

ANNUAL REPORT 2017



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

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Annual Report, 2017

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FOREWARD

National Campaign for Education Nepal (NCE Nepal) is a national network of 339 various organizations including that of I/NGOs, teachers, journalist group, community based organizations, parents and other organizations working for equitable, inclusive, quality and lifelong learning opportunities for all in Nepal. Focusing on evidence based policy advocacy in achieving equitable, inclusive and quality education and lifelong opportunities for all, NCE Nepal since 2003 has been working in promoting rights to education for all. It is a civil society movement whose mandate has been expanded to raise the voice of voiceless so as to guarantee quality education in an equitable basis. NCE Nepal mainly focuses on holding the government agencies accountable for their educational commitments made in national and international forums for the public education strengthening. Further, NCE Nepal have long been advocating for betterment and strengthening of public education system through raising the voices of the grassroots as well as making the state accountable for the same. It has also been playing coordinating roles among CSOs at the national, regional and global level, government agencies, UN bodies and the community at the local level for strengthening public education.

The overall vision of NCE Nepal is that every citizen is educated and empowered to improve their well being and enjoy full potential in an equitable, inclusive and peaceful society. Besides, it is moving ahead with the goal to ensure equitable, inclusive, free, compulsory and quality education for all. The overall year 2017 was focused on achieving this goal.

I would like to acknowledge the contribution of all, who were directly or indirectly involved in preparation of this report. I extend my sincere appreciation towards all the national and international partners who joined their hands with NCE Nepal financially and technically in this year to strengthen the movement. Particularly, I would like to express my gratitude towards the support from Civil Society



Education Fund (CSEF) through Global Campaign for Education (GCE), Asia South Pacific Association for Basic and Adult Education (ASPBAE), NCE Nepal's member organizations and support organizations like ActionAid Nepal, Save the Children, VSO Nepal, strategic partners such as European Union, Search for Common Ground, Care Nepal, Open Society Foundation (OSF) and UN agencies i.e. UNESCO and UNICEF for their continuous support in achieving the results. My special thanks to NCE Nepal's members, district coordination committees and networks for being the advocacy wings of the organization.

In addition to this, I am very much thankful to the Ministry of Education, Department of Education and District Education Offices of Nepal for extending the partnership with NCE Nepal throughout the year. Similarly, I would like to express my sincere gratitude to all the partners, advisors and well-wishers of NCE Nepal for their continuous support in paving the strategic directions to the advocacy campaigns of the organization. I am highly thankful to the Research and Publication Team of NCE Nepal for their continuous effort to shape and finalize this document. In addition, I would like to thank all the board members, members of the steering committee and secretariat staffs of NCE Nepal for their enormous support and team spirit throughout the year for traversing a path with us that is not very easy and with faith and conviction to every citizen is educated and empowered to improve their well being and improve their well being and enjoy full potential in an equitable, inclusive and peaceful society.

Kumar Bhattarai
President

ABOUT THE REPORT



Looking back to 2017, one word that I can express is “Fantastic”. It has been a year of experimentation, trying new methods and modules, in the changed federal context of the nation. The overall NCE Nepal team demonstrated more tenacity to handle the push back and the challenges regarding the educational issues such as education financing, growing privatization in education, teacher’s management, equity and inclusion in education, governance and accountability. We found ourselves innovating to amplify our engagements with the newly elected local government representatives as well as strengthening the advocacy voices of our members. As a team, we all held firm in the belief that the nation should ensure equitable, inclusive, quality and lifelong learning opportunities for all no child should be left behind the frontier of education. With this goal, strategic priorities for the year were set out. I feel extremely proud of the overall NCE Nepal team for giving their very best to achieve those strategic priorities.

I can profoundly share that the overall year of 2017 was a year of new experience and learning. We got extensively engaged in localizing our advocacy agendas at the district levels as well as at the local units. This year saw us establishing ourselves as an organization committed to bringing the voices of grassroots people to the forefront of the policy makers so that they could be included in the policy level documents. Moreover, this year we hosted the fourth annual global meeting on Privatization in Education and Human Rights Mechanisms. This also helped to drag out the issue of education privatization, decreasing financing and human rights mechanisms at the national and global levels.

For the first time, we got engaged in the preparation of the Civil Society Education Report (CSER), whereby we monitored the progress against the SDG and SSDP indicators from the Civil Society perspective. Enormous support from the District Coordination Committees have been received for the monitoring as well as amplifying the advocacy and lobby agendas at the district level so as to make the local level units accountable towards their roles and responsibilities.

This annual report provides an overview of the work of NCE Nepal throughout 2017. This report is the outcome of the major programmatic interventions made by NCE Nepal in the year 2017 in regards to the public education strengthening. It consists of the collective efforts of the NCE Nepal’s executive committee, secretariat committee,

secretariat team, advisors, strategic partners, district coordination committees and member organizations of NCE Nepal. . Furthermore, it highlights the achievement of NCE Nepal in 2017 mentioning the challenges faced, lesson learnt and way forward for the upcoming year. These progresses and achievements are the result of continuous and collective efforts, partnership and collaborative interventions of all. As part of the development of this report, all the programmatic reports, monthly, quarterly, bi-annual and annual reports of various different projects, publications of 2017, meeting minutes, organizational policies, in relation to the plans and policies of the government were reviewed and analyzed. Furthermore, extensive reviews of the constitution of Nepal 2015, Sustainable Development Goals (SDGs), Education Act, Education Policies, Education Regulations, Budget 2017/18 and School Sector Development Plan (SSDP) document were done. Moreover, relevant information from the written and electronic records, files, correspondence were also reviewed and analyzed.

A standard framework of the report was developed by the technical team to ensure that no any information and interventions of NCE Nepal of 2017 were left out to be incorporated. All the information and data were put together into the framework and a draft version of the report was prepared. The draft report was then shared to the executive committee and the editorial team for the inputs, comments and feedbacks. Thus, the report was finalized after incorporating such inputs, comments and feedbacks obtained and analyzed.

NCE Nepal believes that this document will be a good reference material for all the community stakeholders, member organizations as well as other civil society organizations. I hope that you will enjoy reading this document and find it useful one. I would like to thank the entire NCE Nepal team for making 2017 fruitful one and joining hands in fulfilling the overall objectives of NCE Nepal to ensure the equitable, inclusive, quality and lifelong learning opportunities for all.

Regards,
Ram Gaire
Program Manager

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ABBREVIATIONS

AGM	:	Annual General Meetings	INGO	:	International Non-Government Organizations
APMEDD	:	Asia Pacific Meeting on Education 2030	JAR	:	Joint Annual Review
ASPBAE	:	Asia South Pacific Association for Basic and Adult Education	MoE	:	Ministry of Education
BRM	:	Budget Review Meeting	NCE Nepal	:	National Campaign for Education Nepal
CCNGO	:	Collective Consultation of Non Government Organizations	NCPA	:	Nepal Child Protection Alliance
CPN	:	Communist Party of Nepal	ODA	:	Official Development Assistance
CRC	:	Convention on the Rights of the Child	OSF	:	Open Society Foundations
CSEF	:	Civil Society Education Fund	PPTS	:	Pro- Poor target Scholarship
CSER	:	Civil Society Education Report	SDG	:	Sustainable Development Goal
CSO	:	Civil Society Organization	SSDP	:	School Sector Development Plan
DOE	:	Department of Education	SZOP	:	School as a Zone of Peace
EJON	:	Education Journalists of Nepal	UN	:	United Nations
GAW	:	Global Action Week	UNESCO	:	United Nations Educational, Scientific and Cultural Organization
GCE	:	Global Campaign for Education	UNICEF	:	United Nations International Children's Emergency Fund
GDP	:	Gross Domestic Product	VSO	:	Voluntary Service Overseas

EXECUTIVE SUMMARY:

With the structural changes in the country, the year 2017 remained remarkable for NCE Nepal in the arena of promoting public education. The entire effort of this period remained highly crucial for promoting the advocacy agenda of Public Education Strengthening at the national and local level. Due to the federal transformation in the nation, NCE Nepal's advocacy work was focused more towards lobbying and advocacy with the political parties and the local government representatives after they elected. The primary focus of the advocacy during the elections was to sensitize the political parties regarding rights to education and pressurizes them to prioritize education agenda into their election manifesto and political commitment. In addition to this, after the election of the local level, it was to raise awareness of the local government's representatives and local level CSOs regarding the promotion of public education system through inclusive education policy, education financing, progressive investment, safe and secure learning environment, teachers management, and promoting life long learning opportunities for all. The overall year was an opportunity to lobby and advocate with the local government's representatives so that they can understand more about the education status, challenges, opportunities, issues to improve and way forward in the education sector. Furthermore, networking and relationship has also been developed with Civil Society Organization and government representatives who can be beneficial to push up the advocacy agenda continuously and also monitor them on their commitment.

Furthermore, the other focus of this period was also on the generating of the evidences to further evidence-based advocacy and lobby. Several researches such as monitoring of the public schools, monitoring of the status of Temporary Learning Centres (TLCs) which were built after earthquake in Nepal, monitoring of the SSDP and SDG implementation, and national budget tracking and analysis were also initiated. Tracking of the real education scenario based on the CSOs perspectives was also done during this period. Importantly, local level CSOs were capacitated to collect the grassroots level data to monitor the SDG and SSDP implementation based on the set indicators. This helped in tracking out the real scenario of education as well as helped to make explicit about the local CSOs' roles

and responsibility for continuous monitoring to the government activities.

