

Good Teacher My future

'EVERY CHILD NEEDS A TEACHER'



Global Action Week 2013
April 21 - 28

FOREWORD

National Campaign for Education-Nepal (NCE-Nepal) is a coalition of civil society organizations, including I/NGOs, teachers' community and educational media. It aims to support and create pressure on the state mechanism to achieve 'Education for All' goals by 2015. It has actively been focusing its efforts in research, evidence based policy advocacy and policy dissemination.

NCE-Nepal is an active member of Global Campaign for Education (GCE), a civil society movement that aims to end the global education crisis. As a part of its movement, GCE celebrates Global Action Week every year during the month of April. The coalition does this through its members by selecting educational issues based on the identified annual global theme. For the year 2013, GCE raised the issue of huge and persistent gap in professional, well trained, well supported teachers, resulting in poor learning achievements and big constraints for achieving EFA goals and on the basis of this issue, it announced the global theme "Every Child Needs a Teacher" for Global Action Week 2013. NCE-Nepal carried out the global campaign enthusiastically mobilizing its member organizations and building networks with the government and UN agencies. In our national context, additional theme was also set as: 'A Good Teacher is My Future'.

During the campaign, Perception survey on the good and quality teacher was the major programme under the given theme. There were also discussions on the issue at the local, district and national levels. During the survey process, NCE-Nepal collected opinion on good teachers and their qualities from approximately one hundred thousand children and teachers in 32 districts in collaboration with ministry of Education/ Department of Education, District Education Office (DEOs), member and partner organizations. The collected opinions have been compiled in a book form and are now at your hands.

We strongly believe that this booklet will draw the attention of teachers to gain their professional ethics and value through self reflection and realization. We also expect that it will provide unique insights for policy makers, parents, development partners, community and other stakeholders to promote the qualified, well-trained and committed teachers to ensure quality education throughout the country.

Finally, on behalf of NCE-Nepal family, I would like to highly acknowledge the Ministry of Education/ Department of Education, UNICEF, UNESCO, NCE member organizations, NCE-Nepal editorial team, board members, secretariat staffs and other stakeholders for their valuable contribution, cooperation and collaboration. I would like to thank Mr. Nirdesh Tuladhar for compiling and analysing the perception survey to bring this report in its present form.

Babu kaji Shrestha
President
NCE-Nepal

29th April 2013

About NCE-Nepal

National Campaign for Education-Nepal (NCE-Nepal) is a country member of the Global Campaign for Education (GCE) and a national coalition of civil society organisations. Currently, it has 52 members ranging from international and national non-government organisations (I/NGOs), media organisations and teachers' community to grassroots institutions working in education and child rights. 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 adults. NCE-Nepal is also a platform for sharing experiences and learning among the members who have common issues of concern. The coalition has been involved in lobbying, campaign and evidence-based policy advocacy since its inception in 2003. This coalition has completed a tremendous history of a decade long campaign and advocacy for the development of education in Nepal. It is now a strengthened form of movement that is contributing towards achieving the Education for All (EFA) goals set to be achieved by 2015. NCE-Nepal has a board of 15 members representing five development regions in Nepal. The board alters in every two years. There is a steering committee of seven members and a secretariat with five staffs and a VSO long term volunteer.



Global Action Week 2013

Global Action Week (GAW) is an international movement driven by the Global Campaign for Education (GCE) to respond to the global education crisis where millions of children are either remaining out of school or have been brought into school but do not establish learning outcomes. GAW is aimed at raising the awareness of various stakeholders on the importance of education, and mobilizing them to contribute to meeting the Education for All (EFA) goals by 2015. The National Campaign for Education-Nepal (NCE-Nepal), in collaboration with the Government of Nepal, Ministry of Education/ Department of Education, the NCE coalition members, UN agencies and media have been taking lead in organizing the GAW campaign in Nepal since 2003.



Campaign Background

GCE initiates the GAW campaign every year. It provides every national and regional education campaign with an opportunity to highlight one area of Education for All (EFA) agenda and make targeted efforts to achieve on the ground, with the added support of education campaigners and millions of public worldwide joining together for the same cause. According to GCE, 61 million children remain not being able to access primary education. Moreover, an astonishing 200 million children are currently enrolled but not enabled to learn, thereby creating the so called 'learning crisis' (Save the Children). The key to providing them with the possibility to exercise their right to education is to make sure they have access to education, but more importantly, access to a qualified teacher that enables them to learn. This year, the Global Action Week 2013 Campaign was observed in April from 21st to 28th with the theme "Every Child Needs a Teacher" The theme implies that every child does not only have the right to be brought into a school but needs a good and qualified teacher that understand their needs and maximizes their learning.

Like in past years, this year, NCE-Nepal played a leading role in the GAW Campaign in Nepal with the theme "Every Child Needs a Teacher" at the national and local levels. Under this, NCE-Nepal has coordinated a series of meetings at the national level with various education (government and non government) stakeholders and taskforces were formed and were able to identify a localized theme for the campaign which states as, "A good teacher, my future" (मेरो भविष्य, असल शिक्षक). At the local level, the perception survey was carried out in schools in coordination with Department of Education, District Education Offices, local NGOs and NCE-Nepal coalition members. The survey centered on the perceptions of both students and teachers on qualities of a good teacher.

