

# NCE Nepal Efforts During COVID-19 Pandemic

COVID-19 Special Newsletter

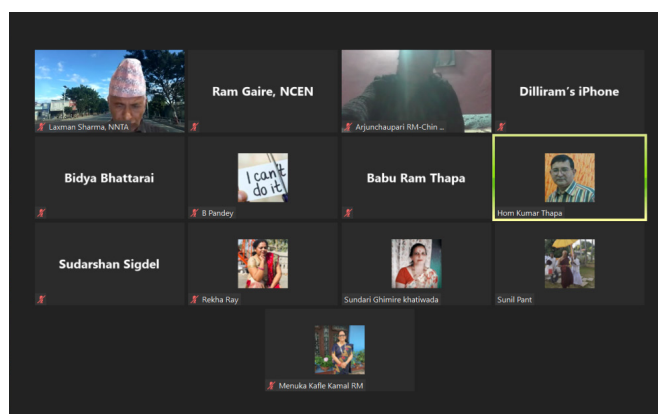
Vol.-6

NCE Nepal has been regularly engaged at the federal, province and local level through various dialogues, interactions and discussions so as to advocate for ensuring Right to Education for All during the pandemic. Amidst COVID-19, NCE Nepal has been active in engaging with the government, CSOs and other stakeholders and providing timely constructive suggestions for education during the emergencies. As the local governments are in the process of reopening the schools in the face to face modality, NCE Nepal has been advocating for the safe learning environment for the children and also providing them proper counseling to return back to school. Advocacy initiatives of NCE Nepal during this period were based on research and evidence as well as grassroots consultation. This is the 6th volume of the newsletter prepared by NCE Nepal during the COVID-19 context which majorly contains the works done by NCE Nepal and its member organizations during the month of January, 2021.

During this period, NCE Nepal has organized a coordination meeting with the stakeholder in collaboration with the Federal Parliamentary Forum to discuss on the issues of sexual violence at schools. Along with that, the member organizations of NCE Nepal organized interactions and orientation programs related to School Reopening, Education rights of the children and Child Friendly Local Governance (CFLG). NCE Nepal has also published research and analysis on local education budget, plans and policies, investment in education, quality public education in Nepal and also reviewed the Report of Voluntary National Review (VNR), 2020 from the Adult Learning and Education (ALE) perspective. Similarly, NCE Nepal has also shown its solidarity and participation in the Global Campaign against Inequality highlighting the inequalities prevalent in education. The several works done by NCE Nepal during this month are highlighted as below.

## Sexual Violence at Schools: Role of Local Government and School Stakeholders

Various research and studies have shown that students in Nepal face different kinds of physical and mental violence. Among these, sexual violence in schools is also one of the prominent ones which has long-lasting negative effects on the mental, physical and social well-being of the students. In this context, NCE Nepal organized a coordination meeting in collaboration with the Federal Parliamentary Forum for discussion on the issues of sexual violence at schools and the ways to address them. The discussion meeting mainly aimed to consolidate the ideas on launching educational awareness campaign against sexual violence and



Participants of the virtual meeting

harassments in school. Representatives from the federal parliament, local government, teachers, and CSOs had participated in the meeting.

During the meeting, participants suggested for arranging a counselor, trained on the issues of gender based violence at each local ward as well as establishing a complaint response mechanism in every school to support the students. It was also suggested that the local governments should develop and implement effective plans and programs to combat sexual violence and collaborate with schools as well as orient the students on the law, policies, and rules related to gender based violence from the school level. Participants suggested that a proper counseling and adequate support should

be provided to the survivors of sexual violence. Similarly, participants also discussed on promoting female teachers in the school and ensuring the equal participation of girls in sports and extra-curricular activities in the school to empower them.

The meeting was useful to discuss and draw the attention of the stakeholders on the major issues of sexual violence at the schools. Representatives of the federal parliament and the civil societies showed their mutual commitment for creating safe learning environments for the children at school.