Besides, NCE Nepal also developed a CSOs suggestions on various issues such as equity, financing, inclusion, quality, governance and school as a zone of peace, based on the dialogues and discussions at the national, provincial as well as the local level. These suggestions were submitted to the political parties for including those agendas in their election manifesto during different election in the nation. Similarly, NCE Nepal prepared position demanding not to use children and schools for the political benefit and submitted to members of the Parliament, Political Parties, National Human Rights Commission, Ministry and Department of Education, Central Child Welfare Board, National Election Commission. This had further strengthened the networking of NCE Nepal with the government agencies and the education experts.

The suggestions reflected in the NCE Nepal's position had been appreciated by the government and most of the recommendations have been well reflected in the government policy level documents too. The suggestions provided by NCE Nepal in the Local level Operation Act such as that related to the roles and responsibilities of the local government for the monitoring of the budget, grants and funds management of the school, management of the teacher's quota of the community schools, approval for the schools to provide education in the mother tongue, promote for the parents education and the community learning and provide approvals for them, ensure the free and compulsory education at the basic and secondary level etc. were incorporated in the recently finalized Act. Moreover, the suggestions provided by the coalition to the High level Education Commission have been well appreciated by the Commission and has also been incorporated in the draft report.

With all the work done, NCE Nepal has learnt that the federal structure can be taken as a good opportunity for the advocacy so as to change the mind-set of the government, especially, that of the local government. Therefore, working with them in the local level can be best opportunity to implement constitutionally provisioned education rights.

WORK CONTEXT

The year 2017 ushered in with the hope regarding the ownership of the education agendas by the local government representatives. After the promulgation of constitution, Nepal witnessed major changes in the political structure of the country.

The year 2017 ushered in with the hope regarding the ownership of the education agendas by the local government representatives. After the promulgation of constitution, Nepal witnessed major changes in the political structure of the country. After long waiting, the country now is in the federal system of government after completion of local, provincial and federal election. Hence, the roles and responsibilities which was centralized earlier have now been transferred to these newly formed local, provincial and federal government. Along with the changes in the structure of the nation, the education system and structure are also in the process of witnessing remarkable changes as by the constitution ensuring education rights is the responsibility of the local government. According to the Constitution, the overall education rights in regards to free and compulsory basic education and compulsory secondary education have fully been handed over to the local government for which they are yet to developing their own policies, acts and laws relevant to their respective local

context need and demands. In the mean time, the Sustainable Development Goals (SDG) 4, and School Sector Development Plan (SSDP) are in the implementing phase. The prime focus relied on the need of localization and contextualization of the SDG documents for creating mass sensitization up to the grassroots levels.

A part from this, commitments have been made by the government in the national and international forums for allocating at least 20 % of the national budget and 4-6 % of GDP to the educational sector. However, the education budget has been in the decreasing trend and has moved down to the 9.91 % in the current year. On one hand, the allocation of the budget to the education sector is very low resulting to the use of funds only in the current expenditures, whereas on the other hand, there remains the problems of leakage, misutilization or the freezing problems. With this decrease in the financing, privatization has mushroomed in the nation and has been



rapidly growing. As a result, segregation in the society has been enlarged to the greater extent.

In addition, decline in Official Development Assistance (ODA) and low allocations to education in government budgets have contributed to a growing push towards the

private sector to fill in the financing gaps, putting at risk the SDG4 commitment towards equity inclusion, and quality. This is also resulting in a narrowing of the agreed agenda in its implementation, at the expense of youth and adult literacy, non-formal education, and skills building that offer second chance and multiple

pathways of learning, essential for education access of disadvantaged youth and adults who have left the country for their secured future. It is estimated that 1 percent of Nepal's population is estimated to leave the country every year for better schooling. This is a severe blow to education in Nepal.

Many new educational laws and policies have been enacted during this period. The government has endorsed Ninth amendment of the Education Act with some major changes basically related to the teachers management. This year, government has formed high level education commission to forge the education plan and policy recommendations to the government so that government will be able to formulate required education laws and policies consistent with changing federal structure. However, the structure and composition of the commission was highly criticized by the civil society organizations as it

was not much inclusive for the CSOs. In addition to this, the local government operation guidelines (2074) was enacted by the ministry of Local Development and Federal Affairs. Besides, various equity measures, programs and plans such as scholarships and incentives, health and nutrition programs, enabling learning environment, alternative education, inclusion of children with disabilities etc have been launched by the government. These measures have improved the school enrollment rate to some extent.

As of DOE flash report 2016/17, 76 percent of the Terai Dalits, 62 percent of Muslims and 45 percent of the Hill ethnic group had not been to school. The teacher student ratio was 40 in primary and 39 in Secondary. Quality education with proper children remains in vain with all these facts. Besides, as per the NASA report, 2013, the average students learning achievements in Grade 8 were 35% in Mathematics, 48 % in Nepali and 41% in Social Studies.

NCE Nepal pursued its work and involvements in 2017 within this great change and flux. The entire effort of NCE

Nepal in 2017 remained highly crucial for promoting the advocacy agenda of Public Education Strengthening at the national and local levels. Since there was election context in the nation after country changed into federal structure, the organization's advocacy work was focused more towards lobbying and advocacy with the political parties and the local government representatives after they elected. The primary focus of the advocacy during the election was to sensitize the political parties regarding rights to education and pressurizes them to prioritize education agenda into their election manifesto and political commitment. In addition to this, after the election of the local level, it was to raise awareness of the local government's representatives and local level CSOs regarding the promotion of public education system through inclusive education policy, education financing, progressive investment, safe and secure learning environment, teachers management, and promoting life long learning opportunities for all.

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MAIN ACHIEVEMENTS AND HIGHLIGHTS OF 2017

NCE Nepal's Attempt as the Forerunner for Setting up the Education as per the Newly Formed Federal Structure of the Nation

Amplified Debates and Discussions Regarding the Education in the Federal Structure:

With the federalism in the nation, NCE Nepal grabbed the opportunity so as to lobby with the local government's representatives so that they could understand more about the education status, challenges, opportunities and issues to improve as well as be able to develop the way forward for public education strengthening. This led NCE Nepal in building strong networking with the elected representatives as well as pushing up the issues of strengthening public education to the agendas of the political parties and the government. Besides, NCE Nepal also contributed to raise the debate on new education policies yet to define by local and federal government that ought to be compatible with the changing political context of the nation. In addition to this, it helped to contribute to create a nurturing environment for lobbying with the political parties for the inclusion of educational agendas as a priority agenda in the election related political manifestoes.

In 2017, NCE Nepal got engaged in bringing the various educational agendas in the forefront of the education stakeholders including that of the policy makers, CSOs working for education as well as grassroots people.

“ The attempt of NCE Nepal contributed in increase in ownership of the local people regarding these targets and indicators and to sensitize the grassroots people regarding the targets and indicators of the SDG 4 and SSDP. ”

Clutching the Attention of Policy Makers to Define Federal Context Specific Education Policies and Laws

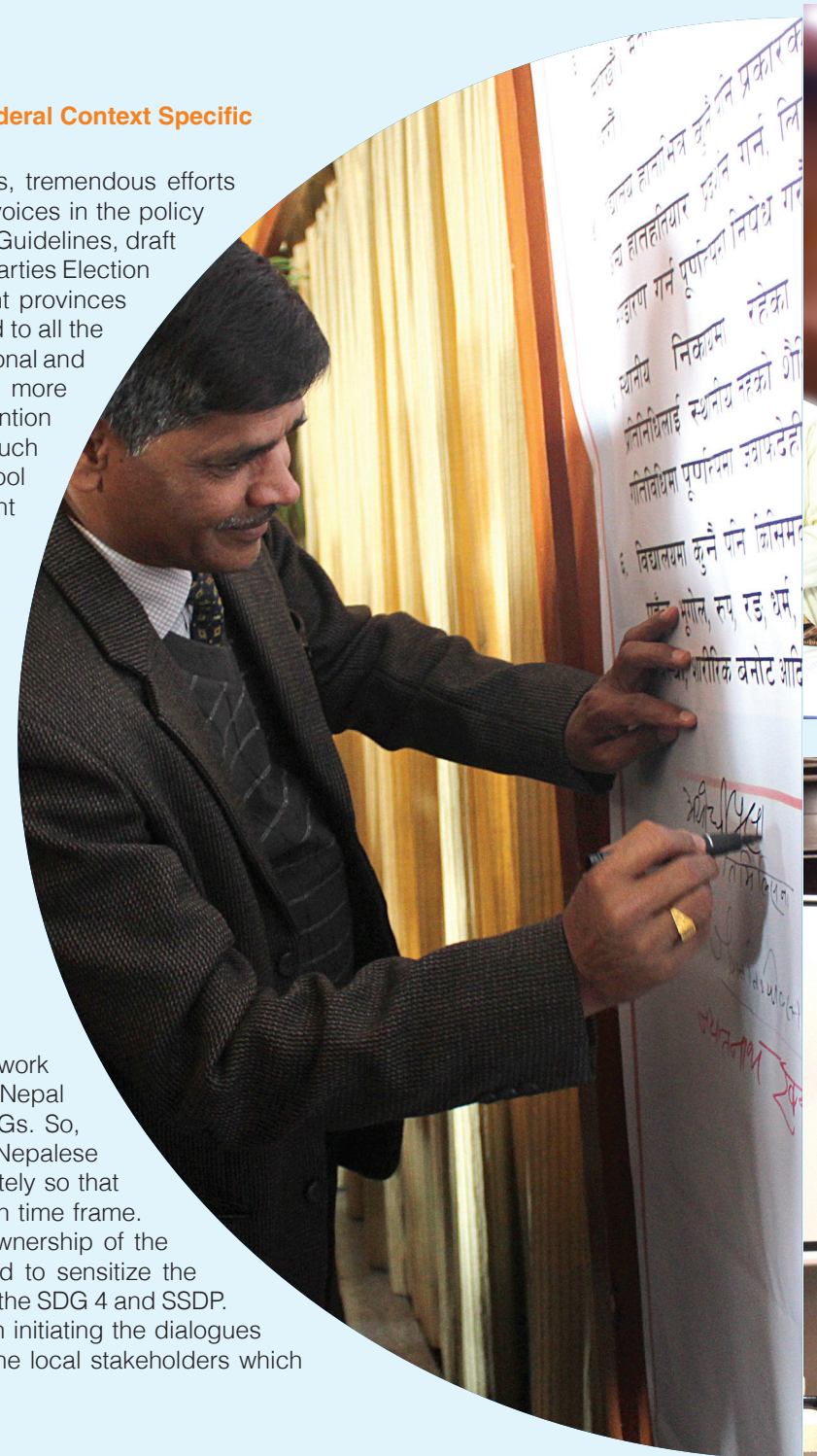
Based on the province level dialogues and discussions, tremendous efforts of NCE Nepal have been able to reflect the grassroots voices in the policy level documents such as Local Level Operation Act and Guidelines, draft report of the High level Education Commission, Political Parties Election manifesto etc. The declarations issued from the different provinces as a result of the province level dialogues were submitted to all the members of the legislative parliament, local leaders, Regional and District Education Directorates/ Officers which became more effective in helping the policy makers to draw their attention and sensitize them in the education issues and agenda such as equity, financing, inclusion, quality, governance, school as a zone of peace, safe and secure learning environment etc.

