



Edu-eNewsletter

NATIONAL CAMPAIGN FOR EDUCATION-NEPAL

"Accountability for SDG 4 and Citizen's Participation"

GAW Special

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NCE Nepal is a platform for sharing experiences and learning among the members who have common issues of concern. NCE Nepal mainly focuses on holding the government agencies accountable for their role in providing quality 'Education for All' and in monitoring the service delivery at the grassroots and national level. Being a national chapter of GCE, the NCE Nepal also acts locally, regionally and internationally.

Global Action Week is one of the major focal points for the education movement. It provides every national and regional education campaign with an opportunity to highlight one area of the Education For All agenda and make targeted efforts to achieve change on the ground, with the added support of education campaigners and millions of members of the public worldwide joining together for the same cause.

Accountability: A glue to tie Commitment with Results

Nepal is in the process of educational transformation along with the transformation in the structure of overall nation. The constitution of Nepal 2072 has enshrined free and compulsory education for all. The effective implementation of the educational rights envisioned by the constitution, 2063 are all the duties and responsibilities of the local government that has got the representatives from last year's completed local election. Besides, School Sector Development Plan is in two year of its implementation. The local level government are required to attach with the educational provisions envisioned by Sustainable Development Goals and Education 2030, School Sector Development Plan and, Promises and commitment made in the various national, regional and global forums by the government.

Besides, the GPE replenishment conference accomplished this year had also added a positive momentum on the commitment of various governments and partners towards financing education. Nepal has also committed to allocate 20% budget for the education sector. In addition to this, in the recently completed election of Nepal, different political parties during the election campaign have committed for the favorable environment to ensure equitable, inclusive and quality education for children and adults. In all of these situation, though it seems currently challenging for the local level with the limited resources and experiences to fulfill their duty in an effective manner, it is also a prime time to make them accountable and reinforce them for effective implementation of their manifestos.

Hence, in order to ensure strong lobby and advocacy specially with the local and provincial government in this context and situation for their specific plans and programs so as to ensure that the government has credible, transparent mechanism for the implementation of the full SDG 4 agenda in Nepal; civic spaces are to be created and citizen participation is to be ensured from local to the national level. Hence, with this overall essence, NCE Nepal celebrated the Global Action Week, 2018 with the major theme of "Accountability for SDG4 and Citizen's Participation" in close coordination with the educational stakeholders profound for the public education strengthening. Strong lobby and advocacy was ensured specially with the local government, ministries, parliamentarians and the political parties for creating the collective accountability in education with maximum citizen participation.

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Coordination for Celebration

NCE Nepal brought together all the educational stakeholders in one platform for solidarity so as to celebrate the GAW 2018 aimed with holding Local, federal as well as Provincial government and the political parties to account for delivering on the full SDG4 agenda, ensuring citizen participation – asking governments to “keep your promises. More than a seven dozens of organizations working for the educational transformation in the nation joined hands with NCE Nepal for the celebration of the GAW with their solidarity. The coordination meeting held with these wide range of stakeholders provided a pathway for creating a momentum during the week as well as throughout the year 2018. Besides, several sub committees for the smooth execution of the overall week was created during the coordination meeting. These sub committees boosted up the spirit of GAW celebration.

Empowerment of the district coalitions via capacity building

The overall objective of the campaign relies in the ownership of the agenda and issues by all the organizations. Hence, with the objective of enhancing the knowledge of the district coalition members regarding the overall objectives and essence of the celebration of this week long campaign along with the understanding of the theme, NCE Nepal organized a capacity development training to its 23 district coalition members. The current scenario of different provinces and local units of Nepal along with the educational structural transformation due to the federalism in the nation, the shrinking role of the CSOs in the nation, inability and inefficiency of the government to fulfill the commitments made in the different local, national as well as international forums, the risk to commitment and achievement of the SDG, SSDP, Education 2030 agendas etc. limited knowledge and experience of the local government towards these development goals and agendas etc. . were presented to the district coalition coordinators/ representatives.

