

# Education in the Post-2015 Development Agenda

Voices of Stakeholders from Nepal



National Campaign for Education-Nepal

## Foreword

As we have reached an important juncture of the transitional period in the development process of our country, some accomplishments are quite noticeable in the education sector, particularly in gender equity and access. However, bigger ditches have been emerging between the haves and have nots, and other disparities have been widening. It is the right time to reflect on the big picture of where education has brought us and what are the key values of learning and education in the future as well as what is further needed to take us where we want to be.

NCE-Nepal has been functioning as the bridge between civil society, media, private and public sectors within the education system in Nepal. As a national chapter of Global Campaign for Education (GCE), NCE-Nepal also acts as a platform where the local and national reality is linked with the ongoing regional and global discussions on what education will look like beyond 2015 and which global, regional or national goals will be necessary to follow up the Millennium Development Goals (MDGs) in order to realize this scenario. At this juncture, on behalf of NCE- Nepal, I would like to recognize the work that has gone into the large number of stakeholders that were consulted in order to ensure that voices of the key stakeholders were not lost in the process. I would also like to reiterate my commitment that we will keep making sure that participation from civil society in shaping of future education outlines is done through a bottom up and participatory way.

**Babu Kaji Shrestha**  
*President, NCE-Nepal*

## Acknowledgements

NCE-Nepal would like to acknowledge the Ministry of Education, UNESCO, UNICEF, UK Aid and VSO Nepal for their partnership in the National Consultation on the Post-2015 Development Agenda on Education. Furthermore, the following people have undertaken exceptional efforts to ensure that the overall process and development of this report were strong and successful: Mahashram Sharma, Dr. Nakul Baniya, Eva Ahlen, Sumon K. Tuladhar, Tap Raj Pant, and Raj Kumar Gandharba for their valuable input to the report. Nawal Yadav and Sapana Kandel (Aasman Nepal) Lab Raj Oli (Educational Pages), Kapil Dev Limbu (Deurali Society) and VSO volunteers and counterparts from Kaski, Baglung and Myagdi for coordinating and organizing the district level interactions and discussion to get the views of people on education beyond 2015. Special thanks to Jimi Oostrum, Hem Lamsal, Martin Mutuma and Sanju Nepali for their great work, particularly in the compilation, editing and proof reading the final report. Much appreciation goes to NCE members, board and staff for their support towards this initiative. Lastly but not the least, NCE would like to acknowledge all the stakeholders for their views, without which this report would not have been produced.

Acknowledgement	1
List of Content:	3
Abbreviations	4
1. Introduction	5
1.1 Asia Pacific Region	6
1.2 Nepal	7
2. Consultation Objectives and Processes	8
2.1 Consultation Objectives	8
2.2. Consultation Processes	8
2.2.1 The Post-2015 Consultation Process	8
2.2.2 District Level Consultations	8
2.2.3 National Level Consultation	9
2.2.4 The Global Consultation Process	10
3. Outcomes of the District and National level Consultations in Nepal	11
3.1 General	11
3.1.1 Key Issues and Challenxges in Education in the Nepal Context	11
3.1.2 Which changes has education brought about?	12
3.1.3 Education is needed (put in a box)	14
3.2 Priority Areas for Education	15
3.2.1 Equitable and Inclusive Access to and Participation in Learning	15
3.2.2 Quality of learning and Learning Outcomes-Quality of Learning	16
3.2.3 Knowledge, Skills and Competences for the future- Global Citizenship, Skills and Competencies for Life and Work	16
3.3.4 Governance financing and Partnership/Cooperation	17
3.2.5 Role of Government and Private Sector	18
4. Recommendations for Education in the Post-2015 Development Agenda	19
4.1 Key Messages for Education in the Post-2015 Development Agenda (in bullet points)	19
Annex:	
List of participants	20
Guidelines for National Consultations	21