Shaping and Disseminating the Education Plans and Policies as per the Federal Context

This year, NCE Nepal actively got involved in the member and stakeholders consultation at the district and province level which resulted in obtaining the strong voices from the grassroots level regarding the education system and the scenario. Those voices remained as a strong advocacy tool for shaping and disseminating policies such as Education Policies and Regulations as per the federal structure.

NCE Nepal as a Vanguard in SDG and SSDP Dissemination and Contextualization

With commitment to SDGs and Education 2030 Framework of Action and School Sector Development Plan (SSDP), Nepal has been in the phase of the implementation of the SDGs. So, contextualizing the global goals and indicators in Nepalese context was an important crucial task to initiate immediately so that it will help to achieve maximum progress within the given time frame. The attempt of NCE Nepal contributed in increase in ownership of the local people regarding these targets and indicators and to sensitize the grassroots people regarding the targets and indicators of the SDG 4 and SSDP. Besides, the dissemination of SDG4 and SSDP helped in initiating the dialogues and discussions at the local and district levels among the local stakeholders which ultimately increased their sense of responsiveness.





Ensuring CSOs Voices in the Policy Documents

The year 2017 remained crucial for NCE Nepal to supplement the government with the CSOs voices to be included in the policy level documents that ought to be developed after the federal structure of the nation. Series of suggestions provided to the policy makers remained effective to undertake the grassroots voices from the local level to the policy making units. The voices thus provided by NCE Nepal as a collective CSOs voices has been reflected in the federal context specific policy documents such as draft report of High Level Education Commission, Local level Operation guidelines and Act etc. It became effective to draw the attention of policy makers regarding the expectations of the common people in strengthening public education in Nepal.

This attempt of NCE Nepal ultimately remained useful in reflecting the voices of the grassroots in the policy level document and the regulation that ought to be prepared as per the federal context.



NCE Nepal at the ForeFront for Minimizing the Privatization in Education

Voices against the privatization raised by NCE Nepal via various dialogues and discussions has left behind the imprint on the public regarding the possible threats that ought to arise as a result of rapid privatization in the nation. This year, NCE Nepal became able to sensitize people including grassroots people regarding the impact of privatization in education. Moreover, NCE Nepal was also able to provide a platform where participants from more than 35 countries of the globe gathered together to discuss on the agenda of privatization in education. This global conference in Nepal was able to sensitize the international community too regarding the growing privatization in education and also deliberate the fact that though the constitution has proclaimed for free and compulsory education, it is not actually in the reality. All of these attempts, on one hand remained as a tool to exert pressure to policy makers so as to focus on strengthening public education and proper monitoring of the private actors whereas on the other hand initiated the discourses and discussions at the grassroots level with awareness to them.



Policy Wins in the Area of Equity and Inclusion in Education

The suggestions collected via consultation with the target beneficiaries and submitted by NCE Nepal to the Department of Education (DoE) for the amendment in the Scholarship Guidelines, 2068 were included in the revised Scholarship Guidelines, 2074. This guideline has also been able to highlight Pro- Poor target Scholarship (PPTS) as a new and advanced form of scholarship that ought to provide scholarship to the children who are below the poverty line. Hence, this step of NCE Nepal for collecting the grassroots suggestions and providing for the policy change remained prominent in ensuring equitable and inclusive education for all in Nepal.

Scaled up Partnership and Participation with Youth:

This year, partnership with youth political leaders scaled up the works of NCE Nepal for ensuring equitable, inclusive and quality education for all. Moreover, these efforts led to the formation of a loose youth forum which ought to work together and create a strong momentum for the government to fulfill their commitments made for providing education as a fundamental human rights. Also, NCE Nepal has been able to amplify the youth's synergic efforts for implementation of the development agendas via series of consultations and discourses. As a result, political youths are aware of the education sector plans and have realized their responsibilities for the achievement of the targets and their sense of ownership towards the education sector plan and goals has been increased and youths are eager to join hands with CSOs lobby and advocacy campaigns.



Advocacy on Education Financing:

NCE Nepal's advocacy on the education financing and progressive taxation in the year 2017 was effective in obtaining commitment from the responsible education stakeholders including MoE, local government units, parliamentary members, political leaders/parties. Political parties had included the increasing financing as their agenda in their election related political manifestoes. Moreover, the newly elected local government representatives are being aware regarding the need of increasing the education fund. Local government as well as local CSOs has become more sensitized regarding the funding gap in the education. This has amplified the discourse for setting up education as a priority agenda in the policies and plans of the government. Commitments has been received from the policy makers as well as the ministry for allocating sufficient amount of funds for education sector and also ensuring education as a priority agenda in planning process.

Moreover, the concept of Progressive taxation and Progressive spending for education is paving out the significant pathway as a solution of minimizing the funding gap. This has started to leave imprints in the mind of policy makers as well as general people as one of the source for managing the financing gap. Local governments are also aware regarding the domestic resource generation mechanism and have expressed their commitments for ensuring sufficient funds for education sector.

PROGRESS AGAINST OBJECTIVES

“ NCE Nepal sustained its advocacy work advancing the rights to equitable, inclusive quality education and lifelong learning opportunities for all in the national and international platforms as the main arena of advocacy for 2017. ”

Expanded Capacity and Robust Policy Advocacy

NCE Nepal sustained its advocacy work advancing the rights to equitable, inclusive quality education and lifelong learning opportunities for all in the national and international platforms as the main arena of advocacy for 2017. NCE Nepal scaled up its continuous efforts in influencing the educational agendas through:

Advocacy for Education Financing and Progressive Taxation:

NCE Nepal conducted the policy advocacy on the education financing and progressive taxation which contributed in obtaining commitment from the MoE, local government units, parliamentary members and political leaders/parties. The advocacy throughout the year were concentrated on making the government accountable for their commitments made at various national and international forums for allocating at least 20 percent of the national budget and at least 6 percent of the GDP to the education sector. The policy discourses, stakeholder consultations, research, demonstrations along with memorandum submission and press releases were conducted to exert pressure upon concerned stakeholder and create public awareness on the importance of increased financing for quality education.

In addition to this, numbers of media engagement were made to drive the public and political debate on funding quality public education through fair taxation. The media engagement in the issues of education financing contributed to strongly push civil society position and to hold the government accountable for their commitment. In addition to this, the dialogues and discussion on education financing, domestic resource mobilization and progressive taxation contributed to make the local people aware regarding the funding gap for ensuring the constitutionally provisioned education rights.

Advocacy Against Growing Privatization in Education:

The year 2017 remained remarkable for NCE Nepal to elevate the advocacy work focused against growing privatization in education. NCE Nepal conducted policy discourse, global meeting, mass demonstration, research, stakeholder sensitization and submission of the civil society position for accelerating this campaign. Through this campaign, it has been able to create immense pressure on the government to invest more for promoting public education and reducing growing privatization in education.

Lobby for UN CRC Recommendations Implementations

NCE Nepal had submitted the spotlight report to the UN CRC committee in 2018 and the committee had given the concluding observation in line to increase financing in public education, regulate private schools, maintain equity and inclusion in education etc. It was necessary to create sensitization of local people including members of NCE Nepal so that they can better follow up on the recommendation.

