu
192	Education Journalist Group	Kapilbastu
193	SAHAJ Nepal	Kapilbastu
194	Embasa Social Organization	Kapilbastu
195	Dhurbatara FM /Nepal Journalist Federation Dailekh	Dailekh
196	Free Nepal	Dailekh
197	Aaraniko CLC Chauratha	Dailekh
198	NGO Federation Dailekh	Dailekh
199	CDP Dailekh	Dailekh
200	Rural Social Awareness Center	Dailekh
201	Kantipur Dainik	Dailekh
202	Nagarik Dainik	Dailekh
203	Sosek Nepal Dailekh	Dailekh
204	SOSEC दैलेख	Dailekh
205	Mahila Shasktikarna Munch	Dailekh
206	KIRDARC Nepal	Kalikot
207	VEDESEF	Kalikot
208	Chetana Abhibirdi tatha Samaj seba sangh	Kalikot
209	Gorakhapatra Sasthan	Kalikot
210	Malika Post	Kalikot
211	District Child right Monitoring Network	Kalikot
212	Redio Nepali Aawaj	Kalikot
213	Abhibhara Weekly	Kalikot
214	Redio Naya Karnali	Kalikot
215	Natinal Youth Ferdation	Kalikot
216	Hamro Khabar dalley	Kalikot
217	Sahas Nepal	Kalikotu
218	Bal Chautari Redio magajin Program presanter	Kalikot



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