## NCE Nepal's Solidarity in the Global Inequality Campaign

NCE Nepal showed its solidarity in the #FightInequality campaign which was celebrated globally during the month of January. NCE Nepal mainly highlighted the issues of education inequalities prevalent in the society through various informative posts, info graphics and a video which was shared widely through its social media platforms like facebook, twitter and instagram. NCE Nepal urged the government and the education stakeholders to end all kinds of inequalities in education through these messages.

These informative posts can be viewed through the link below:

[https://drive.google.com/drive/folders/18vC\\_82Vc7pxv5vvHxmLEQo\\_G2tkVxLHF?usp=sharing](https://drive.google.com/drive/folders/18vC_82Vc7pxv5vvHxmLEQo_G2tkVxLHF?usp=sharing)



Disability related post for Inequality Campaign

## Advocacy efforts at Province, District and Local Levels by the Member Organizations of NCE Nepal

### Local Government Promoting Public Education

In an event organized by People Promote Centre, the coordinating organization of NCE Nepal DCC Dhanusha Mr. Lal Kishore Shah, Mayor of Janakpur Sub- Metropolitan City stressed on the need to strengthen the public schools. He also urged the parents to send their children to the public schools instead of the private schools. He shared that the public schools are also capable of providing quality education and that privatization in education should not be promoted. Mr. Shah also shared that although public education has been made free, children from the most vulnerable and marginalized communities have not been able to access the education, so the local government would take further initiatives to support these children and engage them in education.



News published in the local newspaper related to the program

## Orientation Program on Child Friendly Local Governance (CFLG)

NCE Nepal member organization RCDC Lamjung and NCE Nepal District Coordination Committee Lamjung organized an orientation program at the school and ward level of Besisahar Municipality for the teachers, children, parents and ward members regarding the proper implementation of the 27 indicators of the Child Friendly Local Governance (CFLG) at the school level and ensuring the participation of children in the school governance system. These orientation programs have enhanced the knowledge of local government and school stakeholders on matters related to Child Friendly Local Governance and child rights.

## School Re-opening Campaign in Dolakha



Participants discussing on the situation of school reopening in Dolakha

With the support and coordination of the district member organizations, NCE Nepal District Coordination Committee Dolakha organized a campaign insisting for the reopening of the schools in the district adopting proper safety measures. As the schools are reopening with the face-to-face modality after a long gap, the campaign emphasized on the provision on basic sanitation facilities like soap and water in the schools, maintaining the physical distance while teaching in the classroom, and other safety protocols to minimize the risk of the coronavirus. Participants in the program shared that the School Management Committees (SMC) must be made accountable to ensure if the schools are being conducted with the necessary safety measures or not. The program also emphasized on the need of proper management of mid-day meals in the schools.

In the program Ms. Kalika Pathak, Vice-Chairperson of Kalinchowk Rural Municipality shared that

further initiatives would be taken to maintain the necessary safety standards in the schools and the Education Department from the local level would be mobilized to monitor this in the schools and a work plan would be developed to make the teaching and learning feasible at the local level during the pandemic. She also added that, to promote and strengthen public education, curriculum would be developed in the local language and sufficient teachers would be managed in the schools as per the ratio of the students. The program has been able to draw the attention of the teachers, head teachers, local governments and civil societies towards maintaining the safety protocols before and after opening of the schools as well as laid a special emphasis on the psychological conditions of the children.

## Civil Movement for the Learning Continuity of Children



Educational and Sanitation Kits Support to the Children with Disability in Parsa

During this period, Backwardness Eradication Society (BES- Nepal), coordinating organization for NCE Nepal DCC Palpa and Social Organization District Coordination Committee (SODCC), coordinating organization for NCE Nepal DCC Parsa have been conducting regular radio programs so as to engage the students in daily learning activities. Similarly, SODCC Parsa distributed educational materials and sanitation kits to support the children with disabilities in five schools of Parsa district.