National Context of Teachers Management

The Government of Nepal has given priority to quality teaching/ learning in education. It has invested significantly in teacher trainings since last five decades. Not only is the government establishing a professional and qualified teacher force but also getting high priority from development partners and education stakeholders. The percentage of trained teachers and teachers' certification at basic level reached 91.9% and 96.7% respectively in 2012. The percentage of fully trained teachers in all community schools is 94.1 % at the primary level, 79.9% at lower secondary level and 90.1% at the secondary level (Flash I Report, 2011-12). This drive to increase the number of qualified teachers is yet to be responded to by an increase in learning outcomes with national assessments of learning achievements, high retention and drop out rates underlining the need to mobilize efforts under the motto that all children are entitled to good teachers.

No education is possible without an adequate number of qualified and motivated teachers. Teachers are the key to meaningful learning and education.

Education is one of the key elements in human development and ranks amongst the top priority areas on the international development agenda. 164 countries pledged to achieve Education for All at the World Education Forum in Dakar 2000 and identified six goals to meet by 2015. At the Millennium Summit in New York 2000, 189 countries pledged to meet Millennium Development Goals by 2015, of which, two are dedicated to education.

A sufficient number of a qualified teaching force is one of the key factors to ensure the success of these international education-related initiatives. However, there is a dire shortage of teachers in the world today. According to 2011 projections, the UNESCO Institute for Statistics indicated that about 1.7 million new teaching positions need to be created worldwide to ensure that every child in the world receives primary education by 2015. An additional 6.2 million teachers will need to be recruited and trained to maintain the current workforces and replace those expected to retire or leave classrooms due to career changes, illnesses or death. (International Task Force on Teachers for Education for All)

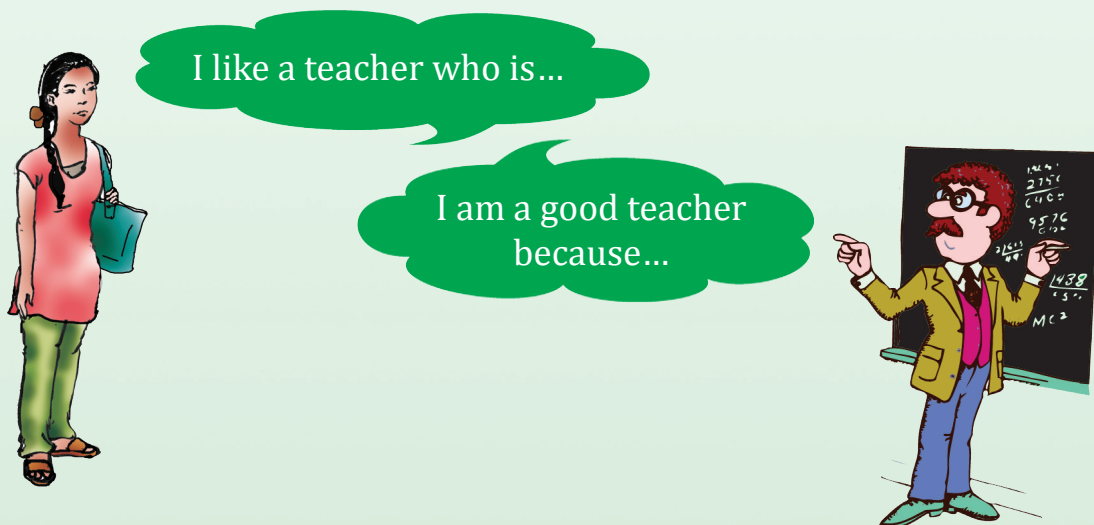
Campaign Objectives

The main objective of the GAW campaign is to draw the attention of education stakeholders-government, development partners, civil society, teachers' community, parents and among others and make them realize their state of obligations. It also aims to raise awareness on the importance of well-trained, qualified and committed teachers as facilitators to ensure quality education across the country.

The specific objectives are as follows:

- To bring the children's voice on what types of teachers they want
- To draw the attention of schools, DEO and central policy makers to the children's voice through mass mobilization.

What do Student and Teachers say ?



The Department of Education coordinated with its district offices (District Education Offices) through circulating the letters for creating environment for the survey in the districts. NCE members and their partners and alliances have coordinated for the collection of perception survey in the schools from the districts and holding district level dialogues on "what kind of teachers do children like" and "what sort of qualities does a teacher possess to be considered the best teacher among others?" Local NGOs and CBOs also joined hands in this campaign.

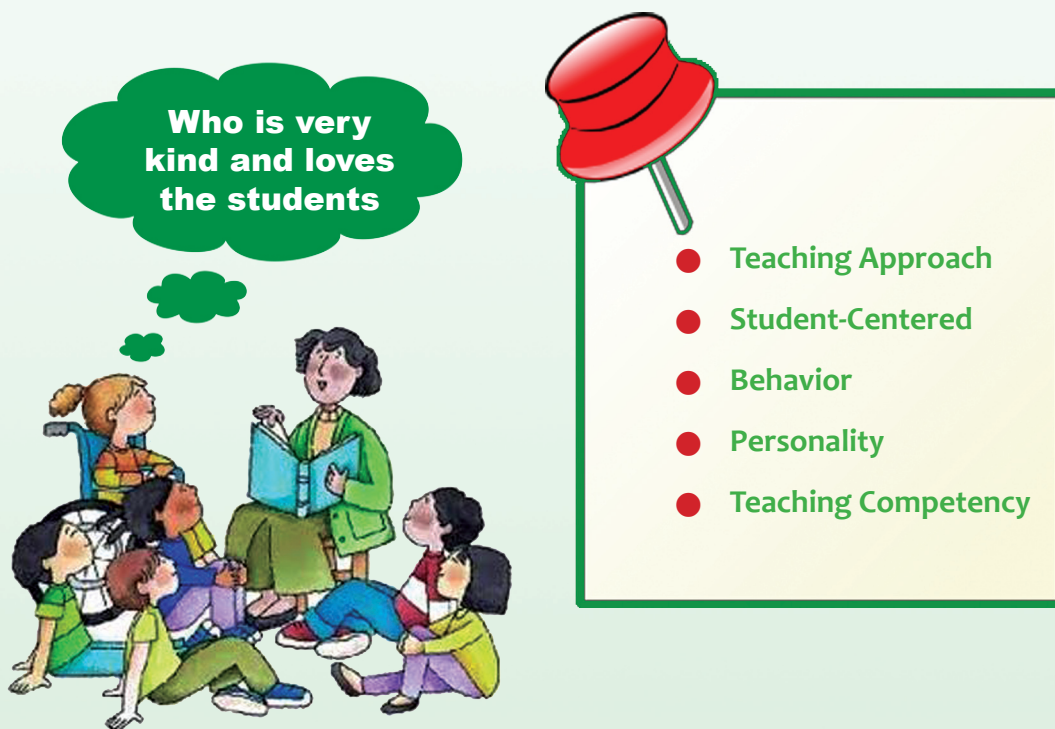
Map of Nepal showing where the survey was carried out.