An exchange of learning of the central level as well as that of the local level and sharing of the best practices among each other increased the confidence of the CSOs to move ahead in this momentum of educational transformation in the Nation. With this unanimous consensus regarding the way to lead the campaign at the local units and district was developed. District coalitions were committed upon leading this campaign at the district level so as to lobby the local government for their accountability for public education strengthening against the commitment that they had made in their party political manifestoes prior to the election. Besides, coalition were also committed to cobble together the accountability of other stakeholders such as parents, students, teachers, SMC, and CSOs themselves for the attainment of the educational goals.

Lobby for Attaining the Political Commitments for SDG 4:

Commitments at the national level:

The effective implementation of the educational rights envisioned by the constitution, 2063 are all the duties and responsibilities of the local government, parliamentarians as well as all the political leaders. The political parties during the recent local, provincial and federal government had included education as one of the priority agenda in the election manifestoes. Several promises for ensuring free and compulsory education, ending the two types of education system (i.e. private and public), safe school environment, teacher’s management etc. were made during the election. The election manifestoes of the current ruling national parties were much more progressive in terms of public education strengthening. Now, since the nation has got its leadership at the local, provincial as well as the federal level, there exists the need for these political leaders to “Walk the talk” that they had made previously. Hence, with the objective of reminding the political leaders regarding their commitments made for the attainment of the equitable, inclusive, quality and lifelong learning opportunities for all as well as obtaining the political commitments for the same, NCE Nepal organized an interaction program with the national political parties, parliamentarians as well as representatives from every educational stakeholders such as child clubs, parents, teachers, journalists, academicians, head teachers, SMC, PTA etc.

The overall program was able to profound a platform to interact with the parliamentarians and these leaders of the political parties for their increased understanding about the educational situation of the nation and the possible ways forward. Leaders of the political parties expressed the need of the collective efforts of the CSOs and the government so as to transform federalism as an opportunity for the development of the nation. Highlighting education as a backbone of the nation's prosperity, the program was able to open up a gateway for raising the education agendas in the parliament meetings.



Hon. Education Minister Giriraj Mani Pokhrel, expressing the need of increased financing in education for public education strengthening.

Hon. Education Minister, Giriraj Mani Pokhrel highlighted himself the need of the increasing financing in education and requested the Civil Society Organizations, Teacher Unions and all other groups of stakeholders for the collective advocacy with the Ministry of Finance for the increasing education budget for the upcoming fiscal year 2018/19. In the context where the Hon. Prime Minister K.P Sharma himself have been working for the School Enrollment Campaign which was ongoing during the program days, several challenges for enrolling the children with disabilities and the marginalized sector were seen. Hence, the program also concluded on the fact that the educational transformation could only be possible with the sound educational infrastructures and management of the opportunity cost for enrolling those out of school children who can be identified and counted in numbers.



Mr. Balananda Paudel, Former Chairperson, Local Level Restructuring Commission highlighting the common commitments of the political parties in their election manifestoes for the public education strengthening.

The overall program was gyrated upon the reflection into the commitments made by the leading political parties regarding education in their election manifestoes. Mr. Balananda Paudel, Former Chairperson, Local Level Restructuring Commission highlighted that all the leading political parties had their common ccommitment in terms of access in education, equity inclusiveness, education budget, management, education privatization, curriculum and books availability ,School as zone of peace etc. The important thing highlighted by the political parties in the manifestoes was sufficient financing on education to achieve the target envisioned by SDG 4 by 2030.



Hon. Yogesh Bhattarai, Member of Federal Parliament and leader of CPN UML expressing his commitment for raising the issues raised during the program in the parliamentary forum.

Several education experts, representatives from SMC, PTA, youth association, journalists, Development Partners etc. highlighted out the fact that since Nepal is in the way of the stable government for the upcoming five years, this can be a golden opportunity for the development of the nation if the political leaders remain committed with their commitments. With this, leaders of the Political Parties expressed that they would amplify the opportunity in the current context and will work out on the educational transformation. Mr. Yogesh Bhattarai from CPN UML heartily welcomed the suggestions obtained from the program and committed for

raising such issues in the parliamentary forum. He also requested the Civil Society organizations like NCE Nepal to work continuously as a Watch Dog and provide required information to the parliamentarians. Leaders from other four national parties: also expressed their commitment to work together for the attainment of the goals as envisioned by SDG and SSDP.