## Abbreviations

AIN	Association of INGO in Nepal
CBS	Central Bureau of Statistics
ECED	Early Childhood Education and Development
EFA	Education for All
GCE	Global Campaign for Education
HR	Human Resource
ISTU	Institutional Schools Teachers Union
LGBTI	Lesbian, Gay, Bisexual, Transgender and Intersex
MDGs	Millennium Development Goals
NCE-Nepal	National Campaign for Education-Nepal
NER	Nett Enrollment Rate
NGO	Non Government Organisation
NPABSAN	National Private and Boarding Schools Association of Nepal.
SSRP	School Sector Reform Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation.
UNICEF	United Nations Children's Fund
VSO	Voluntary Service Overseas

# 1. Introduction

Education is a fundamental human right. It has been firmly proven to be an enabler in overcoming poverty and strengthening civil society and stakeholders to access basic needs. Furthermore, learning has a direct impact on growth and development<sup>1</sup>. As there are 3 years left until 2015, it is timely to review the status of achieving the Millennium Development Goals (MDGs); both on a global and country specific level. In terms of the six Education For All (EFA) goals, the world has witnessed significant positive changes, but as we roughly have 1000 days left to the MDG deadline, it has also become clear that it is unlikely that the goals will be achieved at global level by 2015<sup>2</sup>. Unfortunately, this year's EFA Global Monitoring report shows that progress towards many of the goals is slowing down<sup>3</sup> and the enabling environment of the EFA goals has further been affected by the global economic downturn of the last decade.

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1. World Bank, 2011

2. UNESCO, EFA global monitoring report 2012

3. Ibid

## About NCE-Nepal

*NCE-Nepal is a country chapter of Global Campaign for Education and a national coalition of civil society organisations working in education. It is a civil society movement and a watchdog initiated to ensure quality education for all. The key role of the movement is therefore to raise the voice of the voiceless so as to guarantee quality education in an equitable basis to every child and adult. Currently, it has 52 members ranging from international and national non-government organisations (I/NGOs), media organisations and teachers' community to grassroot institutions working in the field of education and child rights. NCE-Nepal is also a platform for sharing experiences and learning among members who have common issues of concern. The coalition has been involved in evidence-based policy campaign and advocacy since its inception in 2003.*

*This coalition has completed a tremendous history of a decade long campaign and advocacy for Education For All (EFA) goals set to be achieved by 2015. NCE-Nepal is now a strengthened form of movement that is making contribution towards achieving the EFA goals in the stipulated time and beyond.*

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## 1.1 Asia Pacific Region

The Asia-Pacific region is characterized by rapid and dynamic economic growth and a growing number of middle-income countries, the deepening of trade, strengthened innovation and technological advancement, and remarkable progress in improving access across all levels of education. A positive correlation between quality of education and economic growth has been demonstrated in the region. However, this growth is yet to lead to equivalent increase in living standards and economic opportunities for all, as societies are increasingly divided in terms of distribution of opportunities for "relevant" education, enhanced income and quality of life. Discussions in this region have highlighted vast disparities between and within countries as concerns access to schooling, equity and quality of education and in resulting levels of learning achievement<sup>4</sup>.

While education is central to many Asia-Pacific countries' development agendas and despite noticeable achievements made so far, significant challenges remain, especially disparities between and within countries as concerns access to schooling, quality of education and learning achievements<sup>5</sup>. As measured in terms of the results of international learning tests, some countries are among the best performers, while others show very low results.

## 1.2 Nepal

In the context of Nepal, the percentage of people living in poverty has decreased continuously. However, given the doubling of population since 1970s, the absolute number of poor increased from about 4.2 Million to 7.6 Million<sup>6</sup>. Nepal has a great human resource potential with a high labour force participation rate and around 450,000 new entrants to labour market annually. The contribution of Nepali overseas workers amounts to a quarter of gross domestic

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4. UNESCO, *beyond 2015*, 2012

5. UNESCO, *EFA global monitoring report 2012*

6. VSO Nepal Country Strategy Plan, 2011



product. However, quality of the work force is low given that 48% has never attended school, and majority of new entrants are no skilled or low-skilled workers. Most of overseas workers are also engaged in low-skilled and low-paid jobs. Women and excluded groups in workforce are even more disadvantaged due to low education attainment. Equitable access to quality education and skills development opportunity, therefore, is key in achieving the inclusive, employment oriented economic growth of the country<sup>7</sup>.