- Primary Level
(Grades 1 to 5)
- Lower Secondary Level
(Grades 6 to 8)
- Secondary Level
(Grades 9 to 10)
- Higher Secondary Level
(Grades 11 to 12)

4

Analysis and Category of Students and Teachers' Responses

Once the survey was completed, the survey responses were then compiled and sent to NCE-Nepal. The compiled draft survey report covered responses on a wide range of issues, such as, a teacher should be able to understand the needs of the student; a teacher who plans their lessons ahead and teaches in an organized manner. To better represent the findings and see a clearer picture, the results were then categorized as follows:



The perception survey provides a unique insight into understanding of both students and teachers on what kind of teacher is needed to bring about real learning outcomes. The findings from this survey would also set a platform for further advocacy on improving quality of education through a teacher defined by students and teachers themselves.

Categories of Student and Teacher Responses

Someone who teaches by singing, dancing, drawing, telling stories and games



Teaching approach

This category is defined on how the teacher is teaching in terms of creativity and techniques. Many of the younger students said, "they like a teacher who teaches by singing, dancing and drawing". While the students in secondary level said, "they like a teacher who can teach beyond the ordinary classroom routine of teaching. The teacher who teaches through involving students in brainstorming and and teaches in workshop approach".

Student-centered

This category is related to the teacher with student-centered learning approach. The teachers in this category put the needs of the student first, are able to empathize with students, and understand their psychology and are also skilled to deal with it. For example; "A teacher who gives a more time to weak students for supporting them to keep up with the rest of the class."

Behavior

The behavior of the teacher such as whether it appeals to students has been placed here. For example, many of the respondents said, they liked a teacher who is well dressed, looks clean, comes to school regularly and on time, and does not physically punish students and does not smoke or take alcohol.

Personality

This category is defined on the basis of the ideal personality of teachers as described by the respondents of the survey. Most of the students saw a teacher who is kind, does not discriminate based on caste, has a pleasant nature and is able to inspire the students in learning. For example, "Has a pleasant personality and can be easily approached by students."

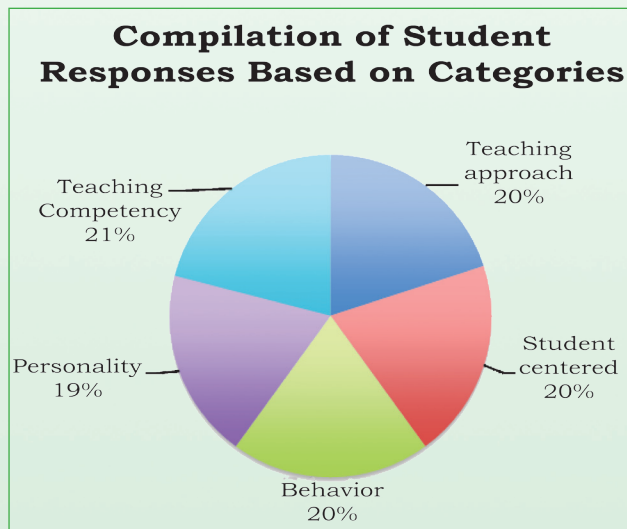
Teaching Competency

The teaching competency of a teacher is another critical factor frequently mentioned. This category defines a teacher in terms of how well-informed he/she is on the subject, teaches based on a lesson plan and is organized in terms of teaching according to the lesson plan. In addition, it includes components such as good articulation and possessing the ability to make the student comprehend lessons. For example, "Is able to teach beyond the regular coursework and can draw examples from various sources."

What Kind of Teachers Do Students Like?

It comes as no surprise that there is a balanced need for a teacher ranging from teaching approach to teaching competency. In the present context, a teacher who is not just good but is dynamic and multi-faceted is required. In addition to the teacher being well dressed and disciplined, the students also want someone who is very organized, has planned his/her classes ahead, is able to teach the students through various methods and is able to understand their needs. It cannot be ignored that the behavior of the teacher is an integral part as far as students are concerned. In short, they are looking for a role model who inspires them during their course of education. Based on the students' responses the categories of teachers are presented below in percentage.