NCE Nepal District Coalitions in advancing the local government engagements towards attainment of SDG 4.

The overall essence of federalism accounted in making every local unit accountable towards the citizens so that development process could be easier and confined one. The constitution has envisioned the responsibility of primary and secondary level education in the hands of local government. Hence, with this essence the district coalitions of NCE Nepal have also been engaging with the local leaders and government at the local level so as to increase their accountability. With this, commitment from the local government and other political leaders of the influential parties for working towards attainment of the SDG 4 as narrated by the election manifestoes of the political parties was received at the district level too. The district coalitions (District Coordination Committees) of NCE Nepal conducted the dialogue and discourse program to remind the political leaders and local government regarding the educational scenario of their own locality and the immediate action to be taken care of.

The interaction program conducted by NCE Nepal DCC Palpa with the local government, local leaders of the political parties, district education office, CSOs, journalists, parents as well as all other educational stakeholders helped to enrich the knowledge of the local government regarding the educational status of the locality as well as the necessary agendas to be included in the plans and programs of the local government. The representatives from local government acknowledging the contributions made by the civil society organizations in monitoring the development process, requested CSOs for providing them the information as well as suggestions for preparation of the educational plans and policies.

The interaction program conducted by NCE Nepal DCC Morang with its local government had similar experiences. The mayor of the Biratnagar Metropolitan City, highlighting the need of thinking out of the box to bring the children of the marginalized and deprived sector of the metropolitan city, expressed the need of keeping education as a crux of the overall development process. Similarly, the Member of Provincial parliament of Province No. 1 also expressed his commitment on ensuring equitable and inclusive education by preparing the favorable Provincial education act and policies. The overall interaction program remained effective in enhancing the overall accountability of the local government towards keeping education as a priority agenda in the development process.

A part from this, the local government of Parbat remained more proactive in collaboration with the NCE Nepal DCC Parbat for preparation of the programs and plans that accounts for public education strengthening. The mayor of municipalities as well as rural municipalities of the district during the interaction program organized by the DCCs showed their keen enthusiasm to learn regarding the SDG, its target and indicators and also expressed their commitment to work sincerely in fulfilling this development goal. Understanding about the various commitment made by the Nepal government in the international forums such as in terms of education financing, school as a zone of peace as well as the recommendations made by the UN CRC to the Nepal government, the local representatives expressed their commitments to develop a possible ways for ensuring the sufficient financing in the education sector.

Several other local units during the interaction program organized by district coordination committees of NCE Nepal in Rupandehi, Kaski, Kapilvastu and Banke also expressed their commitment to work together with the CSOs for the attainment of the development goals and the overall public education strengthening.

Submission of the CSOs Appeal to draw the attention

Based on the interaction with the educational stakeholders including the government, CSOs, parents, students, teachers, journalists, academicians and also the political leaders made at the local, provincial and the national level, NCE Nepal had developed a CSOs appeal on the occasion of Global Action Week, that was submitted at the national as well as the local level. Educational demands basically related to education financing, quality, language, textbooks, curriculum, teachers management etc. and the role of local government in these issues were basically highlighted in the appeal. The appeal was submitted at the national level to the Ministry of Education, Ministry of Finance, National Planning Commission,

National Human Rights Commission, Political leaders and Parliamentarians. Similarly, it was submitted at the district level to the Local government units, Political Parties as well as the District Education Office. This overall attempt helped in drawing the attention of these educational stakeholders for advancing the public education.

Increasing the Citizen's Participation for attaining the development goals

Massive Educational Rally at the national level:

The common voice of more than seven hundred participants including that from various civil society organizations, education rights stakeholders, students, parents, guardians, persons with disabilities, sexual minorities, marginalized and deprived groups of people and other educational stakeholders collectively advocated for public education strengthening with the main slogan “Accountability for SDG 4 and Citizen’s Participation”. The massive educational rally held on the occasion of Global Action Week in Kathmandu was aimed for ensuring the collective accountability of all the educational stakeholders in public education strengthening. The rally was aimed to sensitize the public as well as government for the education friendly policy and environment; as well as increase the citizen’s accountability and participation for attainment of the educational development agendas. Several messages for increasing accountability in education, increasing budget in educational sector, progressive tax in education budget, monitoring of private schools, safe learning environment, teacher’s management etc was provided during the rally.