As a result, significant progress has been made, particularly in access and equity in school education. Under the School Sector Reform Program (SSRP), strategies including scholarships, school meal, free textbooks and other initiatives have further raised enrolment rates. Gender parity in Net Enrolment Rate (NER) has been achieved at all four levels of schooling. However, children from the poorest and most marginalized communities continue to remain out of school<sup>8</sup>.

7. *ADB Country Partnership strategy 2013*

8. *Ibid*



## 2. Consultation Processes

### 2.1 Consultation Objectives

The main purpose of the national consultation was to bring together the voices of diverse stakeholders and formulate the post-2015 development agenda on education.

**The specific objectives:**

- To take stock of and exchange information on national processes of consultation and dialogue on education in the post-2015 agenda;
- To identify areas of key importance for education and learning for the future in Nepal;
- To make recommendations for the way forward.

### 2.2 Consultation Process

#### 2.2.1 The Post-2015 Consultation Process

The global, regional and national scenario of the development of education makes the question 'what education is needed after 2015' both timely and relevant. In response, the UN has started the processes to foster broad based, open and inclusive dialogues with all stakeholders, including civil society partners on defining the post-2015 agenda. The educational thematic consultations are co-led by UNESCO and UNICEF which have set up a Regional Task Team to ensure that voices of the Asia-Pacific region are included in the global process. This consultation will be informed by the learning from the regional consultations that took place in 2012 and the consultation that was organized at the national level in February 2013.

#### 2.2.2 District Level Consultations

NCE-Nepal has provided a platform for the national stakeholders in Nepal to voice their experiences and opinions on how education should look like beyond 2015. To ensure a bottom up approach, the



consultation process was initiative at district level where focus group discussions and one-on-one interactions were held with different stakeholders to capture their understanding on the importance of education and its impact to the family and community. In total, 382 participants took part in these consultations across 7 districts (Dhanusha, Jhapa, Morang, Baglung, Kaski, Myagdi and Tehrathum), representing students in school, children out of school, parents, head teachers, representatives of school management committees, youth and teachers who were all interviewed.

### **2.2.3 National Level Consultation**

After completing district level consultations, a national consultation was organized by NCE-Nepal in cooperation with Ministry of Education, UNESCO, UNICEF and VSO Nepal on 15 February 2013 in Kathmandu. In this event, the main outcomes from the earlier consultations were shared and discussed and theme wise discussion panels defined key messages for the Asia-Pacific consultation which was held at the end of February 2013 in Bangkok. Similar to the districts, participants were first informed on how these consultations were part of the global ongoing consultation process on Education beyond 2015. Participants in this consultation were women, Dalits, Indigenous Nationalities, Madheshi, Muslims, disabled, third gender, youths, teachers, parents, students, researchers, university professors, journalists, development partners, UN Agencies, I/NGOs and schools owners among others. They represented different organizations and networks such as National Dalit Commission, National Muslim Commission, Nepal Federation of Indigenous Nationalities, National Federation of the Disabled-Nepal, National Association of the Physically Disabled, Nepal Disabled Women Association, Blue Diamond Society, Teacher Unions, National Private and Boarding Schools Association of Nepal (NPABSAN), Association of INGO (AIN), I/NGOs, Institutional School Teachers Union (ISTU), Students Unions, Parents Associations, Children's Consortium, Gender Equity Network, Youth network, SSRP Development Partners, Department of Education, Ministry of Education, and NCE Coalition members. Simultaneously, in-depth focused interviews were conducted with

the heads of National Dalit Commission and National Muslim Commission and other representatives of marginalized groups to ensure their input was incorporated.

## 2.2.4 The Global Consultation Process

An overview was provided by VSO Nepal on how this national consultation feeds into the overall process of informing and shaping of the educational development goals beyond 2015. The meeting was reminded of the origin of EFA goals and what the current state of education in relation to the set objectives. Overall, the formation of EFA goals and their worldwide adoption has caused significant accelerations and improvements in the global state of education. However, it is observed that most accomplishments have been made in terms of access and that quality and learning outcomes are lagging behind. As 2015 is only a few years away, the initiative of UNESCO and UNICEF to start collecting lessons learnt and key messages for informing the process of shaping the education development goals beyond 2015 is both timely and relevant. The full presentation can be accessed online by visiting this link<sup>9</sup>. The key messages from civil society and education stakeholders that were collected through this national consultation were later taken forward by NCE-Nepal to the regional consultation on how education should be included in the post-2015 development agenda.