Figure 1



Main features of teachers that students label as bad teachers:

- Taunt students when they ask a question to clarify their queries or doubts
- Hesitate to repeat instruction or information in case students are not clear
- Are biased and only focus attention on and support certain students
- Discriminate students based on caste
- Regularly beat students
- Smoke, drink or chew tobacco in front of students
- Don't come to school on time
- Are shabbily dressed, untidy and set a bad example in terms of hygiene
- Are selfish and more concerned about their own interests than teaching
- Sexually harass students
- Are politically affiliated and biased

Teachers focusing the weaker than good students

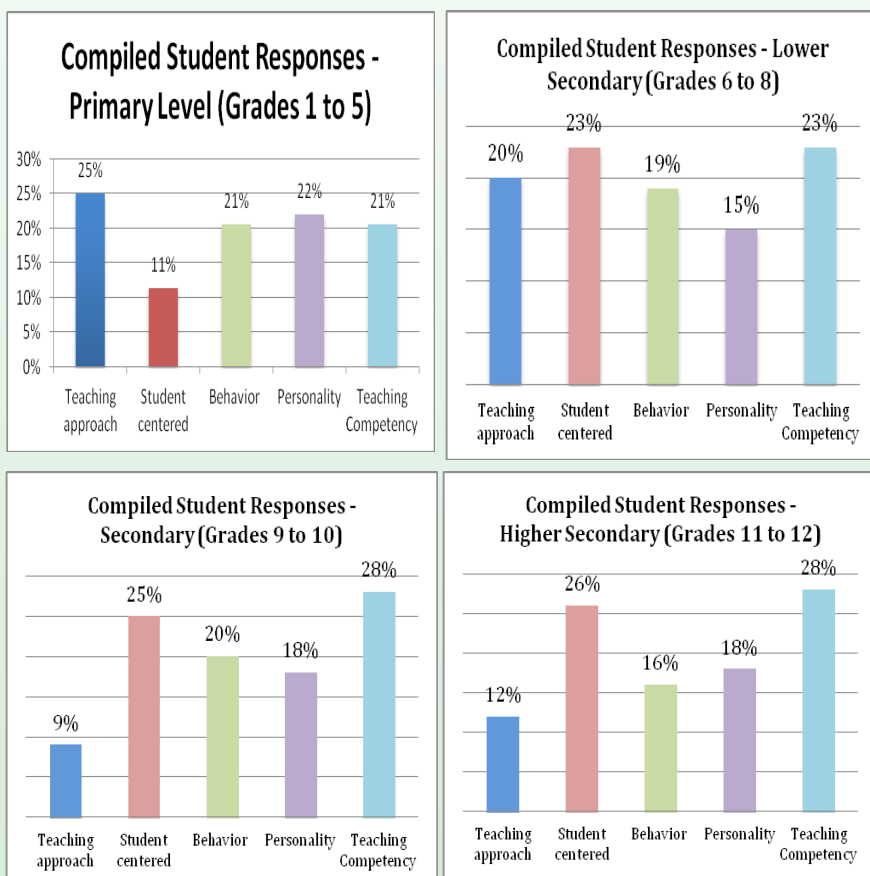


Responses of Students from Grades 1 to 12

In Figure 2, we see responses of students by level. In the primary level, students like a teacher who teaches by singing, dancing, poems and rhymes and makes fun in a pleasant classroom environment. Moving from primary level to lower secondary level, we see a change in responses among students. We find students becoming more aware of teachers and need those teachers who are student-centered and competent. Unlike primary level students, secondary students are not so much concerned about the personality and behavior of the teachers.

- Teaching Approach
- Student-centered
- Behavior
- Personality
- Teaching competency

Figure 2

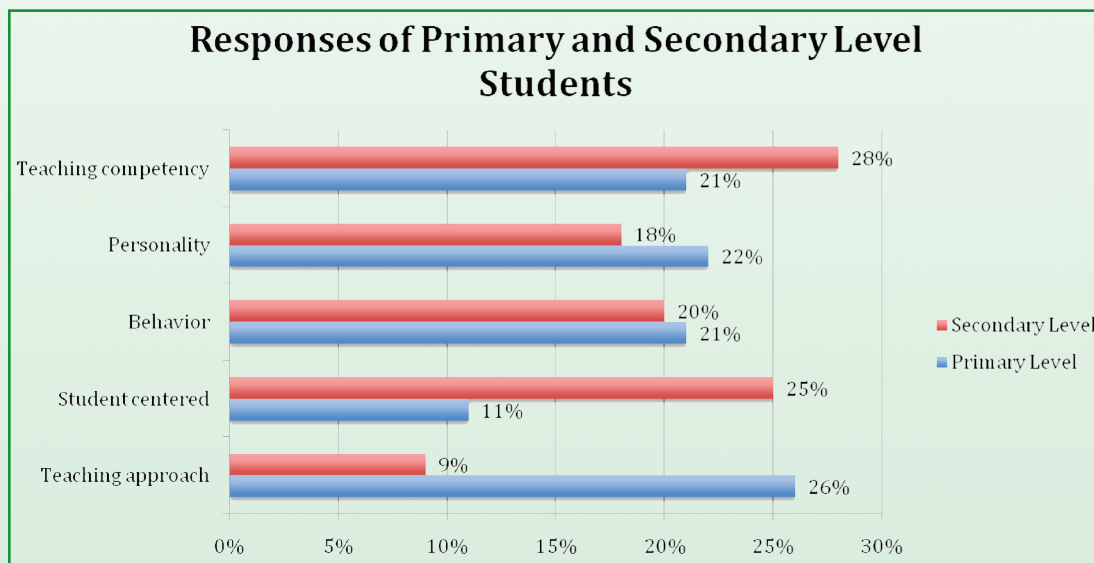


Responses of Students from Grades 1 to 12

This pattern observed in lower secondary students further differs from secondary level. In the secondary level, we find that students focus on teaching competency and student-centered teachers. The same thing is also reflected in responses of the higher secondary level students. Perhaps, at this stage of their life, they are not so bothered about a teacher's behavior or personality; rather they are more concerned for a good teacher who understands them and are able to guide them as they are preparing for their higher education.