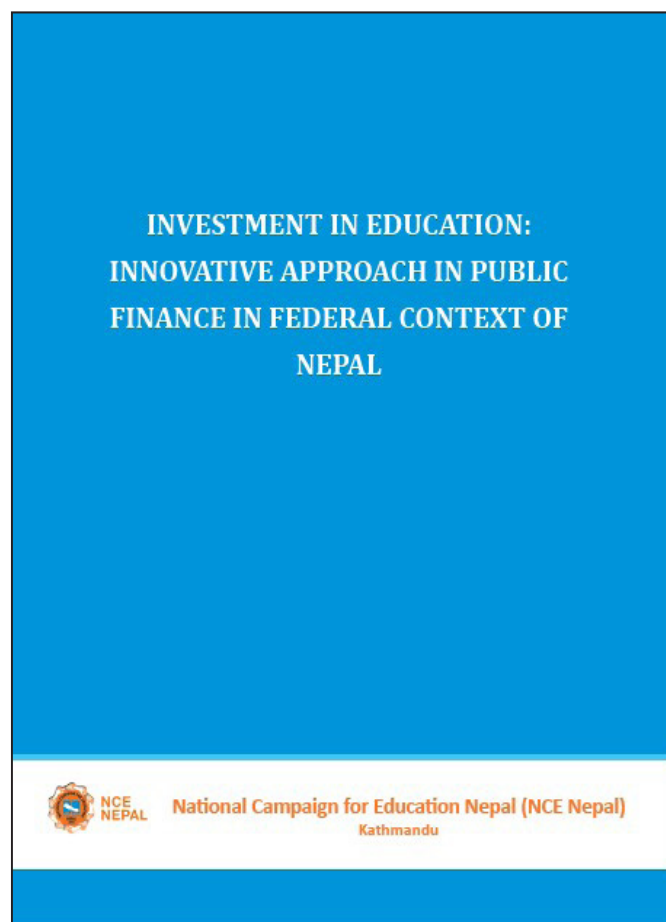
Along with that, NCE Nepal DCC Sukhet's coordinating organization SAC Nepal has organized an orientation program to the head teachers from 18 public schools of Birendranagar Municipality of Surkhet district to orient them on the management of proper Water and Sanitation Hygiene (WASH) facility at the schools during the time of COVID-19 pandemic.



# Research and Publications of NCE Nepal

During this period, NCE Nepal has published various research and analysis reports which are briefly described as below:

## 1. Investment in Education: Innovative Approach in Public Finance in Federal Context of Nepal

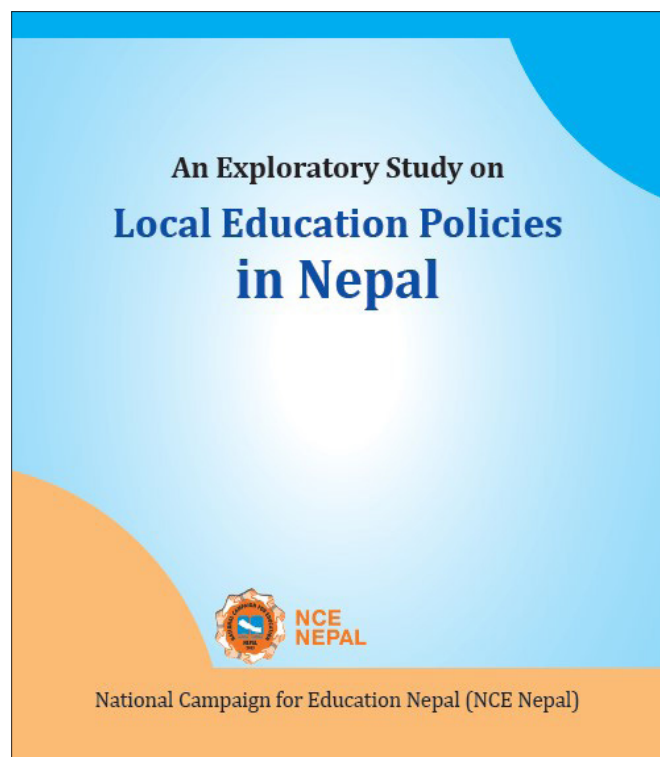


The study highlights on the sources and allocation of education budget at the federal, province and local levels as well as its inefficient utilization. It includes what innovative financing programs and initiatives have been adopted in public education and how the education funds are being expended into the school context by the local levels. The study suggests that education funds can be created at the local levels, national revenue can be increased through minimizing the tax frauds, and the progressive tax policies should be introduced in the nation along with optimum utilization of the local resources.