Participants were well- illuminated with the placards, display boards, paper hats, ribbons, cartoons and other advocacy materials in the rally. The participants also showed their commitment on the campaign by signing in the commitment banner that expressed the accountability of all for attainment of SDG 4 and citizen's participation. Diverse group of stakeholders including that from the Teacher Unions, Journalists, Students, Student political leaders, CSOs, Person with Disabilities etc. showed their collective commitment in the campaign.

Rally at the district level:

The district coalitions of NCE Nepal got engaged in the collective community level assembly so as to analyze the educational context of the specific local units. Besides, based on the collective educational agendas developed thereto from the community assembly, the local level stakeholders including CSOs, teachers, headteachers, parents, SMC, journalists, students, CSOs and all the other stakeholders of the community, got engaged in the massive educational

ralley and demonstration program. Posters, placards, banners and several other advocacy materials highlighting the educational agendas of the district basically related to the school infrastructure, education budget, safe and secure education, teachers management, school governance and accountability, transparency etc. were displayed. Such type of rally and demonstration program was held in Makwanpur, Chitwan, Rupandehi, Parbat, Palpa, Kapilvastu, Nawalparasi, Dhanusha, Mahottari, Dang, Dailekh, Baitadi, Morang and Banke. These momentums at the district level had helped in withdrawing the attention of the local government for keeping their promises of public education strengthening.



Student's open letter to Prime Minister on "My dream School"

Students are the major stakeholders of the education. The advocacy and lobby works includes the voices of the various educational stakeholders however, it has been reflected that the major stakeholder of these campaigns i.e. students whose future is determined by the quality of education that the nation provides, seemed to be silent in all of these matters. Voices of these groups are often unheard outside the school buildings. Talking about the increased citizen's participation, participation of these groups of stakeholders in the development process also counts most. Hence, NCE Nepal during the GAW conducted a open letter writing campaign from the students studying in grade 8,9 and 10 of the public school in the title "My dream School". The campaign basically aimed in exploring what is the situation of the school in the eyes of the students studying in the same school and what are the demands students want to be fulfilled by the government (Prime Minister) to make their current school as their dream school.

Around 5,000 letters were collected from more than 200 schools in 25 districts of the nation. These schools included Madarshas, Gumbas and Gurukuls as well. Diverse group of students including those with disabilities, minorities, different religions etc. expressed their views regarding their school to the Prime Minister via letters. The blind students were able to express their feelings in the Braille Script, the indigeneous Newari Community Students were able to reflect their voices in the typical Newari Script whereas some other expressed in the Nepali and few in the English language too.

NCE Nepal is in the process of submission of all of these collected letters to the Prime Minister from the hands of students themselves withdrawing the attention of the Prime Minister regarding the critical issues about the school raised by them. For this, collective analysis of the demand raised by the students was also made. A part from this, the letters will be submitted to the respective local government at the local level and also the Ministry of Education, Ministry of Finance and National Planning Commission at the national level. These letters are expected to act as an evidence for all of these policy making units to understand the real child psychology as well as the condition of schools all over Nepal.



1. A student of grade 9 in Kaski district writes a letter to the Prime Minister expressing her feelings about the school.
2. Students in Rupandehi writing letter to the Prime Minister.
3. Muslim Girls in Madarsha in Morang district expressing about their dream school in the letter to Prime Minister.
4. Young girls from typical Newari school of Kathmandu writing letter in their own Newari Script.
5. Blind children in Parbat district writing the letter to Prime Minister in Braille Script.
6. Students of Gurukul in Parbat district expressing about their demands for schools to Prime Minister.