9. <http://prezi.com/hkfd7wm9w2l2/untitled-prezi/>

## 3. Outcomes of the District and National Consultations

### 3.1. General

#### 3.1.1 Key Issues and Challenges in Education in the Nepal Context

With regards to Early Childhood Education and Development (ECED), the Programme is still ambiguous both in scope (what should be included in terms of healthcare for example) and duration (how many years ECED is needed). ECED is not embedded in the national education framework and its provisions are unbalanced towards urban areas in Nepal.

Nepali work-force is no skilled/low-skilled in labour market as 48% has never attended school with a large part of them finding low skilled and low paid jobs abroad without being able to access relevant technical or vocational training to enhance their skills.

*"Nepal has made much progress in school enrollment, access to education and gender parity. However, it still faces challenges in institutional capacity, retention and drop out. We should focus on the quality of education"*

**Mahashram Sharma**  
Spokesperson, Ministry of Education

Although initiatives, such as school feeding programs, free textbooks scholarships and other initiatives have contributed to significant progress in access and gender parity, it has not benefited the most marginalized children as they remain out of school. The status report 2012 shows that 19.9% of children repeat in grade one and the rate in grade five is 5.3% whereas the rate of drop out in grade one and grade five is 7.7% and 6% respectively. The Ministry of Education has recently linked data to locate exactly who these children are and where they are to inform targeted interventions at district level. However, there are still children 'off the radar', such as children of migrating communities, slum dwellers, street children, children of seasonal or occasional laborers and third gender children. Equitable access to quality education in Nepal requires targeted support to reach the most remote and marginalized children including Dalits and disabled.

Quality education is a major concern, with poor learning achievement underlining this where more than 65% of the children in Grade 4 and 5 cannot comprehend age appropriate tests and only 1 out of 7 children that enroll in grade 1 passes SLC 10 years after. Poor school environment which is characterised by poor facilities such as drinking water, toilets, building, library, playground etc has adverse effects on the teaching learning process. Moreover, teachers' pre-service and in-service training does not translate into learning outcomes. Difficulty in curriculum practices, mother tongue education, life skills and soft skills are not effectively included.

Privatization in education causes a further class division of access to quality education. It has created the problem of affordability and equity. Decentralized education management is key to implementation of the national education program (SSRP) but also one of its biggest challenges with the absence of strong overall governance, legal framework and things like social audit and performance based management are still new concepts. Teacher recruitment and management is under heavy political influence. While teacher absenteeism still remains a big concern.

Although gender parity is established at the primary level, it rapidly decreases when moving to secondary and higher education level and amongst teachers and education managers. About 35%<sup>10</sup> of the population majority of whom are women remains illiterate, with lack of adequate systemic provisions for literacy classes and poor linkages between formal and non-formal education. Support from both government and civil society organizations as well as communication from centre to districts is not consistent and aligned.

### **3.1.2 Which Changes has Education Brought About?**

Education has become more inclusive, gender-based discrimination has decreased and people and children with different types of disabilities live in the society without being isolated and have increased their capacity to access services. Scholarships for girls,

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10. Census 2011, CBS

Dalits and other disadvantaged groups have contributed to this. Therefore, education is no longer seen as a privilege for the rich but a common good. At the same time, it was observed that education

is still not accessible for all with hidden fees and forms of discrimination still present in the system.

Women are also involved in financial activities due to education, and the slogan 'If a mother is educated then the family is also educated' was mentioned several times and the traditional thinking that 'a daughter should go to other's house' is decreasing.

Education has transformed in terms of content. At the same time, the stakeholders observed that it had become more practical and that education is increasingly based on scientific methods.

The learning environment has improved with a greater focus on hygiene and clean classrooms and there is a better interaction between teacher and student in the school and stronger planning. Also, new methods and technology is

used nowadays. Management committees and parents associations have witnessed the development of positive thinking and new means of communication. However, the political influence in the education sector has a strong negative effect on the education governance and learning environment.