A teacher should be able to teach in joyful environment and should serve as a role model and should be competent enough to teach the students.

Figure 3



Responses of Students from Primary to Higher Secondary Level

Looking at the responses of students from primary to higher secondary level, it appears that a dynamic and multi-faceted teacher is strongly required. Not advanced in only one quality, but the teacher should be balanced in all five categories:

- Teaching approach
 - Student-centered
 - Behavior
 - Personality
 - Teaching competency

The teacher also should be aware of the changing context in education. Unlike before, the students no longer have to rely just on a school to get information. With the increasing use of media and development of information technology in Nepal, children have much faster access to the world around than before. Likewise, the teachers too have to cope with this and be able to teach in such a setting. As per the theme of Global Action Week 2013, if there is a dynamic and trained teacher, then the future of the children in getting a good education is assured.

**Tells us to read
new books by
Google Search**



Responses of Primary Level Students

Regularly involves students on brainstorming activities in groups or conducts workshops

A teacher who is both knowledgeable and entertaining

A teacher who is well dressed and has a pleasant look

Someone who is very kind and loves the students

Has a pleasant personality and is easily accessible to the students

Someone who does not beat students

A teacher who checks class work and homework of students

Someone who regularly comes to school

Someone who does not smoke or drink

A teacher who does not get angry

Does not discriminate students

A teacher who is well trained and qualified

Someone who teaches by singing, dancing, drawing, telling stories and games



Responses of Secondary Level Students

A teacher who repeats a lesson in case students have not understood it

Someone who has very good articulation and is able to make students understand lessons clearly

A teacher who gives more time to weak students in order to help them keep up with the rest of the class

Develops a lesson plan and teaches in an organized manner

Is able to inspire students

Puts the needs of students before his/her own needs in the classroom

Is able to teach beyond the regular coursework and can draw examples from various sources

A trained and skilled teacher

Does not discriminate students

Someone who can empathize with students and is able to advise them

Is knowledgeable on the subject he/she is teaching

Is child friendly and like a guardian who always support students



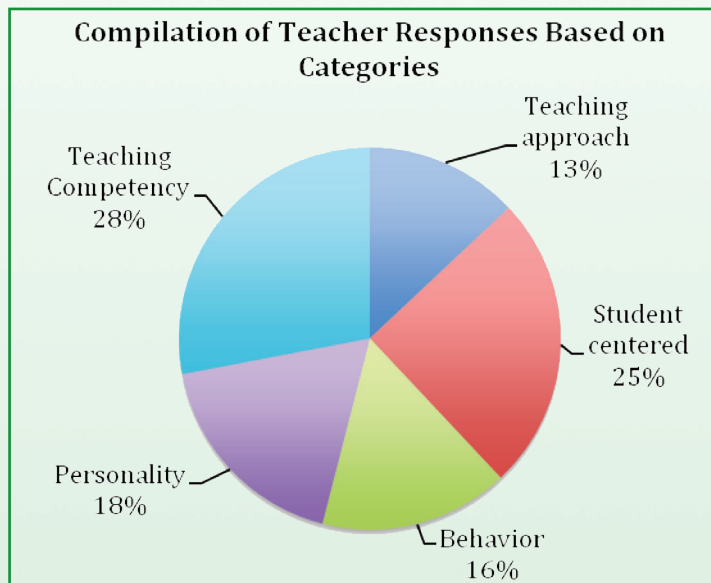
Gives more priority to weak students

What do Teachers Say?

Like in the responses of students, the teacher responses too have been compiled according to the same categories. The teachers were asked why they thought they were a good teacher. The teacher responses provide an insight into the perception of teachers and possible gaps with student's expectation.

In Figure 4, we see that most teachers view teaching competency and student-centered approach as the more important elements over other categories.

Figure 4



"The future of my students depends on my characteristics as a good teacher. Therefore, it is my responsibility to give them the best."

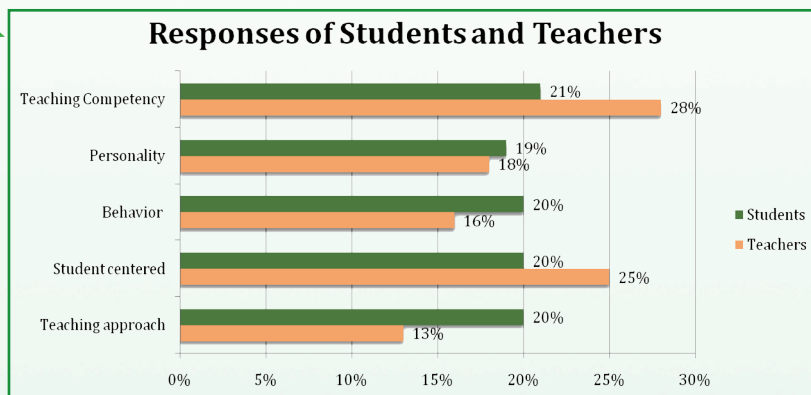
Teacher Responses

I teach using a student-centered approach	I have to be disciplined and set a good example in front of the students	Be able to create a fun environment in the classroom	I need to understand the psychology and needs of students	A pleasant personality and good articulation
I need to have a good knowledge of the subject matter that I am teaching	Teach with enthusiasm and inspire students	Treat all students equally and see them as friends	In case Nepali is a second language for some students, consider their time to learn lessons	Be able to evaluate one's own teaching through the students
Need to prepare lessons before a class and teach according to the lesson plan	Refrain from physically punishing students	Be creative in my teaching approach and not be limited to just regular coursework	I need to be sufficiently trained	Not just teach students but also be able to learn from them
Selfless and focused on my teaching career	Prioritize the learning of weak students	Be kind and love the kids	Regularly meet the parents to give constructive feedback of students	Do not discriminate students based on caste