Basically, the demands raised by the students in their letter were:

STUDENT'S DEMAND TO Hon. PRIME MINISTER

- Though it has been said that education is free but school is charging fees in the different headings such as admission charges, laboratory charges, examination charges etc. because of which it is difficult to come to school regularly. Hence, education should be made free practically also.
- Sufficient scholarship for the economically and socially deprived, brilliant students to be provided. Also, for the weak students separate free coaching classes/tuition classes to be managed by the government.
- Ensure qualified, skilled subject teachers in the classroom and also ensure their regularity in the classroom. The current habit of teachers such as playing with mobile phones, making unnecessary talks, instructing students to read the text books of their own and self engaging in other works etc. by the teachers should be stopped immediately and the environment for sound teaching learning, regular classes with focus on students learning to be ensured.
- Ensure that the curriculum are well covered prior to the end of the academic year along with the implementation of continuous assessment system. Also, increase the number of female teachers in the school at the primary as well as secondary level.
- School environment should be free from any forms of discrimination in terms of caste, gender, language, physical structure, dress up, economic status or any other categories. Create the system of punishment to the teachers who does such type of discrimination or motivates others to do it.
- Develop an environment in the school whereby students are taught well rather than providing any types of corporal punishment (physical or the mental one). Activities such as keeping the nick names of the students, linking the names of girls and boys together and teasing each other with the names or writing those names in the walls and board of the classroom etc. is the form of mental torture and harassment to the students and this should be stopped. Teachers motivating this types of activities should be punished.
- Schools should have the complaint box with proper hearing mechanism and also it should be ensured that the students providing complaints in the box are not tortured again in the name of providing the complaints. Programs to increase parents engagement in the schools is to be ensured.
- Ensure that the school has library with sufficient reading materials including the text books, books for blind and other forms of disabilities and has easy access to all the students. Also the reading materials according to the curriculum of Madarshas, Gurukul etc., computers, well equipped labs etc. to be ensured with access to all the students. Develop the audio visual teaching learning mechanism.
- Link education with the livelihood and employment.
- Develop a system of reward to the best performing student and teachers to motivate them based on the continuous assessment, presence in school or any similar criteria.
- Ensure the regular monitoring of the schools from the District Education Office, Department of Education, SMC, Teachers Association, Guardians Association etc.
- Make necessary arrangements for well equipped play ground with playing materials, clean drinking water facilities, meeting halls, hostel facilities for students from far areas, canteen, sufficient desk and benches in the classes, fans and electricity in the classes, dustbins in every classes, sufficient markers, dusters, boards etc. with the access to all the students.
- Make provisions for safe school environment with beautiful garden, clean and green environment. Make proper management of the wastages of every classes. Develop the policy to ensure that no one in the school area could consume tobacco, cigarettes or similar products and also the system of punishment to those who consume it.
- Build sufficient number of gender and disable friendly toilets with proper lock system, soaps, clear water, sanitary pads, dustbin with lids etc. and make those accessible to all the students.
- Make the school building earthquake resistant one and also convert the current temporary learning centers to permanent one.
- Make the ceilings of the classrooms cemented one rather than the tin roofed because it creates problems during the summer and rainy seasons for students to learn. Also ensure the compound walls in all the school areas.
- Ensure that the roadway to schools are safe one with strong bridges. Also ensure the transportation facilities for students travelling from far areas.
- Provide separate teachers for extra curricular activities and also make arrangement that school provide materials such as dress, ornaments, musical instruments, playing materials for the extra activities. Also make the provision whereby students could demonstrate those extra skills during the various programs at the school.
- Provide students identity card, make arrangements for educational visit once a year, provide security guard in the school, make arrangements for child clubs and the scout facilities and also ensure the regular electric supply in the school.

Evidence based advocacy regarding attainment of SDG goals

The strength of NCE Nepal relies in the evidence based advocacy works. The School Sector Development Plan (SSDP) in Nepal developed for the attainment of the SDG 4 is in the two and half years of implementation and transitional plan also have been developed so as to harmonize the country's changing context. Since it is in the half way journey, realizing the need to review of progress made so far in the targets and indicators set, NCE Nepal had conducted analysis of the SSDP indicators progress and the research was shared during this period so as to advocate with the policy makers for the need of localization of the SSDP targets and indicators. A part from this, NCE Nepal had also explored the educational status of different provinces of Nepal based on the different targets and indicators set out by the SDG and SSDP.