Education has led to increased knowledge on how to access livelihood and healthcare services and opportunities. People are more aware of good sanitation, road, environment and all round development of the community. However, it was also felt that

**"Education must be discrimination free and practical. There must be education to produce skilled manpower who can compete in the global market. Education must address needs of all people".**

**Gulab Chaudhari**  
Vice-Chair

Nepal Educational Republican Forum

**"Education must be scientific, practical and competitive. Education must focus on Information Technology. Education policy must be inclusive to ensure equal education to all children".**

**Suprabhat Bhandari**  
Central Chairperson  
Parents Association Nepal

literacy and education does not lead to livelihood improvement, given that the practical knowledge on modern agricultural practices is very low. Majority of people still use the traditional methods of agriculture.

Students are more aware on how to study, write, and do math, use media, mobile phone and computer. At the same time, internet and facebook are not perceived as positive developments as they are said to distract students from learning. Besides this, increased presence of soft skills is observed as people have become aware of the need to help, to respect, love and mentor their siblings on how to read and write and not to hate others. However, it was also stated that education is used as a tool to suppress non-educated people and that educated people lack sensitivity and soft skills towards the community.

### 3.1.3 Education is Needed.....

- To have a better understanding of things
- To make me reach my goal
- To teach people to be good and polite human beings.
- It helps people use modern tools and techniques such as use of computers and different types of instruments.
- To go abroad in order to earn lots of money
- To become a doctor and provide service to patients and make them free from disease.
- To produce a teacher, engineer, police/army and provide service to others
- To make us able to work and communicate even abroad.
- To raise good sons and daughters and make our children happy.
- To do business of fruits, vegetables, clothes, jewellery, utensils.
- To be a scientist and discover and search new things
- To be a volunteer and provide service to the village
- To make me able to speak in public.
- To apply math and skillful education in our lives



- To contribute in nation building by maintaining peace in society.
- To develop a feeling of brotherhood and preserve the natural resources and social values.
- To write my own name
- To empower people to claim their rights and meet obligations.

## 3.2 Priority Areas for Education

### 3.2.1 Equitable and Inclusive Access to and Participation in Learning

Although significant success was made in the access to education in Nepal, the traditionally marginalized children have an unbalanced high dropout rate. Dalit communities and children with disabilities need to be further strengthened in order to access and retain in

*"Disabled women have started to work when they are grown up. No one should be deprived of education due to disability. Education policy should be disabled friendly and implemented properly. Those who understand the feelings of disabled should be recruited as teachers for disabled".*

**Rama Dhakal**

Chairperson

Nepal Disabled Women Association

education. Decentralizing and localizing curriculum and introduction of mother tongue language as a medium would partly remove barriers to education. Access can further be strengthened by increased focus on parental awareness and participation in education, continued efforts in creating school readiness through ECED and ensuring mechanisms are put in place to support marginalized children to enroll and target those that need it most and have realistic budget allocations for example towards supporting differently abled children.

### 3.2.2 Quality of Learning

Translating improved learning opportunities into improved learning outcomes should be done by making sure learning needs are placed

**"N**epal is good at access and gender parity in terms of achieving EFA goals. The attention is essential for quality education, disadvantaged groups, teacher for their training and equitable access to resources".

**Ms. Eva Ahlen**  
Chief, Education Section, UNICEF

at the centre of developing relevant curriculum that takes into account the local and global changes to which the learner will have to respond and enable to teach the values of life and create yearning for learning. The curriculum should be

delivered through effective and participatory teaching methodology, using learning centered teaching and relevant resources. Ensuring learning outcomes should be done through focusing on unfolding knowledge, skills and attitudes. Increased focus should strengthen school structure time and teachers' preparation for quality teaching, putting the teachers' motivation and professional development on top of the HR agenda. Equity and quality should be woven into all aspects of education as cross cutting themes. Quality learning can only take place in an enabling environment with regular and responsible teachers and participating guardians. Multi sectoral planning is a must to establish holistic child development.