Realizing this fact, NCE Nepal conducted wider sensitization and awareness raising on the concluding observation in education of UN CRC committee among the grassroots community and national stakeholders. NCE Nepal also engaged in the localization and disseminations of the CRC documents to the general people to enhance the understanding and create awareness.

Forum Representations for Stout Knowledge Building and Lobbying:

NCE Nepal strongly emphasized on strengthening of the public education with demand for ensuring adequate budget to the education sector in various national and international forums with its position on the facts and figures regarding the education quality and education financing. Asia Pacific Meeting on Education 2030 (APMEDD)III, UNESCO Collective Consultation of NGOs (CCNGO), Global and regional meeting on Privatization in Education and Human Rights Mechanisms and Global Campaign for Education(GCE)/ Civil Society Education Fund (CSEF) Regional Meetings were the major international forum to raise the NCE Nepal's position and lobby as accordingly. These kinds of forum representation contributed for exchanging the knowledge and best practices among regional and global forums.

Furthermore, NCE Nepal this year amplified its participation in the national forum like Joint Annual Review (JAR) and Budget Review Meeting (BRM) NCE Nepal through these national forums was able to strongly push the CSO's agenda / position on equitable, inclusive and quality education and advocated for strengthening public education in Nepal.

Advocacy for Governance and Accountability in Education:

NCE Nepal conducted advocacy campaign for improving the governance and accountability in the education focusing for contributing in improving the education accountability. For this, NCE Nepal conducted a weeklong campaign on "Accountability for SDG 4" which helped in creating a momentum to imprint the responsibilities of the government. These advocacy initiatives gained the greater solidarity of the government agencies, I/NGOs, educationalist, journalist groups, CSO, teachers' union, parents and other concerned stakeholders in support for governance and accountability in education. The interactions and discourses conducted made the government authorities attentive to address the issues of education governance and accountability with more seriousness. Complementing these initiatives, the people at the community including parents, CSOs, teachers, students and media groups also expressed their solidarity for making the government accountable in their commitments.



GLIMPSES OF THE ADVOCACY INITIATIVES







NCE Gained / Obtained the Political Commitments for the Public Education Strengthening

The year 2017, country witnessed different elections; local, provincial and federal and it had been a remarkable year for NCE Nepal on obtaining political commitments for strengthening public education system in Nepal. Political parties expressed their commitments by including the educational agendas submitted by NCE Nepal.

NCE Nepal also submitted memorandum to major political parties to lobby them so as to prioritize education in their political manifesto. As a result, most of the political parties included education as prioritized agenda in their manifesto. The suggestions submitted by the NCE Nepal were reflected in the manifesto of Nepali Congress, Maoist UML, CPN- UML, Rastriya Prajatantra Party, Sajha Party etc. In addition to this, NCE Nepal produced advocacy flyers and widely disseminated them to sensitize community people so that they can raise their voice to strengthen education with the political parties and also pressure political parties' election candidate to keep education as first priority in their election campaign.

“ NCE Nepal submitted memorandum to major political parties to lobby them so as to prioritize education in their political manifesto. As a result, most of the political parties included education as prioritized agenda in their manifesto. ”

NCE Nepal's Reaction on the 9th Amendment of the Education Act:

NCE Nepal expressed its deepest concerns regarding the ninth amendment of the Education Act. Showcasing its disagreements towards these initiatives of the government that were against the Constitution of Nepal for taking initiation for promulgating comprehensive federal Education Act. NCE Nepal exerted immense pressure on the government with submission of press releases. NCE Nepal in this regard has with drawn the attention of the concerned authorities through dissemination of its press releases.



Meaningful and Memorable Commemoration of Global Action Week for Education, 2017

Despite the successful efforts made by civil society and governments in achieving the Education 2030 agenda, several alarming developments are threatening the realization of this goal. Realizing the importance of making the governments across the globe, Global Campaign for Education declared "Accountability for SDG 4 and citizen's participation as the theme of 'Global Action Week-2017'. The prime focus of this year's GAW was on holding governments and the international community to account for delivering on the full SDG4 agenda, ensuring citizen participation – asking them to "Keep Your Promises".



In the context of the structural and political transformation of the nation from central to the federal one, and also the scenario of local level election nearly after two decades in the nation, National Campaign for Education Nepal (NCE- Nepal) also celebrated the Global Action Week, 2017 with the major theme of "Ensuring Accountability for SDG4 and SSDP." Strong lobby and advocacy was ensured specially with the members of the legislative parliament and the political parties for their specific plans and programs in their election related political manifestos so as to ensure that the government has credible, transparent mechanism for the implementation of the full SDG 4 agenda.

Mass Rallies

NCE Nepal brought together all the educational stakeholders in one platform for solidarity so as to celebrate the GAW 2017 aimed with creating constructive pressure with the government, members of legislative parliament and political parties especially to the candidate of election regarding their accountability on the full implementation of the SDG 4 agenda. More than a 80 organizations working for the right to education in the nation joined hands with NCE Nepal for the celebration of the GAW with their solidarity. The common voice of more than six hundred participants including that from various civil society organizations, education rights stakeholders, students, parents, guardians, people with disabilities, sexual minorities, marginalized and deprived groups of people and other educational stakeholders collectively advocated for public education strengthening with the main slogan "Stand up for Education: Time to Deliver."

Policy Discourse

NCE Nepal conducted a series of programs including that of the policy dialogues so as to make the government, parliamentarians as well as the local government representatives accountable to fulfill the commitment that they have made in the local, national as well as international forums for public education strengthening. Basically, they were pressurized for their accountability to achieve the targets and indicators set out by SDG and

SSDP. Moreover, the responsibility of CSOs to continuously monitor the activities of the government and engage critically as well as constructively in the changed federal context of the nation was also highlighted during the policy discourse. Such policy discourses were conducted at the national as well as district levels. NCE Nepal's district coordination committees also actively involved in making the local level leaders as well as local government representatives accountable for strengthening the public education via such policy discourses.



Media Engagement

Different events/activities were also conducted in districts by NCE Nepal's district coordination committee such as radio program, TV talk show, Rally, interaction program with related stakeholders, teachers and students. The activities were conducted in coordination with District Education office (DEO), Civil Society Organization and other organizations.



Submission

CSOs appeal demanding for the accountability of the government on the various educational issues such as education financing, decreasing privatization in the education, teacher's management, promoting school governance and accountability, education in the mother tongue etc. was submitted to the members of the parliament as well as the political parties. Moreover, such submissions were also made at the local level to the local level leaders, chief district officer, district education officers etc. These all had created a momentum at the national as well as the district level for the government to achieve the targets and indicators set out by SDG, Education 2030 and SSDP.

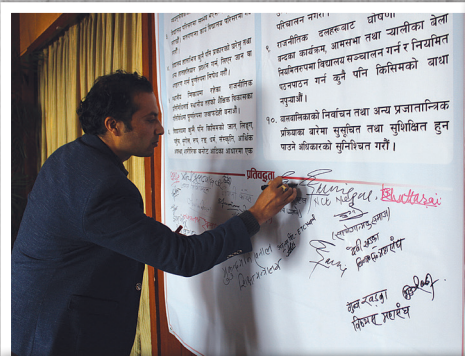


Consultation with Youth:

NCE Nepal conducted consultation with youth leaders of the political parties and youth network organizations to make them aware with the targets and the indicators of the SDG 4, global citizenship in education and the SSDP. Through the consultation, NCE Nepal could be able to form a loose forum of student political youths and CSO for the education transformation and monitoring implementation of the SSDP and other development agendas. Youth leaders expressed the commitment to join the hands with NCE-Nepal's advocacy on the educational agendas and also they committed to disseminate the information regarding the Youth and Education for Sustainable Development at their local levels/wings.

COMMEMORATE OF NATIONAL AND INTERNATIONAL DAYS







Educational Scenario Analysis from the Civil Society Perspective for Civil Society Education Report:

With the objective of generating the true and fair situation of the education of Nepal based on indicators set by SDG and SSDP. NCE Nepal this year heralded its steps for the preparation of the Civil Society Education Report (CSER). This is the first time effort of NCE Nepal in its history. This effort was also focus to monitor the SSDP implementation as SSDP is in its second year's implementation. Hence, realizing the need to track out the real scenario, this effort of NCE Nepal is aimed to provide guidelines to all the CSOs as well as the government to set out its further plans and action. Most importantly, this report will serve as advocacy tool for NCE Nepal.

For this report, NCE Nepal conducted the capacity development of its members so as to make them capacitated and collect the true and fair data from their districts. With this training, district coalitions understand the SSDP targets and indicators as well as define the indicators for this research too. As a result they were able to involve in data collection process.



Amplifying the Engagement of the Journalists/Media:

NCE Nepal throughout the year had its collaboration with the national print and online Medias so as to sensitize the policy makers as well as grassroots people regarding the various issues of education. NCE Nepal was able to obtain the commitments from the media and journalist groups to forefront the educational agendas to the wider group of general public awareness raising. Consultations and dialogues were conducted in this regards which highlighted the need of developing cohesive relationship among the media groups and general public to ensure the rights to information and right to education for all.

With this media partnership, it has been effective so as to amplify the issues of public education at the grassroots as well as national level. Besides, the agenda of public education strengthening has also been owned by the journalists to the greater extent.