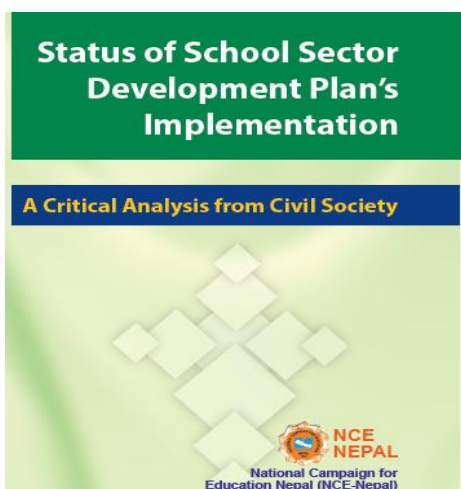
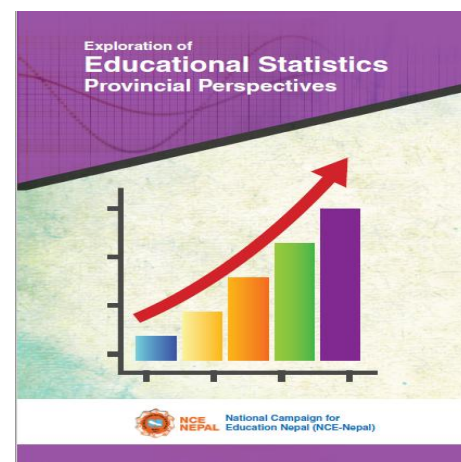
These research works revealed out that there is huge inequality among the provinces based on the different indicators set out by the SSDP. It is because, some of the provinces were in the boom region in some of the targets and indicators whereas some were crawling far behind. Hence, there seemed a strong need to analyze the situation based on provincial level as well as local level. The resources set out for SSDP should not be distributed in an blanket approach.

Besides, NCE Nepal together with its district coalitions had engaged in the preparation of the Civil Society Education Report (CSER) based on the field level monitoring from more than 143 schools of 21 districts of Nepal.

The research work identified out the fact in terms of equity, access, governance, teachers management, financing etc, It basically identified that the current focus of the government programs is on enrollment of the students, however, focus on retention and learning is yet to be made. Need based strategy to reach the children is yet to be identified and disable children as well as children below the poverty line are out of the focus programs of the government. A part from this, there is still very

low participation of parents in the decision making process. Only 40% of the schools have the School Improvement Plan (SIP) with the consultative process and large number of schools at the terai regions still does not have the School Management Committees (SMCs). There are still large numbers of demotivated teachers with poor teaching expertise. Besides, large number of schools does not have sufficient teachers resulting to large number of student teacher ratio (more than 68:1 in the terai region). Still large proportions of children do not go to school because of the safety and security, discrimination and the violence at the school. Around 75 % of the parents pay directly or indirectly to the school, and the knowledge of the SDG and SSDP indicators to the school and the teachers is very low.

Based on these evidence generated, NCE Nepal strongly lobbied with the Ministry of Education and the Development



Partners regarding the need of the localization of the SSDP targets and indicators and also the need of focused special intervention at the specific local units with the required educational tools. Besides, NCE Nepal also advocated for prioritizing sensitive allocation and spending of education resources in ways that focus on increasing equity and supporting the most marginalized groups; or in terms of ensuring greater budget for the poorest. The evidences were published and widely disseminated to the policy makers, local government units as well as the CSOs so as to make the government aware regarding the real scenario.

The research documents can be found at:

<https://drive.google.com/file/d/1E5fbC1s2kDqkeIWYFh41AneVXh5wvBYH/view?usp=sharing>

<https://drive.google.com/file/d/1cY2ojmbFzqNoGZxHjxwvk81ymgkPnFf9/view?usp=sharing>

<https://drive.google.com/file/d/1cY2ojmbFzqNoGZxHjxwvk81ymgkPnFf9/view?usp=sharing>

Identification of Financing Gap in Education and holding the responsible authorities accountable.

Despite of the commitments made by the government in the national and international forums for allocating at least 20 percent of the national budget and 4 to 6 percent of GDP to the education sector, the budget of education sector has been in the decreasing trend every year. However, on the other hand the constitution of Nepal has envisioned for the free and compulsory education. Hence, NCE Nepal tried to find out the total financing gap in implementing constitutionally provisioned education rights and also suggest the government the possible ways of financing including that of domestic financing to fulfill the gap and harmonize the government's commitment to appropriate national budget.