### **3.2.3 Global Citizenship, Skills and Competencies for Life and Work**

Overall, lack of acquired skills translating into job and livelihood opportunities underline the need for appropriate and relevant skills. In order to include the right skills and competencies for the future, we need to have a deep understanding of where Nepal is in its historic development. As the country's main occupation is linked to agriculture with the emerging sector of industry, Nepali students need to receive education where ideas innovation and talent are being fostered. The skills that are gained from this should relate directly back to ensuring the establishment of sustainable livelihoods and food security and increase the quality of vocational and technical skill development, leadership skills and holistic knowledge. Beyond 2015, budget, human resources, policy changes and physical facilities must be available and education must have a clear link to job

opportunities. Policy changes should encourage meaningful participation. Nepal needs to find a way to both embrace technology and innovation and revive craftsmanship of traditional livelihood skills. Beyond that, the integration of soft skills and focus on strengthening critical thinking and of learners and research and development needs to be taken forward.

*"People are slowly shunning discrimination between girls and boys even in rural areas. We should review the existing system of education and grasp the lesson from it. We need to develop a new model that must be practical and focus on income generation that can support people live their better lives. Education policy must create environment for bringing Dalit children to school".*

**Sushila Shirpali**

Chairperson  
National Dalit Commission

### 3.2.4 Governance, Financing and Partnership/ Cooperation

Complete structural change for participating good governance through inclusiveness of all stakeholders is needed. Discrimination and untouchability needs to be tackled at all levels of the

*"There should be inclusive education policy and education in mother tongue"*

**Yasokanti Bhattachan**

Women Activist

education system and the government needs to be supported in further increasing the national education budget to confirm it as a priority after 2015, mitigating the lack of sufficient materials, human resources and physical facilities in the sector. Fulfillment of the agreed revision of the national education policies and legal framework and the establishment of a clear accountability framework should ensure the continuation of international, national and local support. In addition, the policy framework should be focused around the implementation of practical education and give importance to local needs such as mother tongue education.

### 3.2.5 Role of Government and Private Sector

*"Ministry and other organizations should focus on quality education. Every Friday should be a day for recreation and extra curricular activities in schools."*

**Madhav Dhungel**  
President

All Nepal National Free Student Union

need to be targeted for capacity building and skill strengthening. There should be further alignment between public and private sector through revisiting of the public private partnership concept and Gurukuls, Madrassas and Gombas (religious learning centres) need to be mainstreamed within the public education sector to ensure quality of learning. Alignment should also take place amongst teacher unions and in teacher recruitment and management. Faith of communities in the public school sector needs to be restored; with the private sector and civil society organizations playing an active part in this through parent's education and community awareness and by supporting the government in strengthening of data and evidence based planning. Inclusiveness needs to be untangled from a buzzword

*"Education Act and policies exclude Madarasa, scholarships and teacher quota for Muslims. Muslim women are still out of reach of education. Education policy should include Madarasa in the same way as the community schools are developed"*

**Mohammed Nirdosh Ali**  
Chairperson  
National Muslim Commission

The government should strengthen its focus on teacher training and ensure the translation of professional development support into implementation of quality education. People from marginalized communities to specific and actual implementation and needs to be monitored as such. Local education management needs to be made further accountable and strengthened and a joint monitoring mechanism at all levels and clear accountability framework needs to be developed and put in place.

## 4 Recommendations for Education in the Post-2015 Development Agenda

### 4.1 Key Messages for Education in the Post-2015 Development Agenda

- ♦ Teachers must be put at the centre of the educational reform agenda with them receiving quality professional development and performance based management resulting in establishment of a professional and valued teaching forces that ensures a quality critical learning environment.
- ♦ Education must have a direct link with opportunities, aimed at securing people's livelihoods and needs to be compatible with the diversity of educational needs and adapted to local context. It should have an increased focus on utilizing Nepal's natural resources and young people need to be enabled to find opportunities within Nepal instead of moving abroad.
- ♦ Education should not be confined, instead, it needs to go beyond basic, secondary and higher level with inclusion of ECED and provision of relevant life skill programs for youth and literacy for adults. Parents/guardians have to be active involved and act as quality managers of their children's education.
- ♦ Education has to be delivered in a child friendly and qualitative manner, with children being enabled to develop critical thinking and allowed real learning rather than 'teaching for tests' methods and rote learning.
- ♦ Civil society and the government need to align efforts in reaching the remaining out of school children with sufficient resourcing to overcome their barriers and the latter be held accountable to fulfill the children's right to education as well as to fulfill other duties as well towards nation building.
- ♦ Capacity of local level education management needs to be strengthened and made accountable with clear guidance and communication from the central level, allowing education policy to be developed and informed starting from the local context and with involvement of stakeholders, thereby developing quality education system that is 'rural Nepal proof'. Accountable management of education must mitigate corruption, both in the system as well as in the mindsets.