Strengthening the CSOs Capacity to Advance the Education as per the Current Context:

Enhancing the capacities of its member organizations is always a high concern for NCE Nepal. The development agendas cannot be achieved/ fulfilled until and unless those agendas are owned by all of its stakeholders. Hence, for this, NCE Nepal conducted the capacity building trainings to its district coalitions, member organizations as well the newly elected representatives of the local government regarding the issues of education financing, privatization, quality, lifelong learning, roles and responsibilities of the federal structure, targets and indicators set out by the SDG and SSDP, Human Rights guiding principles etc. One of the major focus of NCE Nepal was to develop the sense of ownership towards the educational agendas to the local government representatives and the CSOs so that they could replicate it in their workplace. For this, series of trainings and dialogues were organized. Besides, the concept of progressive taxation and progressive spending for education was also provided to these educational stakeholders which provided them the new dimensions to minimize the funding gap of education in their local units.

The concept of federalism along with the roles and responsibilities that the local government possess were discussed during the dialogues and trainings which further provided insight for both the CSOs as well as the local government for the future course of action that they ought to design. Moreover, these dialogues and discussions provided a common platform to strengthen the relationship between the local government representatives and the CSOs of those local units so that they could work together to ensure equitable, quality, inclusive and lifelong learning at their local units.

NCE Nepal Focus on the Education at Emergencies:

With the devastating landslide and flood in the nation, millions of people were reported to be affected, of whom more than four hundred thousands families had been displaced from their homes including approximately 50 per cent of children in the affected areas. In this scenario, NCE Nepal together with other members of the cluster, engaged for the preliminary assessment of the situation.

Soon after the preliminary assessment, NCE Nepal established a fund so as to support the affected schools with the education relief materials. Several member organizations of NCE Nepal, strategic partners and others including its advisors, executive committee members and also the secretariat staffs contributed for the fund which was utilized for providing the relief materials. Moreover, the district coalitions of NCE Nepal actively involved in the overall process of preliminary assessment and also the emergency relief. In addition to this, NCE Nepal through its district coordination committee supported textbooks, play kits, stationaries and recreational materials in the affected areas.



Campaign for Ensuring the School as a Zone of Peace (SZOP):

NCE Nepal believes that every child should have access to school education without any obstacles which is the responsibility of the government. However, in every political campaigns and elections, children and schools have been used for the political cause. NCE Nepal conducted campaign on 'School as Zone of Peace (SZOP)' so as to remind the political parties in their political commitment towards SZOP and aware them towards it. The campaign activities were as follows;

Delegation and Submission:

Submissions were made at the central level to the major political parties such as Nepali Congress, CPN UML, CPN Unified Moaist, Nepal Majadur Kisan Party, Sanjhiya Samajbadi Party, Rastiya Parjatantra Party and concerned government agencies such as National Election Commission, National Human Rights commission, Ministry of Education, Department of Education and Central Child Welfare Board. The submissions were able to draw the attention of these stakeholders regarding their commitment for School as a Zone of Peace.

Besides, submissions were also made at the district levels by different district coordination committee of NCE Nepal to the District Education Officer, Chief District Officer, Election Officer and political leaders. All of these remained effective to draw the attention of these stakeholders so as to ensure that Schools and Children are not being used for election and the political campaigns.





Interaction with Major Stakeholders:

Series of interactions and consultations were conducted as part of advocacy campaigns both at the district and central level where the participants also showcased their commitment on the campaign by signing in the commitment banner. The interaction with the political parties, parliamentarians and also the members of the election commission useful so as to make them realize about their roles, responsibilities and contribution for safe and secure learning environment for quality education. The political parties strongly expressed their commitments especially on maintaining “School as a zone of peace” during the provincial and local level elections.

Similar to this, poster demonstrations with messages to maintain “School as a zone of peace” were held at the district level. Various political parties including National Election Commission, National Human Right Commission, Child Center Welfare Board, Ministry of Education and Department of Education also expressed their assurance for maintaining “school as a zone of peace” even during the elections and not involving any children for any kind of election campaigns and political activities securing their rights to education. NCE Nepal for the campaign collaborated with CZOPP, Consortium Nepal, Nepal Child Protection Alliance (NCPA), Education Journalist Group (EJG), SMC Federation, IEFN, Nation Alliance CG, Education Journalists of Nepal (EJON) and its district coalition members.



Commemoration of 8th Annual General Meeting

NCE Nepal successfully completed its eighth Annual General Meetings (AGM) with the objective of informing its members regarding the programmatic as well as the financial progress made by the organization during a year. Besides, it was also for making some strategic policy level decisions that ought to pave the future pathway of the organization. The meeting was basically focused on informing about the progress as well as developing the strategy to align NCE Nepal's structure, goal as well as its activities as per the current federal structure of the nation. The meeting provided directions for amendment in the constitution of the organization as proposed by the executive committee as well as provided insight to develop the upcoming plans that could address the district level initiations to the greater extent.



Augment Networking and Partnerships

From the very beginning with its establishment, NCE Nepal has been working strongly as a national chapter of Global Campaign for Education (GCE) in coordination with the district coalitions and civil society networks advancing the right to education in the country. In addition to this, it has strong collaboration with Asia South Pacific Association for Basic and Adult Education (ASPBAE). Correspondingly this year, NCE Nepal has broadened up its partnership with the Open Society Foundations (OSF) in regards to education financing. This year, NCE Nepal expanded its new partnership with Care Nepal in the issues of safety and security of girls' child in education. Furthermore, the ongoing partnership of NCE Nepal with the Voluntary Service Overseas (VSO), ActionAid International, European Union, and Search for Common Ground were more intensified this year. The networking and partnership with the strategic partners such as Alliance for Social Dialogue, Youth organizations like Youth Advocacy Nepal, AYON etc. provided the wings to the advocacy campaigns of NCE Nepal.

Besides, NCE Nepal also augmented its networking with the education journalists and also the student political leaders. Besides, it has also been engaged in the partnership with UN agencies such as UNESCO and UNICEF. Moreover, soon after the earthquake in 2015, NCE Nepal together with other networks working for education and child rights had created a loose network called "Forum for Support and Monitoring Education in Emergencies". The network also remained active in 2017 with the strategic planning to support education in emergencies. Besides, the networking with NGO federation, SMC federation, Teacher's union, Guardian's Association, National Disabled Association, etc. remained crucial during this period for the public education strengthen of campaign.



The strength of NCE Nepal relies with the strength of its members. Many advocacy works have been initiated at the grassroots level by the district coalitions of NCE Nepal with only the strategic and technical support from the central level.

Institutional Strengthening for Boosted up Advocacy:

The strength of NCE Nepal relies with the strength of its members. This year also, the district coordination committees are much more strengthened with the clear understanding of the educational agendas basically related to education in federal structure, education financing, progressive taxation, privatization and its effects, governance and accountability, safe and secure education. Many advocacy works have been initiated at the grassroots level by the district coalitions of NCE Nepal with only the strategic and technical support from the central level. The staffs of the NCE Nepal are also now able to clearly articulate the position that NCE Nepal carries and have started representing NCE

Nepal in some of the forums. The staffs are more confident and curious on research works related to the education. Besides, the knowledge of the board members especially in the issue related to the privatization, education financing, governance, SDG 4.7, has been enhanced.

In order to strengthen the knowledge of the NCE teams and members on educational issues capacity building via financial and technical trainings as well as refresher program were provided. These assisted in adding fuel to the working tactics of the team members to act more effectively and efficiently. Furthermore, organization directions and strategies had been linked and prioritized with ongoing projects policy target and priorities which are aligned with the SDG, SSDP and other broader education contexts of Nepal.

Deepening the Research and Publication Works:

Analysis of the Education Budget 2017/18:

This year, NCE Nepal was engaged in the research, analysis, lobby and advocacy in the issues of education financing in 2017. NCE Nepal has made a quick analysis of the national budget 2017/18 so as to identify the major priority areas in the budget. The analysis remained as a strong toolkit to link up the educational budget with the SDG indicators set out and also to quickly understand the desegregation of the education budget made in the various operational as well as capital expenses.

The overall report can be found at :

<https://drive.google.com/file/d/0BwGikITr2uGTnVqTHpVV2hYUTA/view?usp=sharing>

or Please visit to NCE Nepal website: www.ncenepal.org.np

Collection of Best Practices of Different Federal Countries on Education:

NCE Nepal collected the different practices of federal countries in regards to education operation and management. Analysis of the national policies and case study of nine different federal countries across the globe including that of the Asia, Africa, America, Europe and Australia was done so as to trace out how education system is managed by different level of government. The collection cases was disseminated to all 753 local governments. This helped to understand the federal structure that fits best to Nepalese context. The detailed report can be found at:

<https://drive.google.com/file/>

[d/0BwGikITr2uGRUNrakJXRzB5RGc/view?usp=sharing](https://drive.google.com/file/d/0BwGikITr2uGRUNrakJXRzB5RGc/view?usp=sharing)
or Please visit to NCE Nepal website: www.ncenepal.org.np

Study on the Status of the Pre- Service Teachers:

NCE Nepal carried out a research on the effectiveness of the pre-service teachers course in the career of teacher profession. The research was to identify the status of the pre- service teachers and the existing curriculum of teacher educators in relation to contemporary education of Nepal. The research work has examined the compatibility of the curriculum of teacher educators in relation to the existing teaching- learning environment. Status of the teachers produced via Teachers Professional Development has been analysed in the research work and the compatibility between the teaching skills provided by the curriculum of teacher educators and the contemporary knowledge and skills on actual pedagogical practices has been identified. The detailed report can be found at:

<https://drive.google.com/file/d/1WTD5gFQQv53UZY4kWgHlh6nF5kReppDp/view?usp=sharing>

or Please visit to NCE Nepal website: www.ncenepal.org.np



Study on the Status of the Resource Centers for the Students with Disability:

With the aim of identifying the status of the resource classes of the government targeted for the Children with Disability in the post- disaster context, NCE Nepal carried out a research. The study has analyzed the existing status of policies and practices made for the education of children with disabilities. The study reveals the fact that children with intellectual disabilities have been facing lots of barriers in having education. Also it found that the resource classes are not all forms of disability friendly. Besides, only the resource teachers are trained in disability issues; however they are not updated for a long time. The detailed report can be found at:

https://drive.google.com/file/d/1NZjHtzXhCLXrh4mORrbAAVluLn6CE3_y/view?usp=sharing
or Please visit to NCE Nepal website: www.ncenepal.org.np

Micro Report to Education Commissioned Prefund

With the objective of ensuring the voices of the grassroots in the new education policy that ought to address the current federal structure of the nation, NCE Nepal provided various suggestions to the members of High Level Education Commission regarding the Early Childhood education, basic education, secondary education, high level education, curriculum, textbooks, technology, governance, investment, school zoning, private education, minimum standard, teachers minimum qualifications, teachers motivation and development, evaluation and monitoring, Disaster Risk reduction etc. These submissions were generated based on the suggestions compiled by NCE Nepal via different province level, district level and central level dialogues and discussions regarding the federal structure and also the research works done during this year.

The detailed report can be found at:
<https://drive.google.com/file/d/1ixEIE5JZHuuvfFoh757d6RvGijDuygcD/view?usp=sharing>
or Please visit to NCE Nepal website: www.ncenepal.org.np



SDG Targets and Indicators- Nepali Translated Version:

With the objective of making the global goals of SDG including its targets and indicators understandable to the grassroots people, NCE Nepal has translated and contextualized the SDG targets and indicators into the Nepali language. This has helped the local grassroots people to understand this global goals.

The detailed report can be found at:
<https://drive.google.com/file/d/1UbAsr5VqzXwcoRuhPhoSIG2af8lOsq8/view?usp=sharing>
or Please visit to NCE Nepal website: www.ncenepal.org.np



NCE NEPAL'S DISTRICT COORDINATION COMMITTEES ENGAGEMENTS





EXPANSION OF NETWORKS AT THE DISTRICT LEVELS

NCE Nepal has always reflected the voices from the grassroots level to various local, regional national and international forums. With an aim to amplify its advocacy at each and every small units, NCE Nepal this year expanded its outreach to 4 new districts which includes Dhanusha, Mahottari, Siraha and Syangja. As a result, currently it has 339 member organizations with 23 district coalitions working in the education sector. This extension of NCE-Nepal's outreach at the local level facilitated to bridge the gaps between grassroots level to central level and vice versa in responding to educational concerns.



NCE NEPAL'S CHALLENGES AND LEARNING

Organizational Level

- Expansion of the networks along with the federal structure of the nation and ensuring its effective functioning is challenge for the organization.
- Due to the diversity in the members as well as their efficiency, driving up the momentum in the same speed with collaboration of all the members remains challenging for the organization.
- In the cases of difference in the position of the organization along with the position of its member organization, there has been a challenge for the organization so as to ensure the efficient collaboration always.
- Gaps in the understanding of the issues with the same level of interest and enthusiasm among the coalition member have been a challenge for ensuring the true and exact voices of the members in the various forums and meetings.
- Creating the synergic effect in the momentum of NCE Nepal with the strength of all its member organization has been challenge for the organization.
- Coping up the organizational standard and policies with that of the donor is always challenging.
- Unstable political scenarios especially in regards to the local, provincial and federal level of elections has affected the educational outcomes as well as advocacy campaigns
- Frequent changes in the government officials have narrow down the pace of advocacy campaigns.

Issue Level

- Making government accountable towards fulfilling their commitment made at various national and international forums for allocating 20% of the national budget and 4-6% of the GDP in the education sector has been a major challenge for NCE Nepal.
- The mushrooming of the private actors in education has created immense challenges for public education strengthening which has ultimately challenged in the advocacy campaigns of NCE Nepal to ensure the rights of quality education for all especially that of the marginalized segment of the society.

- Ensuring the proper implementation of the policy documents is always challenging. Loop holes or the weak point in the implementation of the policies is difficult to trace out.
- Lack of strong governmental monitoring mechanism in regards to the policy implementation has been a major challenge for the overall education sector.
- Large number of youth force migration to foreign nationals for different purposes has limited the educational transformation in the country because of which nation has not been fully able to enjoy the educational achievement of the youth force.

Lesson Learnt

- Commitment from the government can be obtained through the continuous lobby and advocacy however, its implementation is difficult to ensure. Hence, CSO's pro- active role is utmost necessary for making the government accountable to fulfill their commitments.
- Many key movement and successful experiences of different countries and coming up ideas in local, national and international level is to be aligned and such evidences play significant role in collaboration for education financing to fulfill the political commitments and promoting political willingness.
- Collaborative efforts of the partners from planning to implementation are important for the long term sustainability and efficiency of the advocacy works.
- Ownership is the most important thing for the adoption of the new changes by the local communities.
- Media is the most powerful tool for advocacy and sensitization. Timely response on the contextual issues always establishes coalition as a leading agency.
- Regular review and planning including capacity building programs with member organizations is necessary to reduce the understanding gaps and motivate them for the advocacy and campaigns.
- Meaningful participation of parents, families and communities are essential to ensure education quality of their children.
- Youth can be the partners of the development process and can bring educational transformation if provided with the right platforms and opportunities.

ANNEX

NCE Nepal's Executive Committee Members

S.N.	Name	Designation	Representing Organization	Address
1	Mr. Kumar Bhattarai	President	Child Workers in Nepal (CWIN)	Kathmandu
2	Ms. Sharada Devi Kumal	Vice President	Children and Women in Social Service and Human Rights (CWISH)	Kathmandu
3	Mr. Shubhendra Man Shrestha	Vice President	ActionAid Nepal (AAN)	Kathmandu
4	Mr. Dilli Ram Subedi	General Secretary	Nepal Gaja Development Forum (NGDF)	Kathmandu
5	Mr. Keshav Pathak	Secretary	Dust Free Class Room Nepal (DFC-Nepal)	Kathmandu
6	Ms. Santona Devkota KC	Treasurer	Didibahini	Kathmandu
7	Dr. Narayan Kafle	Representing IPP	Volunteer Service Overseas (VSO)	Lalitpur
8	Mr. RajendraPahadi	Member	SEED Nepal	Parbat
9	Mr. Prakash Silwal	Member	Education Journalist Group (EJG)	Kathmandu
10	Mr. Janak Raj Pant	Member	Save the Children	Kathmandu
11	Mr. Babu Ram Thapa	Member	Confederation of Nepalese Teachers (CNT)	Kathmandu
12	Mr. Lab Raj Oli	Member	Educational Pages (e-pages)	Kathmandu
13	Mr. Ram Naresh Prasad Yadav	Member	Social Organization District Coordination Committee (NGOCC)	Parsa
14	Mr. Tika Ram Acharya	Member	Social Awareness Center Nepal (SAC Nepal)	Surkhet
15	Ms. Sharada Sharma	Member	Children Nepal	Kaski
16	Ms. Sattya Kunwar	Member	Malika Development Organization	Achham
17	Ms. Safala Raj Bhandari	Member	Child Nepal	Kathmandu

Advisory Team

Past President	
S.N.	Name
1	Mr. Gauri Pradhan
2	Mr. Bhuparaj Khadka
3	Dr. Babu Ram Adhikari
4	Mr. Dirgha Narayan Shrestha
5	Mr. Babu Kaji Shrestha
6	Mr. Raj Gandarbha
Experts	
S.N.	Name
1	Prof. Mana Pd. Wagle
2	Ms. Suman Komal Tuladhar
3	Dr. Yam Bahadur Kisan

NCE Nepal's Secretariat

S.N.	Name	Designation
1	Mr. Ram Gaire	Program Manager
2	Ms. Shradha Koirala	Program Coordinator
3	Ms. Reeza Shrestha	Program Coordinator
4	Ms. Ananta Aryal	Researcher
5	Ms. Narayani Shrestha	Admin & Finance Assistant
6	Ms. Maya Shrestha	Program Assistant
7	Ms. Niru Poudel	Office Assistant

District Based Staffs:

S.N.	Name	Designation
1	Mr. Ashok Chaudhary	District Program Officer, Mahottari
2	Ms. Rubi Yadav	District Program Officer, Dhanusha
3	Mr. Chandra Kishor Kalyan Tharu	District Program Officer, Siraha

NCE Nepal Members

S.N.	Name of Organization	Districts
1	Aajako Shiksha (Weekly)	Kathmandu
2	Aasaman Nepal	Dhanusha
3	ActionAid Nepal	Kathmandu
4	Backward Society Education (BASE)	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	CWIN-Nepal	Kathmandu
11	Children and Women in Social Service and Human Right(CWISH)	Kathmandu
12	Community Development Center (CDC)	Doti
13	CONCERN	Kathmandu
14	Creative Rural Development Centre(CRDCN)	Okhaldhunga
15	Dalit Jan Kalyan Youth Club (DJKYC)	Siraha
16	Dalit NGO Federation (DNF) Nepal	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, Nepal	Kathmandu
22	Education Journalist Group	Kathmandu
23	Education Resource Development Centre Nepal (ERDCN)	Lalitpur
24	Educational page (E-Pages)	Kathmandu
25	Gaja Youth Club (GYC) Nepal	Baglung
26	Global Action Nepal	Kathmandu
27	Innovative Forum for Community Development (IFCD)	Kathmandu
28	Loo Niva Child Concern Group	Lalitpur