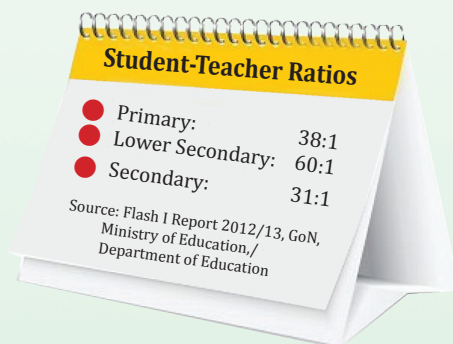
Teacher Responses:

On categories of teaching approach and behavior, the teachers mentioned less than the students.

Figure 5



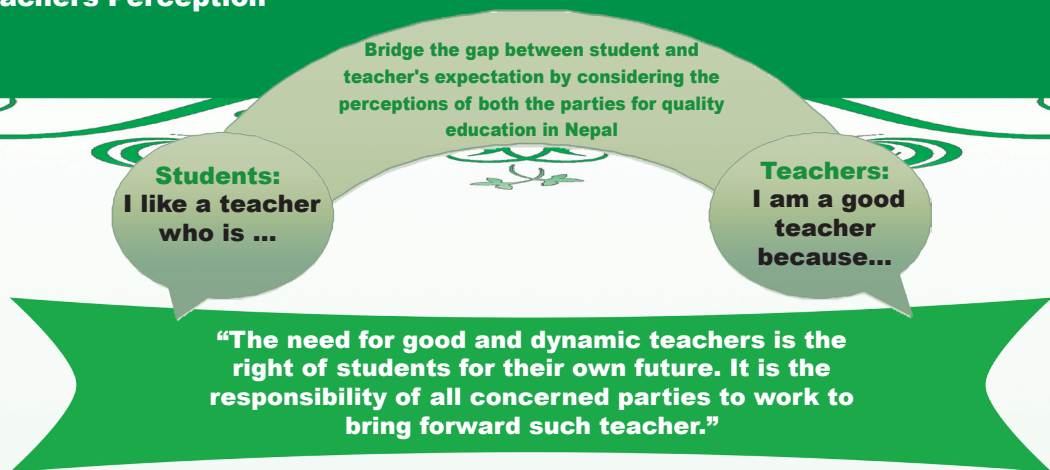
**Present everyday
at school**



Teachers Perception

This particular gap between these categories with students is an interesting factor which should be further considered. There is a possibility that teachers overlook these elements and focus on more on competency and teaching skills. Of course, these are vital components. However, failing to reach students or not being able to set an example or make an impression could result in a student not looking up to a teacher eventually leading to lack of interest in studying.

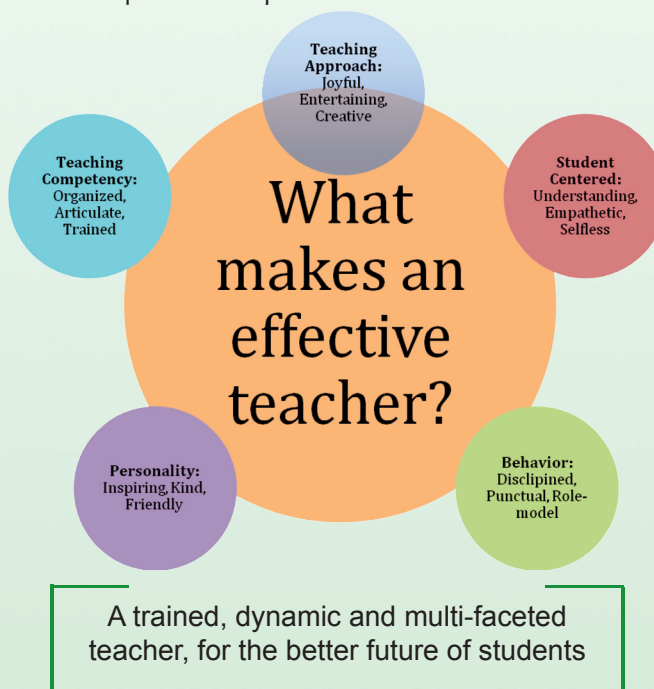
Teachers Perception



Conclusion

It is fair to say that in developing countries like Nepal, the job of a teacher is not business as usual. It takes into account many things and eventually is responsible for leading the next generation of citizens. Therefore, it is crucial to understand that a student's future is in the hands of a teacher.

In this regard, the perception survey has provided a unique insight into both students and teachers and what they feel is required of a good teacher. It also comes as no surprise that for a child friendly learning environment, a teacher who is balanced in all fronts is required. The teacher must be good equally in terms of teaching approach, student-centered approach, behavior, personality and finally teaching competency. In short, a trained, dynamic and multi-faceted teacher is required in the present world.