## NCE Coalition Members

National Campaign for Education-Nepal has 52 members ranging from National and International non government organizations, teacher's community and media organizations to community based organizations.

### Founder Member Organizations

S.N.	Organization	Address
1	Aasaman Nepal	Dhanusha/Kathmandu
2	ActionAid Nepal (AAN)	Kathmandu
3	CCS Italy	Kathmandu
4	CWIN-Nepal	Kathmandu
5	CONCERN Nepal	Kathmandu
6	Dalit NGO Federation (DNF) Nepal	Lalitpur
7	Educate the Children (ETC)	Kathmandu
8	Education Journalist Group (EJG)	Kathmandu
9	Global Action Nepal (GAN)	Kathmandu
10	Innovative Forum for Community Development(IFCD)	Kathmandu
11	Nepal National Teachers' Association (NNTA)	Lalitpur
12	Plan International Nepal	Lalitpur
13	Save the Children Nepal (SCN)	Kathmandu
14	Seto Gurans, National Child Development Service	Lalitpur
15	Volunteer Service Organization (VSO)	Lalitpur
16	World Education Inc (WE)	Kathmandu
17	World Vision International (WVI)	Lalitpur

*"Children are discriminated on the basis sexual identity and deprived of going to schools. They have no access to schools, so have no access to scholarships and free education facilities. Third gender has no job opportunity except Blue Diamond Society. State must create educational environment for LGBTI. Education policy must address their issues and concerns"*

**Bhumika Shrestha**  
Event Manager  
Blue Diamond Society



*"Education in the Post-2015 Development Agenda:Voices of Stakeholders from Nepal"*

18	Aajako Shikcha, Weekly	Kathmandu
19	Backward Society (BASE) Kailali	Kailali
20	Bhumeshwor Community Development Organization (BCDO)	Baitadi
21	Bungmati Foundation Nepal	Lalitpur
22	Center for Awareness Promotion (CAP)	Sunsari
23	Child Nepal	Kathmandu
24	Community Development Center (CDC)	Doti
25	CRDC Nepal	Kathmandu
26	CWISH Nepal	Kathmandu
27	Dalit JanaKalyan Youth Club (DJKYC)	Siraha
28	Dalit Welfare Organization(DWO)	Kathmandu
29	Deurali Society	Tehrathum
30	Didi Bahini	Kathmandu
31	Dust Free Class Room Nepal (DFC-Nepal)	Kathmandu
32	Education Resource Development Centre (ERDCN)	Kathmandu
33	Educational page (E-Pages)	Kathmandu
35	Gaja Youth Club (GYC)	Baglung
36	Loo Niva - Nepal	Lalitour
37	Madarasa Islamiya Sangha (MIS)	Banke
38	Nepal Muslim Samaj (NMS)	Banke
39	NNSWA	Kanchanpur
40	PEACEWIN	Bajura
41	Pensioner Teachers Society (PTS)	Parbat
42	Professional Development and Research Center (PDRC)	Kathmandu
43	Ramkot Community Development Center (RCDC)	Kathmandu
44	Research Center for Humanism (Radio Bheri Awaz (95.6)(RCH)	Banke
45	Rural Education & Community Health - Nepal	Kathmandu
46	Rural Education and Environment Development Center (REED)	Kathmandu
47	Save the Saptari	Saptari
48	School of Energy and Environmental Development (SEED) Nepal	Parbat
49	Society of Health & Education Development (SHED) Nepal	Kathmandu
50	UNESCO Club, Banke	Banke
51	United Mission to Nepal (UMN)	Kathmandu
52	Women and Children Awareness Centre (WCAC)	Sunsari
53	Young Star Club (YSC)	