29	Madarsha Islamiya Sangha (MIS)	Banke
30	Muslim Community Development Awareness center of Nepal	Banke
31	Nepal National Teachers' Association	Lalitpur
32	Nepal National Social Welfare Association (NNSWA)	Kanchanpur
33	PEACEWIN	Bajura
34	Pensioner Teachers' Society (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 (RCH)	Banke
39	Rural Education & Community Health Nepal(REACH)	Bhaktapur
40	Rural Education and Environment Development Center Nepal (REED Nepal)	Lalitpur
41	Save the Children	Kathmandu
42	Save the Saptari	Saptari
43	School of Energy And Environmental Development (SEED) Nepal	Parbat
44	Seto Gurans National Child Development Service	Lalitpur
45	Society of Health & Education Development (SHED) Nepal	Kathmandu
46	Banke UNESCO Club	Banke
47	United Mission to Nepal	Kathmandu
48	Volunteer Service Overseas (VSO)	Lalitpur
49	Women and Children Awareness Centre	Sunsari
50	World Education Inc.	Kathmandu
51	World Vision International (WVI)	Lalitpur
52	Young Star Club	Solukhumbu

Members Under District Coordination Committee (NCE Nepal's District Coalitions)

S.N.	Name of Organization	Districts
1	Pathibhara Tole Sudhar Sanstha, Birtamod, Jhapa	Jhapa
2	Abhiyan Nepal Jhapa	Jhapa
3	Knight Chess Club	Jhapa
4	NGO Federation, Jhapa	Jhapa
5	Utpidit Dalit Adhikar Manch, Birtamod, Jhapa	Jhapa
6	Birat Community Learning Center	Jhapa
7	Sagarmatha Social Service Centre	Jhapa
8	Nepal Samudayik Bikas Kendra, Bhadrapur, Jhapa	Jhapa
9	Annar Mani Resource Center	Jhapa
10	Satashi Community Learning, Center, Jhapa	Jhapa
11	Rural and Urban Development Nepal- RUDN	Jhapa
12	Subodh Sadhana Kendra, mechinager, Jhapa	Jhapa
13	Sahakarya Youth Club, Surunga, Jhapa	Jhapa
14	Nepal Career Foundation, Birtamod, Jhapa	Jhapa
15	Kechana Kawal Bikash Kendra, Kechana, Jhapa	Jhapa
16	Mechi Samudaik Sikai Kendra	Jhapa
17	Kankai Samudaik Sikai Kendra	Jhapa
18	Ganesh Samudaik Sikai Kendra	Jhapa
19	Ammar Samudaik Sikai Kendra	Jhapa
20	Batawarniya Sudhar Tatha Mahila Sashaktikarna Kendra	Jhapa
21	Rural Community Development Center, Lamjung	Lamjung
22	Laxminarayan Community Libraray	Lamjung
23	Social Consciousness And Action Network-Nepal	Lamjung
24	Radio Chautari	Lamjung
25	Women Self Help Center, Bharte, Lamjung	Lamjung

26	Holistic Development Service Centre	Lamjung
27	Society for Community Development (SOCOD) Nepal	Lamjung
28	CHOICE Nepal	Lamjung
29	Radio Lamjung	Lamjung
30	Naulo Gumti	Lamjung
31	Radio Marsyangdi	Lamjung
32	World Vision International	Lamjung
33	Disable Protection Society – Lamjung	Lamjung
34	Early Child Development (ECD)	Lamjung
35	Child Health and Environment Save Society Nepal (CHESS) Nepal	Lamjung
36	Social Integration Forum for Working Children (CHILDREN-Nepal)	Kaski
37	Education Awareness Community	Kaski
38	Network of Children Homes, Kaski	Kaski
39	Youth Self Help Group	Kaski
40	Kaski Association Of The Blind	Kaski
41	Good Neighbor Service Association (GONESA) , Nepal	Kaski
42	Disability Independence Development Association (DIDA) Nepal	Kaski
43	Bal Griha Sanjal Kaski	Kaski
44	Shathi Nepal	Kaski
45	Youth Forum	Kaski
46	Muslim Dharmik Sanrachhan Sewa Samitee	Kaski
47	Abhibhavak Sangha Nepal	Kaski
48	Pahar Trust	Kaski
49	Education Helpline	Morang
50	Prayas Nepal	Morang
51	Nari Bikash Sangh	Morang
52	Mahila Jagriti Kendra	Morang

53	Forum for Human Right and Environment	Morang
54	Association for Community View in Nepal (Active Nepal)	Morang
55	Sagarmatha Community Development Center (SCDC)	Morang
56	Sagol Gramin samaj Uthan Kandra	Morang
57	Shree Bahumukhi Sastha	Morang
58	NGO Federation	Morang
59	Association for Protection of Environment and Culture (APEC) Biratnagar	Morang
60	Aadarsha Youth Club	Morang
61	National Community Development Centre (NCDC)	Morang
62	Social Development Munch	Morang
63	Child Society Nepal	Morang
64	Deep Joyoti Club	Morang
65	Rural Community Development Center (RCDC)	Morang
66	SetoGurans Child Development Seervice	Morang
67	The Esther Benjamins Memorial Foundation	Makawanpur
68	Gramin Mahila Swabalamban Sanstha (GMSS)	Makawanpur
69	Himalayan Human Right Monitors (Himrights)	Makawanpur
70	Women Skill Creation Center (WOSCC)	Makawanpur
71	CWIN Helpline Nepal	Makawanpur
72	Community Development Organization – Nepal (CDO-Nepal)	Makawanpur
73	Hoste Haise Makwanpur	Makawanpur
74	Centre for Community Development Nepal	Makawanpur
75	Child Welfare Nepal (CWN)	Makawanpur
76	Child Welfare Society	Makawanpur
77	New Conscious Society (NCS Nepal)	Makawanpur
78	Nepal English Language Teachers' Association (NELTA)	Makawanpur
79	Rural Awareness and Development Organization Nepal (RADO-Nepal)	Makawanpur

80	Community Support Association of Nepal	Makawanpur
81	Jaya Prithivi Namuna Samudadaik Sikai Kendra	Banke
82	Aadarsh Higher Secondary School	Banke
83	Teacher Welfare and Saving Cooperative	Banke
84	Community Learning Center(CLC) Kamdi	Banke
85	Fatima Foundation	Banke
86	Community Learning Center (CLC)-Sitapur	Banke
87	Ritambara Rastiya Dainik	Banke
88	Research Center for Humanism (RCH)	Banke
89	Nepal Helpline	Banke
90	Social Origination District Co-Ordination Committee, Parsa	Parsa
91	Bikash Nepal	Parsa
92	Jansewa Youth Club	Parsa
93	Women Empowerment Initiative Centre Nepal	Parsa
94	Janmukhi Yuva Club	Parsa
95	Nari Shilpakala Kendra	Parsa
96	Nari Utthan Kendra Alau	Parsa
97	Participate to Uplift Rural Public	Parsa
98	People Development Youth Club, Bagahi	Parsa
99	De Great Youth Club	Parsa
100	Trinetra Youth Club	Parsa
101	Rural Society Development Centre	Parsa
102	Helping Society, Nepal	Parsa
103	DibyaYuwa Club (DYC)Parsa	Parsa
104	Sarbottam Youth Club, Bisrampur	Parsa
105	SuryadayaYuva Club, Bageshwori	Parsa
106	Community Development Resource Centre, Nepal, Parsa (CDRC Nepal) Parsa	Parsa
107	AadarshJansewa Youth Clob (AJYC), Bageshwari Titrauna 5, Parsa	Parsa

108	Diyalo Pariwar	Chitwan
109	Sustainable Resources Allocation and Management (Sram-Nepal)	Chitwan
110	Woman Awareness Society	Chitwan
111	Youth Club	Chitwan
112	Seto Gurans Child Development Service	Chitwan
113	Nepal Rural Self Reliance Campaign (NRUSEC)	Chitwan
114	Rameshor Library and Reading Room	Chitwan
115	Women Group Coordination Committee	Chitwan
116	SetoGurans Child Development Service Rupandehi	Rupandehi
117	Information and Media Movement for Development(IMMOD) Nepal	Rupandehi
118	Terai Development Forum	Rupandehi
119	Sungava Community Development Centre Rudrapur	Rupandehi
120	Siddhartha Samudayik Samaj	Rupandehi
121	Center for Rural Community Development (CRCD) Nepal	Rupandehi
122	Quest For Care and Support	Rupandehi
123	Sunaulo Nepal	Rupandehi
124	Chadani Nepal	Rupandehi
125	Vision Nepal	Rupandehi
126	Lumbini Intergrated Development Society	Rupandehi
127	Forum for Social Awareness and Development (FOSAD)	Rupandehi
128	Buddha Jagaran Samajik Sewa Abhiyan Nepal (Buddha Born In Nepal)	Rupandehi
129	Indreni Rural Development Centre Nepal [IRDC]	Rupandehi
130	Creative Society Nepal	Rupandehi
131	Malika Development Organization Nepal (MDO-Nepal)	Achham
132	Peace Win Achham	Achham
133	Radio Ramaroshan FM	Achham
134	Working for Access and Creation Nepal (WAC)Nepal	Achham