निर्देशिका सहितको मत सर्वेक्षण फारम

विश्वव्यापी कार्यसप्ताह-२०१३ अभियान

(Global Action Week-2013)

वैशाख ८-१५, २०७० / April 21-28, 2013

आदर्श वाक्य: ' मेरो भविष्य, असल शिक्षक '

१. पृष्ठभूमि

शिक्षाका लागि विश्वव्यापी अभियान (जि.सि.इ) *Global Campaign for Education (GCE)* ले धेरै अधिदेखि सबैका लागि शिक्षाका लागि विश्वव्यापी कार्यसप्ताह (Global Action Week) अन्तर्गत विश्वव्यापी रूपमा विविध शैक्षिक जागरणका कार्यक्रमहरू सञ्चालन गर्दै आएको छ । यसै सन्दर्भमा यसवर्ष पनि विश्वव्यापी सप्ताह अन्तर्गत '*Every Child Needs A Teacher*' भन्ने विश्वव्यापी आदर्शवाक्यमा शैक्षिक जागरणका गतिविधिहरू संसारभरी सञ्चालन भइरहेका छन् । हाम्रो सन्दर्भमा संसारभरी मनाइने यो साप्ताहिक कार्यक्रम शिक्षाका लागि राष्ट्रिय अभियान-नेपाल (एनसिड-नेपाल) को संयोजकत्वमा सञ्चालन हुने गरेको छ र यसवर्ष पनि विविध कार्यक्रमको आयोजना गरी मनाइँदै छ ।

२. कार्यक्रमको परिचय र उद्देश्य

यस वर्षको विश्वव्यापी कार्यसप्ताह २०१३ अभियान नेपालका सरकारी निकायहरू, राष्ट्रिय/अन्तर्राष्ट्रिय गैरसरकारी संघसंस्था, एनसिड-नेपालका सदस्य संघसंस्था, संयुक्त राष्ट्रसंघीय निकायहरू लगायत अन्य विभिन्न संघसंस्थाहरूसँगको सहकार्यमा सञ्चालन हुँदैछ । नेपालमा यस वर्षको आदर्श वाक्य "मेरो भविष्य, असल शिक्षक" निर्धारण गरिएको छ । यस विश्वव्यापी सप्ताहको लागि यसवर्ष सञ्चालन हुने विभिन्न कार्यक्रमहरू मध्ये शिक्षक तथा विद्यार्थीको मत सर्वेक्षण (*Perception Survey*) मुख्य रहेको छ ।

सप्ताहको आधार कार्यक्रमका रूपमा रहेको यस मत सर्वेक्षण कार्यमा विभिन्न तहमा पढ्ने बालबालिकासाथै शिक्षकहरूको व्यापक सहभागिता हुनेछ । यसअन्तर्गत बालबालिका र अभिभावकसँग 'बालबालिका कस्ता शिक्षकसँग रमाइलोसँग र उत्सुकताकासाथ सिकाइ गर्न सक्छन्' भन्ने प्रश्नको जवाफ खोजिनेछ भने शिक्षकहरूसँग 'शिक्षकले बालबालिकाको मनपर्दो आफूमा के-कस्तो गुणहरू हुन आवश्यक पर्छ' भन्ने प्रश्नको जवाफ लिइने छ । यसका लागि प्रश्नावली उपलब्ध हुनेछ ।

यस पछिको प्रक्रियामा विद्यार्थी, शिक्षक र अभिभावकबाट प्राप्त विचारहरूलाई संकलन गरी असल शिक्षकका बारेका विद्यालय स्तरमा छलफल चलाउने र प्राप्त विचारहरूमध्ये समान विचारहरूको सूचि तयार गरी विद्यालयमा सबैले देख्नेगरी टाँस गर्ने र सोही सामग्री जिल्ला शिक्षा कार्यालयमा पठाउने रहेको छ । असल शिक्षकका बारेमा जिल्ला स्तरमा समेत छलफल चलाइ विद्यालयहरूबाट प्राप्त सामग्रीहरूलाई एनसिड-नेपालको सचिवालयमा संकलन हुने व्यवस्था मिलाइने छ । एनसिडमा संकलित सामग्रीहरूलाई केन्द्रीयस्तरको छलफल र बहसका लागि आधार बनाइने छ ।

३. **मत सर्वेक्षण (Perception Survey)** कार्यक्रममा प्रधानाध्यापक/शिक्षक/सहजकर्ताले ध्यान दिनुपर्ने कुराहरू :

- प्रधानाध्यापकद्वारा आफ्ना विद्यालयका सम्पूर्ण शिक्षक/शिक्षिकाहरूलाई मत सर्वेक्षणका उद्देश्यहरू, सर्वेक्षणमा गर्नुपर्ने कार्य तथा यसका प्रक्रियाबारे प्रष्ट पारिदिने र शिक्षक/शिक्षिकाहरूले आ-आफ्नो कक्षामा मत सर्वेक्षण गर्न सहयोग गर्ने ।
- यस मत सर्वेक्षण कार्यमा विभिन्न तहमा (पूर्व प्राथमिक, प्राथमिक, निम्न माध्यमिक, माध्यमिक साथै उच्च माध्यमिक) अध्ययनरत विद्यार्थी साथै शिक्षकहरूको सहभागिताको सुनिश्चित गर्ने ।
- दलित, अत्यन्त सिमान्तकृत, पिछडिएका साथै अपाङ्गता भएका बालबालिकाको सहभागिता जतिसक्दो सुनिश्चित गर्ने
- मत सर्वेक्षण फाराममा समावेश भएको प्रश्नबारे सहभागीहरूलाई स्पष्ट गराउने र दिइएका सबै बुँदा नछुटाइ गर्न सहयोग गर्ने ।
- फाराम भर्दा जतिसक्दो बुँदागतरूपमा लेख्न प्रेरित गर्ने ।