The publication can also be accessed and downloaded through the link below:

<https://drive.google.com/file/d/1BBBBNBGbtz1LjX75C8FVVHwHweKUWpMA/view?usp=sharing>

## 2. Study on Local Education Policies in Nepal



This study undertakes the exploration of the education policies of 35 local governments from 7 provinces of Nepal. It has reviewed and analyzed the current policies developed by the local governments. The study highlights on various aspects of education like equality, access, quality, life skills education, local government's vision on education, its correlation with the sustainable development goals. This study serves as a guiding document for other local governments, MoEST and civil society organizations while developing similar educational plans and policies at the local level.

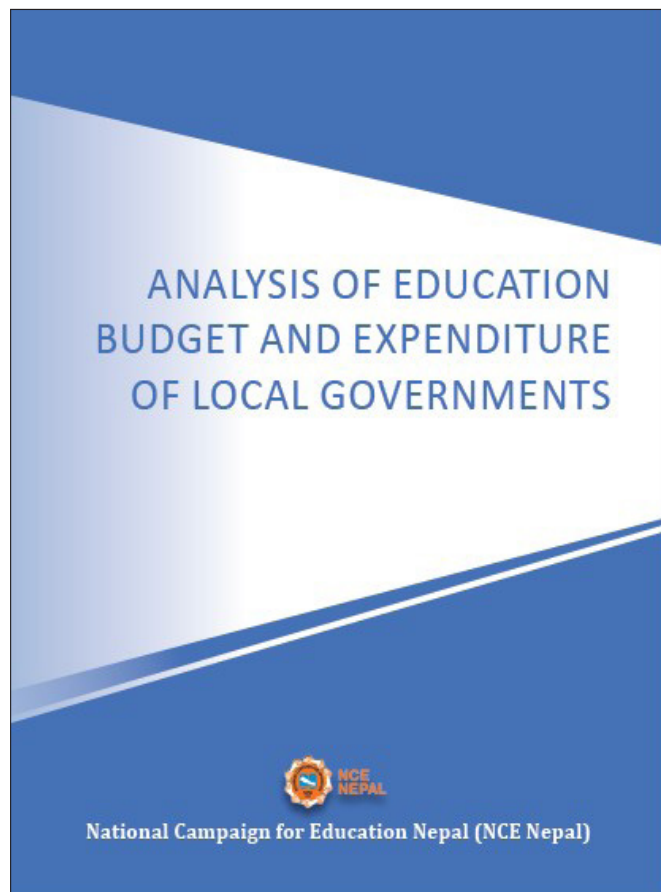
The study identified major policy strengths and gaps of the local education policies, and explored areas of improvements for strengthening public education in Nepal. The local policies were found including some elements of quality education, equality and inclusion, teacher management, students' assessment, local curriculum, safe learning environment, privatization, governance and accountability, and education financing. The policies made generic provisions without really

capturing their local context. The lack of being explicitly clear on different aspects of education goals and targets was the major finding of this study.

The publication can also be accessed and downloaded through the link below:

[https://drive.google.com/file/d/1qsCuG\\_2FZX\\_rj8GDtNuhr9M8aC6Enc6s/view?usp=sharing](https://drive.google.com/file/d/1qsCuG_2FZX_rj8GDtNuhr9M8aC6Enc6s/view?usp=sharing)