135	Seto Gurans Child Development Service	Achham
136	Oppressed Community Upliftment and Awareness Development Forum achham (ODEF Nepal)	Achham
137	Ramaroshan Daily	Achham
138	Radio Janapriya FM	Achham
139	Nepal Television Vision Sambaddata	Achham
140	School of Energy and Environmental Development [SEED Nepal]	Parbat
141	NGO Federation, District Branch Parbat	Parbat
142	Pensioner's Teachers Society	Parbat
143	Nepal Apang Utthan Samaj Nepal	Parbat
144	Aarmbha Nepal	Parbat
145	Radio Kusum	Parbat
146	National Depressed Development Organization (NDDO),	Parbat
147	Social Welfare Resource Development Center (SORDEC Nepal)	Parbat
148	Environment Protection for Development Service (ENPRED)	Parbat
149	Rural Women Development Centre (RWDC)	Dang
150	Backward Society Education (BASE)	Dang
151	Nab Jagaran Mahila Tatha Bal Sanrachhan Kendra	Dang
152	Nepal Red Cross Society (NRCS)	Dang
153	Boat for Community Development (BCD)	Dang
154	Society For Environment Education Development (SEED)	Dang
155	Sustainable Community Development Programme (SADIKA) Dang	Dang
156	Help Society Nepal	Dang
157	Women Rehabilitation Center(WOREC) Nepal	Dang
158	Society Welfare Action Nepal (SWAN), Dang	Dang
159	Social Awareness Center(SAC) Nepal	Surkhet
160	Digo Bikash Kosh	Surkhet
161	Safer Society	Surkhet

162	Aawaaj	Surkhet
163	Sundar Nepal Sanstha	Surkhet
164	Yugaahwan Daily	Surkhet
165	Environment Development Society	Surkhet
166	Dalit Women Awareness Centre (DWAC,SKT)	Surkhet
167	Women Association for Marginalized Women (WAM)	Surkhet
168	Yuwa Shasktikarna	Surkhet
169	Interdependent Society Surkhet	Surkhet
170	Indreni Samaj Kendra (ISK) Nepal	Palpa
171	Libration of Oppressed Development Center (LODC)	Palpa
172	Peoples Development and Mobilization (PDMC)- Nepal	Palpa
173	Social Rise Help Center (SRHC-Nepal)	Palpa
174	NGO Federation, Palpa	Palpa
175	SKY Samaj, Nepal	Palpa
176	Women Welfare Association (WWA) Tansen, Palpa	Palpa
177	Social Resource Development Center (SRDC)-Nepal	Palpa
178	Backward Eradication Society (BES)-Nepal	Palpa
179	Health & Technical Education Development Center (HTEDC) Palpa	Palpa
180	Rural Economic Development Association (REDA) Palpa	Palpa
181	Room to read Nepal, Palpa	Palpa
182	Siddhartha Social Development Center (SSDC)	Kapilbastu
183	Seto Gurans Child Development Services Kapilvastu	Kapilbastu
184	Mount Everest Community Development Organization	Kapilbastu
185	Sunsine Social Development Organization	Kapilbastu
186	Kalika Self reliance Social Centre	Kapilbastu
187	Rise Organization	Kapilbastu
188	Palariya Community Learning Center	Kapilbastu
189	Kapilbastu Integrated Development Service	Kapilbastu

190	Nigali Swabalamban Bikash Kendra	Kapilbastu
191	Lumbini Integrated Development Organization	Kapilbastu
192	Ghar Gharma Shiksha Tatha Aatma Nirvar Bikas Sastha	Kapilbastu
193	Jan Aadarsh Social Centre	Kapilbastu
194	Education Journalist Group	Kapilbastu
195	SAHAJ Nepal	Kapilbastu
196	Siddhartha UDDAN Shikhchhya Kendra	Kapilbastu
197	Dalit Social Development Center	Kapilbastu
198	AIMS Nepal	Kapilbastu
199	Dhurbatara Community F.M. – Dailekh	Dailekh
200	Free Nepal	Dailekh
201	Aaraniko Community Learning Center Chauratha	Dailekh
202	NGO Federation Dailekh	Dailekh
203	Community Development Program Dailekh	Dailekh
204	Rural Social Awareness Center	Dailekh
205	Kantipur Dainik	Dailekh
206	Nagarik Dainik	Dailekh
207	Social Service Center(SOSEC) Nepal, Dailekh	Dailekh
208	Radio Dullu	Dailekh
209	Mahila Shasktikarna Munch	Dailekh
210	Karnali Integrated Rural Development and Research Center,(KIRDARC Nepal)	Kalikot
211	Village Environment Development Forum	Kalikot
212	Association of Awareness Raising and Social Service	Kalikot
213	Radio Nepali Aawaj	Kalikot
214	Abhibhara Weekly	Kalikot
215	Radio NayaKarnali	Kalikot
216	Hamro Khabardalley	Kalikot
217	Gorakhapatra Sasthan	Kalikot

218	Malika Post	Kalikot
219	District Child Right Monitoring Network	Kalikot
220	National Youth Feradation	Kalikot
221	Sahayogi Hatharuko Samuha (Sahash)	Kalikot
222	Bal Chautari	Kalikot
223	Indreni Social Development Forum Nawalparasi	Nawalparashi
224	Vijaya Development Resource Center(VDRC-Nepal)	Nawalparashi
225	SAHAMATI	Nawalparashi
226	Backwardness Eradication Society (BES) Nepal Nawalparasi	Nawalparashi
227	.Majhi Bote Musahar Kalyan Sewa Sangh	Nawalparashi
228	Sunawal Community Development Center	Nawalparashi
229	Social Development and Research Center (SDRC)	Nawalparashi
230	Suseli Kala Samuha	Nawalparashi
231	Jana Sarokar Manch	Nawalparashi
232	Swarnim Samudayik Bikas Prastisthan	Nawalparashi
233	Bikalpa Sewa Sanstha	Nawalparashi
234	Maiti Nepal Nawalparasi	Nawalparashi
235	Human Rights Awareness Center (HURAC) Rolpa	Rolpa
236	Education Journalist Group (EJG)	Rolpa
237	Radio Rolpa	Rolpa
238	Republic Society	Rolpa
239	Jajala Bahumukhi College	Rolpa
240	Save The Children Rolpa	Rolpa
241	Federation of Nepaliese Journalist	Rolpa
242	Seto Gurans Child Development Service Rolpa	Rolpa
243	Development Concern Society (DECOS) Rolpa	Rolpa
244	Radio Sunchhahari Rolpa	Rolpa
245	Sanstar Rastiya Saptahik	Rolpa

246	Aasaman Nepal	Dhanusha
247	Public Awareness Campaign Nepal (PAC Nepal)	Dhanusha
248	Samjhauata Nepal	Dhanusha
249	Community Family Welfare Association (CFWA Nepal)	Dhanusha
250	People Promote Center Dhanusha (PPC)	Dhanusha
251	Hanuman Samudaik Adhayan Kendra Janakpur 11	Dhanusha
252	Rular Development Foundation (RDF)	Dhanusha
253	Durga Ma Samudaik Adhayan Kendra	Dhanusha
254	LIFE Nepal	Dhanusha
255	Mahila Sahid Samudaik Adhayan Kendra Yadukuha	Dhanusha
256	Dalit JanaKalyan Youth Club	Siraha
257	Rajdevi janasamajik Bikas Kendra	Siraha
258	Helping Hands,	Siraha
259	Rural Empowerment Nepal	Siraha
260	Jagriti Nepal	Siraha
261	Samgra Jan Utthan Kendra	Siraha
262	Mukti Nepal	Siraha
263	Shree Srijana Comminity Library	Siraha
264	Bhawani Akikrit Bikash Kendra	Siraha
265	Samaj Sewa Samiti	Siraha
266	Durga Bhawani Samudaek Bikash Kendra	Siraha

267	Youth Welfare Society	Siraha
268	Community Development Society (CDS)	Siraha
269	Rural service team Nepal	Siraha
270	Center for Environmental and Agricultural development Nepal (CEAD Nepal)	Siraha
271	Mahottari People's Vigilant Society (MPVS)	Mahottari
272	Social Development Center (SDC)	Mahottari
273	Ratauli Yuwa Club (RYC)	Mahottari
274	Local Development Training Center (LDTC)	Mahottari
275	Nepal Rural Development Organization (NERDO)	Mahottari
276	Social Welfare Service Center (SWSC)	Mahottari
277	Rural Community Development Society (RCDS)	Mahottari
278	Peace and Development Society (PADS)	Mahottari
279	Suryadaya Club	Syangja
280	Bishwash Syangja	Syangja
281	Andha Andhi Samudaik Bikash Kendra	Syangja
282	Didi Bahini Samaj Utthan Sanstha	Syangja
283	Aapasi Sahayogi Kendra (Ask Nepal)	Syangja
284	Amour Sewa Nepal	Syangja
285	Syangja support Group	Syangja
286	Syangja Apang Samaj	Syangja
287	Ujjawal Bhabishya Nirman Yuwa Club	Syangja





For More Details:



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