The research work revealed out the fact that SSDP budget will consume by the items of salaries and remuneration (65.3%), followed by program costs (27.3%) and management and administrative cost (7.4%). Besides, the government is funding 43.8percent of education expenditure whereas more than 56 percent are being covered by the private sources including household contribution. A part from this, the current gap in education sector is more than 125 billion which requires about thrice of current school budget to maintain free and quality education in terms of financial obligations. On one hand, the State is required to invest on indicators or standards associated with free and quality education; and on the other, it also has to mobilize resources for ensuring such investment. It is urgent that the federal, Provincial and Local governments increase their investments in education by means of education tax and other internal sources.

The research work was shared to all the educational stakeholders including that with the participation from the Ministry of Education, National Planning Commission, Parliamentarians, Leaders of the political parties, academicians as well as all other related stakeholders. The overall gap showed by the report remained eye opening truth to all the participants and serious attention of all of those were drawn up. Joint Secretary from Ministry of Education, following the research of NCE Nepal drew the attention of all the participants with the gap and requested for the collective lobby to the government to increase the education budget of the upcoming fiscal year. Besides, the parliamentarians and the political leaders also realizing the situation expressed their commitment to raise this voice in the parliament for increasing the education budget. This overall program withdrew attention of overall media, parents, teachers, as well as on the greater extent to the development partner and the government.





The research brief can be found at :

Press Conference to Speed up the Momentum

Effective advocacy via Advocacy Flyers



advocated in the issue via development of the poster highlighting the message that if the 6.125 billion amount would have been invested by the nation for the public education strengthening rather than providing the exemption to the businessman, then more than 1225 school buildings would have been constructed, more than 8,751 teachers would have been appointed, more than 1424 well equipped libraries would have been built, more than 360,328 students would have got full scholarship for education, more than 10,209 gender and disable friendly toilets would have been constructed. The poster thus published was widely distributed at the national as well as district levels. It was pasted in the public places, offices of the political parties as well as public places and the vehicles. This amplified the overall campaign of the public education strengthening.

A part from this, the banner with all the educational demands related to financing, governance, teachers management, safe education etc. was used as a background picture banner. Most of the participants and the stakeholders providing their solidarity in this overall GAW campaign took their picture in this banner and kept it as their profile pictures in the facebook, instagram as well as other social medias. This also remained highly effective in developing the multiplicative effect of the campaign and the messages to be delivered.

Wider dissemination of the issues via media

The issues raised by NCE Nepal during this GAW were covered by the national and local level by the print as well as online medias, radios, television etc. Besides, television interaction program, radio interaction programs were also done at the district level for making the local units and the local leaders accountable for their responsibilities. Radio jingle programs at some districts also remained a strong advocacy and awareness tool at the local level.

The links of the media coverage are as below:

<http://annapurnapost.com/news/97423>

<http://gorkhapatraonline.com/epaper/showimage?img=uploads/epaper/2018-05-08/c0b43c05c5636f48e15c9b277ff2d506.jpg>

<http://www.edukhabar.com/news/11740>

<http://www.edukhabar.com/news/11739>

<http://www.edukhabar.com/news/11678>

<http://www.ebaglung.com/archives/28553>

<http://www.edukhabar.com/news/11666>

<http://www.edukhabar.com/news/11654>

<https://parbatnews.com/2018/04/23/%E0%A4%B8%E0%A4%BE%E0%A4%B0%E0%A5%8D%E0%A4%B5%E0%A4%9C%E0%A4%A8%E0%A4%BF%E0%A4%95-%E0%A4%B6%E0%A4%BF%E0%A4%95%E0%A5%8D%E0%A4%B7%E0%A4%BE-%E0%A4%B8%E0%A5%81%E0%A4%A7%E0%A4%BE%E0%A4%B0%E0%A4%95%E0%A4%BE/>

<https://www.dainiknepal.com/2018/04/315257.html>

<http://pokharanews.com/2018/04/52286/>

<https://docs.google.com/document/d/15FjPFKBGQb6LuaupqfD0MuLN4gqoLEEkZVXJB5xDsPQ/edit>