### 3. Analysis of Education Budget and Expenditure of Local Governments

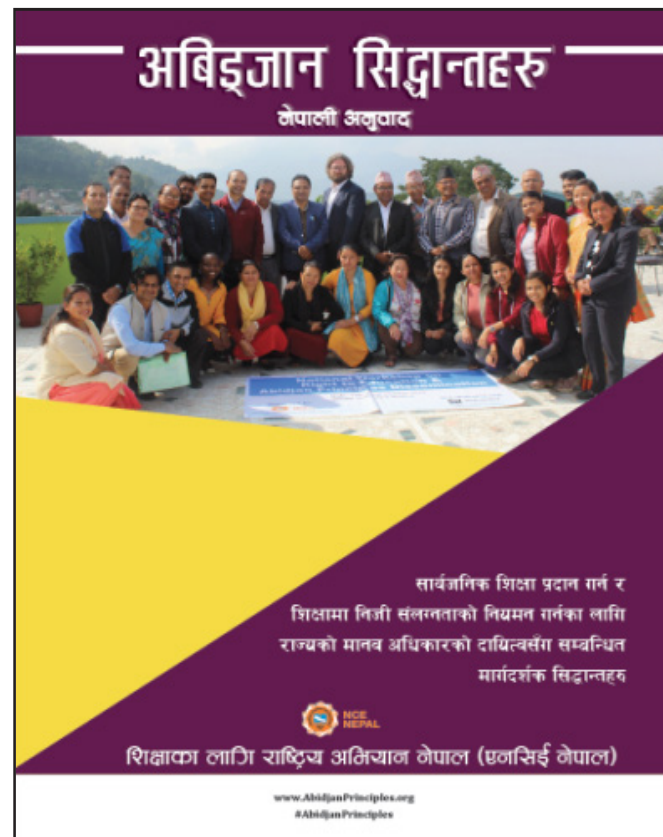


This report has analyzed the education budget, its sources, and sector-wise expenditure patterns of 727 local governments of Nepal in regard to the fiscal year 2020/21. The study has shown that the budget allocated for education is very low at the local level and even the allocated budgets do not ensure the equity. Along with that, the study has also assessed the efficiency, effectiveness and adequacy of past spending in education at the local levels.

The publication can also be accessed and downloaded through the link below:

<https://drive.google.com/file/d/1A0Qv9oJAnubHI0pB8kXbbH73zOZ5P2Zi/view?usp=sharing>

### 4. Research on Quality School Education in Nepal



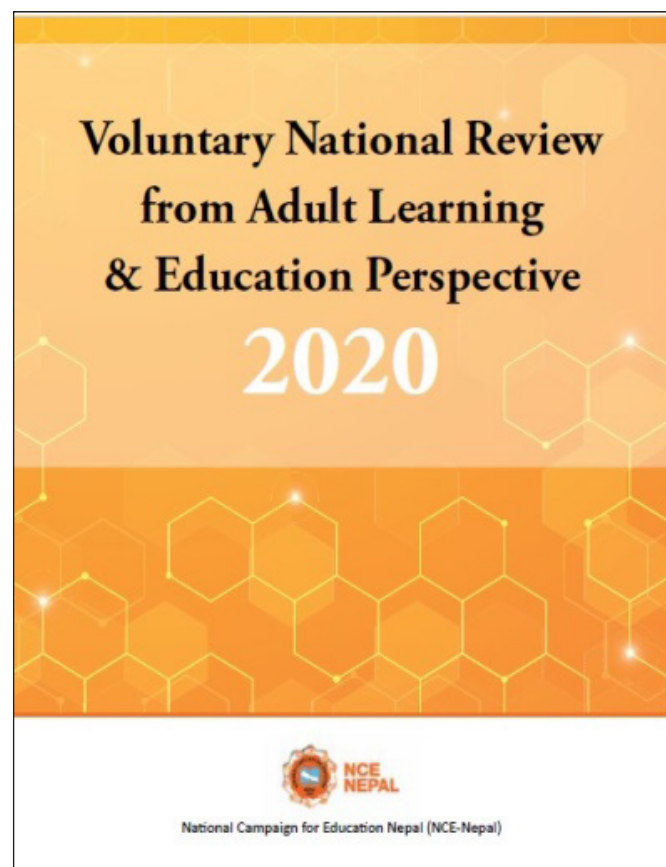
With the objective of identifying the root cause of the success of public schools in the current context and showcasing it to the other public schools for the replication of those strategies, NCE Nepal conducted a research regarding Quality School Education. The research contributed knowing that the self-innovative initiation for quality learning, good governance, learning delivery based on need rather than curriculum, motivated teachers, etc. could improve the quality of public schools' strength.