यसैगरी शिक्षकहरूको पनि 'म किन असल शिक्षक हूँ' भन्ने बारेमा पनि मत सर्वेक्षण गर्नुपर्नेछ ।

असल शिक्षकमा हुनुपर्ने गुणहरू सम्बन्धी विद्यार्थीको मत सर्वेक्षण फाराम

नाम:	कक्षा:
केटा/केटी	विद्यालयको नाम:
मलाई मन पर्ने शिक्षक, यसकारण	
❖
❖
❖

असल शिक्षकमा हुनुपर्ने गुणहरू सम्बन्धी शिक्षकहरूको मत सर्वेक्षण फाराम

नाम:	लिङ्ग:
शिक्षण गर्ने तह:	विद्यालयको नाम:
म असल शिक्षक हूँ किन की :	
❖
❖
❖
❖
❖

Annex-2. Details of Districts and Schools taking part in the Perception Survey

	District	Number of Schools	Students		Teachers	
			Boys	Girls	Male	Female
1	Baglung	8	48%	52%	50%	50%
2	Bajura	8	49%	51%	66%	34%
3	Banke	7	50%	50%	53%	47%
4	Bara	11	41%	59%	91%	9%
5	Bhaktapur	10	52%	48%	59%	41%
6	Chitwan	10	53%	47%	57%	43%
7	Dadeldhura	9	51%	49%	58%	42%
8	Dhading	7	56%	44%	68%	32%
9	Dhanusha	14	51%	49%	69%	31%
10	Dolakha	17	57%	43%	53%	47%
11	Jhapa	7	58%	42%	51%	49%
12	Jumla	10	52%	48%	57%	43%
13	Kailali	12	56%	44%	73%	37%
14	Kanchanpur	24	52%	48%	59%	41%
15	Kaski	12	54%	46%	47%	73%
16	Kathmandu	11	51%	49%	51%	49%
17	Kavre	11	55%	45%	56%	44%
18	Lalitpur	10	57%	43%	52%	48%
19	Morang	5	67%	33%	32%	68%
20	Mugu	6	45%	55%	64%	36%
21	Myagdi	10	50%	50%	49%	51%
22	Nawalparasi	5	53%	47%	52%	48%
23	Parbat	10	53%	47%	44%	56%
24	Parsa	4	45%	55%	72%	28%
25	Rautahat	6	39%	61%	68%	32%
26	Sindhuli	6	45%	55%	83%	17%
27	Sindhupalchowk	15	58%	42%	54%	46%
28	Siraha	79	62%	38%	82%	18%
29	Solukhumbu	10	43%	57%	42%	58%
30	Taplejung	10	54%	46%	51%	49%
31	Terhathum	6	39%	61%	48%	52%
32	Udaypur	10	48%	52%	38%	62%

List of contributing organizations for GAW



actionaid



CHILD NEPAL

CWIN CWIN Nepal
For Children and Women

CWISH CWISH
For Children and Women



PEACEWIN



United Mission to Nepal

UNESCO

UNICEF



Aajako Siksha, weekly

Aasman Nepal

ActionAid International Nepal

Association of International NGOs (AIN)

Bungamati Foundation

CCS Italy

CERID

Child Nepal

CWIN

CWISH

Didibahini

Education Journalist Group

Education Journalist Network, Nepal (EJON)

Educational Pages

Gaja Youth Club

Global Action Nepal

IFCD

Loktantrik Sikshak Union

Looniva Child Concern Group

Nepal National Teacher Association (NNTA)

ETC

PEACEWIN

PLAN Nepal

Research Centre for Humanism (RCH)

REED Nepal

Save the Children

Seto Gurans

United Mission to Nepal

UNESCO

UNICEF

VSO Nepal

World Education

World Vision



**Government of Nepal
Department of Education**



NCE-Nepal

Advisory Committee (Task Force Members)

1. Ms. Durga Kandel, DoE
2. Ms. Gita Ghimire, DoE
3. Mr. Tap Raj Pant, UNESCO
4. Dr. Suman Komal Tuladhar, UNICEF
5. Mr. Narayan Shrestha, UNICEF
6. Dr. Kishor Shrestha, CERID
7. Mr. Gulab Chaudhary, Loktantrik Sikshak Union
8. Mr. Shubhendra Man Shrestha, ActionAid International Nepal

Editorial Team

1. Mr. Kumar Bhattarai, NCE-Nepal/CWIN
2. Mr. Lav Raj Oli, NCE-Nepal/Educational Pages
3. Mr. Dilli Ram Subedi, NCE-Nepal/GYC
4. Mr. Raj Kumar Gandharba, NCE-Nepal/VSO Nepal

Contributed by:

1. Mr. Jimi Oostrum, VSO Nepal
2. Mr. Martin Mutuma, NCE-Nepal
3. Mr. Tika Hari Baral
4. Ms. Sanju Nepali, NCE-Nepal
5. Mr. Hem Bahadur Lamsal, NCE-Nepal

Graphics : Mr. Manoj Bahadur Varma

**Published by:
NCE Nepal**

Phone: +977-1-6203009

e-mail: ncenepal@gmail.org.np

website: www.ncenepal.org.np