## National Level Consultation on Post-2015 Development Agenda on Education Participants

S.N.	Name of Participant	Organization	S.N.	Name of Participants	Organization
1	Martin Mutuma	NCE-Nepal/VSO	38	Krishna Lamsal	AusAID
2	Raka Rashid	UNICEF	39	Ashley Hager	NTTI
3	C. M. Bishwokarma	Dalit Welfare Org	40	Bishnu Neupane	NTTI
4	Madhu Rajbhandari	Embassy of Japan	41	Bhuban Bajracharya	ADB
5	Dr. Pramod Dhakal	O.U of Nepal IDB	42	Lal Bahadur Oli	PEACEWIN
6	Indra Gurung	Finish Embassy	43	Hari Devkota	AYON
7	Rup Sunar	PDRC	44	Raj Kumar Gandharba	NCE/ VSO
8	Dharma D. Debkota	NNGA	45	Bhumika Shrestha	Blue Diamond Society
9	Nar Kumari Grg	Nepal Bar	46	Lekh Nath Pokhrel	NSU
10	Kapil Shrestha	SEF Nepal	47	Teeka Bhattarai	CEPP
11	Hansha Sanjyal	GSI	48	Yam B.Kisan	TU
12	Kamla Bist	Royal Norwegian Embassy	49	Tak Bdr. Tamang	M FORUM
13	Dewa Singh Thakuri	E-Page Kalikot	50	Durga Gautam	Pentagon College
14	Reemaya Nepali	SNV/SIRF	51	GB Nepali	CNAS
15	Yasu Nagaoka	JICA	52	Gulab K Chaudhary	N. Education Republic Forum
16	Yassokanti Bhattachan	NEFIN/NIWF	53	Narayan Shrestha	UNICEF
17	Amit Raj Shrestha	Child Consortium	54	Sushila Serpali	National Dalit Commission
18	Naresh Sob	FEDO	55	Mohamed Nirdosh Ali	Na.Muslim Commission
19	Rajesh Rana	NRNA	56	Dilli Ram Subedi	Anamnagar
20	Lieke van de Wiel	UNICEF	57	Rama Dhakal	N. Disabled Women Asso
21	Sharad Shrestha	Global Youth	58	Agatha Thapa	Seto Gurans
22	Geeta Rana	NPABSAN	59	Kamala Hemchuri	PDRC
23	Ram Rijal	WB	60	Dr. Nakul Baniya	MOE
24	Suprabhat Bhandari	Guardian's Asso	61	Kiran Shilpakar	NAPD-Nepal
25	Simran Serchan	BDS	62	Dr. Shiva S. Maharjan	Mangal H.S.S Kirtipur
26	Madhab Dhungel	ANNFSU	63	Sudarshan Sigdel	Aajako Shikcha (Weekly)
27	Sapana Kandel	Aasaman Nepal	64	Ganesh Singh	CWIN
28	Prakash S Adhikari	IFCD	65	Kumar Bhattarai	NCE/CWIN
29	Narbhu Ghale Dolpo	NEFIN	66	Nar Bam Sunuwar	CWIN
30	Jimi Oostrum	VSO/MoE	67	Maya Shrestha	NCE-Nepal
31	Lab Raj Oli	Edu-nal Pages	68	Narayani Shrestha	NCE-Nepal
32	Tap Raj Pant	UNESCO	69	BK Shrestha	NCE-Nepal
33	Sumon Tuladhar	UNICEF	70	Kshitij Sapkota	NCE-Nepal
34	Mukund Gautam	ISTU-Nepal	71	Eva Eahlen	UNICEF
35	Tek Nath Neupane	NFDN	72	Hem Bahadur Lamsal	NCE-Nepal
36	Bikash Neupane	NFDN	73	Sanju Nepali	NCE-Nepal
37	Madhab Lal Maharjan	Mandala			



I am sending my  
children to school despite  
my poverty

I do household work to  
support my children in  
their study

My son and daughter  
want to join Armed  
Police after their study



unicef



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