It highlighted the fact that public schools in Nepal have been providing quality education through learner-centered pedagogy with innovative, creative and self-motivated learning; they are not broken and someone is not needed to fix them rather they are performing excellent to ensure good governance and accountability to meet the diverse needs and expectations of children and parents with their own initiatives; teachers, school management and leadership are very serious to improve quality education and they can do it with the support from parents and community.

The publication can also be accessed and downloaded through the link below:

<https://drive.google.com/file/d/1ITrj6kb0l763P4MVcUIxjIIBICcfZCO/view?usp=sharing>

## 5. Nepali Translation of Abidjan Principles

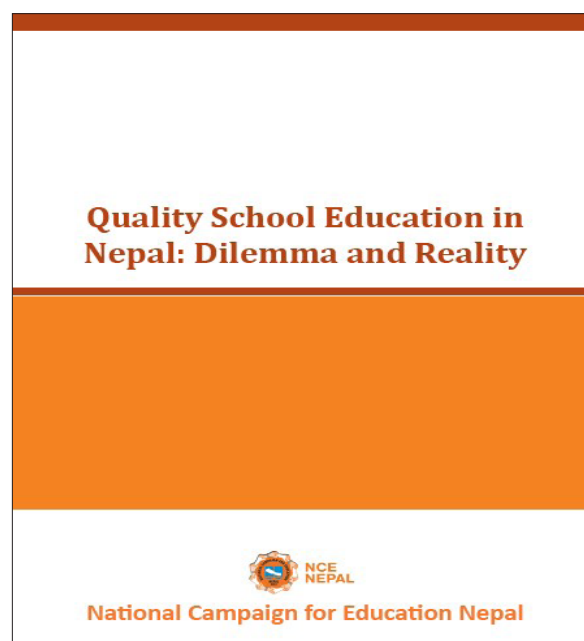


Abidjan Principles define the human rights obligations of States to provide public education and to regulate private involvement in education. NCE Nepal has been working for the implementation of these principles at the national and grassroots level. Thus, the Nepali translation of Abidjan Principles has been made by NCE Nepal to localize these principles and enhance the knowledge of public on it.

The publication can also be accessed and downloaded through the link below:

<https://drive.google.com/file/d/12Vbl-nF7r5ySbqKGiiHJ5sz9hrqSvxGY/view?usp=sharing>

## 6. Review of VNR from Adult Learning & Education (ALE) Perspective



The Voluntary National Review (VNR) report 2020 was reviewed by NCE Nepal from the perspective of Adult Learning and Education (ALE). Review of individual goals of SDG along with the policies pertaining to contribute for Adult learning has been reviewed. This analysis highlighted that the VNR 2020 report of Nepal focuses less on analyzing and discussing the key cross cutting issue of adult learning and education in most of the goals and associated targets and indicators. The research further includes the recommendations to prioritize on ALE agenda which would contribute in the attainment of SDG 4 targets. NCE Nepal has been lobbying with the National Planning Commission (NPC) for prioritizing ALE issues in the plans and policies as well as the next VNR report of the government. This analysis report was useful material for this lobby and advocacy and also in amplifying the understanding on the dimensions and aspects of ALE.

The publication can also be accessed and downloaded through the link below:

<https://drive.google.com/file/d/1gcUsbMXYZmmJ7sw6G110DZUm-Ky0LtSP/view?usp=sharing>



### National Campaign for Education Nepal (NCE Nepal)

Babarmahal, Kathmandu  
Tel.: 977-01-6203009, 01-4223420  
P.O. Box No.: 14421  
E-mail: : [info@ncenepal.org.np](mailto:info@ncenepal.org.np)  
Website: [www.ncenepal.org.np](http://www.ncenepal.org.np)